REFERENCING

➢ **What is it?**

Providing the source of content you have used from other texts.

➢ **When should I reference?**

• When you want to use combinations of words without changing them (quotes).

★ *You do not need to quote phrases which would be found in the dictionary, e.g.: blood pressure.*

• When you want to use <u>particular</u> information from a <u>particular</u> source (paraphrase, summary).

★ *You do not need to reference common knowledge that everyone would agree on, e.g.: names of countries, dates of world events.*

Which of the following pieces of information would you need to reference?

The 2010 FIFA Soccer World Cup took place in South Africa.	YES	NO
New South African coach, Pitso Mosimane, said that his team's game against Ghana on August 11 would be a "baptism of fire" for him.	YES	NO
South African players Bongani Khumalo and Katlego Mphela tied for having the most goals scored per match for their team, with each scoring one goal in the three games they played.	YES	NO

➢ **How do I reference?**

Referencing has two parts:

<u>A: In-text referencing</u>

Put brief source details in any sentence containing information which needs to be referenced.

You may want to put some source details *within the sentence* if:
- You think the author is important
- You want to make it clear that what you are saying is someone else's opinion
- You are comparing the work or opinions of several different people

> **If the author's name is part of the sentence, an MLA in-text reference looks like this:**
> **Author info info info (Page).**
> E.g.: According to Sothern and Gordon, "Environmental factors may contribute as much as 80% to the causes of obesity" (104).

Often, it may not be important who the author of a particular piece of evidence is, and in that case you can just put the whole reference at the end.

> **If the author's name is not part of the sentence, an MLA in-text reference looks like this:**
> **Info info info info info (Author Page).**
> E.g.: Obese adults often engage in limited physical activity (Sothern & Gordon 104).

<u>B: Works Cited</u>

Give full details of all sources used. See Hacker for a full list of formats for different source types.

Your paragraphs will be more interesting if you use your evidence in different ways (quoting, paraphrasing, summarizing). We will learn about summarizing later.

QUOTING

➢ **What is it?**

Using a series of words copied from a source

➢ **What should I use quotes for?**

▪ Definitions
▪ Unique expressions
▪ Setting apart someone else's judgements, opinions, or summaries

➢ **What do I need to avoid doing?**

• Quoting too often – most of your essay should be written in your own words
• Quoting too much – use short quotes rather than long quotes whenever possible
• Quoting in a misleading way (i.e. distorting the author's original intention)

The following is the text of a review for James Cameron's movie Avatar. *If you were quoting in a misleading way, which part would you quote if you wanted to make the movie sound good?* [Underline it] *Sound bad?* [Circle it]

> *Avatar* both excites and disappoints at the box office. While most reviews are glowing, some are disappointed with James Cameron's new creation. What are they disappointed with? For the most part, most complaints stem from the story line, which is said to sound like Dances with Wolves. It's also said that as "Titanic" had themes of "Romeo and Juliet", "Avatar" has themes of "Pocahontas."
> Still yet, there's one thing everyone agrees on: the special effects are awesome. The Na'vi - the 10 foot tall blue creatures that Sully encounters - are unlike anything ever seen before. The colors, the special effects, everything in this film (which cost hundreds of millions of dollars to produce) are what makes the show so awesome. Want to see something really great? Go see Avatar in 3D. It is said that the 3D version of the film is phenomenal.

➢ **How do I quote?**

Short quotes (less than 40 words or 4 lines)

1. Include the quote in a sentence
2. Put speechmarks around the quoted section
3. Reference the quote

E.g.: In the 1960s, researchers hoped that obese patients could lose weight by exercising and the "modification of maladaptive eating" (Yanovski & Yanovski 592).

Long quotes (more than 40 words or 4 lines)

1. Introduce the quote with a phrase ending in a colon, then punctuate the quote as a new sentence.
2. Indent the whole quote instead of putting it in speechmarks. Leave a blank line before and after the indented section.
3. Reference the quote.

E.g.:

Yanovski and Yanovski have traced the history of treatments for obesity:

> For many years, obesity was approached as it if were either a moral failing or evidence of underlying psychopathology. With the advent of behavioural treatments for obesity in the 1960s, hope arose that modification of maladaptive eating and exercise habits would lead to sustained weight loss (592).

Quoting a quote

Sometimes you may want to quote something which you found in a book/on a website, which was already being quoted in your source. At postgraduate level, you would be expected to follow up the original, but for now there is a short cut that you can use.

1. Put the name of the person the quote belongs to into the sentence.

2. Reference the source where you found the quote at the end of the sentence, with 'qtd. in' (short for 'quoted in' in front of it)

3. Put the details of the source into your Works Cited list.

E.g.:

Dr Michael Karsten, a Dutch physician who said he had prescribed anabolic steroids to hundreds of world-class athletes, states, "if you are especially gifted you may win once, but from my experience you can't continue to win without drugs. The field is just too filled with drug users" (qtd. in Bamberger and Yaeger 62).

Try to correctly quote the underlined sections of the following extracts of text:

1. Research suggests that obese adults demonstrate decreased levels of physical activity and increased psychosocial problems.
   Author: Sothern & Gordon Date: 2003 Page: 104.

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2. Trends that may have contributed to the childhood obesity crisis include food advertising for children, a reduction in physical education classes, an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets, and the increasing number of highly processed high-calorie and high-fat grocery products.
   Author: Henry J. Kaiser Date: 2004 Page: 1

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PARAPHRASING

➢ **What is paraphrasing?**

Rewriting information from a source in your own words.

➢ **What should I use paraphrasing for?**

Whenever you want to use a particular point from a text without quoting.

Paraphrasing is the technique you should use most of the time.

➢ **What do I need to avoid doing?**

▪ Paraphrasing without referencing

▪ Including too much of the original

➢ **How do I do paraphrase?**

1. Read the source.
2. Without looking at the source, try to write down the point from the source that you want to use.
3. Check – have you used phrases without changing them? Have you said everything you wanted to say?
4. Reference it in the same way as you referenced your quotes. You may use the author's name within a paraphrase in the same way as a quote. If you paraphrase several sentences from the same source in the same paragraph, leave the reference until the end of the paraphrased section.

Paraphrasing Example

Source text

Critical care nurses function in a hierarchy of roles. In this open heart surgery unit, the nurse manager hires and fires the nursing personnel. The nurse manager does not directly care for patients but follows the progress of unusual or long-term patients. On each shift a nurse assumes the role of resource nurse. This person oversees the hour-by-hour functioning of the unit as a whole, such as considering expected admissions and discharges of patients, ascertaining that beds are available for patients in the operating room, and covering sick calls. Resource nurses also take a patient assignment. They are the most experienced of all the staff nurses. The nurse clinician has a separate job description and provides for quality of care by orienting new staff, developing unit policies, and providing direct support where needed, such as assisting in emergency situations. The clinical nurse specialist in this unit is mostly involved with formal teaching in orienting new staff. The nurse manager, nurse clinician, and clinical nurse specialist are the designated experts. They do not take patient assignments. The resource nurse is seen as both a caregiver and a resource to other caregivers. . . . Staff nurses have a hierarchy of seniority. . . . Staff nurses are assigned to patients to provide all their nursing care (Chase, 1995, 156).

An unacceptable paraphrase –includes too much of the original

Chase (1995) describes how nurses in a *critical care* unit *function in a hierarchy* that places designated experts at the top and the least senior staff nurses at the bottom. The experts — t*he nurse manager, nurse clinician, and clinical nurse specialist* — are not involved directly in patient care. The staff nurses, in contrast, are assigned to patients and provide all their nursing care. Within the staff nurses is a *hierarchy of seniority* in which the most senior can become *resource nurses*: they are assigned a patient but also

serve as *a resource to other caregivers*. The experts have administrative and teaching tasks such as selecting and *orienting new staff, developing unit policies*, and giving hands-on *support where needed*.

An acceptable paraphrase

In her study of the roles of nurses in a critical care unit, Chase (1995) also found a hierarchy that distinguished the roles of experts and others. Just as the educational experts described above do not directly teach students, the experts in this unit do not directly attend to patients. That is the role of the staff nurses, who, like teachers, have their own "*hierarchy of seniority*" (156). The roles of the experts include employing unit nurses and overseeing the care of special patients (*nurse manager*), teaching and otherwise integrating new personnel into the unit (*clinical nurse specialist* and *nurse clinician*), and policy-making (*nurse clinician*). In an intermediate position in the hierarchy is the resource nurse, a staff nurse with more experience than the others, who assumes direct care of patients as the other staff nurses do, but also takes on tasks to ensure the smooth operation of the entire facility.

These examples come from: The University of Wisconsin-Madison. (2009). Quoting and Paraphrasing Sources. *The Writing Center*. Retrieved 3 May, 2010, from http://writing.wisc.edu/Handbook /QPA_paraphrase.html.

Choose one of the following passages and paraphrase it. Don't forget to reference!

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity."

Lellerman, J. (1990). Captain Cousteau, *Audubon*, May. Page 17.

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2. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.

Cain, A. (1990). Bike Helmets: Unused Lifesavers. *Consumer Reports*, May. Page 348.

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4. Email's intoxicating qualities are now well known: It's convenient, efficient, simple, and informal, a way to stay connected to more people, a democratizing force in the workplace and less intrusive than the telephone. But as email proliferates, its more pernicious effects are increasingly evident. Much as it facilitates the conduct of business, email is threatening to overrun people's lives.

Schwartz, T. (2004). *Going Postal*. New York: Routledge. Page 9.

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Examples are taken from: Roth, Robert. (2009). Paraphrase Exercise. *English 122 Online.* Retrieved 3 May, 2010, from www.middlesexcc.edu/faculty/Robert_Roth/ParaphraseEx.htm.

Good writing uses sources in a variety of ways.

Which parts of the following paragraph are quoted? Paraphrased?

In his famous and influential work *On the Interpretation of Dreams*, Sigmund Freud (1913) argues that dreams are the "royal road to the unconscious" (10), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream work" (32). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of puzzle in the dream itself (33-45).