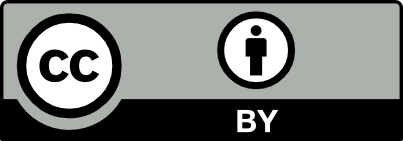
Example modules [output O1-B-3, en, license CC BY 4.0, 28 June 2019]

Introducing good citation practices (teaching unit)

Date: 2019-06-28

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citation:

[author] Anohina-Naumeca, Alla; Cosentino, Marco; Marino, Franca; Razi, Salim; Sivasubramaniam, Shiva

[title] Introducing good citation practices

[date] 2019-06-28

[source] <http://www.academicintegrity.eu/wp/all-materials>

[access date]

## Description

This 90-minutes student centred activity will focus on educating entry-level students to understand the good citation practice and plagiarism avoidance.

## Target Group

* entry-level students
* undergraduate students

## Learning goals

* Introduction to good citation practice
* Explaining the difference between good citation practice and plagiarism
* Identify reasons for proper citing
* Identify the basic principles of academic integrity

## Schedule

| **Min.** | **Description of content** | **Method** | **Resources / material** |
| --- | --- | --- | --- |
| 1-30 | What is citation and paraphrasing? | Teacher showing examples and ask students to pick whether it is plagiarism or not | Examples of good and bad paraphrasing: <http://www.academicintegrity.eu/wp/materials/paraphrase-practice-1-english-language-teaching>  Definitions: ENAI Glossary <http://www.academicintegrity.eu/wp/glossary/citation>  <http://www.academicintegrity.eu/wp/glossary/paraphrasing> |
| 31-50 | Basics of referencing | Oral presentation and group activity | Style guide (related to subject/discipline/institution) and examples provided by the teacher |
| 51-60 | Reflection on personal skills and behaviour  **“**Check your personal referencing style**”** | self-test-quiz | **“**Check your personal referencing style**”**  <http://www.academicintegrity.eu/wp/materials/check-your-personal-referencing-style> |
| 61-70 | What comprises good citation practice?  On the contrary: What is plagiarism?  Students developing definitions; teacher providing definitions | Group work, discussion | Definitions: ENAI Glossary <http://www.academicintegrity.eu/wp/glossary> |
| 71-80 | Why is good citation practice / integrity relevant? | Group work, discussion | List of reasons for citing sources of used content:  <http://www.academicintegrity.eu/wp/materials/why-do-we-even-give-sources-a-list-of-reasons-for-good-practice-maintaining-integrity> |
| 81-90 | Summarising and open discussion with take home message:   * Don’t be afraid of making mistakes, they are part of the learning process * Make sure all your sources are identifiable * Distinguish what is copied word-for-word from ideas or summaries. | Teacher’s explanation |  |

## Notes to educators

* Recommendation: adapt examples and exercises accordingly to subject; teacher will decide the most appropriate materials to be used with the specific group of students
* ENAI guidelines (<http://www.academicintegrity.eu/wp/wp-content/uploads/2018/11/Guidelines_final.pdf>) help with answering questions from the audience.
* Following: additional material/exercise

## Your Task:

In this exercise you will meet different kinds of citations and summaries. You have two examples of an original text and different versions of how students used the text in their writing assignment.

1. Go through the different examples and then decide if the respective citation or summary was performed correctly.
2. Discuss your assessment with your neighbour.
3. Please note reasons for your decision on the backside of the respective example.

# Example 1

Citation from a study about how students in different disciplines struggle to interpret their disciplinary requirements.

### Original text

“The evidence presented in this paper shows five main forms of unpacking academic expectations that the […] students employed: the writing guidelines, interaction with lecturers, support services at different institutional levels, the writing model and the lecturer's personal preferences. Among these forms, the dialogue the students established with their lecturers seems of prominent importance to their success.” (p. 254)

#### Source:

Tran, L.T. (2008). Unpacking academic requirements International students in management and education disciplines. *Higher Education Research & Development* 27(3), 245-56.

1. Use:

The ability of students to actively communicate with their lecturers and asking questions about the academic requirements seem to be an important skill. The dialogue the students established with their lecturers seems to be of prominent importance to their success. (Tran).

1. Use:

There are five main forms of unpacking academic expectations. The most important one is the dialogue the students established with their lecturers.

1. Use:

According to Tran the most important skill is to actually talk to your teacher and ask questions: “The dialogue the students established with their lecturers seems to be of prominent importance to their success.” (Tran, LT., 2008, p. 254).

# Solutions Example 1

1. *Use:*

The ability of students to actively communicate with their lecturers and ask questions about the academic requirements seems to be an important skill. The dialogue the students established with their lecturers seems to be of prominent importance to their success. (Tran).

*Assessment:*

The student has copied some of the original source word-for-word. He tries to summarise the main aspects of the statement however fails to express it in his own words. Although the author of the original passage is mentioned, the information is not precise enough to identify the original source of the quotation. This example can be evaluated as an incorrect summary.

1. *Use:*

There are five main forms of unpacking academic expectations. The most important one is the dialogue the students established with their lecturers.

*Assessment:*

The author has copied some of the original text word-for-word without putting the quotation in quotation marks and there is no information about the original source. This is an example of plagiarism.

1. *Use:*

According to Tran the most important skill is to actually talk to your teacher and ask questions: “The dialogue the students established with their lecturers seems to be of prominent importance to their success.” (Tran, LT., 2008, p. 254).

*Assessment:*

The student summarises some aspects in his own words and quotes the most important aspect by using direct quotation. The quotation is clearly marked by quotation marks and the in-text citation provides precise information about the original source. This is a correct form of integrating the statement in the students’ text.

# Example 2

Citation from a biography about Hans Christian Andersen.

### Original text

“Hans Christian Andersen was a product of two towns, two social environments, two worlds and two ages. Both as a man and as a writer he thus continually developed and changed, but was also in constant dialogue with himself and even at times at war with himself. Thus his social rise provides the direct and indirect motif in many of his tales, novels and plays, both as a productive source in his search for a new and more comprehensive identity and as a source of perpetual and unresolved traumas.”

#### Source:

de Mylius, J. (2010). Hans Christian Andersen: A short biography. Retrieved 23 April 2010 from <http://andersen.sdu.dk/liv/biografi/index_e.html>

1. Use:

As de Mylius states Hans Christian Andersen was a product of two towns, two social environments, two worlds and two ages. The social rise he experienced provided the direct and indirect motif in many of his tales, novels and plays, both as a productive source in his search for a new and more comprehensive identity and as a source of perpetual and unresolved traumas (de Mylius, 2010).

1. Use:

According to de Mylius there was an ongoing conflict in Hans Christian Andersen which derived from the big differences in his social background and his new rising social status. Therefore, you can say that his social rise provides the direct and indirect motif in many of his tales, novels and plays and that it is a source of perpetual and unresolved traumas.

1. Use:

Hans Christian Andersen was a product of two towns, two social environments, two worlds and two ages: “Both as a man and as a writer he thus continually developed and changed, but was also in constant dialogue with himself and even at times at war with himself.” (de Mylius, J., 2010, p.123)

Thus his social rise provides the direct and indirect motif in many of his tales, novels and plays, both as a productive source in his search for a new and more comprehensive identity and as a source of perpetual and unresolved traumas.

1. Use:

According to de Mylius there was an ongoing conflict in Hans Christian Andersen's life and work which derived from the big differences in his social background and his new rising social status. This conflict was a major issue in both the development of his identity and in his works (de Mylius, 2010).

# Solutions Example 2

1. *Use:*

As de Mylius states Hans Christian Andersen was a product of two towns, two social environments, two worlds and two ages. The social rise he experienced provided the direct and indirect motif in many of his tales, novels and plays, both as a productive source in his search for a new and more comprehensive identity and as a source of perpetual and unresolved traumas (de Mylius, 2010).

*Assessment:*

Even though the original author is stated, the author of the summary copies some of the sentences from the de Mylius’ text word-for-word. These sentences should have been treated as a quotation and put into quotation marks. Alternatively, the student should have used own words for paraphrasing the original text.

1. *Use:*

According to de Mylius there was an ongoing conflict in Hans Christian Andersen which derived from the big differences in his social background and his new rising social status. Therefore, you can say that his social rise provides the direct and indirect motif in many of his tales, novels and plays and that it is a source of perpetual and unresolved traumas.

*Assessment:*

Even though the original author is stated, the student copies some of the sentences from the de Mylius’ text word-for-word. These sentences should have been treated as a quotation and put into quotation marks. Furthermore, the student also failed to include an in-text citation to make it possible to identify the original source in the corresponding bibliography.

1. *Use:*

Hans Christian Andersen was a product of two towns, two social environments, two worlds and two ages: “Both as a man and as a writer he thus continually developed and changed, but was also in constant dialogue with himself and even at times at war with himself.” (de Mylius, J., 2010, p.123)

Thus his social rise provides the direct and indirect motif in many of his tales, novels and plays, both as a productive source in his search for a new and more comprehensive identity and as a source of perpetual and unresolved traumas.

*Assessment:*

The student has used the original text word-for-word. He has cited only one sentence of the paragraph. This is a strategy in order to create the impression that the rest of the paragraph was written by the student himself. This is an example of plagiarism.

1. *Use:*

According to de Mylius there was an ongoing conflict in Hans Christian Andersen's life and work which derived from the big differences in his social background and his new rising social status. This conflict was a major issue in both the development of his identity and in his works (de Mylius, 2010).

*Assessment:*

The author of the summary uses his own words to summarise the original text and the original author is stated. Furthermore, the in-text citation gives sufficient information to make it possible to identify the original source in the corresponding bibliography. The summary is performed correctly.