NATS 1700 Information Literacy Skills #2

Academic Integrity & Citing Sources

https://researchguides.library.yorku.ca/nats1700

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Objectives

• Why is citing your sources important
• Strategies for avoiding plagiarism
• Create citations and bibliographies using Chicago Style
• Features of an annotated bibliography
Discussion: Why is citing sources important and how to prevent plagiarism

• Watch the video: faculty and student views on using and citing sources appropriately

• Consider the following questions:
  − Why is citing your sources important?
  − How can we prevent plagiarism?
Citing your sources in a paper is important

• demonstrates to your instructor that you know how to find and use materials that support your research
• situates your work in the context of existing ideas and studies
• lends credence and authority to your arguments
• allows your reader to find and read the specific material you have used
• acknowledges and gives credit for ideas and phrasing to the original author
• shows evidence of academic honesty and respects York University’s Policy on Academic Honesty and protects you from charges of plagiarism
Strategies for avoiding plagiarism

• keeping careful track of the sources you read (using tools, for example, Zotero)
• when taking notes while reading, identifying clearly the sources of ideas you want to use in your writing
• when writing,
  − Use in-text citation, notes, and bibliographies
  − Report speech responsibly
  − Common knowledge
  − Paraphrasing
  − Summarizing
  − Direct quotation
Quiz

For which of the following must a reference or citation be provided when creating the bibliography for your essay: [select all that apply]

a) General knowledge and facts, including basic historical information (for example, Canada was founded in 1867).
b) Graphs, photographs and images from research papers.
c) Your own opinions expressed in response to a paper authored by someone else.
d) Information from a freely available research article.
e) Information found in a report or website on the internet.

Answer:
b), d), and e)
Citation Style

Sources are cited in slightly different ways according to various disciplinary traditions. Generally, your instructor will recommend a citation style for you to use.

**NATS 1700A: Computers, Information, and Society**

2018-19
Dr. Dov Lungu

**Term Paper**

All citations and references as well as the bibliography must follow the specifications of the [Chicago Manuscript Format Style](https://www.chicagomanualofstyle.org/). For the basic rules of Chicago Style, please click [here](https://www.chicagomanualofstyle.org/).
Each paper should be 2000 words-long (endnotes, bibliography and appendices, if any, are not included in this count), double-spaced, and typed using 12 pt. size Times New Roman fonts. Except for the title page, all other pages should be numbered. All notes and references should appear as endnotes (as opposed to footnotes). In addition to the endnotes, you should have an Annotated Bibliography section. This section summarizes in a few lines each of the sources you have cited or referenced in your paper, and explains why they were important for your research. If you use a source that exists only on the Web, you must also explain why that particular source should be considered to be reliable.
Authors are required to identify source material for direct quotations, paraphrases, and “any facts or opinions not generally known or easily checked” (14.1).

**Notes-Bibliography Style:**

- Requires **footnotes** and/or **endnotes** to cite sources and/or provide relevant commentary **within** the text.

- Includes each source cited within the text as an entry in the **bibliography** at the **end** of the paper.
Notes


5. CIA World Factbook (Washington, DC: Central Intelligence Agency, 2009), 64.


Annotated Bibliography


Awbrey argues that general education reform efforts, to be effective, must first identify cultural perspectives and foster changes in institutional culture before seeking structural changes such as reorganization of curriculum. To assist in such a task, the article introduces a framework of organizational culture that operates at three levels: structural artifacts (e.g., distribution requirements or writing across the curriculum programs); models and their underlying values and beliefs about “what it means to be an education person (e.g., ‘great books,’ ‘scholarly discipline,’ or ‘effective citizen’ approaches); paradigmatic assumptions about “what can be known and how we develop knowledge” (e.g., positivism, pragmatism, or constructivism). In addition, the article introduces an analogous framework of organizational learning that operates at three levels: “single-loop learning” that is knowledge additive but does not alter underlying values or beliefs; “double loop learning” that is reflective and reshapes models and beliefs; and “triple-loop learning” that is transformational insofar as it alters how members view themselves and their organization. Missing from the article, however, are any empirical case studies that illustrate the efficacy of the proposed models or document exactly how “unsuccessful” reform efforts have failed to follow the integrative approach suggested.


This article provides an analysis of the current context of general education requirements among liberal arts and doctoral-granting institutions, with focus on the two dominant approaches to general education: use of core curriculum and use of distribution requirements. After a useful overview of the historical evolution and role of general education, the study analyzes approaches used by the top twenty-five institutions in each category (liberal arts, doctoral-granting), as ranked by U.S. News and World Report in 2004. The findings indicate that the majority of institutions in both categories use the distribution requirement approach, although liberal arts institutions vary more widely in their approaches and tend to emphasize “holistic development of the student” more than research-oriented universities. The article notes that general education is in flux, with more research needed to ascertain the extent to which other institutions follow the approaches of the “top-tier,” which approaches work best and to what extent “effectiveness” is reflective of institutional missions and culture, rather than a general model. In predictable fashion, the authors state that general education “is likely to face subsequent waves of reform as higher education” evolves and the world changes.
When determining the appropriate formatting for a citation on the notes and bibliography page:

1. Identify the source type (book; journal article; online article)

2. Find the appropriate citation examples on the Chicago Manual of Style Citation Guide:
   https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
Example: cite a journal article: notes and bibliography

*Note*

*Shortened note*

*Bibliography entry*

• Invert authors’ names—last name followed by first name—and alphabetize reference list entries by the last name of the first author of each work.

  Ex. Agamben, Giorgio

• Use headline-style capitalization for titles.

  Ex. A Tale of Two Cities

• Italicize titles of longer works such as books and journals.

• Put quotation marks around the titles of shorter works such as journal articles or essays in edited collections.

  Ex. A Tale of Two Cities vs. “An Essay on Dickens’ A Tale of Two Cities”
• For **multiple authors**, use the conjunction “**and,**” not the ampersand (&) symbol.

• For **two to three** authors or editors
  - write out all names in the order they appear on the title page of the source in both your notes and bibliography.

• For **four to ten** authors:
  - write out all names in the bibliography but use just the first author’s name and “**et al.**” in the notes.
In-Text Citations:

• Each time a source is used in the text, it must be cited by note: footnote or endnote.
  
  • **Footnotes** appear at the foot (bottom) of the page and are preferred.
  
  • **Endnotes** appear at the end of the paper before the bibliography. (Endnotes are useful when footnotes have become exorbitant.)
Formatting notes:
• Place note numbers **at the end** of the clause or sentence to which they refer. (After any and all punctuation except the dash.)
• Begin note numbers with “1” and follow consecutively throughout the paper.
• **Superscript** note numbers in the text.

In *Democracy and Other Neoliberal Fantasies*, Jodi Dean argues that “imagining a rhizome might be nice, but rhizomes don’t describe the underlying structure of real networks,”¹ rejecting the idea that there is such a thing as a nonhierarchical interconnectedness that structures our contemporary world and means of communication.
The first line of a footnote is indented .5” from the left margin. Subsequent lines, within a note, should be formatted flush left.

Leave an extra line space between notes.
• When a note contains both source documentation and commentary, the latter should follow the former.

• Citation and commentary are usually separated by a period, but such comments as “emphasis added” are usually enclosed in parentheses.

EX:
Quiz

Which of the following statements about citation styles and their use are true? [select all that apply]

a) Citation styles are ways of citing sources based on disciplinary traditions.
b) Different citation styles may be used within an essay as long as each is appropriate to the topic.
c) Citation styles dictate the elements (for example, author, title, year of publication) to be included in a reference, but not the order in which these should appear.
d) When choosing a citation style, select one that is approved by your instructor, and use it consistently.

Answer:
a) And d)
Quiz: create a note and bibliography entry for the following source

Technology in Society
Volume 29, Issue 3, August 2007, Pages 271-282

Robots and humans in space flight: Technology, evolution, and interplanetary travel
Roger D. Launius, Howard E. McCurdy

https://doi.org/10.1016/j.techsoc.2007.04.007
Robots and humans in space flight: Technology, evolution, and interplanetary travel


Bibliography
Annotated Bibliography

• Complete bibliographic information (in Chicago Style)
• Descriptive summary
  – Scope and main purpose of the work
  – Theoretical basis and currency of the author's argument
• Critical evaluation
  – Value and significance of the work as a contribution to the subject under consideration
  – Any biases or limitation that you detect

https://www.library.mun.ca/researchtoolsguides/writing/annotated_bibl/
Assessing the relevance and value of sources:

• Are you interested in the way the source frames its research question or in the way it goes about answering it (its method)? Does it make new connections or open up new ways of seeing a problem?

• Are you interested in the way the source uses a theoretical framework or a key concept?

• Does the source gather and analyze a particular body of evidence that you want to use?

• How do the source’s conclusions bear on your own investigation?

http://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/
Quiz

Annotated bibliographies generally consist of 2 parts:

a) A list of citations in a particular style, where each citation is accompanied by the author’s abstract.
b) A collection of article abstracts, accompanied by an evaluation of the relevance of each to your topic.
c) A list of citations, each accompanied by a paragraph (or more) that may include a summary of the work, an evaluation of the content, and a description of how it could be used in one’s paper.
d) A list of citations, each accompanied by a representative excerpt taken from the paper with page numbers included.

Answer:
c)
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https://researchguides.library.yorku.ca/nats1700