Academic Integrity

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Contents

Introduction

Welcome to **Academic Integrity**, a pressbook developed by the KPU Library.

Throughout your time at KPU, you will be expected to do your academic work in a way that aligns with the university's standards of academic integrity. Violations of these standards are taken very seriously and can have wide reaching consequences for you.

These modules are designed to help you learn about academic integrity as it is interpreted at KPU and about one of the most common integrity violations in particular: plagiarism.

   Please read through this book carefully and take time to do all the exercises. Pay attention to details. Go back and review if need be.

You are expected to have a good understanding of the contents once you have gone through all the sections.

How to Use this Book

The book consists of four separate graded modules:

- Part 1: Understanding Academic Integrity
- Part 2: Understanding Plagiarism
- Part 3: Avoiding Plagiarism through Referencing Skills
- Part 4: Avoiding Plagiarism through Writing Skills

It also contains sections for you to practise a specific citation style:

- Part 5: Practise APA Style
- Part 6: Practise MLA Style
- Part 7: Practise Chicago Style

Each of the four main modules consists of:

- Short readings
- Activities
- Short quizzes that will be graded

These modules should take roughly 20 minutes each to complete. You will be able to revisit the text and activity portions as many times as you like. If you successfully answer all quizzes and have the required percentage, you will be awarded a digital badge that will be displayed on your profile.

How to move around the book:

Use the **arrows at the bottom left and right** of each page to move forward and backward through the modules. Or, **use the Contents menu** in the top left hand corner to go to a particular section.

Technical requirements: The modules work best in the most recent versions of Chrome or Firefox; Internet Explorer is not supported at this time. If you experience difficulties, check your browser version and update.

Any Questions?

Please contact librarian Ulrike Kestler: ulrike.kestler@kpu.ca

PART ONE: ACADEMIC INTEGRITY

Learning Objectives

After finishing this part of the tutorial, you should be able to:

- Name and describe the six values of Academic Integrity
- Explain the personal benefits of adhering to Academic Integrity principles
- Name your responsibilities as per KPU *Academic Integrity Policy ST2*
- List the five Academic Integrity violations outlined in the *Procedures for Dealing with Academic Integrity Violations*
- Apply *Policy ST2* and the related *Procedures* document to scenarios involving academic integrity violations
- Name the consequences of Academic Integrity violations

1. Academic Integrity: Introduction

Academic Integrity: A shared responsibility

As a student at KPU **you are a part** of an academic community that is governed by the fundamental principles of academic integrity. It is important for all members of the this community, **professors and students alike**, to uphold these principles for the advancement of academic scholarship and the continued building of knowledge.

Why you should care

A degree, diploma or certificate that is achieved without compromising your own integrity and simultaneously upholding KPU's academic integrity standards, is a **true** representation of all the hard work and dedication you put into your studies. You can therefore rightfully be proud of your achievement as you maintained your reputation as well as that of KPU.

You will also be well prepared for success in your career as you have put the necessary time and effort into your work, gained much knowledge and developed many valuable skills, such as research, critical thinking and writing skills and much more.

So what does Academic Integrity mean?

Key Takeaway

The International Center for Academic Integrity (2013), defines Academic Integrity as a commitment to uphold six fundamental values in the academic community, even when faced with adversity:

- honesty
- trust
- fairness
- respect
- responsibility
- courage

The following pages will define the six academic integrity values in more detail and will give you various real life scenarios to illustrate appropriate and inappropriate actions. The scenarios are adapted from the *Integrity Matters* app (MusicCentric Technologies, 2018).

2. Academic Integrity Values: Honesty and Trust

Honesty: honest students respect university policies, follow the instructions of their professors and do their work on their own, without any unauthorized help. Dishonest behaviour, such as lying, cheating, fraud, theft, impersonating another person, falsification of data and the like, are morally and ethically not acceptable to a person of integrity.

Scenario

Your friend asks you if you want to meet up and do an online quiz together. Somehow you feel uneasy about this. What should you do?

Click on the responses to see the answers to each.

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https://kpu.pressbooks.pub/academicintegrity/?p=116

Trust: if you are always honest, you will be able to build a relationship of trust both with your peers and with your instructors. Trust is established over time and is based mostly on your actions.

Scenario

Charlotte has a difficult time writing her essay. She asks you if she can just have a quick look at yours to see how you went about it. As she is your friend, you want to be helpful, and give it to her before you leave for your job. Charlotte is tired and thinks to herself: "I just want to be done with this. I'm going to change a few things. That should be enough to submit it." Why do you think Charlotte made this choice?

Click on the responses to see the answers to each.

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3. Academic Integrity Values: Fairness and Respect

Fairness: a person of integrity is fair. You are fair to your peers when you do your own work, to authors when you acknowledge their work you use by citing it, to the university when you respect and follow academic integrity standards, and to alumni when your behaviour helps to support the value of their degree.

Scenario

You are a new student and are juggling to keep up with your courses while also working a part-time job. You are a bit stressed about your upcoming exam. A student who is a year ahead of you offers you a copy of the exam questions to one of your courses. What action would be acceptable?

Click on the responses to see the answers to each.

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> *https://kpu.pressbooks.pub/academicintegrity/?p=134*

Respect: you show respect when you adhere to your assignment instructions, when you actively participate in learning and show interest in gaining new knowledge, when you contribute your thoughts to the academic discourse while accepting that others may disagree with you, when you credit others for their ideas, and when you show that you are putting your best efforts forward.

Scenario

At the end of your class your instructor says: "Don't forget your assignment is due next class. Remember, this is an individual assignment. You are meant to work on this alone!" You think, "Oh no, I already completed half of the assignment with Jason and Harpreet!" What should you do?

Click on the responses to see the answers to each.

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4. Academic Integrity Values: Responsibility and Courage

Responsibility: you show responsible behaviour when you lead by example, when you resist negative peer pressure, and when you discourage others from violating academic integrity principles. Being responsible means being accountable to yourself and others and to do your work to the best of your abilities.

Scenario

You have difficulties with your studies, especially in one of your courses. You have been stuck on your essay for a whole week already. You are afraid that you may fail the course if you can't turn this situation around. What should you do?

Click on the responses to see the answers to each.

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https://kpu.pressbooks.pub/academicintegrity/?p=138

Courage: to uphold academic integrity standards requires courage to resist temptations for the "easy way out" and to speak up against wrongdoing.

Scenario

You are entering the room to write your final exam. You see a sign that reads "No electronic devices permitted. Please leave them at the front. You may pick them up after you have finished the exam". As you enter, you see your classmates put their phones in their pockets. What might you do?

Click on the responses to see the answers to each.

Hopefully, these scenarios showed you that you **always** have the opportunity to do the right thing, and that there is help available if you need it. It is up to **you** to make the appropriate choices.

5. Academic Integrity Policy & Procedures

KPU's *Student Academic Integrity Policy,* **Policy ST2,** outlines your **rights and responsibilities** in terms of academic integrity. Please familiarize yourself with this policy by clicking here to open the pdf or click the following tab to read the contents (the relevant sections are highlighted in red in the tab version below):

> *An interactive or media element has been excluded from this version of the text. You can view it online here:*
> *https://kpu.pressbooks.pub/academicintegrity/?p=28*

Key Takeaways

Your responsibilities as per Policy ST2:

- Students have a responsibility to meet the **highest standards** of Academic Integrity
- Students must not commit Integrity Violations

What is meant by Integrity Violation?

It means "engaging in, attempting to engage in, or assisting others to engage or attempt to engage in conduct that violates the standard of academic integrity". Violations include:

- Cheating and/or plagiarism
- Fabrication
- Forgery or falsification of documents
- Assisting another student in committing an integrity violation
- Infringement of copyright
  - **A note on copyright:** in Canada a work in fixed form is automatically copyrighted, which means owned by the person who created it. It does **not** matter whether or not the work has a copyright symbol. This means that you can only reproduce works (such as using an image in your paper) that explicitly state that they are free to use or if you have received permission from the owner to use it.

Please familiarize yourself with the details of each violation in the *Procedures for Dealing with Academic Integrity* document. Click here to open the pdf or click the following tab to read the contents (the relevant sections are highlighted in red in the tab version below):

> *An interactive or media element has been excluded from this version of the text. You can view it online here:*
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Test Your Understanding

Now complete the following quiz to check your understanding.

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> *https://kpu.pressbooks.pub/academicintegrity/?p=28*

Have a look at the following scenarios and check the correct answer(s) to each. **There may be more than one correct answer**. You may need to scroll down to see the whole page. Please go through all 7 slides.

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6. Academic Integrity Violations: Consequences

Integrity Violations have consequences

Key Takeaways

Violations of academic integrity are taken very seriously and carry with them **severe consequences**. If reported, you may:

- Get a **grade of 0** on your assignment
- Get a **failing grade** in the course
- Be **suspended** from the University

Important: you may face disciplinary action for any academic integrity violation, regardless whether you committed it **intentionally or unintentionally.** An integrity violation will be noted on your academic record. This may negatively impact your chances to apply for graduate studies and to obtain references needed for any university related applications (such as for research grants). It may also impact your future employment.

So what is the best way to avoid committing a violation?

1. Be **honest** in all areas
2. Do your **own** work
3. Submit **original** work
4. Only work with others if your instructor **permitted** it
5. If permitted to work in groups, **acknowledge** contributions of others
6. Acknowledge all your sources of information by **citing** them properly
7. Learn to quote, paraphrase and summarize **properly**
8. Adhere to **copyright**
9. Get help if you need it, but only from **approved** sources
10. Do **not** help another person commit a violation

7. Part One Recap and Quiz

Let's recap what you have learned in part 1.

Part 1: Key Takeaways

- as a student **you are a part** of the scholarly community
- all members of this community must uphold the six principles of academic integrity: **honesty, trust, fairness, respect, responsibility, and courage**
- any act of falsification, misrepresentation or deception:

  ◦ is dishonest and compromises the worth of other's work
  ◦ undermines the trust between students and professors
  ◦ is unfair to students who pursue their studies honestly
  ◦ disrespects professors and the institution as a whole
  ◦ is irresponsible to yourself, because it prevents you from meaningfully reaching your own scholarly potential

- it is **your responsibility** to uphold academic integrity standards
- integrity violations can have severe academic consequences

Congratulations, you have finished Module One. Please go to the *Academic Integrity* Moodle course and do Quiz One now.

PART TWO: UNDERSTANDING PLAGIARISM

Learning Objectives

This part of the tutorial will help you to be able to:

- Explain what plagiarism means
- Describe misrepresentation due to contract cheating, collusion, copying & pasting, and recycling
- Recognize instances of plagiarism
- Name various consequences of plagiarizing

8. Plagiarism Defined

Plagiarism is one of the most frequent academic integrity violations. It ranges in severity from blatant plagiarism, where a student simply submits a whole work that is not their own, for example a paper they purchased online, to inadvertent plagiarism, where a student tried to do honest work, but still accidentally plagiarized.

What does the word *plagiarism* mean?

Have a look at the following video to get a better understanding of what plagiarism means, and how to avoid it with four simple strategies:

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https://kpu.pressbooks.pub/academicintegrity/?p=20

Key Takeaway

There are many definitions of the word plagiarism, but all have one thing in common:

· the **misrepresentation** of something as your own.

9. Misrepresentation: Contract Cheating

There are various levels of misrepresentation, ranging from intentional to accidental. The following pages show the most common ones.

Contract Cheating

  The most severe form of misrepresentation of something as your own is called **Contract Cheating or Ghostwriting,** which happens every time a person completes an assignment for a student, and the student then submits it as their own. It will have the **most severe consequences**. Contract cheating includes:

- submitting a paper from a so-called "tutoring" service or "essay mill" as your own, for which you paid
- submitting a paper that someone else wrote for you (for example, a friend or a family member) as your own, no matter if you paid for it or not
- swapping papers with another student, and submitting each other's papers as your own, even if you made some changes
- producing a work for a fellow student (with or without being paid), and they submit it as their own. In this case, you are deliberately aiding another student to behave fraudulently, and **both of you** will be subject to disciplinary actions

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Image Source: (Steel, 2019); reproduced with permission.

10. Misrepresentation: Collusion

Collusion

You collude when you **submit shared work as individual work**. Collusion includes:

- working on individual assignments with a classmate
- discussing online quizzes and exams with others
- sharing computer code that is intended to be individually written
- receiving unauthorized help from a tutor or other person to complete assignments
- in group projects, misrepresenting the individual contributions of the group members

Contract Cheating and collusion both defeat the purpose of the assignment. An assignment helps instructors evaluate your understanding, so if you don't do your own work, your instructor cannot give a fair evaluation nor an accurate grade. By not doing the work yourself, you are also putting yourself in an unfair advantage over your fellow students who put in the effort and did their own work. Lastly, it makes your own education less effective as you will not improve your skills, and it devalues your credentials.

Collaboration versus Collusion – what is the difference?

Source: (javi_indy, n.d.).

Collusion = working together with others although explicitly being told to work individually. This is **not acceptable** and an academic integrity violation.

Collaboration = working together on an assignment as a group as explicitly permitted or required by your instructor. This is **acceptable**.

Important: In group work, you must clearly indicate what is the group's work and what are your own individual contributions.

11. Misrepresentation: Copying and Pasting

It is ok to use other information **to support your arguments** as long as you quote, paraphrase or summarize properly and cite your sources. However, copying and pasting whole chunks of information is poor scholarship and does not reflect any learning or understanding on your part. This will get you a very poor grade, even if you cite your sources. If you do not cite at all, this is also plagiarism.

Plagiarism due to copying and pasting includes:

- **The Clone**: directly copying and pasting everything (from one or from multiple sources) without citing

- **The Mosaic**: directly copying and pasting passages (from one or from multiple sources) without citing and adding some original thought

The Mosaic

Quotes you found on goalcast.com   Your essay
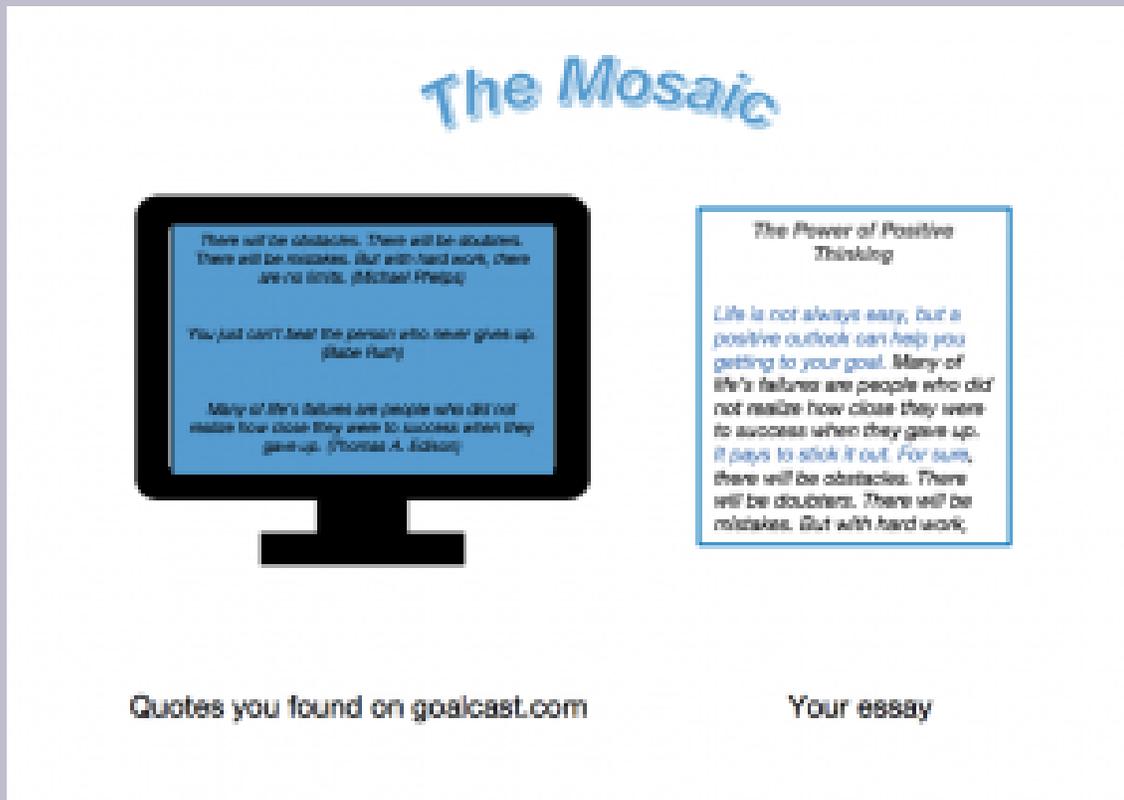
- **Copy, Paste, Replace:** copying and pasting everything or passages (from one or from multiple sources) without citing, then replacing a few words to make it sound different; maybe adding some original thought too

Copy Paste Replace

There will be obstacles. There will be doubters. There will be mistakes. But with hard work, there are no limits. (Michael Phelps)

You just can't beat the person who never gives up. (Babe Ruth)

Many of life's failures are people who did not realize how close they were to success when they gave up. (Thomas A. Edison)

The Power of Positive Thinking

Life is not always easy, but a positive outlook can help you getting to your goal. Many of life's failures happen to people who give up because they did not see how close they were to success. There will be doubters and mistakes. There will be challenges. But if you work hard, there are no limits. You

Quotes you found on goalcast.com   Your essay

Plagiarism due to copying and pasting also includes:

·   **Reusing** a specific structure that someone else created without acknowledgement. For example, using a template, outline, form, the exact same headings, same number of sentences, and covering exactly the same concepts of a sample report given to you by your instructor (**unless explicitly permitted by your instructor**).

Sample template you found
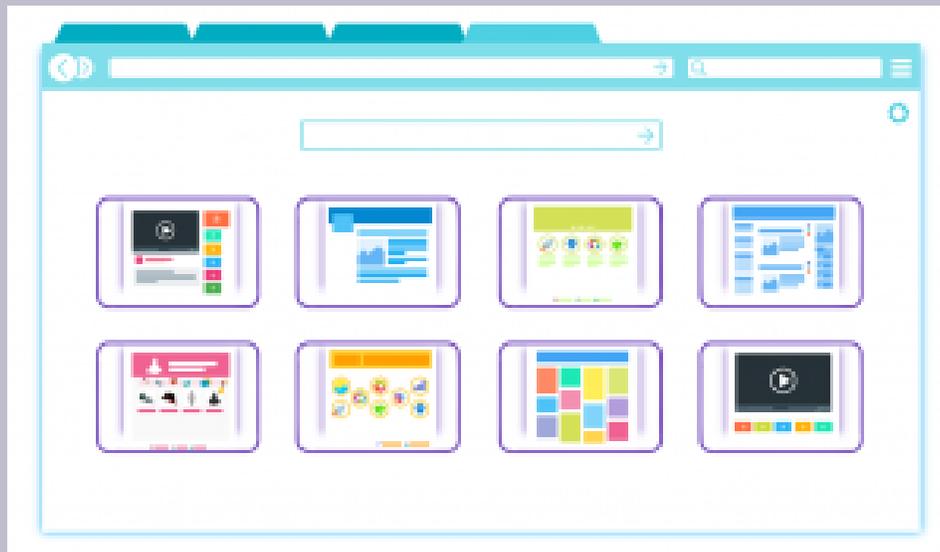
Your template
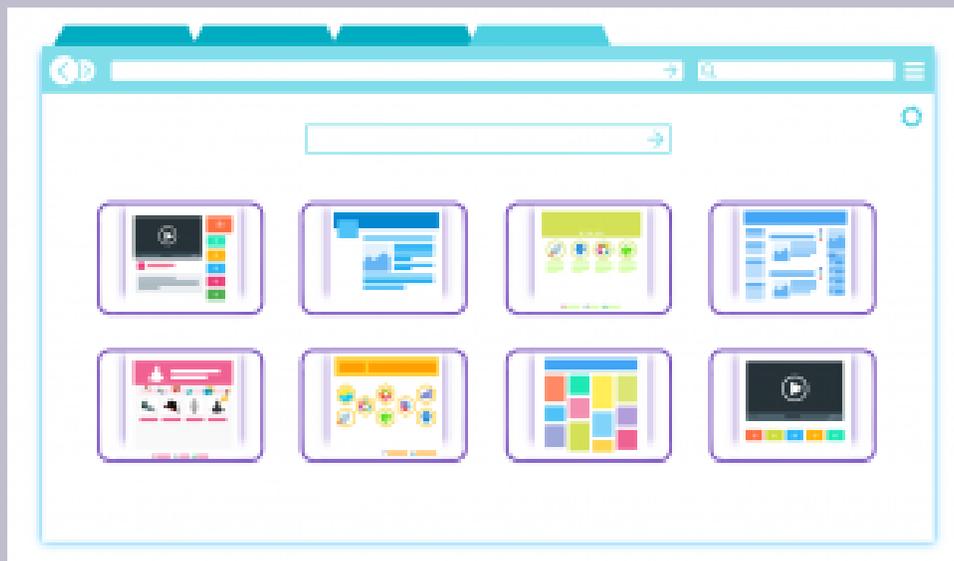
Source: (200degrees, 2016).

12. Misrepresentation: Recycling

You are expected to submit **your own work** and this work must be new and **original**. Recycling is a form of plagiarism called *self-plagiarism*. It refers to:

- Submitting your own previous work, entirely or partially, in another course as new and original

Source: (brgfx, n.d.)

Test your understanding: What are you allowed to do?

Scenario 1

You wrote a great paper for your sociology class, and it happens that the same topic is on the list of choices in your criminology class. Can you change the title page to the new course and submit your paper in the criminology class?

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> *https://kpu.pressbooks.pub/academicintegrity/?p=833*

You wrote a great paper for your philosophy class, and you want to use some of your analyses and conclusions in another paper that deals with a similar topic in one of your psychology classes. Can you reuse a portion of your own work in a new paper?

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https://kpu.pressbooks.pub/academicintegrity/?p=833

You failed your English class and have to repeat it. You don't want to fail again, so you take your paper you wrote previously and use your instructor's corrections and feedback to improve the essay. You then submit it in your current English course. Is this acceptable?

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You had a team project in last year's marketing class, and your team received an A on your case report. This year, you are taking a business class, and you get the option to select your own topic for your report. As you are really interested in the topic you did last year, you take your previous case report as a basis, add new portions with some new research you did, and then submit it in your current class.

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https://kpu.pressbooks.pub/academicintegrity/?p=833

13. Misrepresentation: Improper Writing & Citing

Quoting and Paraphrasing

Quoting and paraphrasing **improperly** often leads to accidental plagiarism. This will be discussed in detail in Module 4.

14. Plagiarism and Intellectual Output

Why is plagiarism such a big issue?

Plagiarism is an academic integrity violation, because it is considered **ethically wrong** to take credit for someone else's intellectual output. This applies even if the original author agrees that you can use their output or if you paid to use it. And as you saw, it also applies to reusing your own work without citing it.

Key Takeaway

You are committing an act of plagiarism anytime you

- pretend something is your **own** output, and that it is new and **original**, when it is not

What is included in intellectual output?

Almost everything! Written and spoken words, music and videos, movies, performances, artwork, photographs, graphs, tables, figures, diagrams, data, computer code, and any other intellectual or creative product.

It also extends to **IDEAS**, for example a specific method or model, the plot of a story, the outline of an experiment, and in your academic writing even the structure of a template or of paragraphs you borrow!

To avoid accidental plagiarism, you therefore **ALWAYS** need to give credit to the person whose work or idea you are using, and you do so by ACCURATELY quoting, PROPERLY paraphrasing and CORRECTLY citing your sources of information.
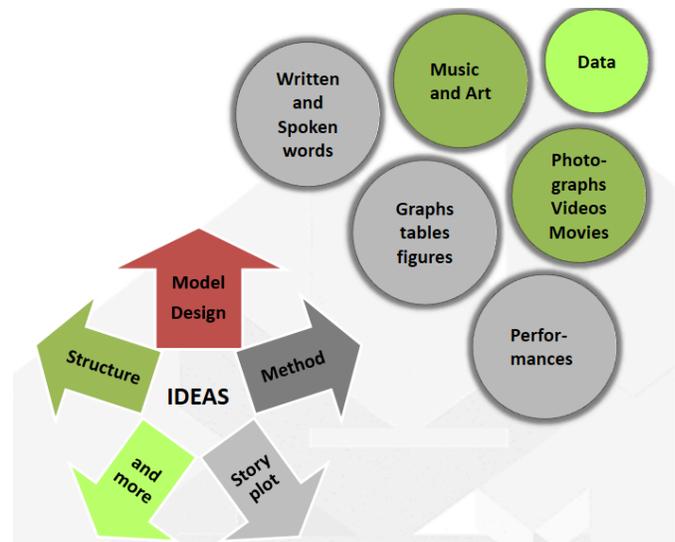
15. Plagiarism or not?

Test Your Understanding

   Now that you have a basic understanding of what plagiarism means, let's see if you can figure out which of the following scenarios are examples of plagiarism. When going through these scenarios, think about whether you are, intentionally or unintentionally, leading the audience to believe that an intellectual output is original and your own.

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> *https://kpu.pressbooks.pub/academicintegrity/?p=22*

16. How is Plagiarism Detected?

How do instructors know if a student plagiarized?

Instructors know because:

- **they are subject specialists and familiar with literature in their field**

  ◦ instructors will recognize ideas that have been discussed before and vocabulary, terms or jargon specific to their area of expertise, so if you don't cite these, they will know
  ◦ if your assignment greatly exceeds the subject knowledge of other students in your class, your instructors will notice

- **they can spot differences in writing styles**

  ◦ you have your own distinct way of writing, and it will be easy for an instructor to identify what was written by someone else

- **they will notice if your writing differs significantly from one assignment to another**

  ◦ it takes time to develop your skills, so if you suddenly write like a pro, your instructor will notice

- **they can judge if your writing exceeds your level of study**

  ◦ writing well takes a lot of practice, so if you submit writing as eloquent as your instructors, this will raise a red flag

- **they spot-check your sources**

  ◦ for proper quoting, proper paraphrasing or for accuracy of the citation

- **they can google too!**

  ◦ if you copied something from the Internet, it will be easy for them to find it

- **they may check online "tutoring" services for uploaded materials**
- **they may use a plagiarism detection service**

17. A Few Famous Plagiarism Cases

Take a look at a few **real life cases** to get an idea what can happen if you plagiarize, both inside and outside of the university environment. As you will see, plagiarizing can have academic, professional and even legal consequences (because of copyright infringement).

   Click on each name to find out what happened.

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https://kpu.pressbooks.pub/academicintegrity/?p=30

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18. Part Two Recap and Quiz

Let' recap what you have learned in part 2.

Part 2: Key Takeaways

Plagiarism:

- Violates the principle of academic integrity and its six values of honesty, trust, fairness, respect, responsibility and courage
- Can be **intentional or unintentional**
- Is **misrepresenting** other people's intellectual output as your own, even if you use it with permission or have paid for it
- examples of misrepresentation include contract cheating, collusion, improper copying of words and structures, recycling your own work, and improper quoting and paraphrasing
- Is ethically wrong, because it disregards someone's previous intellectual output
- Intellectual output applies to **all** works or ideas of others, whether you read them, saw them, or heard them
- Can have severe academic, personal, professional and even legal consequences

Congratulations, you have finished Module Two. Please go to the *Academic Integrity* Moodle course and do Quiz Two now.

PART THREE: CITATION SKILLS

Learning Objectives

Good citation skills are one of the best ways to ensure that you don't accidentally plagiarize.

In this part of the tutorial, you will learn:

- why and what we cite, and
- where and how to cite your sources properly

19. Why we cite

Although in some cultures it is a sign of respect to use the words or ideas of others without giving credit to that person, **this is not acceptable in Canadian higher education**.
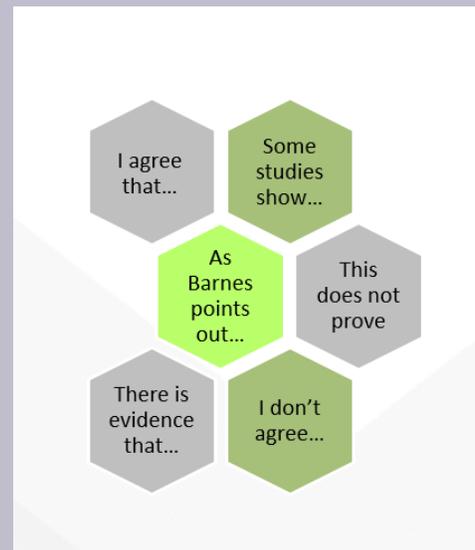
Academics engage in conversations to advance their knowledge and understanding of a subject. This happens mostly in written form through the publication of scholarly materials. In these academic conversations, it is necessary and expected that all prior thought is acknowledged and that all contributors to the conversation are credited. As a student, you too are a contributor to these conversations, and you therefore must credit all the sources from which you drew information.

Crediting your sources is done through a process called **citation**.

Why do we cite?

The main reasons why we cite are:

- to situate your work in the current literature
- to distinguish prior contributions from new original thought
- to be able to check that thoughts and ideas are passed on accurately
- to enable a reader to locate the source(s) you used
- to allow a reader to read the source that was cited
- to give credit to the person whose ideas you used
- to respect the intellectual output of others
- to show that you have investigated your topic well
- to add credibility and support to your argument
- to uphold academic integrity standards

I agree that…
Some studies show…
As Barnes points out…
This does not prove
There is evidence that…
I don't agree…

20. What You Need to Cite

So, what exactly do you need to cite in your paper?

As a rule of thumb, you need to cite what is not your own intellectual output. You don't need to cite thoughts, ideas, data or creations that are your own and that are new and original (but remember to cite your own previous work if you got permission to reuse it, as described in the Chapter "Recycling").

Source: (Miles, 2011; Imagerymajestic, 2012)

Be sure to cite all information you take from others, no matter what it is or where you got it from, whether it is from a printed source or from the Internet, whether it is something you saw on TV or heard on the radio, whether you got it from a tweet, a blog, a facebook posting, PowerPoint slides or even a personal discussion.
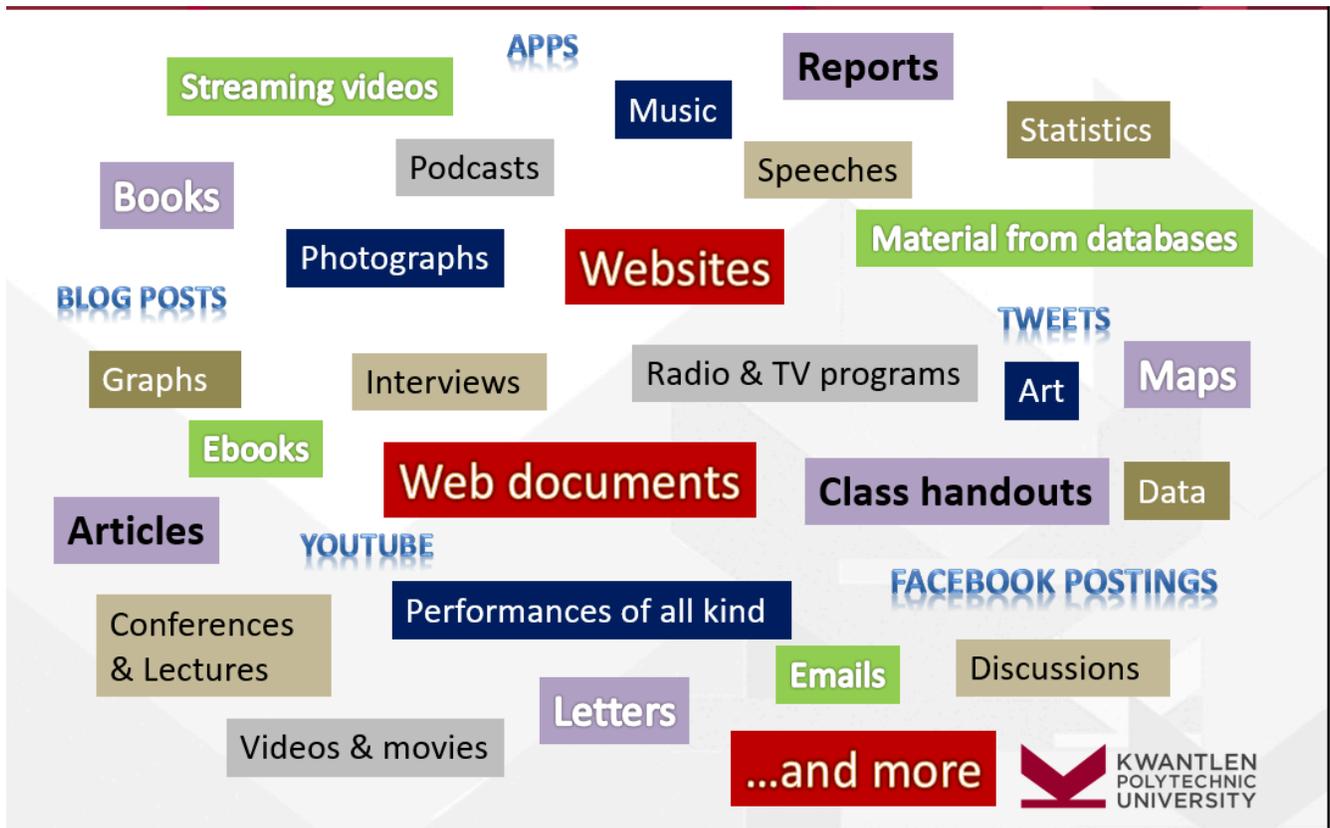
21. Common Knowledge

There is only one exception to the rule about citing information from others, and that is common knowledge.

What is common knowledge?

Besides **general common knowledge**, there is also information that is so well-known within a field of study that it is considered common knowledge **WITHIN** this particular field. However, as this information would not be common knowledge **OUTSIDE** of this field, it is better that you cite it in order to avoid the possibility of plagiarizing.

Test your understanding

Have a look at the following statements and decide whether they would need to be cited or not.

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https://kpu.pressbooks.pub/academicintegrity/?p=42

It is always better to cite if you are unsure if something is common knowledge.

22. Citation Styles

Citation Styles

You need to use a particular citation style that you must apply consistently throughout your paper. Sometimes, your instructor will tell you which style to use, other times you get to choose.

The three main citation styles used at KPU are:

APA, MLA, and CHICAGO STYLE
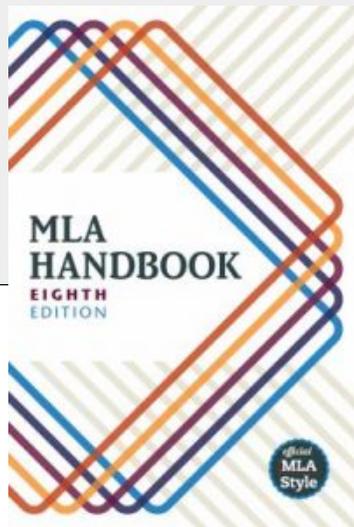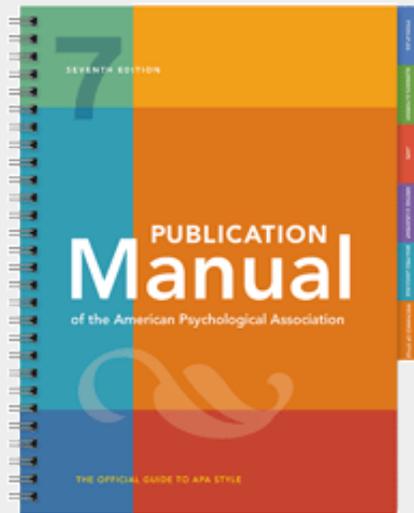
APA is mostly used in the Sciences and Social Sciences

MLA is used in many of the Humanities

Chicago style is the preferred style for History and Music

Each style has its own rules about how to cite specific sources. The library has the official manuals for each style as well as short handouts in print and online. You can find more information [here](#).

23. Where to cite

Where do I need to cite?

Generally, you need to cite in TWO places:

- In your writing where you

    ◦ Quote
    ◦ Paraphrase
    ◦ Summarize
    ◦ Use or refer to specific audiovisual representations (data, images, tables, figures, video clips, podcasts, performances, etc.)

- In a list of sources at the end of your paper, called

    ◦ References **(APA)**
    ◦ Works Cited **(MLA)**
    ◦ Bibliography **(Chicago)**

If you list a source only in the list of sources, it is a form of plagiarism.

24. Placing Your Citations

Where do I place citations in my writing?

Placing the citations

It is very important that you **clearly** distinguish your own ideas from those of others by putting your citations in the appropriate places. The two most common ways to put your citation are:

· **right after the borrowed information**

  ◦ **APA** uses in-text citations and the **author/date** information in parentheses:

    Example:

    There is also the argument that ..... **(Mitchell, 1996)**

  ◦ **MLA** uses in-text citations and the **author/page** information in parentheses:

    Example:

    There is also the argument that ...... **(Mitchell 225)**

  ◦ **Chicago** uses footnotes indicated by a **superscript number** like this[1]. The footnote contains the full citation information.

    Example:

    There is also the argument that ....[1]

· **using the author information in an introductory phrase**

  ◦ **APA**

    Example: **Mitchell (1996)** argues...

  ◦ **MLA**

    Example: **Mitchell** states ....**(225)**.

  ◦ **Chicago**

    Example: **Mitchell** suggests ....[1]

Can you show me an example?

Have a look at the following paragraphs in the three different citation styles. The student's own ideas are shown in **purple**, the borrowed ideas are in **green**, and the citations are in **red**. The first two citations follow the borrowed idea, while the third citation uses the author information in an introductory phrase.

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://kpu.pressbooks.pub/academicintegrity/?p=61

25. Corresponding References

Your citations in your essay generally must contain a **corresponding reference** in your reference list, works cited list or bibliography. They are organized in alphabetical order.

The example below shows how the three citations the student used within the body of the text would appear in the corresponding list of sources for the three different citation styles. The first entry is for a **book**, the second for an **online article** and the third for a **book chapter**.

1. APA Style: In-text citations (author/date) and corresponding *Reference List* entry

Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be sceptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry, 2001). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day & Sadick, 2002). Mitchell (1996) goes even further with this, arguing that it is a policy designed to further the capitalist interests of the "elites".

At the core of the argument, however, is the question of whether or not the policy is any good...

References

Barry, B. (2001). *Culture and equality: An egalitarian critique of multiculturalism.* Harvard University Press.

Day, R. F., & Sadick, T. (2002). The BC land question, liberal multiculturalism, and the spectre of aboriginal nationhood. *BC Studies, 134,* 5-34. https://doi.org/10.14288/bcs.v0i134.162

Mitchell, K. (1996). In whose interest? Transnational capital and the production of multiculturalism in Canada. In R. Wilson, & W. Dissanayake (Eds.), *Global/local: Cultural production and the transnational imaginary* (pp. 219-254). Duke University Press.

2. MLA Style: In-text citations (author/page) and corresponding *Work Cited* list entry

Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be sceptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry 118). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day and Sadick 30). Mitchell goes even further with this, arguing that it is a policy designed to further the capitalist interests of the "elites" (225).

At the core of the argument, however, is the question of whether or not the policy is any good...

Works Cited

Barry, Brian. (2001). *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Harvard UP, 2001.

Day, Richard F., and Tonio Sadick, "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood." *BC Studies*, vol. 134, Summer 2002, pp. 5-34. doi:10.14288/bcs.v0i134.162.

Mitchell, Katharyne. "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." *Global/local: Cultural Production and the Transnational Imaginary*, edited by Rob Wilson and Wimal Dissanayake, Duke UP, 1996, pp. 219-254.

3. Chicago Style: Footnotes (superscript number with full citation information in the footnote) and corresponding *Bibliography* entry

Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be sceptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities.[1] One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority.[2] Mitchell goes even further with this, arguing that it is a policy designed to further the capitalist interests of the "elites".[3]

_____

1. Brian Barry, *Culture and Equality: An Egalitarian Critique of Multiculturalism* (Cambridge, MA: Harvard University Press, 2001), 118.

2. Richard F. Day and Tonio Sadick, "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood," *BC Studies* 134 (2002): 30, https://doi.org/10.14288/bcs.v0i134.162.

3. Katharyne Mitchell, "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada," in *Global/local: Cultural Production and the Transnational Imaginary*, ed. Rob Wilson and Wimal Dissanayake (Chapel Hill, NC: Duke University Press, 1996), 225.

Bibliography

Barry, Brian. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, MA: Harvard University Press, 2001.

Day, Richard F., and Tonio Sadick, "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood." *BC Studies* 134 (2002): 5-34. https://doi.org/0.14288/bcs.v0i134.162.

Mitchell, Katharyne. "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." In *Global/local: Cultural Production and the Transnational Imaginary*, edited by Rob Wilson and Wimal Dissanayake, 219-254. Chapel Hill, NC: Duke University Press 1996.

Source: (Li, 2010, p. 11)

26. Common Examples of Plagiarism

Let's have a look at a few common examples of plagiarism, using the same essay excerpt as on the previous page. The student's ideas are in **purple**, borrowed ideas are in **green**.

Example 1: Can you spot what is wrong?

Example using APA citation style

     Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be sceptical about its value. The state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities. One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority and is indeed designed to further the capitalist interests of the "elites".

     At the core of the argument, however, is the question of whether or not the policy is any good...

Paragraph adapted from an essay by Paul Li and used with permission

Example 2: Can you spot what is wrong?

Example using APA citation style

Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be sceptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry, 2001). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day & Sadick, 2002) and it is indeed designed to further the capitalist interests of the "elites".

At the core of the argument, however, is the question of whether or not the policy is any good...

Paragraph adapted from an essay by Paul Li and used with permission

Example 3: Can you spot what is wrong?

Example using APA citation style

Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be sceptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities. One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority. Some go even further with this, arguing that it is a policy designed to further the capitalist interests of the "elites" (Barry, 2001; Day & Sadick, 2002; Mitchell, 1996).

At the core of the argument, however, is the question of whether or not the policy is any good...

Paragraph adapted from an essay by Paul Li and used with permission

> *An interactive or media element has been excluded from this version of the text. You can view it online here:*
> *https://kpu.pressbooks.pub/academicintegrity/?p=72*

Source: (Li, 2010, p. 11)

27. Part Three Recap and Quiz

Let's recap what you have learned in part 3:

Part 3: Key Takeaways

- Cite anything that you borrow other than common knowledge
- Use a citation style consistently and follow its rules precisely
- Clearly distinguish between your ideas and those from others by putting citations in the appropriate places
- Examples of plagiarism include:

    ◦ Not citing your sources at all
    ◦ Only citing some of your sources
    ◦ Putting citation information only in the list of sources***
    ◦ Putting citation information only in your writeup, but not in the list of sources***
    ◦ Putting a citation in the wrong spot

```
***there are some exceptions, but this is the general rule
```

Congratulations, you have finished Module Three. Please go to the *Academic Integrity* Moodle course and do Quiz Three now.

PART FOUR: WRITING SKILLS

What do you know already?

Let's see if you can figure out which ones of the scenarios below are instances of plagiarism involving quoting, paraphrasing and summarizing.

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https://kpu.pressbooks.pub/academicintegrity/?p=76

28. Quoting

Quoting means taking a part of a source **word for word as it is**.

How many quotes can I use?

The frequency of quotations varies in different genres of writing. For example, in an English literature paper, direct quotations from a novel or play are often used as the basis for a discussion, while in a business proposal, direct quotes are rare, or not accepted at all.

Generally, it is not recommended to use too many quotes, because extensive quoting gives the impression that you don't understand your source enough to put it in your own words and that you cannot contribute any of your own thoughts. If you aren't sure whether you should use direct quotations in a specific course or paper, ask your instructor.

Key Takeaways

Use quotes:

- To support your idea or to advance your argument
- To present something you are analyzing, interpreting or commenting on so the reader will understand better to what you are referring (such as a literary passage)
- If the original language is especially moving, descriptive, historically significant
- For unique terms or a passage that cannot be paraphrased or summarized adequately without losing or changing its meaning

Source: (The Writing Center, n.d.)

How to quote properly

Quotes can be at the beginning, in the middle, or at the end of a sentence. However, it is a good practice to introduce quotes with some sort of statement that signals to the reader that information is coming that is not your own, such as in the two examples shown.

Examples in APA Style

Short Quotes always require that you enclose them in quotation marks, so the reader knows that these are the EXACT words you took from your source. Not putting quotation marks around a short quote is considered a form of plagiarism.

Example:

One researcher indicates that "the most difficult thing for them was the attitude of their parents" (Crook, 2003, p. 157), while others believe…

Long Quotes are put in a block indented from the remaining text and have no quotation marks.

Example:

A family's assessment has a powerful influence on how capable teenagers believe they are. In her study, Crook (2003) found:

> Their expectations became self-fulfilling prophecies; because their families thought they couldn't do anything, they didn't think they could either. After all, if the people who knew them best and presumably loved them most thought they were losers, then the family was probably right. (p. 37)

Can I make changes to a quote?

You may drop words from a quotation, but you must indicate that you did so by inserting three spaced dots called an **ellipsis**. If you change a quote, for example to make it fit your sentence structure, you must use **brackets** to do so.

In the example below we omitted a part of the quote, and we indicate this by adding three dots. We also added the word "and" which is put in brackets, because it is not part of the original.

In her study, Crook (2003) found that if teenagers felt that "their families thought they couldn't do anything, they didn't think they could either . . . [and] the family was probably right" (p. 37).

Test your understanding

Have a look at the original text below on the left, and then the quotes on the right. All three quotes are examples of plagiarism in various degrees. See if you can spot the error before you click the quote to see the answer and the explanation of the quote as it should be.

Original text

Why did the baby boom happen? A likely explanation is that during those 20 years, Canadians knew they could afford large families. The postwar economy was robust, the future seemed full of promise, and young couples wanted to share that bright future with a big family. A second reason was **the high immigration levels that prevailed during the 1950s**.

An interactive or media element has been excluded from this version of the text. You can view it online here: https://kpu.pressbooks.pub/academicintegrity/?p=78

Source: (Foot & Stoffman, 1996, p. 20)

29. Paraphrasing

Paraphrasing means to rewrite someone else's idea **in your own words without changing the original meaning while changing the structure of the original**. A paraphrase is about the same length as the original.

30. Paraphrasing vs Patchwriting

Paraphrasing

   Paraphrasing means to rewrite someone else's idea **in your own words without changing the original meaning while changing the structure of the original**. A paraphrase is about the same length as the original.

Patchwriting

   In patchwriting a writer attempts to paraphrase, but ultimately imitates the sentence structure or vocabulary of the source (Howard, 1993, p. 233). **Patchwriting is** a common mistake, but it is **NOT** an accepted form of writing in academia and is considered a form of **plagiarism, even if you cite your source**.

Difference between paraphrasing and patchwriting

Paraphrasing:
- Rewrite the text or idea in your own words but keep its meaning
- Substantially change the structure of the text

Patchwriting:
- Change a few words
- Replace words with synonyms
- Leave out a few words
- Change the order of phrases or sentences

Paraphrasing vs patchwriting: Example

Have a look at the original text on the left and compare it to the two restatements on the right. As you can see, in the first example the writer uses several exact phrases of the original (shown in red) and several synonyms or phrases that are very close to the original (shown in green). In addition, much of the structure of the paragraph is the same. This is an example of patchwriting, and despite a proper citation being included, an instance of plagiarism.

In the second example, the writer uses their own voice to express the idea of the original text. Besides a few individual words that would be difficult to replace, such as "baby boom" and "Canadians", the original has been entirely rewritten and the structure has been changed significantly. This is an example of proper paraphrasing.

Original Text

Why did the baby boom happen? A likely explanation is that during those 20 years, Canadians knew they could afford large families. The postwar economy was robust, the future seemed full of promise, and young couples wanted to share that bright future with a big family. A second reason was the high immigration levels that prevailed during the 1950s.

PATCHWRITING = PLAGIARISM

Foot and Stoffman (1996) theorize that a likely reason for the baby boom is that Canadians knew they were able to afford large families. Because the economy was healthy, young people saw a lot of promise in their future, which they desired to share with a large family. Another reason was the high number of immigrants.

PROPER PARAPHRASE

Foot and Stoffman (1996) theorize that there were two main reasons behind the baby boom, namely immigration that remained consistently high and a thriving economy that made young Canadians feel optimistic and gave them the confidence that they would have the means to support the large family they desired.

Source: (Foot & Stoffman, 1996, p. 20)

Test your understanding

Look at the rewrite below. What do you think? Is the restatement a proper paraphrase of the original text?

Original Text

We judge a foreigner's knowledge of our language by the number and sort of mistakes he makes. We are inclined to think he knows our language quite well if he does not make many mistakes. It does not usually occur to us that he may be avoiding taking risks and confining himself to doing only what he knows he can do right.

Source: (Pattison, 2002, p. 21).

An interactive or media element has been excluded from this version of the text. You can view it online here: https://kpu.pressbooks.pub/academicintegrity/?p=85

31. How to Paraphrase

CHRISTINA PAGE

Write a paraphrase using the five-step method

Have a look at the following video that outlines the steps to effective paraphrasing. Video by Christina Page from the KPU Learning Centre.

An interactive or media element has been excluded from this version of the text. You can view it online here:

https://kpu.pressbooks.pub/academicintegrity/?p=1036

Source: (Denchuk, n.d.). Adapted with permission.

Let's have a look at an example

Step 1: Read the original text in its context.

You cannot just grab pieces of information out of context, because this can lead to misunderstanding the information. Read your source in its context and ask questions like:

- What is the focus?
- How does this information relate to my research topic?
- What is the main thing that the authors found?

Once you have answered these questions, you will be prepared to identify the specific pieces of information that are relevant to your paper, and that you may want to paraphrase.

The original text in its context:

This study quantitatively and qualitatively evaluates the extent to which incorporating an artistic class assignment into a traditional lecture course stimulates student enjoyment and enhances the students' perceived retention of course material. The results indicate that the project provides great benefit to college students by incorporating a variety of teaching methods and learning strategies. Artistic and creative assignments, such as the one described in this article, allow for student **engagement**, repetition of material, and **processing** and application of ideas. (Wellman, 2012)

After reading the source in its context, you decide to paraphrase the yellow part. Underline key words and check words and concepts in a monolingual dictionary:

- engagement = being involved with someone or something in order to understand it
- processing = dealing with something through a series of steps

Step 2: Break up the original part you want to paraphrase into chunks of meaning and number these chunks.

> **(1)** The results indicate that **(2)** the project provides great benefit to college students **(3)** by incorporating a variety of teaching methods and **(4)** learning strategies. **(5)** Artistic and creative assignments, **(6)** such as the one described in this article, **(7)** allow for student engagement, **(8)** repetition of material, and **(9)** processing and **(10)** application of ideas.

Step 3: Without looking at the original text, write a first draft of the paraphrase.

> **First draft:** By allowing students to complete creative activities as a part of a post-secondary course, students were more deeply involved with the course material, thinking about it and remembering it more effectively.

Step 4: Check the paraphrase with the checklist below. Did I...

- Change the sentence structure?
- Change the order of the words?
- Use synonyms for words that are not key words?
- Use different types of connecting words?
- Change the order of the ideas (where possible)?

Revise the paraphrase.

Original	Paraphrase – first draft	Paraphrase – final version
(1) The results indicate that (2) the project provides great benefit to college students (3) by incorporating a variety of teaching methods and (4) learning strategies. (5) Artistic and creative assignments, (6) such as the one described in this article, (7) allow for student engagement, (8) repetition of material, and (9) processing and (10) application of ideas.	By allowing students to complete creative activities as a part of a post-secondary course, students were more deeply involved with the course material, thinking about it and remembering it more effectively.	When students are encouraged to complete creative activities as a part of a post-secondary course, they are more deeply involved with course material, thinking about it and remembering it more effectively.

Step 5: Integrate your final paraphrase in your writeup and include a citation.

32. Summarizing

Similar to a paraphrase, a summary is also a restatement of a text or passage in your own words. However, the summary only restates the **main points** of a text, and is therefore **much shorter** than the original. You can summarize a passage or even a whole article or book in just a few sentences.

Key Takeaways

Summarize

- to avoid too many quotes
- to present the ideas of others without interrupting your own writing style
- when you do not need to go into as much detail

Quoting, paraphrasing, summarizing: comparing all three

Here you can see all three ways of referring to a source in one place for comparison in APA style format. **All three must include a citation**. If you don't include citations, you are committing an act of plagiarism.

Original Text

Why did the baby boom happen? A likely explanation is that during those 20 years, Canadians knew they could afford large families. The postwar economy was robust, the future seemed full of promise, and young couples wanted to share that bright future with a big family. A second reason was the high immigration levels that prevailed during the 1950s.

Quote: EXACT words, quotation marks

According to Foot and Stoffman (1996), one reason for the baby boom was "the high immigration levels that prevailed during the 1950s" (p. 20).

Paraphrase: YOUR OWN words AND new structure, DETAILED, about the same length

Foot and Stoffman (1996) theorize that there were two main reasons behind the baby boom, namely immigration that remained consistently high and a healthy economy that made young Canadians feel optimistic and gave them the confidence that they would have the means to support the large family they desired.

Summary: YOUR OWN words, MAIN POINTS only, short

According to Foot and Stoffman (1996) the baby boom was due to high immigration levels and healthy economic conditions.

33. Note Taking Skills

ULRIKE KESTLER AND CHRISTINA PAGE

Careless note-taking is one of the **major factors in unintentional plagiarism**. It is very easy to cut and paste information, and lose track of the sources you used or mix what you borrowed with your own notes. As you read your sources of information, it is important to find a system for writing down the key points that you will use in your paper.

Key Takeaways

When taking notes:

· Keep track of **all** the sources you used
· **Distinguish** between what you took from the sources and what are your own thoughts

Three methods of taking notes

1. Collect information word for word
2. Collect and paraphrase right away
3. Use a digital notebook

1. Collect information word for word

· write down the **citation information**
· copy the **exact text** and put it in quotation marks
· add your **own thoughts** in a different colour

When you want to use your researched information to support your point of view, you then decide whether you want to use a direct quote, a paraphrase or a summary of the original. Having the originals in front of you will allow you to double-check that you are quoting accurately and that you are paraphrasing properly.

Example:

Citation	Exact text	My thoughts
Foot, D. K., & Stoffman, D. (1996). *Boom, bust & echo: How to profit from the coming demographic shift.* Macfarlane.	"Why did the baby boom happen? A likely explanation is that during those 20 years, Canadians knew they could afford large families. The postwar economy was robust, the future seemed full of promise, and young couples wanted to share that bright future with a big family. A second reason was the high immigration levels that prevailed during the 1950s" (Foot & Stoffman, 1996, p. 20).	agree with healthy economy and high immigration being factors, but how about people being less material? Check Easterlin's "relative income" theory!

2. Collect information and paraphrase right away

- write down the **citation information**
- **paraphrase**
- your **own thoughts** in a different colour

Citation	Paraphrase	My thoughts
Foot, D. K., & Stoffman, D. (1996). *Boom, bust & echo: How to profit from the coming demographic shift.* Macfarlane.	Foot and Stoffman (1996) theorize that there were two main factors behind the baby boom, namely immigration that remained consistently high and a thriving economy that made young Canadians feel optimistic and gave them the confidence that they would have the means to support the large family they desired.	agree with healthy economy and high immigration being factors, but how about people being less material? Check Easterlin's "relative income" theory!

Source: Adapted from McMaster University (2009). *Three column note taking.* http://www.mcmaster.ca/academicintegrity/students/typeofad/plagiarism/3ColmNote.html

3. Use a digital notebook

If you like to read digital files, you may want to take notes with OneNote (free for KPU students with Office 365).

- paste the file you are reading into the notebook
- make notes of key information, paraphrases, and analysis alongside the digital file

How to use the OneNote Digital Notebook by Christina Page:

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> [*https://kpu.pressbooks.pub/academicintegrity/?p=90*](https://kpu.pressbooks.pub/academicintegrity/?p=90)

34. Getting Help: Learning Centre Tutors

We know that research and writing can be a daunting process, and we are here to help you.

As a KPU student, you have access to free, professionally-trained peer tutors at the KPU Learning Centres. These tutors will support you in reaching your academic potential while following all KPU policies.

Access the LEARNING CENTRE for help with:

- Writing skills
- Structuring your essay
- Paraphrasing and summarizing
- Grammar and punctuation
- Useful links:
  - [In-person](#) or [online tutoring](#)
  - Submitting your paper online to [WriteUp](#) or [WriteAway](#) for feedback

Learning Centre Resources

Video by Dave Bhatti and Harvinder Singh from the KPU Learning Centre:

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>
> *https://kpu.pressbooks.pub/academicintegrity/?p=96*

35. Getting Help: Other Tutors

CHRISTINA PAGE

Are there other tutors I can use?

Yes, you certainly can, as long as tutoring is done in an **ethical** way and following KPU's Academic Integrity principles outlined in Policy ST2. Unfortunately, some companies that advertise tutoring services encourage practices that are considered plagiarism or cheating. There also have been reports that some of these companies **blackmail** students who use their services. So please be a discerning user of tutoring services.

How do you know that you have found the right kind of tutor?

Essentially, a good tutor is a guide who will support you in doing your work **on your own** and thus **help you learn** and improve your skills.

A good tutor will:	A good tutor will NOT:
Help you understand the assignment	Find resources for your assignment
Ask questions to help you clarify ideas for your assignment	Provide ideas for your assignment
Model effective ways of organizing ideas	Write or rewrite a section of your assignment for you
Help you to identify patterns of error in your thinking or writing	Proofread or edit your work for you
Help you learn the steps of solving a problem or answering a question	Do a homework question for you or work directly with you on a question you will submit for marks

Help you locate resources to support your learning	Provide copies of exams or other materials that your instructor does not allow you to use

36. Getting Help: The Library

Access the LIBRARY for help with:

- Research
- Citations
- Useful links:
  - [Research and Reference Help](#) (including AskAway)
  - [Research Help Guide](#)
  - [Academic Integrity Guide](#)
  - [Citation Style Guides](#)

Library Resources

Video by Kelsey Chaban from the KPU Library:

> 📄 *An interactive or media element has been excluded from this version of the text. You can view it online here:*
>
> *https://kpu.pressbooks.pub/academicintegrity/?p=922*

37. Part Four Recap and Quiz

Let's recap what you have learned in part 4.

Part 4: Key Takeaways

Quotes

- are exact words of others
- are put in quotation marks (or block format if longer)

Paraphrases

- are restatements in your own words and using a new structure while making sure you keep the meaning of the original
- are approximately the same length as the original

Summaries

- reflect the main points of a source
- are much shorter than the original

Plagiarism instances include:

- Quotes that have no quotation marks around them
- Paraphrases or summaries too close to the original, even if properly cited
- Quotes, paraphrases or summaries that are not cited or insufficiently cited

Note-taking

- Careless note-taking is one of the major reasons for unintentional plagiarism
- Always write down the citation information when taking notes

Tutoring

- Proper tutors support you and help you learn and improve your skills, but will **not** do the work for you

Congratulations, you have finished Module Four. Please go to the *Academic Integrity* Moodle course and do Quiz Four now.

38. Congratulations!

Congratulations! You have finished all four modules of the Academic Integrity pressbook.

You will now be able to ethically and successfully contribute to the scholarly conversation at KPU and beyond. If you do so, you will also be well prepared for success in your career as you have learned to put the necessary time and effort into your work, gained much knowledge and have developed good research, critical thinking and writing skills.

A degree, diploma or certificate earned that way is a **true** representation of all the hard work and dedication you put into your studies, and you can therefore rightfully be proud of your achievement.

Source: (ShariJo, 2019)

PART FIVE: PRACTISE APA STYLE

In this part you will learn about and can practise the following using APA style:

- **In-text citations**
  - ◦ for any source

- **Reference list citations**
  - ◦ for books in print
  - ◦ for articles from a KPU database
  - ◦ for webpages

39. APA: In-text Citations

APA style asks that you include the following elements for **all** in-text citations:

· the author's last name(s)
· the year
· and if you are quoting word for word, also the page number or other locator

This applies to **all** types of sources you use in APA citation, whether it is a book, an article, a website or any other item.

How would this look?

You can either **start** your sentence by mentioning the author, followed by the year in parentheses or put the elements in parentheses **after** the information you borrowed.

Example:

Smail (2008) suggested that the speed of human cultural evolution is linked to the turnover rate of cultural entities.

The speed of human cultural evolution is linked to the turnover rate of cultural entities (Smail, 2008).

For **quotes**, you must also include a page number or other locator, and it would look like this:

According to Smail (2008), Darwinian evolution "follows a rhythm dictated by the rapidity of generational turnover" (p. 99).

One opinion is that Darwinian evolution "follows a rhythm dictated by the rapidity of generational turnover" (Smail, 2008, p. 99).

What is meant by "other locator"?

Some sources don't have page numbers, in which case you should try to include some other pinpoint, so your reader can find the quote more easily. This could be a section heading, a chapter number, paragraph, and so on. Check out our In-text Citations tab on the APA Citation guide for examples.

What if there is no author? What if there are multiple authors? What if there is no date?

Whatever the situation, you still need to cite your source. Check out the APA Citation guide for answers to these and other questions, and if you need help, please ask a librarian.
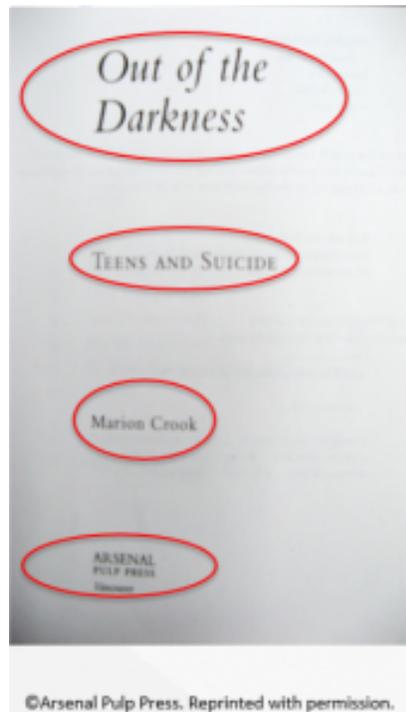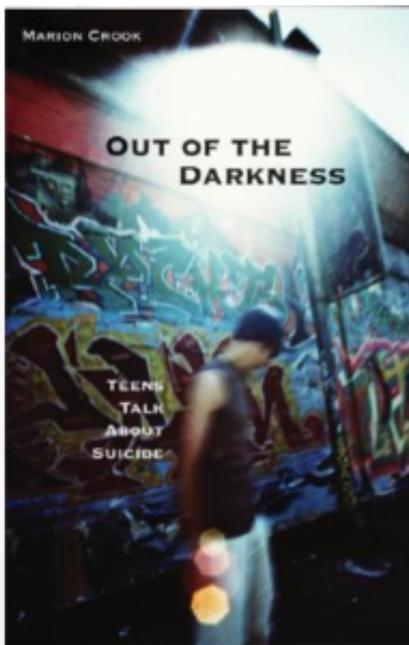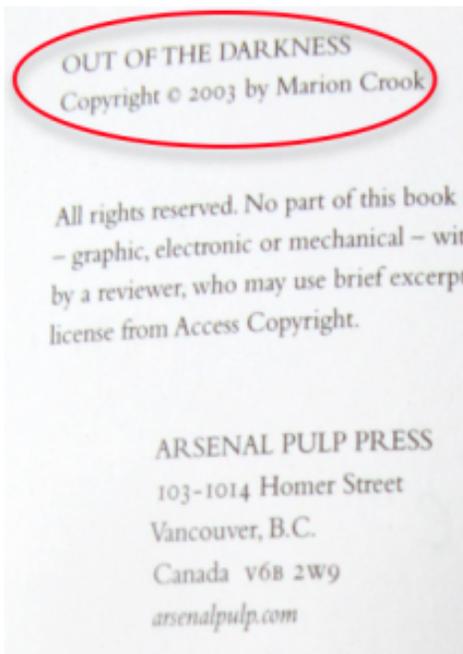
40. APA: Book Citation

For reference list entries, you will always need to give the full citation information. The **basic elements for books in print** consist of:

- Author
- Title and (if available) subtitle
- Publishing information
- Year

You usually find this information on the title page of the book and the back of the title page.

Example:

©Arsenal Pulp Press. Reprinted with permission.

Note that in our example the subtitle on the book **cover** says "Teens talk about suicide" while the subtitle on the title page is "Teens and suicide". Always go by the information on the **title page**.

Author:	Marion Crook
Title:	Out of the darkness
Subtitle:	Teens and suicide
Publisher:	Arsenal Pulp Press
Location:	Vancouver
Year:	2003

Each style has its own rules about arranging this information, about capitalization, punctuation, abbreviations and so on. For APA Style, use the following template:

APA Basic Book Template
Author last name, Initials. (Year). *Title: Subtitle*. Publisher.
Reference List Entry for the Book
Crook, M. (2003). *Out of the darkness: Teens and suicide*. Arsenal Pulp Press.

To see an example of an in-text **quote** from this book, click below:

Note: these are the basic elements for a reference entry for a book, but sometimes there will be additional information you need to add, such as editors or edition information, or some elements, such as an author, may not be available. Check out the APA Citation guide for examples, and if you need help, please ask a librarian.

41. APA: Book Citation - Try it!

See if you can identify the elements of a book citation.

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> *https://kpu.pressbooks.pub/academicintegrity/?p=299*

Now see if you can identify how these elements should be written in a reference list citation. Check the KPU APA online citation guide if you need help.

> 📽️ *An interactive or media element has been excluded from this version of the text. You can view it online here:*
> *https://kpu.pressbooks.pub/academicintegrity/?p=299*

Now see if you can put the elements for an in-text citation for this book in the correct spots. Note that there are **two authors** in this example, and that there is a slight difference and how the names are combined, depending on whether they are mentioned in the sentence or in parentheses at the end.

> 📽️ *An interactive or media element has been excluded from this version of the text. You can view it online here:*
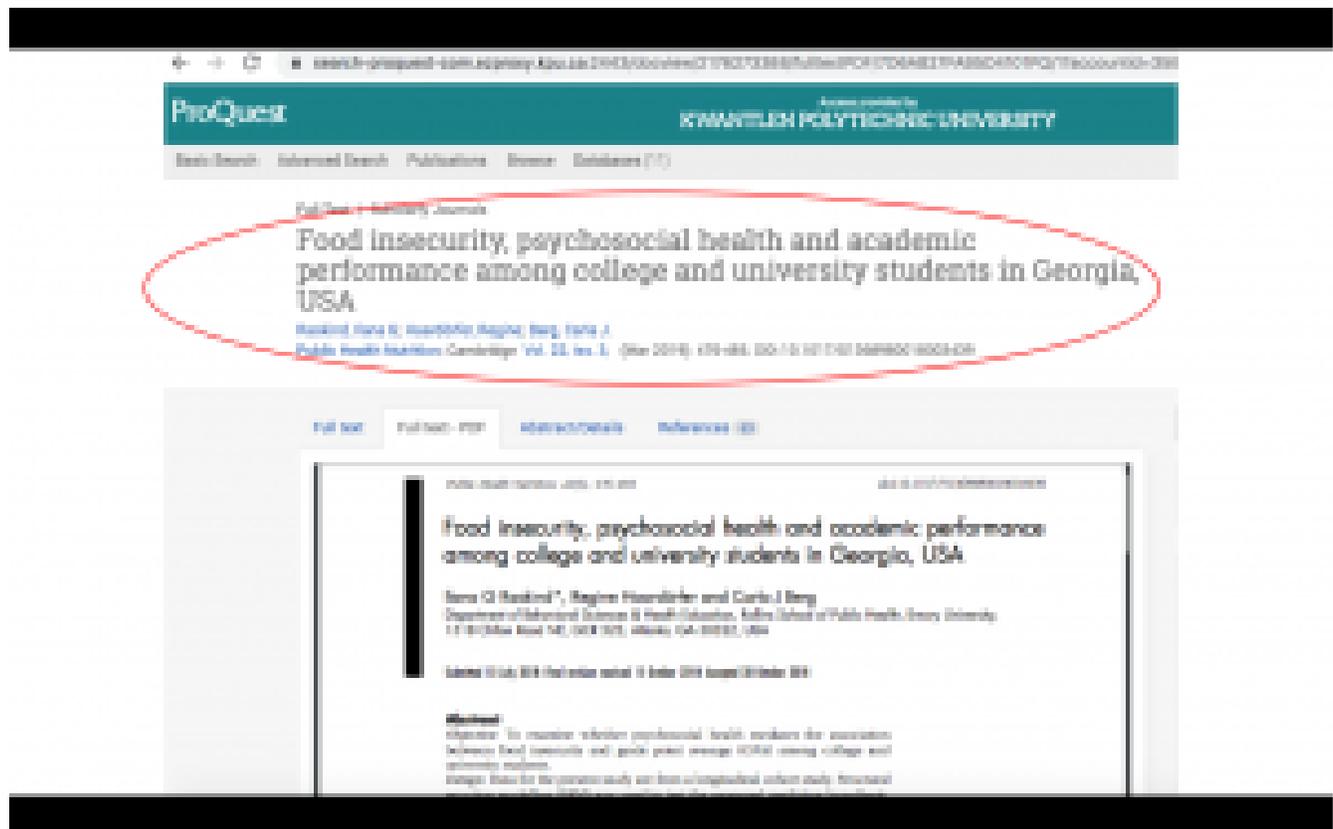> *https://kpu.pressbooks.pub/academicintegrity/?p=299*

42. APA: Article Citation

Remember, for reference list entries, you will always need to give the full citation information. The **basic elements for a reference list entry for an article from a KPU database** consist of:

- Author
- Title and (if available) subtitle of the article
- Publishing information: Title of the journal, volume and (if available) issue number, page numbers, Database name, https://doi.org/xxxxx (if available)
- Date

You usually find this information in the article details provided by the database or somewhere on the first page of the article.

Example:

Citation elements:

What does DOI mean?

The DOI (digital object identifier) will lead the reader to a stable webpage. It is a system that was developed so the reader would not encounter a broken link.

APA Basic Article Template

Author last name, Initials. (Date). Title: Subtitle of the article. *Title of the Journal, volume #*(issue # if available), page #-page #. https://doi.org/xxxxx (if available)

Reference List Entry for this Article

Raskind, I. G., Haardörfer, R. & Berg, C. J. (2019). Food insecurity, psychosocial health and academic performance among college and university students in Georgia, USA. *Public Health Nutrition,* 22(3), 476-485. https://doi.org/10.1017/S1368980018003439

Remember, in an in-text citation, you only need the author and date information (plus a locator for direct quotes). To see an example for a **paraphrase** from this article, click below.

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> https://kpu.pressbooks.pub/academicintegrity/?p=56

43. APA: Article Citation - Try it!

See if you can identify the elements of an article citation and how they should be written in a reference list citation. Check the KPU APA online citation guide if you need help.

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https://kpu.pressbooks.pub/academicintegrity/?p=352

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44. List of Sources: Webpage Citation

Not everything found online is a webpage

There are many different kinds of online sources. Some can have print equivalents, such as ebooks, online articles, and online encyclopedias; other items exist only electronically, such as blogs or websites and their individual webpages

The **basic elements for webpages** consist of:

- Author
- Title of the webpage
- Publishing information: title of the whole website and/or sponsor of the site
- Date

Each style has its own rules for citing webpages

You may also come across situations where you cannot find an author or a date, or some other required information. No matter what the situation, remember that you still need to cite the source.

Please consult the [online library citation style guides](#) for examples of how to cite webpages and a variety of other online resources, including such materials as ebooks, images, streaming videos, blogs, social media, emails, as well as sources that have no author, no date, and much more.

PART SIX: PRACTISE MLA

In this part you will learn about and can practise the following using MLA style:

- **In-text citations**
  - for any source

- **Works cited list entries**
  - for books in print
  - for articles from a KPU database
  - for webpages

45. MLA: In-text Citations

MLA style asks that you include the following elements for in-text citations:

- the author's last name(s)
- the page number (if available)

This applies to **all** types of sources you use in MLA citation, whether it is a book, an article, a website or any other item.

How would this look?

You can either **start** your sentence by mentioning the author, followed by the year in parentheses or put the elements in parentheses **after** the information you borrowed.

Example:

According to Smail, Darwinian evolution "follows a rhythm dictated by the rapidity of generational turnover" (99).

One opinion is that Darwinian evolution "follows a rhythm dictated by the rapidity of generational turnover" (Smail 99).

What if there is no author? What if there are multiple authors? What if there is no page number?

Whatever the situation, you still need to cite your source. Check out the MLA Citation guide for answers to these and other questions, and if you need help, please ask a librarian.
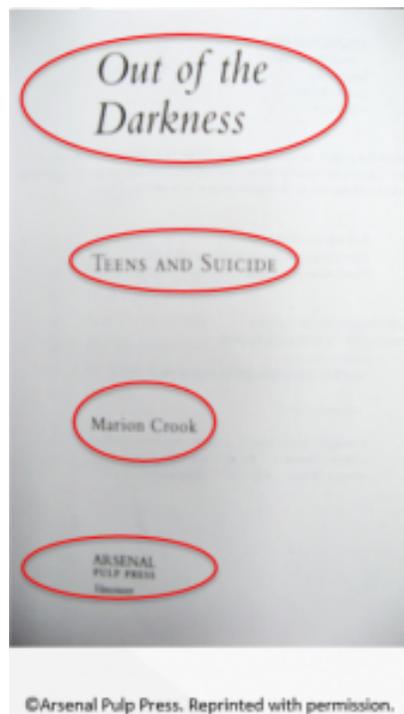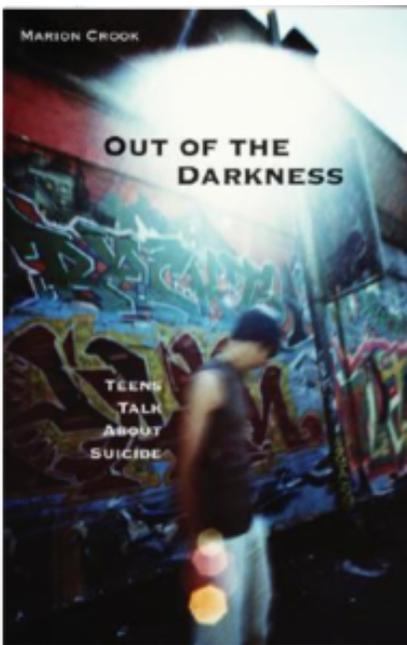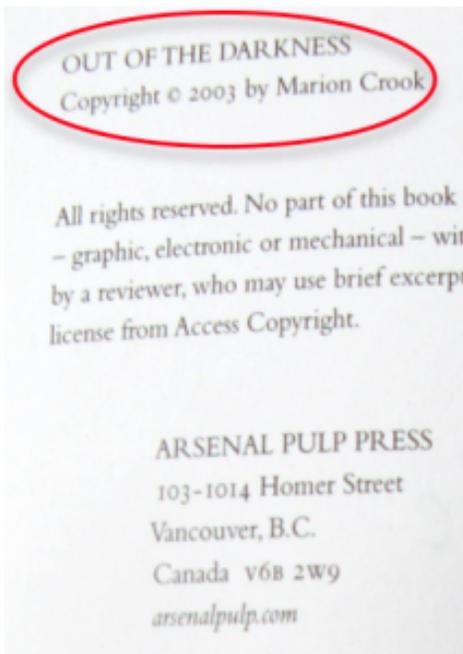
46. MLA: Book Citation

For the works cited list entry, you will always need to give the full citation information. The **basic elements for books in print** consist of:

- <mark>Author</mark>
- <mark>Title and (if available) subtitle</mark>
- <mark>Publishing information</mark>
- <mark>Year</mark>

You usually find this information on the title page of the book and the back of the title page.

Example:

©Arsenal Pulp Press. Reprinted with permission.

Note that in our example the subtitle on the book **cover** says "Teens talk about suicide" while the subtitle on the title page is "Teens and suicide". Always go by the information on the **title page**.

Author:	Marion Crook
Title:	Out of the darkness
Subtitle:	Teens and suicide
Publisher:	Arsenal Pulp Press
Location:	Vancouver
Year:	2003

Each style has its own rules about arranging this information, about capitalization, punctuation, abbreviations and so on. For MLA Style, use the following template:

MLA Basic Book Template
Author last name(s), Full Given Names. *Title: Subtitle.* Publisher, Year.
Works Cited List Entry for the Book
Crook, Marion. Out of the Darkness*: Teens and Suicide.* Arsenal Pulp P, 2003.

To see an example for a **quote** from this book, click below

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https://kpu.pressbooks.pub/academicintegrity/?p=509

Note: these are the basic elements, but sometimes there will be additional information you need to add, such as editors or edition information; or some elements, such as an author, may not be available.

47. MLA: Book Citation - Try it!

See if you can identify the elements of a book citation and how they should be written in a works cited list citation. Check the KPU MLA online citation guide if you need help.

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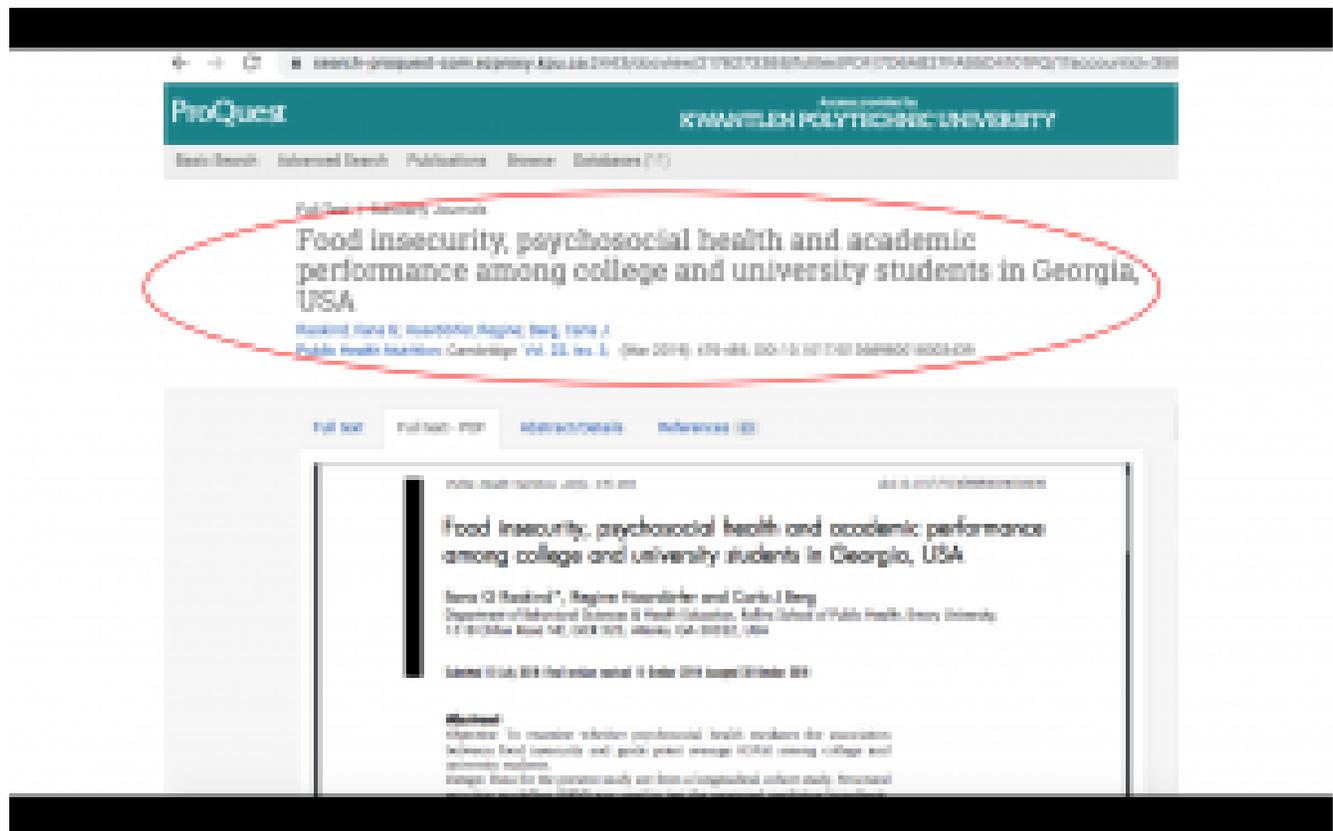*https://kpu.pressbooks.pub/academicintegrity/?p=303*

48. MLA: Article Citation

Remember, for works cited list entries, you will always need to give the full citation information. The **basic elements for articles from a KPU database** consist of:

- Author
- Title and (if available) subtitle of the article
- Publishing information: Title of the journal, volume and (if available) issue number, page numbers, Database name, https://doi.org/xxxxx (if available)
- Date

You usually find this information in the article details provided by the database or somewhere on the first page of the article.

Example:

Citation elements:

What does DOI mean?

The DOI (digital object identifier) will lead the reader to a stable webpage. It is a system that was developed so the reader would not encounter a broken link.

MLA Basic Article Template

Author last name(s), Full Given Names. "Title: Subtitle of the Article." *Title of the Journal,* vol. #(no. # if available), Date, page #-page #. *Database name*, https://doi.org/xxxxx (if available)

Works Cited List Entry for this Article

Raskind, Ilana G., et al. "Food Insecurity, Psychosocial Health and Academic Performance among College and University Students in Georgia, USA.." *Public Health Nutrition,* vol. 22, no. 3, Mar. 2919, pp. 476-485. *Proquest,* doi:10.1017/S1368980018003439.

To see an example for a **paraphrase** from this article, click below.

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https://kpu.pressbooks.pub/academicintegrity/?p=549

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49. MLA: Article Citation - Try it!

See if you can identify the elements of an article citation and how they should be written in a works cited list citation. Check the KPU [MLA online citation guide](#) if you need help.

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> *https://kpu.pressbooks.pub/academicintegrity/?p=354*

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>
> *https://kpu.pressbooks.pub/academicintegrity/?p=354*

PART SEVEN: PRACTISE CHICAGO

In this part you will learn about and can practise the following using Chicago style:

- **Footnotes**
  - for books in print
  - for articles from a KPU database
  - for webpages

- **Bibliography citations**
  - for books in print
  - for articles from a KPU database
 - for webpages

50. Chicago: Book Citation

Chicago Style usually uses either **footnotes or endnotes** as in the writeup to indicate a citation. Both require that you supply the **full** citation information the **first** time you cite an item. Subsequent citations can be abbreviated. Check the [Library Citation Style Guide](#) for examples.

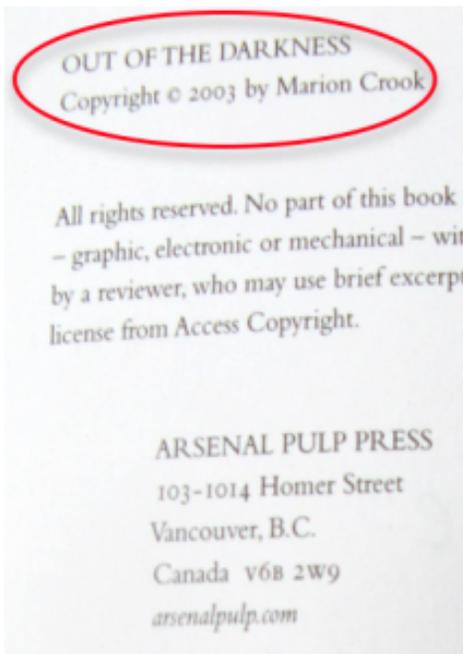The **basic elements for books in print** consist of:

- Author
- Title and (if available) subtitle
- Publishing information
- Year

You usually find this information on the title page of the book and the back of the title page.
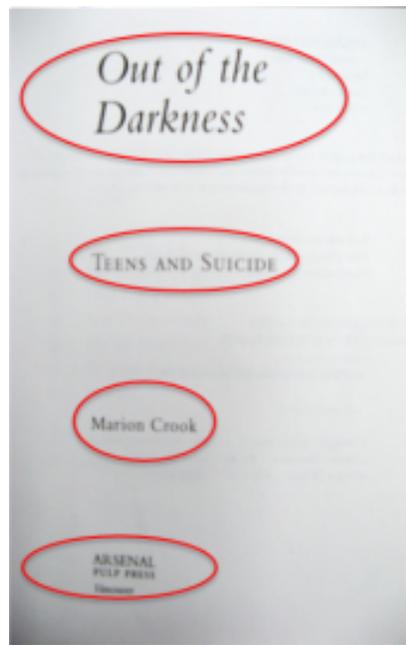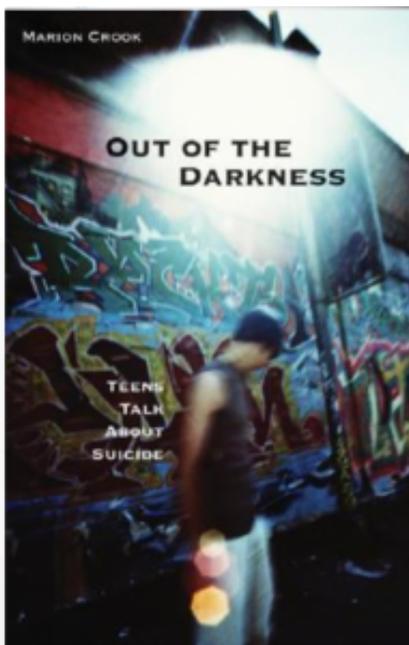
Example:

©Arsenal Pulp Press. Reprinted with permission.

Note that in our example the subtitle on the book **cover** says "Teens talk about suicide" while the subtitle on the title page is "Teens and suicide". Always go by the information on the **title page**.

Author:	Marion Crook
Title:	Out of the darkness
Subtitle:	Teens and suicide
Publisher:	Arsenal Pulp Press
Location:	Vancouver
Year:	2003

How would an in-text citation from this book look?

You need to place a superscript number after the end punctuation of your citation, like this.[1] **Footnotes** appear at the bottom of the individual page where you cite, are single-spaced, and are preceded by the same number in regular script. If you decide to use **endnotes**, then all notes would appear in one list at the end of your write-up on a new page with the heading **Notes**, and before your bibliography. You will also need to include the page number(s) in your in-text citation.

Example:

Crook states that "the most difficult thing for them was the attitude of their parents"[1]

---

1. Marion Crook, *Out of the Darkness: Teens and Suicide* (Vancouver, BC: Arsenal Pulp, 2003), 157.

How does the citation for this book look like in the bibliography?

For the bibliography entry, use the following template:

Chicago Basic Book Template
Author last name, Full Given Names. *Title: Subtitle*. Publishing Location: Publisher, Year.

Bibliography entry for this book
Crook, Marion. *Out of the Darkness: Teens and Suicide*. Vancouver, BC: Arsenal Pulp, 2003.

Note: these are the basic elements for a book citation, but sometimes there will be additional information you need to add, such as editors or edition information; or some elements, such as an author, may not be available.

What if there is no author? What if there are multiple authors? What if there is no date?

Whatever the situation, you still need to cite your source. Check out the Chicago Citation guide for answers to these and other questions, and if you need help, please ask a librarian.

51. Chicago: Book Citation - Try it!

See if you can identify the elements of a book citation and how they should be written in a bibliographic citation. Check the KPU Chicago online citation guide if you need help.

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> *https://kpu.pressbooks.pub/academicintegrity/?p=307*

> 📄 *An interactive or media element has been excluded from this version of the text. You can view it online here:*
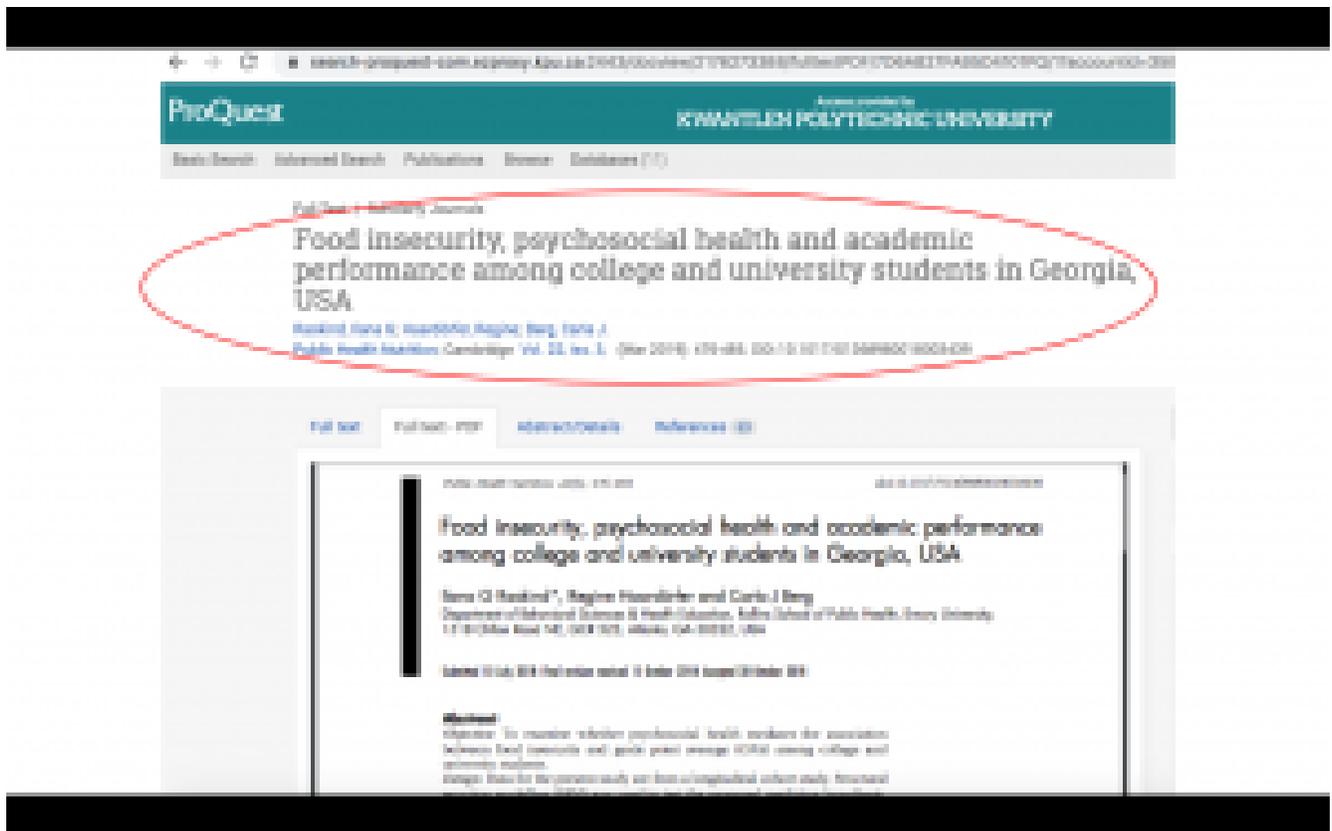> *https://kpu.pressbooks.pub/academicintegrity/?p=307*

52. Chicago: Article Citation

The **basic elements for a bibliographic citation for articles from a KPU database** consist of:

- Author
- Title and (if available) subtitle of the article
- Publishing information: Title of the journal, volume and (if available) issue number, page numbers, Database name, https://doi.org/xxxxx (if available)
- Date

You usually find this information in the article details provided by the database or somewhere on the first page of the article.

Example:

Citation elements:

What does DOI mean?

The DOI (digital object identifier) will lead the reader to a stable webpage. It is a system that was developed so the reader would not encounter a broken link. If an article has a DOI, then you do not need to include the database name. **If an article does not have a DOI**, **then include the database name instead.**

Chicago Basic Article Template for Bibliographic Citations

Author last name, Full Given Names. "Title: Subtitle of the Article." *Title of the Journal,* volume #, issue no. # (if available) (Date): page #-page #. https://doi.org/xxxxx (if available).

Bibliographic Citation for this Article

Raskind, Ilana G., Regine Haardörfer, and Carla J. Berg. "Food Insecurity, Psychosocial Health and Academic Performance among College and University Students in Georgia, USA." *Public Health Nutrition* 22, no. 3 (2019):476-485. https://doi.org/10.1017/S1368980018003439.

How would a footnote look like for this article? Click below to see an example for a **paraphrase**.

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53. Chicago: Article Citation - Try it!

See if you can identify the elements of an article citation and how they should be written in a bibliographic citation. Check the KPU Chicago online citation guide if you need help.

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An interactive or media element has been excluded from this version of the text. You can view it online here:

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javi_indy (n.d.). *Multi-ethnic group of young men and women studying indoors* [Image]. https://www.freepik.com/photos/business

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Miles, S. (2011). Young girl studying textbooks [Image]. FreeDigitalPhotos.net. http://www.freedigitalphotos.net

Modern Language Association of America. (2016). *MLA handbook* (8th ed.).

Moore, O., & Chiose, S. (2013, January 10). TDSB director resigns over plagiarism, PhD dissertation includes unattributed passages. *The Globe and Mail*. https://www.theglobeandmail.com/news/national/education/tdsb-director-resigns-over-plagiarism-phd-dissertation-includes-unattributed-passages/article7167752/

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Plagiarism. (1987). In S. B. Flexner (Ed.), *The Random House dictionary of the English language* (2nd ed.). Random House.

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Wellman, A. R. P. (2012). The Art of the matter: The importance of using art in the college classroom to promote creativity and reinforce lessons. *The Open Education Journal*, *5*, 27–33. https://doi.org/10.2174/1874920801205010027

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- Robin Leung and Omar Jakir from IT with their technical assistance with Moodle and the badging process
- KPU faculty and other colleagues who took time to review the draft and provided invaluable feedback and suggestions