Unit 2
Using Sources in Academic Writing

Learning Outcomes

By the end of this unit, you should be able to:

- locate appropriate sources for academic assessments
- select appropriate reporting verbs when using sources
- use summarising and paraphrasing skills
- cite sources accurately in academic writing in IEEE or Vancouver referencing styles

Introduction

This unit is divided into three sections providing reference and practice material on various aspects of using sources in academic writing.
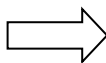
Section 1		**Section 2**
What and Why		How of
of citations		citations

Referencing note: This unit uses **IEEE referencing style** for all in-text and end-of-text referencing except where stated. Go to http://elc.polyu.edu.hk/referencing/ for **complete referencing guides** for IEEE and Vancouver.

In each week of this subject there are IndiWork activities on LEARN@PolyU (https://learn.polyu.edu.hk/). You need to do these activities as out-of-class work to successfully complete ELC1013. More information about each IndiWork activity can be found on the IndiWork Student Guide on LEARN@PolyU.

Section 1   What is a citation?

A **citation** is a reference to the source used in one's academic writing and speaking.

Activity 1   Why are citations important in academic writing?

Complete the following table in small groups. Share your ideas with other groups.

Advantages of citing
1.
2.
3.

Disadvantages of *not* citing

A lack of proper citations in academic writing can cause many serious consequences. The most serious one is to plagiarise.

What is plagiarism?

"To plagiarise is to [intentionally or unintentionally] use another person's idea or part of their work and pretend that it is your own" [1].

[1] Cambridge Dictionaries Online, *Plagiarize verb-definition in the British English Dictionary & Thesaurus*, n.d. [Online]. Available: http://dictionary.cambridge.org/dictionary/british/plagiarize [Accessed Sep. 19, 2018].

At university, plagiarism is considered a serious offence and one which attracts heavy penalties such as a failing grade on that particular assignment, suspension from your university studies, and, in serious cases, deregistration. To prevent this from occurring, you need to acknowledge the sources used in your writing.

To understand in detail what plagiarism is, look at some comments made by students and see if you agree with them.

Activity 2   Plagiarism discussion

It is important that you clearly understand what constitutes plagiarism. In groups, discuss each of the following comments and write whether you agree with them or not in the table below.

Comments	Your Response
1. Copying a whole article or paragraph is wrong, but using a few sentences or phrases from a source is okay.	

2. If I change a few words from a source, and include a citation, it is not plagiarism.	
3. No one can find out whether I have used some materials from a source or not.	
4. If I submit an assignment to subject A, and submit the same assignment to subject B, it's not plagiarism because it's my own work.	
5. I can use information from Wikipedia, YouTube or blogs and do not need to acknowledge the source.	

Steps to avoid plagiarism

To avoid plagiarism, you should follow **all** of the steps below:

1. Understand what the author is trying to say in the source – make notes as you read.
2. Put the ideas you want to use in your own words – paraphrase or summarise.
3. Cite the source within the text and include a reference list at the end of the text.

Activity 3   Sources

What sources can you use in citations?

Sources from various types of publications can be used to support your views in your academic writing.

In groups:

1. *make a list of the possible sources of information for an academic essay in the first column of the table below.*

2. *discuss the advantages and disadvantages of each of these sources and record your ideas in the second and third columns of the table.*

Sources	Advantages	Disadvantages

Activity 4   Referencing styles

There are many different citation styles and each style has its own rules for properly citing sources. Different disciplines use different citation styles and you should check with your department which citation style you are expected to use. Common citation styles are, IEEE, Vancouver, APA and Harvard.

On the next three pages you will find four extracts with citations and a reference list from a term paper about The use of computers in the classroom. The content and wording of the extracts are identical, but you will quickly see that the methods of referring to sources are different (both in the text itself and in the reference list at the end).

Look at the extracts and complete the table below by ticking the appropriate boxes. The first row has been done for you.

Which referencing style …	IEEE	Vancouver	APA	Harvard
uses in-text and end-text citations	√	√	√	√
uses an author-year style				
uses a numbered style				
includes years in the in-text citations				
includes page numbers for quotes				
has a reference list in alphabetical order				
has a reference list in numbered order				
puts the surname before the initial in the reference list				

IEEE Referencing Style	Vancouver Referencing Style	APA Referencing Style	Harvard Referencing Style
Those who support having online computers in class argue that students can gain more information from the vast learning resources on the Internet, and that they can do so anytime at their convenience [1]-[3]. It is true that the Internet is a vast resource of information, but as Choi [4] points out, information is not the same as knowledge; and receiving information is not the same as learning. Real learning takes place when, after information, there comes formation and transformation of the knowledge in the mind. According to Choi and Dembski [5], the fact that web pages can be downloaded immediately with broadband has deepened the culture of "instant noodles" among youngsters, resulting in the younger generation being increasingly impatient, shallow and dependent.

 A number of educators have charted the development of educational software and supported its use to motivate learning. For example, Odell [6] commends interactive programmed tools such as GeoPuzz and Draw to learn physical geography and geometry; and Riley [7] applauds the use of a concordancer and | Those who support having online computers in class argue that students can gain more information from the vast learning resources on the Internet, and that they can do so anytime at their convenience [1]-[3]. It is true that the Internet is a vast resource of information, but as Choi [4] points out, information is not the same as knowledge; and receiving information is not the same as learning. Real learning takes place when, after information, there comes formation and transformation of the knowledge in the mind. According to Choi et al. [5:16], the fact that web pages can be downloaded immediately with broadband has deepened the culture of "instant noodles" among youngsters, resulting in the younger generation being increasingly impatient, shallow and dependent.

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IEEE Referencing Style	Vancouver Referencing Style	APA Referencing Style	Harvard Referencing Style
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IEEE Referencing Style	Vancouver Referencing Style	APA Referencing Style	Harvard Referencing Style
[4] P. Choi, "Youth and information highway. Plenary address," presented at Youth Council Annual Symp., Hong Kong, Jan. 2003.	[4] Choi P. Youth and information highway. Plenary address. Youth Council Annual Symp.; 2003 Jan; Hong Kong.	Choi, P., & Dembski, I. (2002). Information, formation and transformation. *Journal of Computer Science, 18*(3), 1-20.	Choi, P. and Dembski, I., 2002. Information, formation and transformation. *Journal of Computer Science,* 18(3), pp.1-20.
[5] P. Choi and I. Dembski, "Information, formation and transformation," *J. of Comp. Sci.*, vol. 18, no. 3, pp. 1-20, 2002.	[5] Choi P, Dembski I. Information, formation and transformation. J. of Comp. Sci. 2002;18(3):1-20.	Kim, J. E., & Lee, W. O. (2002). Computer simulation and test performance of medical students. *Journal of Life Support Studies*, *8*(4), 385-391.	Kim, J.E. and Lee, W.O., 2002. Computer simulation and test performance of medical students. *Journal of Life Support Studies*, 8(4), pp.385-391.
[6] K. Odell, "Survey of computers in learning," *J. of CAL*, vol. 9, no. 3, pp. 40-51, 2002.	[6] Odell K. Survey of computers in learning. J. of CAL. 2002;9(3):40-51.	Odell, K. (2002). Survey of computers in learning. *Journal of Computer-Assisted Learning*, *9*(3), 40-51.	Odell, K., 2002. Survey of computers in learning. *Journal of Computer-Assisted Learning*, 9(3), pp.40-51.
[7] P. Riley, "How good are computer learning resources?" *J. of Tech. and Sch. Learn.*, vol. 3, no. 1, pp. 85-96, 2003.	[7] Riley P. How good are computer learning resources? J. of Tech. and Sch. Learn. 2003;3(1):85-96.	Riley, P. (2003). How good are computer learning resources? *Journal of Technology and School Learning*, *3*(1), 85-96.	Riley, P., 2003. How good are computer learning resources? *Journal of Technology and School Learning*, 3(1), pp.85-96.
[8] J. E. Kim and W. O. Lee, "Computer simulation and test performance of medical students," *J. of Life Sup. Stu.*, vol. 8, no. 4, pp. 385-391, 2002.	[8] Kim JE, Lee WO. Computer simulation and test performance of medical students. J. of Life Sup. Stu. 2002;8(4):385-391.	Wang, A., Xue, Y., Curtin, R., & Lee, S. (2002). Developments in computer-assisted learning. *The ITML Quarterly*, *8*(2), 97-109.	Wang, A., Xue, Y., Curtin, R. and Lee, S., 2002. Developments in computer-assisted learning. *The ITML Quarterly*, 8(2), pp.97-109.

Section 2   How to use citations

There are two basic ways of referring to sources in your written work.

1) **In-text citations**. In **your text** you cite the surname of the author(s), and use a numbering system to distinguish the works. Below is an example of in-text numbered referencing:

> In a recent article, Barnes [1] maintains that **"**levels of English in Hong Kong's universities have remained similar in recent years**".** IEEE

In Vancouver referencing style, if you include a direct quotation the page number is needed, e.g.

> In a recent article, Barnes [1:15] maintains that **"**levels of English in Hong Kong's universities have remained similar in recent years**".** Vancouver

2) **End-of-text reference list.** References are listed in the order in which they appear in the text as [1], [2] and so on. Refer to examples of the two styles below**:**

[1] P**.** Barnes**,** *University Education in Hong Kong***.** Hong Kong**:** Turtle Press**,** 2010**,** p. 15**.**   IEEE

or

[1] Barnes P**.** University education in Hong Kong**.** Hong Kong**:** Turtle Press**;** 2010**.** p. 15**.**   Vancouver

In IEEE style, include the page numbers in your reference list if you have included short quotations from a book.

In-text references can be divided into two types, integral and non-integral:

- **Integral**   (author-prominent),
- **non-integral**   (information-prominent).

Integral referencing highlights the author's name(s) and uses a reporting verb to introduce the source information. For example:

Qian [1] investigates the association between vocabulary knowledge and L2 reading ability.

Knowing a word, as pointed out by Richard [2] and Nation [3], involves much more than associating the form of a word with a simple statement of its meaning.

[1] R. Qian, "Vocabulary and reading ," *J. of Sec. Lang. Acquisition*, vol. 8, no. 2, pp. 324-330, 2011.

[2] P. M. Richard, "Vocabulary matters," *J. of English Lang.*, vol. 2, no. 4, pp. 14-18, 2012.

[3] K. E. Nation, "Vocabulary and meaning," *Lang. and Learning*, vol. 5, no. 6, pp. 142-150, 2010.

In IEEE style, if you include short direct quotations, you should use quotation marks, and include the page number(s) in the reference list:

In a recent article, Barnes [4] maintains that **"levels of English in Hong Kong's universities have remained similar in recent years".**

[4] M. T. Barnes, "English in Hong Kong," *Lang. and Learning*, vol. 8, no. 2, pp. 14-18, 2012.

Non-integral referencing highlights the information presented. The reference number in square brackets is given before the full stop. The reference number corresponds to the references in the reference list.

For example:

Vocabulary is often regarded as the most essential aspect of English learning in mainland China [5].

[5] M. T. Matthews, "English learning in China," *J. of English Lang.*, vol. 2, no. 5, pp. 154-160, 2012.

The table below compares reasons for employing integral and non-integral citations.

	Integral	Non-integral
Reasons for use	• highlight author(s) • reporting verbs can be used to show opinion, distance and attitude as well as type of information and research cited	• highlight information • useful for widely accepted facts, data and statistics • lower word count

Activity 5   Identifying integral and non-integral citations

5a. Categorise the citations in the table below into four types. The first one has been done for you

1 = Integral citation - Paraphrase   **3 = Non-integral citation - Paraphrase**
2 = Integral citation - Direct quote   **4 = Non-integral citation - Direct quote**

	Citations	1	2	3	4
A	Lee and Chan [1] argue that this more diverse discussion has the potential to create a better-informed society that understands the complexities of living in a world of competing interest groups.	√			
B	Exams can also be motivating because they provide a concrete goal for learning and enable students to develop a study plan [2].				
C	Breslawski [3], for example, found that "extrinsic motivational methods", such as competition between students for receiving high grades, encourage them to spend more time on studies.				
D	Filmore [4] suggests that when decisions are made based on such inaccurate information, the choices that people make may not be in the best interest of society.				
E	Li et al. [5] propose that money for these funds could be collected both compulsorily and voluntarily.				
F	Meanwhile, the government should provide more homes and centres for the elderly [6].				
G	This learning attitude has given rise to the "instant noodles" culture observed by Choi and Dembski [7].				
H	Bond [8] contends that some high-stakes examinations may encourage students to memorise information rather than evaluate and apply what they have learnt.				
I	Westbrook [9] describes blended learning as "disruptive".				
J	The existing cyber culture has created various levels of "digital dependency" among the public, which could lead to a decline in genuine learning [10].				

5b. Integral citations often include reporting verbs. *Highlight all the reporting verbs above. Do these reporting verbs convey a neutral, tentative or strong meaning?*

Activity 6   The meanings of reporting verbs

It is important to communicate the right meaning in the reporting verb you select. For example, is the author you are citing stating a fact, giving suggestions or perhaps making a strong claim?

6a. *Complete the missing letters of these common reporting verbs.*

Neutral perspective	Tentative perspective	Strong perspective
p _ i n _ o _ t _ i s _ u _ s v _ _ w _ o _ e	_ _ _ g e s t _ _ _ _ m a t e q _ _ _ t i o n s _ e _ u l _ t e	a _ s _ r t s t _ e _ s r e _ _ _ t c _ n c _ u _ e

6b. *Can you explain the difference in meaning/perspective of the following sets of citations?*

1a. Smith et al. [1] <u>suggest</u> that free range cattle live better lives than those kept inside.

1b. Smith et al. [1] <u>insist</u> that free range cattle live better lives than those kept inside.

2a. Loveless and Williamson [2] <u>propose</u> that young people construct "DIY identities" (p. 67).

2b. Loveless and Williamson [2] <u>conclude</u> that young people construct "DIY identities" (p. 67).

6c. *Which of the following reporting verbs used by a student do you think is best? Why?*

Original source: Learning English must not be a luxury or privilege given only to the selected few, i.e. the privileged social class. The children of rural areas of developing countries have as much right as the city children of wealthy families to learn English.

Student's sentence: Yadete [3] **explains / estimates / asserts** that social class should not determine opportunities for accessing English.

Tip! Use a range of reporting verbs in your essays!

Activity 7   Verb patterns

7a. Different reporting verbs are followed by different language patterns. Look at the following two sentences and discuss how they differ in language structures.

Bond [8] **argues <u>that</u>** some high-stakes examinations may encourage students to memorise information rather than evaluate and apply what they have learnt.

Westbrook [9] **describes <u>blended learning</u>** as "disruptive".

7b. Place the following verbs into the correct pattern below.

argue / study / note / observe / reveal / refute / ignore / maintain / assert / dispute
examine / justify / warn / stress / describe / discuss / investigate / reject

Pattern 1: Verb followed by **that**

Pattern 2: Verb followed by a **noun** or **ing** form

See http://www.eapfoundation.com/writing/references/reporting/ for other patterns and more advanced usage.

Activity 8   Identifying citation errors

Some of these sentences contain common <u>citation</u> or <u>grammar</u> mistakes. Put a tick against those that are correct and a cross against the ones that are wrong. Correct the mistakes.

		√ / X
1	According to Shaw [1], ~~he found that~~ students in Hong Kong spend over ten hours per week playing computer games.	**X**
2	Dawson [2] warns young people in America are becoming increasingly obsessed with playing computer games.	
3	Liu [3] shows in her study of Hong Kong teenagers that doing more outdoor sports leads to better mental health.	
4	Nicholson, T. L. [4] concludes that playing computer games hinders students' social development.	
5	In Wong's [5] view, she maintains that playing computer games leads to sight deterioration.	
6	Studies conducted over the last two decades show that many of Hong Kong's citizens suffer from sleep deprivation. [6]	
7	Braine and Chan [7] argues that convenience stores should not display cigarettes at the eye level of young children.	
8	Nakata [8] refutes the claim that natural light increases student concentration.	
9	Tiffin [9], however, questions that the importance of nationality on future identities.	
10	In Bloch's [10] opinion, verbs such as 'mention' and 'claim' are only used to set up a criticism of an author's stance.	

Note: Topicalisation is a common grammar error that is made when citing sources (e.g. see sentence 1 above). This error occurs when the topic of the sentence is repeated as a pronoun. The following sentences are two correct ways to write sentence 1.

1. According to Shaw [1], students in Hong Kong spend over ten hours per week playing computer games.

2. Shaw [1] found that students in Hong Kong spend over ten hours per week playing computer games.

For more information on topicalisation, see:
https://elc.polyu.edu.hk/eiw2/general/grammer_u02_a03.htm

Activity 9   Paraphrasing

9a. What is the difference between a summary and a paraphrase?

_____

9b. Complete the information about paraphrasing with the following phrases. The first one has been done for you.

original meaning / credible sources / sentence structure / different way / informed / synthesise

own words / deeper understanding / critical approach

What is paraphrasing?

It means giving a key point of an author's idea in a _____. This involves taking information you have read and presenting it in your _____ and _____ while still maintaining the original meaning. The paraphrased idea is used to add value to your own stance or arguments.

Why paraphrase?

- to support your ideas with _____

- to show that you can take an _____ and _____ to developing your stance

- to give you a _____ of a topic

- to _____ information to fit your essay context.

Activity 10   Identifying effective paraphrases

Decide which of the following paraphrases is Effective (E), Too similar (T), or Inaccurate (I).

Original	*"The development of full artificial intelligence could spell the end of the human race."*	
Paraphrase 1	Hawking [1] states that intelligent robots will definitely lead to the destruction of all humans.	
Paraphrase 2	Advancements in the field of artificial intelligence have led some commentators, such as Hawking [1], to suggest that the human race could be endangered.	
Paraphrase 3	Developing full artificial intelligence may mean the end of the human race [1].	

Activity 11   Integrating paraphrased ideas

11a. Look at two edits of a student's paragraph about a negative effect of exams. How is the citation in Edit 2 better integrated?

Edit 1	Edit 2
Banks and Smyth [3] assert that the fear of failure could result in increased stress for many students. Examinations are a very unreliable way to test students and they are unfair. Most students do not agree that exams benefit them. It is recommended to end public examinations.	Examinations, however, can affect the psychological state of candidates. Banks and Smyth [3] assert that the fear of failure could result in increased stress for many students. This is especially evident in Hong Kong where high-stakes exams exert a major impact on the direction students take in life. To meet the high expectations of the families and teachers, many students place much pressure on themselves to achieve high grades in examinations.

11b. As an academic writer, you need to engage with the sources by interpreting and discussing them. Here are some tips to do this. Match the tips with the examples.

Five ways to comment on your cited points!

	Tips		Examples (imagine that these sentences come after your cited point)
1	Give your own **example** to back up the cited point	A	This supports the view that automation will replace many jobs in the coming years.
2	State your **interpretation** of the cited point.	B	For instance, in Hong Kong, students are required to take general education subjects to enhance their whole person development.
3	Make a **connection** between the cited point and your point.	C	This viewpoint is not convincing because it assumes that all elderly people are unable to use new technologies.
4	Suggest an **implication** of the cited point.	D	This means that gratitude is a key component of positive mental health.
5	Present your **evaluation** of the cited point.	E	Citizen rating systems could lead to increased surveillance from governments and reduced freedoms for citizens.

Activity 12   Paraphrasing problems

Discuss the common problems that students have with paraphrasing and come up with some solutions.

Problem 1: "The most difficult part of paraphrasing for me is trying to rephrase what I have read. I always come up with similar words and sentence structures to the source!" (Peter)
Solutions:

Problem 2: "I find it difficult to integrate my sources into my essay. My lecturer tells me that the sources should support my stance; but I'm not an expert on the topic!" (Amy)
Solutions:

Problem 3: "I don't know if I'm keeping the original meaning of the source. My reading skills aren't very good". (Mei)
Solutions:

Patchwork paraphrasing
Read the following blog to find out what patchwork paraphrasing is and how it can be avoided:
http://waldenwritingcenter.blogspot.hk/2014/05/patchwork-paraphrasing.html

Paraphrase checklist

1. Does your paraphrase communicate the original meaning? ☐

2. Have you used your own words and sentences structures? ☐

3. Have you integrated your paraphrase into your paragraph? ☐

4. Have you credited the paraphrased idea with a citation? ☐

5. Does your paraphrased point add to your own argument? ☐

Useful ELC video: Integration of sources in paragraphs https://youtu.be/2Tt5zqkf4HM

**Activity 13   Quotations in academic writing**

Sometimes, quotations are used as part of citations. With a quotation, the original text is unchanged. Note that long quotes are **not** often used in academic writing. Instead, phrases or even a single word are more commonly quoted. When quoting, you need to make sure these phrases or words fit the surrounding grammatical structures and are used to clearly communicate your intended meaning. See examples below:

English is still considered as the "high" language in Hong Kong, and is related to "success, stylishness and academic achievement" [1].

English has never been a second language for "the majority of the population" in Hong Kong although it might once have been a second language for "a small elite of the population" [2].

A quotation of one sentence is also acceptable, but if you want to quote <u>forty consecutive words or more</u> from a source, you should <u>start on a new line and indent</u> (indent = press the tab button on your computer keyboard). In Vancouver referencing style, if you include a direct quotation the page number is always needed. In IEEE referencing style, if you include a short direct quotation, you do not need to include the page number. For longer quotation of two or more sentences you should include the page number after the reference number in square brackets. See the complete referencing guide at http://elc.polyu.edu.hk/referencing/ for more details.

13a. Quotations are useful and necessary in academic writing. However, why should students be wary of using quotations? Use the pictures to help you answer.
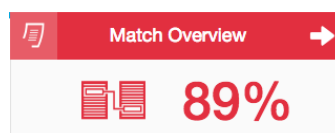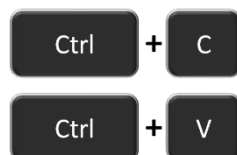
13b. Look at two edits of a student's writing. Edit 1 is acceptable, but what makes Edit 2 more effective?

Edit 1	**Edit 2**
Student interns should be paid because they do work and contribute to the company. Interns perform tasks like any other employee and devote their time and effort to the job. Hale et al. [1] state that "interns are invaluable assets".	Student interns should be paid because they do work and contribute to the company. Interns perform tasks like any other employee and devote their time and effort to the job. Hale et al. [1] stress that these student workers can be seen as "invaluable assets" due to the range of work they conduct and the new ideas and energy they bring to organisations.

Tips for using quotations

TIP 1! Quote when the author of your source uses unique wording or memorable phrases that cannot be easily paraphrased.

TIP 2! Don't quote long sections of text; just quote a few words.

TIP 3! Integrate quotes into the grammar of your own sentences.

TIP 4! Don't throw a quote into your paragraph to just sound good or take space.

TIP 5! Make it clear how the quote relates to YOUR point.

Secondary citations

A secondary citation is a reference to a primary source of information using a secondary source (in other words, using second-hand information). While some referencing systems such as APA and Harvard allow for secondary citations, IEEE style does **not** allow for the use of secondary sources. Instead you should locate the original source of information which is cited in a work which you have read. If an original source cannot be located, it should not be cited. Vancouver style also does **not** allow for the use of secondary sources in the in-text referencing, although it is possible in end-of-text reference list. Check the Vancouver referencing guide at http://elc.polyu.edu.hk/referencing/ for more information.

Reference list

You compile a reference list at the end of your text of all the sources you have cited. This list is named **References**. You only need to include the references you have used in your text, not those you have just read. There has to be an exact correspondence between the in-text reference and the end-of-text references. Examples of end-of-text references / reference list can be found in the essays of Unit 3 **This means, if a citation is in your text, it must be in your end-of-text reference list. If you have a reference in the reference list, the citation must be in your text**.

Reference list tips

Tip1! Lecturers do read the reference list. Make sure you have some relevant, good quality sources.

Tip2! You can use the 'cite' button (e.g. OneSearch or Google Scholar) to copy references into your reference list; but, be careful as these often contain mistakes. Always double check with the ELC Referencing Guide.

Tip3! Make sure your reference list is accurate and formatted according to the correct conventions.

Academic Skills for Independent Learners

Besides IndiWork, you are also strongly encouraged to join the *Academic Skills for Independent Learners* course. By completing the materials in that online course, you will be able to perform better in this subject's assessments. You can find a link to these materials on LEARN@PolyU.