

1 Academic Integrity Tutorial

1.1 Quote

“The mark of an educated person is the ability to learn from others and use that knowledge to develop new ideas and approaches, always remembering to credit those who led the way on their intellectual path. This is the essence of what it means have academic integrity.” Marie A. Cini, PhD, UMUC Provost

1.2 Welcome

My name is Brian (picture of a man) and I will be your guide today. Academic integrity has been an issue many colleges and universities continue to address.

Academic integrity affects almost every area of our daily lives. Fabricated or falsified data can have a devastating impact on business and public policy, as well as the academic community. This course will provide you with all the necessary information you need to make informed decision about academic integrity.

1.3 Course Navigation

Information about navigating through the slides, not applicable to this transcript.

1.4 Meet Yasmin

Meet Yasmin (picture of a woman) who took time off from school to save money for college. Now, she is ready to get her bachelor’s degree but needs some help as she prepares to write a research paper.

Yasmin must ensure her paper reflects the highest academic integrity. The information in these modules will show how Yasmin can articulate her own ideas while still crediting others. Let’s start by learning the basics about academic integrity.

1.5 Module 1: Learning the Basics

The objectives for this module are:

1. Define academic integrity and list the reasons why it is important.
2. Define plagiarism and recognize when a piece of writing has been plagiarized.
3. Identify reasons why citing is important.

1.6 What is Academic Integrity

- Academic integrity is defined as the honest and responsible pursuit of scholarship.
- Academic integrity is characterized by
 - a. Completing exams and other academic assignments in an honest way
 - b. Presenting truthful and accurate data and research information in academic assignments
 - c. Avoiding plagiarism by properly incorporating and acknowledging sources
- The reputation of a school and assessment of student work depend on integrity.

1.7 Test Your Knowledge

Which of the following is NOT a vital characteristic of academic integrity?

- Completing academic assignments in an honest manner
- Having school and departmental policies that are exactly alike
- Properly incorporating and acknowledging sources
- Presenting accurate and truthful data and research information

Answer: B. Having school and departmental policies that are exactly alike is NOT a vital characteristic of academic integrity. Activities that are considered plagiarism can vary according to school and departmental policies.

1.8 Why Does Academic Integrity Matter?

- It's vital to being a part of the academic community.
- Consequences for failing to give credit to sources can be severe. Violating your school's academic integrity policy may lead to suspension or expulsion.
- As a member of the academic community, it is important to build and uphold a positive reputation.
- Violating a school's academic integrity policy only hurts the student.

1.9 Introduction to Plagiarism

Yasmin understands the importance of academic integrity but would like to learn more about how it relates to plagiarism. Plagiarism is a term that is closely related to academic integrity because it deals with dishonesty.

1.10 What is Plagiarism?

- Plagiarism occurs when you present another person's ideas, intentionally or unintentionally, as your own.
- In the *MLA Style Manual and Guide to Scholarly Publishing*, Joseph Gibaldi likens plagiarism to "intellectual theft," because it "gives the impression that you wrote or thought something that you in fact borrowed from someone, and to do so is a violation of professional ethics" (165).
- It is your responsibility as the student to avoid plagiarizing.
- As a scholar, you are expected to credit the sources of ideas that you use in your own work.

1.11 Test Your Knowledge

Which of these statements is TRUE concerning plagiarism?

- Plagiarism occurs only when a student intentionally presents someone else's ideas as his or her own.
- Recognizing the creators of works is the only reason the academic community condemns plagiarism.
- Plagiarism is in no way considered theft or akin to stealing.
- It is solely the responsibility of the student to avoid plagiarism.

Answer: D. It is solely the responsibility of the student to avoid plagiarism is the TRUE statement concerning plagiarism.

1.12 What Counts as Plagiarism?

Submitting a paper written by someone else – This is considered a form of fraud

Using words and phrases from the source text and patching them together in new sentences – This is called patch-writing. Some schools' policies and instructors consider this plagiarism, while others may not, so be sure to check.

Failing to acknowledge the sources of words or information – This can also be considered a sign of fraud.

Not providing quotation marks around a direct quotation – This leads to the false assumption that the words are your own.

1.13 Why Do Citations Matter?

- A citation is recognition of an authoritative source for substantiation.
- Citing and acknowledging sources distinguishes original work from borrowed work.
- Well-written citations help readers to locate information and conduct further research.
- There are three common citation / documentation styles used in undergraduate curricula today:
 - Modern Language Association (MLA) Style
 - American Psychological Association (APA) Style
 - Chicago / Turabian Style

1.14 Test Your Knowledge

Which of these reasons for properly citing sources is TRUE?

- a. Properly citing sources is not an acknowledgement of the work of others, but simply proof that you conducted research.
- b. Citing and acknowledging sources blends original and borrowed work, making your writing more concise.
- c. Well-written citations help readers of your work locate information and conduct further research.
- d. Citations lessen the authority of your written work by reducing the amount of original writing.

Answer: C. Well-written citations help readers of your work locate information and conduct further research.

1.15 End of Module 1

Congratulations! You have completed Module 1. In the next module, you will learn more about how to prepare to use research in an academic paper.

1.16 Module 2: Preparing to Use Research in an Academic Paper, part 1

The objectives for this module are:

1. Identify important terms used in research writing.
2. Identify elements needed to narrow your research topic.
3. Give examples of various types of research.

1.17 Module 2: Preparing to Use Research in an Academic Paper, part 2

More objectives for this module are:

4. Recognize the criteria used to identify credible sources.
5. Identify the appropriate steps in the research process.

1.18 Module 2 Introduction

Now that Yasmin understands the basics, she needs to take it a step further by understanding how to develop her paper.

These next slides will demonstrate how to prepare for the research process. Yasmin will be able to find the information she needs, but she will also rely on you to assist along the way.

1.19 Important Terms, part 1

It is important for Yasmin to learn a few terms before she begins her research.

Information Literacy – It begins with the ability to identify when additional information, like research, is needed for an assignment. It also corresponds to one's ability to locate, evaluate, and effectively use the appropriate information for an assignment.

Rubric – A rubric describes the criteria that must be met for an assignment to be successful.

Thesis – A thesis is an argument that is supported by research and strong evidence. It summarizes the argument the writer will make in the paper.

1.20 Important Terms, part 2

Research Question – A research question is the question a researcher asks that guides his or her inquiry into a topic.

Database – A database is a collection of logically stored information that can be accessed via the internet. Colleges and universities often provide their students with access to a variety of databases.

1.21 Research Paper Requirements

After reading the rubric her professor has provided, Yasmin writes down the requirement for the assignment.

Research Paper Requirements

1. Five separate pieces of research from credible sources like peer-reviewed journals, news websites, and government publications.
2. Sources have to be current, and three sources must have been published within the last three years.
3. Use library databases to conduct research.

1.22 Choosing a Research Topic

Yasmin is now ready to choose a topic. She is interested in the debate surrounding merit pay for teachers.

In this next activity, you will help Yasmin determine the best way to narrow her focus.

1.23 Test Your Knowledge

Which of the following are the elements you think Yasmin needs to narrow her focus?

- Location
- Public Opinion
- Time Frame
- Focus on a Subtopic

Answer: Location, Time Frame, and Subtopic all help limit the angle of approach to a topic.

1.24 Research Question

By focusing on teachers in the public-school system in New York and limiting her discussion to the events of the past 10 years, Yasmin comes up with the following research question.

“Should New York State” public-school teachers be given merit raises based on standardized test scores?”

1.25 How to Search

With her research question in hand, Yasmin is ready to start researching, but typing her full question into the search tab doesn't give her any hits. Which of the following is the advice you would give her?

- a. Divide question into keywords using nouns and synonyms.
- b. Use a different search engine.

Answer: A. Divide the question into keywords using nouns and synonyms.

1.26 Identifying Keywords

Yasmin reviewed her research question, “Should New York State public-school teachers be given merit raises based on standardized test scores?” and decided to focus on the following keywords:

- New York State
- public-school teachers
- merit raises
- standardized test scores

1.27 Finding Information

Yasmin has now developed her research question and identified keywords for her search. The next step is to find the information that will meet her goals.

But not all information is created equal. It's important to find the information best suited to the task at hand. Let's look at some broad categories of information.

1.28 Types of Sources, part 1

Academic – Academic sources are often journals published by universities or professional organizations. These journals contain peer-reviewed articles, which have been reviewed by other professionals (or peers) in the field before publication.

Trade – Trade sources can provide specialized news information for people in a particular industry.

Popular – Popular sources like Time or National Geographic are probably the most familiar. These are written for a general audience.

1.29 Types of Sources, part 2

Primary – Primary sources are uninterpreted information or data, like census results, firsthand accounts, and raw survey data.

Secondary – Secondary sources collect and interpret information from primary sources; these are reviews of other works and articles that discuss or analyze research data.

Tertiary – Tertiary sources, such as encyclopedias, provide condensed overviews of information.

1.30 Starting the Search

Yasmin is now ready to search for information but she needs your help in determining her next steps. Read the statements below and place them in sequential order.

- Evaluate sources to ensure they are appropriate for her research topic.
- Read the abstract, a brief description of the article to determine if it is worth investigating further.
- Identify the appropriate library database or databases to search.

Answer: The correct order for the steps Yasmin should take is:

- Identify the appropriate library database or databases to search.
- Read the abstract, a brief description of the article to determine if it is worth investigating further.
- Evaluate sources to ensure they are appropriate for her research topic.

1.31 Evaluating Sources

The last step in preparing to conduct research involves evaluating sources. There are four criteria Yasmin can use to evaluate her sources.

Authority – If a source has authority, the author is well-versed, established and perhaps even well-known on the topic. This helps establish that the source is trustworthy.

Reliability – Reliability refers to sources that are well documented and grounded in scholarly or credible research, data, or both. The objectivity or point of view will be transparent.

Coverage – Coverage refers to the way a source investigates, discusses, and handles a topic. Exploring many different sources will yield a variety of viewpoints.

Currency – Publication dates indicate whether a source is current, or recent. Older, noncurrent sources can be helpful for showing the history or development of a topic, but current sources are generally more useful when writing about what is happening within a topic in the present.

1.32 End of Module 2

Congratulations! You have now completed Module 2. With your assistance, Yasmin is now equipped with the tools needed to start the research process.

In Module 3, she will learn how to effectively integrate her research into her paper.

1.33 Module 3: Incorporating Research

The objectives for this module are:

- Identify the three strategies used when integrating research.
- Recall the various rules used to ensure a coherent research paper.
- Identify what type of information needs to be credited and cited.

1.34 Module 3 Introduction

Yasmin has collected and evaluated her research, selecting only those resources that are directly applicable to her task. She now faces another difficult decision: how to use that information.

In order to adhere to academic integrity guidelines, there are three strategies Yasmin must consider while constructing her research paper.

1.35 Three Concepts

The three strategies are

- balance of voice
- summarizing, paraphrasing, and quoting
- citing

1.36 Balance of Voice

Balance of voice refers to the importance of striking a balance between quoted sources and your original ideas. Yasmin must ensure that the two complement each other and that neither overwhelms the paper at the expense of the other.

1.37 Summarizing

A summary is a condensed version of information from a research source. Whereas paraphrases restate all of the points of the original, summaries focus on generalizing what the author of a source was trying to say.

Example 1:

APA Style

Source: Susan Johnson’s “Having It Both Ways: Building the Capacity of Individual Teachers and Their Schools”

Original passage: These new teachers realized from the start that their salaries as teachers would not match those of their friends working in law, consulting, business, or banking. Although they often said that they did not expect to be well paid as teachers, they were troubled by a salary scale that did not encourage individual initiative, recognize extra hours worked, or reward them for success in raising students’ test scores. As teachers, their only options for increasing their pay were to take additional courses or to become a club advisor for a modest annual stipend. They complained when they realized that they were earning far less than an experienced teacher in a neighboring classroom, whose class was out of control or whose students learned little—failings that they said their administrators ignored.

Example 2:

APA Style

Passage from Yasmin’s paper: The teachers in a study helmed by Susan Johnson (2012) found that – though their salaries were not low to begin with – their opportunities for salary increases were highly limited and, usually, those increases were predicated on doing extra work (p. 110).

Reference

Johnson, S. (2012). Having it both ways: Building the capacity individual teachers and their schools. *Harvard Educational Review*, 82(1), 107-122. Retrieved from <http://hepg.org/her-home/home>

1.38 Paraphrasing

A paraphrase is a restatement of another author’s ideas in your own phrasing. Paraphrasing helps to strengthen your own voice in your writing, which in turn helps persuade your audience.

Example

APA Style

Source: Susan Johnson’s “Having It Both Ways: Building the Capacity of Individual Teachers and Their Schools”

Original passage: Neither individual teachers nor the schools in which they work can be ignored if students are to have the instruction they deserve.

Passage from Yasmin’s paper: Susan Johnson’s (2012) article “Having It Both Ways: Building the Capacity of Individual Teachers and Their Schools” says that, on the topic of merit-based pay, both teachers and schools must work together for the sake of student success (p. 119).

Reference

Johnson, S. (2012). Having it both ways: Building the capacity individual teachers and their schools. *Harvard Educational Review, 82*(1), 107-122.

Do’s and Don’t’s of Paraphrasing

Do’s:

- Use your own phrasing.
- Rethink the passage you want to paraphrase.
- Change the sentence structure.

Don’t’s:

- Use most of the words from the original passage.
- Quickly switch out words for their synonyms.
- Keep the exact sentence structure of the original.

1.39 Quoting

A quotation is a word-for-word repetition of something you have researched, heard, or read. Quotations should be used when someone (most likely an expert on your topic) has said something in such a way you cannot imagine saying it any other way.

Example

APA Style

Source: Susan Johnson’s “Having It Both Ways: Building the Capacity of Individual Teachers and Their Schools”

Original passage: Such “no excuses” reforms assume that a teacher can do it all, that an individual who succeeds in one school can succeed in any school and, conversely, that a teacher who falters in one classroom will fail in all others.

Passage from Yasmin’s paper: Susan Johnson (2012) points out that these “no excuses’ reforms assume that a teacher can do it all, that an individual who succeeds in one school can succeed in any school and, conversely, that a teacher who falters in one classroom will fail in all others” (108).

Reference

Johnson, S. (2012). Having it both ways: Building the capacity individual teachers and their schools. *Harvard Educational Review, 82*(1), 107-122.

Do’s and Don’t’s of Quoting

Do’s:

- Use quotes from an expert.
- Use quotes to illustrate a point.
- Quote opinions.
- Introduce and explain your quotes.
- Strike a balance between your own writing and quotations.
- Begin and end a quote with “quotation marks.”
- Block-indent longer quotations (40 words or more in APA style, eight lines or 100 words or more in Chicago, four lines or more in MLA).

Don't's:

- Use quotes from an unreliable source.
- Quote statistics.
- Over-quote.
- Forget to identify your quotes.
- Use quotation marks around block quotations.

1.40 Citing

Yasmin's instructor requires that she use an in-text citation style known as American Psychological Association (APA). APA is most commonly used in the social sciences, life sciences, lab sciences, earth sciences, and business. An in-text citation in APA style includes the author's last name, the publication date, and the page number when available, and these items are separated by commas. We'll discuss more about other citation styles in Module 4.

1.41 Research Integration

Now that Yasmin has created a rough outline for her paper and has a general idea of where she will need to use information from her research to support her paper's main argument, she is ready to integrate this information into her paper.

Before she gets started, there are some tips she should keep in mind to effectively integrate her research.

1.42 Tips on How to Integrate Research

Tip 1: Whenever you use quotations, paraphrases, or summaries, they need to be connected to your words and your ideas. This helps you to be sure the author's words and ideas are supporting what you think and not replacing what you think.

Tip 2: Signal phrases help the reader to see where your ideas intersect with the ideas from your research.

These are phrases like "the author explains" or "the author points out" or "according to the author." You'd use the author's last name instead of "the author."

Tip 3: Follow your quotation, paraphrase or summary with an explanation of why the source is important, noteworthy, and/or how it relates to your idea and argument.

Without this, the reader has to guess, which can put the success of your paper at risk.

Tip 4: If you need to change a word in a quotation so that it makes more grammatical sense, just put the changed word in square brackets. Keep in mind that a lot of brackets are distracting to the reader, so use them sparingly.

Example

First attempt: Failing to consider working conditions, as well as benefits and pay, "has resulted in a teacher compensation and job structure that doesn't reliably produce the teachers we need" (Shields & Lewis, 2012, p. 2).

Revised passage: Failing to consider working conditions as well as benefits and pay, "has resulted in a teacher compensation and job structure that doesn't reliably produce the teachers [that students and school systems] need" (Shields & Lewis, 2012, p. 2).

1.43 End of Module 3

Now that she's had some experience with incorporating her research in a way that shows the reader where her ideas meet those of her sources, Yasmin is ready to focus on citation.

In Module 1, Yasmin began learning about citations. In Module 4, she will learn more about the various citation styles and features.

1.44 Module 4: Citations and References

The objectives for this module are:

- Recall the three main citation/documentation styles.
- Recognize the differences between each citation/documentation style.
- Recognize the elements necessary to a citation.

1.45 Citations

- As mentioned in Module 1, properly citing your research not only helps you avoid plagiarism, but it also gives your reader necessary information about your topic.
- Citation styles provide specific rules for citing both in the text of the paper and at the end of the paper. This way, all writers using a particular style will have consistent citations and documentation. Consistency makes it easier for readers to understand what each citation signifies.

The next few slides will go into more detail on MLA, Chicago/Turabian, and APA styles.

1.46 MLA

In Modern Language Association (MLA) style your in-text or parenthetical citation must include the following information:

- the author's last name (if you have not mentioned it in the sentence)
- the page number (if the source has them)

Example

If an author is named in a single phrase in the sentence, the citation would include only the page number:

Godlewski and Perse argue that there is a "significant distinction between reality television and other types of programming, typical programs, primarily because of their focus on ordinary people competing for prizes, romance, and success" (153).

If the authors were not mentioned in the sentence, the formatting would be different:

Nevertheless, all shows are not created equal when it comes to audience response: "Television reality programs encourage higher levels of audience activity than typical programs, primarily because of their focus on ordinary people competing for prizes, romance, and success" (Godlewski and Perse 153).

MLA Rules

Features of MLA In-Text Citations

You will notice several important features of MLA in-text citations:

1. There are no commas between the author and page number in the parentheses.
2. There is no *p.* before the page number.
3. The quotation marks end before the citation. This is because the citation is not part of the quotation.

4. The period follows the parentheses in the citation. This is because the citation is part of your sentence.

Keep in mind that there are many types of sources, so it's important to use a handbook or online guide if you have questions.

1.47 Tip 5

Academic integrity depends on accurate citing. Always allow enough time to double-check citations.

1.48 Chicago

Chicago/Turabian

In Chicago style, there are two systems. The first is the author-date system, which mentions the author's name and the year of publication (e.g., Sarkar 1995). The second, which is more common, is the citation-sequence or notes-bibliography system.

Example

In Chicago or Turabian notes-bibliography style, in-text citations are usually in the form of footnotes or endnotes. A superscript number in the text of the paper signals to the reader to look for a note with a corresponding number at the bottom of the page (footnote) or end of the paper (endnote). In Chicago style, the first in-text citation for each source will contain more information than subsequent, nonconsecutive notes for that source.

Body of paper:

Godlewski and Perse argue that there is a significant distinction between reality television and other types of programming, because reality shows “encourage higher levels of audience activity than typical programs, primarily because of their focus on ordinary people competing for prizes, romance, and success.”¹

Chicago Rules

Features of Chicago/Turabian In-Text Citations

Note these important features of Chicago/Turabian in-text/note citations:

1. The formats for notes are the same, whether or not the author is named in a signal phrase.
2. The superscript number follows the period and quotation marks in the body of the paper.
3. There is no *p.* before the page number.
4. Both first and subsequent note formats end with a period.

Most word-processing software programs will automatically insert and number footnotes and endnotes. Check your user guide or help screen for instructions.

1.49 Tip 6

When writing or checking in-text citations,

- review the basic guidelines
- use a style handbook to look up rules for citing sources that do not follow the basic format

1.50 APA

American Psychological Association (APA) style is used mainly in the social sciences, lab sciences, earth sciences, and business. APA emphasizes the author's name and date of publication (page numbers are included for quotations). Yasmin's paper will follow APA style.

Example

If an author was mentioned in a signal phrase in a sentence, only the publication year and page number would be included in the citation. See below:

Godlewski and Perse (2010) argue that there is a significant distinction between reality television and other types of programming, because reality shows "encourage higher levels of audience activity than typical programs, primarily because of their focus on ordinary people competing for prizes, romance, and success" (p. 153).

If the authors were not mentioned in the sentence, the formatting would be different:

Nevertheless, all shows are not created equal when it comes to audience response: "Television reality programs encourage higher levels of audience activity than typical programs, primarily because of their focus on ordinary people competing for prizes, romance, and success" (Godlewski & Perse, 2010, p. 153).

APA Rules

Features of APA In-Text Citations

Here are several important features of APA in-text citations:

1. The publication year is always immediately after the author's last name, whether or not the name is mentioned in the sentence.
2. The first word in the title and subtitle should be capitalized.
3. There are commas between each item in the parentheses.
4. APA style uses and ampersand (&) rather than the word "and" between the authors' names when they are in parentheses.
5. The abbreviation *p.* appears before the page number.
6. The quotation marks end before the citation. This is because the citation is not part of the quotation.
7. The period follows the parentheses in the citation. This is because the citation is part of your sentence.

1.51 Tip 7

Always cite as you write. Although you can make formatting revisions later, it's difficult to return to your paper and accurately insert citations you have skipped. Assuming that you can go back and insert citations is a common cause of accidental plagiarism.

1.52 Test Your Knowledge

Take a moment to review each documentation style below. Identify the correct documentation style for each statement.

1. Principles are defined as "guidelines for human conduct that are proven to have enduring, permanent value" (Covey 35). **[MLA]**
2. He stated, "The more closely our maps or paradigms are aligned with these principles or natural laws, the more accurate and functional they will be" (Covey, 1989, p. 35). **[APA]**
3. ¹ Stephen R. Covey, *The 7 Habits of Highly Effective People* (New York: Simon & Schuster, 1989), 35. **[Chicago/Turabian]**

1.53 Reference List Examples

MLA Reference Page Examples

Works Cited

Haynsworth, Leslie. "All the Detective's Men: Binary Coding of Masculine Identity in the Sherlock Holmes Stories."

Victorians Institute Journal 38 (2010): n. pag. Web. 16 May 2012.

Lamont, Rose C. "Coma versus Comma: John Donne's Holy Sonnets in Edson's WIT." *The Massachusetts Review* 40.4

(Winter 1999-2000): 569-75. JSTOR. Web. 30 April 2012

Rogers, Pat. "Crusoe's Home." *Essays in Criticism* 24.4 (Oct. 1974): 375-90. Print. Journal Article Accessed Using an

Electronic Database

Chicago Reference Page Examples

Bibliography

Breen, T. H. "Will American Consumers Buy a Second American Revolution?" *Journal of American History* 93, no. 2

(2006): 404-8.

Terborgh, J. "Preservation of naturally diversity: The problem of extinction-prone species." *BioScience* 24, no. 12(1974):

715-22.

Woods, Mary N. *Beyond the Architect's Eye: Photographs and the American Build Environment*. Philadelphia: University

of Pennsylvania Press, 2009.

APA Reference Page Examples

References

Bovee, C. L., & Thill, J. V. (1995). *Business communication today* (4th ed.) New York: McGraw-Hill.

Gibaldi, J. (1999). *Modern Language Association's handbook for writers of research papers* (5th ed). New York: Modern

Language Association.

Turabian, K. (1987). *A manual for writers of term papers, theses, and dissertations*. Chicago: The University of Chicago

Press.

1.54 Introduction to the Reference List

Yasmin is now confident with in-text citations and is adept at looking up the various rules for APA style citations. The last step is to work on the reference list. The reference list is where she'll list the complete bibliographic information for each of her sources.

1.55 References

Definition

A reference list is a record of alphabetized sources that must be formatted with particular attention to the requirements of each citation/documentation style.

1.56 APA Manual

It is important for Yasmin to keep an APA manual handy as she will need to look up the citation rules for various sources.

The next few slides will show examples of references from various sources like books, journal articles, and websites.

1.57 Referencing a Book

Examples of each citation style

MLA

Ritter, Gary and Joshua Barnett. *A Straightforward Guide to Teacher Merit Pay: Encouraging and Rewarding Schoolwide Improvement*. Thousand Oaks, CA: Corwin, 2013. Print

Chicago/Turabian

Ritter, Gary and Joshua Barnett. *A Straightforward Guide to Teacher Merit Pay: Encouraging and Rewarding Schoolwide Improvement*. Thousand Oaks, CA: Corwin, 2013.

APA

Ritter, G. & Barnett, J. (2013). *A Straightforward guide to teacher merit pay: Encouraging and rewarding schoolwide improvement*. Thousand Oaks, CA: Corwin.

1.58 Tip 8

The second and subsequent lines of each entry must have a hanging indent.

1.59 Referencing an Article in a Database

Examples of each citation style

MLA

Johnson, Susan. "Having It Both Ways: Building the Capacity of Individual Teachers and Their Schools." *Harvard Educational Review* 82.1 (2012): 107-122 ERIC. Web. 25 May 2013.

Chicago/Turabian

Johnson, Susan. "Having It Both Ways: Building the Capacity of Individual Teachers and Their Schools." *Harvard Educational Review* 82, no. 1 (March 1, 2012): 107-122. <http://eric.ed.gov/>.

APA

Johnson, S. (2012). "Having it both ways: Building the capacity of individual teachers and their schools." *Harvard Educational Review* 82(1), 107-122. Retrieved from <http://hepg.org/main/her/index.html>

1.60 Tip 9

In MLA style, you must note the publication date as well as the retrieval date.

1.61 Referencing an Article from the Internet

Examples of each citation style

MLA

New York State Education Department, "State Education Department Announces Reforms to Protect Integrity of State Assessments." *New York State Education Department*. 15 Mar 2012. Web. 17 Jun 2013.

Chicago/Turabian

New York State Education Department, "State Education Department Announces Reforms to Protect Integrity of State Assessments." *New York State Education Department*. March 15, 2012. <http://www.oms.nysed.gov/>.

APA

New York State Education Department. (2012, March 15). *State education department announces reforms to protect integrity of state assessments*. Retrieved from <http://www.oms.nysed.gov/press/SEDAnnouncesReformstoProtectIntegrityofstateassessments.html>

1.62 Tip 10

Note that in APA style, there is no period at the end of a reference that identifies a URL. In Chicago style, however, a period follows URLs in both notes and bibliography entries.

1.63 Referencing an Internet Source with No Author

Examples of each citation style

MLA

"Study Examines Performance-Based Pay for Teachers." *EurekaAlert!* American Association for the Advancement of Science, 4 Sept. 2007. Web. 19 June 2013.

Chicago/Turabian

“Study Examines Performance-Based Pay for Teachers.” *EurekAlert!* Last modified September 4, 2007,
http://www.eurekalert.org/pub_releases/2007-09/uom-sep083007.php.

APA

Study examines performance-based pay for teachers.” (2007, September 4). In *EurekAlert!* Retrieved from American Association for the Advancement of Science website: http://www.eurekalert.org/pub_releases/2007-09/uom-sep083007.php

1.64 Congratulations

Congratulations! With your help, Yasmin now feels confident in her ability to write a research paper. All four modules provided her with information that will allow her to make informed decisions about academic integrity.

In order to complete this tutorial you will have to pass a short quiz on what you’ve learned.