This document explains why you need to reference and how to effectively use references and citations in your academic work.
Learning Outcomes

Once you’ve read through this document you should be able to:

- Incorporate references into your writing
- Identify the advantages and disadvantages of different styles of in-text citation
- Identify how to develop your skills at paraphrasing
The majority of courses use the Harvard referencing style. There are many versions of the Harvard referencing style. The version used at Teesside University is based on the advice given in the ‘Cite them right’ referencing guide, and the examples given in this document follow this version. The principles that are explained in this document will apply regardless of which referencing style you have been asked to use.

To find out which referencing style your School or course uses open the ‘Which referencing style’ tab on the Referencing LibGuide http://libguides.tees.ac.uk/learning_hub/reference

This document does not show you how to create references. To learn how to do that take a look at the Referencing tutorial on the Referencing LibGuide https://libguides.tees.ac.uk/referencing or refer to the How to Reference (Teesside University-Harvard Style) helpsheet https://libguides.tees.ac.uk/ld.php?content_id=32508385

You will need to also open up the How to use references worksheet as you will be directed there on occasions to work through some exercises.
Referencing is a two part process.

Part one is the citation (often referred to as an ‘in-text citation’) which identifies in your assignment where you have used the work of other people (the source) by either using direct quotes or paraphrasing. The citation should include the last name of the person, or the name of the company/organisation (e.g. BBC), followed by the year of publication and page number. Include a page number if you are directly quoting from the text or have used concepts/ideas from a specific page. The citation is usually added close to the text in your assignment that is referring to the source.

Part two of the process is the Reference list, which is an A-Z list in author order, of all the sources that you have provided citations for in your assignment. An example of a Reference list can be seen under the ‘Reference list’ tab in the Referencing LibGuide http://libguides.tees.ac.uk/ld.php?content_id=32508394

This document focuses on how to cite correctly (part one).
Plagiarism is taken very seriously, and is classed as ‘Academic Misconduct’ for which the university has regulations. If you are found guilty of plagiarism there are various penalties, for example you may have to resubmit the assessment and it will be capped at the relevant pass mark (usually 40%).

This quote is from the referencing guide ‘Cite them right’. Plagiarism basically means using information in your assignment that has been created by someone else, and not stating who has created it and where you found it.

Plagiarism isn’t restricted to just using information from books and journals. It covers information from websites, images (photographs, illustrations, tables, graphs etc), equations and programming codes and much more. Anything which is someone else’s work or idea MUST be referenced otherwise you can be accused of plagiarism.

**Examples of plagiarism:**
The inclusion in your essay of a sentence or phrase (or more) from another person’s work without the use of quotation marks and referencing the sources.
The paraphrasing of another person’s work by simply changing a few words or
altering the order of presentation, without referencing the source. 
Summarising someone else’s work without referencing it. 
The use of ideas or images from another person’s work without referencing the source.
How to avoid plagiarism

1. Keep accurate records of the sources you have used.
2. Judge when a reference is needed.
3. Cite and reference properly.
4. Paraphrase - use your own words to explain the ideas of others.

When doing research for your assignments keep accurate records of all the sources you have used (e.g. author names, title or source, year, pages etc). It can be time consuming to do this retrospectively and you may not be able to trace again all the materials you have used.

You don’t have to cite information and facts which are common knowledge, things which a student taking that subject would be expected to know. Common knowledge information and facts can be found in numerous sources, e.g. water boils at 100°C at sea level.

You must include a citation and a corresponding reference whenever you use other peoples work or ideas in your own assignments (essays, dissertations, presentations, posters etc). This includes paraphrasing as well as using direct quotations. Further on in this document you’ll learn the basics of how to paraphrase.
See Exercise 1 in the ‘How to Use References Worksheet’
http://libguides.tees.ac.uk/ld.php?content_id=32656489

Read the paragraph and indicate where you think citations are needed.

The next slide will give you the answers
Exercise 1: Answer

A comparative study conducted by Bowman and Jenkins (2011), on properties built within the last twenty years and older houses, clearly illustrated the financial and environmental benefits of investing time and money in improving home insulation. A recent survey (Thermascan, 2012) and video (Norman, 2012) underlined that as much as a third of the heat generated in homes is lost through the walls or the roof as a result of poor insulation.

The text which is in bold font are the citations which have been inserted:

• A comparative study conducted by Bowman and Jenkins (2011)
• A recent survey (Thermascan, 2012)
• video (Norman, 2012)

In your assignments you should not use bold font for citations, it has just been used on this slide to highlight where the citations have been inserted.

In this slide two styles of in-text citation have been used:

1. The whole citation is within brackets and does not form part of the sentence, e.g. (Thermascan, 2012). Usually the citation is inserted at the end of the sentence. This is called a passive citation.

2. The author is part of the sentence, and the date is inside brackets, e.g. Bowman and Jenkins (2011). This is called an active citation.

In these examples no page numbers are given. This is because one citation is for a video, which wouldn’t have page numbers, and the others refer generally to studies rather than information on specific pages.

(the text used in this slide is taken from: Pears, R. and Shields, G. (2019)
There are advantages and disadvantages to using passive or active citations.

Read through both columns and note the differences in use and emphasis.
The verb you choose when referring to the work of others can indicate how much you agree with the viewpoint of the author.

It is recommended that you vary the verbs you use to show these points. It will help with developing your case or argument in your assignment. If an idea, theory, model or work is generally accepted, do not use a verb like ‘argue’ or ‘claim’. Instead use a verb like show or demonstrate.

Manchester University’s Academic Phrasebank website gives more guidance on how to refer to sources http://www.phrasebank.manchester.ac.uk/referring-to-sources/
See Exercise 2 in the ‘How to Use References Worksheet’
http://libguides.tees.ac.uk/ld.php?content_id=32656489
Read the short pieces 1-4 and highlight where you think the citations are incorrect. The answers are on the next slide.
This slide shows the incorrect version (with the cross next to it) given on the worksheet and the corrected version (with the tick next to it):

1. Where the author is named as part of the sentence only the year which needs to go inside the brackets. The author’s name remains outside the brackets.
2. The year should always be in round brackets.
3. Do not include the first name / given name of the author. Only the family name / surname is required.
4. Do not include the title of a piece of work in your citation. This will also help to reduce the word count of the assignment.

Basically only the author’s name and the date need to be included in your citations. Page numbers have not be included in these examples as whole studies have been cited.
What is Paraphrasing?

“When you paraphrase, you express someone else’s writing in your own words, usually to achieve greater clarity.”

(Pears and Shields, 2019, p. 15)

This quote is from the book Cite them Right by Richard Pears and Graham Shields and on p.15 there is a section on paraphrasing.

Paraphrasing is the preferred way of referring to an author’s ideas or arguments - without using direct quotations from their text. It always better to try and paraphrase rather than quote all the time.

When you paraphrase you put someone’s writing into your own words. You must ensure that you do not change the meaning of the original wording and you must still cite and reference your source of information.
On this slide there are three examples of how to quote or paraphrase text from page 15 of a book written by Brown, published in 2009. The same principle would be used if the text came from a journal article instead of a book, or a website (although no page number would be included for a website).

The first example shows a direct quote. This is where you use a person’s exact words and insert them within quotation marks. You need to include the number of the page where you found the quote using p. for one page or pp. for a page range. You also need to make sure that you add a reference to this work at the end of your assignment in your Reference List.

Only use quotes for selected phrases where you can’t think of an alternative, or where the author has expressed it in a particularly effective way. It is not good practice to take lots of text and put it in assignment, reference it, then think that is acceptable practice.

The second and third examples are of paraphrases. Paraphrasing is indirect. It is where you use different words to express what the author originally wrote.
If you are paraphrasing ideas from a specific page or pages you should include a page reference in your in-text citation (as the examples above have done). This helps a reader locate the original text if they need to.
In academic writing, your lecturers will want you to limit the number and length of quotations you use, restricting them to key phrases. When you paraphrase it demonstrates that you understand what the author is saying more than using a direct quote.

It also allows you to summarise the evidence, so that it fits in with the case you are making, and improves the flow of your assignment as it fits more neatly into your own style of writing.
Exercise 3 ‘Identifying appropriate paraphrasing’ in the ‘How to Use References Worksheet’
http://libguides.tees.ac.uk/ld.php?content_id=32656489

• Read the short paragraph on the worksheet then compare each of the paraphrases.
  • How good is this paraphrasing?
  • What mistakes have they made?
  • Answers are on the next slide.

What type of mistakes have been made.

Are they good or poor examples?

For the answers see the next slide.
Exercise 3 – comments on answer 1

• Students spend a great deal of time, energy and money in their university education, so success is usually very important, but there are many versions of what success looks like.

• Not good at all: plagiarism? - too close to original – only couple of words changed. Note that key phrase ‘great deal of time, energy and money’ has remained unchanged.

This example of paraphrasing is very poor as it is too close to the original text. Only a few words have been changed.
Exercise 3 – comments on answer 2

- Students spend a lot of money on their university courses so they need to do well, which means they are keen to make sure they obtain a good degree.
- **Not good**: *it misrepresents the meaning of the original – which doesn’t say they want to get a good degree – says that success is different for different people.*

This example of paraphrasing is not a good one as the meaning of the original text has been changed.

The original text does not make any reference to students wanting to obtain a good degree whilst the paraphrased text does.
This example of paraphrasing is satisfactory.

Synonyms were used – for instance the words time, energy and money were changed to effort and expense.
The order was swapped – ‘want to succeed’ was moved to the start of the first sentence.
Opposites were used – ‘different versions’ was changed to ‘do not all view what it means to succeed in the same way’.
Related words were used – for instance ‘succeed’ was used instead of ‘success’.

This method of paraphrasing is ‘Method 2’ as shown in the ‘How to paraphrase’ helpsheet https://libguides.tees.ac.uk/ld.php?content_id=32508391
This example of paraphrasing is not a good one. The two sentences do not make sense. Using the synonym option in Word can lead to disjointed sentences such as these.
There are two different methods which you can use to help you paraphrase. There is a handout on how to paraphrase [https://libguides.tees.ac.uk/ld.php?content_id=32508391](https://libguides.tees.ac.uk/ld.php?content_id=32508391).

This is one method for paraphrasing which is based on using your own understanding of the text you have read.

Ensure you understand everything in the text. Use a dictionary to look up terms you don’t understand.
Then hide the text so you can’t see it.
Write your own summary based on your own understanding.
Then check that summary against the original. Make sure your version uses different words from the original.
If method 1 doesn’t work for you, this is a more systematic approach.

These are different techniques that you can use. You will need to use more than one technique to make sufficient changes:

• use alternative terms, words or phrases.
• alter the structure of a sentence or the order of two related sentences.
• change an expression by using its opposite with a negative, e.g. Original text = ‘The budget deficit was greater than expected’. Amended text = ‘The budget deficit was not as small as was expected’.
• Replace the word with a related word, e.g. change interpretation to interpreted. When you replace a word/term you will have to make other changes to the sentence for it to make sense.

More details are in the handout
https://libguides.tees.ac.uk/ld.php?content_id=32508391

Look back at the answers from the previous exercise – can you pick out where these techniques have been used in Example 3:

Synonyms – time, energy and money changed to effort and expense

Swapping the order – ‘want to succeed’ moved to the start of the sentence
Opposites – ‘Different versions’ changed to ‘not all the same’
Related word – success/succeed
Exercise 4 ‘How to paraphrase’ in the ‘How to Use References Worksheet’
http://libguides.tees.ac.uk/ld.php?content_id=32656489

- Try paraphrasing the extract in your preferred method
- Our answer is on the next slide. This is just one possible answer though.

Use one of the techniques we've covered to paraphrase the extract in exercise 4.

An answer is given on the next slide.
Exercise 4 - Our answer

Original:
As a student, only part of your week and year will be formally timetabled. You are responsible for organising most of your study time for yourself.

Our answer:
Students need to work independently for most of the week, as timetabled classes will take up less than half of the time.
• This is just one possible answer

This is just one possible way of paraphrasing the extract. Other versions may be equally acceptable.

Our answer:
Swapped two sentences around so timetabling is mentioned in the second sentence rather than the first.
The phrase ‘As a student’ has been changed to ‘Students’ (related).
Synonyms – ‘work independently’ has been used instead of ‘organising most of your study time yourself’. The whole phrase has been changed.
‘Only part’ has been changed to ‘less than half’.
You may be asked to check your work for plagiarism before submitting it.

Turnitin is the system that will do this. It is available from eLearning@Tees (Blackboard) in the section called My Organisations - Check your work for plagiarism.

Blackboard has guidance to help you use the system and to interpret the reports.
Other relevant workshops

Academic Writing
http://libguides.tees.ac.uk/academic_writing

Structuring Your Assignment
http://libguides.tees.ac.uk/structure
Finally

• Practise! The more you reference and paraphrase the easier it gets
• Check on LibGuides and use ‘Cite them right’
• Help is always available so please ask
• Tutorials to support your writing

Referencing and paraphrasing are like any other academic skill, the more you do it the easier it will become.

Remember the style guide, ‘Cite Them Right’ is available via the Library Website https://www.tees.ac.uk/depts/lis/

If you need help look on the How to Use Reference LibGuide https://libguides.tees.ac.uk/referencing, come to the Library or email LibraryHelp@tees.ac.uk

Tutorials on academic writing are also available http://libguides.tees.ac.uk/tutorials/literature.
This is a list of sources referred to in this presentation.


