

# STUDENT MANUAL



Levels I, II & III

## The GAC Referencing Guide

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## Introduction

### Overview

Welcome to the *GAC Referencing Guide*.

The aim of this Referencing Guide is to introduce you to the conventions of an author-date referencing system, specifically the Harvard style of referencing.

### Learning Outcomes

After you have worked through this guide, you should be able to:

- understand the need for academic referencing
- understand and apply the Harvard style of referencing
- use in-text referencing accurately and appropriately
- recognise plagiarism and know how to avoid it
- compile a reference list of your sources
- record information from an article.

### Acknowledgments

The Harvard style used in this manual is as advocated by Monash University Library. Details are available from:

*Citing and referencing: How to acknowledge your sources* (2006), Library online tutorials, Monash University Library [online]. Available at:  
<http://www.lib.monash.edu.au/tutorials/citing/> [Accessed 10 March 2011]

The following sources have also been helpful in compiling this guide but note that they each use a different modified form of the Harvard system:







*Quote, Unquote – A Guide to Harvard Referencing* (2009), Skills for Learning, Leeds Metropolitan University [online]. Available at:  
<http://skillsforlearning.leedsmet.ac.uk> [Accessed 10 March 2011]

*The University of Glamorgan Guide to Harvard Referencing* (no date) Learning and Corporate Services, University of Glamorgan [online]. Available at:  
<http://lcss.glam.ac.uk/documents/download/721>, [Accessed March 10 2011]

The BU Guide to Citation in the Harvard Style (no date), Academic Support-Library and Learning Support, Bournemouth University [online]. Available at:  
[http://www.bournemouth.ac.uk/library/citing\\_references/citing\\_refs\\_main.html](http://www.bournemouth.ac.uk/library/citing_references/citing_refs_main.html)  
[Accessed 10 March 2011]

## Icons

The following icons will be used as a visual aid throughout the Referencing Guide:

| Icon  | Meaning            |
|---|--------------------|
|    | Information        |
|    | Task               |
|    | Hints and Cautions |
|    | Review             |
|  | Independent Study  |
|  | Language focus     |

## The GAC Referencing Guide

|            |  |
|------------|--|
| Part A     | Overview   |
| Part B     | Introduction to Referencing                        |
| Part C     | How to Use Sources                                 |
| Part D     | In-text Referencing Conventions                    |
| Part E     | The Reference List                                 |
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| Part H     | Practise Avoiding Plagiarism                       |
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### Part A Overview

**Overview** This Referencing Guide introduces you to the conventions of the Harvard style of referencing, which is an author-date referencing system.

**Part B** introduces the subject of referencing and explains its importance.

**Parts C** and **D** deal with in-text referencing. Part C shows you how to use sources for in-text referencing, and Part D lists the standard conventions for in-text referencing.

**Parts E, F** and **G** deal with the Reference List. Part E is an introduction to the Reference List, Part F gives details of Reference List conventions and Part G provides a sample Reference List.

**Part H** gives you practise in paraphrasing, summary writing, creating a reference list and includes a quiz.

**Part I** provides a guide for recording information from an article.

**Part J** gives you answers and explanations for Parts H and I.

**Appendix 1** gives you examples of both in-text and reference list formats.



#### NOTE

Although this guide aims to be comprehensive, the referencing conventions listed in Parts D and F are not exhaustive. If you need further guidance on referencing, ask your teacher or visit the following websites:

<http://www.lib.monash.edu.au/tutorials/citing/>  
<http://skillsforlearning.leedsmet.ac.uk/>  
[http://www.bournemouth.ac.uk/library/citing\\_references/citing\\_refs\\_main.html](http://www.bournemouth.ac.uk/library/citing_references/citing_refs_main.html)

## Part B Introduction to Referencing



### Introduction

There are various styles of referencing such as Harvard, APA (American Psychological Association), Oxford and Vancouver, all with different approaches to referencing. In addition to these, certain professions have their own referencing styles, such as the ASCE (the American Society of Civil Engineers) and the IEEE (Institute of Electrical & Electronics Engineers).

Within a university, it is possible for different faculties (and sometimes even different departments within a faculty) to use different referencing styles. It is therefore important when you are at university that you check with your lecturers and tutors as to which is the preferred referencing style for the subject you are studying. It is also important that you are consistent in your referencing.



### The GAC referencing style

The GAC program uses the Harvard referencing style, which is an author-date system, for in-text referencing. This means that when you refer to a source (e.g. a book, journal, article or website) in your written work, you **MUST** give the author's name and the date of publication in brackets after the reference. Full details of how to apply this referencing system are given in Parts C and D.



### Caution – No Footnotes

Note that footnotes are **NOT** used in this referencing system.



### Why is referencing important?

In academic writing, it is important to acknowledge the source of any ideas that are not your own. This is for several reasons:

- to prove the accuracy of your claims or the information you are presenting
- to demonstrate the extent of your research
- to enable your reader to check your sources, and to follow up the reference if they want to
- to protect yourself against charges of plagiarism – a form of cheating (see Part C, sections C4 and C9).





## LANGUAGE FOCUS

The term 'a citation' (verb: to cite) is often used for 'a reference' and has the same meaning.



## What does referencing involve?

There are two aspects of referencing that you need to be familiar with:

- **in-text referencing (see Parts C and D)**  
where you refer to a source (e.g. a book, journal, article or website) in your written work;
- **the reference list (see Parts E and F)**  
where you list full details of all the books, journals, articles and websites you have cited in your written work. The reference list comes at the end of your essay or report.

There are standard conventions for in-text referencing and for the Reference List that you need to be familiar with and be able to use in your academic writing. The conventions used in the GAC program are those of the Harvard system of referencing as used by Monash University (*Citing and referencing: How to acknowledge your sources*, 2006) and these are listed in Parts D and F.

## Part C How to Use Sources

|    | <b>Contents</b>  |
|----|--|
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| C2 | How to write in-text references  |
| C3 | Emphasis on idea or author?  |
| C4 | What is plagiarism?  |
| C5 | Using direct quotations <ul style="list-style-type: none"> <li>a Short quotation</li> <li>b Long quotation</li> <li>c Useful phrases to use in quotations</li> </ul> |
| C6 | Grammar in direct quotations   |
| C7 | Paraphrasing a quotation   |
| C8 | Summarising a quotation  |
| C9 | Avoiding plagiarism <ul style="list-style-type: none"> <li>a Examples of plagiarism</li> <li>b Acceptable paraphrase or summary</li> </ul>                           |



### C1 What is in-text referencing?

In-text referencing is the way in which you refer to a source (e.g. a book, journal, article or website) in the body of your written work.

The purpose of in-text referencing is to direct your reader to the source you have used, listed in full in your Reference List (see Part E).



### C2 How to write in-text references

For in-text referencing, you need to state:

- the author's surname
- the year of publication of the book or article
- the page number.

Note that there are some exceptions to this. Full details of in-text referencing conventions are given in Part D.



### C3 Emphasis on idea or author?

There are two ways of writing in-text referencing depending on whether you want to give emphasis to the idea presented or to the author.

#### **EITHER**

To emphasise the idea, give the referencing details in brackets after the information you are sourcing.

#### Example

Recent research indicates that insulin molecules may not be stable under certain conditions (Smith 2003, p. 312).

#### **OR**

To emphasise the author, use the author's surname in the flow of the text with the year of publication and page number in brackets after the name.

#### Example

According to Smith (2003, p. 312), insulin molecules may not be stable under certain conditions.



#### PUNCTUATION NOTE

In the examples above, note that

- in the first example, the period (full stop) comes after the brackets
- in both examples, the comma comes after the year of publication.



### C4 What is plagiarism?

Plagiarism is:

- presenting other people's ideas as if they were your own, or
- using someone else's ideas without referencing them fully.

Plagiarism is a form of cheating which is considered a serious academic offence and carries severe penalties. Usually your work will be failed outright, and you may even be failed in the module concerned.

Every educational establishment has its policy on plagiarism. The GAC plagiarism policy is attached in the Appendix to this guide.

Strategies for helping you to avoid plagiarism are given in section C9.



## C5 Using direct quotations

A direct quotation uses the exact wording of the original text. The author's surname, year of publication and page number **MUST** be provided.

Direct quotations are often used to give definitions of terms, as in many of the examples below.

### a Short quotation

If the quotation is less than two lines long, it should be included in the body of your writing, with the direct quote in double quotation marks. The quotation should be inserted in the natural flow of the writing and has to fit grammatically (see section C6 below).

#### Example

Plagiarism can be defined as “taking, using, and passing off as your own, the ideas or words of another” (Citing and referencing: How to acknowledge your sources, 2006).

### b Long quotation

If the quotation is longer than two lines, the quotation should be indented, single-spaced and in a smaller font size if possible. Quotation marks are not required.

#### Example

A balanced diet is one that is based on

starchy foods such as rice and pasta, with plenty of fruit and vegetables, some protein-rich foods such as meat, fish and lentils, and some milk and dairy foods (and not too much fat, salt or sugar).

(NHS Direct 2011)

Note that in the examples above, no page numbers can be given as these are internet sources – see Part D.

### c Useful phrases to use in quotations

Useful phrases to use with direct quotations:

#### Example

According to Greene (1999, p. 157), “there are many myths about marriage”,

#### Example

Greene (1999, p. 157) states that “there are many myths about marriage”,

Other phrases:

argues that ...  
claims that ...  
points out that ...  
maintains that ...  
emphasizes that ...  
stresses that ...



#### C6 LANGUAGE FOCUS - Grammar in direct quotations

When using a direct quotation, you must keep the grammar of the quotation intact. You will need to organise the rest of your sentence around it carefully so that your final sentence is grammatically correct.

You must NOT change the grammar of a direct quotation to fit your sentence – on the contrary, you have to change your sentence to fit the grammar of your quotation. If this proves difficult, it will probably be better to paraphrase the quotation (see section C7).



#### C7 Paraphrasing a quotation

When you paraphrase a quotation, you keep the meaning of the original wording but you say it in your own words. Examples are given below:

Example

Original text about the artist Delaunay:

Delaunay ... realized at once ... that by dismissing traditional perspective Picasso and Braque had revolutionized traditional ideas of pictorial form, and, more important from his point of view, pictorial space.  
(Golding 1968, p. 149)

#### **Paraphrase – emphasis on idea:**

Delaunay was inspired by Picasso and Braque's revolutionary use of pictorial space (Golding 1968, p. 149).

#### **Paraphrase – emphasis on author:**

According to Golding (1968, p. 149), Delaunay was inspired by Picasso and Braque's revolutionary use of pictorial space.

*or*

Golding (1968, p. 149) argues that Delaunay was inspired by Picasso and Braque's revolutionary use of pictorial space.

It is important when paraphrasing that your version is not too close to the original wording. If it is too similar to the original, this is a form of plagiarism, even if you quote the source (see section C9 below).



## C8 Summarising a quotation

A summary conveys the main points of the original text but in a shortened form. As with paraphrasing, it is important that you summarise in your own words. If your wording is too close to the original, this is a form of plagiarism, even if you quote the source (see section C9 below).



## C9 Avoiding plagiarism

When writing a paraphrase or a summary, it is important that you use your own words. If your rewritten version is too close to the original wording, you will be accused of plagiarism. Some examples are given below in section 9b.

If you cannot rewrite the quotation so that it is sufficiently different to the original version, it is better to stick to a direct quotation – at least that way you are safe!

### Example

Original text about the artist Delaunay:

Delaunay ... realized at once ... that by dismissing traditional perspective Picasso and Braque had revolutionized traditional ideas of pictorial form, and, more important from his point of view, pictorial space.  
(Golding 1968, p. 149)

### a Examples of plagiarism

1. Delaunay realized that Picasso and Braque had revolutionized pictorial space (Golding 1968, p. 149).

This is plagiarism because all the words have been taken from the original (see below) – this has not been said in the writer's own words.

Delaunay ... realized ... that ... Picasso and Braque had revolutionized ... pictorial space.

2. According to Golding (1968, p. 149), Delaunay realized that Picasso and Braque had revolutionized ideas of pictorial space by dismissing traditional perspective.

This is plagiarism because again, all the words have been taken from the original (see below) even though the word order has been changed.

Delaunay ... realized ... that ...(by dismissing traditional perspective) ... Picasso and Braque had revolutionized ... ideas of ... pictorial space.

3. According to Golding (1968 p. 149), Delaunay understood that by ignoring traditional perspective, Picasso and Braque had revolutionized ... ideas of pictorial space.

This is still plagiarism because, although some words have been changed ('understood' for 'realized', and 'ignoring' for 'dismissing') this is still too close

to the original (see below for comparison). Much of the wording is the same as the original, and the word order is identical. This is NOT in the writer's own words.

Delaunay ... realized ... that by dismissing traditional perspective Picasso and Braque had revolutionized ... ideas of ... pictorial space.

**b Acceptable paraphrase or summary**

Delaunay was inspired by Picasso and Braque's innovative use of pictorial space (Golding 1968, p. 149).

This version has changed the wording and the structure sufficiently to be an acceptable paraphrase or summary of the original text. It gives the same information in the author's own words.



**TIPS**

When you find quotations or information you want to use in your written work, it is always a good idea to

- keep a record of the original wording so that you can check
  - whether your paraphrase or summary has kept the same meaning as the original (or has unintentionally changed the meaning!), and
  - how close your wording is to the original . To avoid plagiarism, if you are paraphrasing or summarising, your wording must not be too similar to the original version (see section C9 above).
- note full details of the source (author, year of publication, title of work, etc. see Part F) and most importantly page number so that you can find it again if you need to check any details later. These details are needed for your reference list (see Parts E and F).

## Part D In-text Referencing Conventions

|    |                    |
|----|--------------------|
|    | <b>Contents</b>    |
| D1 | Authors            |
| D2 | Books              |
| D3 | Journal Articles   |
| D4 | Electronic Sources |



### Review

For an in-text reference, you need to state:

- the author's surname
- the year of publication of the source material
- the page number

There are some exceptions to this depending on your source material and these differences are detailed in this section.



### Tip

Although you need only the above details for in-text referencing, remember that you will still need to keep a record of full bibliographical details for the Reference List – see Part F.



### D1 AUTHORS

#### a One author

When there is one author, give the author's surname and the year of publication.

#### Example

Recent research indicates that insulin molecules may not be stable under these conditions (Smith 2003, p. 312).

#### b Two authors

When there are two authors, give their names in the order given on the title page, joined by '&'.

#### Example

Smoking was found to be the main cause of the problems experienced (Simpson & White 2002, p. 145).

However, when the authors' names are used in the body of the text, use 'and' to join their names.



Example

Simpson and White (2002, p. 145) found that smoking was the main cause of the problems experienced.

**c Three authors**

Follow the conventions for two authors, but with a comma between the first two names.

Example

Recent research indicates that genetically modified crops can be harmful to wildlife (Lilly, Simpson & White 2003, p. 96).

In the body of the text use 'and':

Example

Lilly, Simpson and White (2003, p. 96) claim that genetically modified crops can be harmful to wildlife.

**d Four or more authors**

When there are four or more authors, give the first author's name followed by 'et al.' in the in-text referencing. (This is an abbreviation of a Latin term 'et alia' meaning 'and others', which is why there is a full stop after 'al'.) You must however quote all the author's names in full in the Reference List (see Part F).

Example

If the authors are

Robbins, S.P., Millett, B., Cacioppe, R. & Waters-Marsh, T. (2004)

cite this in your in-text referencing as

Example

Robbins et al. (2004) identified forms of organisational behaviour ...

or

Forms of organisational behaviour have been identified (Robbins et al. 2004)...

**e Referencing an author cited as a reference in your source material**

Sometimes you will find information in a book that is referenced to an earlier source. In this case, give the earlier source first, then the source in which you found it.

Example

Research indicates that depression is brought on by stressful life events which often involve losses, such as divorce or job loss (Brown & Harris 1978, cited in Davison & Neale 2001).

The writer's source in this example is Davison & Neale 2001, which quotes an earlier source, Brown & Harris 1978, for this information.

**f No author given / Anonymous**

When the author is unknown, use the title of the book or article. Note that this is often the case with electronic sources, and also reference works such as dictionaries and encyclopaedias.

Write the title in italics, followed by the year of publication and page number where available.

**Example**

Vitamin B12 has a biochemical role in the synthesis of fatty acids in the myelin sheath that surrounds nerve cells (*Encyclopaedia Britannica* 2002).

In the example above, a CD-ROM version of the Encyclopaedia Britannica has been used (and this must be indicated as an electronic source in the reference list, see Part F), so no page number is available.

**g More than one publication by the same author**

If the same author has written more than one work, distinguish between them by the date of publication.

**Example**

Moore (1994, p. 134) states that ...

Moore (1999, p. 56) argues that ...

When an author has published two or more works in the same year, put them in alphabetical order of title in the Reference List (see Part F) and use 'a', 'b' and 'c' etc. to distinguish between them.

**Example**

Smith (2003a, p. 98) states that ...

According to Smith (2003b, p. 513) ...

If two authors have the same name and initial, distinguish between them by giving the first name in full.

**Example**

George Brown (2001, p. 43) states that ...

Graham Brown (2001, p. 158) discovered that ...



## D2 BOOKS

### a Referencing a page

When referencing a quotation, or paraphrasing or summarising a quotation, you must give the page number after the author's surname and year of publication.

#### Example

Recent research indicates that insulin molecules may not be stable under these conditions (Smith 2003, p. 312).

Note that a comma comes after the year of publication, and the period (full stop) at the end of the sentence comes after the brackets.

If the author's surname is used in the body of the text, only the year of publication and the page number need to be in brackets. This must come immediately after the author's name, with a comma separating the year and the page number.

#### Example

According to Smith (2003, p. 312), insulin molecules may not be stable under these conditions.

### b Referencing the general ideas of a book

When referencing the general ideas of a book, only the author's surname and year of publication need to be cited.

#### Example

Suffering from feelings of guilt and unresolved grief (Worden 1991), she subsequently put on a considerable amount of weight ...

In the above example, the theme of Worden's book is dealing with grief, so the reference here is to the whole book, rather than to a particular page.

### c Edited books

An edited book is usually a collection of articles by different authors. If you are quoting from an article in an edited book, you must use the name of the author of the article for your in-text referencing, followed by the year of publication of the book and the relevant page number, as for a standard in-text reference.

You will however need the editor's details as well as the author's for the reference list (see Part F), so make sure you keep a note of these.

**d No date given**

If there is no date, write the details as you would for a standard reference but put '(no date)' after the author's name (or title if no author, as in the example below).

Example

According to the *Citing and Referencing Guide* (no date), ...

**D3 JOURNAL ARTICLES**

References to journal articles in the text of your writing should be treated the same way as books. Cite the author's surname, year of publication and relevant page number.

**D4 ELECTRONIC SOURCES**

Electronic sources include articles on the internet, articles retrieved from databases and information obtained from CD-ROMs.

References to electronic sources in the text of your writing should be treated the same way as books. Cite the author's surname and year of publication, and the relevant page number if it is available – often however, electronic sources do not provide page numbers.

If the author is unknown, follow the conventions for books – use the title in italics followed by the year, and if available the page number.

**Further details**

For further details of the Harvard referencing system, see  
<http://www.lib.monash.edu.au/tutorials/citing/>  
<http://skillsforlearning.leedsmet.ac.uk/>

For further details of electronic referencing, see  
[http://www.bournemouth.ac.uk/library/citing\\_references/citing\\_refs\\_main.html](http://www.bournemouth.ac.uk/library/citing_references/citing_refs_main.html)

## Part E The Reference List



### The Reference List

The Reference List (sometimes just called ‘References’) is a list giving full details of all the sources you have cited in your writing.

The reason for giving these details is so that your reader has all the relevant information to locate the source if they want to follow up the reference.

The Reference List comes at the end of your essay or report. If you have an Appendix, the Reference List comes before the Appendix.



### Bibliography

A bibliography is a list of all the books you have consulted for your work but have not cited in your text. At university, tutors usually want a Reference List with your assignments (rather than a bibliography) – they are only interested in the books you have actually cited in your work.

Note that in the UK, the term ‘bibliography’ or ‘bibliographic references’ is sometimes used to mean a reference list.



### Creating the Reference List

Sources **MUST** be listed in alphabetical order of authors’ surnames and according to the conventions set out in Part F. Pay particular attention to punctuation.

If the author is unknown, the title of the work must be used in place of the author’s surname and arranged in alphabetical order with the authors.

A sample reference list is provided in Part G.



### PUNCTUATION - THE REFERENCE LIST

Punctuation is a crucial part of the conventions of referencing, especially in the Reference List. You must follow the punctuation conventions detailed in Part F.

## Part F Reference List Conventions

|    | Contents           |
|----|--------------------|
| F1 | Authors & Books    |
| F2 | Journal Articles   |
| F3 | Electronic Sources |



### F1 AUTHORS & BOOKS

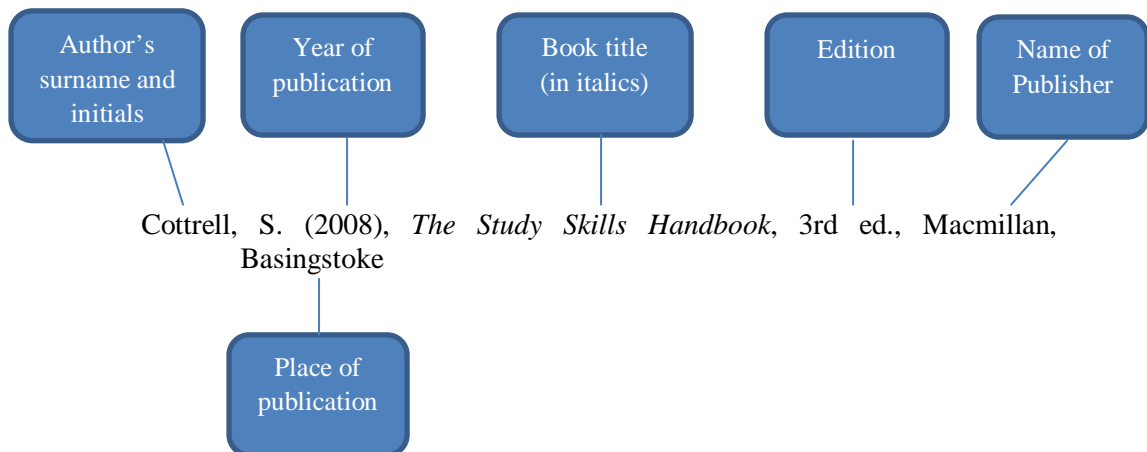
You need the following information, in this order:

- Author's surname and initials (or editor's surname and initials)
- Year of publication
- Book title
- Edition (if applicable)
- Publisher's name
- Place of publication

These details can be found on the title page of the book and the inside front cover.

#### a One author

Example





## PUNCTUATION - BOOKS

- Put a comma after the surname, and a period (full stop) after the initial(s).
- The date is given in brackets followed by a comma.
- The title should be in italics and capitalised, followed by a comma. (Alternatively, the title can be underlined.)
- If it is an edition (other than the first), use '2nd ed.' or '6th ed.', NOT in italics, followed by a comma (see example above).
- The publisher's name comes next, followed by a comma, then the place of publication.
- If the reference is longer than one line, indent the second and third lines so that the authors' names are clear to read, as in the above example. See also the sample reference list in Part G.

**b Two authors**

With two authors, use ‘&’ between the two names. Keep the names in the order they are given on the book title page.

**Example**

Windschuttle, K. & Elliott, E. (1999), *Writing, Researching, Communication Skills for the Information Age*, 3rd ed., McGraw Hill, Sydney

**c Three authors**

Give all three names, with a comma after the first author’s initials, and ‘&’ between the last two names

**Example**

Lilly, D., Simpson, G.V. & White, K. (2003), *Genetically Modified Crops*, Albion Press, New York

**d Four or more authors**

Although ‘et al.’ is used for in-text referencing of four or more authors (see Part D), for the reference list you must write all the authors’ names in full.

**Example**

Agnew, M., Barlow, S., Pascal, L. & Skidmore, S. (1995), *Get Better Grades*, Piccadilly Press, London

**e No author given / Anonymous**

When the author is unknown, use the title of the book or article in italics.

**Example**

*How dangerous is obesity?* (1977), *British Medical Journal*, No. 6069, 28th April, p. 1115

**f Referencing an author cited as a reference in your source material**

When you have used an author cited in your source material in your in-text referencing (see Part D), it is only necessary to reference your own source material in your reference list.

**Example**

In-text reference:

Research indicates that depression is brought on by stressful life events which often involve losses, such as divorce or job loss (Brown & Harris 1978, cited in Davison & Neale 2001).

In your reference list, you only need to refer to Davison & Neale:

Davidson, G.C. & Neale, J.M. (2001) *Abnormal Psychology*, 8th ed., John Wiley & Sons, New York



**g Edited books**

Use the standard approach for an author, but give the editor's surname and initials in place of the author's. Put (ed.) after the editor's initials, or (eds) if there are two or more editors.

**Example**

Carter, C. & Peel, J. (eds) (1976), *Equalities and Inequalities in Health*, 2nd ed., Academic Press, London

If you have quoted from an article in an edited book, put the author's name and article title in the Reference List as follows, using 'in:' before the editors' names:

Blaxter, P. (1976), Social Health and class inequalities, in: Carter, C. & Peel, J. (eds) (1976), *Equalities and Inequalities in Health*, 2nd ed., Academic Press, London

**h More than one publication by the same author**

If the same author has written more than one work, arrange the reference list in the order of the date of publication, starting with the earliest.

**Example**

Moore, H. (1996) ...

Moore, H. (1999) ...

Moore, H. (2003) ...

When an author has published two or more works in the same year, put them in alphabetical order of title and use 'a', 'b' and 'c' etc. to distinguish between them.

**Example**

Smith, C. (2003a), *Before Time Forgot*, Albion Press, New York

Smith, C. (2003b), *Kingdoms and Palaces of the Orient*, Albion Press, New York

Smith, C. (2003c), *Terrible Tales of an Invertebrate*, Albion Press, New York

If two authors have the same name and initial, distinguish between them by giving the first name in full

**Example**

Brown, George (2001) ...

Brown, Graham (2001) ...

**F2 JOURNAL ARTICLES**

You need:

- Author's surname and initials
- Year of publication
- Title of the article
- Title of the journal
- Volume number (vol.) and issue number (no.) of the journal

- Date or month of publication (if applicable)
- Page numbers of the article (p. = page, pp. = pages)

#### Example

Furlong, M. & Smith, J. (1994), "The broader system begins with the workplace", *ANZ Journal of Family Therapy*, vol. 15, no. 4, pp. 197-207



### PUNCTUATION – JOURNALS

As for book references apart from the following:

- The article title should be in double inverted commas and not italicised, followed by a comma (after the inverted commas).
- The journal title should be italicised, followed by a comma.
- Write 'vol' followed by a period (full stop), the volume number and then a comma. (Example: vol. 42,)
- Write 'no' followed by a period (full stop), the issue number and then a comma. (Example: no. 3,)
- Write 'pp' followed by a period (full stop) and then the page numbers. (Example: pp. 27-30)

If you are accessing a journal via a database, see the entry under electronic sources.

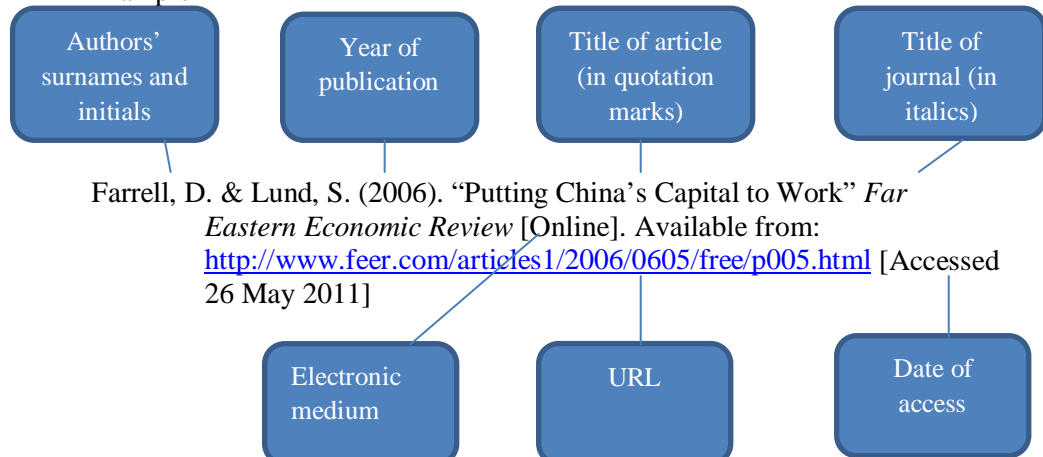


### F3 ELECTRONIC SOURCES

For electronic sources, you need to provide:

- Author's surname and initials
- Year of publication (see copyright notice at end of article)
- Title of article
- Title of electronic journal or website
- Publisher and place of publication, if available
- Page numbers, if given
- plus
- Electronic medium (online, database or CD-ROM)
- URL (internet address) if applicable
- Date you accessed the information

#### Example





## PUNCTUATION – ELECTRONIC SOURCES

As for book references, except for:

- After the publisher and place of publication, put electronic medium in square brackets followed by a period (full stop).
- If it is an online source, then put ‘Available from:’ followed by the internet address, then the date of access in square brackets.
- Write the month in full so there is no ambiguity – in the US, the month is usually given first, whereas in the UK and Australia, the month is usually given second.

### Example

3/4/11 – in UK and Australia is 3 April 2011, but in USA is 4 March 2011.

### Electronic source - No author named

Often with electronic sources, no author is named. In this case, reference the title of the article as indicated below.

### Example

*Learning Independently* (2006), University of Canberra [online]. Available from: <http://www.canberra.edu.au/studyskills/learning/independent> [Accessed 23 May 2011]

*Encyclopaedia Britannic* (2002), Britannica Australia, Sydney [CD-ROM]

### Electronic source – journal article accessed via online database

If you access a journal article via a database, give the journal details as you would for a paper source, but then give the details of the database. In the example below, PubMed is an online database.

### Example

Tanskanen, A., Hibbeln, J.R., Tuomilehto, J., Uutela, A., Haukkala, A., Viinamaki, H., Lehtonen, J. & Vartiainen, E. (2001), “Fish consumption and depressive symptoms in the general population in Finland”, *Psychiatr Serv*, vol. 52, no. 4, pp. 529-531, April. Accessed via PubMed [online]

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## Part G Sample Reference List

### References

- Academic Skills Centre* (2011), University of Canberra [online]. Available from:  
<http://www.canberra.edu.au/studyskills> [Accessed 16 February 2011]
- Agnew, M., Barlow, S., Pascal, L. & Skidmore, S. (1995), *Get Better Grades*, Piccadilly Press, London
- Buzan, T. (1993), *The Mind Map Book*, BBC Publications, London
- Carey, M.F. & McCardle, M. (2011) “Can an Observational Field Model Enhance Critical Thinking and Generalist Practice Skills?”, *Journal of Social Work Education*, vol. 47, no. 2, pp. 357-366 [online]. Available from:  
<http://cswe.metapress.com/content/?k=a+framework> [Accessed 27 May 2011]
- Cottrell, S. (2001), *Teaching Study Skills and Supporting Learning*, Palgrave, Basingstoke
- Cottrell, S. (2008), *The Study Skills Handbook*, 3rd ed., Macmillan, Basingstoke
- Drew, S. & Bingham, R. (1997), *The Student Skills Guide*, Gower, Aldershot
- Heaton, B. & Dunmore, D. (1992), *Learning to Study in English*, Macmillan, London
- Learning Independently* (2001), University of Canberra [online]. Available from:  
<http://www.canberra.edu.au/studyskills> [Accessed 25 April 2011]
- Marshall, L. & Rowland, F. (1993), *A Guide to Learning Independently*, Longman Cheshire, Melbourne
- Orr, F. (1992), *Study Skills for Successful Students*, Allen & Unwin, St Leonards
- Study Guides and Strategies* (2002), University of St Thomas [online]. Available from:  
<http://www.iss.stthomas.edu/studyguides> [Accessed 16 February 2011]
- Waters, M. & Waters, A. (1995), *Study Tasks in English*, CUP, Cambridge
- Willing, K. (1989), *Teaching How To Learn: Learning Strategies in ESL*, Macquarie University, Sydney
- Windschuttle, K. & Elliott, E. (1999), *Writing, Researching, Communication Skills for the Information Age*, 3rd ed., McGraw Hill, Sydney

## Part H Practise Avoiding Plagiarism

|         | Contents                             |
|---------|--------------------------------------|
| H1 & H2 | Practise paraphrasing                |
| H3      | Practise summarising                 |
| H4      | Practise organising a reference list |
| H5      | Plagiarism quiz                      |

Following are some activities to practise what you have studied in this manual. Example answers are found in Part J.



H1

### Practise Paraphrasing

- 1 Read the original text below written by William Chubb in 2006 and found on page 163 of his book entitled “Volcanoes”, and then look at the imaginary student’s paraphrase below it. Make comments about it with a partner.

The Earth has volcanoes because it is hot inside. In some places it is hot enough to turn solid rock into liquid rock. Geologists call the liquid rock magma. The magma rises towards the surface because it is less dense than the surrounding rock (like a hot air balloon rising through the cooler air). If the magma reaches the surface it is called lava and lava accumulates to make a volcano.

#### Student’s paraphrase :

Volcanoes are formed because the earth is hot inside, so hot that it can turn solid rock into liquid rock and this liquid rock is called magma. The magma is raised toward the surface of the earth because it is less dense than the surrounding rock. The magma will be called lava when it reaches the surface and then it accumulates to make a volcano. (p.163 How volcanoes form by Rudolf Chubb 2006,)

#### Your Comments

You can see this student has tried to change the wording but not sufficiently. There are still some words and phrases that are the same in both the original and the paraphrase such as *‘is hot inside’*. The structure is virtually the same and too many words and phrases are the same or too close to the original. Also the source is cited incorrectly.

- 2 Underline all the words and phrases which are the same in the original and in the student sample.



H2

### Practise paraphrasing

Write your own paraphrase of the original text on volcanoes.

First

- Read the original and make sure you understand the main ideas
- Make notes
- Write down the key words which cannot be changed
- Cover the original and rewrite using your own words



### Hint!

In this example, words that are acceptable in a paraphrase are:  
**magna, volcano, lava, surface, liquid and solid.**

Turn to Part J and check your answers



H3

### Practise Summary Writing

Write a summary or a paraphrase of the following text which is an excerpt of an argument against compulsory attendance at school. This time include a direct quotation from the original. Make the direct quotation part of a sentence. Be careful to organise the rest of your sentence around the quotation to ensure the grammar is correct. You must keep the grammar of the original intact. Your summary should be 1/3 of the size of the original.

- 1 Read the original and make sure you understand the main ideas
- 2 Make notes
- 3 Write down the key words which cannot be changed
- 4 Choose the section you want to include as a direct quotation. It should be a section which includes phrases
- 5 Cover the original and rewrite using your own words

#### **TEXT/ ARTICLE: *An Argument Against Compulsory Education***

Education in the US is truly in trouble. Many students in elementary school lack basic numeracy and literacy skills and the standardised test scores of students leaving secondary school have dropped over the last few years. One main cause of this situation is that children are forced to

attend school even if they do not want to. Government law decrees that it is compulsory for children between the ages of 5 to 14 to attend school. In my opinion mandatory attendance laws should be abolished and only those who want to learn should attend school. This will surely improve the standard of education.

Having students who do not want to learn in a school pollutes the educational atmosphere. These students are often disruptive and teachers waste many hours disciplining them or providing unwelcome help rather than providing quality education for the serious ones. Because education is compulsory, the ultimate consequence of bad behaviour- expulsion - is denied the government schools. Instead students are passed from grade to grade until they are old enough to leave. Most likely they are awarded a high school diploma whether they do acceptable work or not.

Private schools do not have this problem as they are at liberty to fail or dismiss students because they know these same students can attend government schools. Private schools can concentrate on providing quality education for those whose personal and academic behaviour follow the educational mission of the school. Compulsory education hampers the ability of government schools to enforce legitimate educational and disciplinary policies for those students who do not want to learn.

Abolition of attendance laws would reap many benefits.

First the quality of education would improve because teachers could concentrate on providing quality education. Students would realise that a school is a serious place to which one goes to learn. To attend classes would be treated as a privilege and all who attended would have the same goal.

Second public esteem for schools would increase. They would not be treated as child minding institutions but regarded instead as important places in which future generations are formed.

Third students who have no aptitude for learning would be identified early. These students could be directed into other areas of vocation and teachers could focus attention on the serious students. They would not have to award false grades and they would no longer have to pass their failures on to the next class.

Fourth the cost of enforcing compulsory education would be eliminated. Imagine how costly it is to track students who play truant. Despite efforts to enforce the law, the number of school age students who are frequently absent from school is estimated to be almost 15% in the larger cities (Rubins 2005, p.68). This money could be better spent on providing resources for those who wish to learn or providing institutions more suited to non-academic students.

Schools should be for educating the next generations and at present they are only pretending to be. Schools have tried to have an all-encompassing functionality and be all things to all people. Unfortunately they have failed badly at what they were originally created to do. Abolishing compulsory education would bring them one step closer to the goal of providing quality education to functional children.

Written by George Crusove, 27<sup>th</sup> March 2007. Published in "Letters to the Editor" section of the Daily Standard newspaper, USA.

### Notes and Summary

1. Is this a good argument? Briefly state why or why not. (You will come back to this article in Part I)
  
2. Make your notes here. You may wish to use bullet points.



3. Write the summary from your notes here.



H4

## Organising a Reference List

Following is a list of resources a student used to write a research report. The student has noted names and authors randomly. Write it correctly. Remember to follow the punctuation conventions for writing a reference list.

Dubuque, 10: Kendall-Hunt *Quicksilver: Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership*. by Rohnke, K. and Butler, S. 1995

1992, *Communication and Interpersonal Relationships*. Haney, W.V. Homewood IL: Richard D. Irwin Inc

Chris Wallace wrote in 2003 *Critical Reading in Language Education*, MacMillan, UK (*the publisher*)

Cambridge, UK. *Developing Reading Skills*, Grellet, F. 1999, Cambridge Language Teaching Library,

*Families, Labour and Love: Family diversity in a changing world*, written by Michael Baker, in 2001 publisher Allen & Unwin, Sydney.

The article [An Intensive Look at Intensity and Language Learning](#) on pages 106-133 in the journal called TESOL Quarterly. It was in volume 34 number 1 and the authors were Laura Collins and Joanna White.

On the Internet I accessed on May 27<sup>th</sup>, 2011 the next 2 sites:

<http://unstats.un.org/unsd/demographic/products/socind/inc-eco.htm> for *Indicators on Income and Social; Activity* ( 2010 ) from the United Nations Statistical Division,

and

[http://www.managementhelp.org/plan\\_dec/bus\\_plan/bus\\_plan.htm](http://www.managementhelp.org/plan_dec/bus_plan/bus_plan.htm) for

*Business Planning* ( 2010 )

Free Management Library [online].



H5

### Quiz on Plagiarism

Work with a partner. Answer Yes or No to the following questions. Justify your choice and if you have answered 'Yes' to any, say what you could do to avoid plagiarism. The correct answers can be found in Part J.

1. In your high school English class you wrote an essay about the advantages of studying abroad. You see there is a similar topic on the GAC essay assessment and so you hand in the same essay to your GAC teacher. Is it plagiarism?

**YES****NO****Reason:**

2. You are working on a power point presentation for the oral presentation you are giving on motion pictures. You decide to use a quote from the Film *Fatal Attraction*. Is it plagiarism?

**YES****NO****Reason:**

3. You decide that the best way to illustrate your point about the film is to include a video clip from the film. Is it plagiarism?

**YES****NO****Reason:**

4. Your teacher says some really interesting things in today's business class and you want to use it in your research report. Is it plagiarism?

**YES****NO****Reason:**

5. You are conducting an investigation on volcanoes. You search "google" and find the site,  
<http://volcanoes.usgs.gov/images/pglossary/volcano.php>

You read,

***Active volcano***

*Scientists usually consider a volcano active if it is currently erupting or showing signs of unrest, such as unusual earthquake activity or significant new gas emissions.*

***Dormant volcano***

*Dormant volcanoes are those that are not currently active (as defined above), but could become restless or erupt again.*

You think that really this could be defined as “common knowledge”. You think there is not much more you could say to explain these terms so you copy them into your investigation. Is it plagiarism?

**YES****NO****Reason:**

6. You are writing an essay about pollution and look on the Internet for information. You find a very good site but it is in your own language, not English. You translate it into English and include it as part of your essay. Is it plagiarism?

**YES****NO****Reason:**

7. You read the following in an article and decide to use it as it is in your essay.

*In 2006, Rothman conducted research into levels of noise pollution and found that in one famous street in Mexico city the noise levels at 4 different times of the day were 3 times higher than the recommended decibel level.*

Is it plagiarism?

**YES****NO****Reason:**

8. You use some pictures from MS Word “Clip art” to illustrate your oral presentation. Is it plagiarism?

**YES****NO****Reason:**

Refer to Part J for explanations and answers.

## Part I Recording Information from an Article



### Introduction

By the time you reach Levels II and III of the GAC, you will be expected to have advanced research skills and be analytical of your sources. Part I shows you one way of taking notes whilst being critically analytical about the articles you select. It includes ways for you to record all the essential details, evaluate the reliability and usefulness of the article as well as record possible quotations or paraphrases that you might like to use. Using a table like the one on page 34 is one way you can do it.

Following is a breakdown of the sections of the table with what you should include in each.

### Preliminary Information

This is the basic article information. When you have scanned the article and decided that you may use it, complete the following details. You might not use it in the end but you cannot use any information unless you have these essential details.

|                   |  |
|-------------------|--|
| <b>Title:</b>     | <i>Write the title of the article here. Titles will tell you a lot about the content of the article: where, when, what (subject), who, why and how and, sometimes, something about the author's approach or interpretation<br/>E.g. A Critical Analysis Of The Events Leading Up To The Election Of The Present Government.</i>  |
| <b>Author(s):</b> | <i>Write down the author(s) of the paper. If you know their qualifications and discipline, make a note of those too.</i>   |
| <b>Source:</b>    | <i>Where and when was this article published? If you have found it in a data base or on the internet, find the original source of the article if you can. Where the article is published can give credibility to the material. For example an article about Allergies will have more credibility if it is published in a medical journal and within the last year.</i> |

### Analysis of Information

Try to determine something about the purpose, audience, and content of the article **before** you start reading in depth. You should also determine its method of organisation; for example, is it argumentation (giving an opinion), exposition (explaining an idea or a study), making a comparison or presenting facts and data? Look for clues in the title and/or subtitles, the acknowledgements (if any), the first foot/end note, and the author's biographical note (sometimes with the article, sometimes compiled separately).

|                 |  |
|-----------------|--|
| <b>Subject:</b> | <i>What does the article seem to be about? Refer to the title and look at the first couple of paragraphs which should give you a clue. Some disciplines include an abstract that precedes the text. This will summarise the article's subject/content.</i> |
|-----------------|--|

|                  |   |
|------------------|---|
| <b>Purpose:</b>  | <i>Why do you think this article has been written by the author? What is its method of organisation? Is it offering new information? Is it arguing for or against something? Is it giving an opinion of some event or fact or trend? You'll usually find clues to the answer to these questions in the first paragraph. That is where authors usually try to show why <b>their</b> article is useful and worth reading.</i>                     |
| <b>Audience:</b> | <i>Who is this article written for? Experts? The general public? Students? Knowing <b>who</b> the authors are addressing can help you decide how to approach the article. If the authors are addressing an expert audience, the style will probably be academic and may have lots of jargon. There probably won't be as many explanations or background information. If the audience is the general public, there may be more basic detail.</i> |
| <b>Sources:</b>  | <i>Where is the author getting the basic information? Is it mostly from other books or articles? Is it based on interview or survey data? This will give you an idea of the purpose of the article. It will also give you other sources to refer to if you need more information.</i>   |

**Primary  
Details**

Start reading. If the article has a labelled introduction, you should find the author's statement of purpose, or thesis statement, before the end of that section. You should also be able to tell what evidence the author is going to use to support the position. The author may also explain the limits on the article, for example, the time, the location, the extent of the information that's going to be used, the theories (if any) that are going to be applied. You should also be able to tell what the author's point of view is in the introduction and in the first paragraph.

|                                   |  |
|-----------------------------------|--|
| <b>Thesis:</b>                    | <i>Write out the thesis statement as you find it in the article. It is sometimes only one sentence; sometimes two or three. It might be quite obvious: "This paper will argue. . ." or subtle, giving only a statement of the interpretation followed by some indication of the evidence that will support that position. If it is factual it should give an overview of the information which will follow. If relevant to the article, make a note of the author's point of view.</i> |
| <b>Limits:</b>                    | <i>Look at what limits the topic. Is it just about one geographic area or over a certain time? Is it restricted to a particular group of people or a particular scientific fact? Here you will also consider what the author <u>doesn't</u> mention; for example, the article is about Studying Abroad but it focuses on the <u>costs</u> of studying overseas but not <u>culture shock</u>.</i>   |
| <b>Evidence:</b>                  | <i>Make notes of the evidence the author uses to support the argument. This section will form the bulk of your summary and will be in point form. Consider using a table or bullet points.</i>   |
| <b>Quotations or Sections for</b> | <i>Use this space to write down sections of the article which you think may be useful in your assignment. Make sure you write them down</i>  |

|                      |   |
|----------------------|---|
| <b>Paraphrasing:</b> | <p><i>exactly as they are found in the article and note what page they are on. You will need to document this when you use them in your work. If the sections are too long, you may wish to just make a note of the page and paragraph. E.g. "Good point about xxxxxx, p 41, par. 5, sentences 2 - 4".</i></p> <p><i>You may not use them as direct quotations but paraphrase them instead. Whichever you decide you still need to include these details in-text in your assignment, as shown previously in Part C of this guide.</i></p> |
|----------------------|---|

**Presentation and Argumentation**

Keep reading but take note of how the author is presenting his information to make it fit into the argument. At this stage of the exercise, you should look up any unfamiliar words, concepts and jargon. The last few paragraphs of the article should tidy up the discussion; show how it all fits together, where more research is needed, and how this article has advanced knowledge; that is, the implications of the article.

|                        |  |
|------------------------|--|
| <b>Concepts/Words:</b> | <p><i>Use this space to note the words, concepts and jargon you had to look up. Did the author use his/her own terms, or use common terms?</i></p>   |
| <b>Conclusion:</b>     | <p><i>The conclusion should include all the arguments or points in the article. The author's summary should be a good way to check that you have included all the main ideas which you have listed in the evidence section.</i></p>                |
| <b>Implications:</b>   | <p><i>This is where you might note what the argument might mean in a larger context. Who might find it useful? Would anyone change the way they work, or approach an issue if they read this article? What difference has it made for you?</i></p> |

**Evaluation**

Now that you've finished reading, consider your personal reaction to it: not only "Did I like it?", "It was hard to read," or "It was boring/interesting,". This, along with the work in the other steps, is the basis for a *critical evaluation* of the article. Even if you don't know anything about the topic, you can make some judgements about the article and how well the author presented the case. Does it have a high academic standard in terms of writing, presentation, organization, source citation, etc.?

|                           |   |
|---------------------------|---|
| <b>Personal Reaction:</b> | <p><i>This is where you note your personal reaction to the article. Your comments might be one or two words, or might be longer. Remember, too, that these notes will allow you to quickly review the article later on.</i></p>   |
| <b>Strength of Case:</b>  | <p><i>If the article is presenting an issue or an argument, consider whether the author's point of view is persuasive and convincing. Did you feel, at any time, that the author was just hoping you'd agree? If the article is presenting information or facts, consider whether all the facts have been presented and are relevant.</i></p> |



### Independent Study

Use the template on the following page to make your own analysis of an article. You might like to practise first with a partner using the article about compulsory education on page 24 of this guide.



11

Discuss your analysis with a partner.

- Did you find the exercise useful?
- What bits did you find very useful?
- Will you use this method again?

If you would make changes to the template, what would you do?



---

## Worksheet - Recording Information from an Article

### Preliminary information

|                   |  |
|-------------------|--|
| <b>Title:</b>     |  |
| <b>Author(s):</b> |  |
| <b>Source:</b>    |  |

### Analysis of Information

|                  |  |
|------------------|--|
| <b>Subject:</b>  |  |
| <b>Purpose:</b>  |  |
| <b>Audience:</b> |  |
| <b>Sources:</b>  |  |

### Primary Details

|                  |  |
|------------------|--|
| <b>Thesis:</b>   |  |
| <b>Limits:</b>   |  |
| <b>Evidence:</b> |  |

|   |  |
|---|--|
| <b>Quotations or sections for paraphrasing:</b> |  |
|---|--|

**Presentation and Argumentation**

|                        |  |
|------------------------|--|
| <b>Concepts/Words:</b> |  |
| <b>Conclusion:</b>     |  |
| <b>Implications:</b>   |  |

**Evaluation**

|                           |  |
|---------------------------|--|
| <b>Personal Reaction:</b> |  |
| <b>Strength of Case:</b>  |  |

Adapted from:  
Graham, A. (1998) *The Annotated Sheet: A Guide to Filling Out the Record Sheet* [Online]. Available from:  
<http://www.yukoncollege.yk.ca/~agraham/guides/aguide.htm> [Accessed 14 June 2011]

## Part J      Answers and Explanations

### Answers



H1

The words and phrases in the paraphrase are too close to the original. The source has been acknowledged but does not have the correct format for an in text reference. In the student’s text there should only be the author’s surname and the year of publication (refer to Part C). The full name of the book, author and other details should be included in the reference list.

The similarities are shown underlined in the original and in italics in the student paraphrase.

#### Original

The Earth has volcanoes because it is hot inside. In some places it is hot enough to turn solid rock into liquid rock. Geologists call the liquid rock magma. The magma rises towards the surface because it is less dense than the surrounding rock (like a hot air balloon rising through the cooler air). If the magma reaches the surface it is called lava and lava accumulates to make a volcano.

#### Student paraphrase:

Volcano is formed because the earth *is hot inside*, so hot that *it can turn solid rock into liquid rock* and this *liquid rock is called magma*. The magma is raised *toward the surface of the earth because it is less dense than the surrounding rock*. The *magma will be called lava when it reaches the surface* and then *it accumulates to make a volcano*.



H2

#### Example Paraphrase

A volcano is formed when the extreme heat in the core of the earth melts rock and turns it into “magna” which is the rock in a liquid form. Because this liquid form is not as thick or heavy as the neighbouring rocks, it ascends to the surface and an eruption occurs. The liquid rock which comes out is now known as lava and as this solidifies, it builds up the volcano. (Chubb, 2006, p. #)



H3

#### Example Summary

George Crusove argues for the abolition of compulsory attendance laws for primary and secondary schools. First he criticises the present situation and then gives four positive effects which would result from the abolition of compulsory attendance laws. His main argument is that education is for those who wish to learn and that including those who don’t want to learn “pollutes the educational atmosphere” (Crusgove, 2007, p. #). He

argues that government schools should have the same rights as private schools. Private schools can expel or get rid of problem students who take up teachers' time depriving dedicated students of focussed education. With compulsory education laws in place, government schools are obliged to include all children regardless of their behaviour or academic ability. He claims that students are passed from one year level to the next whether or not they have passed.

Crusgove then mentions four benefits of removing the laws. First, he says that quality of education would advance with students regarding school "as a serious place to which one goes to learn" (Crusgove, 2007, p. #). Those students lacking will or aptitude would be removed. Second, schools would be given the respect they deserve and regarded more highly by the public instead of as "child minding institutions" (Crusgove, 2007, p. #). The next positive effect relates to the amount of money saved by not having to chase malingerers. The money could be used, he says, to benefit those wishing to learn or by "providing institutions more suited to the non-academic students" (Crusgove, 2007, p. #).



H4

#### Organising a Reference List

Answer

#### References

Baker, M. (2001), *Families, Labour and Love: Family diversity in a changing world*, Allen & Unwin, Sydney

*Business Planning* (2010), Free Management Library [online].

Available from:

[http://www.managementhelp.org/plan\\_dec/bus\\_plan/bus\\_plan.htm](http://www.managementhelp.org/plan_dec/bus_plan/bus_plan.htm) [Accessed 27 May 2011]

Collins, L. & White, J. (2011) "An Intensive Look at Intensity and Language Learning", *TESOL Quarterly*, vol. 47, no. 1, pp. 106-133

Grellet, F. (1999), *Developing Reading Skills*, Cambridge Language Teaching Library, Cambridge, UK

Haney, W.V. (1992), *Communication and Interpersonal Relationships*, Richard D. Irwin Inc., Homewood IL

*Indicators on Income and Economic Activity* (2010), United Nations Statistics Division [online]. Available from:

<http://unstats.un.org/unsd/demographic/products/socind/inc-eco.htm> [ Accessed 27 May 2011 ]

Rohnke, K. & Butler, S. (1995), *Quicksilver: Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership*, Dubuque, 10: Kendall-Hunt

Wallace, C. (2003), *Critical Reading in Language Education*, MacMillan, UK



H5

## Plagiarism Quiz

### Answers

It's called self-plagiarism or multiple submission, and it's not allowed unless you have the permission of the instructor.

#### **How do you fix the plagiarism problem?**

In most cases, you are expected to produce new work for every module or subject that you take. However, you may ask your professors/teachers about their individual policies regarding multiple submissions. You would also want to be sure that your high school essay addressed all parts of the GAC assignment!

Yes, unless you provide an acknowledgment somewhere in your slide show of the source of the painting. While it is not a breach of copyright to use such a captured image for educational purposes for one class, it may be a violation to use the image in a setting with a larger audience.

#### **How do you fix the plagiarism problem?**

Get in the habit of adding a list of acknowledgments to every presentation. You should also include sources for images and video.

3. No, unless you try to pass off the film as your own work.

#### **How do you fix the plagiarism problem?**

The important point is to let your audience know the source of the video you're showing. You can do this by telling the audience what film it is. Don't show too much of it otherwise the bulk of your presentation will be someone else's work.

4. Yes. You must always acknowledge the use of any ideas that are not your own.

#### **How do you fix the plagiarism problem?**

Take good notes, record the date, and cite the lecturer in your assignment. Talk with your teacher or tutor to find some sources that you can read and cite.

Yes unless you acknowledge the source of your information.

#### **How do you fix the plagiarism problem?**

You could either use direct quotations, that is put the definitions in quotation marks to indicate they are the exact words from the original text, or else you could paraphrase the definitions. Either way you would still need to acknowledge your source both as an in-text reference and in your Reference List.

6. Yes. Plagiarism applies to ideas as well as words.

**How do you fix the plagiarism problem?**

You would include details of your source in the Reference list and say that you have translated it.

**Note**

Be wary of using online translation services which translate word for word and do not allow for grammar or syntax.

7. Yes

**How do you fix the plagiarism problem?**

First you would need to know Rothman's credentials in order to justify the inclusion of his results. You could write something like:

*The research of Rothman an audiologist at the X hospital is referred to in the article "How loud is too loud?" by Bernstein.*

You could then write the paragraph as a direct quotation (in quotation marks) or paraphrase it. The bibliographic details of the article would go into your reference list.

8. No. Clip art can be used without acknowledging the source.



Sample Answer for: Recording Information from an Article:  
*Compulsory Education*

Preliminary information

|                   |  |
|-------------------|--|
| <b>Title:</b>     | An Argument Against Compulsory Education   |
| <b>Author(s):</b> | George Crusove   |
| <b>Source:</b>    | Published in the “Letters to the Editor” section of the Daily Standard Newspaper, USA. 27 <sup>th</sup> March 2007.<br><br>The credibility of this article is low. The author does not tell us his qualification to speak on the topic. The article is not published in an academic education journal – it is published in an opinion section of a daily newspaper (a tabloid) to which any person can send in articles for publication, |

Analysis of Information

|                  |   |
|------------------|---|
| <b>Subject:</b>  | The author argues that mandatory education should be abolished and that only those who want to learn should attend school. He claims this will increase the quality of education for determined and purposeful children.  |
| <b>Purpose:</b>  | The method of organisation is argumentation. The author wants to persuade people to think as he does.   |
| <b>Audience:</b> | General public, readers of the newspaper. The author does not make any claims as to why his article is useful.  |
| <b>Sources:</b>  | The author uses only one source, Rubins 2005 p. 68, and because there is no reference list we cannot see all the details. But given that the article is written to a newspaper we would not really expect to see more. In the first paragraph where the author states that “is compulsory for children between the ages of 5 to 14 to attend school”, he does not need to put a source because this is “common knowledge” in the USA. |

Primary Details

|                |  |
|----------------|--|
| <b>Thesis:</b> | “In my opinion mandatory attendance laws should be abolished and only those who want to learn should attend school. This will surely improve the standard of education.”<br>(End of paragraph 1)                       |
| <b>Limits:</b> | <ul style="list-style-type: none"> <li>• Only about school children in USA</li> <li>• Doesn’t discuss curriculum</li> <li>• Doesn’t have a counter argument, i.e. He does not refute any opposite arguments</li> </ul> |

|  |  |
|--|--|
| <p><b>Evidence:</b></p>                                | <p><b>Authors arguments:</b></p> <ol style="list-style-type: none"> <li>1. Lazy students pollute the educational atmosphere <ul style="list-style-type: none"> <li>• disruptive</li> <li>• can't be expelled</li> <li>• get diplomas anyway</li> </ul> </li> <li>2. Private schools can expel because students can attend government ones<br/>→ better quality of education at these schools</li> </ol> <p><b>Benefits of abolition of laws</b></p> <ol style="list-style-type: none"> <li>1. quality of education would improve</li> <li>2. public esteem for schools would increase</li> <li>3. students who have no aptitude for learning would be identified early and channelled elsewhere</li> <li>4. cost of enforcing compulsory education would be eliminated</li> <li>5. provide resources <ul style="list-style-type: none"> <li>↓</li> <li>- for motivated children</li> <li>- for vocational schools</li> </ul> </li> </ol> |
| <p><b>Quotations or sections for paraphrasing:</b></p> | <p><b>For example:</b></p> <p>Good phrase “pollutes the educational atmosphere” par 2, line 1.<br/>Students may choose others.</p>   |

#### Presentation and Argumentation

|                               |  |
|-------------------------------|--|
| <p><b>Concepts/Words:</b></p> | <p><i>These will vary.</i></p>   |
| <p><b>Conclusion:</b></p>     | <p>The author reiterates his thesis statement.<br/><i>Abolishing compulsory education would bring them one step closer to the goal of providing quality education to motivated children.</i></p> |
| <p><b>Implications:</b></p>   | <p><i>Answers and impressions will vary.</i></p>   |

#### Evaluation

|                                  |   |
|----------------------------------|---|
| <p><b>Personal Reaction:</b></p> | <p><i>Answers will vary.</i></p>  |
| <p><b>Strength of Case:</b></p>  | <p><i>It is a simple argument. His arguments would have been more convincing if the author had drawn on data, facts and examples for support. Also, the lack of a counter argument weakened the case. As a writer you need to acknowledge that you have carefully considered the other side of the argument but rejected it as being unsound.</i></p> |



## Appendix 1..... Examples of In-text References and Reference List

| Format  | In-Text - Direct Quotations   | In-Text - Paraphrasing a Quotation                                     | Reference List   |
|---|---|--|--|
| <b>Book (Printed)</b>                               |   |  |  |
| One author  | According to Cottrell (2008, p. 29) "..."                                   | According to Cottrell (2008, p. 29).....                               | Cottrell, S. (2008), <i>The Study Skills Handbook</i> , 3rd ed., Macmillan, Basingstoke  |
| Two authors   | Windshuttle and Elliot (1999, p. 79) agree that "."                         | ... (Windshuttle & Elliot 1999, p. 79)                                 | Windschuttle, K. & Elliott, E. (1999), <i>Writing, Researching, Communication Skills for the Information Age</i> , 3rd ed., McGraw Hill, Sydney  |
| Three authors                                       | Lilly, Simpson and White (2003, p. 267) claim "..."                         | ...(Lilly, Simpson & White 2003, p. 267)                               | Lilly, D., Simpson, G.V. & White, K. (2003), <i>Genetically Modified Crops</i> , Albion Press, New York  |
| Four or more authors                                | Agnew et.al (1995, p. 95) states "..."                                      | Agnew et.al (1995, p. 95) states that ...                              | Agnew, M., Barlow, S., Pascal, L. & Skidmore, S. (1995), <i>Get Better Grades</i> , Piccadilly Press, London   |
| Edited book   | Carter and Peel (ed.) ( 1976, p. 224) believe that "..."                    | ...(Carter and Peel (ed.)1976, p. 224)                                 | Carter, C. & Peel, J. (eds) (1976), <i>Equalities and Inequalities in Health</i> , 2nd ed., Academic Press, London   |
| Anonymous   | In <i>How dangerous is obesity?</i> (1977, p.7) obesity is defined as "..." | In <i>How dangerous is obesity?</i> (1977, p.49) it is argued that ... | <i>How dangerous is obesity?</i> (1977), <i>British Medical Journal</i> , No. 6069, 28th April, p. 1115  |
| 2 or more books by the same author in the same year | "..." (Smith 2003a, p. 32)  | Smith (2003a, p. 32) discusses ...                                     | Smith, C. (2003a), <i>Before Time Forgot</i> , Albion Press, New York<br><br>Smith, C. (2003b), <i>Kingdoms and Palaces of the Orient</i> , Albion Press, New York<br><br>Smith, C. (2003c), <i>Terrible Tales of an Invertebrate</i> , Albion Press, New York |
| Article in an edited book                           | Blaxter (1976, p. 72) states that" ..."                                     | Blaxter (1976, p. 72) claims that ...                                  | Blaxter, P. (1976), "Social Health and class inequalities", in: Carter, C. & Peel, J. (eds) (1976), <i>Equalities and</i>  |

|                                     |   |  |  |
|-------------------------------------|---|--|--|
|                                     |   |  | <i>Inequalities in Health</i> , 2nd ed., Academic Press, London  |
| No publication date                 | "..." (Brown, no date)  | Brown (no date) admits that...   | Brown, S. ( no date) <i>B. B. Bernard</i> , Sunshine Press, London   |
| Author quoted in another book       | "..." (Brown & Harris, 1978, cited in Davison & Neale 2001, p. 26). | Research indicates that ...(Brown & Harris, 1978, cited in Davison & Neale 2001, p. 26). | Davison, G.C. & Neale J.M. (2001), <i>Abnormal Psychology</i> , 8th ed., John Wiley, New York  |
| <b>eBook (Electronic Book)</b>      |   |  |  |
| One author                          | Flick (2009, p. 127) notes "..."                                    | Flick (2009, p. 127) mentions the idea that...   | Flick, U., (2009) <i>An Introduction to qualitative research</i> , 4th ed., Sage, [online]. Available from: <a href="http://books.google.com.au/books?id=sFv1oWX2DoEC">http://books.google.com.au/books?id=sFv1oWX2DoEC</a> [Accessed 11 May 2011]   |
| Corporate or institutional author   | "..." (UNESCO 2011, p. 27)  | UNESCO (2011, p. 27) reports   | UNESCO, (2011) <i>The Hidden Crisis: armed conflict and Education; EFA global monitoring report, 2011</i> , UNESCO, Paris [online]. Available from: <a href="http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=190743&amp;gp=1&amp;mode=e&amp;lin=1">http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?catno=190743&amp;gp=1&amp;mode=e&amp;lin=1</a> [Accessed 11 May 2011] |
| <b>Journal Articles</b>             |   |  |  |
| Article from an electronic database | Tanskanen et al (2001, p. 530) report the "..."                     | Tanskanen et al (2001, p. 530) discuss the notion that ...                               | Tanskanen, A., Hibbeln, J.R., Tuomilehto, J., Uutela, A., Haukkala, A., Viinamaki, H., Lehtonen, J. & Vartiainen, E. (2001), "Fish consumption and depressive symptoms in the general population in Finland", <i>Psychiatr Serv</i> , vol. 52, no. 4, pp. 529-531, April. Accessed via PubMed [online]   |
| Article from a printed              | Gulliver (2010, p. 726) defines success as "..."                    | According to Gulliver (2010, p. 726)...  | Gulliver, T. (2010)" Immigrant Success Stories in ESL Textbooks", <i>TESOL Quarterly</i> , vol. 44 no. 4,  |

|   |  |  |   |
|---|--|--|---|
| journal – one author                                  |  |  | December 2010, pp. 725-745  |
| Article from a printed journal – two or three authors | Furlong and Smith (1994, p. 198) make the claim that “...” | Furlong and Smith (1994, p. 198) claim that ...                      | Furlong, M. & Smith, J. (1994), “The broader system begins with the workplace”, <i>ANZ Journal of Family Therapy</i> , vol. 15, no. 4, pp. 197-207  |
| Article from a printed journal – four or more authors | “...” (Hartshorn et. al. 2010, p. 88)                      | Hartshorn et. al. (2010, p. 88) discuss the effect of ...            | Hartshorn, K. James; Evans, Norman W.; Merrill, Paul F.; Sudweeks, Richard R.; Strong-Krause, Diane; Anderson, Neil J. (2010), “Effects of Dynamic Correction Feedback on ESL Writing Accuracy”, <i>TESOL Quarterly</i> , vol. 44, no. 1, March 2010, pp. 84-109  |
| <b>Newspapers or Magazines</b>                        |  |  |   |
| Newspaper or magazine article                         | “...” (New York Times 1992, p. 28)                         | ... (New York Times 1992, p. 28)                                     | New York Times (1992) “Picking up the bills”, <i>New York Times</i> , 4 June, p. 28   |
| Newspaper or magazine article from a website          | According to Bilton (2011) “...”                           | Bilton (2011) argues that ...  | Bilton, N., (2011) <i>Paper Computers: The Next Big Thing</i> , The New York Times, 11 May, [online]. Available from:<br><a href="http://bits.blogs.nytimes.com/2011/05/11/next-up-in-technology-paper-computers/?ref=technology">http://bits.blogs.nytimes.com/2011/05/11/next-up-in-technology-paper-computers/?ref=technology</a> [Accessed 11 May 2011] |
| <b>Other Sources</b>                                  |  |  |   |
| Government Report                                     | “...” (National Center for Health Statistics 2011, p. 17)  | National Centre for Health Statistics (2011, p. 17) reports that ... | National Center for Health Statistics (2011) <i>Health, United States, 2010</i> [online]. Available from:<br><a href="http://www.cdc.gov/nchs/hus/description.htm">http://www.cdc.gov/nchs/hus/description.htm</a> [Accessed 9 May 2011]  |
| Blog  | “...” (Transport Security                                  | According to the Transport Security                                  | Transport Security Administration (2011), <i>TSA Officers</i>   |

|   |  |  |  |
|---|--|--|--|
|   | Administration 2011)   | Administration (2011) ...                                  | <i>React Quickly to Devastating Tornado Touchdown at St. Louis Lambert Airport</i> , Webblog 3 <sup>rd</sup> May [online]. Available from: <a href="http://blog.tsa.gov/">http://blog.tsa.gov/</a> [Accessed 11 May 2011]  |
| Wiki  | "..." (Infoteach 2007)   | Infoteach (2007) compares ...                              | Infoteach, (2007), <i>Learning_outcomes</i> [Online]. Available from: <a href="http://infoteach.org/wiki/doku.php/learning_outcomes">http://infoteach.org/wiki/doku.php/learning_outcomes</a> . [Accessed 10 May 2011]   |
| Dictionaries  | <i>Shorter Oxford English Dictionary (2007, p. 69) defines "..."</i> | <i>... (Shorter Oxford English Dictionary 2007, p. 69)</i> | <i>Shorter Oxford English Dictionary (2007) 6th ed.</i> , Oxford; Oxford University Press  |
| Online Dictionary                                     | Is defined as "... (Oxford Advanced Learners Dictionary Online 2011) | ... (Oxford Advanced Learners Dictionary Online 2011)      | Oxford Advanced Learners Dictionary Online (2011) Oxford University Press [online]. Available from: <a href="http://www.oxfordadvancedlearnersdictionary.com/">http://www.oxfordadvancedlearnersdictionary.com/</a> [Accessed 11 May 2011]   |
| GAC course materials                                  | ACT Education Solutions, (2011 p. 20) states "..."                   | ... (ACT Education Solutions 2011, p. 20),                 | ACT Education Solutions, (2011), <i>The GAC Referencing Guide</i> , Sydney, ACT Education Solutions  |
| Podcasts  | "..." (Geach 2011)   | Geach (2011) discusses ...                                 | Geach, J.E., (2011) <i>The Lost Galaxies</i> [Podcast]. Scientific American, 11th April [Online]. Available from: <a href="http://www.scientificamerican.com/article.cfm?id=the-lost-galaxies">http://www.scientificamerican.com/article.cfm?id=the-lost-galaxies</a> [Accessed 11 May 2011] |
| Online image  | "..." (Scienceblogs 2006)  | The image on Scienceblogs (2006) conveys the idea that ... | Scienceblogs (2006) <i>Polar Bear</i> [Online image] [online]. Available from: <a href="http://scienceblogs.com/strangerfruit/polar-bear.jpg">http://scienceblogs.com/strangerfruit/polar-bear.jpg</a> [Accessed 11 May 2011]  |
| An article or paper taken from an electronic database | "..." (Richard 2004)   | Richard (2004) discusses the notion that...                | Richard, A.C., (2004) <i>The Money Trail: Europe Can Do More to Shut Down Terrorist Funds</i> , International Herald Tribune, March 19, 2004 [online]. Available from: ABI/Inform Global database [Accessed 28 April, 2006]  |

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|                                    |  |   |   |
|------------------------------------|--|---|---|
| Document or article from a website | "..." ( <i>Citing and referencing: How to acknowledge your sources</i> 2006) | <i>Citing and referencing: How to acknowledge your sources</i> (2006), outlines ... | <i>Citing and referencing: How to acknowledge your sources</i> (2006), Library online tutorials, Monash University Library [online]. Available at:<br><br><a href="http://www.lib.monash.edu.au/tutorials/citing/">http://www.lib.monash.edu.au/tutorials/citing/</a><br>[Accessed 10 March 2011] |
| Website                            | "..." (Study Abroad 2011)  | Study Abroad (2011) illustrates ...   | <i>Study Abroad</i> (2011) Education Dynamics [online]. Available at: <a href="http://www.studyabroad.com/">http://www.studyabroad.com/</a><br>[Accessed 11 May 2011]   |

## THE GAC GUIDELINES FOR DEALING WITH PLAGIARISM FOR STUDENTS

### **Plagiarism:**

*If plagiarism is detected in an assignment or assessment event, you will be asked to resubmit. The maximum mark possible for resubmission is 55%. If you resubmit work that contains plagiarism, you will receive a fail.*

### **Using source materials**

You are expected to research and use source materials in your essays. You should be aware that when you paraphrase source materials into your own words, and/or use direct or indirect quotations, you **MUST** acknowledge the sources by using the recommended GAC referencing system. The Harvard system is easy to learn and use. If you do not acknowledge your sources, then your work is plagiarised. You must also include a reference list, with authors listed alphabetically, at the end of the assignment.

### **Identification of plagiarism in assignments/assessments**

Teachers/markers will undertake internet research to identify and verify plagiarism as it occurs in their students' work.

### **How much source material can be used?**

As a rule of thumb, no more than 10% of the assignment/assessment event should be quotations from a source document. Longer extracts are only acceptable if they are absolutely critical to the development of the argument.

It is most important that if you include quotations, you must comment on and make their relevance to the essay explicit.

Any assignment containing more than 10% quotation will be returned to you. You may or may not be able to resubmit, depending on the circumstances.

There are exceptions where it is necessary to include more than 10%. Your teacher will make that determination.

*There is no acceptable minimum level of plagiarism that will go unpenalised.*