

Citation Protocol

or

What the @#!%!? is MLA?

Compiled by

The California High School Speech
Association's Curriculum Committee
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PLAGIARISM

Just like stealing candy from the store, stealing someone else's ideas, words, or other intellectual property is wrong, morally and ethically. It is a punishable offense. It can result in loss of educational credit, loss of livelihood, and loss of trust. Plagiarism, unfortunately, is not uncommon in our academic world. It is of utmost importance that students and teachers have a clear understanding of what constitutes plagiarism. In order to avoid plagiarism, it is also important that students and teachers know exactly how to correctly cite sources used within a paper. It is our intention, in this guide, to help enlighten all users of resources.

Sample ¶ with parenthetical

According to A Writer's Reference (4th ed) by Diana Hacker, "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words" (83). All papers that include one or more sources must have parenthetical citation and must have a works cited page. Often a works used page, formerly a bibliography page, is also required.

Sample work cited

Work Cited

Hacker, Diana. A Writer's Reference-4th edition. Boston: Bedford/St.

Martin's, 1999.

PLAGIARISM SOURCES

Listed here are various sources from the Internet that are helpful. Especially impressive is the online writing lab from Purdue University as a source for every possible English writing question. The current accepted form for the Internet includes both the date the website was last updated and the date the researcher accessed the website.

McKenzie, Jamie. "The New Plagiarism: Seven Antidotes to Prevent Highway Robbery

in an Electronic Age." May, 1998. Retrieved 8 October

2001.<<http://www.fno.org/may98/cov98may.html>>.

"OWL:Online Writing Lab." Retrieved 8 October

2001.<<http://owl.english.purdue.edu/lab/owl/index.html>>.

"Plagiarism.org." Retrieved 8 October 2001.< <http://www.plariarism.org/articles.html>>.

Spears, Michael. "Plagiarism Q & A." Retrieved 8 October

2001. <<http://www.ehhs.cmich.edu/~mspears/plagiarism.html>>.

Walker, James R. "The Columbia Guide to Online Style." Version 1.3. January

1995. Retrieved 8 October 2001.

<<http://www.cas.usf.edu/english/walker/mla.html>>.

Avoiding Plagiarism from OWL Online Writing Lab at Purdue University

Actions that might be seen as plagiarism

Buying, stealing, or
borrowing a paper

Using the source too
closely when
paraphrasing

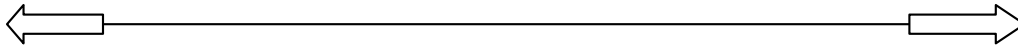
Hiring someone to
Write your paper

Building on someone's
ideas without citation

Copying from another source without citing
(on purpose or by accident)

Deliberate
Plagiarism

Accidental
Plagiarism



Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

Choosing When to Give Credit

<i>Need to Document</i>	<i>No need to Document</i>
<ul style="list-style-type: none"> • When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium • When you use information gained through interviewing another person • When you copy the exact words or a "unique phrase" from somewhere • When you reprint any diagrams, illustrations, charts, and pictures • When you use ideas that others have given you in conversations or over email 	<ul style="list-style-type: none"> • When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject • When you are using "common knowledge" – folklore, common sense observations, shared information within your field of study or cultural group • When you are compiling generally accepted facts • When you are writing up your own experimental results

Making Sure You Are Safe

	Action during the writing process	Appearance on the finished product
When researching, note-taking, and interviewing	<ul style="list-style-type: none"> • Mark <i>everything</i> that is someone else’s words with a big Q (for quote) or with big quotation marks • Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME) • Record all of the relevant documentation information in your notes 	Proofread and check with your notes (or photocopies of sources) to make sure that anything taken from your notes is acknowledged in some combination of the ways listed below: <ul style="list-style-type: none"> • Parenthetical citations • Works Cited page • Works Consulted page • Quotation marks • Indirect quotations
When paraphrasing and summarizing	<ul style="list-style-type: none"> • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory • Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases 	<ul style="list-style-type: none"> • Begin your summary with a statement giving credit to the source: <i>According to Jonathan Kozol, ...</i> • Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... “<i>savage inequalities</i>” exist throughout our educational system (Kozol).
When quoting directly	<ul style="list-style-type: none"> • Keep the person’s name near the quote in your notes, and in your paper • Select those direct quotes that make the most impact in your paper – too many direct quotes may lessen your credibility and interfere with your style 	<ul style="list-style-type: none"> • Mention the person’s name either at the beginning of the quote, in the middle, or at the end • Put quotation marks around the text that you are quoting • Indicate added phrases in brackets ([]) and omitted text with ellipses (...)
When quoting indirectly	<ul style="list-style-type: none"> • Keep the person’s name near the text in your notes, and in your paper • Rewrite the key ideas using different words and sentence structures than the original text 	<ul style="list-style-type: none"> • Mention the person’s name either at the beginning of the information, or in the middle, or at the end • Make sure that your words and sentence structures are different than the original text

Deciding if Something is “Common Knowledge”

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Sources used in creating this handout:

Works Cited

- Aaron, Jane E. The Little, Brown Essential Handbook for Writers. New York: HarperCollins, 1994.
- Gefvert, Constance J. The Confident Writer, second edition. New York: Norton, 1988
- Heffernan, James A.W., and John E. Lincoln. Writing: A College Handbook, third edition. New York: Norton, 1990
- Howell, James F. and Dean Memering. Brief Handbook for Writers, third edition. Englewood Cliffs, NJ:Prentice Hal, 1993.
- Leki, Ilona. Understanding ESL Writers: A Guide for Writers, third edition. Englewood Cliffs, NJ: Prentice Hall, 1993.
- Lester, James D. Writing Research Papers, sixth edition. New York: HarperCollins, 1990.
- Rodriques, Dawn, and Myron C. Tuman. Writing Essentials. New York: Norman, 1996.
- Swales, John, and Christine B. Feak. Academic Writing for Graduate Students. Ann Arbor, MI: University of Michigan Press, 1994
- Walker, Melissa. Writing Research Papers, third edition. New York: Norton, 1993

The following information must remain intact on every handout printed for distribution.

This page is located at

http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

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Use of this site, including printing and distributing our handouts, constitutes acceptance of our terms and conditions of fair use, available at

<http://owl.english.purdue.edu/lab/contact.html> to find the right person to call or email.

http://owl.english.purdue.edu/handouts/pring/research/r_plagiar.html

Plagiarism Prevention Practice

Below are some situations in which writers need to decide whether or not they are running the risk of plagiarizing. In the **Y/N** column, indicate if you *would* need to document (**Yes**), or if it is *not necessary* to provide quotation marks or a citation (**No**). If you do need to give the source credit in some way, explain how you would handle it. If not, explain why.

Situation	Y/N	If yes, what do you do? If no, why?
1. You are writing new insights about your own experiences.		
2. You are using an editorial from your school's newspaper with which you disagree.		
3. You use some information from a source without ever quoting it directly.		
4. You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
5. You mention that many people in your discipline belong to a certain verbatim.		
6. You want to begin your paper with a story that one of your classmates told about her experiences in Bosnia.		
7. The quote you want to use is too long, so you leave out a couple of phrases.		
8. You really like the particular phrase somebody else made up, so you can use it.		

WEBSITE EVALUATION

Domain names

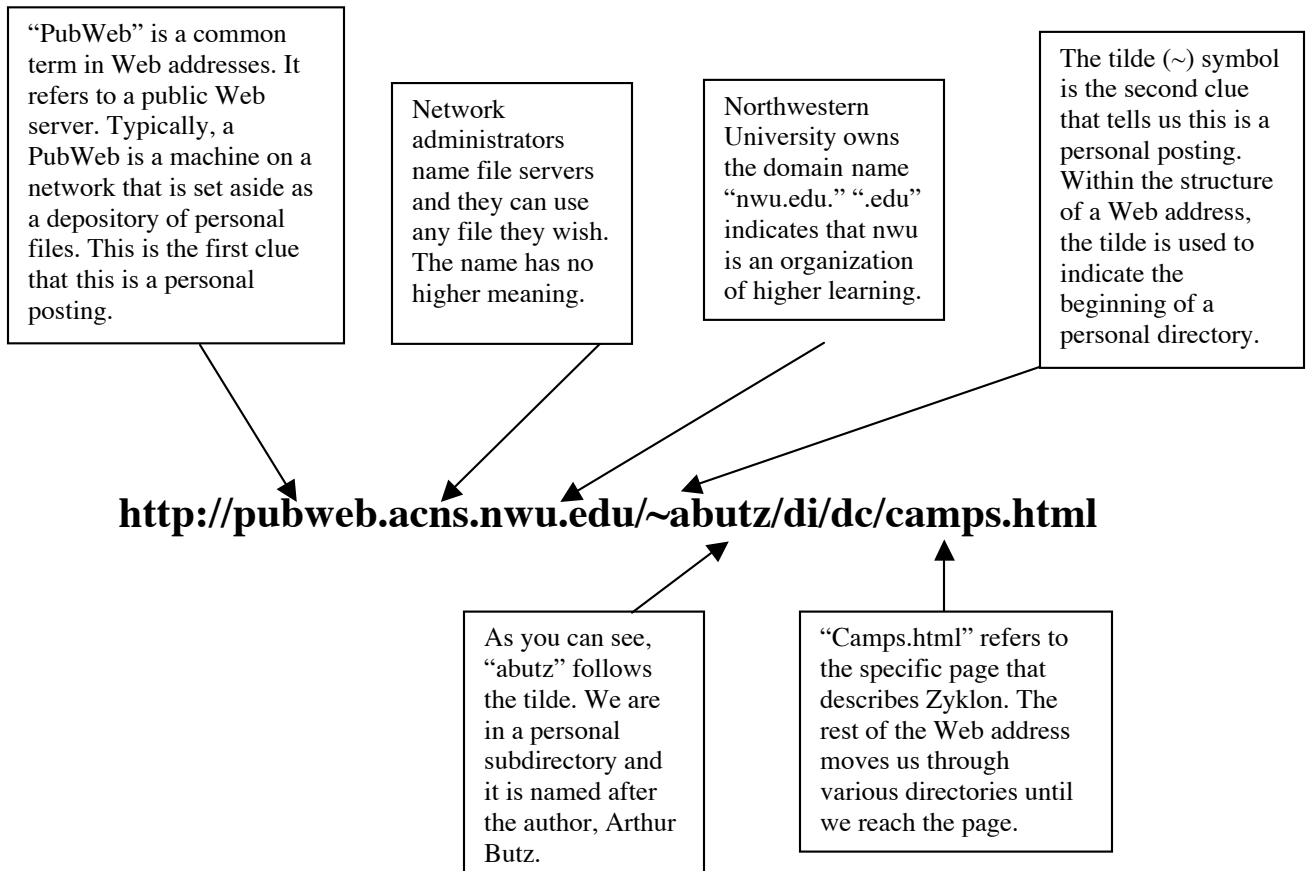
- .com – commercial or profit organization
- .org – non-profit organization
- .net – network
- .gov – government agency
- .k12 – schools

Mapping the Internet

Information on the Internet can be evaluated by mapping the following:

1. Meta-Web Information: the structure of information on the Internet, including URLs, links, and search engines;
2. Author: anyone can post information on the Internet; credentials, such as professor or doctor, should not be accepted without evaluation;
3. Purpose: most sites sell products or services, advocate ideas, entertain, and/or present information.

Anatomy of a Web Address



Search Engines

- www.altavista.com
- www.excite.com
- www.infoseek.com
- www.yahoo.com
- www.profusion.com
- www.dogpile.com
- www.go.com
- www.google.com
- www.hotbot.com
- www.lycos.com
- www.webcrawler.com

FOR EACH WEBSITE YOU USE

1. You must be able to identify an author.
2. Your website's address cannot contain a tilde (~).
3. You must fill out a Website evaluation form (given below).
4. You must know when the site was last updated.

TO FIND OUT WHEN A SITE WAS UPDATED

Type "javascript:alert(document.lastModified)" into the place where the address is for your web page. Make sure you type it exactly this way – with the caps done just like above. Then, press enter. The date the page was last updated will pop up in a small dialogue box (you won't lose the page you were on).

WEBSITE EVALUATION FORM

Your name: _____

Title of Website: _____

Title of Webpage (if applicable): _____

Site Address (the entire address):

Site's Author: _____

Author's Credentials/Expertise:

Does the site have links to other sites that give you information about the author? _____

Date of last site update: _____

Has the information been published anywhere other than just on the Web? _____

Does the information on the site contain facts and/or cited information from other sources? (In other words, there shouldn't be un-cited opinions on the website). _____

Does the site have links to other sites that contain more information on your topic? _____

What is the purpose of the site: to sell products, promote ideas, entertain, or inform? How can you tell?

Parenthetical = a word, phrase, or sentence inserted in a passage to explain or modify the thought.

Documentation = a paper that furnishes information, proof or support of something else.

Thus, when you use parenthetical documentation in your research paper, you are letting your readers know that someone else came up with the words, facts, or ideas. If you do not acknowledge the source, you are guilty of plagiarism.

“You must indicate to your readers not only what works you used in writing the paper, but exactly ... where in the work you found the material” (Gibaldi 184).

Citing an author or authors and page number

According to personality experts, “INFJs trust their own ideas and decisions even in the face of skepticism. They are motivated by an inner vision that they value above all else, including prevailing opinion or established authority” (Tieger and Barron-Tieger 35).

Author is introduced and page

According to Paul Tieger and Barbara Barron-Tieger, “INFJs trust their own ideas and decisions even in the face of skepticism. They are motivated by an inner vision that they value above all else, including prevailing opinion or established authority” (35).

Citing a source when no author is listed

“Counselors assist people with personal, family, social, education, mental health, and career decisions, problems and concerns. Their duties depend on the individual they serve and the setting in which they work” (Occupational Outlook Handbook 145).

Citing a magazine article and a page number

“In one sense toys serve as a child’s tools, and by learning to use the toys the child stimulates physical and mental development” (“Selling” 37).

Citing a publisher or corporate body and a page number

The report by the school board endorsed the use of Channel One in the school system and said that “students will benefit by the news reports more than they will be adversely affected by advertising” (Clarion County School Board 3-4).

Citing a source that has no page number

Thompson’s lecture defined impulse as “an action triggered by the nerves without thought for the consequences.”

Mrs. Peggy Meacham said in her phone interview that prejudice against young black women is not as severe as that against young black men.

In his rap song, Julian Young cries out to young people with this message, “Stay in school, man, stay in school; learn how to rule, man, learn how to rule.”

Citing a person quoted in a book or article

Sometimes the writer of an essay or article or book will quote another person, and you will want to use the same quotation. You will need to cite both, the speaker, and the person who wrote the article. Note: The person who wrote the article's name will appear on the "Works Cited" list, but the speaker will not because the speaker is not the author of the article.

After students get beyond middle school, they begin to resent interference by their parents, especially in school activities. They need some space from Mom and Dad. Martin Greenburg says, "The interventions can be construed by the adolescent as negative, overburdening and interfering with the child's ability to care for himself" (qtd. in Peterson 9A)

As shown above, you need a double reference that introduces the speaker but that also includes a clear reference to the book or article where you found the material. Without reference to Peterson, nobody could find the article. Without reference to Greenburg, readers would assume that Peterson spoke the words. If you use a source that paraphrases someone else, use the work *cited* rather than *qtd.*

Citing one of several volumes

In a letter to his Tennessee Volunteers in 1812, General Jackson chastised the "mutinous and disorderly conduct" of some of his troops (The Papers of Andrew Jackson 2: 348-49).

Citing two or more works by the same author

Thomas Hardy reminds readers in his prefaces that "a novel is an impression, not an argument" and that a novel should be read as "a study of man's deeds and character" (Tess of the D'Urbervilles xxiii; The Mayor of Casterbridge 1).

Citing a newspaper article

"Broadway is a battleground" (Honan C15).

Citing a CD ROM encyclopedia and database

"The sensation of being on stage is exhilarating" ("Psychotherapy").

Citing an Internet source

"Before 1929, the majority of men invested up to thirty percent of their weekly salary in the stock market" ("The Crash").

Citing a Source with a Duplicate Title or Name (if you use the same name or title twice, you must use the next word(s) on your source card that clearly distinguishes the duplicates from each other.

"Before 1920, the majority of men invested up to thirty percent of their weekly salary in the stock market" ("The Crash" http). "The sensation of being on stage is exhilarating" ("Psychotherapy" World Book).

Rules for Quoting Sources

1. If the quotation is only a phrase or a clause (not a complete sentence), do not set it off by commas or begin it with a capital letter. If you begin a quotation somewhere after the first word of the sentence, you should use quotation marks, then an ellipsis mark (three periods...) to indicate that there was something before the words you are quoting.

Example: The job outlook for insurance adjusters and investigators is expected ". . . to grow faster than the average for all occupations through the year 2005" (Occupational Outlook Handbook 257).

- A quotation which is not an integral part of your sentence and is a sentence itself should begin with a capital letter and be introduced by either a comma or a colon. Or you may begin a new sentence with a quotation as long as the quotation is clearly understood by the reader and does not impair the paper's readability.

Example: The Occupational Outlook Handbook states that the working conditions for radio and television announcers is not what one would find in the typical 8 to 5 job: "The broadcast day is long for radio and TV stations—some are on the air 24 hours a day—so announcers can expect to work unusual hours" (181-2).

Example: The working conditions for radio and television announcers are anything but predictable. "The broadcast day is long . . . --some are on the air 24 hours a day—so announcers can expect to work unusual hours" (The Occupational Outlook Handbook 181-2).

- As in the analytical essay format, you may use the transition word, lead-in and quotation (*TLQ*) to ensure readability.

Example: Furthermore, though the broadcast day is long for radio and TV announcers, "the annual salary of \$75,000-85,000" provides adequate compensation (JOB-O).

4. If you wish to leave out words in the middle of a quoted sentence, use an ellipsis mark (. . .) to show that you are omitting words. Your quote must still make sense.

5. Use single quotation marks to enclose a quotation within a quotation.

6. If the quotation is 4 lines or more, it is usually indented from the left ten (10) spaces, double-spaced, and not enclosed in quotation marks:

A colon generally introduces a quotation displayed in this way, though sometimes the context may require a different mark of punctuation or none at all. If you quote only a single paragraph or part of one, do not indent the first line more than the rest. (Gibaldi 73)

- If you want to use two sentences from a paragraph and omit one or more intervening ones, use an ellipsis mark to show the omitted sentence(s). If the omission follows a complete sentence, retain the sentence period and add the three additional dots (. . .). You would then have four dots.

Example: " Give me liberty or give me...."

How to Create a Works Cited Page

The following is a compilation of most commonly accessed resources and how to cite each one, along with a list of guidelines for the works cited page. There are a number of sites and resources that can be accessed to ensure correct citations. For example: www.westwords.com, www.mla.org and <http://www.bedfordstmartins.com/hacker/writersref>.

Placement of the List of Works Cited

- list appears at end of research paper
- begin list on new page (if research ends on page 5, *Works Cited* begins on page 6)
- page number in upper right-hand corner, “ ” from top and flush with right margin
- center the title, *Works Cited*, “ ” from top of page
- double-space between title and first entry
- begin each entry flush with left margin
- if entry runs more than one line, indent the next line or lines 5 spaces (“ ”)
- double-space entire list, both between and within entries.
- continue list on as many pages as necessary
- list each entry alphabetically by the author’s last name
- if no author, the first word of title is used (ignore articles “a”, “an”, “the”)
- if two or more entries citing co-authors begin with the same name, alphabetize by the last name of the second author listed

Citing Sources

A Book by a Single Author

Author’s Last Name, First Name. Title of the book. City of publication:

Publisher’s name, year of publication.

A Book with an Editor

Editor’s Last Name, First Name, ed. Title of the book. City of publication:

Publisher’s name, year of publication.

An Anthology or a Compilation

Last Name, First Name of editor, ed. Title of Anthology. City of publication:

Publisher’s name, year of publication.

A Work in an Anthology

Author’s Last Name, First Name. “Title of essay, short story or poem.” Title

of Anthology. City of publication: Publisher’s name, year of publication.

Page number(s).

A Book by Two or More Authors

Reverse only the name of the first author, add a comma, and give the other name or names in normal form (ex. Meredith, Karen, and Rita Prichard.)

If the persons listed on the title page are editors, translators, or compilers, place a comma after the final name (not a period) and add the appropriate abbreviation (eds., trans., or comps.) then end with a period.

Meredith, Karen, and Rita Prichard. A Day in the Life of a Teacher. City of

publication: Publisher's name, year of publication.

Encyclopedia with Author

Author's Last Name, First Name. "Title of article or section." Title of Encyclopedia.

Year ed.

Encyclopedia with no Author

"Title of article or section." Title of Encyclopedia. Year ed.

Government Publication

Name of government. Name of agency. Title of Publication. City of

publication: Publisher, date of publication.

Material Accessed through a Computer Service

- Name of author (if given)
- Publication information for the printed source or analogue (including title and date of print publication)
- Title of the database (underlined)
- Publication medium
- Name of the computer service
- Date of access (date you found the information)

Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You." New

York Times 13 Apr. 1993, late ed.: C1. New York Times Online. Online. Nexis. 10

Feb. 1994.

"Comex Gold Contracts: Quotes from 4 Nov. 1992 to Dec. 1994." Dow

Jones Futures and Index Quotes. Online. Dow Jones News Retrieval. 6 Nov. 1992.

WWW Sites (World Wide Web)

Author's Last Name, First Name. "Title of article or section." Title of

Complete Work or Major Heading. the full http address (day Mo. Year

of your visit to the site). "Artemis." Greek and Roman Mythology.

http://www.ccs.new.edu/home/lpd/greek_myths.html (4 Apr. 1998).

An Article in a Magazine

Author's Last Name, First Name. "Title of article." Title of Magazine Day

Month Year: page(s).

CD-ROM Encyclopedia

**“Article Title.” Title of Encyclopedia. Computer Software. Name of
Publisher, Year of Publication.**

Interview Conducted by the Researcher

Last Name, First Name. Kind of interview. Day Month Year of interview.

A works consulted page may also be required. This page will include all works that the person accessed while researching, but may not be directly quoting, borrowing language, ideas, etc. The format and entries are the same as the works cited page.