

# Academic Writing @ Harvard

## Citing and Referencing in the Digital Age

Fall 2019

Academic Writing and Research Support  
Gutman Library

Simone Fried, Jae Lee, Al Moore

**\*Materials available at:**

<https://canvas.harvard.edu/courses/11528>

# Today's Schedule



## Plagiarism

- Definition
- Variations



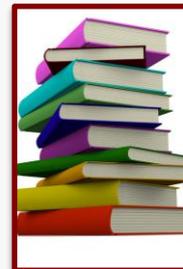
## Paraphrasing

- Purpose
- Paraphrasing/Summarizing



## Problems

- Giving credit
- APA & citation



## Resources

- Tools
- People/Places

# Today's Schedule



## Plagiarism

- Definition
- Variations



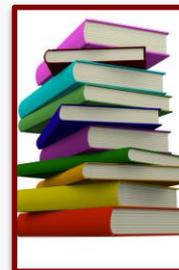
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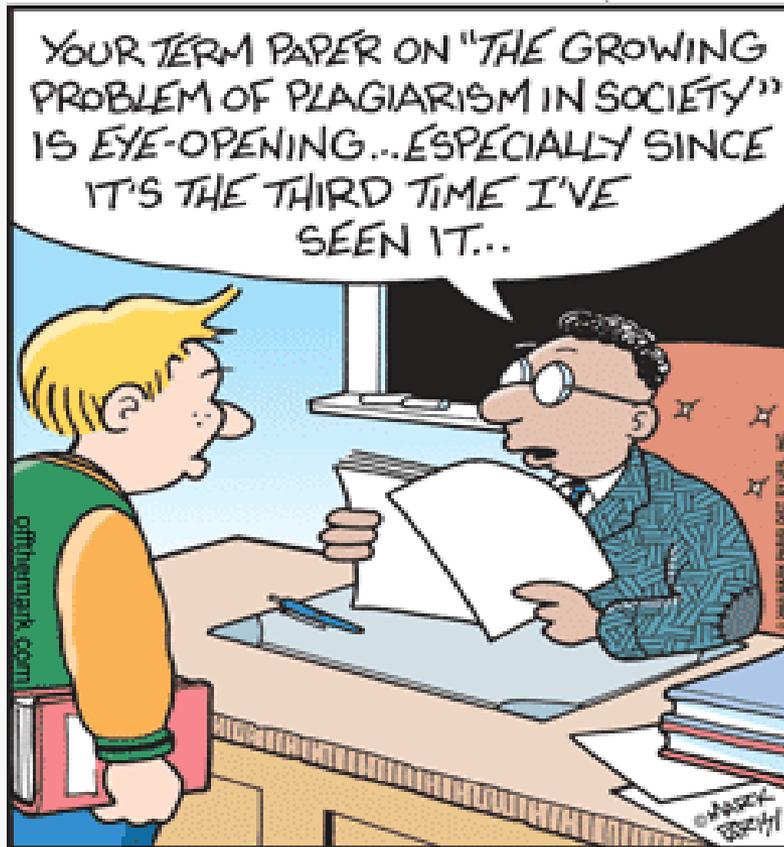
- Giving credit
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## Resources

- Tools
- People/Places

off the mark.com by Mark Parisi



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Parisi, M. (18 July 2003). *Plagiarism cartoon 1*.  
Retrieved 20 July, 2010 from  
<http://offthemark.com/search-results/key/plagiarism/>

# Plagiarism

“*Plagiarus* means ‘kidnapper’ in Latin; in antiquity, *plagiarii* were pirates who sometimes stole children. When you plagiarize, as several commentators have observed, you steal the brainchild of another” (Harvey, 2008, p. 37).

## Harvard Graduate School of Education Policies, Regulations and Standards of Conduct; including Academic Integrity

“All work submitted to meet course requirements is expected to be the student’s own. In the preparation of all papers and other written work submitted to meet course requirements and dissertations, a student must be careful to distinguish between ideas that are his or her own and those that have been derived from other sources. Information and opinions drawn from all sources are to be attributed specifically to these sources. It is the student’s responsibility to learn and use the proper forms of citation. Quotations must be properly placed within quotation marks and must be fully cited. All paraphrased material must also be fully cited. In all cases where ideas or material presented are derived from a student’s reading and research, the source used must be indicated.” (HGSE, 2019-2020, p. 56).

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Harvey (2008) suggests 8 different types of plagiarism:

- Unquoted but verbatim phrase or passage
- Uncited data or information
- Uncited idea, whether a specific claim or general concept
- Uncited structure or organizing strategy
- Misrepresentation of evidence
- Improper collaboration
- Dual or overlapping submissions
- Abetting plagiarism

**Understanding all of these types will help you know  
when you need to cite!**

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## Unquoted but verbatim phrase or passage

“Like running, the more you do it, the better you get at it. Some days you don’t want to run and you resist every step of the three miles, but you do it anyway. You practice whether you want to or not. You don’t wait around for inspiration and a deep desire to run. It’ll never happen, especially if you are out of shape and have been avoiding it. But if you run regularly, you train your mind to cut through or ignore your resistance. You just do it. And in the middle of the run, you love it. When you come to the end, you never want to stop. And you stop, hungry for the next time.

That’s how writing is, too. Once you’re deep into it, you wonder what took you so long to finally settle down at the desk. Through practice you actually do get better. You learn to trust your deep self more and not give in to your voice that wants to avoid writing. It is odd that we never question the feasibility of a football team practicing long hours for one game; yet in writing we rarely give ourselves the space for practice” (Goldberg, 1986, p. 11).

Goldberg, N. (1986). *Writing down the Bones: Freeing the Writer Within*. Boston, MA: Shambala.

Writing is like running, the more you do it, the better you get.

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## Uncited data or information

By the age of 26, just 12 percent of high school graduates have failed to enroll in a two or four-year college. Of this 12 percent, many are male, from the South and tend to come from the lower end of the socioeconomic scale, according to a new analysis from the National School Boards Association's (NSBA) Center for Public Education.

On average, non-college enrollees did worse in high school than their college-going counterparts. According to the NSBA analysis, they took less rigorous courses and had lower grade point averages.

Klein, R. (2014, September 29). This is why 12 percent of high school graduates don't go to college. *The Huffington Post*.

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## Uncited idea, whether a specific claim or general concept

This article briefly reviews a portion of basic writing history in order to familiarize readers with the common positioning and labeling of struggling student writers. By internalizing and taking up aspects of negative instructor discourses, some students, especially those with multicultural or disadvantaged backgrounds, may come to see themselves as ineffectual and inept writers. The first section of this paper explores the theoretical stance that supports our practice. We go on to describe pedagogical practices that can help students question the ‘truths’ they have accepted about their writer identities. These reflective practices can be easily adapted to content-area classes as a way of inviting students to counter and expand their understanding of writing in the academy. Academic writing is a process that can involve struggle and conflict for many, especially when genres and/or discourses are new (p.172).

Fernsten, L. A., & Reda, M. (2011). Helping students meet the challenges of academic writing. *Teaching in Higher Education*, 16(2),171-182.

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Negative teacher talk can influence how students  
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## Uncited structure or organizing strategy

As students move from writing personal essays to writing formal academic texts in English, they face several new challenges. Writing tasks in higher education often require students to draw upon outside sources and to adopt the styles and genres of academic discourse. They must conduct research, summarize and paraphrase, cite sources, adopt genre conventions that meet audience expectations, and select words and grammatical patterns that are characteristic of less personal and more formal genres of writing. These academic literacy skills can pose challenges when first introduced. To conduct research, students must learn to search for and evaluate sources in terms of credibility and reliability, developing skills of informational literacy. An additional challenge faced in academic writing is the issue of expertise. Academic writing often requires students to write from an expert position, even when they do not consider themselves to be experts on their topics (12).

Tardy, C. M. (2010). Writing for the world: Wikipedia as an introduction to academic writing. *English Teaching Forum*, 48(1), 12-19.

The transition from essays to academic papers poses numerous challenges for many college students. They must develop critical skills such as how to research, paraphrase, and cite sources. They also have to master more formal writing conventions. Finally, they need to write on subjects as though they were experts regardless of whether they are (Tardy, 2010).

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# Today's Schedule



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- Variations



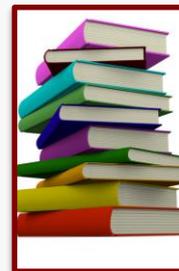
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## Resources

- Tools
- People/Places

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## Misrepresentation of evidence

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Students must always be an expert in what they write about (Tardy, 2010).

Students must never write about topics they are not experts in (Tardy, 2010).

Students cannot write convincingly about a topic unless they are experts in that area (Tardy, 2010).

Students can find it challenging to write confidently about topics in which they are not experts (Tardy, 2010).

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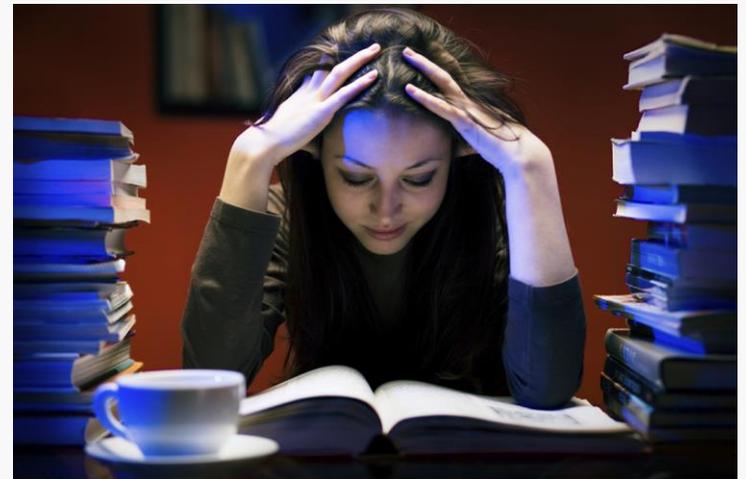
## Improper Collaboration

Students occasionally work with others or receive assistance in various aspects of their course work. Students should be very clear about how they are working with others and what types of assistance, if any, they are receiving. Students should disclose to their professors any plans for outside professional assistance on editing, statistical work, or other matters central to completing their work. The student's professor will approve those kinds and levels of assistance that support, rather than supplant, the student's research, writing and learning. If assistance was approved, the student must specify what sort of assistance they received and from whom on the paper in question, upon submission. The goal of this oversight is to preserve the status of the work as the student's own genuine intellectual product. Students should remember that the Gutman Library Academic Writing and Research Services is available to assist them with assessing and editing their own work. This assistance has been sanctioned by HGSE.

-Harvard Graduate School of Education Student Handbook, "Assistance in Course Work and Writing" (p. 49)

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## Dual or Overlapping Submissions

A paper may not be used to meet the requirements for more than one course. Students wishing to integrate the work of two separate courses into one paper may do so only if this plan is approved in advance in writing by all instructors involved. Papers submitted for more than one course must show both course numbers on the title page

Harvard Graduate School of Education Student Handbook, “Dual Submission of Papers” p.53

Doing Education Right:  
A Detailed Commentary on the History of Pedagogy in America

Submitted by  
John Harvard

For A123



Doing Education Right:  
A Detailed Commentary on the History of Pedagogy in America

Submitted by  
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For B987

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# Tips for Citing Appropriately

- Take careful notes
- Develop a system for clearly indicating when you are quoting, paraphrasing, summarizing, etc.
- Compare to original sources
- Give yourself enough time
- When in doubt, “Cite it Anyway!”

# Today's Schedule



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- Variations



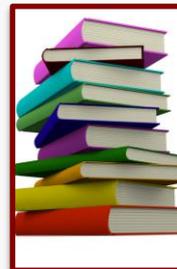
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- Purpose
- Paraphrasing/Summarizing



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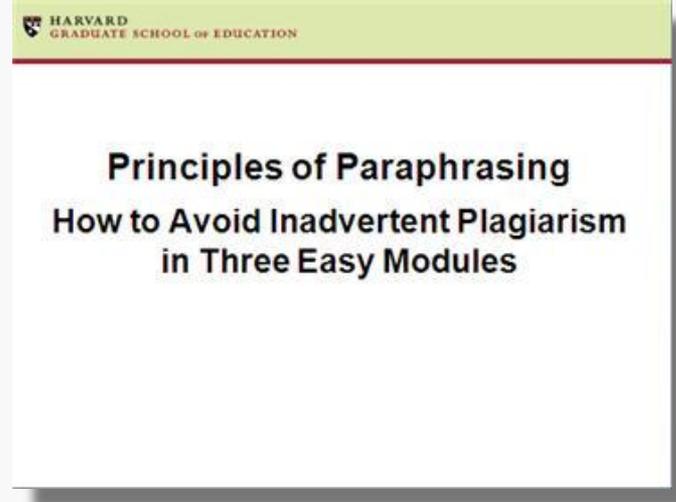
- Tools
- People/Places

# Paraphrasing & Summarizing

- Accurately represent author's meaning without quoting
- Use less words than quoting
- Use your own words
- Use your own sentence structure

Additionally:

Paraphrasing communicates more details and nuances of the original text. This is more difficult, and should only be used when the nuances and details add to your argument.



# What is the difference?

**Paraphrase:** a restatement of a text, passage, or work giving the meaning in another form

**Summary:** using a few words to give the most important information about something

\*Definitions from [merriam-webster.com](http://merriam-webster.com)

# Steps to Paraphrase/Summarize

- Read the original text
- List bullet points for each idea/argument in the paragraph
- Assimilate the message of the author(s)
- Paraphrase/summarize in your own words
- Check paraphrase against the original text

# Paraphrasing Activity

As students move from writing personal essays to writing formal academic texts in English, they face several new challenges. Writing tasks in higher education often require students to draw upon outside sources and to adopt the styles and genres of academic discourse. They must conduct research, summarize and paraphrase, cite sources, adopt genre conventions that meet audience expectations, and select words and grammatical patterns that are characteristic of less personal and more formal genres of writing. These academic literacy skills can pose challenges when first introduced. To conduct research, students must learn to search for and evaluate sources in terms of credibility and reliability, developing skills of informational literacy. An additional challenge faced in academic writing is the issue of expertise. Academic writing often requires students to write from an expert position, even when they do not consider themselves to be experts on their topics.

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# Sample Paraphrase

The transition from writing in high school to writing in college can be difficult for many students. The skills needed to write a personal essay for a college application, for example, are not the same as those needed to write a research paper for a course (Tardy, 2010). The discourse of the academy, in particular, can pose challenges for students both in terms of expectations and perceptions. College assignments often require a more formal writing style, and students unfamiliar with the conventions of such formal writing may struggle (Tardy, 2010).

# Break Time!



**10**

# Break Time!



# 9

# Break Time!



# 8



# Break Time!



# Break Time!



# 6



# Break Time!



**5**

# Break Time!



# Break Time!



# 3

# Break Time!



**2**

# Break Time!



# Today's Schedule



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## Paraphrasing

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## Problems

- Giving credit
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## Resources

- Tools
- People/Places

# Why Cite?

- Give credit to the sources you use to support your ideas and claims
- Differentiate between your own ideas and ideas which come from others
- Adds credibility to your claims
- Helps your reader find your sources if they want to read more
- Helps you avoid plagiarism

# Cite a Source When You...

- **Quote** the source directly;
- **Summarize** its main ideas, events, or data;
- **Paraphrase** one of its statements or passages;  
or
- **Briefly mention** it.

In summary...**EVERY** time you use someone else's idea.

# How do you cite?

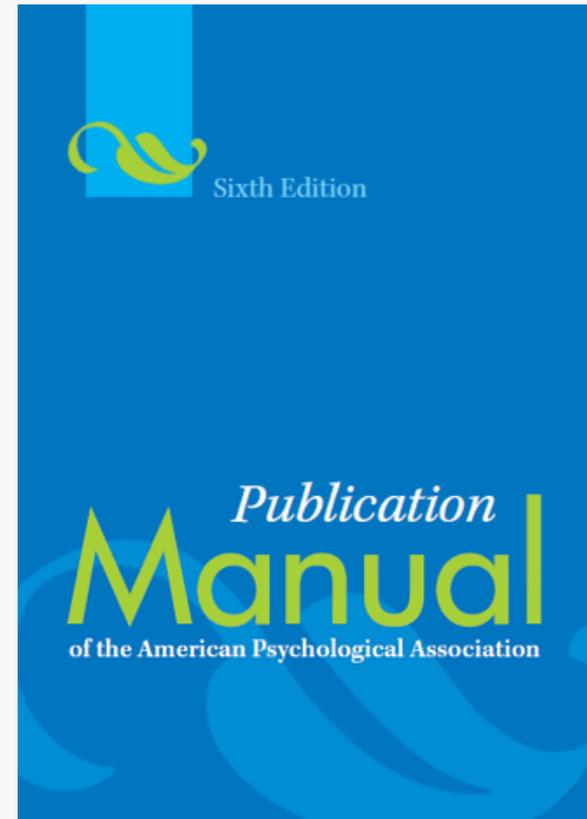
- **APA:** psychology, education, and other social sciences.
- **MLA:** literature, arts, and humanities.
- **AMA:** medicine, health, and biological sciences.
- **Chicago:** history, law, economics, political science (Outside academia, in most books, magazines, newspapers, and other non-scholarly publications).

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# APA Citation

- In-text
- Reference list



# Purdue OWL

- APA Style Guide
- Comprehensive online resource



## **The Purdue Online Writing Lab**

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July 11, 2019

## [When to Include Page Numbers in a Reference List Entry](#)



By David Becker

Dear APA Style Experts,

When I cite page numbers in text, does that mean I have to include them in the reference as well? If not, then when should I include page numbers in a reference?

—Laurel H.

Dear Laurel,

The quick answer to your first question is, “No.” Just because you cite one or more page numbers in text—whether you are [directly quoting a source](#) or just [paraphrasing](#) it—does not necessarily mean you need to include them in the reference list. [References](#) help readers find the work you are citing, whereas in-text citations help readers find the location of the quoted or paraphrased material within that source. Here is an example of the correct format for an in-text citation to an authored book and its corresponding reference:

### In-text citation:

(Moghaddam, 2018, p. 30)

### Reference:

Moghaddam, F. M. (2018). *Mutual radicalization: How groups and nations drive each other to extremes*. <https://doi.org/10.1037/0000089-000>

Regarding your broader question about when to include page numbers in a reference, the answer depends on what type of source you are citing. A page range is included in a reference to a source that is part of a larger paginated work, such as [a chapter in an edited book](#), [an entry in a reference book](#), [a work in an anthology](#), or an article in a periodical (i.e., a journal or a print magazine or newspaper). Here is a sample in-text citation and a corresponding reference to a

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# In-text Citations

- Generally, last name of author(s) and year of publication
- Any parts not mentioned in the text should be in parentheses
  - Research has shown....(Luttrell, 2003)
  - Luttrell (2003) noted that
- Direct quotes must include a page number
  - (Kegan & Lahey, 1984, p. 226)

# In-text Citations: Single Author

Many students are embarrassed after receiving feedback on their writing (\_\_\_\_\_).

<http://tinyurl.com/APAquick>

Author: Rachel Toor

Title: Shame in Academic Writing

Journal: The Chronicle of Higher Education

Date: August 31, 2011

# In-text Citations: Single Author

Many students are embarrassed after receiving feedback on their writing (Toor, 2011).

<http://tinyurl.com/APAquick>

Author: Rachel Toor

Title: Shame in Academic Writing

Journal: The Chronicle of Higher Education

Date: August 31, 2011

# In-text Citations:

## Direct Quote & Two Authors

“Summarize what ‘they say’ as soon as you can” (\_\_\_\_\_).

<http://tinyurl.com/APAquick>

Author: Gerald Graff, Cathy Birkenstein

Title: They Say/I Say: The Moves that Matter in Academic Writing

Year: 2014

Page: 21

# In-text Citations:

## Direct Quote & Two Authors

“Summarize what ‘they say’ as soon as you can” (Graff & Birkenstein, 2014, p. 21).

<http://tinyurl.com/APAquick>

Author: Gerald Graff, Cathy Birkenstein

Title: They Say/I Say: The Moves that Matter in Academic Writing

Year: 2014

Page: 21

# In-text Citations: Multiple Studies

Several studies have shown that...

(\_\_\_\_\_).

John Smith, 2005

Frodo Baggins & Bilbo Baggins, 2012

Mary Poppins, 1968

# In-text Citations: Multiple Studies

Several studies have shown that...

(Baggins & Baggins, 2012; Poppins, 1968;  
Smith, 2005).

John Smith, 2005

Frodo Baggins & Bilbo Baggins, 2012

Mary Poppins, 1968

# In-text Citations: Secondary sources

- If you read an article by Jane Adams (2018) and she cites an idea by Elizabeth Gray (2016), but you can't find Gray's paper...

# In-text Citations: Secondary sources

- Article you read: Adams (2018)
- Origination of the idea that Adams cites: Gray (2016)

Gray's (2016) study determined that... (as cited in Adams, 2018)

# In-text Citations: Personal Communication

It is important to give credit when using another person's ideas (J. Lee & M. McGarrah, personal communication, September 15, 2018).

Jaein Lee

Michael McGarrah    September 15, 2018

# Today's Schedule



## Plagiarism

- Definition
- Variations



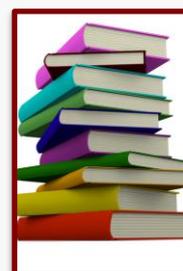
## Paraphrasing

- Purpose
- Paraphrasing/Summarizing



## Problems

- Giving credit
- APA & citation



## Resources

- Tools
- People/Places

# References

- Tells the reader where they can find sources you cite. Does not include personal communication.
- Start on a new page.
- Alphabetized by last name.
- A hanging indent for each reference: that is, the first line is not indented and the rest are five-space indented.
- All publically available sources cited in the text should appear in the references list (and no others).

References

ACT. (2005). *Crisis at the core: Preparing all students for college and work*. Iowa City, IA: ACT, Inc.

Anderson, D. D. (2008). The elementary persuasive letter: Two cases of situated competence, strategy, and agency. *Research in the Teaching of English*, 42(3), 270-314.

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Bridgeman, B., & Carlson, S. B. (1984). Survey of academic writing tasks. *Written Communication*, 1(2), 247-280.

Cazden, C. B., & Beck, S. (2005). Classroom discourse. In A. C. Graesser, M. Gernsbacher & S. R. Goldman (Eds.), *Handbook of discourse processes* (pp. 165-197). Mahwah, NJ: Lawrence Erlbaum Associates.

Charmaz, K., 1939-. (2006). *Constructing grounded theory : A practical guide through qualitative analysis*. London ,Thousand Oaks, Calif.: Sage Publications.

Coker, D., & Lewis, W. E. (SPR 2008). Beyond writing next: A discussion of writing research and instructional uncertainty. *HARVARD EDUCATIONAL REVIEW*, 78(1), 231-251.

# Book, Two Authors

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# Book Edition, Two Authors

**Title:** “They say/I Say”: The Moves that Matter in Academic Writing

**Authors:** Gerald Graff, Cathy Birkenstein

**Place of Publication:** New York, New York

**Publisher:** W.W. Norton & Company, Inc.

**Year of Publication:** 2014

**Edition:** 3<sup>rd</sup>

<http://tinyurl.com/APAquick>

# Book Edition, Two Authors

Graff, G., & Birkenstein, C. (2014). *"They say/I say": The moves that matter in academic writing* (3<sup>rd</sup> ed.). New York, NY: W.W. Norton & Company, Inc.

# Journal Article, One Author

**Title:** Referencing and identity, voice and agency: Adult learners' transformations within literacy practices

**Journal:** Higher Education Research & Development

**Pages:** 312-324

**Author:** Catherine Hutchings

**Date:** 2014

**Volume:** 33

<http://tinyurl.com/APAquick>

**Issue:** 2

**Database URL:** <https://www-tandfonline-com.ezp-prod1.hul.harvard.edu/doi/pdf/10.1080/07294360.2013.832159?needAccess=true> (Taylor and Francis Online)

**DOI:** 10.1080/07294360.2013.832159

## Journal Article, One Author (DOI version)

Hutchings, C. (2014). Referencing and identity, voice and agency: Adult learners' transformations within literacy practices. *Higher Education Research & Development, 33*(2), 312-324. doi: 10.1080/07294360.2013.832159

## Journal Article, One Author (no DOI)

Hutchings, C. (2014). Referencing and identity, voice and agency: Adult learners' transformations within literacy practices. *Higher Education Research & Development, 33*(2), 312-324. Retrieved from Taylor & Francis Online.

# Other common sources

- Government/ think tank reports (“gray literature”)
- Newspaper articles
- Blog posts

# 5 questions to ask before submitting an assignment...

- Does all verbatim text have quotation marks and page numbers cited?
- When paraphrasing, have I used my own words and sentence structure and properly cited the source?
- Have I correctly cited secondary sources using in text citation? (e.g. Johnson, as cited in McDonald, 2017)
- Does my reference list include all cited sources?
- Have I consulted the instructor, teaching fellow, or librarian regarding any citation rules I am not sure about?

# Today's Schedule



## Plagiarism

- Definition
- Variations



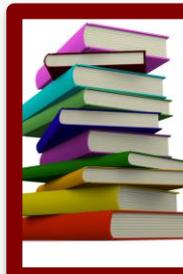
## Paraphrasing

- Purpose
- Paraphrasing/Summarizing



## Problems

- Giving credit
- APA & citation



## Resources

- Tools
- People/Places

# Finding sources

- Finding sources
  - Hollis
  - Research Databases and E-Journals
  - Internet searches
- Remember to evaluate *all* sources
  - Qualifications
  - Purpose
  - Current

# Resources: Zotero

- Open source research management tool; store citations and create bibliographies
- Unlimited storage when you register with your Harvard e-mail address
- Supported by Harvard Libraries with training sessions
- Visit this [Harvard Library guide](#) or [make an appointment](#) with a HGSE librarian to learn more

# Resources: Gutman Library

## **Gutman 2<sup>nd</sup> floor**

- Drop-In consultation, M-F, 9am-5pm (ask at Library Main Desk)
- Library Main Desk
- Research Services
- Writing Services
- Additional computers and printing
- Quiet study space
- Group study rooms



# Resources: Gutman Library

## Librarians

- Research consultations by appointment
- By phone: 617-495-3421
- Online form: <http://gse.harvard.edu/library>
- By email: [reference@gse.harvard.edu](mailto:reference@gse.harvard.edu)

# Resources: Places

- Access and Disability Services
  - Chronic & temporary needs
  - Confidential
- Academic Writing Services Center
  - One-on-one writing consultations
- Bureau of Study Counsel (Closing Dec 2019)/Academic Resource Center at Harvard
  - University-wide
  - Workshops
  - Study resources

# Wrap-up

- Workshop Feedback Form
  - <http://bit.ly/AWWfeedback>
- Handouts
- Q&A

This workshop has been brought to you by  
**Gutman Library Academic Writing Services**

And by the facilitators:

Simone Fried

Jae Lee

Al Moore

For more information or to schedule an appointment with a Writing Center TF, please visit the Academic Writing Services Canvas Site.

**Materials available at:**

<https://canvas.harvard.edu/courses/11528>





(Content from previous versions of this workshop; included after this slide for reference)

# Personal Communication

- Include who, what, and when
- For example
  - “The Academic Writing @ Harvard workshop is awesome” (K. Dunham, personal communication, September 15, 2018).
  - In the Academic Writing @ Harvard workshop, Jaein Lee (personal communication, September 15, 2018) explained some tools to help writers avoid accidental plagiarism.
  - In a writing workshop during orientation, an instructor noted that some people at Harvard cite themselves (M. McGarrah, personal communication, September 15, 2018).

# In-text Citations: Personal Communication

It is important to give credit when using another person's ideas ( \_\_\_\_\_  
\_\_\_\_\_).

Jaein Lee

Michael McGarrah    September 15, 2018

# Newspaper Article

**Source:** The New York Times

**Article Title:** Why Kids Can't Write

**Author:** Dana Goldstein

**Date:** August 2, 2017

**URL:**

<https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html>

# Newspaper Article

Goldstein, D. (2017, August 2). Why kids can't write. *The New York Times*. Retrieved from [www.nytimes.com](http://www.nytimes.com)

# Blog

**Post Title:** If I were the teacher

**Blog Title:** The Thinking Stick

**Author:** Jeff Utecht

**Date:** June 16, 2015

**Link:** <http://www.thethinkingstick.com/if-i-were-the-teacher/>

# Blog

Utect, J. (2015, June 16). If I were the teacher [Web log]. Retrieved from [www.thethinkingstick.com/if-i-were-the-teacher/](http://www.thethinkingstick.com/if-i-were-the-teacher/)