

Plagiarism/Citations/ Work Cited Page

WHY AND HOW-TO'S

MRS. LYNCH, PYP/MYP LIBRARIAN

INTERNATIONAL SCHOOL OF HELLERUP



International School
of Hellerup

Why do we need to cite?

- ▶ It's a way to prove that you haven't plagiarized, or taken work or ideas from someone else and tried to pass them off as your own. Your teachers can quickly see that you have listed your sources and this gives proper credit to the author.
- ▶ It lends credibility to your work. If you are trying to teach or persuade in your writing, listing your sources let's your audience know that you aren't just making things up. You are backing your work up with expert information.
- ▶ It allows the reader the opportunity to follow up your references if they want more information on the topic.

When do we need to cite? You must give credit whenever you use:

- ▶ Another person's ideas, facts or theories.
- ▶ Any facts, statistics, graphs, drawings, photographs- any pieces of information- that are not common knowledge. (Australia is a continent and a country.)
- ▶ Quotations of another person's actual spoken or written words- including personal interviews.
- ▶ A paraphrase of another person's spoken or written words.

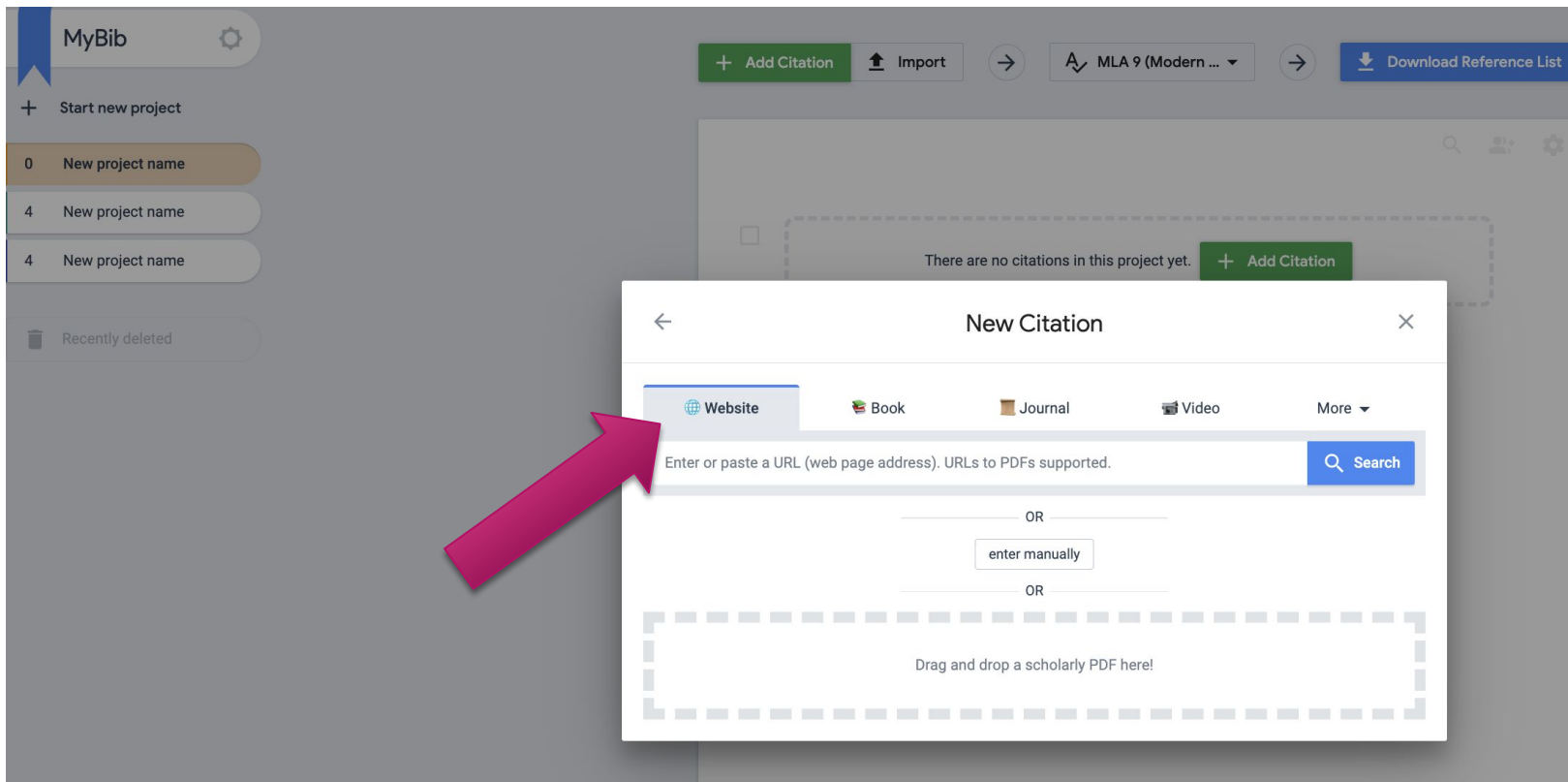
Do I need to cite even if...

- ▶ I paid for it???
 - ▶ I found it on Google????
 - ▶ It's a photo? Or a song?
 - ▶ It's an IG post or Twitter quote????
-
- ▶ YES!!!!!!!!!!

How do we cite?

- ▶ Create a Works Cited page that lists all your sources
- ▶ Use an online citation program like My Bib or Cite This For Me or Easy Bib to create your citations
- ▶ Use in-text citations to direct your reader to the Works Cited for that source

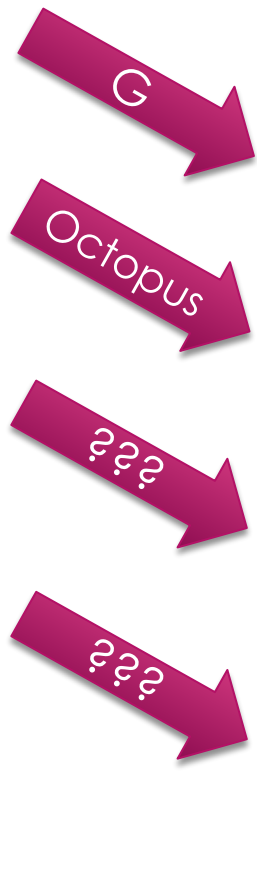
When using MyBib or Other Online Citation Creators...



Now, copy and paste it into your works cited page.

Or if you are using MyBib it will create the Works cited page for you! BONUS!!!

Works Cited Page-MLA Format



Title
Centered

Works Cited

Needs to be in
alphabetical order.

" Godfrey-Smith, Peter. "The Mind of an Octopus." *Scientific American*, Scientific American 1
Jan. 2017, <https://www.scientificamerican.com/article/the-mind-of-an-octopus/>.

"Octopus." *Britannica School*, Encyclopædia Britannica, 29 Oct.
2020. school.eb.co.uk/levels/advanced/article/octopus/56739. Accessed 22 Nov.
2021.

"Octopuses Keep Surprising Us - Here Are Eight Examples How." *Natural History Museum*,
<https://www.nhm.ac.uk/discover/octopuses-keep-surprising-us-here-are-eight-examples-how.html>.

Why the Octopus Brain Is so Extraordinary, 22 May 2018, <https://ocean.si.edu/ocean-life/invertebrates/why-octopus-brain-so-extraordinary>

Needs to be
double spaced.

Need to have
hanging indents.

But my Works Cited looks like this...

Works Cited

" Godfrey-Smith, Peter. "The Mind of an Octopus." *Scientific American*, Scientific American 1 Jan. 2017, <https://www.scientificamerican.com/article/the-mind-of-an-octopus/>.

"Octopus." *Britannica School*, Encyclopædia Britannica, 29 Oct. 2020. school.eb.co.uk/levels/advanced/article/octopus/56739. Accessed 22 Nov. 2021.

"Octopuses Keep Surprising Us - Here Are Eight Examples How." Natural History Museum, <https://www.nhm.ac.uk/discover/octopuses-keep-surprising-us-here-are-eight-examples-how.html>.

Why the Octopus Brain Is so Extraordinary, 22 May 2018, <https://ocean.si.edu/ocean-life/invertebrates/why-octopus-brain-so-extraordinary>

Different fonts?
Different text sizes?

Highlight all text.
Change it to Arial, 12 point.

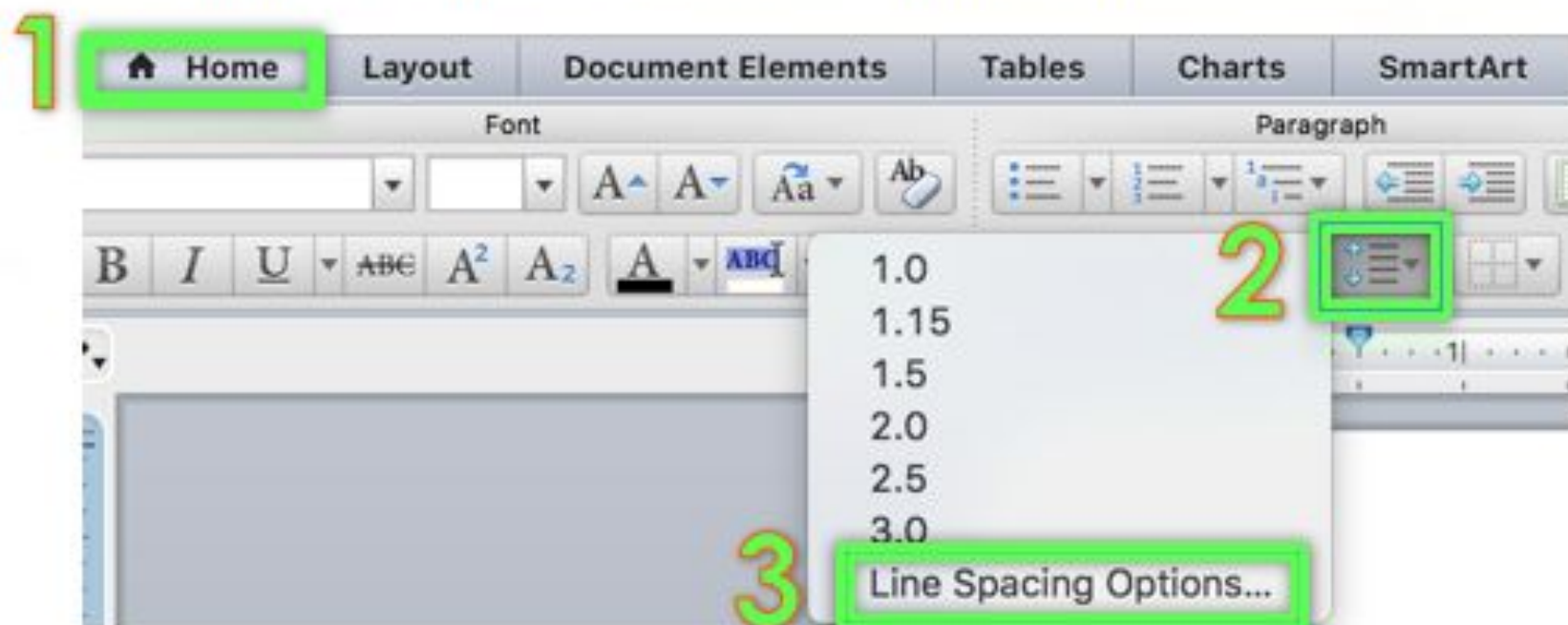
But it's still not right...

Works Cited

- "Godfrey-Smith, Peter. "The Mind of an Octopus." *Scientific American*, Scientific American 1 Jan. 2017, <https://www.scientificamerican.com/article/the-mind-of-an-octopus/>.
- "Octopus." *Britannica School*, Encyclopædia Britannica, 29 Oct. 2020. [school.eb.co.uk/levels/advanced/article/octopus/56739](https://www.britannica.com/school/levels/advanced/article/octopus/56739). Accessed 22 Nov. 2021.
- "Octopuses Keep Surprising Us - Here Are Eight Examples How." Natural History Museum, <https://www.nhm.ac.uk/discover/octopuses-keep-surprising-us-here-are-eight-examples-how.html>.
- Why the Octopus Brain Is so Extraordinary*, 22 May 2018, <https://ocean.si.edu/ocean-life/invertebrates/why-octopus-brain-so-extraordinary>

To Create a Hanging Indent for Works Cited in Word

Highlight all the sources, then ...



Voila!

Works Cited

- "Godfrey-Smith, Peter. "The Mind of an Octopus." *Scientific American*, Scientific American 1 Jan. 2017, <https://www.scientificamerican.com/article/the-mind-of-an-octopus/>.
- "Octopus." *Britannica School*, Encyclopædia Britannica, 29 Oct. 2020. [school.eb.co.uk/levels/advanced/article/octopus/56739](https://www.britannica.com/school/article/octopus/56739). Accessed 22 Nov. 2021.
- "Octopuses Keep Surprising Us - Here Are Eight Examples How." *Natural History Museum*, <https://www.nhm.ac.uk/discover/octopuses-keep-surprising-us-here-are-eight-examples-how.html>.
- Why the Octopus Brain Is so Extraordinary*, 22 May 2018, <https://ocean.si.edu/ocean-life/invertebrates/why-octopus-brain-so-extraordinary>

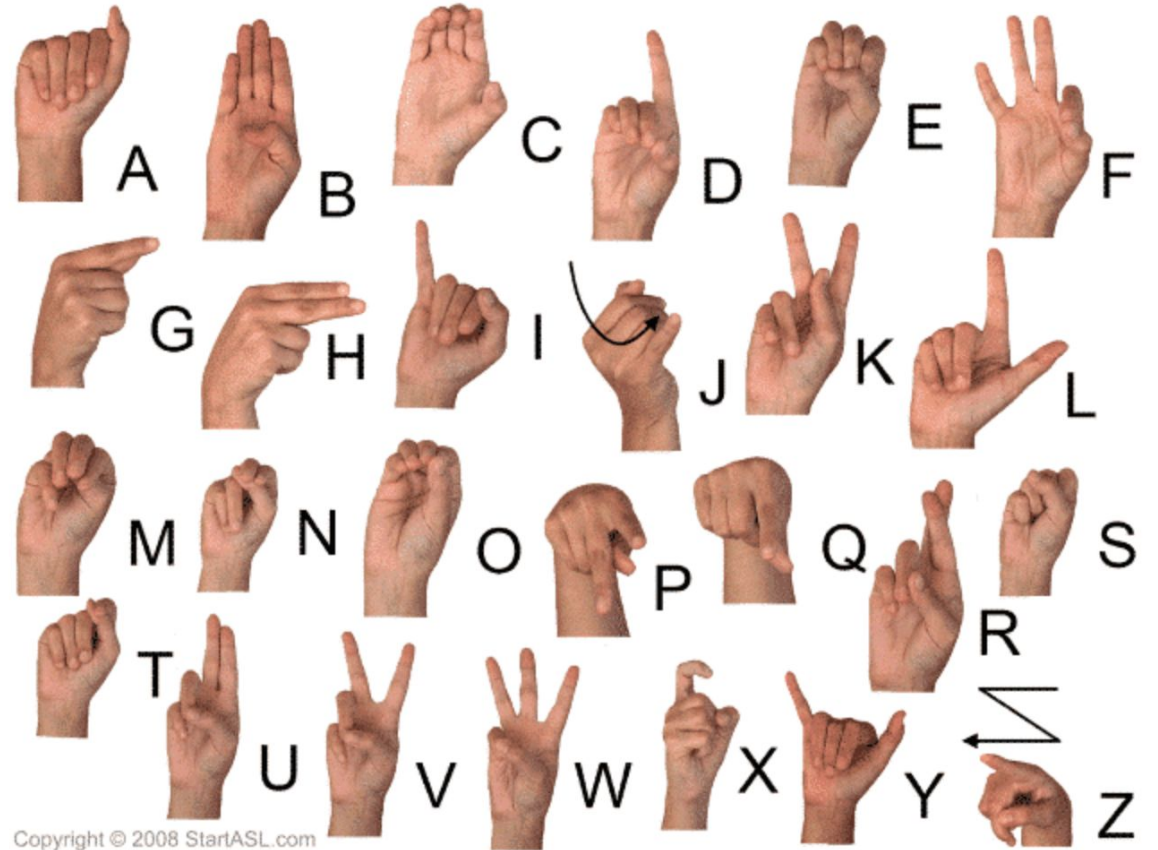
Let's check out [MyBib!](#)

Brain Break!

Stand up.

Spell your name using sign language.

Share your favorite color with a buddy. See if they can guess it.



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In Text Citations

- ▶ **in-text citation** is a brief reference in your text that directs readers to your Works Cited for that source.
- ▶ Usually the author's last name (or abbreviated title) with a page number, enclosed in parentheses.
(Wordsworth 263)
- ▶ If no page number is available, then omit it. (Wordsworth)
- ▶ If you have a source with two authors, use both authors names separated by and. (Jones and Smith, 26)

Examples of In-Text Citations

Examples of In-text citations

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Example of the citation on Works Cited Page

Wordsworth, William. *Lyrical Ballads*. London: Oxford UP, 1967.

resulting in an increase in trade. The urban population (defined as having over 2,500 inhabitants) in the northern states increased rapidly after 1820.¹ This increase accompanied the decrease in rural populations, as farmers who “preferred trade, transportation, or ‘tinkering’” to the tasks of tending to crops and animals found great opportunities in the city (Danhof 7). Trade and transportation thus began to influence

farming life significantly. Before 1820, the rural community accounted for eighty percent of consumption of farmers’ goods (Hurt 127). With the improvements in transportation, twenty-five percent of farmers’ products were sold for commercial gain, and by 1825, farming “became a business rather than a way of life” (128). This business required farmers to specialize their production and caused most farmers to give “less attention to the production of surplus commodities like wheat, tobacco, pork, or beef” (128). The increase in specialization encouraged some farmers to turn to technology to increase their production and capitalize on commercial markets (172).

In-text citations occur after the quote but before the period. The author’s/ authors’ name/s go before the page number with no comma in between.

Works Cited

- Allen, R.L. *The American Farm Book; or Compend of American Agriculture; Being a Practical Treatise on Soils, Manures, Draining, Irrigation, Grasses, Grain, Roots, Fruits, Cotton, Tobacco, Sugar Cane, Rice, and Every Staple Product of the United States with the Best Methods of Planting, Cultivating, and Preparation for Market.* Saxton, 1849.
- Baker, Gladys L., et al. *Century of Service: The First 100 Years of the United States Department of Agriculture.* [Federal Government], 1996.
- Danhof, Clarence H. *Change in Agriculture: The Northern United States, 1820-1870.* Harvard UP, 1969.
- Demaree, Albert Lowther. *The American Agricultural Press 1819-1860.* Columbia UP, 1941.
- Drown, William and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of*

Drown, William and Solomon Drown. *Compendium of Agriculture or the Farmer's Guide, in the Most Essential Parts of Husbandry and Gardening; Compiled from the Best American and European Publications, and the Unwritten Opinions of Experienced Cultivators*. Field, 1824.

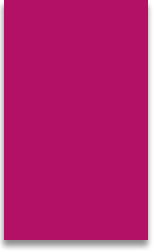
· "Historical Census Browser." *University of Virginia Library*, 2007,
<http://mapserver.lib.virginia.edu/>. Accessed 6 Dec. 2008.

Hurt, R. Douglas. *American Agriculture: A Brief History*. Iowa State UP, 1994.

Lorain, John. *Nature and Reason Harmonized in the Practice of Husbandry*. Carey, 1825.

"Morrill Land Grant Act of 1862." *Prairie View A&M*, 2003. <https://www.pvamu.edu/library/about-the-library/history-of-the-library-at-prairie-view/1890-land-grant-history/>. Accessed 6 Dec. 2008.

Let's try it...



Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others' work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.

Paraphrase example

While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. (Carroll 2)

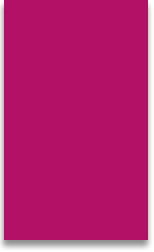
Carroll, Jude. *IB Position Paper: Academic Honesty in the IB*. International Baccalaureate Organization, Oct. 2012, <http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>.

Quotation example



Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. (2)


Carroll, Jude. *IB Position Paper: Academic Honesty in the IB*. International Baccalaureate Organization, Oct. 2012, <http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>.



Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.

Royce, John. "Reading Matters: Words, Words, Words...." *Now Read On*, 1995, <http://read2live.info/read2.htm>. Accessed 10 Sept. 2016.

Paraphrase example



As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.

Royce, John. "Reading Matters: Words, Words, Words...." *Now Read On*, 1995, <http://read2live.info/read2.htm>. Accessed 10 Sept. 2016.

Quotation example

In declaring that ability to read is “a vital survival skill,” research points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.” (Royce)

Royce, John. “Reading Matters: Words, Words, Words....” *Now Read On*, 1995, <http://read2live.info/read2.htm>. Accessed 10 Sept. 2016.

Resources for Citations

- ▶ Why Citations Are Important video:
- ▶ https://www.youtube.com/watch?v=t1ipT8CFNQA&ab_channel=ResearchGallery

- ▶ Purdue OWL (Online Writing Lab), the definitive source for MLA 9th edition:
- ▶ <https://owl.english.purdue.edu/owl/resource/747/01/>
- ▶
- ▶ My Bib Citation Creator
- ▶ <https://www.easybib.com/>
- ▶
- ▶ Cite This For Me
- ▶ <https://www.citethisforme.com/>



Go forth and cite!

MRS. LYNCH