Democratic and Popular Republic of Algeria

Ministry of Higher Education and Research

University Center of Barika

Faculty of Letters, Languages and Arts

Department of English Language and Literature



Handout of the Yearly Research and Study Skills Courses for Third Year Students of English

Submitted in Fulfillment of the Recruitment of the Degree of University Habilitation

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General Course Information

Instructor Profile

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Tutorial Class (TD) (credit hours: 3 hrs)

- Course Title: Research and Study Skills
- Level: Third Year
- Time:
 - Wednesday: 8:00 am to 12:30pm
 - Thursday: 9:30 am to 14:00 pm
- Location: Class F01 Class F02 Class B32
- Credit: 04
- Coefficient: 02
- Evaluation: 50% Exam / Continuous evaluation 50%
- Semester: S5 + S6

Course Description and Objectives

Course Description

Research methodology is the backbone of any scholarly investigation, providing a systematic and structured approach to understanding and exploring various phenomena. It refers to the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In essence, it is the blueprint for the collection, measurement, and analysis of data. The methodology section of a research paper enables others to evaluate the reliability and validity of the research, ensuring the study can be replicated and built upon.

Research Methodology module is a fundamental course designed to equip students with essential skills of research and academic writing. For undergraduate students, grasping the fundamentals of research methodology is essential, as it equips them with the tools needed to conduct rigorous and credible research projects.

Firstly, it fosters the development of critical thinking skills. By engaging with research methodology, students learn to question assumptions, examine evidence critically, and evaluate the credibility of sources. Moreover, understanding research methodology enhances academic skills. Students improve their academic writing, data interpretation, and argument formulation abilities. These skills are essential for producing well-structured and compelling research papers. Additionally, a solid grasp of research methods prepares students for advanced studies. Whether they choose to pursue graduate studies or professional research roles, having a strong foundation in research methodology is crucial for success.

Despite the inclusion of methodology courses in both License and Master programs, a large number of students, including those at the University Center of Barika, struggle to conduct empirical studies. This shortcoming is particularly troubling in the twenty-first century, where acquiring and applying knowledge is paramount for academic and professional success. Thus, mastering the art of writing manuscripts, whether exposés or master dissertations, has become an essential task for students.

Understanding research methodology is a crucial aspect of academic growth for undergraduate students. It lays the foundation for conducting thorough, ethical, and impactful research. By mastering these concepts, students can contribute meaningful knowledge to their

fields of study and beyond. As you embark on your research journey, remember that a well-structured methodology is key to unlocking valuable insights and achieving academic success.

The course is designed for Third year License students, from the Department of English Language and Literature, at the University Center of Barika. The syllabus is a follow-up of the previous four semesters of the first- and second-year License program. This module is taught twice a week (Tutorial Class).

This course provides a comprehensive overview of referencing and citing sources, essential skills for academic writing and research integrity. The course begins with an introduction to the fundamentals of referencing, including its importance in academic work. Students will explore the concept of plagiarism, understanding its implications and learning effective strategies to avoid it. Various referencing styles will be covered, with a primary focus on the APA (American Psychological Association) style.

Throughout the course, students will gain hands-on experience in gathering bibliographic information, creating in-text citations, and formatting quotations according to APA standards. The course also covers the use of signal phrases and verbs in academic writing, the format and layout of reference lists, and the principles governing reference list entries.

Course Objectives

By the end of this course, students will be able to:

1. Understand the Importance of Referencing:

 Comprehend the role of referencing in academic writing and its importance in maintaining research integrity (Lecture 1).

2. Identify and Avoid Plagiarism:

 Recognize different forms of plagiarism and implement strategies to avoid it (Lecture 2).

3. Familiarize with Various Referencing Styles:

 Gain an overview of different referencing styles, with a specific focus on APA and MLA (Lecture 3).

4. Gather and Organize Bibliographic Information:

 Learn how to collect and properly organize bibliographic information for references (Lecture 4).

5. Apply APA Style for In-Text Citations:

 Master the creation of in-text citations using the APA style, 7th edition (Lecture 5).

6. Use and Format Quotations in APA Style:

o Correctly use and format quotations according to APA guidelines (Lecture 6).

7. Utilize Signal Phrases and Verbs:

 Effectively incorporate signal phrases and appropriate verbs in academic writing (Lecture 7).

8. Format and Layout Reference Lists:

 Understand and apply the correct format and layout for reference lists in APA style (Lecture 8).

9. Understand the Principles of Reference List Entries:

 Learn the principles for creating accurate and complete reference list entries (Lecture 9).

10. Identify Reference List Elements:

 Identify and understand the elements that make up a reference list entry in APA style (Lecture 10).

This course aims to equip students with the knowledge and practical skills necessary to produce well-referenced academic papers, uphold academic integrity, and contribute meaningfully to their fields of study.

Course Contents

Lecture 1: Introduction to Referencing

- 1. Definition of Referencing
- 1. Referencing Styles
- 2. Referring to Others in your Work
 - In-text Citations
 - Reference List
 - Bibliography
- 3. Why is Referencing Important?
- **4.** What Details Should I Include in a Reference?

Conclusion

Lecture 3: Referencing Styles

- 1. What is a Referencing Style?
- 2. Major Citation Styles
- 3. APA Vs. MLA
 - APA Style
 - MLA Style
 - Main Differences between APA and MLA

Lecture 2: Plagiarism

- 1. Definition Of Plagiarism
- 2. Types of Plagiarism
- 3. How to Avoid Plagiarism?
- 4. Best Practices to Avoid Plagiarism
- 5. What to Avoid When Writing?

Conclusion

Lecture 4: Bibliographic Information

- 1. Definition of Bibliographic Elements
- 2. Author
- 3. Date
- 4. Title
- 5. Source

Conclusion

Conclusion

Lecture 5: In-Text Citations: APA Style 7th Edition

- 1. Two Formats of In-text Citations
 - Parenthetical In-text Citation
 - Narrative In-text Citation
- In-text Citation for Paraphrases and Summaries
 - One author

Lecture 6: Using And Formatting Quotations in Apa Style

- 1. Definition of Quotation
- 2. Short Quotations
 - Parenthetical Citation
 - Narrative Citation
- 3. Long (Block) Quotations
 - Parenthetical Citation

Dr. Amina BOUZIDI

Two authors	Narrative Citation
Three or more authors	4. Citing Specific Parts of a Source
Group author with abbreviation	Conclusion
Group author without abbreviation	Conclusion
Unknown or anonymous author	
Work without a date	
Multiple works	
 Secondary sources 	
 Personal communications 	
Conclusion	
Lecture 7: Signal Phrases and Verbs	Lecture 8: Format and Layout of a Reference
	List
1. Why Do We Use Them?	
2. How Can I Use Them?	1. General Remarks
3. Reporting Verbs	2. Reference List Formatting
Conclusion	3. Format Features
	Conclusion
Lecture 9: Principles of Reference List Entries	Lecture 10: Inserting Reference List Elements
1. The Order of The Elements of an Entry	1. Author
2. Punctuation Within Reference List Entries	2. Date
3. Suggested Citations	3. Title
Conclusion	4. Source
CONCLUSION	Conclusion

Lecture 1: Introduction to Referencing

Objectives: By the end of this lecture, students will be able to:

- ✓ *Understand the concept of referencing*
- ✓ Explain the purpose and importance of referencing in academic writing.
- ✓ *Understand the concept of referencing styles*
- ✓ Understand how to integrate references into academic work
- ✓ Articulate the reasons why referencing is crucial for academic integrity and the avoidance of plagiarism.
- ✓ *Identify necessary details for a complete reference, tailored to the type of source.*

When producing an academic assignment or piece of work, it is common to refer to various sources of information that have informed your studies or research. These sources can include teaching materials, books, e-journals, websites, and more. Referencing these sources is a fundamental aspect of academic writing, as it allows you to provide evidence for your arguments, demonstrate the breadth of your research, and give credit to the original authors of the ideas and information you have used.

Proper referencing not only supports the validity of your work but also helps you avoid plagiarism by clearly distinguishing your own ideas from those of others. It is essential for maintaining academic integrity and contributing to scholarly discourse. In this lecture, we will explore the basics of referencing, different referencing styles, and the specific details required in a reference. By mastering these skills, you will be better equipped to produce well-researched and credible academic work.

Definition of Referencing

The concept of referencing has a rich historical background, dating back to ancient Roman jurists who meticulously referenced earlier legal treatises (Nevile, 2007). With the

advent of printing in the fifteenth century, ideas became more accessible, leading to concerns about intellectual property rights (Neville, 2007). The Statute of Anne in 1710 marked a significant milestone in copyright law, establishing protections for authors and their published works (Neville, 2007). This period also saw the emergence of standardized referencing practices, including footnotes, which provided authors with a means to identify their sources and insert personal comments outside the main text (Nevile, 2007). Over time, referencing styles evolved, with modern conventions tracing their origins to historical practices and academic developments (Nevile, 2007). Today, referencing represents a formal recognition of the expression of ideas in tangible and publicly accessible works, highlighting the contributions of authors and creators.

Referencing is an essential practice in academic writing, serving to acknowledge the sources used or referred to in scholarly work (The Open University, 2020). It involves providing information on other people's ideas, theories, or works through paraphrasing or direct quotations (The Open University, 2020). This acknowledgment is crucial not only for giving credit to the original authors but also for allowing readers to trace and verify the information presented. In academic settings, proper referencing is a strict requirement, ensuring the integrity and credibility of research (The Open University, 2020). Moreover, the skills acquired through referencing are transferable and beneficial in professional environments, emphasizing the importance of mastering this practice (The Open University, 2020).

Referencing Styles

Referencing styles are essential tools in academic writing, designed to ensure that sources are cited and referenced correctly, allowing others to locate these sources and acknowledging the original authors. These guides provide standard formats to include all necessary information for readers to find the referenced work. According to the Open University, referencing styles are crucial for maintaining consistency and clarity in academic

work, providing the structure needed to accurately document sources (The Open University, 2020).

In academic settings, the specific referencing style to be used is often determined by the module or course, with guidance typically provided by the institution. Libraries frequently offer additional advice and online tutorials to assist students in mastering these styles. This support ensures that students are equipped to follow the required conventions, thereby upholding academic integrity and facilitating the dissemination of knowledge (The Open University, 2020).

Referring to Others in your Work

Referencing the work of other people involves two distinct elements: inserting an intext citation and creating a reference list.

In-text Citations

When you mention someone else's work within your own, you'll need to include an intext citation. In-text citations are inserted in the body of your text and indicate that you are talking about, referring to or paraphrasing someone else's work. They are also required when you directly quote another person's original words. An in-text citation will include minimal details; usually the name of the author(s) and the date of the publication. hey generally include only the author's last name and the publication year, following the author-date method. However, some citation styles use numerical references with footnotes. In-text citations provide enough detail to allow readers to locate the full reference in the reference list.

Reference List Vs. Bibliography

A reference list is a comprehensive compilation of references that correspond to the sources cited in your work. For every in-text citation included in your work, a detailed reference should appear in the reference list. Each entry provides complete details of the source, formatted according to the specific referencing style you are using. This list is typically placed at the end

of your document (American Psychological Association, 2020; Modern Language Association, 2021).

A bibliography, on the other hand, includes all the sources you consulted during your research, not just those cited in your assignment. This list encompasses both the sources cited within the text and those that contributed to your understanding of the topic, even if they were not directly quoted or paraphrased (University of Leeds, 2024).

Why is Referencing Important?

Referencing is important because it benefits multiple parties involved in academic writing. Clear referencing assists not only the author but also the readers and the original authors of the cited works. Below are the advantages for each group.

Original Authors

Authors whose work you reference deserve acknowledgment. If someone used your work in their assignment, you would want them to credit you rather than presenting your work as their own.

You

Including references in your work demonstrates that you have thoroughly researched your subject area, providing evidence to support your arguments. Properly acknowledging sources helps you avoid plagiarism, which is the unethical practice of passing off someone else's work as your own.

Your Readers

There are two primary reasons for referencing: acknowledging the work of others and enabling your readers to locate the sources you mentioned. Readers may wish to further explore some of the research you referenced, and your citations can help enhance their understanding of the topic.

What Sources Do I Need To Reference?

In general, you should reference any sources that you directly quote, paraphrase, or draw ideas from in your work. This includes a wide range of materials such as books, journal articles, websites, videos, lectures, interviews, and more. Essentially, if you use someone else's ideas, words, or creative work, it is necessary to provide a reference to acknowledge the original source. Additionally, you should reference sources that have influenced your understanding or contributed to the development of your arguments, even if you do not directly cite them. Proper referencing demonstrates academic integrity, gives credit to the original creators, and allows readers to trace the origins of your information.

Some of the most common sources that you may come across, which would require a reference are listed below:

- Books
- Journal articles
- Websites
- Newspaper articles
- Magazine articles
- Reports
- Conference papers
- Theses and dissertations
- Videos (e.g., documentaries, lectures, interviews)
- Audio recordings (e.g., podcasts, radio broadcasts)

- Social media posts
- Forum posts
- Online forums and discussion boards
- Blog posts
- Government publications
- Legal documents
- Artwork
- Photographs
- Maps and charts
- Software and computer programs

This list is not exhaustive, but it covers a wide range of sources commonly encountered in academic and professional contexts.

What Details Should I Include in a Reference?

In general, there are standard formats for including the full details of the sources you have mentioned in your work. Depending on your source, and referencing style, you may need to include a selection of the following details:

- **Author(s):** The individual(s) or organization responsible for creating the work.
- Year of publication: The year when the work was published, released, or produced.
- **Title of the work:** The specific title of the book, article, webpage, etc.
- **Title of the whole work**: The larger work that contains the referenced material, such as a journal title or book title.
- Volume and issue number: For journal articles, include the volume and issue numbers.
- Page numbers: The specific pages where the referenced material can be found.

- **Publisher or source:** The organization or entity responsible for making the work available.
- **DOI (Digital Object Identifier) or URL:** A unique identifier or web address that leads directly to the source.
- **Date accessed (for online sources):** The date when you accessed or retrieved the online material.

Conclusion

In conclusion, understanding the importance of referencing and knowing how to create accurate references are essential skills for academic and professional success. Referencing allows us to acknowledge the contributions of others, maintain academic integrity, and provide credibility to our own work. By properly referencing sources, we demonstrate respect for intellectual property, enhance the transparency of our research, and enable readers to locate and verify the information we present. Remembering to include key details such as author names, publication dates, titles, and sources is crucial for creating comprehensive and reliable references.

Lecture 2: Plagiarism

Objectives: By the end of this lecture, students will be able to:

- ✓ Define plagiarism and understand its implications across various fields such as journalism, politics, and literature.
- ✓ Identify different types of plagiarism, including direct plagiarism, self-plagiarism, mosaic plagiarism, and accidental plagiarism.
- ✓ Implement strategies to avoid plagiarism in their own work, including proper paraphrasing, summarizing, and citation techniques.
- ✓ Recognize best practices to maintain academic integrity and ethical standards in writing and research.
- ✓ Understand what to avoid when writing to ensure originality and credibility in their academic and professional endeavors.

Plagiarism is a widespread phenomenon that is found in a wide range of areas and fields such as: journalism, politics and literature. The provided areas are just a few of the fields in which plagiarism regularly appear. Indeed, plagiarism is a problem in our universities, and many teachers feel that dealing with it is a heavy and troublesome part of their role.

Definition of Plagiarism

The concept of plagiarism is considered by the majority of researchers as an *intellectual* rape. According to Pecorari (2013), Plagiarism is the act of presenting someone else's work or ideas as your own, without proper acknowledgment. This includes:

- Submitting someone else's work, whether purchased or not, as your own.
- Paraphrasing another person's ideas, data, or writing without giving credit.

• Using another person's computer files or data without authorization and claiming it as your own.

Someone else's work refers to any material that is not originally your idea, whether it comes from books, journals, other students or staff, the internet, software programs, designs, or organizational structures. Proper acknowledgment is required even if you present the material in your own style.

Plagiarism undermines academic integrity as it involves dishonesty and theft of intellectual property, which is why it is strictly prohibited in academic settings.

Types of Plagiarism

It is crucial to be aware that plagiarism can be in many forms. They can be sumamrised as follows:

Word-for-Word Plagiarism

This type involves copying text exactly as it appears in the original source without any changes and presenting it as your own work. It is a direct form of plagiarism where the text is not altered or paraphrased in any way (Neville, 2007).

Paraphrasing Plagiarism

Condensing or rephrasing someone else's work in your own words without giving proper credit. Although the wording is changed, the original idea or content remains the same, and failing to cite the source constitutes plagiarism (Neville, 2007).

Copy & Paste Plagiarism

This occurs when text is copied from an electronic source (such as a website or digital document) and pasted into your own work without proper citation. This is common with online resources and digital content (University of Leeds, 2024).

Word Switch Plagiarism

Involves taking a sentence from a source and only changing a few words around. Despite the changes, the sentence's structure and original meaning remain largely unchanged, and it still requires proper citation to avoid plagiarism (University of Leeds, 2024).

Style Plagiarism

Replicating the style and format of a source's writing without acknowledgment. This includes mimicking the tone, structure, or unique presentation style of the original work (Neville, 2007).

Metaphor Plagiarism

Using metaphors or analogies from a source as your own without crediting the original author. This type of plagiarism involves taking creative expressions that are unique to the original work (Neville, 2007).

Idea Plagiarism

Presenting someone else's creative ideas as your own without acknowledgment. Even if the words are different, using the conceptual framework or innovative ideas of another person without credit is plagiarism (Neville, 2007).

Self-Plagiarism

Reusing portions of your previous writings in subsequent papers without proper citation. This could involve submitting a previously written paper as new work, or combining parts of past writings into a new submission without indicating the original sources (Neville, 2007).

Understanding these various forms of plagiarism is crucial for maintaining academic integrity. Proper citation and acknowledgment are essential practices in any scholarly work to respect the original authors and uphold the ethical standards of academic research.

How to Avoid Plagiarism?

Properly crediting sources is crucial to avoid plagiarism. You must do so in the following scenarios:

- If you incorporate another person's ideas, opinions, or theories.
- When using facts, statistics, graphics, drawings, music, or other types of information that are not common knowledge.
- When quoting another person's spoken or written words.
- If you paraphrase another person's spoken or written words.
- When referring to your own previously written material.

Best Practices to Avoid Plagiarism

To maintain academic integrity and uphold ethical writing standards, it is crucial to adhere to best practices that mitigate the risk of plagiarism.

Writing Paraphrases or Summaries

Credit the Source: Always include a statement crediting the source within your paraphrase or summary. This ensures proper attribution and helps avoid unintentional plagiarism.

Write Without the Original: To ensure originality, try writing your paraphrase or summary without looking at the original text. This helps in internalizing the information and expressing it in your own words.

Check Against the Original: After writing, compare your paraphrase or summary with the original text to ensure accuracy and that you haven't inadvertently copied phrases or structure.

Compare Sentence Structure: Ensure that your paraphrase or summary significantly differs in sentence and paragraph structure from the original text to demonstrate your understanding.

Use Quotation Marks for Unique Phrases: Place quotation marks around any distinctive words or phrases that you cannot or do not want to change. This highlights the original author's unique contributions.

Writing Direct Quotations

Include the Source's Name: Ensure the source's name is included in the same sentence as the quote to provide immediate attribution.

Use Quotation Marks: Clearly mark the quote with quotation marks to differentiate it from your own words.

Quote Sparingly: Use only as much of the quote as is necessary to support your point, ensuring the rest of your work is in your own words.

Shorten Quotes with Ellipses: To omit unnecessary information, use ellipses to indicate omitted text. Use three ellipsis points for in-sentence omissions and four points for omissions between sentences.

Add Words with Brackets: Place added words in brackets to clarify the quote while ensuring the original meaning remains unchanged.

Select Impactful Quotes: Choose quotes that will have the most impact in your paper. Avoid overusing direct quotes to maintain originality and demonstrate your critical thinking.

Writing About Another's Ideas

Note the Originator: Mention the originator of the idea within the sentence or throughout the paragraph discussing the idea. This acknowledges the source of the concept.

Use Citations: Employ parenthetical citations, footnotes, or endnotes to guide readers to additional sources about the idea, ensuring they can trace the original source.

Use Quotation Marks: Place quotation marks around phrases or words used by the originator to describe the idea, ensuring these specific expressions are properly attributed.

Revising, Proofreading, and Finalizing Your Paper

Proofread Carefully: Review your notes and sources to ensure that all borrowed material is properly acknowledged.

- In-text citations: Ensure every borrowed idea or direct quote is cited within the text.
- Footnotes or endnotes: Use these if required by your citation style for additional explanations or source details.
- Bibliography, References, or Works Cited page: Include a comprehensive list of all sources referenced in your work.
- Quotation marks: Use quotation marks around short quotes and ensure longer quotes are properly formatted.

Conclusion

To maintain academic integrity and uphold ethical writing standards, it is crucial to adhere to best practices that mitigate the risk of plagiarism.

Practice

Activity 1: Detect Plagiarism in The Following Passages

Original Text	Student's Text			
Congress passed the Indian Removal Act	The Indian Removal Act of 1830 gave the			
in 1830, thereby granting the president	president authority to begin treaty			
authority to begin treaty negotiations that	negotiations that would give Native			
would give Native Americans land in the	Americans land out West in exchange for			
West in exchange for their lands east of the	their lands east of the Mississippi.			
Mississippi. Many advocates of removal,				
including President Jackson, paternalistically				
claimed that it would protect Native				
American communities from outside				

influences that jeopardized their chances of "civilized" farmers. Jackson becoming emphasized this paternalism—the belief that the government was acting in the best interest of Native peoples—in his 1830 State of the Union Address. "It [removal] will separate the Indians from immediate contact with settlements of whites . . . and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community." Introduction to Chapter 12 of The American Yawp, by Locke, Wright, et al.

President Jackson and many other people believed that removal would protect Native American communities from outside influences that undermined their chances of becoming civilized farmers (Locke, Wright, et al., 2019).

Paternalism – defined by Locke, Wright, et al. as "the belief that the government was acting in the best interest of Native peoples" – was on full display in President Jackson's



1830 State of the Union Address (2019).

Activity 2: read the following and detect what type of plagiarism is.

Original Text:

You have to tread quite a fine line between being accused, on the one hand, of not making enough use of the writers you have been reading on the course, and, on the other, of having followed them too slavishly, to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance. (Northedge, 1990, p. 190)

• Student's text 1:

You have to tread quite a fine line between being accused, on the one hand, of not making enough use of the writers you have been reading on the course, and, on the other, of having followed them too slavishly, to the point of plagiarising them. One of your early tasks as a student is to get a feel for how to strike the right balance.

• Student's text 2:

You must be careful of being blamed for not using the information you have read on your course, and, in contrast, of having used the information too much so that it looks like you have plagiarized. One of your first jobs as a student is to learn how to balance these two extremes

• Student's text3:

When you are writing you need to be careful to use the information you have read well. However, there is a difficult area here because, as a student, when you are doing assignments, you need to use what you have read or been taught in your lectures. It is important, however, not to make too much use of this information or you may be accused of having followed them too slavishly. Early on in your life as a student, you need to balance these two extremes.

(adopted from Gillett, n.d.).

Activity 3: Read the original texts below. Without plagiarizing, write either a summary or a

paraphrase for each one. Be sure to give proper credit to the sources.

Original Text:

"Whether you have morning sickness, motion sickness, or nausea from chemotherapy or radiation therapy, help may be no farther than your refrigerator or kitchen pantry. There are several foods that can help the body mitigate mild to moderate nausea. Pectin is a dietary fiber that occurs naturally in plant cell walls. Fruits such as apples, peaches, plums, and currents are good sources of pectin, as are carrots and potatoes. Ginger, also known as ginger root, is another very powerful plant that works on the digestive tract. Ginger is found in ginger ale, gingersnaps, gingerbread, and certain Chinese dishes. So the next time your stomach is feeling queasy, try reaching for a can of ginger ale, or nibbling a gingersnap cookie, an apple, or a carrot."

Citation: Greening, Samantha M. "Natural Remedies for What Ails You." Healthful Todays and Tomorrows 7 Apr. 2005: 18-21.

•	Student's a	answer:				
			•••••	• • • • • • • • • • • • • • • • • • • •		•••••
		• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	•••••

Original Text:

"Who should teach children about personal finances? Ideally, it would be the child's parent or guardian. However, many adults do not have the knowledge necessary to teach such concepts. This is evident by the staggering amount of credit card debt in the United States and the astounding number of adults who claim they cannot balance their own checkbook. Many argue

that schools must step in and teach personal finance. Adding this requirement to the compulsory curriculum would require that more teachers be hired, which many school districts cannot afford, and would increase the credit requirement for graduation."

Citation: Burgenni, Patrick K. "Teaching Finance: Whose Responsibility Is It?" U.S. Education News & Policy 13 Feb. 2006: 29-33.

	Student's			
• • • • • • •		 	 	
		 	 •••••	

Activity 2: Case study Read the following case studies. As a group, discuss each of the questions after the scenario. You don't all have to agree. write down your team's response.

• Case Study 1:

Jennifer really enjoys the art history class she is taking this semester. She spends a lot of time on her final project—a portfolio of works of art that she selects, writes a brief background about the artist, and then describes what she feels about the piece. She is careful to make sure all her information about the artists is correct, and reads several essays on the artists she has chosen. She agrees with most of what the essayists have to say regarding the pieces. She represents some of their thoughts in her project as her own, reasoning that since it is not fact, and instead intangible opinion, and because she agrees with them, then she is not plagiarizing. **Is she right or wrong? Why?**

• Case Study 2:

David is a senior and only has three more classes this semester before he graduates. He feels the pressure to uphold his 3.65 GPA, as well as just wanting to finish and get the classes out of the way. In one of his classes, an extra credit assignment is to read through a set of given texts from certain articles and books that have been given by the instructor throughout the semester, and then to compile personal thoughts based on the principles covered. To David, it seemed like basically doing something he already had done in the class read the same information again. He figured the instructor just wanted to make sure the students really did read the articles, so David wrote his paper using direct quotes and verbatim phrases from the reading without correct citation. It was just extra credit, after all, so if it was not as good as his other work, it couldn't really hurt his grade.

Is what David did wrong? Why or why not? Do you think David is right in thinking that this assignment really doesn't matter and can't really hurt his grade because it is only for extra credit?

• Case Study 3:

Last semester Ben took an ecology class and one of the papers he wrote was about the effects of DDT onbald eagles. This semester he is taking a wildlife biology class and realizes that his paper from last semester would work for one of the assignments for this semester too.

Is it academic dishonesty for Ben to turn the same paper in twice? What is the best thing for Ben to do in this situation?

• Case Study 4:

Lee has to write a paper on some of the causes and symptoms of drug abuse for a public health class. He accesses the Web and finds several chat rooms that feature posted questions which are answered by doctors. He uses their answers in his paper, citing just "Internet" as the source. He

also finds a site that is put together by the mother of a recovering addict which contains information that she has compiled as a resource for other families in similar circumstances.

Steve also uses this information, and since the author of the site does not indicate which books she got the information from, he cites "Internet" again as the source.

Is this sufficient? Is this a form of plagiarism/academic dishonesty? Why or why not?

Lecture 3: Referencing Styles

Objectives: By the end of this lecture, students will be able to:

- ✓ Define what a referencing style is and explain its importance in academic writing.
- ✓ Identify and describe the major citation styles used in scholarly work.
- ✓ Differentiate between APA and MLA citation styles, understanding their specific guidelines and applications.
- ✓ Recognize the main differences between APA and MLA styles in terms of formatting, intext citations, and reference lists.
- ✓ Apply APA and MLA styles appropriately in their own academic writing and assignments.

The principle of acknowledging other people's contributions in your own work through references is accepted in many countries and academic subjects, but the referencing style differs between subjects and between publishers. There are thousands of referencing styles available. Some styles are maintained by professional organizations, such as the American Psychological Association (APA) and the Institute of Electrical and Electronic Engineers (IEEE). They produce guides to writing styles and detail how sources used in books, articles and reports should be formatted and referenced. In our lecture, we will be tackling the differences between the APA style and the MLA system.

What is a Referencing Style?

A referencing style is an established framework that provides guidance on how to format citations when referencing various sources (Walker, 2020). It dictates the specific information that needs to be included in a citation, such as the author's name, publication date, title, and publisher, as well as the proper order and format for these elements (Smith, 2019). Each style also specifies the type of punctuation, capitalization, and formatting to be

used, ensuring that the cited sources are presented consistently throughout a piece of work (Citation Styles, 2021).

Referencing styles are essential for academic writing, research papers, and professional reports because they create a standard that allows readers to easily identify and locate sources (Jones, 2022). By following a consistent referencing format, writers ensure that credit is given to the original authors or creators of ideas, findings, or theories, thus avoiding plagiarism. Additionally, clear referencing helps readers trace information back to its source, enabling them to verify facts or further explore the cited material (Walker, 2020).

Different referencing styles are used across disciplines and institutions. The most common ones are:

- APA (American Psychological Association): Common in the social sciences, focusing on authorship and publication date to highlight recent research (APA, 2020).
- MLA (Modern Language Association): Often used in humanities, especially in literature and language studies, emphasizing author and page number for in-text citations (MLA, 2019).
- Chicago: Known for its flexibility, it has two systems (Notes and Bibliography,
 Author-Date) and is often preferred in history and some social sciences (Chicago
 Manual of Style, 2022).
- Turabian: A simplified version of the Chicago style, designed for student papers and less formal academic work (Turabian, 2018).
- IEEE (Institute of Electrical and Electronics Engineers): A numeric citation style commonly used in engineering and technical fields (IEEE, 2021).

Each style has unique rules that help maintain clarity and consistency, ensuring readers across different disciplines can easily navigate citations and locate sources (Smith, 2019).

Major Citation Styles

The wide variety of referencing styles can be perplexing for both students and researchers (Smith, 2019). You will likely come across different styles in the articles, books, and websites you consult, each with its own formatting rules and stylistic preferences (Walker, 2020). Despite variations in order, formatting, and punctuation, all referencing styles share the same core principles: to indicate in the text where others' work has been utilized and to provide the necessary information for readers to locate these sources (Jones, 2022). This includes details about the author, date, type of publication, and location, ensuring that proper credit is given and that readers can easily trace original sources (Citation Styles, 2021).

In the field of English Language Studies, two main referencing systems are predominantly used. These systems reflect the interdisciplinary nature of language studies, where both humanities and social science methodologies may apply (MLA, 2019; APA, 2020). By understanding the rules and conventions of these major citation styles, students and researchers can produce clear, well-structured citations that align with the expectations of their discipline.

American Psychological Association Vs. Modern Language Association

When it comes to academic writing, the American Psychological Association (APA) and Modern Language Association (MLA) are two of the most widely used referencing styles, each with distinct rules tailored to different academic disciplines (Walker, 2020). APA style is frequently employed in the social sciences, including psychology, education, and sociology, while MLA is predominantly used in the humanities, such as literature, philosophy, and the arts (Smith, 2019).

APA Style

The APA (American Psychological Association) style is widely used to cite sources within the social sciences. It consists of two main elements: in-text citations and a list of

references at the end (APA, 2020). In-text citations include the author's name, publication year, and, if applicable, the page number. This style allows for two formats: the parenthetical, where the author's name and publication date are enclosed in parentheses, and the narrative, where the information is embedded within the sentence (Jones, 2022). For example, a parenthetical citation might look like this: (Smith, 2021, p. 45), while a narrative citation could read, "Smith (2021) argues that..." (APA, 2020).

MLA Style

The MLA style (Modern Language Association) is most commonly used in the humanities, particularly in fields like literature, history, and art studies (MLA, 2019). It features in-text citations in parentheses, listing the author's last name and page number, with a "Works Cited" list at the end of the paper that is organized alphabetically by the author's last name (Walker, 2020). MLA emphasizes the author and page number in in-text citations, as shown in this example: (Smith 123). For sources not directly named in the text, the author's last name and page number are included in parentheses after the relevant content (MLA, 2019).

Main Differences Between APA and MLA

Both APA and MLA styles require two types of citations: in-text citations and full bibliographic references in a section at the end of the paper. However, they differ in key aspects, such as formatting, structure, and citation details. APA style prioritizes the date of publication, which is particularly important in scientific fields where recent research is emphasized (Smith, 2019). In contrast, MLA focuses on the author and page number, reflecting the humanities' emphasis on close textual analysis and authorship (Jones, 2022).

Therefore, APA and MLA style require two distinct types of citations:

- in-text citations
- full bibliographic references in a section at the end of the paper

Conclusion

In conclusion, understanding and correctly applying referencing styles such as APA and MLA is essential in academic writing, as each style serves the unique needs of different disciplines. APA's focus on publication dates and author-year citation structure supports the social sciences' emphasis on recent research and empirical data. In contrast, MLA's author-page format reflects the humanities' prioritization of detailed textual analysis and close reading. Mastering these styles not only helps maintain academic integrity by giving credit to original sources but also improves the clarity and credibility of one's work, allowing readers to trace and verify information effectively. As you continue your studies, familiarity with these citation conventions will equip you with the skills necessary for effective research, writing, and scholarly communication across a range of disciplines.

Lecture 4: Bibliographic Information

Objectives: by the end of this lecture students will be able to:

- ✓ Understand the fundamental components of bibliographic information and their role in creating accurate citations and references.
- ✓ Identify and describe the four main elements of a citation—Author, Date, Title, and Source—and how each contributes to a complete reference entry.
- ✓ Recognize different citation formats and when each component may need adjustments, such as variations in dates, missing authors, or untitled works.
- ✓ Apply this knowledge to correctly format citations for various types of works, including standalone and composite works, following established citation guidelines.

To cite correctly, you must have all the details. Sometimes it is not clear where to find them, or they have been mislaid. It may be tempting to invent details or use the material without acknowledging the source, but you should never do this – it is plagiarism. Regardless of what citation style is being used, there are key pieces of information that need to be collected in order to create the citation.

Definition of Bibliographic Information

Bibliographic Information refers to the specific details used to describe a resource, such as a book, journal, magazine, newspaper, or online material, in a citation. This information is organized to create a bibliography or reference list, which accurately identifies sources used in research or writing. Bibliographic elements universally include the author, date, title, and source of the resource. The source varies by type: it could be a book publisher, journal details for an article, or electronic identifiers like a DOI for online resources.

Author

In bibliographic information, the author represents the person(s) or group(s) primarily responsible for creating a work. This term applies not only to individual writers but also to contributors and organizations that played a significant role in producing the content (APA, 2020). An author may be an individual, multiple people collaborating on a single work, or even a group entity, such as an institution, government agency, or organization (MLA Handbook, 2021). Additionally, some works credit a combination of both individuals and group authors, such as a lead researcher alongside a sponsoring organization.

Hence, an author may be:

- an individual,
- multiple people,
- a group (institution, government agency, organization, etc.), or
- a combination of people and groups.

The author element in citations also encompasses various primary contributors to a work. For example, editors of books, directors of films, lead researchers on projects, podcast hosts, and others who have made major contributions to a work's creation are considered authors for citation purposes (Chicago Manual of Style, 2017). This approach ensures that all essential contributors are acknowledged appropriately, regardless of the medium.

When the author is unknown or cannot be identified, the work is cited as having no author. In such cases, a citation typically begins with the title of the work, which then takes the place of the author's name (APA, 2020). This method maintains proper citation structure and allows the work to be easily identified in a bibliography or reference list.

Date

The date element specifies when a work was published, which aids in tracking the timeliness and relevance of sources. This information is essential, as it reflects the age and,

often, the context of the work. The date can take several forms: the year only (common for books), the exact year, month, and day (typical for online articles or blog posts), year and month, year and season, or a range of dates when a work spans multiple years or publication periods (APA, 2020). If the date of publication cannot be determined, the work is considered to have no date, and a notation like "n.d." (no date) is often used (MLA Handbook, 2021).

Title

The title element identifies the specific work being cited. Titles fall into two main categories: (1) works that stand alone, such as books, reports, dissertations, videos, films, albums, podcasts, social media posts, and content on websites, and (2) works that are part of a greater whole, such as journal articles, edited book chapters, TV or podcast episodes, and songs (Chicago Manual of Style, 2017).

For standalone works, the title appears prominently in the reference list entry. However, for items that are part of a larger whole, such as a journal article within a periodical, both the title of the article and the title of the larger work (e.g., journal or edited book) are listed, with the article or chapter title in the title element and the greater work in the source element (APA, 2020). If the title is unavailable, the work is treated as untitled, and a description may sometimes be used in place of a formal title.

Source

The source element indicates where a reader can locate or retrieve the cited work. This element is essential, especially in digital referencing, where URLs, DOIs, and other identifiers play a key role. Similar to titles, sources are categorized based on whether the work stands alone or is part of a greater whole. For works that are part of a larger entity, such as a journal article within a journal, the source is the larger entity itself (e.g., the journal or edited book) and may include a DOI or URL for direct access (APA, 2020).

For standalone works, like books, reports, films, or podcasts, the source is typically the publisher, archive, social media platform, or website where the work can be accessed. For location-specific works, like museum artwork or conference presentations, the source includes details of the location and may also provide a DOI or URL if applicable (Chicago Manual of Style, 2017). If a work is not publicly accessible or recoverable, it is treated as having no source, and citation styles may provide guidance on alternative descriptions.

Below are examples of the most common cited source: a printed book and an online journal retrieved from a research database.

1. Book - Print

For print books, bibliographic information can be found on the *title page*. This page has the complete title of the book, author(s) and publication information.

The publisher information will vary according to the publisher - sometimes this page will include the name of the publisher, the place of publication and the date.

If you cannot find the place or date of publication on the title page, refer to the **COPYRIGHT PAGE** for this information. The copyright page is the page behind the title page, usually written in a small font, it carries the copyright notice, edition information, publication information, printing history, cataloging data, and the ISBN number.

2. Article - Academic OneFile Database

In the article view:

Bibliographic information can be found under the article title, at the top of the page. The information provided in this area is **NOT** formatted according to any style.

Citations can also be found at the bottom of the page; in an area titled **SOURCE CITATION**. The database does not specify which style is used in creating this citation, so be sure to double check it against the style rules for accuracy.

Conclusion

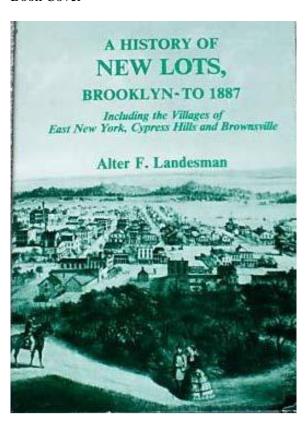
A comprehensive understanding of bibliographic information and its core elements is fundamental to academic and professional writing. By mastering the details of Author, Date, Title, and Source, writers can ensure their citations are accurate, consistent, and clear. This accuracy not only respects the work of original creators but also enhances the readability and credibility of one's writing. As citation standards vary depending on the format, recognizing how to adjust for missing or incomplete information becomes an essential skill. Ultimately, well-crafted citations enable readers to trace, verify, and explore sources, reinforcing the integrity of research and the depth of scholarly engagement.

Practice 1:

Activity 1: Look for the following details on each of the sources.

Source 1: Book

Book Cover



Book Title Page

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1. Author:

2. Title of Source: 3. Publisher: 4. Publication Date: 5. City of Publication:

Source 2: Website



East New York's Empire State Dairy Could Become a Landmark Tuesday



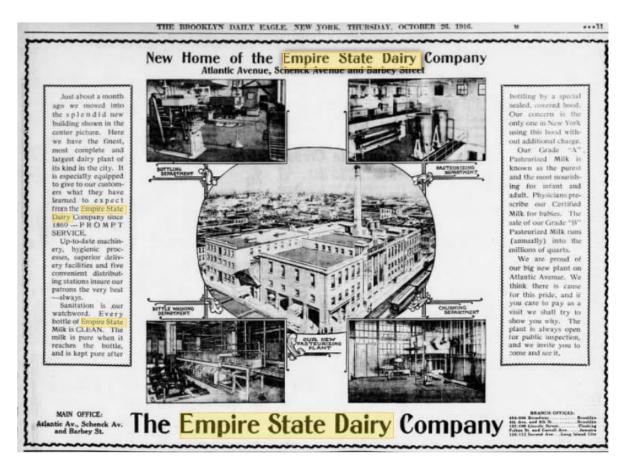
Photo by Susan De Vries

1. Website/ URI Name:
2. Title of Website/URL Page:
3. Author:
4. Publication Date:
5. Website/URL Address:

East New York by Cate Corcoran

Dec 4, 2017 • 09:00am

Source 3: Periodical



1. Title of Periodical:
2. Title of Article:
3. Author:
4. Publication Date:
5. Page Number:

Source 4: Interview

Excerpt from Oral History Interview with Douglass Bibuld (DB), May 31, 2004. Interviewed by Brian Purnell (BP).

This excerpt is taken from the start of a conversation about Operation Cleansweep, which Douglas Bibuld participated in as a child.

BP: What do you remember of that demonstration?

DB: I remember I followed eight, ten, it might have been more cars with U-Hauls driving around Gates Avenue in Bedford Stuyvesant, going into yards, picking up box springs and all kinds of junk and throwing it on the back of the U-Haul - - driving across, I think it was Brooklyn Bridge, into Lower Manhattan - - driving up on City Hall steps, dumping all of that stuff out, [Laughs] and then driving quickly on before the police could get there. I remember doing all of that. And I remember the explanation for it was that they had cut garbage collection I think from two a week to once a week, and garbage was piling up. It was the summer time. That happened I think at the end of the summer. But people had complained, there had been complaints about rats going crazy and so forth and I knew it was to dramatize the need to resume garbage collection. And I think it was cut in Bedford Stuyvesant, specifically it wasn't cut in other areas, and that it was a protest against that.

BP: Wow I didn't know that you had participated; I didn't know that children were there.

DB: Yes. Because I mean there was no place to leave us. [Laughs] At least I certainly, and Carl and Melanie, we participated in a lot of what was going on.

- 1. Name of Interviewer (person asking the questions):
- 2. Name of Interviewee (person being interviewed)
- 3. Date of Interview:
- 4. Interview type (email, phone, personal interview):

Activity 2: Find and add the missing part or parts of the following references.

Berg, J M et al. Microbiology. New York: W.H. Freeman	
(2012) Anglo-Saxon art: a new history Ithaca, N.Y.:	
Beare, R. J., A. J. Thorpe, and A. A. White. The	
predictability of extratropical cyclones. Quart. J. Roy.	
Meteor. Soc., 129,	

Practice 2

Activity 1: Read the 5 entries below. Extract the different elements of each entry. Each entry is mixed up. Try to organize the elements as follow: Author's name, date of publication, title, and source.

- Donna Trembinski. Law and Punishment in the Middle Ages. New York. Crabtree Publishing.
 2006.
- Jane Bingham. Usborne. London. 2004. Medieval World.
- Forged in the Fire. Ann Turnbull. Candlewick Press. Cambridge, Mass. 2007.
- Life in a Castle. New York. Crabtree Publishing. 2004. Kay Eastwood.
- Bradford, Eileen. 1996. New York. Harper Collins. Shadows on a Sword.

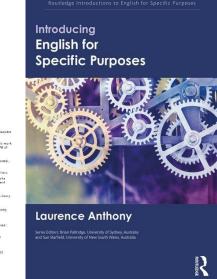
Activity 2: mention the type of each of the following sources. Then, extract the different bibliographic information.

Source 1 Source 2





Source 3



Typeset In Station by Apex CoVantage, LLC

Source 5

International Journal of Education Advancement

The Academic Studies between Printed and Multimedia Text in Italy

Corresponding author: Patiz'a Spoutii, Department of Social and Developmental Psychology, "Supienze University of Rome and Ado Noto, 5, 00115 Roma R& Daley, Tel. +300/9919709, Email: potents. spooting/marental.11
Containes Spootif ("Spoit") Pice Anadories Statis Sectiones ("Spoit") Additional Test in this List I fais. Adv. UEA-100001
Received date: 23 i relenanty, 2019; Accepted date: 02 Agrid, 2019; Publication date: 15 Agrid, 2019

Figure 1. Location of Digital Object Identifier in Journal Article

Journal of Experimental Psychology: Learning, Memory, and Cognition 2008, Vol. 34, No. 3, 439-459

Copyright 2008 by the American Psychological Association 0278-7393/08/512.00 DOI: 10.1037/0278-7393.34.3.439

How to Say No: Single- and Dual-Process Theories of Short-Term Recognition Tested on Negative Probes

Source 5

Klaus Oberauer University of Bristol The DOI is prominently displayed on the first page of the article.

Three experiments with short-term recognition tasks are reported. In Experiments 1 and 2, participants decided whether a probe matched a list item specified by its spatial location. Items presented at study

Activity 3: choose 3 sources and detail the bibliographic information of each sour	rce.
1: Type:	

2: Type:.....

3:Type

Lecture 5: In-Text Citations: APA Style 7th Edition

Objectives: by the end of this lecture, students will be able to:

- ✓ learn the basic format for APA in-text citations, including the author-date system and different citation styles for quoting and paraphrasing.
- ✓ identify and apply the appropriate in-text citation format for sources with one author, multiple authors, group authors, and unknown authors.
- ✓ become familiar with handling unique citation cases, such as works without dates, secondary sources, and personal communications.
- ✓ understand the importance of accurate citation for academic integrity and the clear attribution of ideas in scholarly writing, enhancing their credibility and professionalism.

In academic writing, correctly citing sources is essential for maintaining credibility and giving credit to original authors. The American Psychological Association (APA) 7th edition style provides specific guidelines for in-text citations, which allow writers to incorporate others' ideas smoothly while enabling readers to locate the sources referenced. In-text citations can be presented in two main formats: parenthetical and narrative. Both formats serve unique functions, allowing writers to either reference sources unobtrusively or integrate them directly into the sentence's flow. Understanding how to apply these citation methods effectively can greatly enhance the clarity and professionalism of academic work.

Definition of In-Text Citations

The American Psychological Association (APA, 2020) 7th edition style mandates an author-date citation system. This system involves briefly citing sources within the text by providing the author's surname, publication year, and specific location (e.g., page number) where the information is sourced. These in-text citations are then fully referenced in a reference

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list at the end of the paper. For detailed guidance on constructing reference lists, consult the

Patrick Power Library guide on APA Style 7th Edition (Patrick Power Library, 2021).

Two Formats of In-text Citations

In-text citations can be formatted in two ways: parenthetical and narrative. Parenthetical

citations enclose the author's surname and publication year in parentheses, typically placed

either within or at the end of a sentence (APA, 2020). Narrative citations integrate the author's

surname into the sentence's flow, followed by the publication year in parentheses. While less

common, both the author and date can be directly incorporated into the sentence structure (APA,

2020).

In APA 7th edition style, there are multiple ways to format in-text citations, allowing

writers flexibility in how they attribute sources. Each method has unique characteristics that

suit different writing contexts, depending on how integrated or prominent the citation should

be within the sentence. Below are the main types of in-text citations used in APA style:

Parenthetical Citations

Parenthetical citations enclose the author's surname and the publication year in

parentheses. This type of citation is typically placed either within or at the end of a sentence,

allowing the reader to see the source of the information without interrupting the flow of the text

(APA, 2020).

Narrative Citations

Narrative citations incorporate the author's surname into the natural flow of the

sentence, followed by the publication year in parentheses. This approach weaves the citation

more directly into the text, making it feel like part of the narrative (APA, 2020).

Examples:

Parenthetical Citation: (Nichols, 2017)

Narrative Citation: Nichols (2017) argued ... / In 2017, Nichols argued ...

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In-text Citation for Paraphrases and Summaries

When directly quoting a source, include the author(s), publication year, and page number in the in-text citation, using either the parenthetical or narrative format. If the source lacks page numbers, indicate the location in another way, such as by using a section or heading name, paragraph number, or a combination of both. For additional details, refer to the section on Quotations.

For paraphrased information, cite the author(s) and publication year with either parenthetical or narrative citation formats. While APA style does not require page or paragraph numbers for paraphrases, you may choose to include them if it would help the reader locate a particular passage. Some instructors may prefer or require that page or paragraph numbers always be provided for paraphrased material, so it's best to confirm expectations with your instructor.

Bellow are examples of both parenthetical and narrative in-text citations in APA style (7th edition):

• Parenthetical Citation:

This format places the citation in parentheses at the end of the sentence:

Research has shown that self-efficacy plays a critical role in academic achievement (Bandura, 1997).

• Narrative Citation:

This format integrates the author's name into the sentence, followed by the publication year in parentheses.

➤ Bandura (1997) suggested that self-efficacy is essential for academic success.

In both cases, if you are quoting directly from the source, you should add a page number like so:

- **Parenthetical:** (Bandura, 1997, p. 45)
- Narrative: Bandura (1997) noted that "beliefs in one's capabilities" impact motivation (p. 45).

One author

For a source with one author, include the author's surname and the publication year. For example:

- Parenthetical citation: The average citizen is wary of expert advice (Nichols, 2017, p. 23).
- Narrative citation: Nichols (2017) argued that the average citizen is wary of expert advice (p. 23).

Two Authors

When a source has two authors, include both names joined by an ampersand (&) in parenthetical citations or the word "and" in narrative citations.

- **Parenthetical citation**: Hospitalized patients reported improvements to mood following pet therapy visits (Coakley & Mahoney, 2009, p. 144).
- Narrative citation: Coakley and Mahoney (2009) found that hospitalized patients reported improvements to mood following pet therapy visits (p. 144).

Three or More Authors

For sources with three or more authors, include only the first author's surname followed by "et al." and the publication year.

- **Parenthetical citation**: (Smith et al., 2020)
- Narrative citation: Smith et al. (2020) argued...

Group Author with Abbreviation

If an organization or institution is the author and it has a commonly known abbreviation, write the full name the first time it appears, followed by the abbreviation in brackets. In subsequent citations, use only the abbreviation.

- **First citation**: (American Psychological Association [APA], 2020)
- Subsequent citations: (APA, 2020)

Group Author without Abbreviation

For group authors without an abbreviation, simply use the full name in every citation.

• **Example:** (American Psychological Association, 2020)

Unknown or Anonymous Author

If the author is unknown, use the title of the work instead of an author's name. Titles of books and reports are italicized, while titles of articles, chapters, and web pages are in quotation marks.

• **Example**: ("Impact of Globalization," 2020)

If the author is explicitly listed as "Anonymous," use "Anonymous" as the author's name.

• **Example**: (Anonymous, 2020)

Work Without a Date

If a source doesn't have a publication date, use "n.d." (no date) in place of the year.

• **Example**: (Smith, n.d.)

Multiple Works

To cite multiple works in a single parenthetical citation, list each citation in alphabetical order, separated by semicolons.

• **Example**: (Jones, 2020; Smith, 2019; Taylor, 2018)

Secondary Sources

If you are citing a source that was quoted or referenced in another work, cite the secondary source. Include the original author's name in your sentence, and then write "as cited in" followed by the secondary source.

• **Example**: Smith's study (as cited in Jones, 2020) found...

Personal Communications

For sources that cannot be retrieved by readers (e.g., interviews, emails), cite them as personal communications and include the date of the communication. These are not included in the reference list:

- **Parenthetical**: (J. Doe, personal communication, March 3, 2021)
- Narrative: According to J. Doe (personal communication, March 3, 2021),...

Conclusion

Mastering APA in-text citation styles, including parenthetical and narrative formats, is crucial for academic integrity and effective communication of ideas. By providing clear guidance on referencing, APA style helps writers present sources in a way that is accessible and easy to follow. Whether paraphrasing or quoting directly, choosing the appropriate citation format strengthens the work's credibility and helps readers locate source information efficiently. This attention to citation detail ultimately contributes to a scholarly writing style that respects the contributions of original authors while supporting readers' engagement with the material.

Lecture 6: Using and Formatting Quotations in APA Style

Objectives: by the end of this lecture, students will be able to:

- ✓ recognize the significance of using quotations in academic writing to support arguments and provide evidence.
- ✓ distinguish between direct quotations, block quotations, and paraphrasing, including when and how to use each effectively.
- ✓ learn how to properly cite sources, including in-text citations and references for both parenthetical and narrative styles, across different formats and contexts.
- ✓ explore various ways to indicate specific locations within a source, especially for sources that lack page numbers, such as websites and digital media.

When integrating the concepts of other writers into your own work, it's generally more effective to paraphrase rather than rely on direct quotations. Paraphrasing enables you to express others' ideas in your own words. However, there are instances when using a direct quotation is more suitable, such as when the original wording is especially powerful or persuasive, or when you intend to analyze or discuss a specific passage of text.

Definition of Quotation

A quotation is a repetition of someone else's statement or thoughts, typically enclosed in quotation marks, to acknowledge the original source (Creswell, 2014). Quotations can be used in writing to provide evidence, illustrate a point, or convey the authority of the original speaker or writer (Gibaldi, 2009). They are often utilized to highlight specific language that is impactful, persuasive, or significant in the context of the discussion (Pearsall, 2010).

Short Quotations (less than 40 words)

When including a brief quote in your paper, integrate it seamlessly into the text by enclosing the quoted material in double quotation marks (American Psychological Association, 2020). Follow the quotation with a parenthetical citation that includes the page number or

location information, either right after the quote or at the end of the sentence (Purdue Online Writing Lab, 2021). For narrative citations, incorporate the author's name and the publication year within the sentence, placing the page number or location information in parentheses after the quote (Creswell, 2014). If the narrative citation comes after the quotation, include the page number or location information along with the year in the same set of parentheses (Gibaldi, 2009).

The following examples illustrate various ways of citing short quotations:

• Parenthetical Citation:

- 1. Others have suggested that the pressure to be busy extends to leisure time: "To the long-evolving demands of productivity at work we must now add the burden of productivity everywhere else" (Poole, 2013, p. 23).
- 2. When workplace teams encounter incivility "it has catastrophic effects on the team's collaborative processes and severely impacts the way team members perform their tasks" (Porath et al., 2015, p. 260).
- Researchers found "short-term weather, multiyear warming, and tropical cyclone exposure each relate to worsened mental health outcomes" (Obradovich et al., 2018, p. 10955).

• Narrative Citation:

- 1. Poole (2013) suggested that the pressure to be busy extends to leisure time: "To the long-evolving demands of productivity at work we must now add the burden of productivity everywhere else" (p. 23).
- 2. Porath et al. (2015) found that when workplace teams encounter incivility "it has catastrophic effects on the team's collaborative processes and severely impacts the way team members perform their tasks" (p. 260).

3. "Short-term weather, multiyear warming, and tropical cyclone exposure each relate to worsened mental health outcomes," according to Obradovich et al. (2018, p. 10955).

Long (Block) Quotations

When quoting a passage that is 40 words or more, begin the quotation on a new line, indenting it 1.27 cm (0.5 in.) from the left margin, and ensure the text is double-spaced. Outtation marks are not needed for this format, which is referred to as a block quotation.

• Parenthetical Citation:

Regarding the relationship between news media literacy and belief in conspiracy theories:

Individuals who give credence to conspiracy theories know comparatively little about how the news media work. The greater one's knowledge about the news media—from the kinds of news covered, to the commercial context in which news is produced, to the effects on public opinion news can have—the less likely one will fall prey to conspiracy theories. (Craft et al., 2017, p. 396)

• Narrative Citation:

A study by Craft et al. (2017) found:

Individuals who give credence to conspiracy theories know comparatively little about how the news media work. The greater one's knowledge about the news media—from the kinds of news covered, to the commercial context in which news is produced, to the effects on public opinion news can have—the less likely one will fall prey to conspiracy theories. (p. 396)

Citing Specific Parts of a Source

To cite a particular section of a source, include a page number with the in-text citation or use an alternative method to indicate the location. While many sources, such as websites, may lack page numbers, there are several ways to pinpoint specific areas within a source. For

instance, you can refer to paragraph numbers, headings, chapter or section titles, table or figure numbers, timestamps for videos, or slide numbers in PowerPoint presentations.

The following table presents examples demonstrating various methods to guide your reader to a specific part of a source.

	Abbreviation	Example parenthetical citation		
Single page number	p.	(Cheyne, 2019, p. 213)		
Multiple consecutive pages	pp.	(Haddad, 2016, pp. 89–90)		
Multiple non-consecutive pages	pp.	(Dempsey, 2010, pp. 25, 28)		
Paragraph number (if not numbered, count the paragraphs manually)	para.	(Zhang, 2020, para. 3)		
Heading or section name		(Tull, 2020, Participate in Counseling section)		
Heading or section name with paragraph number		(Ahmed & Haku, 2014, Discussion section, para. 3)		
Abbreviated heading or section name enclosed in quotation marks *		(Sanchez, 2014, "Limit Your Exposure" section, para. 1) Actual heading: "Limit Your Exposure to Computer Screens at Night"		

Conclusion

Effective use of quotations and proper citation practices are essential skills for academic writing. By mastering these techniques, you can enhance the credibility of your work while respecting the contributions of other authors. Remember to choose the appropriate method for quoting or paraphrasing based on the context, and always provide clear citations to guide your readers to the original sources. As you continue your academic journey, the ability to integrate and reference the ideas of others will serve you well in constructing well-supported and authoritative arguments.

Practice

Activity 1: Find and correct the errors in the following in-text citations according to APA referencing conventions.

- (Sheret, Sultana and Sotir 2016) 7. (Seven news 1994)
- (Yeo, Oh, Pyke, McDonald 1998) 8. (Turnbull in Shorten 2003)
- (Charman 2007) 9. (Minogue 1968, Lopez 1971)
- (Smith 2009 p 7) 10. (Dickinson 2009, a)
- (Brown nd) 11. (Copyright Act 1968)
- According to Sotir (2016), academic literacy is 'critical for survival' at university.

Activity 2: Use an introductory phrase and/or citations to complete each sentence. Information for the in-text citations is provided.

1. Author: Randy Sonoma

Publication date: 2011

Page number: 138

* "the incidence of high suicide rates is partly due to a lack of sufficient intervention programs" ______.

2. Author: unknown

Publication date: n/a

Author: Bryan Curtis

Curtis _____ "to lose one pound, an individual

must burn an extra 3500 calories."

3. Authors: Sarah Belkins, Ruth DeFone, Samual Cruz

Publication date: 2004

Page number: 237

DI, Millia DOCEIDI	Research Methodology
Volume number: 5	
Belkins, DeFone	that from
the age of 12 teenagers are increasingly influen	ced by their friends.
4. Author: Kylie Harris	
Date: July 3, 2011	
Weight loss becomes harder as one ages, particular	ularly when one reaches their late
30s, a time when 15 percent of people note an u	ınexplained weight gain
5. Author: Jack S. Spader, Lisa L. Cantrell	
Publication date: 2003	
Page: 15	
> "Slightly increasing the incline on a treadmill ca	nn reduce the impact on the knee
joints for those who	suffer from
arthritis"	·
Activity 3: Mark each of the following items as a C (correct) o	r I (incorrect) according to APA
guidelines.	
1 Writing for Psychology Today, Jeffrey Davis sugges	sts that going for a walk is "one
of the greatest tools for giving you a creative advantage at the	office or studio."
2 Reports suggest that "Sitting is harmful to our overal	l health."
3 Davis (2018) refers to a study conducted by the N	ational Activity Pattern Survey
87% of American's time every day is spent indoors.	
4 The writer goes on to point out that "aerobic workou	ts [] can also stimulate the

5. ____ Walking is work, but it's work that's good for the brain – and for creativity. Davis (2019) explains, "Although our brains work harder to process in different environments,

Brain Derived Neurotrophic Factor (BDNF), which can produce new brain cells, improve brain

plasticity, and regulate energy metabolism and prevent exhaustion" (Davis, 2019).

walking outside forces our brains to churn out new ideas every time we take in new sights, new sounds, new smells, new flavors." 6. In "A Scientifically Proven Trick for Remembering Pretty Much Anything" Brittney Wong (2019) writes that drawing reminders to yourself is "more effective than writing and rewriting notes, visualization exercises and passively looking at images" (p. 43). 7. Wong (2019) explains the practical need for tools to enhance memory. "As people age, the ability to retain new information slips because of the deterioration of critical brain structures involved in memory, including the hippocampus and frontal lobes.(p. 44)" 8. "But drawing calls upon regions of the brain involved in visual perceptual processing — regions that show relatively less deterioration than areas involved in processing verbal information" (Wong). 9. ____ Wong (2019, p. 44) concludes the article that the common belief in the value of taking notes and later re-copying them as a study habit for students should be adjusted to acknowledge the power of drawing as the most efficient and effective way to "get test information to stick." 10. Wong cites researcher Melissa Meade in her article. "Meade said she thinks that drawing leads to better memory compared with other study techniques because it incorporates multiple ways of representing the information — visual, spatial, verbal, semantic and motoric." (p. 45).

Activity 4: Using the text and source information provided, create two APA in-text citations. Your citations can be direct quotations or paraphrased citations.

Note: This section of the text comes from Page 5 of the excerpted document.

Title: "Which subpopulations are most likely to watch TV?"

Not everyone watches TV on a given day, but most people do. Of the population ages 15 and older, 79.2 percent spent some time watching TV on a given day in the period from 2013–17. Chart 2 shows some variation among subpopulations in their

likelihood of watching TV; however, the high rates across all groups—including age, employment status, parental status, and gender—is particularly notable. The group with the lowest percentage of people watching TV per day is 15 to 19 year olds with 72.6 percent. The high rates of TV watching are supported by data from the U.S. Energy Information Administration showing that even with the number of televisions in U.S. homes declining, more than 97 percent of households used a TV in 2015, with an average of 2.3 TVs used per household.5 With televisions present in nearly all U.S. households, TV watching is a leisure activity that is easily accessible to the vast majority of the population. Also, with TV programs, videos, and movies accessible from such devices as tablets and computers, televisions are no longer needed for people to engage in TV watching as defined by the ATUS. Those ages 65 and older were the most likely to watch TV—89.2 percent did so on a given day in the 2013–17 period. This group also had more leisure and sports time overall than the other populations shown in chart 2, averaging 7 hours 8 minutes per day. Only about 20 percent of those ages 65 and older were employed, and less than 1 percent of them were parents of children under age 18, so their time was largely free of the demands of work and childcare.

The two in-text citations:

1			
2.			

Activity 5: Each of the following in-text citations presents a mistake in punctuation placement. (This could be comma placement, period placement, quotation placement, or placement of parenthesis.) Circle the punctuation mistake on your paper.

- 1. A recent report from the US Bureau of Labor Statistics shows that over the last five years "the U.S. civilian noninstitutional population ages 15 and older spent an average of 2 hours 46 minutes per day watching TV." (Krantz-Kent, 2018, p. 2)
- 2. Rachel Krantz-Kent (2018), a branch chief at the BLS, points out that "with TV programs, videos, and movies accessible from such devices as tablets and computers, televisions are no longer needed for people to engage in TV watching (p. 5)."
- 3. In The Atlantic, Joe Pinsker (2019) reports, "Parents tend to watch less TV than nonparents do." ("America Has a Free Time Gender Gap") Source: Rachel Krantz-Kent, "Television, capturing America's attention at prime time and beyond." By Racheck Krantz-Kent Beyond the Numbers: Special Studies & Research, vol. 7, no. 14 (U.S. Bureau of Labor Statistics, September 2018).
- **4.** Pinsker (2019) goes on to say that, "generally speaking, the older, less educated, or less affluent people are, the more TV they're likely to watch."
- 5. Pinsker (2019) cites studies on the subject, but offers his own explanation for part of the trend, suggesting "many moms are made to feel guilty for taking time for themselves".
- 6. In "When Did TV Watching Peak" Alexis C. Madrigal (2017) reports that, "television viewing didn't peak until 2009-2010, when the average American household watched 8 hours

and 55 minutes of TV per day".

Lecture 7: Signal Phrases and Verbs

Objectives: by the end of this lecture, students will be able to:

- recognize the importance of signal phrases and reporting verbs in academic writing to introduce and integrate sources effectively.
- identify and use signal phrases to attribute ideas and opinions accurately, ensuring clarity and credibility.
- distinguish between different types of reporting verbs (e.g., neutral, strong, hedging) and their functions in conveying a writer's stance.
- explore practical strategies to select appropriate verbs and phrases that align with the intent of their arguments and the tone of their writing.

Signal phrases are essential in academic writing across various citation styles, as they help introduce quotations, paraphrases, and summaries. Paired with in-text citations, they clearly indicate that the writer is referencing external sources. Their key roles include avoiding plagiarism, integrating quotes smoothly, and establishing the credibility and authority of cited materials. Proper use of signal phrases not only strengthens the coherence of a text but also ensures adherence to academic integrity standards.

Why Do We Use Them?

Signal phrases are integral to academic writing as they serve multiple purposes, enhancing the clarity, credibility, and ethical integrity of a text. Below are three primary reasons for their use:

To Mark Boundaries

Signal phrases create a clear distinction between a writer's ideas and the words or thoughts of a source. This demarcation is essential for helping readers differentiate between original analysis and external references, ensuring a smooth transition between the two. For instance, phrases like *According to Smith (2023)* or *Jones argues that...* guide the reader seamlessly from the writer's voice to the cited material. Such transitions contribute to the readability and coherence of academic texts.

To Emphasize the Source

In many cases, the identity of the source or the author carries significant weight. For example, citing a prominent researcher or well-known author in a particular field lends authority and context to the argument being presented. In literature reviews or when referencing influential works, signal phrases highlight the expertise or relevance of the cited source, which can enhance the credibility of the writer's analysis.

To Avoid Plagiarism

Proper citation is a cornerstone of academic integrity. Signal phrases play a crucial role in attributing ideas to their original authors, ensuring that credit is given where it is due. While signal phrases themselves indicate the use of external sources, they must be paired with appropriate in-text citations and references according to the required citation style, such as APA, MLA, or Chicago. Failure to use signal phrases effectively can result in unintentional plagiarism, undermining the writer's credibility.

How Can I Use Them?

Using signal phrases effectively involves understanding their structure and purpose and employing them strategically to enhance your writing. Below are some key guidelines and tips for their usage:

Include Relevant Details

Signal phrases often feature the author's name, which provides immediate attribution.

They can also incorporate additional context, such as the author's credentials or the source title, to establish authority and relevance. For example:

- > "According to John Doe, a senior researcher in climate studies..."
- > "Jane Smith, a renowned linguist, argues in her book Language and Society..."

These details help readers understand the significance of the source and its connection to your argument.

Position Signal Phrases Flexibly

While signal phrases are commonly placed at the beginning of a sentence to introduce source material, they can also appear mid-sentence or at the end for stylistic variety:

- ➤ Beginning: "As Dr. Brown notes, 'Effective communication is key."
- ➤ Middle: "Effective communication," Dr. Brown notes, 'is key."
- > End: "Effective communication is key,' notes Dr. Brown."

The flexibility in placement allows for smoother integration of source material into your narrative.

Vary Language and Placement

Repeating the same signal phrase can make writing feel monotonous. To avoid this, use a range of verbs and phrases while varying their positions. For instance:

- ➤ Instead of repeatedly using "argues", try "suggests," "emphasizes," "claims," or "maintains."
- ➤ Alternate the placement of the signal phrase to keep the flow engaging.

By diversifying your approach, you create a more dynamic and polished piece of writing.

Employing these techniques ensures your use of signal phrases is both functional and stylistically appealing, enriching your academic work with clear and credible references.

Reporting Verbs

These verbs help you tell your reader how an author is approaching a topic. Make sure whichever one you use is accurately representing the author's perspective, whether it's objective or subjective.

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Research Methodology

acknowledges endeavors to purports adds establishes questions admits estimates recommends advances explains recounts affirms expresses refers extrapolates reflects agrees alludes finds refutes analyzes focuses on reiterates argues introduces rejects asserts maintains relates attests means remarks balances replies grants confirms highlights reports connects hypothesizes recognizes considers illuminates responds contends illustrates reveals contradicts implies says indicates contrasts sees informs shows creates declares insists signals defines narrates specifies delineates speculates negates demonstrates notes states denies notices submits describes observes suggests develops offers supports discounts organizes supposes discovers theorizes points out discusses thinks prepares discloses wishes presents writes disputes promises documents verifies proposes emphasizes proves

Conclusion

Signal phrases are a vital tool in academic writing, providing a bridge between a writer's ideas and the external sources that support them. By marking boundaries, emphasizing the credibility of the sources, and avoiding plagiarism, they enhance both the integrity and coherence of scholarly work. Using signal phrases effectively involves including relevant details, varying their placement and language, and ensuring proper attribution. Mastery of signal phrases not only strengthens the clarity and credibility of your writing but also demonstrates a strong commitment to academic ethics and professionalism.

Lecture 8: Format and Layout of a Reference List

Objectives: by the end of this lecture, students will be able to:

- ✓ Explain the purpose and significance of reference lists in academic writing.
- ✓ Highlight the differences between reference lists and bibliographies.
- ✓ Teach the general principles for creating an APA-style reference list.
- ✓ Outline specific formatting rules, such as spacing, ordering, and indentation.
- ✓ Guide students in selecting and formatting references based on source types.

The reference list at the end of a paper provides the information necessary to identify and retrieve each work cited in the text. Choose references judiciously, and include only the works that you used in the research for and preparation of your paper. APA publications and other publishers and institutions using APA Style generally require reference lists, not bibliographies. A reference list cites works that specifically support the ideas, claims, and concepts in a paper; in contrast, a bibliography cites works for background or further reading and may include descriptive notes.

General Remarks

The reference list contains all the works you cited in the text of your paper.

- In general, there should be a one-to-one correspondence between the works cited in the text and the works listed in the reference list.
- An exception is personal communications, which are cited in the text of your paper but are not included in the reference list (see Section 8.9 in the seventh edition Publication Manual).
- If you read a work while doing your literature search but did not end up citing it in the text of your paper, do not include it in the reference list.

Reference List Formatting

APA style requires a reference list to be presented in a specific format. Below is an example of a correctly formatted reference list.

References

Diclemente, C. C. (2018). Addiction and change: How addictions develop and addicted people recover (2nd ed.). The Guildford Press.

Johnstone, S. (2020, May 26). Covid-19 sign that could lower winter attendance at Hawke's Bay schools. Hawke's Bay Today. shorturl.at/otNU2

Lee-Harris, A. (Producer & Writer), & Leonard, S. (Director). (2018–2019). The casketeers [TV series]. Great Southern Pictures.

Ministry of Justice. (n.d.). The Treaty of Waitangi/Te Tiriti o Waitangi.

https://waitangitribunal.govt.nz/treaty-of-waitangi/meaning-of-the-

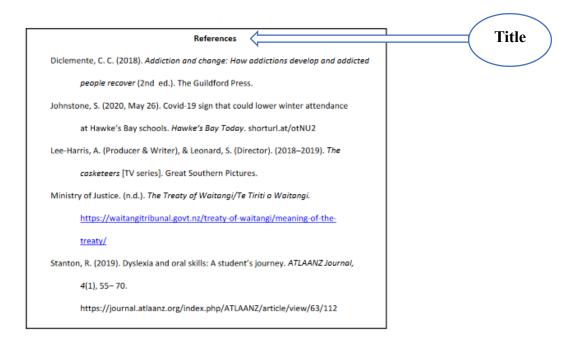
treaty/

Stanton, R. (2019). Dyslexia and oral skills: A student's journey. ATLAANZ Journal, 4(1), 55–70.

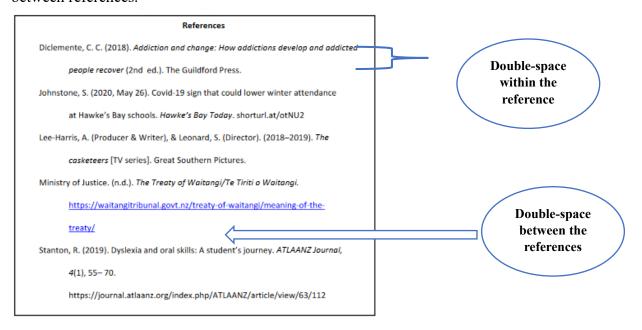
https://journal.atlaanz.org/index.php/ATLAANZ/article/view/63/112

Format Features

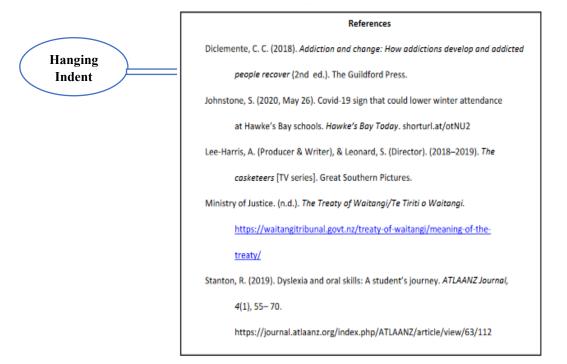
- Start the reference list on a new page after the text of your paper.
- Center the label at the top of the page and write it in bold.



• Double-space the reference list, *both within and between references*. Do not add extra lines between references.



- Order references alphabetically, usually by the first letter of the first author's last name.
- Apply a hanging indent for all references using the paragraph-formatting function of your word- processing program: The first line is flush left, and all subsequent lines are indented 0.5 in (1.27cm).



• To determine the format to use for a reference list entry, first determine the reference group (e.g., textual works, online media) and reference category (e.g., periodical, social media), and then choose the appropriate reference type within the category (e.g., journal article, Facebook post)

Conclusion

In conclusion, understanding the format and layout of a reference list is crucial for maintaining academic integrity and adhering to citation standards. A well-structured reference list ensures clarity and consistency, allowing readers to easily identify and retrieve the sources cited in the text. By following APA guidelines for formatting, spacing, and ordering, writers present their research in a professional manner, enhancing the credibility of their work. Mastery of reference list formatting is an essential skill in academic writing, ensuring proper citation and the effective presentation of sources.

Lecture 9: Principles of Reference List Entries

Objectives: by the end of this lecture, students will be able to:

- Learn how to use punctuation correctly within reference list entries to organize information.
- Understand the correct punctuation for journal article references, including the use of commas and parentheses.
- Recognize when to italicize punctuation marks within italicized reference elements.
- Edit and format suggested citations in proper APA style.

In academic writing, the accuracy and clarity of reference list entries are crucial for proper citation and source identification. This lecture will explore the essential punctuation rules for formatting reference lists in APA style, ensuring that each element is correctly separated and structured. We will also discuss how to edit suggested citations and adapt them to meet APA guidelines, helping you maintain consistency and professionalism in your writing.

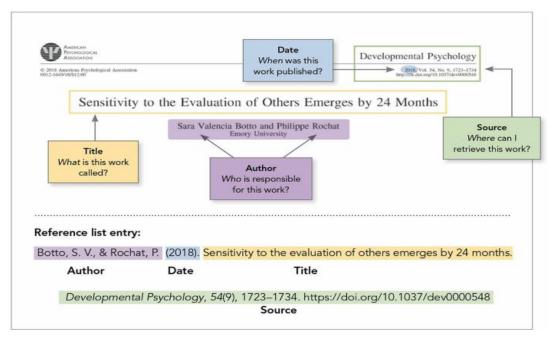
The Order of The Elements of an Entry

Figure 1: Example of Where to Find Reference Information for a Journal Article



The reference elements are placed in a specific order:

- 1. **Who**? (Who is responsible for or the creator of this source?)
- 2. When? (When was this source created or published?)
- 3. What? (What is the name or title of this source?)
- 4. **Where**? (Where is this source located?)



Punctuation Within Reference List Entries

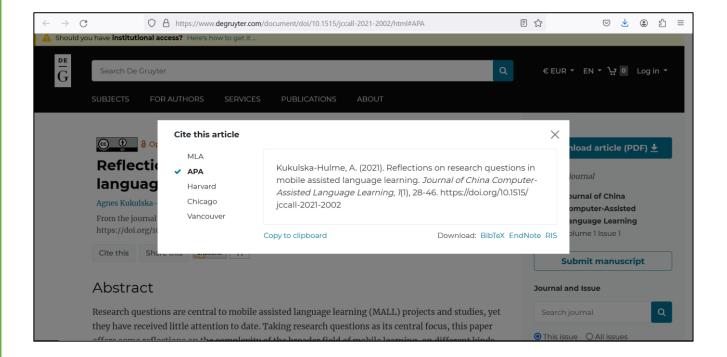
Use punctuation marks within reference list entries to group information.

- Punctuate each reference element (author, date, title, source) with a period.
- Avoid placing periods after DOI or URL to maintain link functionality.
- se commas or parentheses to separate parts within the same reference element.
- For example, in a journal article reference, use commas between authors' names and initials, between different authors' names, between the journal name and volume number, and between the journal issue number and page numbers.
- Place the issue number in parentheses after the volume number, without using a comma.
- Italicize punctuation marks within italicized reference elements, such as commas or colons within a book title.
- Do not italicize punctuation between reference elements.

Suggested Citations

Some works contain suggested citations. These citations often contain the information necessary to write an APA Style reference but need editing for style. For example, you may need to change the capitalization of the title or the punctuation between elements. You may also need to put elements in the proper order of author, date, title, and source. Figure 2 exemplifies a website that provides an already formatted full text citation according to different referencing styles, all you can do is to copy paste it.

Figure 2. Example of a suggested citation



Conclusion

In conclusion, proper punctuation and formatting are essential in creating clear and accurate reference list entries in APA style. Correct use of periods, commas, and parentheses ensures that each reference is properly structured, making it easy for readers to locate and verify sources. By understanding these rules and utilizing suggested citations effectively, writers can maintain consistency, accuracy, and professionalism in their academic writing. Mastery of

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citation punctuation improves the clarity and	credibility of references, essential for effective
scholarly communication.	

Lecture 10: Inserting Reference List Elements

Objectives: by the end of this lecture, students will be able to:

- ✓ Learn to correctly format citations and references in APA style.
- ✓ Develop the ability to use both parenthetical and narrative in-text citations.
- ✓ Differentiate between various source types and apply the correct referencing format.
- ✓ Improve the ability to incorporate sources into writing while avoiding plagiarism.
- ✓ Use proper citation techniques to produce clear, well-documented, and academically sound work.

The following guidelines on citation and referencing are based on the *Handbook of APA* (2020), which outlines the standard procedures for citing authors, dates, titles, and sources in academic writing. These conventions are crucial for maintaining clarity and consistency in scholarly communication, and they apply to a variety of source types, from journal articles to webpages and multimedia.

Author

In a citation, the author is the entity credited with creating a particular work. An author could be an individual, a group of individuals, an institution, a government agency, an organization, or a blend of individuals and groups.

Format of the Author Element

Follow the following guidelines:

• Invert all individual authors' names, providing the *surname first*, followed by a comma and the initials: Author, A. A.

- Use a *comma* to *separate* an *author's initials* from additional author names, even when there are only two authors; *use an ampersand (&) before the final author's name*: Author, A. A., & Author, B. B.
- Do not use a comma to separate two group authors: American Psychological Association
 & National Institutes of Health.
- Use a serial comma before the ampersand (&) with three or more authors. (Author, A.
 A., Author, B. B., Author, C., & Author, B. B)
- Provide surnames and initials for up to and including 20 authors. When there are two to
 20 authors, use an ampersand before the final author's name: Author, A. A., Author, B.
 B., & Author, C. C.
- When there are 21 or more authors, include the first 19 authors' names, insert an ellipsis (but no ampersand), and then add the final author's name
- If an author has only one name (e.g., some celebrities, some authors from Indonesia, ancient Greek and Roman authors, some group or corporate authors); an inseparable multipart name (e.g., Malcolm X, Lady Gaga); an essential title, in rare cases (Queen Elizabeth II); or a username (or screen name) only, provide the full name or username without abbreviation both the reference list and the in-text citation. That is, cite Plato, Sukarno.
- Do not include titles, positions, ranks, or academic achievements with names in reference list entries (e.g., President, General, PhD). A few reference types include an author's role in parentheses, when needed (e.g., film director).

Exception. People in roles other than author who contributed substantially to the creation of a work are recognized for a variety of reference types. In these references, the role is placed in parentheses after the inverted surname and initials. Put a period at the end of the author element.

• Use the abbreviation "(Ed.)" for one editor and the abbreviation "(Eds.)" for multiple editors. In the case of multiple editors, include the role once.

E.g.: Schulz, O. P. (Ed.). Wong, C. T., & Music, K. (Eds.).

Spelling and Capitalization of Author Names. Follow these guidelines for proper spelling and capitalization of author names.

- Write the author's surname exactly as it appears in the published work, including hyphenated surnames (e.g., Santos-García) and two-part surnames (e.g., Velasco Rodríguez).
- When unsure about how to format a name correctly, it's recommended to check other sources that have cited the author, bibliographic databases, or the author's own website or curriculum vitae (CV). This helps avoid confusion, such as mistaking a two-part surname for a middle name and surname. If uncertainty remains, follow the most commonly used format.
- Retain the author's preferred capitalization (e.g., hooks, b., for bell hooks) in both the reference list and the in-text citation.

No Author. A work is treated as having no author when its author is unknown or cannot reasonably be determined. In this case, *move the title of the work to the author position* (followed by a period), before the date of publication

E.g. Generalized anxiety disorder. (2019).

If, and only if, the work is signed "Anonymous," use "Anonymous" as the author.

E.g.: Anonymous. (2017).

Date

In a reference, the date denotes the publication date and can take various forms: just the year, year/month/day (exact date), year/month, year/season, or a range of dates.

- For books, use the copyright date displayed on the copyright page, even if it differs from the release date.
- For journal articles, use the volume year, regardless of the copyright year.
- When citing webpages, ensure the copyright date applies to the content being cited and not the website footer date. If available, use the "*last updated*" date, and if no publication date is evident, treat the work as having no date.

Format of the Date Element

- Enclose the date of publication in *parentheses*, followed by a period.
- When referencing works that include the month, day, and/or season along with the year, format it with the year first, followed by a comma, and then the month and date or season,

E.g.: (2020, August 26) (2020, Spring/Summer)

Only if a work has been accepted for publication but is not officially published, use 'in press' for the date

E.g.: Smith, J. (in press). Title of work. Journal name 1(2), pp 1-14. http://doi.thisisawebsite.org.

• For unpublished, informally published, or in-progress works, provide the year the work was *produced*. Do not use "in progress" or "submitted for publication" in the date element of a reference.

No Date. If there is no date use (n.d.) (for 'no date') in both the in-text citation and the reference list.

Eg. National Museum of Australia. (n.d.). The fight for civil rights. https://indigenousrights.net.au/civil rights

Retrieval Date. Some reference types require a retrieval date in the reference list, because the work might *changed* or be *removed*. The retrieval date goes before the URL or the DOI and follows the pattern below:

Retrieved Month DD, YYYY, from URL/DOI

This should be the last date you checked to make sure the information was still current and accessible.

E.g.:

James Cook University Library [JCU Library]. (n.d.). Library and Information Services [Facebook page]. Facebook. Retrieved June 11, 2019, from https://www.facebook.com/JCULibrary

Title

Titles fall into two broad categories:

Works That Stand Alone

Titles of works that stand alone appear in the title element of the reference. They are written in italic sentence case. For example whole books, reports, gray literature, dissertations and theses, informally published works, data sets, videos, films, TV series, podcasts, social media, and works on websites.

E.g.: Brown, L. S. (2018). *Feminist therapy*. American Psychological Association. https://doi.org/10.1037/0000092-000

Works That are Part of a Greater Whole

Titles of the article or chapter appear in the title element of the reference and the title of the greater whole. They are written in sentence case without italics. For example periodical articles, edited book chapters, and TV and podcast episodes.

E.g.: Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), Principles and practice of forensic psychiatry (2nd ed., pp. 7–13). CRC Press

❖ For book and report references, *place any identifying information* (e.g., edition, report number, volume number) in parentheses after the title. Do not add a period between the title and the parenthetical information.

E.g.: Author, A. (Date). *Nursing: A concept-based approach to learning (2nd ed., Vol. 1)*. Source.

Series and Multivolume Works: For a book that is part of a multivolume work, such as a handbook comprising three volumes, include the series title in the reference list entry.

E.g.: Travis, C. B., & White, J. W. (Eds.). (2018). APA handbook of the psychology of women: Vol. 1. History, theory, and battlegrounds. American Psychological Association.

https://doi.org/10.1037/0000059-000

The Series title

The title of the Volume

* Bracketed Descriptions: Use brackets to describe information not normally found in academic literature and non-text based items (i.e. video, art, etc.) to help the reader locate the material. Place the description in square brackets [] after the title, capitalize the first word only, and end with a period.

E.g.: Beyoncé. (2016). Formation [Song]. On Lemonade. Parkwood; Columbia.

No Title. For works without a title, include a description of the work in square brackets instead. When possible, specify the medium in the description of the untitled work (e.g., a map) rather than including two bracketed descriptions.

E.g.: [Map showing the population density of the United States as of the year 2010].

Source

The source indicates where readers can retrieve the cited work. As with titles, sources fall into two broad categories: works that are part of a greater whole and works that stand alone.

✓ The source for a work that is part of a greater whole (e.g., journal article, edited book chapter) is that greater whole (i.e., the journal or edited book), plus any applicable DOI or URL.

Dr. Amina BOUZIDI

Research Methodology

E.g.: Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), Principles and practice of forensic psychiatry (2nd ed., pp. 7–13). CRC Press.

The Source information of the GREATER WHOLE (The Volume)

✓ The source for a work that stands alone (e.g., whole book, report, dissertation, thesis, film, TV series, podcast, data set, informally published work, social media, webpage) is the publisher of the work, database or archive, social media site, or website, plus any applicable DOI or URL.

E.g.: Brown, L. S. (2018). Feminist therapy. American Psychological Association. https://doi.org/10.1037/0000092-000

The source information of the WORK ITSELF (The Book)

Format of the source

The format of the source varies depending on the reference type. The most common cases are presented next.

Reference type	Components of the	Example source element
	source	
Journal article	Periodical title,	Couple and Family Psychology: Research and Practice,
	volume, issue, page	8(3), 137–151. https://doi.org/10.1037/cfp0000121
	range, and DOI or	
	URL	
Journal article	Periodical title,	PLoS ONE, 14(9), Article e0222224.
with article	volume, issue, article	https://doi.org/10.1371/journal.pone.0222224
number	number, and DOI or	
	URL	
Authored book or	Publisher name and	Springer. https://doi.org/10.1007/978-3-030-25513-8
whole edited book	DOI or URL	

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Research Methodology

Edited book	Information about the	In G. R. Samanez-Larkin (Ed.), The aging brain:
chapter	whole book	Functional adaptation across adulthood (pp. 9–43).
	(including editor	American Psychological Association.
	name, book title,	https://doi.org/10.1037/0000143-002
	edition and/or	
	volume number, page	
	range, and publisher	
	name) and DOI or	
	URL	
Webpage on a	Website name and	Mayo Clinic. https://www.mayoclinic.org/drugs-
website (when	URL	supplements-acidophilus/art-20361967
authors are		
different from the		
site name)		
Webpage on a	URL	https://www.cdc.gov/cancer/kinds.htm
website (when		
authors are the		
same as the site		
name)		

Conclusion

By the end of this course, students will be equipped with essential skills to navigate the complexities of APA citation and referencing. Mastering these principles will not only help them meet academic standards but also enhance their ability to engage in scholarly research and produce clear, well-documented work. The ability to properly cite sources is fundamental to academic integrity and plays a key role in the development of critical thinking and research skills.

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