

Baruch COLLEGE | WRITING CENTER

UNDERSTANDING PLAGIARISM AND CITATION

CONTENTS

Learning Goals and Overview

Lesson Plan

Handout 1: Plagiarism Case Studies

Handout 2: Corrected Citation

Handout 3: Baruch's Definition of Plagiarism

Handout 4: What to Cite and What Not to Cite

Handout 5: Citing in MLA, APA, and Chicago Styles

Handout 6: Citation Checklist

LEARNING GOALS

At the close of the workshop, students will be able to:

- Identify the larger expectations and conventions of the College with regards to citation and plagiarism
- Understand what plagiarism is, what it looks like, and why and how it happens
- Implement strategies for avoiding plagiarism and citing correctly

OVERVIEW

In this workshop, students will learn about plagiarism, why and how it happens, and how to avoid it via three primary activities:

- As a group, students consider several brief source texts and citations of these texts, in order to determine whether these citations are instances of plagiarism or not (and if so, why). Students work to rewrite the first of these citations.
- Facilitator leads a larger discussion about what plagiarism is, why it happens, and why correct attribution is valued within universities and at large.
- As a group, students read model citations in MLA, APA, and Chicago styles to extract each style's basic rules.

LESSON PLAN

Introduction

Introduce today’s workshop as **a chance to learn about plagiarism and academic integrity**: what it looks like, why and how it happens, and how to avoid it. Emphasize that we know that students don’t want or plan to plagiarize. Also acknowledge that, because **ideas of “originality,” “academic integrity,” and “textual ownership” vary across cultures and educational contexts**, the concept of plagiarism and the need for citation may be new to students who are entering American academia. Today, we’ll give students the tools and knowledge needed to ensure that they are handing in their own work and citing according to the expectations of a U.S. college classroom.

We’ll cover:

- What plagiarism is and what it looks like
- What correct citations should include
- How to ensure correct citations, using the appropriate citation style

Part One: Correcting Instances of Plagiarism

1. Tell students that first, **we’ll look at four examples of source use to determine whether they could be considered plagiarism within an academic setting.**
 - Pass out **Handout 1: “Plagiarism Case Studies”** and **Handout 2: “Corrected Citation.”**
 - Tell students that Handout 1 features four examples. Each row contains:
 - A source (lefthand column)
 - An excerpt of a student essay based on that source (righthand column)
 - *Note to instructor: at this stage in the workshop, students will still be unaware of many rules regarding citations, and may identify all four passages as “not plagiarized.” Use each of the four examples as an opportunity to talk through rules for citation.*
2. Ask students to **read the first row** in pairs or small groups.
 - Encourage students to mark any words or ideas that seems incorrectly cited as they read.
 - When they have had sufficient time, **ask, “Is this passage correctly cited? If not, how could it be corrected?”**
3. **Elicit/provide the following explanation:**
 - **Case Study 1 is an example of word-for-word plagiarism with citation.** Although the original author is cited at the end, the student has copied word-for-word from the original and **does not use quotation marks** around the borrowed text.
 - Emphasize that even if a writer only borrows a single short phrase, they must still set off any borrowed language with quotation marks.
 - **Review model options for correction.**
 - Emphasize that Correction #2 is an exceptionally well-done paraphrase because it uses **different words and syntax** than the original text and is thus the writer’s unique

UNDERSTANDING PLAGIARISM AND CITATION

explication of Frick's idea. **Record this guideline for successful paraphrasing on the board.**

- Remind students that to successfully paraphrase, they must understand the original text, and should therefore give themselves ample time to read and research before writing.
- If students want more help with paraphrasing, advise them to attend the “Summarizing, Paraphrasing, and Quoting” workshop.

4. **In pairs or small groups, have students read Cases 2-4 and determine whether each writer has correctly cited (and have them fill out column 3).**

➤ *Note to facilitator: before students read Case Study 2, introduce it as a passage about how members of the military are paid, both in terms of salary and other non-monetary benefits.*

5. When students have finished reading all 4 citations, **review as a group and elicit/note the following:**

Case Study 2 is an example of uncited paraphrase.

It is not enough to paraphrase the source material responsibly; the student also needs to cite Graves and Peterson as the source of this information.

- Define (and record on board) that instructors require *two types of citation* in every paper that they write:
 - **In-text citations/footnotes** are brief citations found in the physical text of a paper
 - **Works Cited pages/Bibliographies** are lists of reference entries that include full citation information for each source cited, found at the end of a paper
- **State that we'll review the format for both types of citations later on in the workshop.**

Note that, like Correction #2 on Handout 4, the paraphrase in Case Study 2 is exceptionally well done

Case Study 3 is an example of inadequate paraphrase/patchwriting

- Highlight the difference between patchwriting and a sufficiently different paraphrase: **patchwriting** is when a student has “cop[ied] from a source text and then delet[ed] some words, alter[ed] grammatical structures, or plugg[ed] in one-for-one synonym substitutes,”¹ but the changes made are not sufficient.

Ask: “why do you think plagiarism happened here? How could it have been avoided?”

¹ Howard, Rebecca Moore. “A Plagiarism Pentimento.” *Journal of Teaching Writing*, vol. 11, no. 2, 1992, pp. 233-245.

- *Elicit*: perhaps the writer didn't understand the original text well enough to paraphrase it, or didn't know what counted as a paraphrase, when quotes were needed, or how many words needed to be changed. Perhaps s/he rushed drafting the paraphrase, or hastily took notes and hence mistook the phrases copied from the source as original thoughts.

One of the best strategies to avoid patchwriting is to **devote time to understanding the meaning of a source**. As a matter of process, when they are paraphrasing, they should restate the original idea in their own words, without looking at the original sentence(s) (rather than simply changing a few select words while looking at the original).

Invite students to attend our "Using Sources Strategically" workshop for more guidance on how and why to use sources.

Case Study 4 is an example of incorrect/uncited paraphrase

Note that, while the student refers to *Hamlet*, they are also drawing on a secondary source (Alvin Kernan), and that source needs to be cited.

- Though almost nothing of Kernan's original language remains, the key idea, choice, order of examples, and basic structure of the original sentences are all taken from this source. When paraphrasing, it's necessary to use your own words *and structure* to cite.

Flag this rule as especially important for when they are giving background information—even if the facts/dates/information they are providing is considered common knowledge, if the specific language and/or sentence or paragraph structures they use are borrowed, the original source must be cited.

6. **Acknowledge that students may be surprised that *all* of these examples count as plagiarism, and may have many questions about how and when to cite.** Reassure them that, next, we'll review the definition of plagiarism at Baruch and provide guidelines for citation.

Part Two: Defining and Avoiding Plagiarism

1. **Introduce the idea that plagiarism is context-dependent.**
 - Explain that the discussed examples are plagiarism within a **specific context: college-level writing for an academic course.**
 - Writing done by students for academic purposes is often held to a different standard than writing done for business/political/legal contexts. For example:
 - If someone writes a term paper for you, and you hand it in under your own name, this is considered plagiarism. On the other hand, it is not considered plagiarism when someone ghostwrites an autobiography for an NBA basketball player.
 - Student writers are expected to identify the source of *all* quotes. But in workplaces, texts are often co-written by many authors without attribution.
 - While this may feel unfair, it's because the purpose of student writing is to *demonstrate learning.*

2. Emphasize that knowing how plagiarism is defined, therefore—in this case, by Baruch, and by their individual instructors—is the first step in learning how to avoid it.
 - Different universities and professors elaborate on this definition in different ways. Distribute **Handout 3: “Baruch’s Definition of Plagiarism”** and **Handout 4: “What to Cite and What Not to Cite.”** Explain that Handout 3 is Baruch’s official definition of plagiarism, and Handout 4 is a list of the types of sources that are commonly cited (or not cited).
 - Have students read Handout 3 independently. **Ask them to answer the question “What is plagiarism?” using Baruch’s definition and the examples they’ve already reviewed.**
 - Record on the board that plagiarism is generally defined as writing that borrows the ideas of others, either intentionally *or unintentionally*, and presents these ideas or this language as your own.
 - Clarify that **plagiarism is often unintentional, but unintentional plagiarism is subject to the same rules and regulations as intentional plagiarism.** Unintentional plagiarism most commonly happens when a writer:
 - is uncertain about the rules for citation.
 - is pressed for time.
 - doesn’t understand the meaning of a source text well enough to accurately paraphrase it.

3. **Have students read Handout 4 independently.** Elicit a general summary of what to cite and what not to cite, and record on board:
 - What you need to cite: any idea or work that originates outside of you.
 - What you don’t need to cite: any idea or work that is your own, plus any idea that is considered common knowledge.
 - What you may need to cite: collaboration with another individual. Some collaborations (such as working with a lab partner) must be cited, whereas others (such as working with a writing center consultant) may not need to be cited. If you have questions about what type of help is authorized, or whether citation of a conversation is needed, *ask your instructor.*

4. Draw students' attention to the information on "common knowledge." Clarify and record on board that:
 - **Common knowledge is often context-dependent—in terms of culture, discipline, and audience**
 - **Just because *you* personally know something already doesn't mean you can avoid citing it—common knowledge** requires that it be reasonably expected that all members of their audience would also know it
 - **Direct language should *always* be cited, even if the information conveyed is commonly known.**
 - In general, if students are concerned about whether something is common knowledge, the best practice is to find a source that supports the information and cite that source.

5. **Ask: "Why do you think these guidelines exist? Why do you think citation is valued? Why do your professors want you to consult and cite sources?"**

Elicit/provide and record on board:

- As a college student, you are not necessarily expected to contribute completely unique or original arguments, but you are expected to develop your independent thinking. Your professors assign writing to help you to figure out what you think. **You learn by analyzing and developing your own response to the ideas you have read**, rather than simply repeating the ideas of others.
 - Likewise, **it's important to develop your own voice in relation to the ideas of others.**
 - Note that, for example, the writer of Passage #4 from the handout may have had their own unique interpretation of *Hamlet*; however, because they failed to show which part of their writing was paraphrase versus original argument, it would be difficult for their professor to understand where Kernan's argument ended and the student's began.
 - In addition, **you owe it to the original writers** of your sources to credit their work. To write a successful paper, **you must make it clear where you move from paraphrase to response and analysis.**
 - Finally, **citation gives readers a roadmap** through the works you consulted, so they can see what led to your conclusions, and how your writing fits into larger ongoing conversations in your field. This way, anyone who wants to enter the conversation and build on the ideas you've developed can now do so.
6. **Review the ways that professors detect plagiarism.**
 - Note that instructors are experts in their field, and will likely notice if a student is drawing on outside research, or **if a student's voice and style changes** over the course of a paper due to uncited paraphrase or patchwriting.
 - Some instructors use **plagiarism detection software** (TurnItIn), which identifies sentences or strings of words that appear online, in journal articles, or in other papers submitted via TurnItIn to Baruch courses, or to courses at other U.S. colleges and universities.
 - Emphasize that **this software ignores commonly used phrases or strings of words**, as well as language that appears between quotation marks.

7. **Ask, “What are some strategies for writing and researching you can use to ensure that you don’t unintentionally plagiarize?”** Elicit the following and record on board, filling in when needed:
 - **As you research**, take meticulous notes. Consider color-coding or formatting to distinguish between:
 - quotes from sources, paraphrases of ideas from sources, summaries of sources, and your own original ideas
 - information from a source and your response to the source (your response might include your opinions, questions, or notes about how you will use the source in your writing)
 - Record citation information for each source you consult along the way. **Faculty at the Newman Library recommend using reference management software, such as Zotero or RefWorks, to log your sources and format them as you research.**
 - This way, when you sit down to write your Works Cited list, you’ll have all of the information you need readily available.
 - When paraphrasing, flip over your source material so you are not tempted to mimic the wording or structure of the original source.
 - Emphasize that while it is acceptable to use citation generator sites like EasyBib and Citation Machine, it is still important to understand the basic format of the citation styles you are working in, so that you can check the citation generator’s work. Citation generators do not always create accurate citations.

Part Three: Style Guides

1. Inform students that next, we will discuss **the basic in-text and reference sheet formats** for each citation style.
 - Let them know that **they should always check with their instructor to see which style to use** in any class.
 - Emphasize that students don’t need to memorize the rules (though they might want to if they’re using a particular style repeatedly). Style guides exist for students to consult, so they should keep this packet on hand for future use.
 - For the most comprehensive, up-to-date information on how to cite in each style, they should consult the print manuals for MLA, APA, and Chicago style citation. **Be sure to consult the latest edition, as these are updated every few years.** When the MLA Eighth Edition was published in 2016, for example, it included some major changes to reference list items.
 - Purdue OWL is also a reputable online source where they can find these rules. Assure students that while the Purdue OWL is a vast cache of information, it is relatively easy to use provided that students know what types of sources they have (electronic vs. print periodical, etc.) and which citation style their professor expects them to use.

UNDERSTANDING PLAGIARISM AND CITATION

2. Distribute **Handout 5: “Citing in MLA, APA, and Chicago Styles,”** as a quick primer on how to create an in-text citation and reference list entry in each style. **Say that today, we will use this guide to practice creating formats for citations, so that you can get a sense of the details you should be looking for when researching and collecting sources—such as the title, author, and page number—and what you should pay attention to when citing these sources (such as footnotes, commas, etc.)**
 - Copy the following modified version of the grid on Handout 6 onto the board:

	Guidelines for In-Text Citation	Guidelines for Reference List Entry
MLA		
APA		
Chicago (Notes-Bibliography)		
Chicago (Author-Date)		

- In pairs or small groups, have students read through each in-text citation and extract a template for basic citation, **paying particular attention to punctuation and the entry’s components.** Once students have had sufficient time, elicit responses. Record on board. Next, have students read and extract the basic information needed to create a reference list entry in each style. Elicit responses and record on board.
3. **Explain that citation styles help writers *standardize* the way they cite, so that if you’re reading an article in your own discipline, you always know exactly where to find the information you need.**
 - Explain that different disciplines use different styles, and that the rules of each style are often tied to what information is most important in a given discipline. APA, for example, emphasizes the date of publication, which is vital in research where findings rapidly change; MLA emphasizes the author’s name and page number, which helps literary scholars locate specific passages of text.
 4. **Distribute Handout 6: “Citation Checklist.”** Introduce this as a final list of items they can/should check off, before submitting any paper. Read together.
 5. **Close by emphasizing that if they have questions about plagiarism at any point in their research/writing process, they should *ask*—either their professor, a consultant at the Writing Center, or a reference librarian.** It’s much better to ask questions than to submit a paper without being sure of their own work.
 - Emphasize that the purpose of Baruch’s plagiarism guidelines is *not* to prevent collaborating with consultants, tutors, or librarians, or using sources, or model texts. The key is to be aware of the boundaries of using and sharing information, to be informed about when and how to cite, and to know what resources they can use if they are unsure.
 8. **Solicit questions.** Wrap Up.

PLAGIARISM CASE STUDIES

	Source Says	Writer Says	Plagiarism? Why or Why Not?
1 ¹	<p>The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated—and interesting—is how these parts are connected or related to each other.</p> <p>— Frick, T. (1991). <i>Restructuring education through technology</i>. Bloomington, IN: Phi Delta Kappa Educational Foundation, 17.</p>	<p>A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).</p>	
2 ²	<p>The form of military compensation also limits the ability of military families to adapt to financial crises, potentially forcing them to turn to creditors. Much of military compensation comes in the form of non-fungible in-kind goods and services, rather than a traditional paycheck. Military health care, future tuition assistance, military housing, military food, access to commissaries, and access to military recreational facilities and entertainment are all important components of the compensation package for military personnel. Military recruiters understandably use these side benefits as a way of explaining and justifying relatively low military pay. Nevertheless, the non-fungible nature of non-cash compensation prevents military personnel from converting a significant portion of their resources to overcome income shocks and unexpected expenses.</p> <p>— Graves, S.M., & Peterson, C.L. (2005). Predatory lending and the military: The law and geography of “payday” loans in military towns. <i>Ohio State Law Journal</i> 66, 27.</p>	<p>Besides the problem of low wages, however, military members are also faced with the reality that much of their compensation is not paid in cash. While civilians can allot their cash earnings to pay for, say, car repairs, a military household cannot convert their illiquid medical, housing, food, or tuition assistance benefits into cash to cover unexpected expenses. As a result, many military personnel find that the amount and the type of compensation they receive are not conducive to smoothing temporary spikes in expenditures.</p>	

¹ Text adapted from “How to Recognize Plagiarism.” *Indiana University Bloomington School of Education*, Indiana U, 1 Oct. 2014, www.indiana.edu/~istd/example3word.html.

² Text adapted from “What Constitutes Plagiarism?” *Harvard Guide to Using Sources*, Harvard College Writing Program, 2016, sites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054.

UNDERSTANDING PLAGIARISM AND CITATION

	Source Says	Writer Says	Plagiarism? Why or Why Not?
3 ³	<p>So in <i>Romeo and Juliet</i>, understandably in view of its early date, we cannot find that tragedy has fully emerged from the moral drama and the romantic comedy that dominated in the public theaters of Shakespeare’s earliest time. Here he attempted an amalgam of romantic comedy and the tragic idea, along with the assertion of a moral lesson, which is given the final emphasis—although the force of that lesson is switched from the lovers to their parents.</p> <p>— Leech, Clifford. “The Moral Tragedy of <i>Romeo and Juliet</i>.” <i>Critical Essays on Romeo and Juliet</i>, Edited by Joseph A. Porter, G.K. Hall, 1997, p. 20.</p>	<p>In his essay, “The Moral Tragedy of <i>Romeo and Juliet</i>,” Clifford Leech suggests that rather than being a straight tragedy, <i>Romeo and Juliet</i> is a mixture of romantic comedy and the tragic idea, and that it asserts a moral lesson, which is given the final emphasis. The impact of the moral lesson is switched from the lovers to the parents (20).</p>	
4 ⁴	<p>From time to time this submerged or latent theater in <i>Hamlet</i> becomes almost overt. It is close to the surface in Hamlet’s pretense of madness, the “antic disposition” he puts on to protect himself and prevent his antagonists from plucking out the heart of his mystery. It is even closer to the surface when Hamlet enters his mother’s room and holds up, side by side, the pictures of the two kings, Old Hamlet and Claudius, and proceeds to describe for her the true nature of the choice she has made, presenting truth by means of a show.</p> <p>— Kernan, Alvin <i>The Playwright as Magician</i>. Yale UP, 1979, pp. 102–103.</p>	<p>Almost all of Shakespeare’s <i>Hamlet</i> can be understood as a play about acting and the theater. For example, in Act 1, Hamlet pretends to be insane in order to make sure his enemies do not discover his mission to revenge his father’s murder. The theme is even more obvious when Hamlet compares the pictures of his mother’s two husbands to show her what a bad choice she has made, using their images to reveal the truth.</p>	

³ Text adapted from “What Constitutes Plagiarism?” *Harvard Guide to Using Sources*, Harvard College Writing Program, 2016, sites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054.

⁴ Text adapted from “Examples of Plagiarism.” *Academic Integrity at Princeton*, Princeton U, 2011, www.princeton.edu/pr/pub/integrity/pages/plagiarism/.

CORRECTED CITATION¹

Case Study 1

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

— Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 17.

Writer Says:

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

Corrected Version #1

Rewritten using Quotation and APA citation:

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

Corrected Version #2

Rewritten using Paraphrase and APA citation:

Frick (1991) states that to understand systems, it is illuminating to study not only the separate parts that comprise a system, but also the relationship between these component parts (p.17).

¹ Text adapted from “How to Recognize Plagiarism.” *Indiana University Bloomington School of Education*, Indiana U, 1 Oct. 2014, www.indiana.edu/~istd/example3word.html.

BARUCH'S DEFINITION OF PLAGIARISM¹

The following definition is excerpted from Baruch's policy on Academic Honesty. You can read more about how Baruch handles cases of plagiarism and other forms of academic dishonesty at https://www.baruch.cuny.edu/academic/academic_honesty.html.

Baruch defines plagiarism as the following:

Plagiarism is the act of presenting another person's ideas, research or writing as your own. This includes, but is not limited to:

- Copying another person's actual words without the use of quotation marks and footnotes.
- Presenting another person's ideas or theories in your own words without acknowledging them.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.
- Purchase and submission of papers from "paper mills," internet vendor sites, and other sources.

¹ "Academic Honesty." *Baruch College*, Baruch College, Aug. 2002, www.baruch.cuny.edu/academic/academic_honesty.html.

WHAT TO CITE AND WHAT NOT TO CITE

What You Have to Cite:¹

- **Another person’s ideas or interpretations:** You must provide a citation whenever you discuss someone else’s thoughts, research, or analysis.
- **Verbatim language taken from a source:** You must provide a citation for *all direct quotes*, except in the rare case that the quote is considered common knowledge.
 - For example, if you are citing the following very well-known quotation from JFK’s inaugural address, “Ask not what your country can do for you—ask what you can do for your country,”—you would not need to provide a source other than JFK himself. *If you are uncertain about whether a quote is common knowledge or not, cite it.*
- **Words, ideas, or material that originate somewhere outside of you,** such as content presented in a magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, advertisement, presentation, speech, in-class lecture or any other medium
- **Information gained through interviewing or talking to another person,** including face-to-face conversation, phone calls, or written correspondence
- **Visual materials,** including reprinted diagrams, illustrations, charts, pictures, or other visual materials
- **Electronic media,** including reused or reposted images, audio, video, or other medium
- **Collaboration with classmates or other individuals that has not been pre-approved by your instructor.**
 - In group projects or lab work, it’s especially important to be clear on what work must be done independently, and what work may be done collaboratively. If a collaboration has been recommended, such as a Writing Center consultation, it may not need to be cited.) If ever uncertain about whether a collaboration is permissible, *ask your instructor.*²

What You Don’t Have to Cite:³

- **Common knowledge:** Information that is commonly known does not need to be cited because it is not attributable to one source.
 - For example, if you are writing about the molecular structure for water (H₂O) or the fact that George Washington was the first U.S. president, you do not need to provide a citation.
 - **Note:** Common knowledge often depends on cultural context and the discipline. For example, information that would be considered common knowledge in certain countries may not be common knowledge in others. Similarly, common knowledge in one discipline may not be “generally known” in other disciplines. Thus, it is important to consider your audience when determining whether something is common knowledge. *If you are ever in doubt about whether information is common knowledge or not, cite it.*
 - **Note:** If specific language or structures have been borrowed from a source to convey these facts, the source must be cited.
- **Your own lived experiences,** including your own observations, insights, thoughts, and conclusions about a subject
- **Your own original research,** such as results obtained through lab or field experiments

Text adapted from:

¹ Stolley, Karl, et al. “Is it Plagiarism Yet?” *The Purdue OWL*, Purdue U Writing Lab, 13 Feb. 2013, owl.english.purdue.edu/owl/resource/589/2/.

² “The Question of Collaboration.” *Academic Integrity at Princeton*, Princeton U, 2011, www.princeton.edu/pr/pub/integrity/pages/collaboration/.

³ The Exception: Common Knowledge.” *Harvard Guide to Using Sources*, Harvard College Writing Program, 2016, sites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342055.

UNDERSTANDING PLAGIARISM AND CITATION

CITING IN MLA, APA, AND CHICAGO STYLES¹

Use the “Guidelines” column below to note the important features of each style—needed information, the order of information, and any relevant punctuation or formatting.

In-Text Citations		
Style	Guidelines for In-Text Citations	Example
MLA		This phenomenon is best referred to as a “cumulative collaboration of evidence” (Pepper 49).
APA		This phenomenon is best referred to as a “cumulative collaboration of evidence” (Pepper, 1961, p.49).
Chicago (Notes- Bibliography)		This phenomenon is best referred to as a “cumulative collaboration of evidence.” ¹ 1. Stephen C. Pepper, <i>World Hypotheses</i> (Los Angeles: University of California Press, 1961), 49.
Chicago (Author-Date)		This phenomenon is best referred to as a “cumulative collaboration of evidence” (Pepper 1961, 49).

¹ Text adapted from

“Citation Style Chart.” *The Purdue OWL*, Purdue U Writing Lab, owl.english.purdue.edu/media/pdf/20110928111055_949.pdf.

UNDERSTANDING PLAGIARISM AND CITATION

Reference List Entries		
Style	Guidelines for Reference List Entries	Example (entry for a page from a website)
MLA		Condon, Frankie. "C'est Impossible/Impossible N'est Pas Français." <i>The Writing Center Journal</i> , vol. 36, no. 1, 2017, pp. 217–234. JSTOR, www.jstor.org/stable/44252643 . Accessed 16 August 2019.
APA		Condon, F. (2017). C'est impossible/Impossible n'est pas français. <i>The Writing Center Journal</i> , 36(1), 217-234. Retrieved from http://www.jstor.org/stable/44252643 .
Chicago (Author-Date)		Condon, Frankie. "C'est Impossible/Impossible N'est Pas Français." <i>The Writing Center Journal</i> 36, no. 1 (2017): 217-34. http://www.jstor.org/stable/44252643 .
Chicago (NB)		Condon, Frankie. 2017. "C'est Impossible/Impossible N'est Pas Français." <i>The Writing Center Journal</i> 36, no. 1: 217-34. http://www.jstor.org/stable/44252643 .

CITATION CHECKLIST

Before submitting a paper that incorporates sources, ask yourself:

Have I...



Used in-text citations or footnotes to show which parts of this paper are my own and which are ideas or language taken from another writer?

Paraphrased entirely in my own words, using my own structure for ideas?

Used quotation marks around any words taken directly from a source?

Cited in the appropriate style (MLA, APA, or Chicago style) according to my professor's instructions and the conventions of my discipline?

Included a Bibliography or Works Cited page?

Followed my professor's guidelines for what work must be done independently, and what work can be done collaboratively, if this is for a group project?

Submitted original work (not work written for me, even if I have the permission of the person who wrote it, and not work I have already turned in for another course)?

Credited any outside assistance I received, including the ideas of fellow classmates or a private tutor (or any other conversation my professor requires me to cite)?