

# Higher Education Access & Development Services (HEADS)

*Success for tomorrow*



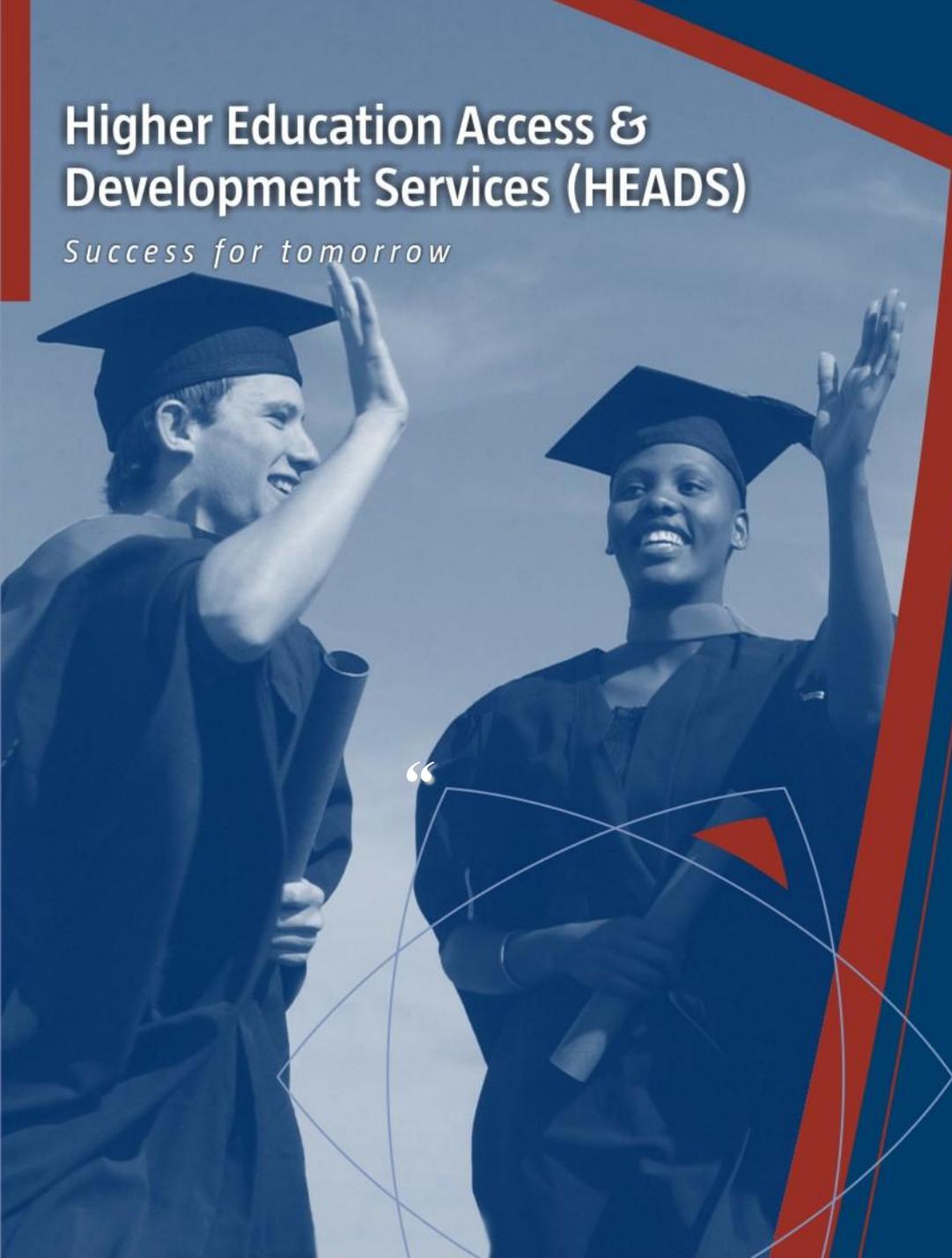
Nelson Mandela  
Metropolitan  
University

*for tomorrow*

# Referencing and Plagiarism

**Designed by CTLM**

**Orientation 2011**



# Outcome of the session

- Know what plagiarism is
- Give student examples on how to avoid plagiarism
- Be able to acknowledge sources.
- Raise awareness on how to quote accurately from a text, reference within a text, and draw up a .
- Know what the lecturer expects
- Infowise

*Please note that the examples were taken from Harvard referencing system*

# What is plagiarism?

- Introduce yourself to the student next to you and quickly say to each other what you think plagiarism is!!



Have you ever been in a situation where you thought you did something really good and others think it was someone else – and they then thank them? Whom of you felt bad? And good?

Link to plagiarism

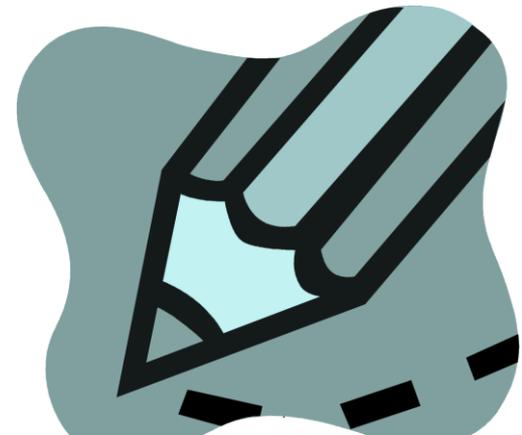


# What is plagiarism?

- Unintentionally using someone else's work without acknowledgement
- Deliberately pretending someone else's work is your own

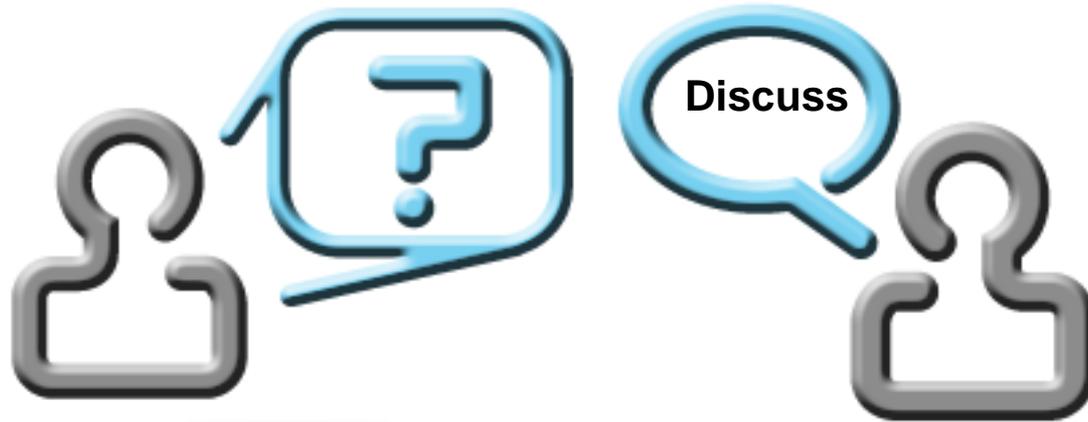
Therefore, if in doubt ... acknowledge your source (unless it is common knowledge).

Be consistent in the way you reference!



# Consequences of plagiarism

- Now that you know what plagiarism is – what do you think the consequence may be if you do plagiarise?



# NMMU rules re plagiarism

- The NMMU prospectus refers to plagiarism as misconduct: “commits an act of plagiarism, including the copying of another student’s assignment, or copyright infringement”
- Disciplinary hearing with plagiarism offence can lead to:

<b>SERIOUS OFFENCE</b>	<b>First Offence</b>	<b>Second Offence</b>
<b>Plagiarism</b>	<b>Suspension for a period of 1 year</b>	<b>Expulsion</b>

# Academic Writing ... you need to know

<b>Where to start</b>	<ul style="list-style-type: none"><li>• Knowing how to start the process of academic writing</li><li>• Analyse the topic/assignment</li><li>• Brainstorm what you already know about the topic</li><li>• Understanding the instruction words</li><li>• Different types of assignments</li><li>• <b>Technical requirements</b></li><li>• Schedule enough time for the assignment</li></ul>
<b>Gather information</b>	<ul style="list-style-type: none"><li>• Why gather information correctly?</li><li>• Decide about the usefulness of material</li><li>• <b>Keep record of bibliographical information</b></li></ul>
<b>Read + organise information</b>	<ul style="list-style-type: none"><li>• Active reading</li><li>• Organising information: mind-maps, tables, filing cards</li></ul>
<b>Organise the structure of an assignment</b>	<ul style="list-style-type: none"><li>• Why structure an assignment?</li><li>• How to organize the structure of an assignment</li><li>• The structure of an assignment as a mind-map</li><li>• How to develop a viable thesis statement</li><li>• The structure of an assignment as a point-form outline</li></ul>
<b>Writing the assignment</b>	<ul style="list-style-type: none"><li>• Write the introduction, body and conclusion</li><li>• <b>Bibliography</b></li></ul>
<b>Check + revise the assignment</b>	<ul style="list-style-type: none"><li>• Use the checklist to edit the assignment</li><li>• <b>Check your resources and referencing</b></li></ul>

# Why reference our source?

You need to give full reference details in order to:

- protect the writer's intellectual property
- enable the reader to find sources
- protect the user of the information
- give credibility to our writing (**evidence** and **support** of our statements)
- **avoid plagiarism**



# How to avoid plagiarism!

- Whether from a book, magazine, website, television broadcast, journal, newspaper, interview or governmental law, **ACKNOWLEDGE YOUR SOURCE** in that same paragraph
- Put **quotation marks** “ \_\_\_\_\_ ” around any key words or sentences that are taken directly from another person's text (and reference this quotation).
- When you **paraphrase** (changing text to your own words) someone's words give credit for his/her ideas by **referencing**.



# Features of paraphrasing

Paraphrasing is:

- an essential academic skill
- keeps the original meaning
- uses other words
- can use different word order



Even if you paraphrase you must reference it!

## Example of paraphrasing

Archer (2000:2) believes that academic writing can only be developed effectively within the context of the discipline.

# REFERENCING: A few basic rules

- Too much quoting weakens the impact.
- Readers and examiners do not appreciate being confronted with a '**patchwork**' of other people's ideas ... it gives no indication of your own abilities as a writer.
- Quotations are most valuable when they are used to **support your arguments**. They are also used to compare the claims of one theorist with others.
- It is **your responsibility** to familiarize yourself with your departments referencing requirements.

# Features of direct quotations

- use quotation marks **around short direct quotations**
- copy words exactly
- use ... to show words have been omitted
- square brackets show words added, example [the]
- round brackets indicate change (emphasis added)
- single quotation marks for quotes in quotes
- all punctuation **after** last full stop or comma
- write out in full: cf, etc, eg, ie, viz, vs
- Quotation must fit into your sentence (check grammar, logic, punctuation)

# In-text referencing (Harvard)

The following information must appear in your text, strictly in the ORDER as listed (for Harvard):

- The author's surname;
- The year of publication;
- Page references, or references to diagrams, graphs, tables and such like.

## Example:

**Surname**      **year**    **page**



MacKinnon (1987: 2) argues that "feminism has not changed the status of women".

# In-text Referencing: Harvard Example

## **Example - paraphrased**

Archer (2000:2) sees writing as a problem-solving activity in which students generate and organise arguments in order to communicate effectively.

## **Example – direct quote**

Graham (1993: 138) suggests that the media exaggerates the dangers of drug use. This stands to reason, she retorts: “Good news is no news”.

# In-text referencing (APA)

The following information must appear in your text, strictly in the ORDER as listed:

- The author's surname;
- The year of publication;
- Page references, or references to diagrams, graphs, tables and such like.

When the reference contains a quote, indicate a page number (in the described manner). When the reference is **paraphrased**, **no page number** is required.

# In-text Referencing: APA Example

Graham (1993, p.138) suggests that the media exaggerates the dangers of drug use. This stands to reason, she retorts: “Good news is no news.”

# In-text Referencing: Footnoting Example

- In the text:

Gillis<sup>1</sup> argues that mandrax is a “dangerously addictive drug” and a tolerance for this drug can be developed fairly quickly.

- In the footnote:

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<sup>1</sup>Gillis *Counseling Young People* (1994) 114.

# Rule for long quotations

**Make sure you know what your department require as the different referencing styles do it differently!**

# Example of a long quotation (Harvard)

Graham (1993:138) suggests that in general the effects of drug use are either unpredictable, or, if well known, still a matter of opinion and debate. Nevertheless, the media, she claims, is full of horror stories concerning drug use:

I recite these facts against a background hum of media panic. The newspapers are full of fighting talk from politicians, stories of personal tragedy, and awful warnings from America. Of course they are. Good news is no news.

She goes on to warn parents with teenagers to keep this in mind when confronted with the fears all parents experience at the thought of their children using drugs.

*Line spacing = 1.5*

*Leave a line between last line and beginning of quote.*

*No quotation marks  
Indent quotation 2-3 cm from the left margin.  
Quotation in single spacing*

*Leave a line between your last line and the beginning of the next paragraph.*

# Example of a long quotation (APA)

Graham (1993) suggests that in general the effects of drug use are either unpredictable, or, if well known, still a matter of opinion and debate. Nevertheless, the media, she claims, is full of horror stories concerning drug use:

*Line spacing = double*

*Do not leave a line between last line and beginning of quote.*

I recite these facts against a background hum of media

~~panic. The newspapers are full of fighting talk from~~

*No quotation marks*

*Indent quotation about 5 spaces from the left margin.*

politicians, stories of personal tragedy, and awful

warnings from America. Of course they are. Good

news is no news (p.138).

*Do not leave a line between your last line and the beginning of the next paragraph.*

~~She goes on to warn parents with teenagers to keep~~

*Indent first line of next paragraph*

this in mind when confronted with the fears all parents

experience at the thought of their children using drugs.

# Example Long Quotation: Footnoting

## LAW

Graham<sup>1</sup> suggests that in general the effects of drug use are either unpredictable, or, if well known, still a matter of opinion and debate. Nevertheless, the media, she claims, is full of horror stories concerning drug use:

“I recite these facts against a background hum of media panic. The newspapers are full of fighting talk from politicians, stories of personal tragedy, and awful warnings from America. Of course they are. Good news is no news.”

She goes on to warn parents with teenagers to keep this in mind when confronted with the fears all parents experience at the thought of their children using drugs.

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<sup>1</sup>Graham “Teenagers: Part 3: Living with Teenagers” 1993-09-22 *Fair Lady* 136 -140.

# Rules 5, 6, 7

**5. Quotations should not be typed in italics.**

**6. Double quotation marks (“...”) should be used for all quotations, and single quotation marks for a quote within a quotation (“... ‘...’ ...”).**

**7. Quotation marks at the end of a quotation should be placed after the last punctuation mark (full stop, comma, etc.)**

**Example:**

“Good news is no news.”

# Textual Referencing - Electronic Sources

- Remember – the URL name (Uniform Resource Locator) is case sensitive. Use capital and lower case letters and typographic symbols (#,!,~,\*) accurately.
- Punctuation must be recorded exactly, and no punctuation should be added.
- Documents with no author may have an institutional body (e.g. Medical Research Group, 2005).

# In-text referencing of online resource

- If no date is available to indicate when the article was written, use no date, or state n.d.

For example:

(Jones, n. d.)

- If page numbers are non-existent use paragraph (¶) numbers, for example:

(2005 ¶ 5) or (Myers, 2005 para. 5).

# Reference list

- Include a **reference page** entitled “**REFERENCE LIST**” on a new page (centred) at the end of the assignment.
- Although it has a page number it takes no section number.
- References must be in **alphabetical order** (not numbered).
- If you cited a reference in the text of your assignment you need to include it in the reference list.
- **Capitalize** only the **first letter** of the first word of the title and the first letter of the first word of the subtitle.
- The **first line** of each entry **at the margin**; the second and subsequent lines of an entry be indented five spaces.
- **Journal** - For journals, magazines and chapters from books, **page numbers** are given.

# Reference list: Harvard examples

Ellis, D. & Mbeki, T. 1997. *Becoming a master student*. New York: Houghton Miller.

**Book**

Fletcher, G. & Greenhill, A. 2003. *Academic Referencing of Internet-based Resources*. [Online]. Available: <http://www.spaceless.com/WWWV/refs.html> [14 February 2006].

**Internet resource**

Mackenzie, R. 1998. Psychologist: to be or not to be? *Journal of philosophical psychologists*, 34(2), 345-347.

**Journal**

# Reference list: APA Example

Gillis, H. (1994). *Counselling young people*. Pretoria: Kagiso.

Book

Mackenzie, R. (1998). Psychologist: to be or not to be? *Journal of philosophical psychologists*, 34(2), 345-347.

Journal

Kandel, E., & Squire, L. (2000, November 10).

Neuroscience: Breaking down scientific barriers to the study of the brain and mind. *Science*, 290, 1113 -1120.

Magazine

Fletcher, G. & Greenhill, A. (2000, March 7).

*Academic Referencing of Internet-based Resources*.

Retrieved February 14, 2002 from

<http://www.spaceless.com/WWWV/refs.html>

Internet

# Reference list: Footnoting examples

Ellis, D. & Mbeki, T. 1997. *Becoming a master student*. New York: Houghton Miller.

**Book**

Fletcher, G. & Greenhill, A. 2003. *Academic Referencing of Internet-based Resources*. [Online]. Available: <http://www.spaceless.com/WWWV/refs.html> [14 February 2006].

**Internet  
resource**

Mackenzie, R. 1998. Psychologist: to be or not to be? *Journal of philosophical psychologists*, 34(2), 345-347.

**Journal**

# Support available to you

- Library – Info wise
- Writing Centre on your campus
- Writing Centre website
- Handouts from your lecturer
- Your lecturer – ask them! Know what they expect!
- Keys to Success website

# Where to find Writing Centres

South Campus – Linda Mostert, Room 06LG11, Tel: 041 5042686,

Email: [Linda.Mostert@nmmu.ac.za](mailto:Linda.Mostert@nmmu.ac.za)

South Campus – Rod Townsend, Room 06LG12, Tel: 041 5042052

Email: [Rod.Townsend@nmmu.ac.za](mailto:Rod.Townsend@nmmu.ac.za)

North Campus – Anne Knott, Room R109 (entrance R106) Tel: 041 5043653

Email: [Anne.Knott@nmmu.ac.za](mailto:Anne.Knott@nmmu.ac.za)

Missionvale Campus – Rod Townsend, Library, Tel: 041 5041232

Email: [Rod.Townsend@nmmu.ac.za](mailto:Rod.Townsend@nmmu.ac.za)

2<sup>nd</sup> Avenue Campus – Shena Lamb, Library, upstairs, Tel: 041 504 3773

Email: [Shena.Lamb@nmmu.ac.za](mailto:Shena.Lamb@nmmu.ac.za)

George Campus – Jaco Boshoff or Shann Kieswetter

Venue: Mopani Room 003, Tel: 044 801 5105 or email:

[Jaco.Boshoff2@nmmu.ac.za](mailto:Jaco.Boshoff2@nmmu.ac.za) [Shann.Kieswetter@nmmu.ac.za](mailto:Shann.Kieswetter@nmmu.ac.za)

# InfoWise on Library site on Student portal

x - Microsoft Internet Explorer provided by NMMU ICT Services

http://my.nmmu.ac.za/InfoLit/

TechSmith Camtasia Stud... http--my.nmmu.ac kolb's learning styles, exp... The Mentor Program LEA... The Mentor Program LEA... CIG Journals

dex

**Library &  
Information Services**  
*Information for tomorrow*



**Before you start** || **Starting out** || **Finding** || **Evaluate** || **Legal and ethical USE** || **Communicate**

## **INFOWISE** Information Literacy Course

InfoWise is a five-step information literacy course that teaches the most needed information concepts for life-long learning.

After completing the five steps of INFOWISE you will be able to:

- Recognise when you need information
- Find the correct information
- Evaluate the information found
- Understand the legal implications of using information
- Effectively communicate the information

# Example on InfoWise

Internet Explorer provided by NMMU ICT Services

html

... http--my.nmmu.ac kolb's learning styles, exp... The Mentor Program LEA... The Mentor Program LEA... CIG Journals



## Legal and ethical USE of the information

- Main Contents Page
- Before you start
- STEP 1: STARTING out
- STEP 2: FINDING
- STEP 3: EVALUATE
- STEP 4: Legal and ethical USE**
- Plagiarism
  - What is it?
  - What is a paper mill?
  - Consequences
  - Detection tools
- Copyright
  - SA copyright law
  - Practical tips
  - Own vs others work
- Quiz
- STEP 5: COMMUNICATE

To be able to use the information you have found, you will have to know the legal and ethical requirements. The following is extremely important to ensure the correct use of information.

Plagiarism	
What is plagiarism?	Consequences of plagiarism
What is a "Paper Mill"?	Detection tools
Copyright	
SA Copyright Law	Own vs others work
Practical copyright tips	Quiz

You can click on any of these to see more!

# Writing Centre online

http://portal.nmmu.ac.za/default.asp?bhcp=1

Search the Student Portal

04:06 pm  
Tuesday  
5 October 2010

My Stuff | Official Stuff | Student stuff | Computer & web stuff | **Communications** | Online forms, tools & information | Phone & postal | Departments | Social Staff | Help!

My information | Modules & timetables | My e-mail options | Favourites | My web site | Home directory | Online web prospectus

Welcome  
**Sarie Snyders**

19°C  
Partly Cloudy

24hr Crime Line  
No. X9998

Keys to success

Writing Centre

Sexual Harassment

NMMU e-PAL  
peer assisted learning

NMMU Notices | Modules

Writing Centre - Microsoft Internet Explorer provided by NMMU ICT Services

http://portal.nmmu.ac.za/default.asp?id=490&bhcp=1

Writing Centre

09:29 am  
Tuesday  
5 October 2010

Writing Centre

You are here: Home > Writing Centre

Search the Student Portal

Menu

- Useful links
- Downloads
- Staff
- How to find us
- About us

Writing Centre

Welcome to the Writing Centre home page  
← Click on the links to the left to find information

# Reference list

- Adapted from Snyders, S. Vawda, A. Taljaard, N. Brophy, M. & Plaatjes, R. 2005. *How to make Higher Education easier- Take charge of your success*. PE: NMMU.
- Dornbrack, J., Harran, M., & Scheckle, E. 2005. *Communication study guide*. BKI 1120. Port Elizabeth: Nelson Mandela Metropolitan University.
- Writing Academic documents*. 2005. [Online]. Available: [www.purdueonline.com](http://www.purdueonline.com) [4 June 2005].