Using & Acknowledging Sources

Sources of Knowledge at University

- Prescribed Text(s)
  - Lectures
  - Journal articles
  - Printed copies in library
  - Library Catalogue
  - Electronic Resources
  - Database: Scopus
  - Database: OECD
  - Database: NZ Statistics
  - Chapters of books
  - Academic books
  - Other sources

Using & Acknowledging Sources

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Look through the library databases carefully:

Example 1: Scopus

Scopus is an abstract and citation database of research literature and quality web sources. Scopus indexes 15,800 peer-reviewed journals from more than 4,000 publishers; over 1200 Open Access journals; 520 conference proceedings; 650 trade publications; 290 book series; and millions of scientific web sites.

Look through the library databases carefully:

Example 2: Global Market Information Database

Provides information on: consumers, countries, industries, and companies. Wide ranging use of source materials allows for highly detailed reports and statistics on some countries and markets. Contains: market profiles, market research on consumer products, forecasts on markets, brand, product, and company information. Includes historical time series and forecasts...

How do I include information from sources in my assignments?

You can use other writers' ideas and data by:

- Quoting: Using ideas from other writers written in their words (very limited use – 5% of assignment)
- Summarising: Using ideas from other writers written in your own words

When you use another writer's ideas/information you must always acknowledge the writer as the source, including when you've written the idea in your own words.

Why do I need to reference?

- To distinguish between your ideas and someone else's ideas
  - One of most frequent comments by markers: 'Source?'
  - 'I read it somewhere' is not an acceptable explanation
  - Common knowledge? Very little of what goes into your essay will be common knowledge.
- To show the marker the range and quality of your reading
  - Research skills
- To direct readers to the sources used
  - Publication details
- To avoid allegations of plagiarism
  - Using other peoples' ideas and words without acknowledging them

* Use these for links to academic sources
Avoiding plagiarism

What is plagiarism?
• Using other people’s ideas and words without acknowledging them
  - “I read it somewhere” is not an acceptable explanation in an academic assignment
• Cutting and pasting from sources so that your text is a patchwork of other writers’ words with a few words substituted words of your own

Make sure you know how to summarise information from your sources – see Part 2 of this presentation

Part 1: APA Referencing
We will be using an adaptation of essay from Burton (2002) during this part of the workshop. There are several copies of this useful text in the library.

How do I reference?

APA Method
• American Psychological Association
• In-text references: in the body of the essay
  - few details of source
  - author surname; date of publication; page numbers
• End-of text references: in Reference List
  - full details of source

For every source you refer to in your assignment, there must be an entry in the References section of your assignment with full publication details

In-text references
Quotations: Author’s words (no more than 5% of assignment)
According to Rathus (1999), the three main sleeping problems associated with insomnia are “difficulty falling asleep (sleep onset insomnia), difficulty remaining asleep through the night, and early morning awakening” (p. 217).

Quotes: Always include page numbers

Summaries: Author’s ideas, your words
Insomnia is more prevalent in adults, especially women and older persons (Mimeault & Morin, 1999).

Summaries: Page numbers optional with APA – ask lecturer

Reference List

Overall Guidelines
• Entries are arranged alphabetically
• Direct readers as closely as possible to the information being cited
• Different information is required to find periodicals and non-periodicals
  - Periodicals: published daily/weekly/monthly
    Eg. journals; magazines; newspapers
  - Non-periodicals: not published periodically
    Eg. books; reports; brochures
• Periodicals and non-periodicals are formatted differently

End-of text references: Books
In-text reference:
According to Rathus (1999), the three main sleeping problems associated with insomnia are “difficulty falling asleep” (sleep onset insomnia), difficulty remaining asleep through the night, and early morning awakening” (p. 217).

End-of-text reference:

<table>
<thead>
<tr>
<th>Writer’s Surname &amp; Initials</th>
<th>Date of publication</th>
<th>Book title</th>
<th>Place of publication City &amp; Country Or State (USA)</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
According to Rathus (1999), the three main sleeping problems associated with insomnia are "difficulty in falling asleep (sleep onset insomnia), difficulty remaining asleep through the night, and early morning awakening" (p. 217). Insomnia is more prevalent in adults, especially women and older persons (Mimeault & Morin, 1999). Research indicates that up to 10% of adults experience chronic insomnia (Mellinger, Balter, & Uhlenhuth, 1985, as cited in Mimeault & Morin), resulting in poor daytime functioning at home and in the workplace. Insomnia can also impact negatively on social and personal relationships. It is therefore important to find treatments that are effective in the long term and have minimal side-effects...

End of text references:

**Journal articles**

**In-text reference:**
Insomnia is more prevalent in adults, especially women and older persons (Mimeault & Morin, 1999).

**End-of-text reference:**

**Referencing an electronic copy of a journal article retrieved from a database**

Provide the name of the database in your end-of-text reference if the lecturer requires it:


**Referencing an electronic copy of a journal article retrieved from a database**

If the article has a DOI (Digital Object Identifier) number, add this number


**Referencing an electronic copy of a journal article retrieved from a database**

**Abstract from search in Business Source Complete:**

Creating a satisfying internet shopping experience via atmospheric variables. By: McKinney, Letecia N. *International Journal of Consumer Studies*, Jun2004, Vol. 28 Issue 3, p268-283, 16p: Abstract: The purpose of this research was to identify the atmospheric variables that contributed to satisfaction for internet consumers with different orientations toward shopping. Atmospheric categories that were proposed for studying internet environments included external and internal variables, layout and design, point-of-purchase, and customer services. Some consumers had a convenience orientation toward shopping on the internet, while others were apprehensive, apathetic, and highly involved in internet shopping. A segment of internet consumers also exhibited positive orientations toward store shopping. Results showed that some atmospheric variables influenced satisfaction for all consumers, regardless of their shopping orientation; however, some variables were contributors of satisfaction for specific shopping segments. [ABSTRACT FROM AUTHOR]; DOI: 10.1111/j.1470-4312.2004.00368.x; ([AN 13017705])
Creating a satisfying shopping experience via atmospheric variables

Task: Format a reference list entry for this source:


New Zealand Retailers Association – Retail Research & Statistics

**Retail Research & Statistics**

**Retail Market in NZ**

To see a copy of the 2006 update of our statistical review of the New Zealand Retail Market, written by John Albertson (statistical information provided by Statistics New Zealand)

![The Retail Market in NZ 2006.doc](http://www.retail.org.nz/downloads/The%20Retail%20Market%20in%20NZ%202006.doc)

ACRS Insights Edition 64

For information from the Australian Centre for Retail Studies, including information on the retail industry worldwide:


Latest retail statistics from Statistics NZ

Also, take a look at what we’ve been talking to Parliament about…


In-text references to non-academic sources

Additional information is needed:
- What kind of document is it?
- Which organisation does the writer belong to?
- What is his or her position in the organisation?

Example:
In his statistical review of the New Zealand retail industry in 2005, John Albertson, CEO of the New Zealand Retailers Association (NZRA), pointed out that fluctuation in petrol prices in recent years had had what he called a “distortionary impact” on total retail results (Albertson, 2006, p. 6).

End-of-text reference for an internet source

- Authors of document (where possible)
- Publication date
- Title or description of the document
- Internet Address: URL (uniform resource locator)

Example:
Referencing documents on government or organisational websites

These documents often have no author listed so the department or organisation is listed as the author (group author)

End-of-text reference:

In-text:
The new system received a great deal of criticism in the popular press (Ministry of Education, 2004).

Referencing Internet Sources

Overall Guidelines
1. Direct readers as closely as possible to the information being cited
   - reference specific documents rather than home pages or menu pages
2. Ensure that the addresses you reference are in working order
   - check the address again just before you hand in the assignment
3. Make sure you know how to format references when there are details missing from documents

Referencing personal communications

Emails; Letters; Conversations (face-to-face & telephonic); Interviews (face-to-face & telephonic)

• Referenced in-text only: no entry in reference list
• Date must be as specific as possible
• Different format required:

Example:
(J.S. Smith, personal communication, September 3, 2006)

Initials & surname  Description  Specific date

Help with APA Referencing

• Get It Right Disc
• APA Publication Manual (5th edition) - copies available in the library on campus
• APA Publication Manual (6th edition) - copies available in the library on campus
• APA Interactive on Massey’s OWLL site
• Student Learning Centre - pick up a brochure - make an appointment to see us or phone

Quoting from Sources

According to Rathus (1999), the three main sleeping problems associated with insomnia are “difficulty falling asleep (sleep onset insomnia), difficulty remaining asleep through the night, and early morning awakening” (p. 217).

• Author’s exact words
• No more than 5% of assignment
• Introduce quotations
  - make sure the quotation fits in with the grammar of your sentence
How to Summarise

• Read the original text carefully
• Mark-up the text - identify the central idea and main supporting points
• Explain the idea out loud: How would you say it?
• Write the idea using your words and your sentence structure
• Check for accuracy with the original source
• Acknowledge the original source

Check: Does this sound like me?

Example:

Identify main and supporting points
Identify what the writer is doing in the text

The message is likely to be altered by distortions
Distortions, also known as noise or barriers, are anything that obstructs or changes the message and thereby misleads a receiver. Distortions can be physical, such as rattles from an old assembly line drowning out conversations held beside it, static on a poor telephone connection, or low quality sound systems distorting announcements at an airport. They can also be psychological, and this kind of distortion usually refers to problems at the encoding and decoding stages. A listener may be half-thinking of some other topic. Someone trying to read a book may be hungry, tired, thinking of tomorrow’s work, yesterday’s love affair or the Christmas vacation. When a public speaker uses a large number of ums or ahs, or displays a poor vocabulary or distracting physical mannerisms, any of these may constitute noise and create distortions in the perceived message.

Main idea

Supporting idea 1

Examples

Supporting idea 2

Examples

The message is likely to be altered by distortions
Distortions, also known as noise or barriers, are anything that obstructs or changes the message and thereby misleads a receiver. Distortions can be physical, such as rattles from an old assembly line drowning out conversations held beside it, static on a poor telephone connection, or low quality sound systems distorting announcements at an airport. They can also be psychological, and this kind of distortion usually refers to problems at the encoding and decoding stages. A listener may be half-thinking of some other topic. Someone trying to read a book may be hungry, tired, thinking of tomorrow’s work, yesterday’s love affair or the Christmas vacation. When a public speaker uses a large number of ums or ahs, or displays a poor vocabulary or distracting physical mannerisms, any of these may constitute noise and create distortions in the perceived message.

Sligo et al. (2000) define distortions as “…anything that obstructs or changes the message and thereby misleads a receiver” (p. 28). They distinguish between physical distortions, such as those created by poor quality public sound systems, and psychological distortions such as hunger or anxiety which may distract the receiver and obstruct the message.

Critical use of Readings

• You are not going to be simply reproducing the theoretical content in your assignments or learning it verbatim for exams
• You will be applying the theory to analyse the real world of organisations and make recommendations
• Your voice must come through clearly in your assignments

Make sure that your voice is heard in your paragraphs

• Your voice must make the points, guiding the assignment - use your sources to back up what you say
• The body of your essay should be an interplay between:
  - summaries of your source material
  - your own interpretations, applications, and analysis of the ideas in the source material
• Don’t let your sources do all the talking for you!
Another problem that can be identified in the learning situation of Learner A is that messages from his teacher are being distorted. Sligo et al. (2000) define distortions as “…anything that obstructs or changes the message and thereby misleads a receiver” (p. 28). They distinguish between physical distortions, such as those created by poor quality public sound systems, and psychological distortions such as hunger or anxiety which may distract the receiver and obstruct the message. In the case of Learner A, the distortions are likely to be psychological in origin. Firstly, as reported by the teacher, the boy is not being given breakfast before school; as a result, he is likely to be experiencing distracting hunger.

Learner A’s problems can be located in distortions to messages received from his teacher (Sligo et al., 2000).
show                                        shows that…
reveal                                       reveals that…
demonstrate                            demonstrates that…
indicate                                    indicates that…
suggest                                    suggests that…

Verbs that cannot be followed by informative statements:

- present                                    presents that
- display                                     displays that
- summarise                               summarises that
- give                                          gives that
- discusses                               discusses that

Compare:

These verbs can also be used with as + subject + verb:

- acknowledge       admit           agree                allege           argue
- consider              decide         demonstrate      deny             determine
- discover              doubt           emphasise        explain          find
- hypothesise        imply            indicate             infer              note
- object                 observe        point out           prove            reveal
- say                     show            state                 suggest         think

As Da Souza argues, the problems need to be corrected.
As researchers have demonstrated, the procedure is harmful.

Verb patterns for referring to sources

Pattern 2: reporting verb + somebody/something + for + noun

applaud         blame          censure         criticise             disparage
fault               praise          ridicule          single out          thank

2. The report criticises the school for its use of outdated safety equipment in the classrooms.

Pattern 3: reporting verb + somebody/something + as + noun/adjective

appraise          assess          characterise         class          classify
define              depict            describe               evaluate     identify
interpret           portray          present                refer           view

2. Smith identifies the mother’s presence as a source of interference.

How do I include information from sources in my assignments?

Important rule # 1:
Don’t cut and paste from your sources

- The marker wants to hear your voice guiding the assignment
- Use your sources to back up what you say about the topic
- Make sure the distinction between your voice and the voice of your sources is clear to the reader
- Always acknowledge your sources

Important rule #2:
Always acknowledge your sources

- Reference List at end of essay showing full publication details of sources
- In-text reference every time you use information from one of your sources
  - name of writer
  - year of publication
  - page numbers where information is located
- Follow guidelines for correct formatting of references
Citing New Zealand Acts and Statutes

Please Note:

• The following guidelines are adapted from the online Guide to Style published by the New Zealand Ministry for Culture and Heritage (details on the next slide).
• The slides provide general guidelines only. Check whether your department has specific guidelines for referencing New Zealand Acts and Statutes.

Citing New Zealand Acts and Statutes

• APA Guidelines designed for US legislative system
• Guidelines on referring to official NZ publications available in the Guide to Style published by the Ministry for Culture and Heritage:
  http://www.mch.govt.nz/history/stylegui.html#Offpubs
  Look under heading: Official publications
• Reference format for Acts and Statutes different from that used for books, periodicals and electronic sources

Citing New Zealand Statutes/Acts

Example:
Old-age Pensions Amendment Act 1908, s.13(5).

• Provide the citation in parentheses (brackets) after the statement that you are citing
• Include the exact form of the short title at the beginning of the published Act in New Zealand Statutes (including exact punctuation used), followed by the date
• Indicate the section to which you are referring

Note:
Bills are cited in the same way but they are made up of clauses rather than sections, so use the abbreviation cl. instead of s.

Citing New Zealand Statutes/Acts: Do you include an entry in the reference list?

• Requirements vary on this issue:
  - include in-text entry only
  - include entry in reference list
  - include entry in reference list in separate section
• Check with your Department/Lecturer/Supervisor
• If you are required to include an entry for an Act in the reference list, make sure you know which format is required. One suggested format is provided in the example below.

Example:

Note: The reference list entry for an Act does not include mention of sections cited in the assignment. This information is included in the in-text reference only.

Citing an Appendix to the Journals of the House of Representatives

• Cite the Appendix (not ‘Appendices’) in the form shown by the example below.
• The full name: Appendix to the House of Representatives is provided only in your first reference to the Appendix. In subsequent citations only the initials (AJHR) are used.
• Note: It is useful to record that nature of the item, e.g. departmental annual report, Royal Commission, etc. Provide this information at the beginning of the reference.

Example:
Citing the *Parliamentary Debates*

Cite the *Parliamentary Debates* in the form shown by the example below

**Example:**

Note: It is often useful for a specific reference to include the date and speaker.

**Example:**
NZPD, 3 May 1920, vol. 189, p. 182 (Coates).

Library websites providing information on referencing Acts/Statutes

- Massey’s OWLL site
- http://library.ucol.ac.nz/~upload/Library%20Documents/apa_referencing.pdf
- http://www.waikato.ac.nz/library/learning/g_apaguide.shtm#other

Massey’s Online Writing and Learning (OWLL) site

- Academic writing: http://owll.massey.ac.nz/academic-writing.php
- Assignment planning calculator: http://owll.massey.ac.nz/academic-writing-assignment-planning-calculator.php
- Computer skills: http://owll.massey.ac.nz/computer-skills.php
- Referencing: http://owll.massey.ac.nz/referencing.php
- Postgraduate assignment types: http://owll.massey.ac.nz/postgraduate-study/postgraduate-assignment-types.php
- Sample assignments: http://owll.massey.ac.nz/sample-assignments.php
- Stream and WebCT: http://owll.massey.ac.nz/stream.php

Abstract as original source

*Place the description Abstract in brackets between the abstract title and the full-stop*

**Example:**

Entry in a dictionary

**Example:**

Note: For major reference works with a large editorial board, you may list the name of the lead editor, followed by et al.
English translation of a book

If the English translation of a non-English work is used as the source, cite the English translation: Give the original title and, in brackets, the English translation.

Example:


In text, cite the original publication date and the date of the translation: (Laplace, 1815/1951).

English translation of an article or chapter in an edited book, volume in a multivolume work; republished work

Example:


• If the English translation of a non-English work is used as the source, cite the English translation: Give the English title without brackets.
• To identify a translator, use Trans., and place the translator’s name after the editor’s name. When the editor is also the translator, identify both roles in parentheses after the editor’s name.
• In text, use the following parenthetical citation: (Freud, 1923/1961) – original publication date followed by the date of translation.


• Tabular versus textual presentation (pp. 147-149)
• Discussing and citing tables in text (pp. 154-155)
• Table numbers (p.155)
• Table titles (pp. 155-156)
• Headings in tables (pp. 156-159)
• Body of a table (pp. 156-160)
• Presenting data in specific types of tables (pp. 160-169)
  • Sample ANOVA table (p. 162)
  • Sample regression table (p. 163)
  • Sample LISREL table (pp.164-165)
  • Sample model comparison table (pp. 166-167)
• Notes to a table (pp. 170-173)
• Tables from another source (p. 174)

The table example featured in the next two slides is taken from the APA referencing manual (American Psychological Association, 2001, p. 152)

Table 1
Recognition Memory for Words and Nonwords as a Function of Age and Viewing Condition

<table>
<thead>
<tr>
<th>Viewing condition</th>
<th>Adults</th>
<th>Children</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dim</td>
<td>91</td>
<td>73</td>
<td>18</td>
</tr>
<tr>
<td>Moderate</td>
<td>88</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td>Bright</td>
<td>61</td>
<td>45</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Nonwords</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dim</td>
<td>78</td>
<td>58</td>
<td>20</td>
</tr>
<tr>
<td>Moderate</td>
<td>65</td>
<td>62</td>
<td>3</td>
</tr>
<tr>
<td>Bright</td>
<td>80</td>
<td>51</td>
<td>29</td>
</tr>
</tbody>
</table>

Note. The values represent mean percentages of correctly recognised words or nonwords.

*aAdults were 18-21 years old. *Children were 12-14 years old.

MAKE SURE YOU CONSULT THE STYLE GUIDE FOR YOUR COLLEGE FOR SPECIFIC INSTRUCTIONS ON FORMATTING YOUR TABLES AND FIGURES


• Tabular versus textual presentation (pp. 147-149)
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• Notes to a table (pp. 170-173)
• Tables from another source (p. 174)
Table 1—Recognition Memory for Words and Nonwords as a Function of Age and Viewing Condition

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<tr>
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<td>88</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td>Bright</td>
<td>61</td>
<td>45</td>
<td>16</td>
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<td>3</td>
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<td>Bright</td>
<td>80</td>
<td>51</td>
<td>29</td>
</tr>
</tbody>
</table>

Note. The values represent mean percentages of correctly recognised words or nonwords.

*Adults were 18–21 years old.

*Children were 12–14 years old.

**Table 1**

**Recognizing statistics in tables**

Do not simply repeat information presented in the table

- Introduce the table: As Table 1 shows...
- Highlight the main findings for the reader
- Present the findings in coherent paragraphs
  - logical grouping of information
  - text that flows

Your description must supplement the information in the table

**Example:**

4.1.3. Foods featured in New Zealand advertising and during each New Zealand programme type

As Table 3 shows, the greatest number of food advertisements were for bread, cereals and grains (21.2% of all advertised foods), followed by beverages (19.7%). Fast food (18.2%) and snacks, sweets and desserts (16.8%), comprised a relatively large proportion of advertising, whilst all other food groups featured considerably less. All food groups featured in advertising.

During drama programmes three categories comprised 85% of all food occurrences: meat, fish and poultry; beverages; snacks, sweets and desserts (28.6% for each of these food groups). A further 14.2% of food occurrences in drama programmes were bread, cereals and grains. There were no occurrences of fruit and vegetables, dairy products, microwave meals, fast food or miscellaneous food portrayed in drama programmes.

(Source of extract: Hawkins, 2003, pp. 56-57)

**Language of comparison**

Presenting figures

According to the APA referencing manual, “any type of illustration other than a table is called a figure” (American Psychological Association, 2001, p. 178). Guidelines are provided:

- Deciding to use figures (p.176)
- Standards for figures, (p. 177)
- Types of figures (pp. 177 - 179)
- Figure examples (pp. 180 -186)
- Overall size and proportion (p. 188)
- Preparation of figures (pp.188 -196)
- Using photographs (pp.197 – 198)
- Identifying and Citing Figures (pp. 198 – 199)
- Figure legends and captions (pp. 199-200)

**Identifying and citing figures**

- The title of a figure is placed below the figure
- Number figures with arabic numerals (Figure 1; Figure 2)
- Number them in the order in which they are presented

**Referring to figures in your text:**

Example:

... as shown in Figure 5, the distances travelled are...
The distances travelled are...(see Figure 5).

The table examples featured in the next two slides are taken from the APA referencing manual (American Psychological Association, 2001, p.182 & p.185)
Figure 1. Initial path-analytic model: Influence of care-giving duration, subjective caregiving stress, and subjective caregiving effectiveness on changes in depression.

Figure 2. Mean amplitude startle response (+SE) for prelesion (n = 4), sham lesion (n= 2), and postlesion (n = 2) groups in acoustic and light-and-acoustic test conditions.

References


