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Citing in Argumentative Academic Texts
Academic Focus e-Task

Stage 1

Explanation



Watching a video explaining how to cite and reference in academic texts.

Instruction

Watch the video explaining how to cite and reference in academic texts.



How to cite and reference in academic texts.

William Garner | February 10 at 11:03 a.m.

“Citing and Referencing with the American Psychological Association style guidelines (APA)”.

In this section, the basics of citing and referencing applying the American Psychological Association style guidelines (APA) will be presented. We will review what an argumentative text is, and we will learn how to cite and introduce brief quotations, longer passages or paraphrasing ideas from different source materials. (See [appendix 1](#))

Let’s see what an argument is. An argument in academic contexts “involves making a statement based on reason, logic, and evidence” (de Chazal, 2014, p. 181). In argumentative texts we support our ideas by means of evidence, which may be presented, for instance, in the form of a quote.

What’s a quote, then? A quote or quotation, in accordance with the Merriam-Webster Dictionary, is: “to speak or write (a passage) from another usually with credit acknowledgment.” How to credit others’ words and works is the main purpose of this section.

Let’s start with brief, direct quotations

Brief, Direct Quotations

For brief quotations—fewer than forty

words—use quotation marks to indicate where the quoted material begins and ends, and cite the name of the author(s), the year of publication, and the page number where the quotation appears in your source. Remember to include commas to separate elements within the parenthetical citation. (See [appendix 2](#))

This quotation can be presented in the following three formats:

Let’s take a look.

- Pennycook (1998) claimed that “colonialism can be seen as the material manifestation of the beliefs in racial and cultural superiority” (p. 38).

The author’s name can be included in the body of the sentence with the year in parenthesis, and the page number at the end also in parenthesis, as in **Example 1**; or in the parenthetical citation with year and page number, as in **Example 2**; or in a parenthetical citation with name and year, and the page number also in parenthesis at the end, as in **Example 3**.

Note that when a parenthetical citation appears at the end of the sentence, it comes after the closing quotation marks and before the period. The elements within parentheses are separated by commas.

Example 1	Example 2	Example 3
Pennycook (1998) claimed that “colonialism can be seen as the material manifestation of the beliefs in racial and cultural superiority” (p. 38).	<i>English and the Discourses of Colonialism</i> claimed that “colonialism can be seen as the material manifestation of the beliefs in racial and cultural superiority” (Pennycook, 1998, p. 38).	<i>English and the Discourses of Colonialism</i> (Pennycook, 1998), stated that “colonialism can be seen as the material manifestation of the beliefs in racial and cultural superiority” (p. 38).

Reference entry:
Pennycook, A. (1998). *English and the Discourses of Colonialism*. London,UK: Routledge.

Long or Block Quotations

When you quote a longer passage from a source—forty words or more—use a different format to set off the quoted material. Instead of using quotation marks, create a block quotation by starting the quotation on a new line and indent five spaces from the margin. Note that in this case, the parenthetical citation comes after the period that ends the sentence. (See appendix 3)

Here’s an example:

Chrisman and Williams (1994), for example, argue that the connection between politics and economics made possible by Marxist thought gives the clearest way of understanding the relationship between colonialism and imperialism:

In this view, colonialism, the conquest and direct control of other people’s land, is a particular phase in the history of imperialism, which is now best understood as the globalisation of the capitalist mode of production, its penetration of previously non-capitalist regions of the world, and destruction of pre- or non-capitalist forms of social organization. (p. 2)

Paraphrased and Summarized Material

According to the University of Michigan when you paraphrase or summarize ideas from a source, you follow the same guidelines previously provided, except that you are not required to provide the page number where the ideas are located. If you are summing up the main findings of a research article, simply providing the author’s name and publication year may suffice, but if you are paraphrasing a more specific idea, consider including the page number.

Look at the example:

Pennycook (1998) pointed out that colonialism may be understood as a factual expression of the beliefs in ethnocultural dominance.

Citing Multiple Authors and Works

APA style has specific rules for citing works by multiple authors. Use the following guidelines to determine how to correctly cite works by multiple authors in text.

- One author:**
(Field, 2005)
- Two authors:**
(Gass & Varonis, 1984)

Three to five authors:

First citation: (Tremblay, Richer, Lachance, & Cote, 2010)
Subsequent citations: (Tremblay et al., 2010)

Six or more authors:

(Norris-Shortle et al., 2006)

Note: When using multiple authors' names as part of your narrative, rather than in parentheses, always spell out the word and. For multiple authors' names within a parenthetical citation, use &.

(Gass & Varonis, 1984).

Referencing Sources

Reference entries should include the following information:

- The name of the author(s)
- The year of publication and, where applicable, the exact date of publication
- The full title of the source
- For books, the city of publication
- For articles or essays, the name of the periodical or book in which the article or essay appears
- For magazine and journal articles, the volume number, issue number, and pages where the article appears
- For sources on the web, the URL where the source is located

Let's take a look at these two examples:

Sample Book Entry*

1

2

3

Pennycook, A. (1998). *English and the Discourses of Colonialism*. London, UK: Routledge.

4

5

1. Use author's last name and initials followed by periods.
2. Use a single space between parts of the entry. Include periods and other punctuation as indicated.
3. Use sentence case for book titles.

4. Use standard postal abbreviations for the state where the source was published.
5. Use a colon between the city of publication, and the publisher.

Sample Journal Article Entry**

1

Pineda Hoyos, J. (2018). Error correction and repair moves in synchronous learning activities. *International Journal of Educational Technology in Higher Education*, 15(23), 1-17.

2

3

4

5

1. Use sentence case for article titles. Do not use quotation marks around the title.
2. Use title case for journal titles and italicize the title.
3. Include the volume in italics followed by the issue number in parentheses, with no space in between them.
4. Include commas after the journal title and issue number.
5. Include the page number(s) where the article appears. Use an en dash between page numbers.

Introducing Cited Material Effectively

Including an introductory phrase in your text, such as “**Pineda wrote**” or “**Tamayo found**” often helps you integrate source material smoothly. However, during the process of writing your research paper, it is easy to fall into a rut and use **the same few dull verbs repeatedly**, such as “**Petrucci said,**” “**Ortiz stated,**” and so on.

Punch up your writing by using strong verbs that help your reader understand how the source material presents ideas. There is a world of difference between an author who “**suggests**” and one who “**claims,**” one who “**questions**” and one who “**criticizes.**” (University of Michigan, n.d.).

The following chart shows some possibilities.

Strong Verbs for Introducing Cited Material

ask	maintain	argue	explain	propose	assess
state	recommend	find	assert	hypothesize	evaluate
suggest	compare	determine	claim	believe	conclude
question	contrast	measure	affirm	insist	

That’s all for now. I hope this information may be useful for you in your future endeavors.

***Adapted from:** University of Michigan (n.d.). *Sample Book Entry*. In <https://open.lib.umn.edu/writingforsuccess/chapter/13-3-creating-a-references-section/>

****Adapted from:** University of Michigan (n.d.). *Sample journal Article Entry*. In <https://open.lib.umn.edu/writingforsuccess/chapter/13-3-creating-a-references-section/>

APPENDIX 1

Quotations in general

Pineda Hoyos, J.E. (2018). Error correction and repair moves in synchronous learning activities. *Int J Educ Technol High Educ* 15(23), 1-17.
<https://doi.org/10.1186/s41239-018-0105-2>

p.1

The use of computer-mediated communication (CMC) technologies that target L2 learners has recently proliferated. These technologies provide language teachers with new tools. However, their implementation generate concerns for both teachers and researchers (Gkeason & Suvorov, 2011). In Addition, the use of CMC tools provides learn

p.1

Oztok et al. (2013) believe that CMC tools have a strong social presence and numerous communication strategies an Hirotani (2009) claims that CMC tools provide a wide range of discourse patterns. According to AbuSeileek and Qatawneh (2013), the implementation of CMC tools in language teaching is based on the assumption that using the technology-enhanced language learning approach can promote interaction

p.4

form of their utterance using their own language repertoire. Repetitions refer to the teacher repeating the students’ ill-formed utterance, adjusting intonation to highlight the error (Jepson,2005; Lyster & Ranta, 1997; Nassaji, 2007). Table 2 summarizes the categorization of correction strategies and their definitions.

Atkinson, D. (2011). Introduction: Cognitivism and Second Language Acquisition. In: D. Atkinson (Ed.), *Alternative Approaches to Second Language Acquisition* (pp. 1-23). NY: Routledge.

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ness. The portrait of mind entailed by these four principles-as logical, conscious, radically isolated, and virtually godlike in its power-effected a “Copernican Revolution” in thinking about thinking, and thinking about being. The resulting worldview has sometimes been called *cognitivism* (e.g., Freeman & Nuñez, 1999; Haugeland, 1998).

De Chazal, E. (2014)

p. 195

- Citations are used to create a research space for the citing author. By describing what has been done citations point the way to what has not yet been done, and so prepare the way for new research. (Swales 1990: 6-7).

APPENDIX 2

Brief quotations examples

Herrera, L. (2017). Impact of Implementing a Virtual Learning Environment (VLE) in the EFL Classroom. *Ikala, Revista de Lenguaje y Cultura*, 22(3), 479-498.

p. 482

“The advent of hand-held computer-based devices gave rise to mobile-assisted language learning (MALL) as we know it today” (Burston, 2013, p. 157) According to the author, MALL has

p. 483

anywhere. As Solomon & Schrum (2010) suggest, “Web 2.0 applications are replacing – and improving on- student access to information, communications, and collaboration; and some districts are moving to virtual schooling” (p. 167).

p. 484

MALL. As Stockwell & Hubbard (2013) stated, “Mobile language learning is a field that is quickly maturing, and to this end, a growing body of research has appeared that highlights the various ways in which mobile devices may be used in the teaching and learning of languages” (p.2).

Bailey, A. (2017). What students are telling us: A case study on EFL needs and perceptions in the classroom. *Ikala, Revista de Lenguaje y Cultura*, 22(3), 501-516.

p. 505

Grin (2002) states that “Languages are not seen only as elements of identity or as potentially valuable skills, but as a set of linguistic attributes which (...) together influence actors socioeconomic status” (p.13). There are three particular

Abraham, P., Farías, M. (2017). Reading with eyes wide open: reflections on the impact of multimodal texts on second language reading. *Ikala, Revista de Lenguaje y Cultura*, 22(1), 57-70.

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prehension. Most Importantly, Lee moves beyond the timid conclusions reached by Harris (2001) to claim that multimodal responses motivated the students and, as the author suggest, promised “a possibility for them to evolve into autonomous and proficient English Readers” (p.192).

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When introducing their model of second language multimodal learning, Plass and Jones (2005) posed the key question: “In what way can multimedia support second-language acquisition by providing comprehensible input, facilitating meaningful interaction, and eliciting comprehensible output?” (p. 471). From the literature

APPENDIX 3

Long quotations examples

Pennycook, A. (1998). *English and the Discourses of Colonialism*. London, UK: Routledge.

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When Crusoe first comes across a site where the cannibals had visited the island, he is horrified to find:

The shore spread with skulls, hands, feet, and other bones of human bodies; and particularly, I observed a place where it is supposed the savage wretches had sat down to their inhuman feastings upon the bodies of their fellow creatures.

(pp. 152-3)

p. 136

These seemingly celebratory descriptions of the global spread of English are tied to more explicit benefits in certain version of this story. Burnett (1962), for example, draws the connection between the use of English and being “civilized”:

Today English is written, spoken, broadcast, and understood on every continent, and it can claim a wider geographical range than any other tongue. There are few civilized areas where it has any competition as the lingua franca—the international language of commerce, diplomacy, science, and scholarship.

(p.12)

p. 37

driven, they are in fact far more complex. According to Said (1993):

Neither imperialism nor colonialism is a simple act of accumulation and acquisition. Both are supported and perhaps even impelled by impressive ideological formations that include notions that certain territories and people *require* and beseech domination, as well as forms of knowledge affiliated with domination.

(p.8)