

FOCUSING ON THESIS WRITING: CITATION, REFERENCE WITH MENDELEY, ENDNOTE & TURNITIN

**TO GIVE THE READER ENOUGH INFORMATION TO
HELP THEM EASILY AND QUICKLY FIND THE
SOURCES THAT HAVE CITED**



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MAIN DISCUSSION

CITATION & REFERENCING

WHY REFERENCE

WHAT, WHEN AND HOW TO REFERENCE

PLAGIARISM

REFERENCING STYLES

APA AND CHICAGO

- MENDELEY

- ENDNOTE

- TURNITIN



PART 1

HOW THE DISCUSSION WILL HELP YOU

THE *WHY* OF REFERENCING – THE ACADEMIC RATIONALE FOR ALL STYLES OF REFERENCING AND THE PRINCIPLES UNDERPINNING THE PRACTICE

THE *WHEN* OF REFERENCING – WHEN TO REFERENCE AND WHEN IT IS NOT NECESSARY

THE *HOW* OF REFERENCING. THE MAIN DIFFERENCES BETWEEN REFERENCING STYLES IN ACADEMIC WILL BE DESCRIBED, AND ILLUSTRATED WITH EXAMPLES OF THE TYPES OF SOURCES THAT YOU WILL UNDOUBTEDLY WANT TO REFER TO IN YOUR ASSIGNMENTS.

PART 2

MORE DETAILS AT THE PRINCIPLES OF REFERENCING

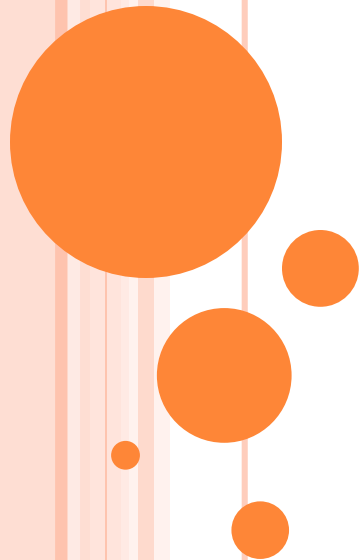
THE PRINCIPLES OF INTELLECTUAL PROPERTY

PRINCIPLE OF ACCESS

PRINCIPLE OF ECONOMY

PRINCIPLE OF STANDARDIZATION

PRINCIPLE OF TRANSPARENCY



GOLDEN RULE OF REFERENCING

IS TO GIVE THE READER ENOUGH INFORMATION TO HELP THEM EASILY AND QUICKLY FIND THE SOURCE YOU HAVE CITED. IF THEY WANT TO LOOK AT YOUR SOURCE AND CHECK IT FOR THEMSELVES, COULD THEY FIND IT EASILY WITH THE INFORMATION YOU HAVE SUPPLIED?

OLD ARABIC MANUSCRIPT WITH REFERENCES



WHY THE REFERENCING IS IMPORTANT

TRACING THE ORIGIN OF IDEAS

BUILDING A WEB OF IDEAS

FINDING YOUR OWN VOICE

VALIDITY OF ARGUMENTS

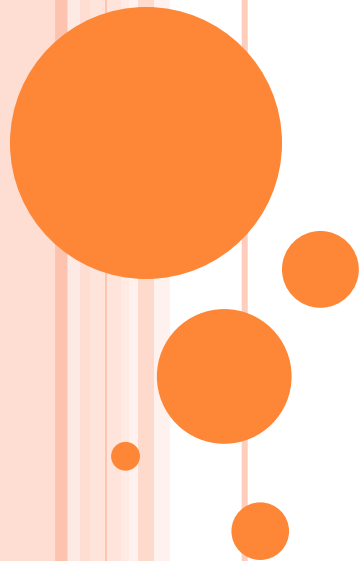
SPREADING KNOWLEDGE

AN APPRECIATION

INFLUENCES

MARKING CRITERIA

AVOID PLAGIARISM



CHART

stating your point of view early in the assignment and presenting a clear and consistent rationale to support it.



offering reliable evidence, or illustrative examples, to support your argument. this is evidence that you have read in reputable and authoritative texts, articles, newspapers, internet sites and so on.



showing where this evidence has come from: by citing your sources and listing all your sources in the reference or bibliography section at the end of your assignment



showing that you are aware of, and have considered, arguments that are counter to your own. You will need to summarize counter-arguments in a clear, accurate and undistorted way.



Being able to show why you have decided that the arguments you have chosen to advance are more convincing for you than others.

source: Colin (2007)

PART 3

FOUR MAIN SETS OF QUESTIONS CONCERNING REFERENCES

- Relevance and bias
 - Currency
 - Accuracy
 - Coverage
-
- When you do not need to reference
 - Presenting historical views
 - Own experience
 - In conclusion while you repeat ideas
 - Summarizing what is regarded as common knowledge



PART 4 PLAGIARISM

- Plagiarism one of number of practices deemed by universities to constitute cheating or lack of academic integrity
- Plagiarism specifically is a term used to describe a practice that involves knowingly taking and using another person's work and claiming it, directly or indirectly, as your own.



MAIN FORMS OF PLAGIARISM

- Copying another person's work,
- Presenting arguments that use a blend of your own and a significant percentage of copied words
- Paraphrasing another person's work, but not giving due acknowledgement to the original author.



WHY DO STUDENTS PLAGIARIZE?

- Better grade
- Laziness
- Easy access
- Not understating the rule
- Happens unconsciously



REASONS GIVEN BY STUDENTS

- Started too late
- Couldn't do the coursework
- Not thinking wrong
- High marks
- No need to learn the material
- No keep up with the work
- Want to get away with
- Felt that the tutor didn't care
- Thinking that paraphrasing would be disrespectful
- Source Dennis 2005



HOW TO AVOID

- Applying analyzing criticizing or quoting other people's work is perfectly reasonable and acceptable providing you always...
 - Attempt to summarize or restate another person's work, theories or ideas and give acknowledgement to that person. This is usually done by citing your sources and presenting a list of references
 - By always using quotation marks (or indenting lengthy quotations in your text) to distinguish between the actual words of the writer and your own words. Once again, you should cite all sources and present full details of these in your list of references.
- Summarizing and paraphrasing
- Exercise

Source: Colin Neville. (2007). *The Complete guide to referencing and avoiding plagiarism*, United Kingdom: Open university press.



HOW TO RECOGNIZE PLAGIARISM FOR WORD-FOR-WORD AND PARAPHRASING?

1. PLAGIARISM IN WORD FOR WORD

A WORD-FOR-WORD EXAMPLE OF PLAGIARISM IS ONE IN WHICH THE WRITER DIRECTLY QUOTES A PASSAGE OR PASSAGES FROM AN AUTHOR'S WORK WITHOUT THE USE OF PROPER QUOTATION MARKS



EXAMPLE 1

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Source: Frick, T. (1991). **Restructuring education through technology.** Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version

In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

Explanation: This example of student written work is plagiarized. The student copied, word-for-word, text from the original source material. No credit was given to the author of the text and quotation marks were not used. Also, the student didn't provide a reference.

Correct Version

In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "...the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).

References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.



EXAMPLE 2

Original Source Material: Constructivism is a movement that extends beyond the beliefs of the cognitivist. It considers the engagement of students in meaningful experiences as the essence of learning. The shift is from passive transfer of information to active problem solving. Constructivists emphasize that learners create their own interpretations of the world of information.

Source: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version

Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists extends beyond the beliefs of the cognitivist.

References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.

Explanation: This example of student written work is plagiarized. The student included a portion of the original author's work in a sentence without using quotation marks. Although the work was cited in the references, no credit was given to the original author in the text of the paper, and quotation marks were not used.

Correct Version

Constructivists do not hold views entirely opposed to those of the cognitivists. The position of constructivists "... extends beyond the beliefs of the cognitivist" (Heinich, Molenda, Russell, & Smaldino, 1999, p. 17).

References: Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.

Explanation: Quotation marks are used to indicate that this passage is a word-for-word citation from the original document.



EXAMPLE 3

Original Source Material: The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated – and interesting – is how those parts are connected or related to each other.

Source: Frick, T. (1991). **Restructuring education through technology.** Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version

A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).

References: Frick, T. (1991). **Restructuring education through technology.** Bloomington, IN: Phi Delta Kappa Educational Foundation.

Explanation: This example of student written work is plagiarized. Although the author is cited at the end of the paragraph, the student copied word-for-word from the original source material and did not use quotation marks.

Correct Version

Frick (1991) states that "... a system has parts that fit together to make a whole ..." but the important aspect of systems is "... how those parts are connected or related to each other" (p. 17).

References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the passages are word-for-word citations from the original document. The author is also listed in the references.



EXAMPLE 4

Original Source Material: Theories differ from philosophies and models of teaching. A philosophy is a value system, whereas a theory seeks to explain real-world events and can be certified through scientific investigation. Models of teaching are approaches to the management of some aspect of classroom instruction and they may not be independent of subject area, grade level, age of the student, or the setting for learning. A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.

Source: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version

Theories and philosophies are different from each other because theories seek to explain real-world events and can be certified through scientific investigation. Learning theories address the underlying psychological dynamics of events, so they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.

Correct Version

Theories and philosophies are different from each other because, according to Gredler (2001) “theories seek to explain real-world events and can be certified through scientific investigation...” “A characteristic of learning theories is that they address the underlying psychological dynamics of events. Thus, they provide a mechanism for understanding the implications of events related to learning in both formal and informal settings.” (pp.12-13).`

References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

Explanation: This example of student written work is plagiarized. The student used several passages from the original work and inserted them into original prose, however this is still an example of word-for-word plagiarism. No credit was given to the author in the text and quotation marks were not used, and also the work was not listed in the references.

Explanation: An indented block is used to indicate that this passage is a word-for-word quotation and the pages where it was taken from the original document. The original author of the content is cited at the end of the passage and in the reference section as well.



EXAMPLE 5

Original Source Material: An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).

Source: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory*, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

Plagiarized Version

Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.

References: Reigeluth, C.M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (Ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory*, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

Explanation: This example of student written work is plagiarized. The student re-organized the original material, and inserted portions of the material in different places within the new paper, but it is still word-for-word plagiarism. Although the work was cited in the references, no credit was given to the author of the text and quotation marks were not used.

Correct Version

Reigeluth (1999) states that we can think of theories "... as dealing with cause-and-effect relationships or with flows of events in natural processes," and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7).

References: Reigeluth, C. M. (1999). What is instructional design theory and how is it changing? In C. M. Reigeluth (ed.), *Instructional-design theories and models volume II: A new paradigm of instructional theory*, (pp. 1-29). Mahwah, NJ: Lawrence Erlbaum Associates.

Explanation: Note in this example that the passage begins with the author and year of the publication. Quotation marks are used to indicate that the several passages are word-for-word citations from the original document. The author is also listed in the references.



2. PLAGIARISM IN PARAPHRASING

PARAPHRASING IS A CONDENSED VERSION OF ANOTHER AUTHOR'S WORK, OR PUTTING THE AUTHOR'S WORDS INTO YOUR OWN WORDS.



EXAMPLE 1

Original Source Material: Developing complex skills in the classroom involves the key ingredients identified in teaching pigeons to play ping-pong and to bowl. The key ingredients are: (1) inducing a response, (2) reinforcing subtle improvements or refinements in the behavior, (3) providing for the transfer of stimulus control by gradually withdrawing the prompts or cues, and (4) scheduling reinforcements so that the ratio of reinforcements in responses gradually increases and natural reinforcers can maintain their behavior.

Source: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Plagiarized Version

Inducing a response, providing for the transfer of stimulus control by gradually withdrawing prompts or cues, reinforcing subtle improvements in the behavior, and scheduling reinforcements so that natural reinforcers can maintain their behavior are the key ingredients identified both in teaching pigeons to play ping-pong and in developing complex skills in the classroom.

References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle, NJ: Prentice-Hall.

Explanation: This example has been plagiarized. The student has only moved the original author's words around, inserting and deleting small portions as needed. The student has not used quotation marks for the portions that are still identical to the original, and has not credited the original author.

Correct Version

According to Gredler (2001), the same factors apply to developing complex skills in a classroom setting as to developing complex skills in any setting. A response must be induced, then reinforced as it gets closer to the desired behavior. Reinforcers have to be scheduled carefully, and cues have to be withdrawn gradually so that the new behaviors can be transferred and maintained.

References: Gredler, M. E. (2001). *Learning and instruction: Theory into practice* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Explanation: This example has been paraphrased and is not considered plagiarized. The author was cited at the end of the passage as well as in the bibliographic section. Since paraphrasing occurred, quotation marks are not used. Nothing was directly quoted.



EXAMPLE 2

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

Source: Merriënboer, J. J. van. (1997). **Training complex cognitive skills.** Englewood Cliffs, NJ: Educational Technology Publications.

Plagiarized Version

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

References: Merriënboer, J. J. van. (1997). **Training complex cognitive skills.** Englewood Cliffs, NJ: Educational Technology Publications.

Explanation: This example has been plagiarized. The student has substituted synonyms for many words in the passage, but has not changed the structure of the text and has used another person's ideas without crediting that person for them.

Correct Version

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

References: Merriënboer, J. J. van. (1997). Training complex cognitive skills. Englewood Cliffs, NJ: Educational Technology Publications.

Explanation: This example has been paraphrased and the original author has been credited for those ideas. The student has cited the source of the ideas appropriately, and included the source in the reference list



EXAMPLE 3

original Source Material:

Assess: determine the value of one or more properties of some entity.

Cognitive Assesment: the entity is a person's state of mind, and the property concerns what he or she does or does not know.

Since mental states cannot be directly observed, we need to plan stimulus situations and observe responses of persons (i.e., test them).

Plan stimulus situations:

- Does the assessment match the the learning objective? (See Mager book, Measuring Instructional Results.)
- Is it safe to infer from the behaviors observed, and in the context observed, that the learner does or does not have the cognitive property?
 - Is it possible that the learner could have this property and not be able to perform successfully?
 - Is it possible that the learner could not have this property and yet be able to perform successfully?
 - In other words, is the assessment valid in terms of its congruence with the property under consideration?

Source: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.



Plagiarized Version

In order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement.

Explanation: This example has been plagiarized. Although the student has paraphrased correctly, no credit has been given to the original author of the ideas. Although the ideas were presented in lecture format and the student's own words are being used to express them, the student is still obligated to credit the original author for them.

Correct Version

Frick (1997) explains that in order to do cognitive assessment, we need to create observable situations in which we can infer learning achievement. This is necessary since we cannot read people's minds directly. The observable situations need to be congruent with instructional objectives, such that valid inferences can be made concerning learning achievement, according to Frick.

References: Frick, T. (1997). Assessment. Bloomington, IN: Indiana University School of Education, unpublished lecture notes.

Explanation: This example has been paraphrased and is not considered plagiarized. The student credits the original author at the beginning of the paraphrased passage and again at the end to indicate that the ideas continue to be drawn from this author's work. The original material in this case was from a presentation delivered in a guest lecture at Indiana University - the student may have worked from a reproduction of an overhead, as shown above, or from the notes taken during the presentation. In either case, the original author of the ideas must be credited.



EXAMPLE 4

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate - yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Source: Frick, T. (1991). **Restructuring education through technology.** Bloomington, IN: Phi Delta Kappa Educational Foundation.

Plagiarized Version

History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).

Explanation: This example has been plagiarized. Although the student has paraphrased the original material and included a citation for the original author, no reference is provided in the reference list.

Correct Version

History has demonstrated that technology affects education profoundly. Considering the definition of technology broadly, one may say that prehistoric people used primitive technologies to teach skills to their young (Frick, 1991).

References: Frick, T. (1991). Restructuring education through technology. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Explanation: This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list



EXAMPLE 5

Original Source Material: ... constructivist theory rests on the assumption that knowledge is constructed by learners as they attempt to make sense of their experiences. Learners, therefore, are not empty vessels waiting to be filled, but rather active organisms seeking meaning.

Instead, knowledge must develop and continue to change with the activity of the learner.

It seems clear from remarks of constructivist researchers that constructivist learning goals are best met through a variety of instructional conditions that differ from any proposed by theorists like Gagné.

Source: Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Plagiarized Version

The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists.

References: Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Explanation: This example has been plagiarized. Although the student has paraphrased the original material and included a reference for the original author, the ideas are not attributed to the original author in the body of the paper.

Correct Version

The basic tenet of constructivism holds that learners themselves construct knowledge, rather than receive it from outside themselves. The instructional conditions for learning proposed by Gagne do not support the kind of learning assumed by the constructivists (Driscoll, 2000).

References: Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Explanation: This example has been paraphrased and is not considered plagiarized. The student has cited the original author and included an appropriate entry in the reference list.



Source:

- <https://www.indiana.edu/~istd/example5paraphrasing.html>(accessed June 16, 2011).
- *Permission to disseminate this information for educational purposes is granted by the School of Education, Instructional Systems Technology, Indiana University.





REFERENCING AND CITATIONS STYLES

1. APA STYLE (AMERICAN PSYCHOLOGICAL ASSOCIATION 6TH EDITION)

I. IN-TEXT CITATION

II. REFERENCES

2. CHICAGO MANUAL OF STYLE (16TH EDITION)

I. FOOTNOTE DOCUMENTARY SYSTEM

APA STYLE

AMERICAN PSYCHOLOGICAL ASSOCIATION 6TH EDITION

1. IN-TEXT CITATIONS OR AUTHOR DATE SYSTEM
2. REFERENCES OR BIBLIOGRAPHY



APA STYLE

AMERICAN PSYCHOLOGICAL ASSOCIATION 6TH EDITION

1. IN-TEXT CITATIONS OR AUTHOR DATE SYSTEM

IIUM Thesis/Dissertation Manual 2014

USING IN-TEXT CITATION WITH APA STYLE

- APA in-text citation style uses the author's last name and the year of publication, for example: (Field, 2005). For direct quotations, include the page number as well, for example: (Field, 2005, p. 14). For sources such as websites and e-books that have no page numbers, use a paragraph number.
- Within the text of your paper, include an in-text citation when you refer to, summarize, paraphrase, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your reference list.



USING THE AUTHOR/DATE SYSTEM

Author's Name	Example of Usage
Author's name part of narrative	Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.
Author's name in parentheses	One study found that the most important element in comprehending non-native speech is familiarity with the topic (Gass & Varonis, 1984).
Multiple works (separate each work with semi-colons)	Research shows that listening to a particular accent improves comprehension of accented speech in general (Gass & Varonis, 1984; Krech Thomas, 2004).
Direct quote, author's name part of narrative	Gass and Varonis (1984) found that “the listener’s familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (p. 85).
Direct quote, author's name in parentheses	One study found that “the listener's familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (Gass & Varonis, 1984, p. 85).



- For direct quotations of more than 40 words, display the quote as an indented block of text without quotation marks and include the authors' names, date, and page number in parentheses at the end of the quote. For example:

“This suggests that familiarity with non-native speech in general, although it is clearly not as important a variable as topic familiarity, may indeed have some effect. That is, prior experience with nonnative speech, such as that gained by listening to the reading, facilitates comprehension.” (Gass & Varonis, 1984, p. 77)



CITING WORKS BY MULTIPLE AUTHORS IN TEXT

Type of citation	First citation	Subsequent citations	First citation, parenthetical format	Subsequent citations, parenthetical format
One author	Field (2005)	Field (2005)	(Field, 2005)	(Field, 2005)
Two authors	Gass and Varonis (1984)	Gass and Varonis (1984)	(Gass & Varonis, 1984)	(Gass & Varonis, 1984)
Three authors	Munro, Derwing, and Sato (2006)	Munro et al. (2006)	(Munro, Derwing, & Sato, 2006)	(Munro et al., 2006)
Four authors	Tremblay, Richer, Lachance, and Cote (2010)	Tremblay et al. (2010)	(Tremblay, Richer, Lachance, & Cote, 2010)	(Tremblay et al., 2010)
Five authors	Hay, Elias, Fielding-Barnsley, Homel, and Freiberg (2007)	Hay et al. (2007)	(Hay, Elias, Fielding-Barnsley, Homel, & Freiberg, 2007)	(Hay et al., 2007)
Six or more authors	Norris et al. (2006)	Norris et al. (2006)	(Norris et al., 2006)	(Norris et al., 2006)



EXAMPLE PARAGRAPH WITH IN-TEXT CITATION

- A few researchers in the linguistics field have developed training programs designed to improve native speakers' ability to understand accented speech (Derwing, Rossiter, & Munro, 2002; Krech Thomas, 2004). Their training techniques are based on the research described above indicating that comprehension improves with exposure to non-native speech. Derwing et al. (2002) conducted their training with students preparing to be social workers, but note that other professionals who work with non-native speakers could benefit from a similar program.



CITING WEBSITES

- **Citing Websites:** Cite websites in text as you would any other source, using the author and date if known. If the author is not known, use the title and the date as the in-text citation (for long titles just use the first few words). Your in-text citation should lead your reader to the corresponding entry in the reference list. For sources with no date use n.d. (for no date) in place of the year: (Smith, n.d.)

- **Example in-text citation for website with no author:**
The term "Nittany Lion" was coined by Penn State football player Joe Mason in 1904 (*All things Nittany*, 2006).

Example reference entry for website with no author:

All things Nittany. (2006). Retrieved from <http://www.psu.edu/ur/about/nittanymascot.html>

- **Example in-text citation for section of website with no author:**
The burning of tropical forests is a major cause of global warming ("Global warming 101," 2012).

Example reference entry for section of a website with no author:

Global warming 101. (2012). In *Union of Concerned Scientists*. Retrieved from www.ucsusa.org/global_warming/global_warming_101/



VARIATIONS OF IN-TEXT CITATION

VERBS AND VERB PHRASES:

- Chan (2015, p.16) *states* that “the Internet is a useful research tool.”
Cheung (2015, p.16) *suggests* that “the Internet is a useful research tool.”
Fu (2015, p.16) *indicates* that “the Internet is a useful research tool.”
Gao (2015, p.16) *points out* that “the Internet is a useful research tool.”
Ho (2015, p.16) *presents evidence which shows* that “the Internet is a useful research tool.”
- For a controversial topic: Hui (2015, p.16) *argues* that “the Internet is a time-saving research tool.”
- **Do not use** 'says', because it is bad style. Also, do not use 'claim', because this means that you think that the information may not be correct. The 2001 EAP book advises that, 'at this early stage of your academic writing career avoid using verbs implying criticism of a writer; e.g. "claim".'



EXAMPLES OF THE LAYOUT OF THE COMPONENTS OF IN-TEXT CITATIONS:

- According to Kwan (2015, p.16), “the Internet is a useful research tool.”
- Kwok (2015, p.16) states that “the Internet is a useful research tool.”
- Lim (2015) states that that “the Internet is a useful research tool” (p.16).
- “The Internet is a useful research tool”, states Mok (2015, p.16).
- “The Internet is a useful research tool” (Or, 2015, p.16).



COMMON ERRORS:

- You should write in-text citations not only for quotations, but also for paraphrases and summaries. This is because you are using the author's ideas, not just his or her words.
- Do not include the author's initial(s). Only put them in the bibliographic references at the end of the text.
- Do not include the day and month of publication of a newspaper or magazine in the in-text citation.



QUOTATION, SUMMARY OR PARAPHRASE?

- There are 3 people involved in this decision:
 - the author of the text you are referencing
 - the writer (you)
 - the reader (often your English teacher).



WHEN SHOULD I PARAPHRASE?

- You should paraphrase for 2 reasons:
 - The authors' words will be difficult for your reader to understand.
 - Your reader is your teacher and your teacher wants to know if you understand the author correctly.



WHEN SHOULD I QUOTE?

- You should use a quotation if:
 - Everything the author writes is important.
 - The quotation will not make your text too long.
 - You haven't used many quotations already.



WHEN SHOULD I SUMMARISE?

- You should summarise if:
 - Not all of the authors words are necessary; e.g. if the author gives examples or explanations that you don't need to put in your text.
 - If paraphrasing or quoting will make your text too long.



CORRECT THE MISTAKES IN THE FOLLOWING IN-TEXT CITATIONS:

1. According to Wong (2001, p.16), he states that “the Internet is a useful research tool.”
2. Wong (2001, p.16), he states that “the Internet is a useful research tool.”
3. Wong states that “the Internet is a useful research tool” (p.16).
4. Wong (2001, p.16) says that “the Internet is a useful research tool.”
5. Wong (2001, p.16) state that “the Internet is a useful research tool.”
6. Wong, D. (2001, p.16), states that “the Internet is a useful research tool.”
7. “The Internet is a useful research tool”, Wong (2001, p.16).
8. Wong (2001, p.16) claims that “the Internet is a useful research tool.”
9. Wong (January 1, 2001, p.16) claims that “the Internet is a useful research tool.”



ANSWER KEY: CORRECT THE MISTAKES IN THE FOLLOWING IN-TEXT CITATIONS

1. According to Wong (2001, p.16), ~~he states that~~ “the Internet is a useful research tool.”

Or: ~~According to~~ Wong (2001, p.16) ~~he~~ states that “the Internet is a useful research tool.”

The mistake in the question was that there are 2 subjects (the author's name and 'he'), and 'According to...' and 'states' mean the same thing. There should only be one subject, and choose 'According to..' or 'states'.

2. Wong (2001, p.16), ~~he~~ states that “the Internet is a useful research tool.”
The mistake in the question was that there are 2 subjects (the author's name and 'he'), but there should only be one.

3. Wong (*2001*) states that “the Internet is a useful research tool” (p.16).
The mistake in the question was that the year of publication is missing.

4. Wong (2001, p.16) ~~says~~ *states* that “the Internet is a useful research tool.”
The mistake in the question was that it is bad style to use 'says'.

5. Wong (2001, p.16) states that “the Internet is a useful research tool.”
The mistake in the question was that the verb is wrong. Use 'states'.



APA STYLE IN-TEXT CITATIONS PRACTICE & QUIZ ONLINE

In-text citations





APA STYLE

AMERICAN PSYCHOLOGICAL ASSOCIATION 6TH EDITION

2. REFERENCES OR BIBLIOGRAPHY

IIUM Thesis/Dissertation Manual 2014

APA STYLE REFERENCES

- At the end of your assignment, you are required to provide the full bibliographic information for each source cited in text. References must be listed in alphabetical order by author, and then chronologically.
- Start the list of references on a new page at the end of your assignment.
- References should use the hanging indent format.
- Each reference type (e.g. Book, Journal) has a standardised format.



BOOK

Each reference should include four elements:

(1) Author/Editor/Producer (2) Date (3) Title of the work and
(4) Publication Information.

Author, A., & Author, B. (Year). *Title of the work*. Place name:
Publisher.

Senge, P. (2006). *The fifth discipline: The art & practice of the
learning organization*. New York, NY: Doubleday.



A CHAPTER IN A BOOK

When a book consists of many chapters written by different authors, reference each chapter you used.

Author, A., & Author, B. (Year). Chapter title. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp.xx-xx).
Place name: Publisher.

Rogers, K. (2009). Leadership giftedness: Is it innate or can it be developed?. In L. Shavinina (Ed.), *International handbook on giftedness* (pp. 633-645). Houten, Netherlands: Springer Netherlands. doi: 10.1007/978-1-4020-6162-2_31



JOURNALS PERIODICALS

Each reference should include the following elements:

- (1) Author
- (2) Date
- (3) Title of article
- (4) Title of Periodical
- (5) Volume, Issue and Page numbers.

Author, A., & Author, B. (Year). Article title. *Title of Periodical*, x(x), pp-pp

Godfrey, D. (2005). Adapting historical citations to APA Style. *Journal of Broadcasting & Electronic Media*, 49(4), 544-547. doi: 10.1207/s15506878jobem4904_15



ONLINE DOCUMENTS / WEBPAGES

Include the same elements as for a book, but exclude the publication information and add a retrieval statement in its place:

(1) Author (2) Date (3) Title (4) Retrieval statement. Include a retrieval date if the source material is likely to change over time

Author, A., & Author, B. (Year). *Title of the webpage*. Retrieved from <http://...>

Royal Roads University. (2010). Create a preliminary document plan. Retrieved from <http://library.royalroads.ca/writing-centre/writing-essay-start-here/create-preliminary-document-plan>



CORPORATE OR GOVERNMENT AUTHORSHIP

Institution of Financial Education. (1982). *Managing personal funds*. Chicago: Midwestern Publishing.

International Islamic University Malaysia. (1992). *Islamization of knowledge*. Kuala Lumpur: IIUM Press

American Psychological Association. (2004). *Publication manual of the American Psychological Association*. Washington: Author.



MISC.

Specific edition of a book

Brockett, O. (1967). *History of the theatre* (2nd edn.). Boston: Allyn and Bacon.


Normala Othman. (2002). *Dialek-dialek Negri Sembilan* (5th edn.). Kuala Lumpur: IIUM Press.

Items in an anthology

Goh, S. T. (1995). To Colleen. In E. Thumboo (ed.) *Journeys: Words, home and nation: Anthology of Singapore poetry (1984-1995)*. Singapore: UniPress.

Reprinted Item

Clark, G., & Zimmerman, E. (1988). Professional roles and activities as models for art education. In S. Dobbs (ed.), *Research readings for discipline-based art education*. Virginia: Colin Publishers. (Reprinted from *Studies in Art Education*, 1986).



TRANSLATED ITEM

Freud, S. (1970). *An outline of psychoanalysis*. (J. Strachey, Trans.). New York: Norton. (Original work published 1940).

Non-English Entries

Piaget, J., & Inhelder, B. (1951). *La genese de l'idea de hazard chez l'enfant* [The origins of the idea of chance in the child]. Paris: Presses Universitaires de France.

Al-Shuʿaybī, ʿAbd al-Raḥmān ibn ʿAbd al-Laṭīf. (1972). *Mashāhīr ʿulamāʾ Najd*. Riyadh: Dār al-Yamāmah.

Al-ʿAbbadī, Aḥmad Mukhtār & al-Sayyid, Sālim ʿAbd al-ʿAzīz. (1981). *Tārīkh al-baḥriyyah al-Islāmiyyah fī Miṣr wa al-Shām*. Beirut: Dār al-Naḥḍah al-ʿArabiyyah.



MISC.

Second work by the same author

Brown, R. (1958). *Words and things*. New York: Free Press, Macmillan.

Brown, R. (1965). *Social psychology*. New York: Free Press, Macmillan.

Brown, R., & Jenks, B. (1960). *Social dilemma*. New York: Free Press, Macmillan.

Multi-volume work

Wilson, J. G., & Fraser, F. C. (eds.). (1977-1978). *Handbook of teratology* (Vols.1-4). New York: Plenum Press.

Citation of a work from a secondary source

Jones, R., & Fraser, N. (2002). On thinking in ESP. *English language today*, 100, 10-23.



OTHER ITEMS

- ARTICLE OR CHAPTER IN AN EDITED BOOK
- MONOGRAPHS
- INTERVIEWS, LETTERS, CIRCULARS, PUBLIC SPEECHES (Bibliography entries are not necessary)
- Databases (ERIC, etc.)
- Microfilms
- Film and Video types
- Television and Radio Types
- Computer Software
- Webpage
- Databases on CD-ROM
- Etc.



OTHER ITEMS

- **Proceedings of Meetings, Symposium and Conferences**
- Mohd. Azmi Omar. (2006, May). Islamic treasury products: An update. Paper presented at Seminar on Islamic Banking & Capital Market: Products & Instruments organized by CERT, Kuala Lumpur.
- **Unpublished Theses/dissertations**
- Smith, A.B. (1984). Graduate student burnouts: Some possible causes. Dissertation Abstracts International, 32, 9024B-9025B. (University Microfilms No. 76--41, 272).
- **Articles in Journals with Continuous Pagination**
- Hassan, M. Kamal. (June 2004). The Muslim world in the 21st century: The Malay-Indonesian region. *Journal of Islam in Asia*, Issue 1, 333-349.



OTHER ISSUES RELATED

- Having more than one option for bibliography
- Bibliographic citation for published proceedings
- Digital Object Identifier (DOI) of Journal Article to be provided in the Bibliography, if DOI is provided in the article



APA STYLE REFERENCES PRACTICE & QUIZ ONLINE

- Matching a reference to the resource type
- What's wrong with this journal article reference?
- What's wrong with this reference to a chapter in an edited ebook?





REFERENCING AND CITATIONS STYLES

2. CHICAGO MANUAL OF STYLE (16TH EDITION)

I. FOOTNOTE DOCUMENTARY SYSTEM

CHICAGO MANUAL OF STYLE

(16TH EDITION)

1. FOOTNOTE DOCUMENTARY
SYSTEM
2. REFERENCES OR BIBLIOGRAPHY

Documentary-note style refers to the use of **FOOTNOTE CITATIONS**. If the student is using the footnote citations, the following rules shall be adhered to in preparing the footnotes.

1. FORMAT

- When citing or quoting a source, put a superscript number at an appropriate place in the text. This number shall come immediately after the period or comma, before a dash, and before a closing bracket (if the footnote refers to material within the parentheses). For example:

According to Abdel Haleem,² grammatical shifts (which has been argued by many³) do not occur arbitrarily in the Qur'an.⁴

- The footnotes must be placed at the bottom of each page, separated from the text with a typed line of about 2 inches long.
- The number of each footnote must appear in the left margin. After each number, put two spaces before starting the note. The number itself is usually raised as a superscript.
- The text of the footnote should be single spaced. Spacing between footnotes is also single.
- Justify the whole note.
- Each footnote must be numbered in a correct sequence from 1 to the last number that the student uses in each chapter; so the first footnote in each chapter of the thesis/dissertation should be given number 1. A reference cited again in subsequent chapters must be given in full.
- The numbers used in the text must appear in the footnote section of the same page.
- Font size: For a thesis/dissertation written in English, the font size of the notes in the footnote section should be 10-point. For thesis/dissertation in Arabic, the font size of the notes must be at least 2 points smaller than that used in the text.

2. CONTENTS OF FOOTNOTES

- Notes in the footnote section are primarily meant for information pertaining to the works cited. Comments, clarifications and extra information by the thesis/dissertation writer should be provided in the text, except when they are too distracting. If they are so, the brevity of the notes must be ensured.
- Take note that the information in the footnotes should be supplied in a different order than that of the bibliography (see Part VII).
- The author's name in the notes must follow the normal sequence from the first name to the last name. If the same author is referred to again in a later footnote, then use only the last name, except for Arab, Malaysian and Indonesian names. For these latter categories, use the first element required for the author's bibliography entry (see Part III).

3. CITING FOR THE FIRST TIME

When referring to a source for the first time, provide all the necessary details specified below:

Citing a book

Follow this order: author's name, title of the book, place of publication, publisher, year of publication, page number. Close with a period.

¹ Rosnani Hashim, *Educational Dualism in Malaysia: Implications for Theory and Practice*, (Kuala Lumpur: The Other Press, 2004), 159.

Citing an Article From a Scholarly Journal

Follow this order: author's name, title of the article in quotation marks, italicised title of the journal, volume number, issue number, date of publication (within round brackets), colon, page number. Close with a period.

⁴ Mohamad Sahari and et al., “Inculcation of Values across the School Curriculum: Development and Validation of Teachers’ Orientation Scale”, *Intellectual Discourse*, vol. 7, no.2 (1999): 163.

Citing an Article That Forms a Chapter of a Book

Follow this order: author's name, title of the article in quotation marks, italicised title of the book (preceded by "in"), editor of the book, and place of publication followed by colon, publisher, and year of publication, all in round brackets, page number. Close with a period.

² Mohd. Azmi Omar, "Investment in Stock Market: Some Issues from the Islamic Perspective" in *Konsep Perniagaan dalam Islam*, edited by Abdurrahman Raden Aji Haqqi and Mohd. Sahrol Hj. Mohd. Roger (Brunei: Universiti Brunei Darussalam, 2002), 15.

Citing a Thesis or Dissertation

Follow this order: author's name, title of the thesis/dissertation in quotation marks, description of the thesis/dissertation in terms of the degree awarded, the university, and year of award, all in round brackets, page number. Close with a period.

³ Mohd. Azmi Omar, "The Sensitivity of Distress Prediction Model to Non-normality of Bounded and Unbounded Financial Ratios: An Application in Malaysia," (Ph.D. thesis, University of Wales, 1994), 52.

Citing an Article from an Electronic Journal Accessed Through a Database

Follow this order: author's name, title of the article in quotation marks, italicised title of the journal, volume number, issue number, date of publication (within round brackets), page number (preceded by colon), title of database (preceded by a period), title of the website (preceded by "via"), URL (within angle brackets). Close with a period.

⁵ Sandra Yin, "Color Bind," *American Demographics*, vol. 25, no. 7 (2003): 23. Academic Search Premier, via Galileo, <<http://www.galileo.usg.edu>>.

Citing an Article from a Magazine

Follow this order: author's name, title of the article in quotation marks, italicised title of the magazine, volume number, issue number, date of publication (month and year), and page number. Close with a period.

⁶ Syed Arabi Idid, "Press Freedom and Responsibility in a Developing Society," *Media Asia*, 23 (3), 146-149/154-156.

Citing an Article from a Newspaper

Follow this order: author's name, title of the article in quotation marks, italicised title of the newspaper, date of publication (day, month and year), and page number.

⁷ Ahamed Kameel Mydin Meera, "True Depiction of the Prophet", *The Edge Malaysia*, 27 March, 2006, 12.

Citing an Anonymous Article from Periodicals

Follow this order: title of the periodical, title of the article, date of publication (day, month and year), and page number.

⁸ *Chicago Tribune*, “Gun Injuries Take Financial Toll on Hospitals,” 24 February, 1994, 2.

Citing website material

Follow this order: author's name, title of the material cited, title of the website, URL (within angle brackets), date of access (preceded by "accessed") in round brackets.

¹¹ Jack Lynch, "Points of pride," University of Georgia, <http://www.uga.edu/profile/pride.html> (accessed 30 October, 2003).

Citing an interview conducted by the thesis/dissertation writer

Follow this order: interviewee's name, the phrase "interview by thesis/dissertation writer," place (district first), date of interview.

¹² Muzaffar Tate, Interview by Author, Gombak, Selangor, 1 December 2002.

4. SUBSEQUENT CITING

First two tables and the accompanying text retain the current format.

Except for the usual superscript correction:

¹³ Zaleha Kamaruddin

Citing More Than One Work of an Author

If more than one work of an author are cited,.....

.....

.....

Citing Immediate Sources Which Are the Same

When referring to the same work as in the citation immediately preceding, use the abbreviation "Ibid." which means "in the same place" (shortened from *ibidem*) for the second reference. If the page cited is the same, the page number need not be written.

Punctuation / Capitalization

- Punctuation used in the citation samples shown above must be strictly followed by the thesis/dissertation writer.
- Capitalise the first letter of all words in the titles of articles, **books, journals and newspapers**, except particles (e.g., *and*, *or*, *but*, *a*, *the*, etc.) which are less than five letters long.

The whole subsection should be deleted.

*Supervisor to advise the candidate accordingly.

Sources with more than One Volume

- When a work comes in more than one volume, indicate the page by providing the volume number first and then page number separated by a colon, with no spaces before or after the colon. **For example:** 3:14.
- Some old works in Arabic were published in more than one volume and each volume is divided into parts that have their own pagination. In this case, indicate the locus referred to in the following order: volume, part and page. For example: **vol. 1, part 1, 23.**

The whole subsection should be deleted.

*Supervisor to advise the candidate accordingly.

5.5 CITING QUR'AN

To cite a specific part of the Qur'an, write down the *surah* name, followed by a comma, *surah* number, and verse number in the footnote. Separate the *surah* number from the verse number with a colon. For example:

قال تعالى: (وأحلّ الله البيع وحرم الربا)¹

In the footnote, it should appear as below:

¹ *Al-Baqarah*, 2: 275.

Or

“But God hath permitted trade and forbidden usury”¹

In the footnote, it should appear as below:

¹ *Qur'an*, “Al-Baqarah”, 2: 275. OR

¹ *Qur'an* (Al-Baqarah), 2: 275. OR

¹ *Qur'an*, 2: 275.

5.6 CITING HADITH

Follow this order: the compiler's name is followed by the title of the compilation (which should be italicised), place of publication, name of publisher, the edition, year, No. of Hadith and page.

In case there is a need to cite the volume, the researcher should place it just before the No. of Hadith as illustrated below in the third example.

First citation	¹ Muslim ibn al-Hajjaj, <i>Sahih Muslim</i> , (Cairo: Al-Salam. 2 nd edn., 1988), Hadith 40: 123
Subsequent citation	⁵ <i>Sahih Muslim</i> , Hadith 45: 129.
Subsequent citation in different volume	¹³ <i>Sahih Muslim</i> , Vol. 2, Hadith 150: 200.

THANK YOU

&

WASSALAM

