

How To: Cite and Reference – Part 2

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This hand-out contains exercises for you to do to practice what you learn. Once you have completed the hand-out, feel free to come and speak to one of our Academic Development Tutors who will be happy to go through your answers with you.



For appointments contact:

T: 0141 273 1230

E: AskLDC@gcu.ac.uk

<https://www.gcu.ac.uk/ebe/ldc/>

1. Background

We need to look at citing and referencing in the context of the whole of academic writing to understand what it is for and why it is important.

As a student, one of your main tasks is to read other people's work, e.g. books, articles, reports and to understand the main ideas these people tried to communicate. You are asked by your lecturers and tutors to show your understanding by writing about it in essays, reports and dissertations.

The purpose of academic writing for you is to learn to:

- express often complex ideas in a way that is easy to understand to others;
- understand and use a new kind of language, i.e. academic language (of your field).



When you write an academic piece (essay, report, critical review etc.) *you try to use* what you have read in your sources, i.e. *books, articles, reports, reviews by other people*. The purpose of using sources is to show that:

- you have explored and you understand the topic in some depth;
- you are able to discuss, comment on, analyse and criticise what you have read;
- You can develop an argument based on your own and other people's ideas.

Citing is the academic term for using other people's ideas. There are basically 2 ways of citing: **quoting** and **paraphrasing**.

Quoting is when **you repeat word by word** another person's ideas.

Paraphrasing is when you summarise and **express in your own words** another person's ideas.

However, in any academic field you need to document where certain ideas came from, i.e. you need to give people credit for their work. This is called **referencing**.

Thus, the purpose of referencing is showing:

- Respect for another person's work (similar to copyright): you acknowledge that ideas, words, diagrammes, photos etc. belong to them;
- Transparency: you allow your reader to look up where you found some of the ideas you used.

Not referencing properly, i.e. knowingly or unknowingly passing off someone else's work as your own is called *plagiarism*. Plagiarism is not just bad practise at a university, it is often heavily penalised. Therefore it is very important to learn how to cite, paraphrase and reference properly.



However, students often struggle to express their own thought alongside what they have read. This is absolutely normal and part of your learning process. To help you, we will first look at how to use sources successfully in your writing and will then turn to citing and referencing in more detail.

2. How to use sources in your writing successfully

As part of your academic studies you are asked to write about a topic in an essay, a report, a critical review and your dissertation. Your lecturers give you this task so you can explore in some detail a topic that is important for your studies. Additionally, you show that you can develop an argument based on your own and other people's ideas.

This means, you argue for or claim something and you are able to demonstrate and explain why the reader should follow and accept your conclusions.

Let's look at an example:

Analyses of innovation in the construction industry often focus on large high profile players, iconic projects and systemic innovation. A good example is the literature on public-private-partnerships (e.g., Leiringer, 2006). Taking a different tack, this paper focuses on the introduction of relatively modest innovation, by small firms, on relatively small projects. This is an important topic because 'small firm innovation is a significant and distinct entity from large-firm innovation' (Acs and Audretsch, 1991). The definition of innovation employed here is the most authoritative and widely used definition available, which is that provided by the OECD (2005), where an innovation is a new or significantly improved product (good or service), process (production or delivery method), marketing method (packaging, promotion, or pricing) or managerial method (internal business strategies). Innovation is further categorised as being technological or organisational in nature. Technological innovations have a technical character, while organisational innovation is about advanced business practices. Technological innovation typically involves product or process innovation, while organisational innovation typically involves marketing or managerial innovation. This paper focuses on technological product innovation.

Manley, Karen. 2008. "Against the odds: Small firms in Australia successfully introducing new technology on construction projects" *Research Policy* 37: 1751–1764



Read the text again and write down what you think are the arguments the author is trying to make?

The author (Manely, 2008) develops an argument structure which looks like this:

1. Research concentrates on large projects and companies;
2. Here: focus on small firms, because innovation is different for them;
3. Definition of innovation: something new or improved;
4. Focus here on new technological products.

As you can see, the argument structure consists of a number of claims, i.e. plain statements.



Now, please read the text again! What else is the author doing?

What the author does is she supports her arguments with evidence. That is, she incorporates sources into her text.

1. Research concentrates on large projects and companies
Most of the literature on public-private partnerships only looks at big projects; for example Leiringer (2006).
2. Here: focus on small firms, because innovation is different for them
Acs and Audretsch (1991) say that innovation is different for small and large companies
3. Definition of innovation: something new or improved;
Most popular definition from OECD: innovation is new or improved product, marketing method, managerial method or process, OECD also divides into technological or organisational innovation.



Try an example from a different field to show you that this is the same across different disciplines. Using different colours, underline the arguments and the supporting evidence.

Recent articles from the Centers for Disease Control and Prevention (Dannenberg et al., 2003) and the National Institute for Environmental Health Sciences (Srinivasan, Dearry, & O’Fallon, 2003) described research agendas for investigating how the built environment is related to a wide range of outcomes related to health, including air pollution, respiratory diseases, physical activity, obesity, unintentional injuries, cardiovascular disease, diabetes, mental health, and quality of life. Although these outcomes have been studied in the past (Frumkin et al., 2004), each has been studied separately, and each literature is isolated. This makes them difficult to compare. Moreover, it is difficult to present policymakers with comprehensive information on the full impacts of land use patterns on health.

Frank, L. D., Sallis, J. F., Conway, T. L., Chapman, J. E., Saelens, B. E., & Bachman, W. (2006). Many pathways from land use to health: associations between neighborhood walkability and active transportation, body mass index, and air quality. *Journal of the American Planning Association*, 72(1), 75-87.

So far, we have looked at two examples of how other people use sources in their writing. We know the difference between arguments (stating something) and evidence (support for your argument, i.e. sources).

The question now is how you can use sources in your own writing?

1. Before you start writing, you need to have a clear idea of your overall argument structure. You develop your arguments during the reading phase. Thus taking notes is very important and will be extremely helpful once you start thinking about your arguments. Some people make lists, similar to a table of contents. Other people use mind maps for example. It is for you to try out different options and to decide what works best for you.
2. The next step is to add evidence to each of your arguments. You can do this by writing the name of the book, article, author and the page number next to the argument in question.

Of course, it can be difficult to decide whether something you have read actually supports your argument.



You would like to write a paragraph supporting this argument:

The built environment can have a strong impact on the health of those inhabiting it.

Read through these 3 sources and make a quick note which statements could be used to support this statement and why. Which cannot be used and why?

Source 1

Private motor vehicle transportation made necessary by extensive low-density land use has important implications for health: people are less active because they walk less, vehicle exhaust degrades air quality, motor vehicle injuries increase, and mental health and social capital are adversely affected.

Source 1 copied from: Jackson, Richard J. 2003. The Impact of the Built Environment on Health: An Emerging Field. American Journal of Public Health. Vol 93, No. 9, pp. 1382-1384

This could (not?) support the statement, because

Source 2

Examination of the literature reveals a positive relationship between one index of crowding, number of people per room, and psychological distress. Indices of crowding measured in the aggregate such as people per census tract bear little relationship to mental health outcomes. Furthermore, in measuring number of people per room, it is important to exclude people living alone, since single residence is a well-documented correlate of mental illness.

Source 2 copied from: Evans, Gary W. 2003. The Built Environment and Mental Health. Journal of Urban Health. Vol. 80. Iss. 4 [online] Available on: <http://www.springerlink.com/content/332145g14675h745/> Accessed: 25.08.11

This could (not?) support the statement, because

Source 3

Finally, urban design features at the neighbourhood level, including the placement and design of buildings, parking lots, and other features in the neighbourhood (Owens 1993), impact the desirability of non-motorized travel.

Source 3 copied from: Frank, Lawrence D. and Engelke, Peter O. 2001 The Built Environment and Human Activity Patterns: Exploring the Impacts of Urban Form on Public Health. Journal of Planning Literature 16: 202 [online] Available from: <http://jpl.sagepub.com/content/16/2/202.full.pdf+html> Accessed: 25.08.11.

This could (not?) support the statement, because

As you can see from this exercise, the idea behind using sources is to establish authorship. Authorship is the way of making clear what idea belongs to which person.

Let's look at another example:

The growing awareness of sustainable construction's potential to positively impact environmental issues is pushing green building to the forefront. As a result, more local governments are adopting green building standards and regulations or providing permitting and financial incentives for sustainable development. Research data show dramatic increases in the number of development projects seeking environmental certification, indicating that the demand for green construction is also on the rise (U.S. Green Building Council 2006a,b).

In this section, we can find 2 different voices. That of the student writing an essay and that of the source that is used to support an argument. If we were to make each contribution stand out visually it would look like this:

The growing awareness of sustainable construction's potential to positively impact environmental issues is pushing green building to the forefront. As a result, more local governments are adopting green building standards and regulations or providing permitting and financial incentives for sustainable development. Research data show dramatic increases in the number of development projects seeking environmental certification, indicating that the

demand for green construction is also on the rise (U.S. Green Building Council 2006a,b).

You can see that the student's voice (italic) makes an argument (which we have practised before). She supports that argument with a source (underlined).

Have a go at it yourself.



Using 2 different colours show the 2 voices in this text:

Green buildings also have social impacts on the health and wellbeing of building occupants. Design features that promote sustainability have resulted in lower absenteeism and higher productivity rates among employees. A study conducted after Lockheed Martin completed a green engineering and design facility in Sunnyvale, California showed that absenteeism rates dropped by 15% in the new building U.S. Green Building Council 2003. Another California study of test scores from 21,000 students concluded that students in classrooms with more natural light scored 20% higher on math tests and 26% higher on reading tests than students in rooms with less natural light (U.S. Green Building Council 2003).

You might have become aware by now that there are different ways of incorporating sources into your own text, i.e. quoting and paraphrasing.

We will have a closer look at the difference next.

3. Citing: quoting and paraphrasing

Once you know what sources to use you need to decide how to incorporate the relevant excerpts into your own text. This is called **citing**. There are basically two ways of doing that: **quoting** and **paraphrasing**.

Quoting is when you *repeat word by word* another person's ideas.

Paraphrasing is when you summarise and *express in your own words* another person's ideas.

It is not always easy to decide when to use a direct quote and when to paraphrase. As a general rule of thumb you should try to paraphrase more and directly quote less.

There are several reasons for that. Firstly, a good paraphrase shows that you have understood the main points of what the author(s) were trying to say. Secondly, paraphrasing gives you the opportunity to link your source to your own thoughts more easily.

You should only use a direct quote only when you think the quote is exceedingly well written and meaning would be lost by paraphrasing it. This means you should use direct quotes sparsely. Remember, it is important that your piece of writing reflects your own thought process and not exclusively that of other people.

Here is an example of how to quote directly:

Original Text:

The growing awareness of sustainable construction's potential to positively impact environmental issues is pushing green building to the forefront. As a result, more local governments are adopting green building standards and regulations or providing permitting and financial incentives for sustainable development.

Quotation:

Bradley, Robichaud and Anantamula (2011) suggest that the increasing popularity of green building is due to 'growing awareness of sustainable construction's potential to positively impact environmental issues'.



Look at the original text below and think how you would quote part of it.

Building contracts influence the process of sustainable energy innovation in various ways by evoking dynamics through which an innovation, the project and the design team become increasingly entangled with each other. When they set ambitious energy requirements, contracts force the design teams to abandon their usual design practices and force them to explore alternative ways of organizing energy related solutions in the building. Building contracts that allocate responsibility for the maintenance of the energy supply and production technology to the design team over an extended time period reformat the benefit calculations in favour of energy sources that generate lower maintenance and raw material costs. Contracts that specify an ambitious energy performance target call for security in terms of the solutions' ability to produce the expected outcome. Thus, they promote innovation uptake rather than innovation generation. These contracts are driven by existing logics of economic calculation and countability but reverse the incentives towards creating common standpoints for economy, accountability and sustainability.

Reijonen, S. &Pinheiro-Croisel, R. (2012). The dynamics of innovation influents: contracts and sustainable energy innovation uptake.

Are the following examples of acceptable paraphrasing?

1) According to Sev (2008), it is vital to incorporate sustainability principles by the beginning of a project to accomplish a high-performance, low environmental- impact structure, as the design of an office building will have long-term repercussions on a structure’s environmental performance.

Yes? No? Why?

2) When office buildings are planned, the impact the design can have on sustainability of the structure can last (Sev, 2008).

Yes? No? Why?

You might find this surprising but example 1 is not really a paraphrase at all!

Large chunks of the text have simply been ‘copied and pasted’ to be recombined in a slightly different order. That is, the meaning of the paragraph has not been put in the own words of the student. One could argue that this is a case of plagiarism since no quotation marks appear around phrases that are taken directly from the original text.

On the other hand, example 2 is an acceptable paraphrase. It captures the main point of the original text using the student's own words while at the same time acknowledging the source.

So, how do you avoid plagiarism and write a good paraphrase? Here are some hints:

- When reading a paper, chapter in a book etc. annotate paragraphs on the side as you go along using single words, e.g. definition of ..., example of..., etc.
- Look away from the text and write down what you have understood and remember.
- Take short (!) notes on a separate sheet of paper. Then try to write up the notes in your own words a day later.
- Think about how you would explain what you have read to someone who knows nothing of your subject area.

Of course, some texts are easier to understand than others. You might find it difficult to paraphrase complex texts that contain long and complicated sentences. Luckily, there are some tricks you can use:

- You can try and simplify the structure of the sentences.
- You can start at a different place in a paragraph and change the focus slightly.
- Change some of the words. You can use an online Thesaurus to help you find suitable alternatives: <http://www.thesaurus.com/>

For instance:

While it is ideal to assemble the entire team i.e. manager, architect, and contractor, early in the process, doing so is not always cost-effective. Instead, hiring a “generalist” with exposure to all areas of green development can have the same results at a fraction of the cost which is the first step in overcoming the silo effect in the construction industry, where professionals are splintered by functional areas (Reed & Gordon 2000).

Paraphrase:

A more cost-effective alternative to involving all the experts in the early stages of a green construction project is to employ a project manager with wide-reaching experience in sustainable construction (Reed & Gordon, 2000)

4. Referencing

We have noted before that referencing is very important. We need to give credit where credit is due. We have introduced the mechanics of referencing in part 1 already and you will be familiar with them by now.

However, how do we introduce references successfully in our texts?



Look at these examples? What do you notice? What is being emphasised, the author or the information?

1. The effects of insulating 1950's council housing on energy efficiency have been well documented (Jones, 2013).
2. Recent research by Jones (2013) has shown that insulating council houses built in the 1950's can have an impact on the building's energy efficiency.
3. Over the years, a number of researchers have investigated how old council housing can be developed to become more energy efficient (Brown 1997; Jones 2005; Smith 2009).

Example 1 emphasises _____ by _____.

Example 2 emphasises _____ by _____.

Example 3 emphasises _____ by _____.

You probably notice that the sentences roughly express the same idea. However, how this is done is quite different, i.e. the language is quite different.

In **example 1** the information is put in the foreground. What is important is what is being said and not necessarily who said it, i.e. we emphasise informational content.

We call these information-prominent references. These references do not include the author's name as part of the sentence but you find the name in brackets at the end of the statement.

Example 2 highlights the work of a particular author. Here it is important who said what and this is done by including the author's name as part of the sentence.

We call these references author-prominent references. This way of referencing is often used to a contrast between the ideas of two separate authors.

Example 3 is a somewhat weaker form of author-prominent referencing. It includes an indirect reference to a group of authors as part of the sentence. We often use this form of referencing to refer to studies closely related to our own.



Paraphrase the paragraph below, once author-prominent and once information-prominent. Think about how the meaning is changed by the different reference styles.

[...] the estimation of the green roofing potential may look optimistic. The methodology used probably overestimates the real potential. It is assumed that all buildings belonging to the selected land use categories can effectively be covered by green roof, meaning that they have flat roofs, without micro-structure and for which the implementation of green roof is technically possible (and already done). The consideration of only a fraction of this potential seems to be more realistic. For this reason, these results illustrate the potential of such structures and encourage the implementation of green roofs for future rehabilitation and developing projects.

P.-A. Versini, D Ramier, E Berthier, B De Gouvello. Assessment of the hydrological impacts of green roof: From building scale to basin scale. Journal of Hydrology, Elsevier, 2015, pp.562-575. <10.1016/j.jhydrol.2015.03.020>.

1. author-prominent:

2. information-prominent:

Now that you know the difference between author- and information prominent references, have a look at the examples below.



Which example emphasises an aim, a result or an opinion? How can you tell?

1. Jones (2013) claims that insulating council houses built in the 1950's can have an impact on the building's energy efficiency.
2. Jones (2013) demonstrated that insulating council houses built in the 1950's can have an impact on the building's energy efficiency.
3. Jones (2013) investigated whether insulating council houses built in the 1950's can have an impact on the building's energy efficiency.

	Aim	Result	Opinion
Example 1			
Example 2			
Example 3			

You have probably found that example 1 expresses an opinion, example 2 a result and example 3 an aim. This was achieved by using certain verbs (claim, demonstrate, investigate). These verbs are called reporting verbs.

You can benefit greatly from using reporting verbs as they are a way of expressing your own thoughts about the sources you have read and you can create a more coherent and concise text. Here are some of them:

Aim	Result	Opinion
Analyse	Conclude that	Argue that
Consider	Confirm that	Emphasise that
Examine	Demonstrate that	Stress that
Focus on	Find that	Claim that
Identify	Indicate that	Consider that
Investigate	Reveal that	Believe that
Report on	Show that	Hold that
	Suggest that	Note that
	Observe that	Suggest that
	Note that	Observe that
		State that

