Session

REFERENCING AND ACADEMIC INTERGRITY

At the end of this session, international students will:

- Have gained an understanding of the mechanics of referencing
- Have developed effective strategies for referencing
- Be aware of the reasons for referencing and the importance of good practice in their writing
- Understand different forms of plagiarism and have practised strategies to act with integrity

How and when to use this material

The emphasis in this Session is on the reasons for and conventions of referencing in essay writing. The Activities provide practice in how and why to reference different text sources, and finish with instruction on the relationship between good practice in referencing and the avoidance of plagiarism. This session is informed by primary research which identified the differences between Chinese and Anglophone understandings about referencing authoritative texts, and why Chinese students are unfamiliar with Anglophone expectations about academic referencing.

The Session complements those on **Organising ideas through summary and synopsis**, and **Critical thinking and synthesis** in which students learn how to paraphrase and summarise the ideas of others, as well as *inter alia* integrate the ideas of others with their own. It also supports the Session on **Academic writing**. Referencing is an integral aspect of these strategies.

A useful Briefing Note for this session is: **Why Chinese postgraduate students struggle with listening, speaking, reading and writing in English**.

Introduction

There are four Student Activities in this Session, with the first introducing students to how to reference different types of text. Two short videos are suggested as a means of explaining in a lively manner what is meant by plagiarism, how it links with appropriate referencing, and how to avoid it.

In China, the practice of explicitly citing sources in most written work is considered unnecessary. When producing essays, Chinese students will most likely refer to the words and ideas of well-known writers, cultural icons and scholars without citing their sources for the following reasons:

- They consider it disrespectful to the reader of the essay to do so (i.e. the reader/lecturer marking the essay is supposed to be an authority on the topic and therefore already familiar with all the texts in the discipline).
- Traditional conventions within Chinese academic culture encourage the unqualified quotation of the words of scholars and well-known individuals.

In addition, the heavy reliance on textbook learning in China tends to promote a concept of knowledge as uncontested and unconstructed, and this is another reason why referencing is thought to be unimportant. Therefore, it is perhaps unsurprising that issues of plagiarism may be raised by Australian lecturers in their feedback to postgraduate students who have little or no experience of Anglo-American conventions of referencing. It is possible that in their first semester of study in Australia these students may have little understanding about why or how to overcome the problem. Lecturers need to be explicit about why students should reference in their essays, and instruct them in appropriate techniques.

Student activity 1: Referencing and practice

Conduct a discussion with the whole class about the importance of referencing and why this is necessary. See Lecturer Input note on next page.

Lecturer input

Ensure that the following points emerge from the class discussion (These points are also on the accompanying **Slide: Why reference?**):

- Recognise and acknowledge work that's already been done on the topic
- Show respect for the achievements of previous scholars (i.e. build your work on the shoulders of other writers)
- Persuade readers of your argument by supporting it with evidence. This gives your statements greater authority
- Supply evidence to demonstrate you are familiar with the field
- Show what research has already been done and then indicate what research has not been done and needs doing
- Show how you have constructed knowledge by integrating your own ideas with those of other writers (Adapted from Hendricks and Quinn, 2000)

Provide students with copies of **Handout 1: Reference items**. Choose either **Part A** which is tailored to the Chicago referencing system, **Part B** tailored to the Harvard referencing system, or **Part C** appropriate to the APA referencing system.

Using just one of the referencing systems, ask students to work in pairs to unscramble each of the examples using the provided 'format of key elements' to produce the correct citation.

When students have completed the exercise, lecturer to offer the correct answers (these are provided as an Appendix on pages 6-8 at the end of this document).

Student activity 2: Extended referencing practice

In this Activity, students work directly from physical texts. The lecturer can either bring these (listed below) to the classroom her/himself, or in advance of the Session put students into groups of five and have them bring the following to this Session, one text per student:

- a book written (but not edited) by one or more authors
- a book which is an edited collection of chapters written by different authors
- an academic journal article
- a newspaper article from a printed newspaper

- a photocopy of a page from a website, ensuring that the Internet address is shown at the top of the page.

Now have the groups write down the full reference for each of the above, plus one of the chapters from the edited book.

Have each group write a relevant reference on the whiteboard. Discuss with the class where references are incorrect and point out the difficulties of accessing a source unless full details have been provided in a reference list.

Note to lecturer

Students often have most difficulty in referencing correctly a chapter in an edited book. Often students cite the editor of the book but not the author of the chapter. It is sometimes helpful to use the analogy that, if students were to publish a chapter based on their own years of research and hours of writing, they would be rather upset if someone else were to be given credit for their work. Therefore, when writing assignments, they need to take care to cite in the text the person who wrote the chapter, and *then*, in the reference list, cite the author and chapter title plus the editor and the book in which the chapter is published.

Lecturer input

Point out to students that there are different systems of referencing and some of the books and articles they will read use systems which differ from that required by their university course. Show students where to look on their library website for detailed information on how to use the preferred referencing system.

Student activity 3: In-text citations

At this point, it is pertinent to lead a discussion on how and when to cite a source within an essay or other written work. In order to contextualise the discussion, refer students to **Handout 2: Chapter extract**, or alternatively use a reading relevant to your unit. Points to note include:

- Use of *et al*
- Citing an article or web page without a named author
- Citing a website
- Introduction of page numbers
- Citing a secondary source, such as when one author cites another in a publication, and the student wishes to refer to this secondary source
- When to use 'Anonymous'.

Student activity 4: Academic integrity and plagiarism

There are useful tips and exercises in most university libraries or online which describe what is meant by academic integrity, especially plagiarism and how to avoid it. Students should be directed to these to work through them in their own time outside of this Session.

However, it is worth holding a class discussion now which elicits students' understandings of integrity and plagiarism. Having heard student views through discussion, show the **Slide: Plagiarism defined** and ask students to respond to this idea of 'stealing'.

Slide: Plagiarism defined

'To steal and pass off (the ideas or words of another)
as one's own.'

'Use (another's production) without crediting the source.'
(Merriam-Webster dictionary)

Now show one or both of these short videos which identify plagiarism and offer tips to overcome issues related to plagiarism.

https://www.youtube.com/watch?v=OsAQOnjk_To (2 minutes 50 seconds):
an amusing look at plagiarism narrated by an American speaker

https://www.youtube.com/watch?v=ptHIA5bMnio (3 minutes 49 seconds):
British media and communication lecturers talk about the topic

Note to lecturer

Remind students that their essays should build on the shoulders of other researchers whose work is found in published research. They will gain points for introducing an analysis of their readings with appropriate in-text citations. This is a novel idea to many students who overlook the value of earlier authors' ideas as a means for contextualising their own ideas.

Building on the videos and the above Activities 1-3, discuss with the whole class the following common problems in student work. Address each point and, if there is time, ask students to identify what they think they need to do to overcome these problems. Otherwise, directly offer appropriate tips.

- Adding books to a reference list without referring to them in the text
- Claiming that another author's words or ideas are the students' own
- Lifting and pasting chunks of text from a range of different sources without quotation marks or proper citation. (N.B. This problem is very common. Sometimes just a few words may be changed from the original. Although a student may attribute the basic ideas to the source, s/he is falsely claiming original presentation and interpretation of the information.)
- Failing to introduce a page number against a quotation, neglecting to provide a full or accurate reference in the reference list, or omitting some information so it is impossible to find the reference
- Properly quoting and citing sources in some places, but going on to paraphrase other arguments from those same sources without citation. In doing so, trying to pass off the paraphrased material as the student's own analysis of the cited material.

Reference:

Hendricks, M. and Quinn, L. (2010). Teaching referencing as an introduction to epistemological empowerment. *Teaching in Higher Education,* 5(4), 447-457

This Session draws on an exercise in the tutorial booklet of 'Integrated Activities for ACCY305 Assessments' produced in 2014 by Dr Celeste Rossetto, University of Wollongong.

APPENDIX (This provides answers to the exercise in **Handout 1**)

CORRECT REFERENCING IN CHICAGO STYLE

Example 1: Book
Demetrious, K. 2013. *Public Relations, Activism, and Social Change*. New York, NY: Routledge

Example 2: Edited Book
Kommers, P.A.M., P. Isaias, & T. Issa, eds. 2015. *Perspectives on Social Media: A Yearbook*. New York, NY: Routledge

Example 3: Journal Article

Dickens, L., N. Couldry & A. Fotopoulou. 2015. "News in the community? Investigating emerging inter-local spaces of news production/consumption." *Journalism Studies* 16(1): 97-114

Example 4: Newspaper article in print
"Down to Last Detail". 2015. *Southern Gazette,* January 6: 43

Example 5: Newspaper article from the Internet
White, D. 2015. "Revolving door at Seven as Warner Makes Content King." *The Age.* January 9. http://www.smh.com.au/business/revolving-door-at-seven-as-worner-makes-content-king-20150108-12kj8h.html#ixzz3OIcMw4DH

Example 6: Website
Australian Communications and Media Authority. 2015. *Online Content Regulation.* http://www.acma.gov.au/theACMA/About/The-ACMA-story/Regulating/internet-online-regulation

Example 7: Chapter in an edited book
Talsi, N. 2015. "Non-Users of ICT and Social Media - Marginal Voices." In *Perspectives on Social Media: A Yearbook,* edited by P.A.M. Kommers, P. Isaias, & T. Issa, 74-81. New York, NY: Routledge

CORRECT REFERENCING IN HARVARD STYLE

Example 1: Book
Demetrious, K 2013, *Public Relations, Activism, and Social Change*, Routledge, New York, NY.

Example 2: Edited Book
Kommers, PAM, Isaias, P& Issa, T (eds) 2015, *Perspectives on Social Media: A Yearbook,* Routledge, New York, NY.

Example 3: Journal Article
Dickens, L, Couldry,N & Fotopoulou, A 2015, 'News in the community? Investigating emerging inter-local spaces of news production/consumption', *Journalism Studies,* vol.16, no.1, pp. 97-114.

Example 4: Newspaper article in print
'Down to Last Detail' 2015, *Southern Gazette,* 6 January, p. 43.

Example 5: Newspaper article from the Internet
White, D 2015, 'Revolving door at Seven as Warner Makes Content King', *The Age* 9 January. Available from*:* <http://www.smh.com.au/business/revolving-door-at-seven-as-worner-makes-content-king-20150108-12kj8h.html#ixzz3OIcMw4DH >

Example 6: Website
Australian Communications and Media Authority 2015, *Online Content Regulation.* Available from : < http://www.acma.gov.au/theACMA/About/The-ACMA-

story/Regulating/internet-online-regulation>. [9 January 2015]

Example 7: Chapter in an edited book
Talsi, N 2015, 'Non-Users of ICT and Social Media - Marginal Voices' in *Perspectives on Social Media: A Yearbook,* eds PAM Kommers, PIsaias & T Issa, Routledge, New York, NY, pp. 74-81.

CORRECT REFERENCING IN APA STYLE

Example 1: Book
Demetrious, K. (2013). *Public Relations, Activism, and Social Change*. New York, NY: Routledge.

Example 2: Edited Book
Kommers, P.A.M., Isaias, P., & Issa, T. (Eds.). (2015). *Perspectives on Social Media: A Yearbook.* New York, NY: Routledge.

Example 3: Journal Article
Dickens, L., N. Couldry & A. Fotopoulou. (2015). News in the community? Investigating emerging inter-local spaces of news production/consumption. *Journalism Studies*, *16*(1), 97-114.

Example 4: Newspaper article in print
Down to Last Detail.(2015, January 6). *Southern Gazette,* p. 43.

Example 5: Newspaper article from the Internet
White, D. (2015, January 9). Revolving door at Seven as Warner Makes Content King. *The Age.* Retrieved from http://www.smh.com.au/business/revolving-door-at-seven-as-worner-makes-content-king-20150108-12kj8h.html#ixzz3OIcMw4DH

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Australian Communications and Media Authority. (2015). *Online Content Regulation*. Retrieved from http://www.acma.gov.au/theACMA/About/The-ACMA-story/Regulating/internet-online-regulation

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