

Citation Skills for SPD Students

Online Workshop

Spring 2015

Stony Brook University Libraries

Presenter: Elizabeth Trapasso, Visiting Assistant Librarian



What we will cover in this presentation:

- Plagiarism and Academic Integrity
- Acknowledging Sources
- Paraphrasing
- Citation
 - When to cite / When not to cite
 - References Page
 - How to read citations
 - How to create citations
 - In-text citations
 - Where to get help

Definitions

- Academic Integrity is honesty and responsibility in scholarship.
- Academic Dishonesty is any act that improperly affects the evaluation of a student's academic performance.
 - Cheating, improper collaboration, submitting the same assignment for different classes, and plagiarism
- Plagiarism is using another's words or ideas and not acknowledging that you have done so.
 - Formats include written works, computer code, mathematical expressions, works of art, musical works

(University of Oklahoma, 2010)

How to Avoid Plagiarism

- Properly acknowledge your sources within the body of your paper (using in-text citations)
- Quote: using someone's exact words, surrounded by quotation marks
- Paraphrase: using someone's ideas, but putting them in your own words

*Note: In writing, you will paraphrase more than you will quote. Quoting should be reserved for when language is particularly expressive or exact wording is needed for technical accuracy.

(Massachusetts Institute of Technology, n.d.)

Why acknowledge your sources?

- To show readers that you have done your research
- To give credit to others for work they have done
- To point your readers to sources that may be helpful to them
- To allow readers to check your sources, if there are questions

(Massachusetts Institute of Technology, n.d.)

Paraphrasing Exercise

Original

During the last decade, there has been a shift from “instructivist” approaches towards “constructivist” approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.

Paraphrase Example 1

Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner.

Paraphrase Example 2

Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (Merriënboer, 1997).

Misconceptions About Plagiarism

- It is not plagiarism if you paraphrase.
- Anything you put in quotation marks is not plagiarism.
- Don't worry about plagiarism if you found it on the web; things on the web are in the public domain.
- It's not plagiarized if it's unintended.
- They'll never know – SafeAssign, Turnitin

Paper Information

Author: Todd Moe C1	Assignment: Demo Assignment 1	Save report to disk:
Title: sample doc 1.htm	Submitted: 2006-04-04 16:58:12 EST	Print version:
Matching: 100%	Paper ID: 41429	Direct link:

Suspected Sources

Click on a source to view the original, or click on the magnifying glass to see the source highlighted in the text below.

- 1 http://www.mydropbox.com/get_paper2.pl?id=173022&digest=e7f5045f1cdf95f3ad7f8977d52a9a50
- 2 <http://www.netessays.net/viewpaper/27185.html>
- 3 http://www.mydropbox.com/get_paper2.pl?id=173023&digest=aa71c6bd185cf2d2b484fb6917d6a3cb
- 4 <http://www.the-innovation-group.com/ChemProfiles/Calcium%20Chloride.htm>
- 5 <http://www.peterschemical.com/Calcium%20Chloride.htm>
- 6 http://www.dccchem.co.kr/english/product/p_basic/p_basic03.htm
- 7 <http://www.calciumchloride.com/concrete.shtml>

Re-process the paper without the selected sources

Paper Text

Click on the text to see more info about the source.

- 1 Prejudism in the 1930s, down in the Southern United States, was not good
- 2 Calcium chloride is used for such things as dust control, road deicing, and to assist in oil and gas drilling. 3 It is easily manufactured for a variety of sources. underground brines in Michigan, a by-product of hydrochloric acid streams, and soda ash can harbor calcium chloride. For years the market was supplied by three major manufactures- Dow Chemical, General Chemical, and Tetra Technologies- all of which produce such a high-volume that it creates oversupply and poor prices. These companies already produced roughly 1.5 million tons per year and out of that only about 1 million tons are used. In 1995, Ambar Incorporated decided that they were going to enter the calcium chloride market. They spent over \$60 million on supplies and opened behind schedule in 1997. Then North America experienced the warm and low precipitation winters in 1999 and 2000, there was an incredibly low demand for calcium chloride and the company failed. (paper mill)

4 In recent years, the market demand for calcium chloride has shifted. Consumption within the largest market segment, deicing, is heavily dependent on weather conditions. A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand. Deicing consumption

URL:	http://www.the-innovation-group.com/ChemProfiles/Calcium%20Chloride.htm
Uploaded Manuscript:	A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand
Internet Source:	A sharp decline in this market has occurred over recent years as a succession of mild winters lowered demand

Necrosis of the skin after contact with calcium chloride has been described in a variety of situations, including that of oil field workers and prolonged

Turnitin

- Finds and highlights unoriginal text in an assignment
- Checks against a database of materials (websites, published books, journals, newspapers, and turnitin submissions)

Sociology 101 Medical Essay

OriginalityCheck GradeMark PeerMark

To Speak or To Sign: Choosing Cochlear Implants
BY JOHN SMITH

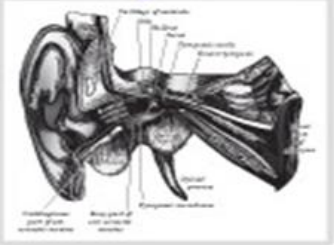
What's New Help Paper 18 of 18 SIMILARITY INDEX 65% GRADE 9 OUT OF 10

To Speak or To Sign

The Parental Pressure to Choose Between Cochlear Implants, Sign Language, or Both

On the Rise
1 Sign language is a beautifully expressive, visual language using hand, body and facial expressions to convey words and meaning, however, as more and more parents are learning even as early as birth that their child may be deaf, more children are getting cochlear implants than ever before and 2 there is fear that fewer and fewer children will learn to sign. In fact, as of May 2002, 69 percent of babies born in the United States had been screened for hearing loss as part of universal newborn hearing screening programs. Such early identification of infant hearing loss represents a dramatic change from the situation that existed only six

with hearing loss were not identified until they were 2-1/2 years of age (Sorkin 2003). 3 It is likely that the implementation of these early screenings have lead to the growth of



Cochlear implants within the United States to 20 percent or more per year (Sorkin 2003). 4 Many parents view deafness as a disability that with cochlear implants can be cured. They desire that their child learn language and function "normally" in society.

Match Overview

Rank	Source	Similarity Index
1	cochleartoday.com Internet source	36%
2	Lincoln Land Community Coll Student paper (from 2/27/08)	22%
3	Norwich University Student paper (from 12/24/09)	18%
4	JAMA Publication	13%
5	about.com Internet source	10%
6	Medical Examiner Publication	8%
7	Dablio Valley College Student paper (from 12/17/04)	5%

PAGE 1 OF 5

Text-Only Report

Tips to Protect Yourself

- Print out websites as they can disappear or change.
- Don't cut and paste.
- Check for inconsistencies in font and layout.
- Check for different writing styles.
- Make sure all of your citations are listed in the references page.
- When taking notes, mark quotes with a Q, paraphrases with a P.
- Include page numbers and source information.
- Prepare thoroughly— research takes time.

Citation

When to Cite and When Not to Cite

No Need to Cite

- Common Knowledge:
 - Facts that can be found in numerous places and are likely to be known by a lot of people.
 - Examples:
 - Theodore Roosevelt served as the 26th President of the United States.
 - Smoking is harmful to your health.
- Your own ideas, observations, experiences

(Indiana University, 2014)

Need to Cite

- Quotations, paraphrased text, expert opinions
 - Print – books, journals, newspapers
 - Electronic – eJournals, websites, computer source code
 - Recorded material – tv broadcasts, podcasts
 - Spoken material – interviews, information obtained in lectures and presentations
- Images: charts, graphs, photographs
- Data: statistics, numbers, survey information
- Social Media
 - Blogs, email messages, Tweets, Facebook entries

(Massachusetts Institute of Technology, n.d.)

Do We Need to Cite This?

Exercises

- Arguably, Mickey Mouse is one of the most popular mainstream American cartoon characters.

Note: You can substitute Bart Simpson, Bugs Bunny, SpongeBob Squarepants, or Stewie Griffin if they are more familiar to you.

Answer: No

Do We Need to Cite This?

Exercises

- One critic says that business is like a man rowing a boat upstream. He has no choice; he must go ahead or he will go back.

Answer: Yes

Do We Need to Cite This?

Exercises

- *Harry Potter and the Deathly Hallows* was released on July 21, 2007, and sold 11 million copies on the first day of its release, breaking Rowling's earlier records for the fastest selling series book of all time.
- Answer: This is questionable depending upon the audience. When in doubt, cite it.

More Citation Exercises

The Digital Millennium Copyright Act (DMCA), passed by the United States Congress in 1998, makes any attempt to bypass software intended to protect copyright on digital files a criminal offense. (1) The DMCA is intended to help combat the serious problems of intellectual property theft in the international arena, such as the estimated \$245 million of lost revenue resulting from pirated software in India in 2001. (2)

According to Adam Eisgrau of the American Library Association, the DMCA changed the emphasis from whether people use information in such a way as to violate copyright to prohibitions about how they access information. (3) Many legal scholars, such as Cassandra Imfeld, believe the DMCA as written is unconstitutional and unjust. (4) "By punishing the actual offenders instead of individuals who provide the tools, fair use can encourage the dissemination of information and protect the First Amendment rights of freedom of speech and the press." (5)

- #1 Y/N No. It's common knowledge. A quote from the Act would need to be cited.
- #2 Y/N Yes. This sentence presents a specific fact.
- #3 Y/N Yes. This sentence paraphrases A. Eisgrau's ideas.
- #4 Y/N No. This sentence is setting up the following quote.
- #5 Y/N Of course. This sentence is a direct quote.

What is a Citation?

- A citation tells everyone the source of your information.
- It answers the question:
 - Where did you get this information?
- It allows readers to:
 - Verify the information presented is correct
 - Find out how the information was determined
 - Discover new sources in their field of interest

What do Citations Tell You?

- Author's Name
- Title of the Article
- Title of the Journal or Book
- Publication Date
- The information you need to locate the resource

Reference List Format

References

- Anderson, A. K. (2005). Affective influences on the attentional dynamics supporting awareness. *Journal of Experimental Psychology: General, 134*, 258–281. doi:10.1037/0096-3445.134.2.258
- Anderson, A. K., Christoff, K., Panitz, D., De Rosa, E., & Gabrieli, J. D. E. (2003). Neural correlates of the automatic processing of threat facial signals. *Journal of Neuroscience, 23*, 5627–5633.
- Armony, J. L., & Dolan, R. J. (2002). Modulation of spatial attention by fear-conditioned stimuli: An event-related fMRI study. *Neuropsychologia, 40*, 817–826. doi:10.1016/S0028-3932%2801%2900178-6
- Beck, A. T., Epstein, N., Brown, G., & Steer, R. A. (1988). An inventory for measuring clinical anxiety: Psychometric properties. *Journal of Consulting and Clinical Psychology, 56*, 893–897. doi:10.1037/0022-006X.56.6.893
- Calvo, M. G., & Lang, P. J. (2004). Gaze patterns when looking at emotional pictures: Motivationally biased attention. *Motivation and Emotion, 28*, 221–243. doi:10.1023/B%3AMOEM.0000040153.26156.ed
- Carrette, L., Hinojosa, J. A., Martin-Loeches, M., Mécado, F., & Tapia, M. (2004). Automatic attention to emotional stimuli: Neural correlates. *Human Brain Mapping, 22*, 290–299. doi:10.1002/hbm.20037

Scholarly, Academic or Peer-Reviewed Article (Electronic Format)

Online Journal with DOI*

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number*(issue number if available), page range. doi:0000000/000000000000 or <http://dx.doi.org/10.0000/0000>

Online Journal without DOI

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number*(issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

*DOI = Digital Object Identifier

Scholarly, Academic or Peer-Reviewed Article Sample (Electronic Format)

Online Journal with DOI

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41, 1245-1283.
doi:10.1108/03090560710821161

Wooldridge, M.B., & Shapka, J. (2012). Playing with technology: Mother-toddler interaction scores lower during play with electronic toys. *Journal of Applied Developmental Psychology*, 33(5), 211-218.
<http://dx.doi.org/10.1016/j.appdev.2012.05.005>

Online Journal without DOI

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

*Note change in italics between article title and journal title and between volume and issue number.



World education finance policies and higher education access: A statistical analysis of World Development Indicators for 86 countries

Lijing Yang^a,  , Brian McCall^b

 [Show more](#)

DOI: [10.1016/j.ijedudev.2012.11.002](https://doi.org/10.1016/j.ijedudev.2012.11.002)

 [Get rights and content](#)

Abstract

This study uses panel data models to analyze international indicators and examines the relationship between education finance policies and higher education access among 86 countries from 1998 to 2009. We find that public expenditure per tertiary student bears a negative association with tertiary enrollment ratios, whereas GDP per capita and public spending on education as a percentage of GDP both have a positive effect on tertiary enrollment. These results imply that for a fixed amount of total budget and rising demands for higher education, various nations have reduced spending per college student and drawn on more private resources to expand higher education access.

Highlights

- We use panel data models to analyze international indicators from the World Bank.
- We examine the relationship between education finance policies and higher education access among 86 nations over 1998–2009.
- We find public expenditure per tertiary student bears a negative association with tertiary enrollment ratios.
- We find GDP per capita and public spending on education (as % of GDP) both have a positive effect on tertiary enrollment.
- We conclude many nations have reduced per-student spending and drawn on more private resources to expand college access.

DOIs

Using student-choice behaviour to estimate tuition elasticity in higher education

Robert E. Carter, *University of Louisville, USA*
David J. Curry, *University of Cincinnati, USA*

Abstract Prior research on student response to changes in university prices (tuition) finds that demand is inelastic. We present results, based on separate models for 11 colleges ($n = 5606$) at a major US university, that run counter to published findings. We discuss fundamental differences between our methods and those used in (most) previous research to explain our findings. Rather than use market level data, we model individual student-choice behaviour and derive market level implications via upward aggregation. Our modelling uses discrete-choice experiments in which choice sets are customised in real-time to reflect each respondent's true consideration set of schools as well as to capture elements of inter-university competition. Published research using market-level data, though appropriate for national policy debates, is not necessarily useful for governance decisions at the university level. We illustrate using tuition elasticities estimated by college and further show that elastic demand can have deleterious effects on the quality of an incoming class even when demand for seats far outstrips supply.

Keywords higher education; tuition elasticity; price elasticity; discrete choice

Introduction

Pricing is one of the most complex and important decisions confronting any organisation (Avlonitis & Indounas, 2005; Shipley & Jobber, 2001). Although the extant pricing literature most often focuses on the for-profit firm, intelligent pricing is equally important for institutions of higher education. Indeed, understanding sensitivity to changes in price, in the form of tuition and fees, is particularly critical in today's austere economic climate where colleges and university administrators are under intense pressure to maintain student enrolment; hire and retain faculty, administrators, and athletic coaches; sustain and build physical plant (Halliday, Davies, Ward, & Lim, 2008; Mai, 2005); all the while balancing these resource needs against potential political pressure to offer affordable tuitions. Thus, a clear understanding of the impact of tuition on enrolment is paramount in this stressful and challenging environment; however, senior administrators in higher

Newspaper Article (Electronic Format)

- Format

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from <http://www.someaddress.com/full/url/>

- Example

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from <http://well.blogs.nytimes.com>

Websites

Format

Author, A. (date). *Title of document*. Retrieved from <http://URL>

Examples:

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

All 33 Chile miners freed in flawless rescue. (2010, October 13). Retrieved from http://www.msnbc.msn.com/id/39625809/ns/world_news-americas/

The College of William and Mary. (n.d.). *College mission statement*. Retrieved from <http://www.wm.edu/about/administration/provost/mission/index.php>

*If there is no author, the title is displayed first and use n.d. if no publication date is available.

Book (Print)

Format

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Example

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

* Location should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).

Remember

- Use n.d. if the publication date is not available.
- APA no longer requires the following:
 - Use of URLs for articles with a DOI
 - A retrieval date unless the material is difficult to find
 - A database name unless the article was difficult to find
- Familiarize yourself with rules for other exception conditions.

There are Two Requirements to Citing Sources

1. References Page

- List of complete information about your sources (author, title, date, etc.) at the end of your paper

2. In-text Citations

- Located within the body of your paper

Parenthetical or In-Text Citation

- Directs readers from the text to the full citation in the references list at the end of the document.
 - Replaces the use of citational footnotes
 - Contains the author's last name, year, and p. #
(Jones, 1998, p. 199)
-
- Good practice: Use a signal phrase to introduce the quotation. According to Jones (1998), ...

In-Text Citations: Quote Examples

Format: (Author, Date, Page Number)

Examples:

Quote:

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

or

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

*Note: If no page number is available (ex. webpages), you can substitute paragraph numbers. The format is (author, date, para. #).

In-text Citations – Paraphrasing Examples

Here are some examples of how to use the author–date citation when paraphrasing.

Kessler (2003) found that among epidemiological samples...

Early onset results in a more persistent and severe course (Kessler, 2003).

In 2003, Kessler's study of epidemiological samples showed that...

American Psychological Association, 2010

*Note: APA recommends including a page number for in-text citations when paraphrasing, but it is not necessary.

In-Text Exclusions

There are some exceptions to the general rules.

Here are some to be aware of...

Multiple Authors or No Author

Author's name

- Last name first, followed by author initials.
- Two – seven authors
 - List by their last names and initials. Use the ampersand instead of "and" before the last author's name.
Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S.
- More than seven authors (References page)
 - When a work is credited to more than seven authors, the reference is listed by providing the names of the first six authors followed by . . . and then the final author. The remainder of the reference follows the same format as that for six or less authors.
Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin, L. H.
- Six or more authors (In-text)
 - Use the first author's name followed by et al.
(Harris et al., 2001)
- No Author
 - Abbreviated title (first 2-3 significant words) used for in-text citation if no author available.
 - Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

Exclusions: Citing Multiple Sources When Summarizing

Two or More Works in the Same Parentheses: When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

Example:

(Berndt, 2002; Grady, 2012; Harlow, 1983)

Exclusions: Citing a Personal Communication

- Interviews, emails, or letters
- Include communicator's name, date, and personal communication
- Only include in the in-text citation; do not included in the reference list

Examples:

Many of the incoming freshmen had difficulties with APA style (A.P. Smith, personal communication, January 4, 2001).

or

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, January 4, 2001).

Getting Help on Citations

- Library handouts on Citations
- Ask the librarians
 - elizabeth.trapasso@stonybrook.edu
 - jennifer.a.devito@stonybrook.edu
 - darren.chase@stonybrook.edu
- The SBU Writing Center (via telephone/email)
 - http://www.stonybrook.edu/commcms/writrhet/writing_center/writing.html
- Guides on the Internet (look for those from college or university libraries, .edu urls)
- Bibliographic management tools (EndNote or Zotero)
- Some databases automatically format citations for you
(Check for accuracy)

Zotero

The screenshot shows a web browser window displaying a library catalog record. The browser's address bar shows the URL: <http://magellan.cc.sunysb.edu:4330/F/YGBRG6DEV2BJSB3HP6HET3RT33C21>. The browser tabs include 'Stony Brook Catalog - Full View o...'. The page title is 'Full View of Record'. Below the title, there are navigation buttons for 'Prev Record' and 'Next Record'. The main content area displays a record for 'The handbook of women, psychology, and the law' by Andrea Barnes, editor. The record includes fields for 'Sys. no.', 'Holding Location', 'Format', 'Title', 'Variant title', 'Edition', 'Imprint', 'Descr.', and 'Bibliogr.'. A red callout box points to the 'Collections' sidebar, stating 'Supports multiple libraries or collections, and multiple sub-collections.' The sidebar shows a tree view of collections, with 'Women and Work' selected. Another red callout box points to the 'Tags' section, stating 'LOC subject headings imported as tags.' The tags section shows 'Psychology', 'Sex discrimination against women', 'Social conditions', 'United States', and 'Women'. A third red callout box points to the 'Info' tab, stating 'Imported bibliographic metadata.' The 'Info' tab shows the book's title, editor, abstract, series, volume, edition, place, and publisher. A fourth red callout box points to the Zotero logo in the bottom right corner, stating 'Click the Zotero logo to display application.' The browser's status bar at the bottom shows 'Done' and the Zotero logo.

File Edit View History Delicious Bookmarks Tools Help

http://magellan.cc.sunysb.edu:4330/F/YGBRG6DEV2BJSB3HP6HET3RT33C21

Most Visited Facebook Blackboard SBU Library WorldCat Web service... QuestionPoint Logon http://libx.org:8080/e...

Stony Brook Catalog - Full View o...

Full View of Record

Choose Display: [Full](#) [Brief](#) [MARC](#)

Record 1 out of 15

◀ Prev Record Next Record ▶

Sys. no.	001164457
Holding Location	Main Library Stacks HQ1154 .H2298 2005
Format	Book
Title	The handbook of women , psychology, and the law / Andrea Barnes, editor.
Variant title	Women , psychology, and the law
Edition	1st ed.
Imprint	San Francisco : Jossey-Bass, c2005.
Descr.	xxiii, 448 p. ; 24 cm.
Bibliogr.	Includes bibliographical references and indexes.

C... gical gender differences : contemporary theories and controversies / Natalie Porter — and the law : a brief history / Andrea Barnes — **Women**, work, and discrimination / ... nn Baker — Sexual harassment : the organizational perspective / Jay M. Finkelman — ... practice—a feminist reconstruction of work / Joyce K. Fletcher — Pregnancy ... tion in the **workplace** / Lisa Wilson — Update on abortion law / Andrea Barnes —

Supports multiple libraries or collections, and multiple sub-collections.

Collections

- My Library
 - Academic Horror
 - Bibliographic Instruction 2.0
 - Women's and Gender Studies
 - Women and Work**

Legal status, laws, etc Psychology
Sex discrimination against women
Social conditions United States Women

Display all tags in this library

Filter: []

0 tags selected Deselect all

LOC subject headings imported as tags.

Imported bibliographic metadata.

Click the Zotero logo to display application.

zotero

Additional Information:

- Tutorials

American Psychological Association <http://www.apastyle.org/learn/index.aspx>

Online Writing Lab at Purdue University <http://owl.english.purdue.edu/owl/>

Stony Brook University Libraries APA Cheat Sheet

<http://library.hsclib.sunysb.edu/sites/default/files/APACheatSheetF2012.pdf>

- Bibliographic Management Tools

Zotero (free plug-in for Firefox) <https://www.zotero.org/>

EndNote (SBU site license – free for students)

<https://it.stonybrook.edu/software/title/endnote>

EndNote Research Guide

<http://guides.library.stonybrook.edu/endnote>

Additional Resources

- When to Cite

American University Library's Information Literacy Tutorial: When to Cite

<http://subjectguides.library.american.edu/infolit>

MIT's Academic Integrity: What is common knowledge?

<http://integrity.mit.edu/citing-your-sources/what-common-knowledge>

Acknowledging Your Sources - Academic Integrity at Princeton University

<http://www.princeton.edu/pr/pub/integrity/pages/sources/>

- Paraphrasing

MIT's Academic Integrity: Avoiding Plagiarism – Paraphrasing

<http://integrity.mit.edu/academic-writing/avoiding-plagiarism-paraphrasing>

Word for World Plagiarism: How to Recognize Plagiarism, School of Education, Indiana

<https://www.indiana.edu/~istd/examples.html>

Acknowledgements

- Susan Kaufman and Fiona Grady for use of their plagiarism and citation presentations on which this presentation is based.
- Citation formats and examples from OWL at Purdue and ALA.
- Paraphrasing exercise from How to Recognize Plagiarism from the School of Education at Indiana University Bloomington.
- Questions?

References

American Psychological Association. (n.d.). *APA style*. Retrieved from <http://www.apastyle.org/index.aspx>

Indiana University, Bloomington. (2014). *Plagiarism: What it is and how to avoid it*. Retrieved from <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

Massachusetts Institute of Technology. (n.d.). *Academic integrity at MIT: A handbook for students*. Retrieved from <http://integrity.mit.edu/>

SafeAssign. (n.d.). *What is SafeAssign?* Retrieved from <http://www.cod.edu/it/blackboard/safeassign/safeassignfaq.htm>

Turnitin. (2014). *Overview*. Retrieved from http://turnitin.com/en_us/features/overview

University of Oklahoma. (2010). *Student's guide to academic integrity at the University of Oklahoma*. Retrieved from http://integrity.ou.edu/students_guide.html

Zotero. (n.d.). *Quick start guide*. Retrieved from https://www.zotero.org/support/quick_start_guide