

ACADEMIC STUDY SKILLS FOR STUDENTS

REFERENCING AND PLAGIARISM

STACEY COLEMAN

WHY DO WE WRITE ESSAYS/ASSIGNMENTS?

To show the knowledge you have of a particular topic or question

To allow you to practice writing in a scientific way

A document of evidence

- Aim your writing at an intelligent audience – but not one that necessarily knows what you are talking about

USING LITERATURE

You need to research the question!!

- Find **evidence** that directly relates to the project title
- Literature in psychology can be complex, and many sources will have differing opinions. It is your job to form your own opinion from a balanced argument.

REFERENCING

Referencing is the only thing we do which is not open to opinions!

Read the handbook/APA manual

Textbooks do not follow a good APA referencing style!

- They are written to be accessible, not strictly scientific. Do NOT just copy a reference list from a book

APA REFERENCING

You are being taught a scientific style of writing, so you will need to follow the APA referencing system for your psychology work.

- If you want to see the APA style in action, read an APA journal
- But don't copy that style of writing to the letter – you are trying to show your knowledge about the topic you are writing about

REFERENCING

How to reference particular studies:
Three distinctions

- 1) Citing: referencing in the text of your work
- 2) Reference section: a full list of every reference you have used in your essay must be included in a reference list at the end
- 3) Direct citation: Referencing direct quotes

PLAGIARISM

What is plagiarism?

Plagiarism is the unauthorised use or close imitation of the language and thoughts of another author and the representation of them as ones own original work

- And that is plagiarised!! Taken word for word from Wikipedia

"Plagiarism is the unauthorised use or close imitation of the language and thoughts of another author and the representation of them as ones own original work" (Wikipedia, 2008)

TYPES OF PLAGIARISM THAT WE ARE CONCERNED WITH

Intentional plagiarism

Unintentional plagiarism

Collusion

INTENTIONAL PLAGIARISM

Deliberately trying to pass off another person's writing as your own

- Copying sections from texts/internet
- Using someone else's work (known or unknown)

Deliberate cheating

- Highly likely to results in student being sent down from university

UNINTENTIONAL PLAGIARISM

Forgetting to reference/cite a source

- Writing and forgetting where it came from

Not putting things in your own words

- Can result from:
 - Reading the source whilst writing your assignment
 - Poor note taking
 - Not understanding the theory/question/concept
 - Poor time management
 - Not understanding plagiarism and referencing
- Penalty on marks
- Submission of a new assignment

BUT, HOW DO I PUT THINGS IN MY OWN WORDS?

“The way it was written in the book seemed right and, when I wrote it, it didn’t seem as good”

- It won't! You are a student. The source was (hopefully) written by a professional academic/clinician
- Your marking makes allowances for this

BUT, HOW DO I PUT THINGS IN MY OWN WORDS?

“How can I change the words to make it my own – they use words that I need to use”

- That's language for you
- You can use the words the source uses, but you can also use language to paraphrase. Focus on the areas that are important for your work, and make it your own.

CASE A

Source Version

Implicit memory reflects primarily bottom-up, nonconscious effects of prior experience on single brain subsystems, and may also involve interactions between a limited number of brain subsystems. Explicit memory reflects the top-down, simultaneous retrieval of information from multiple information-processing brain mechanisms. This massive integration of information (e.g., perceptual, semantic, temporal, spatial, etc.) may be necessary to support conscious recollection of previous experience.

According to this viewpoint, information processing typically proceeds through two stages: (1) integration of information from brain subsystems; (2) specific forms of processing in several brain subsystems (Eysenck & Keane, 2000).

Adding single words does not detract from the fact that this has been directly copied

Implicit memory reflects primarily the bottom-up, nonconscious effects of prior experience on single brain subsystems and may also involve interactions between a limited number of brain subsystems. Explicit memory reflects the top-down, simultaneous retrieval of information from multiple information-processing brain mechanisms. This massive integration of information (e.g., perceptual, semantic, temporal, spatial, etc.) may be necessary to support conscious recollection of previous experience.

According to this viewpoint, information processing typically proceeds through two stages: (1) integration of information from brain subsystems; (2) specific forms of processing in several brain subsystems (Eysenck & Keane, 2000).

CASE B

Source Version

Implicit memory reflects primarily bottom-up, nonconscious effects of prior experience on single brain subsystems, and may also involve interactions between a limited number of brain subsystems. Explicit memory reflects the top-down, simultaneous retrieval of information from multiple information-processing brain mechanisms. This massive integration of information (e.g., perceptual, semantic, temporal, spatial, etc.) may be necessary to support conscious recollection of previous experience.

According to this viewpoint, information processing typically proceeds through two stages: (1) integration of information from brain subsystems; (2) specific forms of processing in several brain subsystems (Eysenck & Keane, 2000).

Student Submission

It is possible that memory have two components. Implicit memory processes. Implicit memory can be seen as a response to the stimulus. We have experienced and may involve a few brain systems working together. Explicit memory involves the retrieval of information from many brain systems at the same time and involves such issues as our perception of things, spatial awareness etc. This could occur through processing and integration of information.

Failing to reference the source you have used is plagiarism!

CASE C

Source Version

Implicit memory reflects primarily bottom-up, nonconscious effects of prior experience on single brain subsystems, and may also involve interactions between a limited number of brain subsystems. Explicit memory reflects the top-down, simultaneous retrieval of information from multiple information-processing brain mechanisms. This massive integration of information (e.g., perceptual, semantic, temporal, spatial, etc.) may be necessary to support conscious recollection of previous experience.

According to this viewpoint, information processing typically proceeds through two stages: (1) integration of information from brain subsystems; (2) specific forms of processing in several brain subsystems (Eysenck & Keane, 2000).

Student Submission

It is possible that memory have two components. Implicit memory processes. Implicit memory can be seen as a response to the things we have experienced and may involve a few brain systems working together. Explicit memory involves the retrieval of information from many brain systems at the same time and involves such issues as our perception of things, spatial awareness etc. This could occur through processing and integration of information (Eysenck & Keane, 2000).

The wording may differ in some places, but still uses much of the language in the original source. Although a reference has been included, make sure to paraphrase wherever possible!

CASE D

Source Version	Student Submission
Implicit memory reflects primarily bottom-up, nonconscious effects of prior experience on single brain subsystems, and may also involve interactions between a large number of brain subsystems. Explicit memory reflects the top-down, simultaneous retrieval of information from multiple information processing brain mechanisms. This massive integration of information (e.g., perceptual, semantic, temporal, spatial, etc.) may be necessary to support conscious recollection of previous experience. According to this viewpoint, information processing typically proceeds through two stages: (1) integration of information from brain subsystems; (2) specific forms of processing in several brain subsystems (Eysenck & Keane, 2000).	Eysenck and Keane (2000) suggest that we may have two components to our memory. This is exactly the same as the source version, but it has been included as a direct quote in quotation marks with the reference and page number included! Eysenck and Keane further state that information processing therefore occurs through two distinct stages: '(1) specific forms of processing in several brain subsystems; (2) integration of information from brain subsystems' (2000, p.210).

AVOIDING PLAGIARISM

Paraphrase and write in your own words as much as possible

So if I just quote everything I read I won't fall foul of plagiarism?

Use a direct quote (but only if really necessary)

When writing an essay, try to keep a rigid record of all the sources you use as you go along

- This will come in handy if you forget where the information has originally come from

AVOIDING PLAGIARISM

The easiest way to avoid plagiarism is to reference correctly!

There is a referencing guide available

USE IT!!

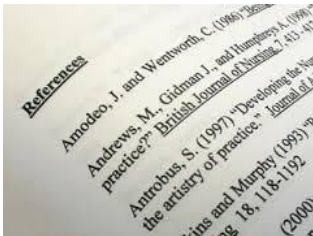
COLLUSION

Writing an assignment in collusion with another student

- Or someone else copying your work...

We want you to work together (and for group work you have no choice...)

- Helping each other is fine
- Researching assignments together is fine
- BUT! When it comes to writing, it needs to be **your** work that you submit



REFERENCING

CITATIONS IN THE TEXT

Citations in the main body of your work direct the reader to the reference list at the end of the document

For APA referencing, the author's surname, year of publication, and page number(s), where appropriate, should appear in the text

- Page numbers are only needed where a direct quote is used

CITATIONS IN THE TEXT

One author

- Jones (2009)
- (Jones, 2009)

Separate authors names with **and** when you are including them in the sentence.

Two authors

- Chase and Simon (1973)
- (Chase & Simon, 1973)

If you are citing at the end of a sentence, you must separate the authors with an **ampersand '&'** and place them in parentheses

CITATIONS IN THE TEXT

Between three and five authors

- The **first** time they are cited, you should give all the surnames, separating names with commas with 'and/&' falling between the last two
- After this, you should only cite the first authors surname followed by 'et al.'

More than six authors

- Only give the first authors surname followed by 'et al.' even when using it for the first time

QUOTATIONS

When you use an authors exact words to support your argument

You should:

- Use **quotations marks** around the quote
"....."
- Include the date of the book/article and the page number
Hutchings (2007, p.123)
- Quotations more than 40 words long should be set as an extract and indented

BUT: try to use *between zero and two quotes per assignment; preferably zero!*

THE REFERENCE LIST!

This is where you list all of the sources of information you have researched in order to complete your assignment.

This reference list should be arranged in alphabetical order by the authors surname.

REFERENCE LIST

who reach the highest level of expertise after years of practice, but practice appears to be necessary for the development of expertise. The results from the expert Scrabble players show that they have superior abilities (compared to a much younger, high-ability group of college students) in selected verbal and visuospatial tasks. These results offer hope for the large number of baby boomers who are approaching their own older adult years with nostalgia. These results may be generalized with caution to other domains that share variance with the abilities that were studied here, but they are good news, even if they are not as strong as we had hypothesized they would be.

References

Alexander, S. (2006). Seven Alexander's Scrabble FAQ. Retrieved July 5, 2006, from <http://www.alexander.com/~sevenalex/7faq.htm>

Amos, F., & Arnoff, M. (1999). Using dictionaries to study the mental lexicon. *Brain and Language*, 68, 16-26.

Arnoff, F. (2000). *U.S. Scrabble Open*. Retrieved January 20, 2007, from http://www.usa.scrabble.com/scrabble/2000_US_Open.htm

Baddley, A. (1987). *Your memory: A user's guide* (2nd ed.). London: Penguin Books.

Baddley, A. (2003). Working memory: Looking back and looking forward. *Nature Reviews Neuroscience*, 4, 829-839.

Buckley, T. M., & Gable, U. (2003). Organization of word-knowledge: Phonological or lexical neighborhood? *Journal of Memory and Language*, 44, 568-591.

Brown, W. F., & Toppin, J. C. (1980). Role of schemata in memory for phrases. *Cognitive Psychology*, 11, 207-235.

Brown, K. (2006). *Newsweek* (October 30): No fun for words: Why I play Scrabble. *Technology Review*, 84.

Chalcraft, R. (2006). Results from the United Kingdom Health and Lifestyle Survey. *Psychology and Aging*, 21, 62-73.

Dufour, A., Ferrer, V., & Marache, E. (2004). L'expertise cognitive au jeu d'échecs: Quel rôle pour la Ginko (1984)? *European Journal of Psychology*, 104, 771-785.

Edley, J., & Williams, J. D. (2003). *Everything Scrabble revised and updated*. New York: Pocket Books.

Edwards, R. R., French, J., Herman, R. H., & Derman, D. (1976). *Kit of factor-referenced cognitive tests*. Princeton, NJ: Educational Testing Service.

Edwards, K. A. (2005). Recent advances in expertise research: A commentary on the contributions to the special issue. *Applied Cognitive Psychology*, 19, 235-241.

Edwards, K. A., & Kintsch, W. (1995). Long-term working memory. *Psychological Review*, 102, 211-240.

Edwards, K. A., & Lohmann, A. C. (1986). Expert and exceptional performance: Evidence on structural adaptations to task constraints. *Annual Review of Psychology*, 37, 275-305.

Edwards, K. A., & Smith, J. (1991). Prospects and limits of the empirical study of expertise: An introduction. In K. A. Edwards & J. Smith (Eds.), *Edward's general theory of expertise* (pp. 1-38). Cambridge, England: Cambridge University Press.

Fazio, S. (2003). *Wordcraft: Heartbreak, triumph, genius, and obsession in the world of competitive Scrabble players*. New York: Penguin Books.

Flourens, E. A. (1975). On the relation between abilities, learning, and human performance. *American Psychologist*, 30, 1013-1015.

Gibson, A., Lakewood, R., Berman, G., & Greenstein, M. L. (1988). Cognitive dimensions and behavior among regular and occasional blackjack players. *International Journal of Psychology*, 23, 285-291.

Goswami, E. L. (1987). Analogous solving and spatial aptitude. *Journal of Psychology*, 65, 65-68.

APA REFERENCE LIST CONVENTIONS

- & goes between the last two surnames
- Titles of books should be *italicised*
- Journal names should be *italicised* – the title of the article should not!
- Dates go in (parentheses), as do edition numbers of books
- Volume numbers of journal articles should be *italicised* – issue numbers and page numbers should not

BOOKS IN THE REFERENCE LIST

Authors surname, initials. (publication year). *Book title*.
Place of publication: Publisher.

Weinstein, D., & Deitch, L. (1974). *The impact of
legalized gambling*. New York: Praeger.

NEVER

Weinstein and Deitch (1974). The impact of legalized
gambling.

Derek Weinstein & Leonard Deitch. *The impact of
legalized gambling*. Pp. 25-30. Praeger.

Or any other variation!

JOURNALS IN THE REFERENCE LIST

Authors surname, initials. (publication year). Title
of article. *Journal Title (with capitals for main
words)*, Volume(issue), page numbers.

Kuley, N. N., & Jacobs, D. F. (1988). The
relationship between dissociative like experiences
and sensation seeking behaviour among social
and problem gamblers. *Journal of Gambling
Behaviour*, 4, 197-207.

NEVER

Kuley & Jacobs, (1988). The relationship between
dissociative like experiences and sensation seeking
behaviour among social and problem gamblers.
Journal of Gambling Behaviour, 4, 197-207.

Nia B. Kuley and Dianne F. Jacobs. (1988). *The
relationship between dissociative like experiences and
sensation seeking behaviour among social and
problem gamblers*. *Journal of gambling behaviour*, 4,
197-207.

Or any other variation which deviates from the first
reference

SUMMARY

- Use your own words and give credit where it is due!

By the end of today you will have had a LOT of information re: referencing – please go away and look this up yourselves!
