How To Cite Sources Within Your Paper

First time cited:
One author:
- Visiting natural areas has been linked with environmental behaviors (Lawrence, 2012).
- Lawrence (2012) found that those who visited natural areas...

Two to five authors
Use ‘&’ within parentheses; use ‘and’ outside parentheses:
- Repeated exposure to the topic of plagiarism may help improve plagiarism identification skills (Estow, Lawrence, & Adams, 2011).
- Kung and Farrell (2000) found that parental monitoring helps to moderate the negative impact of peer pressure.

Seven or more authors
Cite only the last name of the first author, followed by ‘et al.’ and the year of publication:
- Recent research (Appel et al., 2001) has found that...
- Appel et al. (2001) found that...

To cite multiple references, cite authors in alphabetical order, separate with a ‘;’:
- Several studies have used multiple regression analyses to examine the role of multiple factors on a single outcome (Kung & Farrell, 2000; Lawrence, 2011).

Citing the Same Article in Subsequent Paragraphs:
One or two authors: Use the same format as for the first citation.

Three or more authors: Include only the first author's last name followed by "et al." and the year of publication:
- Estow et al. (2011) suggested....
- Examining plagiarism as an academic subject may help students to better understand the ethical implications of plagiarism (Estow et al., 2011).

Secondary Sources:
Suppose that you want to use a 2004 study by Scheutze that you read about in Estow et al. (2011)? If it is impossible for some reason to read the Scheutze article, cite Estow et al. as the secondary source.
- Scheutze (2004, as cited in Estow et al., 2011) found...

In the References, list only the secondary source (the one that you read).

Note that you should rarely, if ever, cite secondary sources. Instead, find and read the original.
How to Format References

References for Journal Articles:

Include: Author(s) names (last name followed by initials)
   Date of publication, in parentheses
   Article title (capitalize 1st letter of 1st word, proper names, and 1st word after colon)
   Journal title and volume (in italics; capitalize all 1st letters of words)
   Do not include issue number unless the journal begins numbering each issue with page 1.
   Page numbers of article
   doi number, if available

Following are examples with important formatting notes:

- **One author:**

  Lawrence, E. K. (2012). Visitation to natural areas on campus and its relation to place identity

- **Two authors:**

  use: An examination of mediating and moderating effects. *Journal of Child and Family
  Studies, 9*, 491-508. doi: 10.1023/A:1009427010950

- **Three to seven authors:**

  skills in understanding and avoiding plagiarism with a themed methods course. *Teaching
  of Psychology, 38*, 255-258.

- **More than seven authors:**

  Appel, L. J., Clark, J. M., Yeh, H., Wang, N., Coughlin, J. W., Daumit, G., ... Brancati, F. L.
The majority of the references for a research proposal or report should be research articles. However, you may use a book, chapter, or website to supplement the research you cite.

**Other Types of References:**

- **Book**
  Include author(s), date, book title, place of publication, and publisher:


- **Chapter in a book**
  Include author(s) of chapter, date, chapter title, editor(s)/author(s) of book, book title, page numbers, place of publication, and publisher:


- **Conference paper or poster**
  Include author(s), year and month of publication, title of paper or poster, type of presentation, and where it was presented:


- **Online sources:**
  For online books or reports, include author or agency, publication date or n.d. when no date is available, title of webpage or document, and the web address:


  For online magazine articles or newsletters, use both the year and month (year, month). For online newspaper articles, use the year, month, and day.
Following is what the reference section should look like. Remember to…

- Use a hanging indent (indent after the 1st line)
- Double-space evenly throughout the references.
- Alphabetize the list by the last name of the 1st author.

APA Citations 2

References


TEN APA STYLE TIPS WRITING RESEARCH REPORTS:

1) You can assume that the reader has some basic background in psychology and research. However, DO NOT assume that the reader has any inside information regarding your study or your population. Write the report so that a student or professor from a college across the country could understand what you did. For example, avoid referring to places like “Hege Library” – instead say “A library at a small liberal arts college.”

2) Use past tense for research reports. For research proposals, use future tense in the Method section.

3) Be clear and concise. Avoid overly long or awkward sentences. Avoid redundancy.

4) Be precise. Avoid vague phrases. Avoid jargon.

5) Avoid saying that a study “proves” something. We don’t prove anything in science – use “suggests,” “indicates,” or “supports” instead.

6) “Effect” is a noun (e.g., Television may have an effect on aggression); “Affect” is a verb (e.g., Television may affect aggression).

7) Use words for numbers that start a sentence (e.g., Seventy participants took surveys) or are less than 10 (e.g., There were three groups). When the number doesn’t start the sentence, use digits for statistics, number of participants, numbers 10 and over, or numbers in a series in which at least one number is 10 or above (e.g., There were 47 children who ranged in age from 7 to 15 (M = 10.6, SD = 2.56)).

8) Papers should be double-spaced and in 12-point font. Margins should be about 1-inch. Indent each paragraph 5 to 7 spaces (except the Abstract, which is not indented).

9) Make sure the paper is free of typos, spelling errors, and grammatical errors. Do not just rely on spell check, proofread your paper before turning it in!

10) Avoid plagiarism. This goes without saying, but people sometimes inadvertently plagiarize material, particularly when they are writing papers at the last minute! Give yourself plenty of time to read and process the material before writing about it. When taking notes, summarize the material in your own words rather than copying directly. Make sure you give credit to any sources you used.

If you copy anything directly, you must put the words within quotation marks. However, direct quotes are extremely rare in research reports.

On the following pages you will see an example research report. Use it as a model for how your reports should look.
Practice Makes Perfect:
Improving Students’ Skills in Understanding and Avoiding Plagiarism
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Guilford College

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Abstract

Plagiarism is a growing problem on college campuses, despite instructors’ best efforts. To address this issue, students in two undergraduate Research Methods and Analysis courses investigated the topic of plagiarism for a semester. They wrote literature reviews and conducted, analyzed, and wrote up original research on plagiarism. At the start and end of the semester, students \((n = 27)\) completed a homework assignment to assess plagiarism knowledge and paraphrasing skills. Results showed that students’ ability to paraphrase correctly and to recognize faulty paraphrasing improved. At posttest, students often indicated education is important in reducing plagiarism and noted ethical reasons for avoiding plagiarism, suggesting that repeated hands-on exposure to the topic of plagiarism improves plagiarism avoidance and understanding.

Keywords: college students, ethics, plagiarism, teaching techniques
We in academia are currently “at war” with academically dishonest acts, including plagiarism (Leask, 2006). By many accounts, plagiarism is a pervasive problem that is only becoming more prevalent on college campuses (Lim & See, 2001; Macdonald & Carroll, 2006; Roig, 1997; Schuetze, 2004). While few students would argue that it is dishonest to copy an entire paper and pass it off as one’s own work, many students do not recognize that citation and proper paraphrasing are key components of researching with integrity (Roig, 1997). One study revealed that 90% of the college student participants reported having failed to acknowledge the original source material in written work (Lim & See, 2001). While one might interpret the lack of citation as a sign that students knowingly flout the rules of good academic work, it is quite likely that this behavior is driven by a lack of understanding that omitting sources is improper practice (Culwin, 2006; Landau, Druen, & Arcuri, 2002). Although many institutions have official and accessible academic codes of conduct, these codes often lack sufficient detail and clarity about what exactly constitutes academic dishonesty (Leask, 2006; Roig, 2001). As a result, students are often left, for better or worse, to figure out the implications and consequences of such codes on their own.

If it is a lack of knowledge about proper paraphrasing and citation that drives many students to commit plagiarism, one obvious solution would be educating them on the topic (Culwin, 2006; Lim & See, 2001; Schuetze, 2004). However, research shows that merely lecturing to students and/or providing resources explaining what academic
dishonesty is and how to avoid it are not as effective as hands-on experience (Culwin, 2006; Macdonald & Carroll, 2006; Schuetze, 2004).

While there is evidence that even a brief homework assignment on plagiarism can reduce its occurrence (Schuetze, 2004), we were interested in the possible added benefit of a semester-long investigation of plagiarism as a base topic for a set of varied assignments in a Research Methods and Analysis course. This represents a more immersive approach than previous research that examined how lectures and student exercises explicitly geared towards instructing on the topic of plagiarism affect plagiarism-detection skills (Landau et al., 2002; Schuetze, 2004).

Using a common theme in a research methods course can provide course continuity, a shared, and therefore larger, participant pool, and quality control in the use of primary research articles (Marek, Christopher, & Walker, 2004). Marek et al. (2004) used academic ethics as a theme and found that it was an effective way to teach students research concepts, statistical analyses, communication of research findings, and critical thinking skills. They did not, however, examine whether students’ understanding and application of ethics was impacted by studying the topic throughout the semester. We expected that using plagiarism as a common theme in our research methods and analysis course would change the way that students viewed plagiarism as well as improve their skills in avoiding plagiarism.

Method

Participants

Forty-three undergraduate psychology majors at a small liberal arts college in the Southeast took part in this study. They were all enrolled in one of two sections of a
Research Methods and Analysis course, which covers basic research methods and statistical techniques. This is considered an upper level course, and most students (79%) were juniors or first semester seniors.

**Procedure**

The students who participated in this study complete their work under a college-wide academic honor code that is described in an online student handbook. Included in the syllabus for this course is a reminder that all work should be done according to the principles in the honor code and students are referred to the Student Handbook should they have any questions.

Early in the semester, the students completed a homework assignment that asked them to list strategies for avoiding plagiarism and reasons why it is important to do so. Students were also presented with a sentence taken from Schuetze (2004) about plagiarism. They were asked both to paraphrase the sentence themselves and to identify which of three versions of the same sentence were examples of plagiarism. We provided prompt feedback on this assignment and led a class discussion on common misperceptions of plagiarism.

As we covered various study designs and statistical analyses during the semester, the students were required to use plagiarism as their topic. First, they analyzed an article on plagiarism (Schuetze, 2004) to learn more about reading primary research articles. Next, students conducted interviews with four participants regarding their knowledge of plagiarism and wrote up a report, including a literature review, in APA format. The class then helped develop a survey to further examine knowledge and attitudes about intentional and unintentional plagiarism. Students distributed four surveys each and the
data were combined into a shared file. They then analyzed the dataset and wrote a full research report. Finally, students conducted experimental research on the topic, analyzed their data as both a simple and factorial design, and wrote up their findings.

At the completion of each assignment, we discussed our findings and identified new questions that helped us to segue into the next research project. For example, the results of the interviews helped to form some of the questions for the survey. We provided several primary research articles on plagiarism and students also were required to find additional primary sources on their own. Several variables were included in the studies to allow students to choose a focus based on the research they read.

At the end of the semester, students completed a homework assignment that once again included questions about how and why to avoid plagiarism. They were given a sentence taken from an article on plagiarism (Bennett, 2005) and both paraphrased the sentence themselves as well as identified which of three versions of the same sentence represented plagiarism.

Results

From the 43 participants, both pre- and post-test data were available for 27 participants (15 provided only pre-test data and 1 provided only post-test data). The majority of this attrition was due to students’ withdrawing from the class ($n = 13$), although three students simply failed to turn in the homework assignment.

We counted the number of sentences correctly identified as plagiarism on both homework assignments. Results of a paired-samples $t$-test indicated that the number of correctly-identified paraphrasing errors significantly increased from the first homework ($M = 1.52, SD = .98$) to the second ($M = 2.59, SD = .75$), $t(26) = -4.63, p < .001$. To
ensure that those students for whom only pre-test data are available did not differ significantly from those who completed both measures, an independent-samples $t$-test was run comparing the initial scores for those that continued on with the class ($M = 1.52$, $SD = .98$) to those who dropped the course or did not turn in the second assignment ($M = 1.67$, $SD = .90$), $t(40) = -.48$, $p = ns$. Those who completed both homework assignments did not differ from those who did not in their initial ability to identify faulty paraphrasing.

We rated the students’ own paraphrasing of the source sentence on a 4-point scale ($1 = \text{direct copying of a significant portion of the original without quotation marks}; 2 = \text{no direct copying but missing citation}; 3 = \text{technically correct but poorly written}; 4 = \text{good paraphrasing}$). One student did not answer this question on the pre-test. A paired-samples $t$-test on the remaining 26 students indicated significant improvement from the first homework ($M = 2.54$, $SD = .86$) to the second ($M = 3.23$, $SD = .86$), $t(25) = -3.99$, $p < .01$. The pre-test paraphrasing for these students did not vary significantly from those who did not have post-test scores available ($M = 2.67$, $SD = .64$), $t(36) = -.46$, $p = ns$.

McNemar’s nonparametric tests were used to compare the strategies to avoid plagiarism listed by our students on the first and second homework assignments. Students were significantly more likely to suggest in the post-test that education (i.e., practice, seeking help from instructors, or formal instruction) was important to help avoid plagiarism. Of the 27 students who turned in both assignments, only three listed this as a strategy on the first homework whereas 15 listed this on the second, $\chi^2(1) = 8.64$, $p < .01$.

The majority of students indicated that avoiding punishment was a major reason to avoid plagiarism on both the first assignment (67%) and second (56%), and McNemar’s test indicated that there was no significant change across time, $\chi^2(1) = .11$, $p$
= ns. However, students were more likely to add that plagiarism should be avoided because it is unethical (i.e., it hurts the original author, the college, or the field of psychology) on the second homework assignment. Seventeen out of 27 listed this additional reason on the first assignment and 26 out of 27 listed it on the second, $\chi^2(1) = 7.11, p < .01$.

**Discussion**

Our results indicate that giving students hands-on experience and repeated exposure to the topic of plagiarism can improve their ability to identify faulty paraphrasing when presented with examples, to improve their own paraphrasing, and to deepen their understanding of why one should avoid plagiarism.

Our findings are encouraging in that immersing students in the topic of plagiarism had clear benefits and improved their skills significantly. Moreover, this immersion appears to have changed the way that students conceptualize plagiarism. It is not surprising that at the end of the semester more students noted the importance of education as a way to avoid plagiarism given that our first article (Schuetze, 2004) focused on this subject and the class studies examined intentional versus unintentional plagiarism. However, students were never explicitly told that education or practice was the “correct” strategy to avoid plagiarism nor were they aware that they would be completing the homework assignment at the end of the semester. The students’ inclusion of educational strategies on the homework assignment at the end of the semester may therefore represent their internalization of the subject studied. Although we had several discussions on the ethical issues surrounding plagiarism during the semester, ethics were not a focus of study. On the first assignment, students were more likely to focus exclusively on
punishment and their responses often mirrored the college handbook. The fact that all but one student raised the ethical problem with plagiarism at the end of the semester suggests a deeper consideration of this subject.

One limitation of this study is that there was no control group that spent the semester researching a different topic. While it is possible that merely completing a semester of college improved plagiarism identification scores from pre- to post-test independent of the topic covered, it seems unlikely that that alone would have resulted in the improvement we saw. Barry (2006) examined the effects of several homework assignments on plagiarism knowledge with a control group, and found the control group showed little incidental learning over the course of the semester relative to the experimental group who received the practice. We are therefore fairly certain that our course’s central theme was responsible for the improved performance and recommend this method to others teaching students about methodological and/or statistical issues in psychology.

Because plagiarism is a widespread issue on college campuses (e.g., Macdonald & Carroll, 2006; Schuetze, 2004) it is important that pedagogical research focus on ways to educate students about plagiarism and teach specific strategies to avoid this ethical violation. Using plagiarism as a theme in a research-focused course is one strategy that may help to curb plagiarism and help students understand the importance of paraphrasing and accurately citing others’ work.
References


doi:10.1080/0260293042000264244


doi:10.1207/S15328023TOP2902_06


doi:10.1080/02602930500262486


doi:10.1207/S15327019EB1103_5


Table 1

*Comparisons Between Student Scores on First and Second Homework Assignments*

<table>
<thead>
<tr>
<th></th>
<th>First Assignment (Pre-Test)</th>
<th>Second Assignment (Post-Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraphrasing Errors Identified***</td>
<td>$M = 1.52, SD = 0.98$</td>
<td>$M = 2.59, SD = 0.75$</td>
</tr>
<tr>
<td>Ratings of Student’s Paraphrasing**</td>
<td>$M = 2.54, SD = .86$</td>
<td>$M = 3.23, SD = .86$</td>
</tr>
<tr>
<td>Number of Students who Listed Ethical Reasons for Not Plagiarizing**</td>
<td>$n = 3$</td>
<td>$n = 15$</td>
</tr>
</tbody>
</table>

*Note.* **Difference is significant at $p < .01$; ***Difference is significant at $p < .001$. 

A table or a figure is a very useful way to summarize important information in your study. See Chapter 5 of the 6th edition APA Publication Manual for examples and formatting rules for tables and figures.