

Focus on Reference and Citation - TASKS

Academic Integrity – Avoiding Plagiarism

By definition, the research we undertake to write an essay involves using material from other writers in the form of ideas, quotations, statistics and examples. Without acknowledging this material through reference and citation, your work will be considered plagiarised. You must learn how to reference your work accurately and appropriately.

Look at the two boxes below. Which would need to be referenced and which not. Why?

<ul style="list-style-type: none"> • Common knowledge (for example, what 'gravity' means; that 1066 was the last year Britain was invaded, that Jupiter has 16 moons) • Your own ideas 	<ul style="list-style-type: none"> • Statistics, tables, diagrams you found in specific publications • Ideas or arguments by a writer in a textbook, journal article, lecture, TV/radio broadcast or the Internet
<p>The crucial principle is:</p>	
<p>A definition of common knowledge:</p>	

When to Cite: the Six Point Code



Task 3: To decide when to cite, use this six point code. Match the titles in the box to the definitions

when in doubt	distinctive structure or organising strategy
Info./data from a particular source	distinctive ideas
verbatim phrase or passage	if it is not common knowledge

1. whenever the ideas or opinions are distinctive to one particular source.
2. even though you may have put the ideas into your own words, if the author has adopted a particular method of approaching a problem, or there is a distinctive intellectual structure to what is written, for example to an argument or the analysis of a concept, then you must cite the source.
3. if you've gathered information from a source in the form of facts, statistics, tables, diagrams, cite the source. Readers will then know who gathered the information and where to find it.
4. even a single word, if it is distinctive to your author's argument. Use quotation marks and cite the source.
5. whenever you mention some aspect of another person's work, unless the information or opinion is widely known, cite it so the reader can follow it up.
6. it will do no harm, as long as you are not citing just to impress the examiner in the mistaken belief that obtaining good grades depends on trading facts, or in this case references, for marks.

Task 4: Look at this paragraph. For each citation, discuss with a partner (or your ASK Tutor) why it is there.

References should be given for "all direct or indirect quotations, and in acknowledgement of someone's opinions, or of a source of factual information which is not general knowledge" (Walliman 2001, p. 301). Li and Crane (1996, p. 3) point out that the main objective of citing references is to give sufficient information to allow sources to be located. Additionally, "another important principle is to make reference to that information in the source in hand. As a rule, it is not necessary to provide supplementary information that has to be located elsewhere" (Li and Crane 1996, p. 3). General overviews of the process of citing references are given by Bosworth (1992) and Craig (2003) and in Walliman, Chapter 8 (2001, pp. 300-313).

References

Bosworth, D.P. 1992. *Citing your references: a guide for authors of journal articles and students writing theses or dissertations*. Thirsk, N Yorks: Underhill Press.

Craig, P. 2003. How to cite. *Documentation Studies* 10(1), pp. 114-122.

Li, X. and Crane, N. B. 1996. *Electronic styles: a handbook for citing electronic information*. 2nd ed. Medford, New Jersey: Information Today.

Walliman, N. 2001. *Your research project: a step-by-step guide for the first-time researcher*. London: SAGE.

(example taken from Cardiff University Information Services, Harvard Referencing Tutorial, Retrieved May 2014 <https://ilrb.cf.ac.uk/citingreferences/tutorial/whatis2.html>)

Task 5:

Look at this paragraph with no citations. Decide with a partner (or your ASK Tutor) where citations need to go

The most striking difficulty of the water wars thesis is the impossibility of clearly distinguishing among the many factors which contribute to warfare. When one sifts through the hyperbole, it seems that few wars have been induced solely by water shortages. Examples offered as evidence of wars over water tend to be about something else. It seems that the broader political context is more relevant than the specific instance

of water scarcity. Nevertheless, there appears to be sufficient evidence that water is an important variable in violent conflict within, if not always between, states. Further, with respect to the case of conflict in the Middle East ... (paragraph continues)

from J. Barnett (2000), Destabilizing the Environment–Conflict Thesis, Review of International Studies 26: 271-288