Highland Community College

Style Guide for Student Writing

Highland Community College
2998 W. Pearl City Road
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Style Guide for Student Writing
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Student Writing Style Guide

Introduction

Research paper assignments are based on an individual or team search for information from different sources about a specific subject. The analysis of this material leads to the writing of a formal paper. Some assignments may request that you write a "term paper," a "research paper," a "documented paper," or an "investigative paper" on an assigned topic or a topic of your choice. These are all research papers and will require that you follow definite standards of form and style in organization and writing.

This booklet provides a basic guide to and samples of the forms and styles of the Modern Language Association (MLA), which is the format typically used in the humanities. It also provides samples of the form and style of the American Psychological Association (APA), which is typically used in the social sciences. Many of your questions about the proper form and style for your paper will be answered in this booklet.

Limitations of the Style Book

As you read this booklet, you will notice that it is organized, written, and typed as you might prepare your own research paper according to the MLA style. Examples of APA style appear following the initial discussion. Many instructors at Highland accept the current MLA standards for parenthetical documentation. Instructors in some disciplines, however, may request the use of APA, Chicago Manual of Style, or other formats. In this case, follow your instructor's preference.

General Appearance – MLA Style

Organization

A neat, well-organized paper will help you develop a sense of pride in your own writing skill, and your instructor will appreciate the care and thought you have given to your presentation.

At Highland, a research paper always includes a correctly identified first page, a running head and page numbers, body, and works cited page. Long papers may also include a title page, a table of contents, an index, or an appendix. Sometimes section headings and italicized subheadings may be included. You might also be asked to submit an outline or attach note cards. Again, these variations will be determined by the individual instructor.

Typing

All your formal research papers at Highland must be typewritten or printed on a word processor, but short in-class assignments of various kinds may be acceptable in handwritten form. Your instructor will notify you when typing is not required.

Page Form

The general appearance of the pages in this booklet illustrates the form you are expected to follow in typing your paper. Standard-size paper (8 ½" x 11") is used on one side only. Running heads and page numbers are set one-half inch from the top of the paper. Top, bottom, and side margins are one inch. These are not usually the default margins in word processing programs and will, therefore, have to be adjusted. The MLA Handbook for Writers of Research Papers recommends choosing "an easily readable type (e.g., Times New Roman)" and setting it "to a standard size (e.g., 12 points)" (116).

Paragraphs are indented one-half inch from the left margin. This is the default paragraph indent for most word processing programs. Double spacing is used between lines of the text or body of the paper. Word processing programs may default to single space or one-and-a-half space, so you may have to adjust the line spacing. For a prose quotation of more than four typed lines, use the extracted form, indenting one inch from the left margin, double spacing, and omitting quotation marks. Double-space before and after long, blocked quotations and following a title or major heading. End punctuation precedes the in-text citation at the end of the quotation.

All pages, except the title page and the table of contents, should be numbered with consecutive Arabic numerals (1, 2, 3, etc.) in the upper right-hand corner. This can usually be accomplished by inserting the page number field in the header. If you are not familiar with this process, seek assistance from your instructor, a librarian, or a technical assistant in the technology lab.

It is recommended that you leave one space after all terminal punctuation (periods, question marks, exclamation marks); however, two spaces are still acceptable. Leave one space after internal punctuation (colon, comma, semicolon).

NOTE: Except in quotations, exclamation marks should not be used in research papers.

Title Page

A title page is not required for research papers. If your instructor requires one, however, keep in mind the purpose of the title page: A well-designed title page draws attention to the contents of your research paper. The title of the paper should be a concise, definitive statement of what the reader can expect to find in the body of your paper. The title page also identifies you, the writer, and the instructor, and provides the date of submission.

The information provided on the title page should be centered in the space between the margins and distributed on the page in a balanced manner. The title of the paper should be toward the top of the page. Your name, course title, instructor's name, and date are placed down the page. See the following page for a sample title page. APA format of a title page is different. Refer to Appendix B for a sample.

The Effects of Texting on Student Spelling, Grammar, and Punctuation

by

Donna Spelling

English 122

Dr. Reed Able

April 15, 2009

Table of Contents

Many Highland instructors suggest or require a table of contents. Follow the instructor's format or see the table of contents for this style guide. Generally, the table of contents page is not numbered.

Citations

What is a citation? Citations acknowledge indebtedness to others by providing a complete notation of sources of information. The proper use of citations leaves no doubt as to the source of a statement or idea. According to The Little, Brown Handbook, "Most systems of citation are basically similar: a number or brief parenthetical reference in the text indicates that particular material is borrowed and directs the reader to information on the source at the end of the work" (Fowler and Aaron 884).

When should you cite a reference? Writing with a Purpose, written by James McCrimmon, contains the suggestion that references be used in the following instances:

1. You use a direct quotation.
2. You copy a table, chart, or other diagram.
3. You summarize a discussion in your own words.
4. You construct a diagram from data provided by others.
5. You paraphrase an opinion that you have read rather than reached independently.
6. You present specific evidence that cannot reasonably be considered common knowledge (279-280).

Common knowledge among scholars in a specific field of study is not the same as common knowledge for the general public. For the most part, as a student writing for an instructor, you should document all information not common knowledge for the educated public. When in doubt, it is better to document than to risk plagiarism.

Lunsford, in The St. Martin's Handbook, advises quoting directly to use

- wording that is so memorable or powerful, or expresses a point so perfectly, that you cannot change it without weakening the meaning
- authors' opinions you wish to emphasize
- authors' words that show you are considering varying perspectives
- respected authorities whose opinions support your ideas
- authors whose opinions challenge or vary greatly from those of others in the field (270)

Citation Examples

Original:

Few concepts seem more obvious than the singular nature of the mind and self.

Direct Quotation:

Citing the domain of psychology as an example of this broad decentralization trend, Resnick states, "Few concepts seem more obvious than the singular nature of the mind and self" (2).

Paraphrase:

It is no longer assumed that an individual's mind and self make up one constant and unified entity (Resnick 2).

Note that, when the author's exact words are used, they must be set off with quotation marks. If parts of a quotation are left out, that wording should be indicated by the use of ellipsis. "For an ellipsis within a sentence, use three periods with a space before each and a space after the last (. . .)" (MLA 97). To designate that words are left out at the end of a sentence, "use three periods with a space before each following a sentence period—that is, four periods, with no space before the first or after the last period (. . . .)" (98). If, however, "a parenthetical reference follows the ellipsis at the end of your sentence, . . . use three periods with a space before each, and place the sentence period after the final parenthesis" (98). The following example from the MLA Handbook demonstrates correct use of ellipsis in this instance:

In surveying various responses to plagues in the Middle Ages, Barbara W. Tuchman writes, "Medical thinking, trapped in the theory of astral influences, stressed air as the communicator of disease . . ." (101-02).

Parenthetical Documentation

Several methods are used to cite references. The preferred method currently taught in composition courses at Highland and state universities is MLA parenthetical documentation. Whenever you summarize, paraphrase, quote, or take a general idea from a work, you must give the name and page number in the sentence itself or in parentheses following the citation. For example, you could refer to material taken from page 32 of the book Great Scientific Experiments by Ron Harre in either of the following ways:

"Aristotle must surely be ranked as among the greatest biologists" (Harre 32).

Harre comments, "Aristotle must surely be ranked as among the greatest biologists" (32).

The examples on the following pages demonstrate how to cite works in the text of your paper to refer your reader to the Works Cited page.

Identification of Sources and Page References in the Text

1. Simple page reference when identity of author or work is clear from the text:

"Our legal system," says August Bequai in *White-Collar Crime: A Twentieth Century Crisis*, "has fallen behind our technology" (109).

2. Identification of a source in the middle of a sentence:

As of now, specific legal deterrents to computer fraud exist only at the state level (Smith 19), a fact that may even encourage the would-be computer crook.

3. Standard identification when the author is not mentioned in the lead-in text (last name of author followed by page number):

New computer programs are being developed to trace internal transactions (Levin 6).

4. Identification of one of several works by the same author:

The young chimp amazed researchers by hitting the symbols for both apple and ball and pointing to the objects (Eckholm, "Kanzi" 12).

Use quotation marks if the work is an article and italic type if it is a book. Condense the title.

5. Identification of one of several works if author has been identified in the lead in:

Eckholm cautions, however, that Kanzi's trainers are reluctant to say that Kanzi creates sentences ("Pygmy" 7).

6. Identification of a magazine, journal, or newspaper article when the author is unknown:

With personal computer sales for 1982 estimated at 2.8 million units as compared with 724,000 in 1980 ("The Computer Moves In" 14), the age of universal data processing is at hand.

7. Identification of an electronic source:

A. When an author has been identified in the lead in:

As TyAnna Herrington notes in her Introduction, "Nicholas Negroponte's *Being Digital* provides another welcome not only into an age of technological ubiquity, but into a way of 'being' with technology."

B. When an author has not been identified in the lead in:

"Negroponte's uncomplicated, personal tone fools the reader into a sense that his theses are simplistic" (Herrington, "Introduction").

C. When an author is unknown:

Negroponte has the ability to make complex technological issues understandably simple (*Writing in Webbed Environments*).

D. When there is no page number, but other location information is available:

Two former public officials have published their claims that "the current administration makes clear its distaste for several eastern European leaders in emails sent to cabinet heads" (Parsek, par. 12).

The Office of Production Statistics provides a description of how updated information on the production of major appliances is amassed (sec. 4).

The MLA Handbook, 7th ed., specifies the following general principles for in-text citation: "If you quote, paraphrase, or otherwise use a specific passage in a book, an article, or another work [including electronic sources], give the relevant page or section (e.g., paragraph) number or numbers. . . . If your source uses explicit paragraph numbers rather than page numbers—as, for example, some electronics publications do—give the relevant number or numbers preceded by the abbreviation par. or pars. If another kind of section is numbered in the source…, either write out the word for the section or use a standard abbreviation" (220-221).

You may also use the screen link number. These numbers usually appear in blue at the top or bottom of the article and, when clicked, allow the reader to advance to the next piece of the article. If no reference numbers of any kind are provided, use the author's last name, or the article title if no author is given. Note that a printer generated page order, such as "1 of 2" or "2 of 2," is not a page designation for the material referenced.

Industrious scandal mongers seize upon the numerous opportunities provided by celebrity faux pas to create news, sell photos, and make money ("She Did It Again," screen 2).

Works Cited

The Works Cited page in MLA parenthetical documentation replaces, both in terminology and in function, the formal bibliography required by other styles. The Works Cited page is the most general form of documentation in the research paper. It provides a complete list of sources incorporated in the paper and is placed at the end.

The Works Cited page is alphabetized using the first word in each entry. Do not alphabetize by "a," "an," or "the." The first line of an entry begins at the left margin. All subsequent lines are indented five spaces. Entries are double-spaced.

The most frequently used forms for works cited entries are listed here. Carefully follow format guidelines when preparing entries for the works cited page; these forms are to be followed precisely.

If you are using a source not listed in these examples, select the form that most closely resembles the source you are using.

Final "Works Cited" for Parenthetical Documentation

Books

1. A book by a single author:

Arendt, Hannah. *On Revolution*. New York: Viking, 1963. Print.

Kramer, Edna E. *The Nature and Growth of Modern Mathematics.* Greenwich, Conn.: Fawcett, 1974. Print.

2. Two or more books by the same author:

Michaels, Leonard. *I Would Have Saved Them If I Could*. New York: Farrar, 1975.

———. *The Men's Club*. New York: Farrar, 1981. Print.

3. A book by two or more authors:

Rowbotham, Sheila, and Jeffrey Weeks. *Socialism and the New Life: The Personal and Sexual Politics of Edward Carpenter and Havelock Ellis*. London: Pluto, 1971. Print.

Burns, James MacGregor, J. W. Peltason, and Thomas E. Cronin. *Government by the People.* 12th ed. Englewood Cliffs, PA: Prentice, 1984. Print.

Lauer, Janice M., et al. *Four Worlds of Writing*. 2nd ed. New York: Harper, 1985. Print.

(The notation "et al." is used when a book has more than three authors.)

4. A later or revised edition:

Hayakawa, S. I. *Language in Thought and Action*. 3rd ed. New York: Harcourt, 1972. Print.

Moore, Harry T. *D. H. Lawrence: His Life and Works*. Rev. ed. New York: Twayne, 1964. Print.

5. A book by a corporate author:

American Society of Hospital Pharmacists. *Consumer Drug Digest*. New York: Facts on File, 1982. Print.

6. An anonymous book:

Chicago Manual of Style. 13th ed. Chicago: U of Chicago P, 1982. Print.

7. Edited work:

Shakespeare, William. *The Complete Signet Classic Shakespeare*. Ed. Sylvan Barnet. New York: Harcourt, 1972. Print.

Plato. *The Collected Dialogues of Plato: Including the Letters*. Ed. Edith Hamilton and Huntington Cairns. Princeton: Princeton UP, 1961. Print.

White, George Abbott, and Charles Newman, eds. *Literature in Revolution*. New York: Holt, 1972. Print.

Kermode, Frank, et al., eds. *The Oxford Anthology of English Literature*. 2 vols. New York: Oxford UP, 1973. Print.

8. Translated work:

Augustine. *The Confessions*. Trans. Edward B. Pusey. New York: Collier, 1961. Print.

9. Whole anthologies, collections, multivolume works:

Meyer, Michael, ed. *The Bedford Introduction to Literature*. New York: St.Martin's, 1987. Print.

10. Article in an anthology, collection, multivolume work:

Herbert, George. "The Pulley." *The Bedford Introduction to Literature*. Ed. Michael Meyer. New York: St. Martin's, 1987: 790-91. Print.

Sontag, Susan. "The Aesthetics of Silence." *Styles of Radical Will*. New York: Farrar, 1969. 3-34. Print.

Wylie, R. C. *Theory and Research on Selected Topics*. Vol. 2 of *The Self-Concept*. 2 vols. Lincoln: U of Nebraska P, 1979. Print.

Articles in Magazines, Journals and Newspapers

1. A magazine article with no author given:

"A Conversation with Lee Strasberg." *U.S. News and World Report* 16 June 1980: 94. Print.

2. A magazine article with an author listed:

Bellug, Ursula. "Lessons for Lana." *Time* 4 Mar. 1974: 74. Print.

3. Journals:

Warner, Kenneth E. "The Use of Hypnosis in the Defense of Criminal Cases." *International Journal of Clinical and Experimental Hypnosis* 27 (1979): 417-436. Print.

4. Newspaper articles:

"Insider Trading: A Matter of Trust." *New York Times* 23 Nov. 1986, late city final ed., sec. 4: 5. Print.

Other Written Works

1. Encyclopedia:

Bernstein, Irwin S. "Chimpanzee." *Encyclopedia Americana,* International ed. 2005. 484d. Print.

Garrett, Adele, and Milton V. Kline. "Hypnosis." *Collier's Encyclopedia*. 1984 ed. Print.

2. Pamphlets:

Modern Language Association of America. A *Guide for Job Candidates and Department Chairmen in English and Foreign Languages.* New York: MLA, 1975. Print.

3. A personal letter:

Graff, Gerald. Letter to the author. 18 Aug. 1984. Print.

4. A government document:

United States. Department of Labor. Bureau of Labor Statistics. *Productivity.* Washington, D. C.: GPO, 1958. Print.

Non-written Works

1. An interview:

Permack, Ann James. Personal interview. 27 July 1976.

Permack, Ann James. Telephone interview. 12 Aug. 1976.

2. A lecture:

Peace, James. "The Psychology of Language." Lecture given in Introduction to Psychology, Highland Community College. Freeport, IL. 15 Nov. 1979.

3. A television or radio program:

The First Americans. Narr. Hugh Downs. Writ. and Prod. Craig Fisher. NBC News Special. 21 Mar. 1968. Television.

The Black Cat. Dir. Hi Brown. CBS Mystery Theater. 4 Nov. 1973. Television.

4. A recording:

Beethoven, Ludwig Van. *Symphony No. 8 in F, op. 93*. Cond. Pierre Monteux. Vienna Philharmonic Orch. Deca, STS 15238, 1964. LP.

The Beatles. *Sgt. Pepper's Lonely Hearts Club Band*. Capitol, SMAS 2653, 1967. LP.

Electronic Works

1. www sites (world wide web):

Burka, Lauren P. "A Hypertext History of Multi-User Dimensions." *The MUDdex*. 1993. Web. 5 Dec. 1994.

Note that the MLA currently recommends not including the URL in the Works Cited entry. Some instructors may require it, however. If it is required, put it in < > at the end of the entry, followed by a period.

2. Database entry:

Journal

Franz, Joseph, et al. "Effects of Television." *Management Perspectives* 51.3 (1998): 17-18. *LexisNexis.* Web. 20 Oct. 2009.

Newspaper

Gopnik, Blake. "Art and Design Bringing Fresh Ideas to the Table." *Washington Post* 21 Apr. 2002: G1. *Academic Search Premier.* Web. 2 Sept. 2007.

Magazine

Holes, Timon. "Pieces." *Wired* 3 July 2009: 14-18. *JSTOR.* Web. 20 Oct. 2009.

3. Email, list serv and news groups:

Kleppinger, Eugene. "How to Cite Information from the Web." Message to Andrew Harnack. 10 Jan. 1999. E-mail.

Seabrook, Richard H.C. "Community and Progress." Online posting. Web. 22 Jan. 1999. 28 Oct. 2002. <cybermind@jefferson.village.virginia.edu>.

Thomson, Barry. "Virtual Reality." Message to author. 25 Jan. 1998. E-mail.

4. CD:

Zieger, Herman E. "Aldehyde." *The Software Toolworks Multimedia Encyclopedia.* Vers. 1.5. Software Toolworks. Boston: Grolier, 1992. CD.

Use the following abbreviations for missing information in works cited entries. The abbreviation will be placed where the information originally should have gone.

- No publisher or place of publication – n.p.
- No date of publication – n.d.
- No pagination – n. pag.

Capitalize the "n" following a period, but lowercase it if it follows other punctuation.

Appendix A

Sample Text

Works Cited for Sample Text

Norma L. Barnes
Professor Able
Writing Style 101
12 March 2010

Plagiarism: What It Is and What It May Cost

In 2004, the president of Central Connecticut State University retired after it was determined that he had "plagiarized parts of an opinion article he wrote for *The Hartford Courant"* (Walsh A29). Although plagiarism discovered in his doctoral dissertation was later "deemed 'inadvertent'" (Bartlett, "SIU President" A27), the president of Southern Illinois University came under scrutiny in 2007 for "numerous examples of plagiarism and improper citation" in his 1984 dissertation (Bartlett, "Newspaper Uncovers" A21). Also at SIU, the chancellor at Carbondale was asked to step down in 2006, and an assistant professor was fired in 2004 as the result of copying (Bartlett, "Newspaper Uncovers" A21). In 2006, a young author's first book was pulled from the shelves because of "more than 40 . . . elements" similar to those in two books by an established author (Farenthold).

These instances of plagiarism and copyright violation point to the real dangers of both inadvertent and purposeful use of the words and ideas of others, essentially claiming them as one's own. Student writers must understand what plagiarism is in order to protect themselves from its possible ramifications, but at a deeper level they should recognize that the rights of others are violated by the act itself. Furthermore, they should realize that students who commit plagiarism are cheating themselves out of the education for which they are probably paying a considerable sum.

College and university policies vary somewhat in their approach to punishment for plagiarism, but all maintain the right to fail or expel students who have plagiarized. Whether or not the plagiarism was intentional may make little difference in the judgment brought against a student. While studying abroad in 2008, an Ohio University senior was expelled from the University of Virginia's Semester at Sea program for "copying three phrases"—just 25 words—from Wikipedia (Read). Severe offenses may weigh even more heavily against the student. In 2007, a mechanical engineering student at Ohio University was "accused of plagiarizing his thesis." For two years, the Academic Honesty Hearing Committee reviewed a total of 55 "suspicious theses," and ultimately this student's master's degree was revoked (Wasley A15). Though some students were asked to rewrite their theses, the committee chair stated that the "committee was most likely to recommend revocation in cases where there was an apparent intent to deceive" (Wasley A15).

As do most colleges and universities, Highland considers plagiarism to be a form of academic misconduct. Sanctions for academic misconduct include reduction in grade, warning, suspension from class, suspension from the College, or dismissal from the College. While procedures are in place to protect student rights, acts of both intentional and inadvertent plagiarism have serious consequences (*Highland Community College Catalog* 22-23).

Beyond the risk of being caught, students should give thought to the ethics of using another's words and ideas as their own. The originator of the thought or phrasing is the victim of theft, whether the thief profits monetarily or not. In truth, the student who earns a degree based in part on using the work of others as his or her own may well benefit monetarily by the increased salaries and profits that the educated are potentially able to earn.

Perhaps understandably, students who have not yet produced any notable "intellectual property" may not acknowledge that persons who create "inventions, literary and artistic works, . . . symbols, names, images and designs used in commerce" are entitled to be recognized as the owners of those works ("What Is Intellectual Property?"). At some point, however, any person, highly educated or not, may create works that constitute intellectual property. Words or phrases that explain a new idea or concept or are particularly apt are included in this category. To have those words used by others without recognition is to be victimized by the perpetrators. It is not a new position to consider claiming someone else's words and ideas to be at best lying and at worst theft. The concept of "intellectual property and . . . academic originality date from the 18th century" (Wakefield B21). Though the Internet has made the words of others readily available, it does not make them free to the extent that sources need not be cited.

One must also consider, however, that students who plagiarize are stealing from themselves. They are robbing themselves of the opportunity to champion new ideas inspired by the works of others while at the same time building argumentation skills that incorporate weighty summary, paraphrase, and quotation by duly cited authorities. The authors of *Understanding Plagiarism,* Rosemarie Menager-Beeley and Lyn Paulos, tell students, "The whole point of having you use sources is to enable you to learn from those sources and to develop your own writing and analytical skill" (4). Furthermore, they state, "Attempting to cheat on your paper cheats you the most because you are depriving yourself of the thinking, learning, and writing practice that would have benefited all of your classwork and beyond" (8).

The behaviors of academic integrity may develop as "a constellation of skills, taught largely through the long apprenticeship of higher education" (Blum A35). Students should

embrace the responsibilities and rewards of this apprenticeship. Writing courses and the papers assigned to students are meant to build written communication skills and to promote application of those skills to discourse in the disciplines and their future work. In other words, students are being asked to learn to think clearly and to write well so that they will be able to perform those functions both as students and as participants in the larger world. If students do not do the work themselves, they will not learn the skills. Later, when these skills are needed, it will be a more onerous task to add that new learning to the demands of their professions. Moreover, the lack of these skills may *cost* them their professions.

Works Cited

Bartlett, Thomas. "Newspaper Uncovers SIU President's Plagiarism." *Chronicle of Higher Education.* 14 Sept. 2007: A21. *Chronicle of Higher Education.* Web. 8 Dec. 2009.

- - -. "SIU President's Plagiarism Is Deemed 'Inadvertent'." *Chronicle of Higher Education.* 26 Oct. 2007: A27. *Chronicle of Higher Education*. Web. 8 Dec. 2009.

Blum, Susan."Academic Integrity and Student Plagiarism: A Question of Education, Not Ethics." *Chronicle of Higher Education.* 20 Feb. 2009: A35. *Chronicle of Higher Education*. Web. 8 Dec. 2009.

Farenthold, David. "Publisher Pulls Young Author's Suspect Novel." *Washington Post,* The Washington Post Company. 28 Apr. 2006. Web. 8 Dec. 2009.

Highland Community College Catalog 2009-2011. Freeport, IL: Highland Community College. 2009. 22-23.

Menager-Beeley, Rosemarie, and Lyn Paulos. *Understanding Plagiarism: A Student Guide to Writing Your Own Work.* Boston: Houghton. 2006. Print.

Read, Brock. "Plagiarism Allegations Boot a Student from a Study-Abroad Trip." *Chronicle of Higher Education.* 25 Aug. 2008, n. pag. *Chronicle of Higher Education.* Web. 8 Dec. 2009.

Wakefield, Andre. "The History of Plagiarism." *Chronicle of Higher Education.* 14 Sept. 2001: B21. *Chronicle of Higher Education*. Web. 8 Dec. 2009.

Walsh, Sharon. "Accused of Plagiarism, President to Retire." *Chronicle of Higher Education.* 2 Apr. 2004: A29. *Chronicle of Higher Education*. Web. 8 Dec. 2009.

Wasley, Paula. "Ohio U. Revokes Degree for Plagiarism." *Chronicle of Higher Education.* 6 Apr. 2007: A15. *Chronicle of Higher Education*. Web. 8 Dec. 2009.

"What Is Intellectual Property?" *World Intellectual Property Organization.* N.d. Web. 8 Dec. 2009.

Appendix B

Identification of Sources in the Text - APA Style

Final "References" for Parenthetical Documentation APA Style

Sample Text APA Style

Resources for Sample Text APA Style

Identification of Sources in the Text - APA Style

1. Standard identification when the author and work are not mentioned in the text (last name of author followed by a comma and the year of publication):

   New computer programs are being developed to trace internal transactions (Levin, 1993).

2. Identification of a source in the middle of a sentence:

   As of now, specific legal deterrents to computer fraud exist only at the state level (Smith, 1999), a fact that may even encourage the would-be computer crook.

3. Simple page reference when identity of author or work is clear from the text:

   "Our legal system," says August Bequai in *White-Collar Crime: A Twentieth Century Crisis* (1978), "has fallen behind our technology" (p. 109).

4. Identification of one of several works by the same author:

   The young chimp amazed researchers by hitting the symbols for both apple and ball and pointing to the objects (Eckholm, 1985a).

5. Identification of one of several works if author has been identified:

   Eckholm cautions, however, that Kanzi's trainers are reluctant to say that Kanzi creates sentences (1985b).

6. Identification of work by multiple authors:

   <u>First citation:</u>

   Davis, Mortenson, Blake, and Turner (2009) found . . .

Subsequent first citation per paragraph:

Davis et al. (2009) also determined . . .

Subsequent non parenthetical citations

Davis et al. (2009) ascertained that . . .

Subsequent parenthetical citation:

Identification of causal factors tends to influence future data collection emphases (Davis et al., 2009).

For two authors, list both every time. For three to five authors, list all names in the first citation and "et al." in following citations. For six or more authors, list the first author and then "et al." (American Psychological Association, 2010, pp. 174-179)

6. Secondary Sources (in-text citations)

For citation of secondary sources, the American Psychological Association recommends the following: "Give the secondary source in the reference list; in text, name the original work and give the citation for the secondary source" (2010, p.178).

Jefferson's initial findings (as cited in Bakersfield, 2007)

7. Identification of a magazine, journal, or newspaper article when the author is unknown:

With personal computer sales for 1982 estimated at 2.8 million units as compared with 724,000 in 1980 ("The Computer Moves In," 1993), the age of universal data processing is at hand.

8. Identification of an electronic source:

A. When an author has been identified in text:

As TyAnna Herrington notes in her Introduction, “Nicholas Negroponte’s *Being Digital* provides another welcome not only into an age of technological ubiquity, but into a way of ‘being’ with technology” (n.d., Introduction section, para. 1).

B. When an author has not been identified in text:

“Negroponte’s uncomplicated, personal tone fools the reader into a sense that his theses are simplistic” (Herrington, n.d., Introduction section, para. 4).

C. When an author is unknown:

Negroponte has the ability to make complex technological issues understandably simple (*Writing in Webbed Environments*, 1996).

Final "References" for Parenthetical Documentation – APA Style

Books

1. A Book by a Single Author:

Arendt, H. (1963). *On revolution*. New York, NY: Viking.

Kramer, E. E. (1974). *The nature and growth of modern mathematics.* Greenwich, CT: Fawcett.

2. Two or More Books by the Same Author:

Michaels, L. (1975). *I would have saved them if I could*. New York, NY: Farrar.

Michaels, L. (1981). *The men's club*. New York: Farrar.

3. A Book by Two or More Authors:

Rowbotham, S., & Weeks, J. (1977). *Socialism and the new life: The personal and sexual politics of Edward Carpenter and Havelock Ellis*. London, England: Pluto.

4. A later or Revised Edition:

Hayakawa, S. I. (1972). *Language in thought and action* (3rd ed.). New York, NY: Harcourt Brace Jovanovich.

Moore, H.T. (1964). *D.H. Lawrence: His life and works* (Rev. ed.). New York, NY: Twayne.

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9. Anthologies, Collections, Multivolume work:

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1. A Magazine Article with No Author Given:

A conversation with Lee Strasberg. (1980, June). *U.S. News and World Report, 32*(6), 94.

2. A Magazine Article with an Author Listed:

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Insider trading: A matter of trust. (1986, November 23). *The Washington Post*, pp. A1, A4.

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Additional Resources

For additional information, consult the Publication Manual of the American Psychology Association. Copies are available in the Reference section of the Highland Community College Library under Library of Congress number BF 76.7 .P83 2009.

Information about the Manual is available at http://apastyle.apa.org/.

You may be able to find the answers to your questions at "Frequently Asked Questions about APA Style" at http://www.apastyle.org/learn/faqs/index.aspx.

It is also possible to email questions to Styleexpert@APAstyle.org.

You may also wish to visit Purdue University's "OWL" website at http://owl.english.purdue.edu/owl/resource/560/01.

Plagiarism: What It Is and What It May Cost

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In 2004, the president of Central Connecticut State University retired after it was determined that he had "plagiarized parts of an opinion article he wrote for *The Hartford Courant"* (Walsh, 2004, para. 1). Although plagiarism discovered in his doctoral dissertation was later "deemed 'inadvertent'" (Bartlett, 2007b), the president of Southern Illinois University came under scrutiny in 2007 for "numerous examples of plagiarism and improper citation" in his 1984 dissertation (Bartlett, 2007a, para. 1). Also at SIU, the chancellor at Carbondale was asked to step down in 2006 (Bartlett, 2007a, para 5), and an assistant professor was fired in 2004 as the result of copying (Bartlett, 2007a, para 6). In 2006, a young author's first book was pulled from the shelves because of "more than 40 . . . elements" similar to those in two books by an established author (Farenthold, 2006, para. 13).

These instances of plagiarism and copyright violation point to the real dangers of both inadvertent and purposeful use of the words and ideas of others, essentially claiming them as one's own. Student writers must understand what plagiarism is in order to protect themselves from its possible ramifications, but at a deeper level they should recognize that the rights of others are violated by the act itself. Furthermore, they should realize that students who commit plagiarism are cheating themselves out of the education for which they are probably paying a considerable sum.

College and university policies vary somewhat in their approach to punishment for plagiarism, but all maintain the right to fail or expel students who have plagiarized. Whether or not the plagiarism was intentional may make little difference in the judgment brought against a student. While studying abroad in 2008, an Ohio University senior was expelled from the University of Virginia's Semester at Sea program for "copying three phrases"—just 25 words—

from Wikipedia (Read, 2008, para. 2). Severe offenses may weigh even more heavily against the student. In 2007, a mechanical engineering student at Ohio University was "accused of plagiarizing his thesis" (Wasley, 2007, para. 1). For two years, the Academic Honesty Hearing Committee reviewed a total of 55 "suspicious theses," and ultimately this student's master's degree was revoked (Wasley, 2007, para. 4). Though some students were asked to rewrite their theses, the committee chair stated that the "committee was most likely to recommend revocation in cases where there was an apparent intent to deceive" (Wasley, 2007, para. 5).

As do most colleges and universities, Highland considers plagiarism to be a form of academic misconduct. Sanctions for academic misconduct include reduction in grade, warning, suspension from class, suspension from the College, or dismissal from the College. While procedures are in place to protect student rights, acts of both intentional and inadvertent plagiarism have serious consequences (*HCC Catalog,* 2009).

Beyond the risk of being caught, students should give thought to the ethics of using another's words and ideas as their own. The originator of the thought or phrasing is the victim of theft, whether the thief profits monetarily or not. In truth, the student who earns a degree based in part on using the work of others as his or her own may well benefit monetarily by the increased salaries and profits that the educated are potentially able to earn.

Perhaps understandably, students who have not yet produced any notable "intellectual property" may not acknowledge that persons who create "inventions, literary and artistic works, . . . symbols, names, images and designs used in commerce" are entitled to be recognized as the owners of those works (*World Intellectual Property Organization*). At some point, however, any person, highly educated or not, may create works that constitute intellectual property. Words or

phrases that explain a new idea or concept or are particularly apt are included in this category. To have those words used by others without recognition is to be victimized by the perpetrators. It is not a new position to consider claiming someone else's words and ideas to be at best lying and at worst theft. The concept of "intellectual property, and . . . academic originality date from the 18th century" (Wakefield, 2001, para. 1). Though the Internet has made the words of others readily available, it does not make them free to the extent that sources need not be cited.

One must also consider, however, that students who plagiarize are stealing from themselves. They are robbing themselves of the opportunity to champion new ideas inspired by the works of others while at the same time building argumentation skills that incorporate weighty summary, paraphrase, and quotation by duly cited authorities. The authors of *Understanding Plagiarism,* Rosemarie Menager-Beeley and Lyn Paulos, tell students, "The whole point of having you use sources is to enable you to learn from those sources and to develop your own writing and analytical skill" (2006, p. 4). Furthermore, they state, "Attempting to cheat on your paper cheats you the most because you are depriving yourself of the thinking, learning, and writing practice that would have benefited all of your classwork and beyond" (2006, p. 8).

The behaviors of academic integrity may develop as "a constellation of skills, taught largely through the long apprenticeship of higher education" (Blum, 2009, para. 24). Students should embrace the responsibilities and rewards of this apprenticeship. Writing courses and the papers assigned to students are meant to build written communication skills and to promote application of those skills to discourse in the disciplines and their future work. In other words, students are being asked to learn to think clearly and to write well so that they will be able to perform those functions both as students and as participants in the larger world. If students do

not do the work themselves, they will not learn the skills. Later, when these skills are needed, it will be a more onerous task to add that new learning to the demands of their professions. Moreover, the lack of these skills may *cost* them their professions.

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Appendix C

Tips on Note-Taking

Tips on Note-Taking

Most of your references will be summaries and/or paraphrases of your sources. You should paraphrase when taking notes, not as you draft your paper, keeping in mind the following checklist suggested by Lunsford:

- Include all main points and any important details from the original source, in the same order in which the author presents them.
- State the meaning in your own words and sentence structures. If you want to include especially memorable language from the original, enclose it in quotation marks.
- Save your comments, elaborations, or reactions on another note.
- Record the author's name, the shortened title, and the page number(s) on which the original material appears. For sources without page numbers, record the paragraph, screen, or other section number(s), if any.
- Make sure you have a corresponding working-bibliography entry with complete source information. (14b)

Label the note with a subject heading, and identify it as a paraphrase (264).

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