Understanding Plagiarism and Citation

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Learning Goals
At the close of the workshop, students will be able to:
- Identify the larger expectations and conventions of the College with regards to citation and plagiarism
- Understand what plagiarism is, what it looks like, and why and how it happens
- Implement strategies for avoiding plagiarism and citing correctly

Overview
In this workshop, students will learn about plagiarism, why and how it happens, and how to avoid it via three primary activities:
- Facilitator leads a larger discussion about what plagiarism is, why it happens, and why correct attribution is valued within universities and at large.
- As a group, students consider several brief source texts and citations of these texts, to determine whether these citations are instances of plagiarism or not, and if so, why. Students work to rewrite the first of these citations.
- As a group, students read model citations in MLA, APA, and Chicago styles to extract each style’s basic rules, and they work to create an MLA citation of a source. Individually, students select a second style, and work to create a citation in this style.
Lesson Plan

Introduction
Introduce today’s workshop as a chance to learn about plagiarism and academic integrity: what it looks like, why and how it happens, and how to avoid it. Emphasize that we know that students don’t want to or plan to plagiarize. Also acknowledge that, because the idea of “textual ownership” varies across cultures and educational contexts, the concept of plagiarism and the need for citation may be new to students who are entering American academia. Today, we’ll give participants the tools and knowledge needed to ensure that they are handing in their own work and citing according to the expectations of a U.S. college classroom. We’ll cover:

- what plagiarism is and what it looks like
- what correct citations should include
- how to ensure correct citations, using the appropriate citation style

Part One: Defining Plagiarism in Context

1. **Introduce the idea that plagiarism is context-dependent.** Writing done by students for academic purposes is often held to a different standard than writing done for business/political/legal contexts. For example:
   - If someone writes a term paper for you, and you hand it in under your own name, this is considered plagiarism. On the other hand, it is not considered plagiarism when someone ghostwrites an autobiography for an NBA basketball player.
   - If a student writer incorporates a quote from a source but doesn’t acknowledge the source of the quote or include quotation marks, it is considered plagiarism. However, if an instructor, in the course of giving an in-class lecture, quotes from a scholarly article published in her field but does not acknowledge the source of that quote, it is not considered plagiarism.

   Emphasize that knowing how plagiarism is defined, therefore—in this case, by Baruch, and by their individual instructors—is an important first step in learning how to avoid plagiarism.

2. **Defining Plagiarism at Baruch**
   - Different universities and professors elaborate on this definition in different ways. Distribute Handout 1: Baruch’s Definition of Plagiarism and Handout 2: What to Cite and What Not to Cite. Explain that Handout 1 is Baruch’s official definition of plagiarism, and Handout 2 is a list of the types of sources that are commonly cited (or not cited) based on Baruch’s guidelines.
   - Have students read Handout 1 independently. Ask, “What is Baruch’s definition of plagiarism?” Record on board, eliciting that plagiarism is generally defined as writing that borrows the ideas of others, either intentionally or unintentionally, and presents these ideas or this language as your own.
   - Clarify that plagiarism is often unintentional, but unintentional plagiarism is subject to the same rules and regulations as intentional plagiarism. Unintentional plagiarism most commonly happens when a writer:
     - is uncertain about the rules for citation
     - is pressed for time
     - doesn’t understand the meaning of a source text well enough to accurately paraphrase it
Have students read Handout 2 independently. Elicit a general summary of what to cite and what not to cite, and record on board:

- **What to cite**: any idea or work that originates outside of you
- **What you don’t need to cite**: any idea or work that is your own, plus any idea that is considered common knowledge.
- **What you may need to cite**: collaboration with another individual. Some collaborations must be cited, whereas others (work with a writing center consultant) may not need to be cited. If you have questions about what type of help is authorized, or whether citation of a conversation is needed, *ask your instructor.*

Draw students’ attention to the information on “common knowledge.” Clarify and record on board:

- **Common knowledge is often context-dependent based on location and culture.** For example, something that would be considered common knowledge in the United States might not be common knowledge in China, and vice versa.
- **Common knowledge is sometimes also dependent on discipline.** For example, news of a recent high-profile business merger may not be considered common knowledge outside of the business field, and would need to be cited in writing for other disciplines.
- Because common knowledge is dependent on cultural and discipline-based context, it is important for students to consider their audience when deciding whether something is common knowledge.
- Information that a student “just knows” but doesn’t have a source for may not qualify as common knowledge if it cannot be reasonably expected that all members of their audience would also know it.
- There is a difference between borrowing facts and borrowing the language used to communicate these facts. If students incorporate an idea that is considered common knowledge, but borrow specific language from the source to convey this idea, they still must cite the source.
- The only time students do not need to cite is if they are borrowing a fact that is considered common knowledge, and using their own language to convey this idea.
- In general, if students are concerned about whether something is common knowledge, the best practice is to find a source that supports the information and cite that source.

Ask, “What do you think is the motivation behind these guidelines? Why do you think citation is valued, and that your professors want you to consult and cite sources?” Elicit/provide and record on board:

- As a college student, you are not necessarily expected to contribute completely unique or original arguments, but you are expected to develop as an independent thinker. Your professors assign writing to help you to figure out what you think. You learn by analyzing the ideas you have read about and developing a response to them (rather than simply repeating the ideas of others.) Likewise, it’s important to develop your own voice in relation to the ideas of others.
- You owe it to the original writers of your sources to credit their work. This way, readers can understand where your ideas end and another’s begin.
Understanding Plagiarism and Citation

- Citation gives readers a roadmap through the works you consulted, so they can see what led to your conclusions, and how your writing fits into larger ongoing conversations in your field. This way, anyone who wants to enter the conversation and build on the ideas you’ve developed, can now do so.

  ➢ Ask, “Is there anything that surprises you here? Is there anything that you need clarification on? What seems easiest to ensure, and what seems more difficult?”

3. Ask, “What are some strategies for writing and researching you can use to ensure that you don’t unintentionally plagiarize?” Elicit the following and record on board, filling in when needed:

  ➢ As you research, take meticulous notes. Consider color-coding or formatting to distinguish between:
    - quotes from sources, paraphrases of ideas from sources, summaries of sources, and your own original ideas
    - sources you will use as background, sources that will support your argument, sources that you will analyze (otherwise known as “exhibit” sources), and sources that describe methods of thinking about your topic
    - information from a source and your response to the source (your response might include your opinions, questions, or notes about how you will use the source in your writing)
    - Record citation information for each source you consult along the way.
      Consider using reference management software, such as Zotero or RefWorks, to log your sources and format them as you research. This way, when you sit down to write your Works Cited list, you’ll have all of the information you need, ready.

  ➢ Address citation generator sites like EasyBib and Citation Machine: emphasize that while it is acceptable to use these sites, it is still important to understand the basic format of the citation styles you are working in, so that you can check the citation generator’s work. Citation generators do not always create accurate citations.

  ➢ Tell students that next, we’ll look at strategies for identifying and correcting forms of unintentional plagiarism while drafting.

Part Two: Applying the Rules and Learning Strategies: Identifying and Correcting Instances of Plagiarism

1. Pass out Handout 3: Plagiarism Case Studies and Handout 4: Corrected Citation. Explain that as a group, students will next examine several examples of

  ➢ a source and
  ➢ a writer’s citation of this source
  In each case, students will determine whether this is an instance of plagiarism or not, according to Baruch’s guidelines.

2. Ask students to review Baruch’s Definition of Plagiarism (Handout 1) and then to read Case Study 1 in pairs or small groups, to determine whether this writer has correctly cited according to Baruch’s guidelines.

  ➢ Encourage students to mark any language that seems incorrectly cited as they read.
  ➢ When they have had sufficient time, ask, “Is this writer adhering to Baruch’s plagiarism guidelines? If not, which guidelines aren’t they following?”
• Elicit the following response for Case Study 1, and review Handout 4 to model options for correction.

• Emphasize that Correction #2 is an exceptionally well-done paraphrase because it uses different words and syntax than the original text and is thus the writer’s unique explication of Frick’s idea. Record this guideline for successful paraphrasing on the board.
  o Remind students that to successfully paraphrase, they must understand the original text, and should therefore give themselves ample time to read and research before writing
  o If students want more help with paraphrasing, advise them to attend the “Summarizing, Paraphrasing, and Quoting” workshop

➢ In pairs or small groups, students read Cases 2-4 and determine whether each writer has correctly cited according to Baruch’s guidelines. When students are finished, review as a group.

➢ Present Case Study 2 as a passage about how members of the military are paid, both in terms of salary and other non-monetary benefits.
  • Emphasize that, like Correction #2 on Handout 4, the paraphrase in Case Study 2 is exceptionally well-done (even though it still qualifies as plagiarism because there is no in-text citation).

➢ When discussing Case Study 3, be prepared to take extra time to highlight the difference between patchwriting and a sufficiently different paraphrase.
  • Remind students that the research and note-taking skills already discussed are especially useful strategies for avoiding patchwriting.

➢ When discussing Case Study 4, flag this rule as especially important for when they are giving background information—even if the facts/dates/information they are providing is considered common knowledge, if the specific language and/or structures they use are borrowed, the original source must be cited.

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**Case Study 1:** this is an example of word-for-word plagiarism with citation (breaking guideline #1). Although the original author is cited at the end, the student has copied word-for-word from the original and does not use quotation marks around the borrowed text.

**Case Study 2:** this is an example of uncited paraphrase (breaking guideline #2). It is not enough to paraphrase the source material responsibly; the student also needs to cite Graves and Peterson as the source of this information.

**Case Study 3:** this is an example of inadequate paraphrase/patchwriting (breaking guideline #1). Patchwriting is when a student has “cop[ied] from a source text and then delet[ed] some words, alter[ed] grammatical structures, or plugg[ed] in one-for-one synonym substitutes,” but the changes made are not sufficient.

*Ask* “why do you think plagiarism happened here? How could it have been avoided?”

*Elicit* perhaps the writer didn’t understand the original text well enough to paraphrase it, or didn’t know what counted as a paraphrase, when quotes were needed, or how many words needed to be changed. Perhaps s/he rushed drafting the paraphrase, or hastily took notes and hence mistook the phrases copied from the source as original thoughts.

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file:///Users/narayank/Downloads/1116-3440-1-PB%20(6).pdf
Emphasize that if even one phrase is good enough to borrow, it must be properly set off by quotation marks. One of the best strategies to avoid patchwriting is to devote time to understanding the meaning of a source. As a matter of process, when they are paraphrasing, they should restate the original idea in their own words, without looking at the original sentence(s) (rather than simply changing a few select words while looking at the original.) Invite students to attend our “Summarizing, Paraphrasing, and Quoting” or “Using Sources Strategically” workshops for more guidance on how and why to use sources.

Case Study 4: this is an example of incorrect/uncited paraphrase (breaking guideline #2). Though almost nothing of Kernan’s original language remains, the key idea, choice, order of examples, and basic structure of the original sentences are all taken from the source. When paraphrasing, it’s necessary to use your own words and structure, and to cite.

Tell students that we’ll now turn to citation styles, and look at how to ensure correct citations by using the appropriate style and following its conventions.

Part Three: Style Guides

   - Introduce this as a brief guide to citing in MLA, APA, and Chicago styles.
   - Inform students that today, we will discuss the basic in-text and reference sheet formats for each citation style. The rest of the Reference Guide includes more detail on each style’s rules.
   - Emphasize that students don’t need to memorize these rules (though they might want to if they’re using a particular style repeatedly). Style guides exist for students to consult, so they should keep this packet on hand for future use.
   - For the most comprehensive, up-to-date information on how to cite in each style, they should consult the print manuals for MLA, APA, and Chicago style citation. Be sure to consult the latest edition, as these are updated every few years. The new MLA Eighth Edition, for example, includes several major changes to reference list entries.
   - Purdue OWL is also a reputable online source where they can find these rules. Assure students that while the Purdue OWL is a vast cache of information, it is relatively easy to use provided that students know what types of sources they have (electronic vs. print periodical, etc.) and which citation style their professor expects them to use.

2. Explain that citation styles help writers standardize the way they cite, so that if you’re reading an article in your own discipline, you always know exactly where to find the information you need.
   - Explain that different disciplines use different styles, and that the rules of each style are often tied to what information is most important in a given discipline. APA, for example, emphasizes the date of publication, which is vital in research where findings rapidly change; for literary scholars using MLA, it makes sense that more emphasis is put on the author’s name.
     - Information on the disciplines typically associated with each style appear at the beginning of each style guide.
Let them know that they should always check with their instructor to see which style to use in any class.

Introduce pg. 1 “Citing in MLA, APA, and Chicago Styles,” as a quick primer on how to create an in-text citation and reference list entry in each style. Define (and record on board) that

- **In-text citations/footnotes** are brief citations found in the physical text of a paper
- **Works Cited pages/Bibliographies** are lists of reference entries that include full citation information for each source cited, found at the end of a paper
- Emphasize that students must include **both types** of citation in every paper they write.

2. **Today, we will use this guide to practice creating formats for citations, so that you can get a sense of the details you should be looking for when researching and collecting sources—such as the title, author, and page number—and what you should pay attention to when citing these sources (such as footnotes, commas, etc.)**

- Copy the grid from Handout 6 onto the board. To save time, instead of copying each citation onto the board, consider creating a modified grid as follows:

<table>
<thead>
<tr>
<th></th>
<th>In-Text Guidelines</th>
<th>Reference List Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago (Notes-Bibliography)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago (Author-Date)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- In pairs or small groups, students read through each in-text citation and extract a template for basic citation, paying particular attention to punctuation and the entry’s components. Once students have had sufficient time, share out as a group and record on board.
- Next, have students read and extract the basic information needed to create a reference list entry in each style. Record on board.

3. **Pass out Handout 6: Uncited Source.**

- Together, read the source and quotes. Ask students how they would correctly cite this source using MLA style, and provide them with time to complete the first entry. Encourage them to consult the MLA pages of their Reference guides.
- Ask students to share out answers. Discuss to ensure understanding, in particular, of the rule on how to cite twice from the same source on different pages.
- Have students independently select a second citation style, and work to cite this source in this style. (If this is an in-class workshop, and the professor has specified that students use APA or Chicago style, have them use that style.)
- Ask students to share out answers. **Distribute Handout 7: Cited Source**, so that they can see correct versions.

4. **Distribute Handout 8: Citation Checklist.** Introduce this as a final list of items they can/should check off, before submitting any paper. Read together.

5. **Close by emphasizing that if they have questions about plagiarism at any point in their research/writing process, they should ask—one their professor, a consultant**
at the Writing Center, or a reference librarian. It’s much better to ask questions than to submit a paper without being sure of their own work. Encourage them to attend the Writing Center’s “Summarizing and Responding to Sources,” “Summarizing, Paraphrasing, and Quoting,” and “Using Sources Strategically” workshops to learn further strategies for working with sources.

- Emphasize that the purpose of Baruch’s plagiarism guidelines is not to prevent collaborating with consultants, tutors, or librarians, using sources, or writing with sentence templates (like those in Graff and Birkenstein’s They Say/I Say). The key is to be aware of the boundaries of using and sharing information, inform themselves about when and how to cite, and know what resources they can use if they are unsure.

6. **Solicit questions.** Wrap Up.
Baruch’s Definition of Plagiarism

The following definition is taken from Baruch’s policy on Academic Honesty. You can read more about how Baruch handles cases of plagiarism and other forms of academic dishonesty at https://www.baruch.cuny.edu/academic/academic_honesty.html.

Baruch defines plagiarism as the following:

Plagiarism is the act of presenting another person’s ideas, research or writing as your own. This includes, but is not limited to:

- Copying another person’s actual words without the use of quotation marks and footnotes.
- Presenting another person’s ideas or theories in your own words without acknowledging them.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.
- Purchase and submission of papers from “paper mills,” internet vendor sites, and other sources.

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What to Cite:³

- **Ideas or interpretations**: As soon as you put forth assertions that are the product of an individual’s thought, research, or analysis, you have to cite.
- **Verbatim language** drawn from a source. **You must provide a citation for all direct quotes** (except in the rare case that the quotation has entered the realm of common knowledge. For example, if you are citing the following very well-known quotation from JFK’s inaugural address, “Ask not what your country can do for you—ask what you can do for your country,” you would not need to provide citation for this source as the quote is considered common knowledge.) **If you are uncertain about whether a quote is common knowledge or not, cite it.**
- **Any words, ideas, or other productions that originate somewhere outside of you** such as those presented in a magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, advertisement, or any other medium
- Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- Any reprinted diagrams, illustrations, charts, pictures, or other visual materials
- Presentations, speeches
- Any reused or reposted electronically-available media, including images, audio, video, or other mediums
- Any collaboration with classmates or other individuals that has not been pre-approved by your instructor. (In group projects or lab work, it’s especially important to be clear on what work must be done independently, and what work may be done collaboratively. If a collaboration has been recommended, such as a Writing Center consultation, it may not need to be cited.) **If ever uncertain about whether a collaboration is permissible, ask your instructor.⁴**

What You Don’t Have to Cite:⁵

- **Common knowledge**: information that is generally known to an educated reader, such as widely known facts and dates. Because this material is not attributable to one source it therefore does not need to be cited. **Examples**: the molecular structure for water (H₂O) or the fact that Obama is the current president of the United States.
  
  **Note**: Common knowledge often depends on cultural context and the discipline in which you are working. For example, information that would be considered common knowledge in certain countries may not be common knowledge in others. Similarly, common knowledge in one discipline may not be “generally known” in other disciplines. Thus, it is important to consider your audience when determining whether something is common knowledge.

  **Note**: If specific language or structures have been borrowed from a source to convey these facts, the source must be cited. **If ever in doubt about whether something is common knowledge or not, cite it.**

- **Your own** lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- **Your own** results obtained through lab or field experiments
- **Your own** artwork, digital photographs, video, audio, etc.

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Text adapted from:

### Plagiarism Case Studies

<table>
<thead>
<tr>
<th>Source Says</th>
<th>Writer Says</th>
<th>Plagiarism? Why or Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;1&lt;/sup&gt; The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated—and interesting—is how these parts are connected or related to each other.</td>
<td>A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).</td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;2&lt;/sup&gt; The form of military compensation also limits the ability of military families to adapt to financial crises, potentially forcing them to turn to creditors. Much of military compensation comes in the form of non-fungible in-kind goods and services, rather than a traditional paycheck. Military health care, future tuition assistance, military housing, military food, access to commissaries, and access to military recreational facilities and entertainment are all important components of the compensation package for military personnel. Military recruiters understandably use these side benefits as a way of explaining and justifying relatively low military pay. Nevertheless, the non-fungible nature of non-cash compensation prevents military personnel from converting a significant portion of their resources to overcome income shocks and unexpected expenses.</td>
<td>Besides the problem of low wages, however, military members are also faced with the reality that much of their compensation is not paid in cash. While civilians can allot their cash earnings to pay for, say, car repairs, a military household cannot convert their illiquid medical, housing, food, or tuition assistance benefits into cash to cover unexpected expenses. As a result, many military personnel find that the amount and the type of compensation they receive are not conducive to smoothing temporary spikes in expenditures.</td>
<td></td>
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</tbody>
</table>

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<sup>1</sup> Text adapted from “How to Recognize Plagiarism.” Indiana University Bloomington School of Education, Indiana U, 1 Oct. 2014, [www.indiana.edu/~istd/example3word.html](http://www.indiana.edu/~istd/example3word.html).

<table>
<thead>
<tr>
<th>Source Says</th>
<th>Writer Says</th>
<th>Plagiarism? Why or Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong> So in <em>Romeo and Juliet</em>, understandably in view of its early date, we cannot find that tragedy has fully emerged from the moral drama and the romantic comedy that dominated in the public theaters of Shakespeare’s earliest time. Here he attempted an amalgam of romantic comedy and the tragic idea, along with the assertion of a moral lesson, which is given the final emphasis—although the force of that lesson is switched from the lovers to their parents. —Leech, Clifford. “The Moral Tragedy of <em>Romeo and Juliet</em>.” <em>Critical Essays on Romeo and Juliet</em>, Edited by Joseph A. Porter, G.K. Hall, 1997, p. 20.</td>
<td>In his essay, “The Moral Tragedy of <em>Romeo and Juliet</em>,” Clifford Leech suggests that rather than being a straight tragedy, <em>Romeo and Juliet</em> is a mixture of romantic comedy and the tragic idea, and that it asserts a moral lesson, which is given the final emphasis. The impact of the moral lesson is switched from the lovers to the parents (20).</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> From time to time this submerged or latent theater in <em>Hamlet</em> becomes almost overt. It is close to the surface in Hamlet’s pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother’s room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show. —Kerman, Alvin <em>The Playwright as Magician.</em> Yale UP, 1979, pp. 102–103.</td>
<td>Almost all of Shakespeare’s <em>Hamlet</em> can be understood as a play about acting and the theater. For example, in Act 1, Hamlet pretends to be insane in order to make sure his enemies do not discover his mission to revenge his father’s murder. The theme is even more obvious when Hamlet compares the pictures of his mother’s two husbands to show her what a bad choice she has made, using their images to reveal the truth.</td>
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</table>

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The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated—and interesting—is how these parts are connected or related to each other.


**Writer Says:**

A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).

**Correct Version #1**
**Rewritten using Quotation and APA citation:**

Frick (1991) states that “a system has parts that fit together to make a whole…” but the important aspect of systems is “how those parts are connected or related to each other” (p.17).

**Correct Version #2**
**Rewritten using Paraphrase and APA citation:**

Frick (1991) states that to understand systems, it is illuminating to study not only the separate parts that comprise a system, but also the relationship between these component parts (p.17).

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Citing in MLA, APA, and Chicago Styles

Use the “Guidelines” column below to note the important features of each style—needed information, the order of information, and any relevant punctuation or formatting.

<table>
<thead>
<tr>
<th>In-Text Citations</th>
<th>Style</th>
<th>Guidelines</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MLA</td>
<td></td>
<td>This phenomenon is best referred to as a “cumulative collaboration of evidence” (Pepper 49).</td>
</tr>
<tr>
<td></td>
<td>APA</td>
<td></td>
<td>This phenomenon is best referred to as a “cumulative collaboration of evidence” (Pepper, 1961, p.49).</td>
</tr>
</tbody>
</table>
|                   | Chicago (Notes-Bibliography) |            | This phenomenon is best referred to as a “cumulative collaboration of evidence.”
|                   | Chicago (Author-Date) |            | This phenomenon is best referred to as a “cumulative collaboration of evidence” (Pepper 1961, 49). |

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1 Text adapted from “Citation Style Chart.” The Purdue OWL, Purdue U Writing Lab, owl.english.purdue.edu/media/pdf/20110928111055_949.pdf.
<table>
<thead>
<tr>
<th>Style</th>
<th>Guidelines</th>
<th>Example (entry for a page from a website)</th>
</tr>
</thead>
</table>
MLA Style Guide

The Modern Language Association (MLA) provides a method for source documentation that is used in most humanities courses. In-text citations give readers information while they are reading and direct readers to the more specific “Works Cited” page at the end of an essay should a reader want to pursue a source further.

How to Create an MLA In-Text Citation

Generally, MLA in-text citation requires an author’s name and a page number where the information being cited can be found. The author’s name, and page number, when available, should be provided for any quote or paraphrase, in the following format:

Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263).

Romantic poetry is characterized by the “spontaneous overflow of powerful feelings” (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

If within the same paragraph, you are citing the same source twice, but citing from different pages of this source, you may either:

1. Combine multiple page numbers in one citation at the end of the paragraph in the order the citations appeared, as follows:

   (Wordsworth 263, 265).

2. Include the author’s name and page number in the first citation, like this:

   (Wordsworth 263)

   and then omit the author’s name from the second citation (and consecutive mentions), in cases where the author is unambiguous, like this:

   (265).

For the above citation, readers would find the following corresponding Works Cited entry:

How to Create an MLA Works Cited Page


As before, the entries you create for your sources are gathered into a list, with the heading “Works Cited.” All entries in the Works Cited page must correspond to the works cited in your main text. The list is arranged in alphabetical order by the term that comes first in each entry (usually the author’s last name.) Below, you'll find a sample Works Cited list.

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**Works Cited**


@persiankiwi. “We have report of large street battles in east & west of Tehran now – #Iranelection.” *Twitter*, 23 June 2009, 11:15 a.m.,

twitter.com/persiankiwi/status/2298106072.


www.hulu.com/watch/511318.

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Note the following important updates, from the Eighth Edition:⁷

The MLA ⁸th Edition recommends that writers apply a universal set of guidelines to any type of source.

While previously, a writer created an entry by following the MLA’s instructions for a source’s publication format (book, DVD, Web page, etc.), in the new model, the work’s publication format is not considered. Instead of asking, “How do I cite a book [or DVD or Web page]?” the writer creates an entry by consulting the MLA’s list of core elements, which are assembled in the order seen below. Each element should be followed by the punctuation mark shown unless it is the final element, in which case it should be followed by a period. An element should be omitted if it’s not relevant to the work.

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

In the new model, the writer asks, “Who is the author? What is the title?” and so forth—regardless of the nature of the source.⁸

A note on containers: when the source being documented forms a part of a larger whole, the larger whole can be thought of as a container that holds the source (ex: a book that is a collection of essays, a TV series.) A container may be nested in a larger container (ex: a book of essays may be read on Google Books, a TV series may be watched on Netflix.) It’s a good idea to account for all containers that enclose a source; this provides useful info for readers seeking to locate the original.⁹

A note on web sources: The Eighth edition recommends the inclusion of URLs in works-cited list entries (if your instructor prefers that you don’t include them, follow his or her instructions.) When giving a URL, copy it in full from your Web browser, but omit http:// or https://. (Some publishers assign DOIs, or digital object identifiers, to their online publications. When possible, citing a DOI is preferable to citing a URL.)¹⁰

To learn more about these and other important updates, visit the MLA’s website.

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Understanding Plagiarism and Citation

APA Style Guide

The American Psychological Association (APA) provides a method for source documentation that is used in most social sciences courses. The social sciences place emphasis on the date a work was created, so most APA citation involves recording the date of a particular work in the physical text. The date is usually placed immediately after the author’s name in the “References” page at the end of an essay.¹

How to Create an APA In-Text Citation²

When using APA format, follow the author-date method of in-text citation. This means that the author’s last name and the year of publication for the source should appear in the text.

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by “p.”) as follows:

According to Jones (1998), “Students often had difficulty using APA style, especially when it was their first time” (p. 199).

Jones (1998) found “students often had difficulty using APA style” (p. 199); what implications does this have for teachers?

She stated, “Students often had difficulty using APA style” (Jones, 1998, p. 199), but she did not offer an explanation as to why.

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required) as follows:

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

If within the same paragraph, you are citing the same source twice, but are citing from different pages of this source, you may do one of the following for the second citation:³

1. If in the first citation, the author’s name only appears in the parenthetical, like this:

   (Jones, 1998, p.199)

   you must repeat the author and the date and page number for the second entry, as follows:


Text adapted from:
¹ “Citation Style Chart.” The Purdue OWL, Purdue U Writing Lab, owl.english.purdue.edu/media/pdf/2011092811055_949.pdf.
2. If in the first citation, the author's name is part of the sentence, as follows:

According to Jones (1998)

And the date has already been mentioned, the second parenthetical can be replaced with just a page, like this:

(p.199).

How to Create an APA Reference List

Your reference list should appear at the end of your paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text. The following is a sample APA References page:

References


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5 Text adapted from “APA Sample Paper.” *The Purdue OWL*, Purdue U Writing Lab, owl.english.purdue.edu/media/pdf/20090212013008_560.pdf.
Notes for creating your APA References Page:

- Start the References page on a new page, center the title References (do not bold, underline, or use quotation marks for the title.)
- Double space all citations, but do not skip spaces between entries. Indent the second and subsequent lines of citation by .5 inches.
- Alphabetize the entries by the last name of the first author of each work. Authors’ names are inverted (last name first); give the last name and initials for all authors of a particular work.
- To learn more about what information to provide for each type of source, consult:
  1) The APA Publication Manual
  2) The APA website, at: http://www.apastyle.org/
  3) The section of Purdue OWL’s website devoted to APA citation, at: https://owl.english.purdue.edu/owl/resource/560/06/
Understanding Plagiarism and Citation

Chicago Manual of Style (Notes-Bibliography) Guide

The Chicago Manual of Style (CMS) includes two documentation styles: the Notes-Bibliography System (NB), which is used by those in literature, history, and the arts, and the Author-Date System, which is nearly identical in content but slightly different in form and is preferred in the social sciences.¹

How to Create a Chicago (Notes-Bibliography) Footnote or Endnote:

The Chicago Notes-Bibliography system provides writers with a system for referencing their sources through footnote or endnote citation in their writing and through bibliography pages. It also offers writers an outlet for commenting on those cited sources. (The Notes-Bibliography system is most commonly used in the discipline of history. History places much emphasis on source origins, so footnotes and endnotes are used to demonstrate on-page where a particular piece of info came from.) In this system, a number is assigned to a particular fact in the text, and the correlating footnote or endnote will link the source to the text and to the bibliography.

When using the Notes-Bibliography system, you should include a note (endnote or footnote) each time you use a source, whether through a direct quote or through a paraphrase or summary. Footnotes (which are preferred) will be added at the end of the page on which the source is referenced, and endnotes (useful when footnotes have become exorbitant) will be compiled at the end of the entire document.²

In either case, a superscript number (¹) should be placed in the text following the end of a sentence or clause in which a source is referenced. This should correspond to a note with the bibliographic information for that source. In the Notes-Bibliography system, the footnote or endnote should begin with the appropriate number followed by a period and then a space. The first note should include all relevant information about the source: author's full name, source title, and facts of publication.³

For example:⁴

In Democracy and Other Neoliberal Fantasies, Jodi Dean argues that “imagining a rhizome might be nice, but rhizomes don’t describe the underlying structure of real networks,”¹ rejecting the idea that there is such a thing as a nonhierarchical interconnectedness that structures our contemporary world and means of communication.

² “CMS NB PowerPoint Presentation.” The Purdue OWL, Purdue U Writing Lab, owl.english.purdue.edu/owl/resource/717/12/, slide 23.
⁴ “CMS NB Sample Paper.” The Purdue OWL, Purdue U Writing Lab, https://owl.english.purdue.edu/owl/resource/717/11/

A complete “note” citation, which corresponds to a slightly different formatted bibliography entry, would look like this:


The first line of a footnote is indented .5” from the left margin. Subsequent lines within a note should be formatted flush left. Leave an extra line space between notes.

**Subsequent note citations can and should be shortened.** “Shortening” usually comprises the author’s last name and a “keyword” version of the work’s title in four or fewer words. Subsequent citations of Dean would be shortened to:


“*Ibid.*” is an abbreviation meaning “in the same place.” Use it when the present note repeats the information of the immediately preceding note; use “*Ibid.*” followed by a comma and a new page number to indicate the same source as above but a different page. For example, a subsequent citation of Dean referencing information on page 31 would read as follows:

3. Ibid., 31.

When a note contains both source documentation and commentary, the commentary should come after the documentation. For example:

75. Lisa Ede and Andrea A. Lunsford, “Collaboration and Concepts of Authorship,” *PMLA* 116, no. 2 (March 2001): 354-69, http://www.jstor.org/stable/463522. Ede and Lunsford note that we all agree that writing is inherently social, yet we still rely on individualistic praxis; we still ascribe to pedagogies that encourage the independent author producing concrete (original, honest and “truthful”) works.\(^5\)

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\(^5\) “CMS NB PowerPoint Presentation.” The Purdue OWL, Purdue U Writing Lab, owl.english.purdue.edu/owl/resource/717/12/.
How to Create a Chicago (Notes-Bibliography) Bibliography:

In the Notes-Bibliography system, the bibliography provides an alphabetical list of all sources used in a given work. This page, most often titled Bibliography, is usually placed at the end of the work preceding the index. It should include all sources cited within the work and may sometimes include other relevant sources that were not cited but provide further reading. Below you’ll find a sample Chicago (Notes-Bibliography) Bibliography.

Bibliography


Notes for creating your Chicago (Notes-Bibliography) Bibliography Page:

- Label the first page of your list of sources cited, “Bibliography.” Center the title “Bibliography” at the top of the page. Do not bold, italicize or enclose the title in quotation marks.
- Flush left the first line of the entry and indent subsequent lines.
- Two blank lines should be left between “Bibliography” and your first entry. One blank line should be left between remaining entries, which should be listed alphabetically by the authors’ last names. The author’s name is inverted in the bibliography, placing the last name first and separating the last name and first name with a comma.
- Although bibliographic entries for various sources may be formatted differently, all included sources (books, articles, Web sites, etc.) are arranged alphabetically by author’s last name. If no author or editor is listed, the title or keyword by which the reader would search for the source may be used instead.
- Sources you consulted but did not directly cite may or may not be included (consult your instructor).
- To learn more about what information to provide for each type of source, consult:

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7 “CMS NB Sample Paper.” *The Purdue OWL*, Purdue U Writing Lab, owl.english.purdue.edu/media/pdf/130091022_717.pdf.

8 Text adapted from “CMS NB PowerPoint Presentation.” *The Purdue OWL*, Purdue U Writing Lab, owl.english.purdue.edu/owl/resource/717/12/.
1) The Chicago Manual of Style
2) The Chicago Manual of Style Online, at:
   http://www.chicagomanualofstyle.org/tools_citationguide.html
3) The section of Purdue OWL’s website devoted to Chicago citation, at:
   https://owl.english.purdue.edu/owl/resource/717/01/
Chicago Manual of Style (Author-Date) Guide

How to Create a Chicago (Author-Date) In-Text Citation

Each time you use a source in the text, cite the source in parentheses. **Parenthetical citation comprises the author’s last name, the publication date, and the page number of the source, when applicable.**

When formatting parenthetical citations do not use punctuation between the author’s last name and the year. (Do place a comma between the year and page numbers.) Place author-date citations before a mark of punctuation whenever possible. For example:

> Ultimately for Foucault, “Power was the great network of political relationships among all things,” (Thomas 2008, 153), and Foucault (1984a) represents a powerful figure in postmodern thought because he asserts that power is what produces our reality.

> Later modernists began to acknowledge the fragmentation, ambiguity and larger chaos that characterized modern life (Harvey 1990, 22) but, perhaps ironically, only so they might better reconcile their disunified state.

When an author’s name appears in the text, the date of the work cited should follow, even when articulated in the possessive. Also note that Chicago distinguishes between authors and works: while “in Foucault 1984a” is technically permissible, “Foucault’s (1984a) work suggests. . .” is preferred.

Additionally, footnotes or endnotes can be used to supplement the Author-Date References style to provide additional relevant commentary and/or to cite sources that do not readily lend themselves to the Author-Date References system.

When citing the same page(s) of the same source more than once in a single paragraph, you need only cite the source (in full) after the last reference or at the end of the paragraph. **When the same source but different page numbers are referenced in the same paragraph, include a full citation upon the first reference and provide only page numbers thereafter.**

How to Create a Chicago (Author-Date) Reference List:

The references list should appear at the end of your paper on a separate page. Each source that is used in the text must have a corresponding entry on the references page at the end of the paper. Turn the page to find a sample Chicago (Author-Date) Reference list.

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1 Text adapted from Lancaster, Megan, and Elizabeth Angeli. “CMS Author Date Classroom Poster.” The Purdue OWL, Purdue U Writing Lab, 2011, owl.english.purdue.edu/media/jpeg/20111215032219_717.jpg
2 Lancaster, Megan, and Elizabeth Angeli. “CMS Author Date Classroom Poster.” The Purdue OWL, Purdue U Writing Lab, 2011, owl.english.purdue.edu/media/jpeg/20111215032219_717.jpg
3 “CMS Author Date Sample Paper.” The Purdue OWL, Purdue U Writing Lab, owl.english.purdue.edu/media/pdf/1300990757_717.pdf.
References


Notes for creating your Chicago (Author-Date) Bibliography Page:

- Label the first page of your comprehensive list of sources cited, “References” or “Works Cited.” Center the title, “References,” at the top of the page. Do not bold, italicize, or enclose the title in quotation marks.
- Two blank lines should be left between “References” and your first entry. One blank line should be left between remaining entries. Single-space reference entries internally.
- Flush left the first line of the entry and indent subsequent lines.
- Order entries alphabetically by the authors’ last names. Author’s names are inverted and followed by date of publication.
- Sources you consulted but did not directly cite may or may not be included (consult your instructor).
- Entries are formatted very similarly to those in Chicago’s Notes-Bibliography style, but the date is moved to immediately after the author’s name.
- To learn more about what information to provide for each type of source, consult:
  1) The Chicago Manual of Style
  3) The section of Purdue OWL’s website devoted to Chicago citation, at: [https://owl.english.purdue.edu/owl/resource/717/14/](https://owl.english.purdue.edu/owl/resource/717/14/)

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4 Text adapted from “CMS Author Date PowerPoint Presentation.” *The Purdue OWL*, Purdue U Writing Lab, [owlenglish.purdue.edu/owl/resource/717/13/](http://owlenglish.purdue.edu/owl/resource/717/13/).
How would you cite the following quotations in different citation styles?

**Quotations:** Page 10: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language”

Page 9: “Compared to reading a textbook, students would become more actively engaged in learning by interacting with technology-mediated learning materials.”

**Source:** Theodore Wayne Frick’s “Restructuring education through technology,” published by the Delta Kappa Educational Foundation in 1991.

1. **In MLA style:**
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” __________________. Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” __________________.

2. **In APA style:**
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” __________________. Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” __________________.

3. **In Chicago, Notes-Bibliography style:**
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” __________________. Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” __________________.

4. **In Chicago, Author-Date style:**
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” __________________. Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” __________________.

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Cited Source

Quotations: Page 10: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language”

Page 9: “Compared to reading a textbook, students would become more actively engaged in learning by interacting with technology-mediated learning materials.”


Cited in MLA style:
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” (Frick 10). Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” (9).

Cited in APA style:
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” (Frick, 1991, p. 10). Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” (Frick, 1991, p.9).

Cited in Chicago, Notes-Bibliography style:
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” (Frick, Restructuring Education Through Technology, 1991, p. 9). Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” (Frick, Restructuring, 1991, p. 9).

1. Theodore Frick, Restructuring Education Through Technology (Bloomington IN: Phi Delta Kappa Educational Foundation), 10.
2. Ibid., 9.

Note: if other sources were introduced after this quote, the next footnote referencing this text would read: Frick, Restructuring, 9.

Cited in Chicago, Author-Date style:
We have to remember that computers are not the first technology people have had to deal with: “the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language” (Frick 1991, 10). Since students have learned through technological media for centuries, we should continue to help them “become more actively engaged in learning by interacting with technology-mediated learning materials” (Frick 1991, 10).

Citation Checklist

Before submitting a paper that incorporates sources, ask yourself:

Have I…

Used in-text citations or footnotes to show which parts of this essay are my own and which are ideas or language taken from another writer?

Paraphrased entirely in my own words, using my own structure for ideas?

Used quotation marks around any words taken directly from a source?

Cited in the appropriate style (MLA, APA, or Chicago style) according to my professor’s instructions and the conventions of my discipline?

Included a Bibliography or Works Cited page?

Followed my professor’s guidelines for what work must be done independently, and what work can be done collaboratively, if this is for a group project?

Submitted original work (not work written for me, even if I have the permission of the person who wrote it, and not work I have already turned in for another course)?

Credited any outside assistance I received, including the ideas of fellow classmates or a private tutor (or any other conversation my professor requires me to cite)?