# Understanding Referencing and Avoiding Plagiarism Workshop

**Three referencing styles:**

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| **Direct quotations**: Taking an unchanged piece of information and putting it into your own work**Paraphrasing**: When you re-word a particular passage of text or idea and include it in your own text**Summarising**: Rewording the main ideas from a source, usually following the same structure as the original. |

# Your turn

**Direct quotations**

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| “Humans are not naturally critical. Indeed, like ballet, critical thinking is a highly contrived activity.”**Source (journal article):** Author: Tim van GelderYear: 2005Journal and volume/issue numbers: College Teaching 53(1)Title: Teaching Critical Thinking: Some Lessons From Cognitive Science Page number: 42 |

1. Imagine that you would like to use the above sentence as a direct quotation in your text. Re-write using:

|  |  |
| --- | --- |
| The author’s name in the grammar of the sentence | The author at the end of the sentence |
|  |  |

**Paraphrases**

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| “Capability is a necessary part of specialist expertise, not separate from it. Capable people not only know about their specialisms; they also have the confidence to apply their knowledge and skills within varied and changing situations and to continue to develop their specialist knowledge and skills long after they have left formal education”**Source (edited book with chapters from different authors):** Author: John StephensonEditors: John Stephenson and Mantz YorkeYear: 2013Book name: Capability and quality in higher educationPublisher: Routledge Location of publisher: New YorkPage number of information: 3Name of chapter: The concept of capability and its importance in higher educationPages of chapter: 1-14 |

1. Paraphrase the previous text using:

|  |  |
| --- | --- |
| The author’s name in the grammar of the sentence | The author at the end of the sentence |
|  |  |

1. Look at the following summary and paraphrase. Where would you include a citation?

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| Skepper’s recent study \_\_\_\_\_\_\_\_\_ introduces a new model for assessing the dangers of work place injuries. He identifies the overall total damage done as more important than the frequency of injuries \_\_\_\_\_\_\_\_\_\_\_\_\_. However, this model does not fully consider Archer’s theory of ‘Under-reporting’ \_\_\_\_\_\_\_\_\_ which states that people are less likely to report frequently occurring small accidents until a critical mass of injuries is reached.Authors referred to in the text: Skepper, 2011; Archer, 2009**Source (book):**Author: Michelle ReidYear: 2012Title: Report WritingPublisher: Palgrave MacmillanLocation of publisher: Basingstoke Page number: 51 |

# Some referencing concepts that you might encounter

* Secondary referencing
* Reference lists

# Tips for referencing

**Planning / Pre-writing**

* Take good notes which include page numbers
* Pay attention to how you store information, so you can access both important information and the sources it comes from
* Analyse and evaluate your sources to help you decide when to summarise,

when to paraphrase and when to use direct quotations
* Start an annotated bibliography to evaluate the usefulness of your materials

**Drafting**

* Don’t save referencing until the end of your writing process
* However, don’t be distracted by getting all of the formatting correct at this stage. Just make sure that you have the sources written down in the text, so you don’t forget where information comes from later on

**Revision**

* When in doubt, give a reference
* Cite with either the author in the text or the author at the end of the sentence
* Talk to your tutor or a Liaison Librarian or an AWL lecturer if you have concerns about your referencing

# Reference lists

1. Using Cite Them Right as a guide, write references for the three texts used in this worksheet.

|  |  |
| --- | --- |
| Chapter of an edited volume |  |
| Journal article with one author |  |
| Book with one author |  |