Academic Integrity Tutorial with Quiz

1. Academic Integrity

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 to have academic integrity."

Marie A. Cini, PhD, UMUC Provost
1.2 Welcome

Welcome!

My name is Brian 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 decisions about academic integrity.

Click next to learn how to navigate through the course.

Academic Integrity

1.3 Course Navigation

The tabs in the yellow bar allow you to navigate between modules.

To jump to a specific module, click the module name.

The home tab will take you back to the welcome page. The resources tab above the home button contains a link to a printable version of all the slides. Use the prev and next buttons to navigate forward and backward between slides. Click next to begin.

Course Navigation
1.4 Meet Yasmin

Meet Yasmin, 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. Click next to continue.

1.5 Module 1: Learning The Basics

Click each number to learn more about the objectives for this module.

1
2
3
**obj 3 (Slide Layer)**

**MODULE 1: LEARNING THE BASICS**

Click each number to learn more about the objectives for this module.

1. Identify reasons why citing is important.

**obj 2 (Slide Layer)**

**MODULE 1: LEARNING THE BASICS**

Click each number to learn more about the objectives for this module.

1. Define *plagiarism* and recognize when a piece of writing has been *plagiarized*.

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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

(Pick One, 10 points, unlimited attempts permitted)

<table>
<thead>
<tr>
<th>Correct Choice</th>
<th>Feedback when correct:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properly incorporating and acknowledging sources</td>
<td>Correct! Activities that are considered plagiarism can vary according to school and departmental policies.</td>
</tr>
<tr>
<td>Completing academic assignments in an honest manner</td>
<td>Feedback when incorrect:</td>
</tr>
<tr>
<td>X Having school and departmental policies that are exactly alike</td>
<td>You did not select the correct response. Please try again.</td>
</tr>
<tr>
<td>Presenting accurate and truthful data and research information</td>
<td></td>
</tr>
</tbody>
</table>

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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. Click next to learn more about plagiarism.

1.10 What Is Plagiarism?

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

(Pick One, 10 points, unlimited attempts permitted)

<table>
<thead>
<tr>
<th>Correct Choice</th>
<th>Feedback when correct:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism is in no way considered theft or akin to stealing.</td>
<td>Correct! Avoiding plagiarism is solely the responsibility of the student.</td>
</tr>
<tr>
<td>Plagiarism occurs only when a student intentionally presents someone else's ideas as his or her own.</td>
<td></td>
</tr>
<tr>
<td>Recognizing the creators of works is the only reason the academic community condemns plagiarism.</td>
<td></td>
</tr>
<tr>
<td>It is solely the responsibility of the student to avoid plagiarism.</td>
<td></td>
</tr>
</tbody>
</table>
You did not select the correct response. Please try again.

Correct (Slide Layer)
Incorrect (Slide Layer)

Test Your Knowledge
Which of these statements is **TRUE** concerning plagiarism?

Incorrect

Plagiarism is in no way considered theft or akin to stealing.

It is solely the responsibility of the student to avoid plagiarism.

Try Again (Slide Layer)

Test Your Knowledge
Which of these statements is **TRUE** concerning plagiarism?

Incorrect

That is incorrect. Please try again.

Plagiarism is in no way considered theft or akin to stealing.

It is solely the responsibility of the student to avoid 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 patchwriting. 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

(Pick One, 10 points, unlimited attempts permitted)

Correct Choice

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

Properly citing sources is not an acknowledgement of the work of others, but simply proof that you conducted research.

Citing and acknowledging sources blends original and borrowed work, making your writing more concise.

Citations lessen the authority of your written work by reducing the amount of original writing.

Feedback when correct:

Correct! Citing helps readers locate information for further research.
Feedback when incorrect:

You did not select the correct response. Please try again.

Correct (Slide Layer)
Try Again (Slide Layer)

Test Your Knowledge
Which of these reasons for properly citing sources is **TRUE**?

Incorrect
That is incorrect. Please try again.

Incorrect (Slide Layer)

Test Your Knowledge
Which of these reasons for properly citing sources is **TRUE**?

Incorrect
You did not select the correct response. Please try again.

Well-written citations help readers of your work locate information and conduct further research.
Citations lessen the authority of your written work by reducing the amount of original writing.
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. Click next to get started.

1.16 Module 2: Research In An Academic Paper

MODULE 2: PREPARING TO USE RESEARCH IN AN ACADEMIC PAPER

Click each number to learn more about the objectives for this module.

1
2
3

Continue

Page 1 of 2
obj 3 (Slide Layer)

MODULE 2: PREPARING TO USE RESEARCH IN AN ACADEMIC PAPER

Click each number to learn more about the objectives for this module.

1
2
3

Give examples of various types of research.

Continue

Page 1 of 2

obj 2 (Slide Layer)

MODULE 2: PREPARING TO USE RESEARCH IN AN ACADEMIC PAPER

Click each number to learn more about the objectives for this module.

1
2
3

Identify elements needed to narrow your research topic.

Continue

Page 1 of 2
1.17 Module 2: Objectives Part 2

Module 2: Preparing to Use Research in an Academic Paper

Click on each number to learn more about the objectives for this module.

1. Identify important terms used in research writing.
2.
3.
4.
5.

Page 2 of 2
MODULE 2: PREPARING TO USE RESEARCH IN AN ACADEMIC PAPER

Click on each number to learn more about the objectives for this module

4

Identify the appropriate steps in the research process.

5

Recognize the criteria used to identify credible sources.
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. Click next to continue.

1.19 Important Terms

Important Terms

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

- Information Literacy
- Rubric
- Thesis
Thesis (Slide Layer)

Important Terms
It is important for Yasmin to learn a few terms before she begins her research. Click each term to learn more.

- Information Literacy
- Rubric
- 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.

Rubric (Slide Layer)

Important Terms
It is important for Yasmin to learn a few terms before she begins her research. Click each term to learn more.

- Information Literacy
- Rubric
- Thesis

A rubric describes the criteria that must be met for an assignment to be successful.
Information Literacy (Slide Layer)

**Important Terms**

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

- **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**

- **Thesis**

**1.20 Important Terms Part 2**

**Additional Terms**

Click each term to learn more.

- **Research Question**

- **Database**
Database (Slide Layer)

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.

Research Question (Slide Layer)

A research question is the question a researcher asks that guides his or her inquiry into a topic.
1.21 Research Paper Requirements

After reading the rubric her professor has provided, Yasmin writes down the requirements for the assignment. See below:

- Five separate pieces of research from credible sources, like peer-reviewed journals, news websites, and government publications.
- Sources have to be current, and three sources must have been published within the last three years.
- 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. Click next to get started.
1.23 Test Your Knowledge

(Pick Many, 10 points, unlimited attempts permitted)

**Correct Choice**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Location</td>
</tr>
<tr>
<td>X</td>
<td>Time Frame</td>
</tr>
<tr>
<td></td>
<td>Public Opinion</td>
</tr>
<tr>
<td>X</td>
<td>Focus on a Subtopic</td>
</tr>
</tbody>
</table>

**Feedback when correct:**

That's right! Focusing on a subtopic, location, and time frame all help limit the angle of approach to a topic.

**Feedback when incorrect:**

You did not select the correct response. Please try again.
Correct (Slide Layer)

Click the elements you think Yasmin needs to narrow her focus.

Correct
That's right! Focusing on a subtopic, location, and time frame all help limit the angle of approach to a topic.

Continue

Location
Focus on a Subtopic
Time Frame
Incorrect (Slide Layer)

Click the elements you think Yasmin needs to narrow her focus.

Incorrect
You did not select the correct response. Please try again.

Continue

Try Again (Slide Layer)

Click the elements you think Yasmin needs to narrow her focus.

Incorrect
That is incorrect. Please try again.

Try Again
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 research question shown here.

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

1.25 How to Search

(Pick One, 10 points, unlimited attempts permitted)
Correct Choice

Use a different search engine.

X Divide question into keywords using nouns and synonyms.

Feedback when correct:
That's right! You selected the correct response.

Feedback when incorrect:
You did not select the correct response.
Correct (Slide Layer)

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. What advice would you give her?

Correct

That's right! You selected the correct response.

Continue

Use a different search engine.

Incorrect (Slide Layer)

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. What advice would you give her?

Incorrect

You did not select the correct response.

Continue

Use a different search engine.
1.26 Identifying Keywords

Yasmin reviewed her research question and decided to focus on the keywords highlighted below.

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

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

Trade

Popular

Academic (Slide Layer)

Academic

Trade

Popular

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 (Slide Layer)**

Types of Sources
Click each term to learn more.

- **Academic**

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

- **Popular**

**Popular (Slide Layer)**

Types of Sources
Click each term to learn more.

- **Academic**

- **Trade**

- **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

Secondary

Tertiary

Primary (Slide Layer)

Types of Sources
Click each term to learn more.

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

Secondary

Tertiary
Secondary (Slide Layer)

Types of Sources
Click each term to learn more.

Primary

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 (Slide Layer)

Types of Sources
Click each term to learn more.

Primary

Secondary

Tertiary sources, such as encyclopedias, provide condensed overviews of information.
1.30 Starting the Search

*(Drag and Drop, 10 points, unlimited attempts permitted)*

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.

<table>
<thead>
<tr>
<th>Drag Item</th>
<th>Drop Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the abstract, a brief description of the article, to determine if it is worth investigating further.</td>
<td>2</td>
</tr>
<tr>
<td>Identify the appropriate library database or databases to search.</td>
<td>1</td>
</tr>
<tr>
<td>Evaluate sources to ensure they are appropriate for her research topic.</td>
<td>3</td>
</tr>
</tbody>
</table>

Drag and drop properties
Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Please try again.

Correct (Slide Layer)
Incorrect (Slide Layer)

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 the correct statement in each box.

- 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.

Incorrect

You did not select the correct response. Please try again.

Continue

Try Again (Slide Layer)

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 the correct statement in each box.

- 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.

Incorrect

That is incorrect. Please try again.

Try Again
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. Click each term to learn more.

- Authority
- Reliability
- Coverage
- Currency

Authority (Slide Layer)

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 (Slide Layer)

Evaluating Sources

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

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 (Slide Layer)

Evaluating Sources

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

Coverage refers to the way a source investigates, discusses, and handles a topic. Exploring many different sources will yield a variety of viewpoints.
Currency (Slide Layer)

Evaluating Sources

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

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. Click next to get started.
1.33 Module 4: Citations and References

Click each number to learn more about the objectives for this module.

1. 
2. 
3. Recognize the elements necessary to a citation.
MODULE 4: CITATIONS AND REFERENCES

1. Recall the three main citation/documentation styles.
2. Recognize the differences between each citation/documentation style.
3. [Object 2 is not described in the image]
1.34 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.

1.35 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)
MLA Rules (Slide Layer)

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.

Example (Slide Layer)

If an author is named in a signal 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).
1.36 Tip #5

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

1.37 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.
Chicago Rules  (Slide Layer)

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.

Example (Slide Layer)

In Chicago or Turabian note-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."
Example 2 (Slide Layer)

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:

Godleswski and Peres 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."  

1.38 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
1.39 APA

American Psychological Association (APA) style is used mainly in the social sciences, life 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 (Slide Layer)

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 (Slide Layer)**

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 an 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.

---

**1.40 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.
1.41 Test Your Knowledge

(Drag and Drop, 10 points, unlimited attempts permitted)

Take a moment to review each documentation style by completing the activity below. Match each statement with the correct documentation style by dragging each sheet into the appropriate folder.

Principles are defined as "guidelines for human conduct that are proven to have enduring, permanent value" (Covey 35).

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).


<table>
<thead>
<tr>
<th>Drag Item</th>
<th>Drop Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>MLA</td>
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<tr>
<td>Group 2</td>
<td>APA</td>
</tr>
<tr>
<td>Group 4</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

Drag and drop properties

- Return item to start point if dropped outside the correct drop target
- Snap dropped items to drop target (Tile)
- Delay item drop states until interaction is submitted
Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Please try again.

Correct (Slide Layer)
Incorrect (Slide Layer)

Take a moment to review each documentation style by completing the activity below. Match each statement with the correct documentation style by dragging each sheet into the appropriate folder.

Try Again (Slide Layer)

Take a moment to review each documentation style by completing the activity below. Match each statement with the correct documentation style by dragging each sheet into the appropriate folder.
1.42 Reference List Examples

APA (Slide Layer)

References


Chicago (Slide Layer)

Reference Page Examples

Biography


MLA (Slide Layer)

Reference Page Examples

Works Cited


1.43 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. Click next to continue.

1.44 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.

NOTE: The reference page should begin on a new page within the paper.

References
1.45 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. Click next to continue.

1.46 Referencing a Book

Referencing a Book

Click each button to see an example of each citation style.
APA (Slide Layer)

Referencing a Book
Click each button to see an example of each citation style.

MLA

Chicago/Turabian

APA


Chicago (Slide Layer)

Referencing a Book
Click each button to see an example of each citation style.

MLA

Chicago/Turabian

APA

MLA (Slide Layer)

Referencing a Book

Click each button to see an example of each citation style.

MLA


Chicago/Turabian

APA

1.47 Tip #8

TIP #8

The second and subsequent lines of each entry must have a hanging indent.
1.48 Referencing an Article in a Database

Click each button to see an example of each citation style.

MLA

Chicago/Turabian

APA

MLA (Slide Layer)

Referencing an Article in a Database

Click each button to see an example of each citation style.

Referencing an Article in a Database

Click each button to see an example of each citation style.

MLA


Chicago/Turabian

APA

1.49 Tip #9

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

1.50 Referencing an Article from the Internet

Referencing an Article from the Internet

Click each button to see an example of each citation style.
MLA (Slide Layer)

Referencing an Article from the Internet
Click each button to see an example of each citation style.

MLA

Chicago/Turabian

APA

Chicago (Slide Layer)

Referencing an Article from the Internet
Click each button to see an example of each citation style.

MLA

Chicago/Turabian

APA
APA (Slide Layer)

Referencing an Article from the Internet

Click each button to see an example of each citation style:

- MLA
- Chicago/Turabian
- APA


1.51 Tip #10

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.
1.52 Referencing an Internet Source with No Author

Click each button to see an example each citation style.

MLA

Chicago/Turabian

APA

MLA (Slide Layer)

*Study Examines Performance-Based Pay for Teachers.* EurekAlert! American Association for the Advancement of Science, 4 Sept. 2007. Web. 19 June 2013
Chicago (Slide Layer)

Referencing an Internet Source with No Author

Click each button to see an example each citation style.

MLA

*Study Examines Performance-Based Pay for Teachers.* EurekAlert! last modified September 4, 2007, 

Chicago/Turabian

APA

APA (Slide Layer)

Referencing an Internet Source with No Author

Click each button to see an example each citation style.

MLA

APA

Chicago/Turabian

APA

Study examines performance-based pay for teachers. (2007, September 4), 
In EurekAlert! Retrieved from American Association for the 
Advancement of Science website: 
1.53 **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. To get started, click the "Quiz Instructions" button.

1.54 **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.

**Summarizing, Paraphrasing, & Quoting**
Example (Slide Layer)

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 (p. 109).

Reference

Summarizing, Paraphrasing, & Quoting

Do's and Don't's (Slide Layer)

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 (50 words or more in APA style, eight lines or 100 words or more in Chicago, four lines or more in MLA).

Don'ts

- Use quotes from an unreliable source.
- Quote statistics.
- Over-quote.
- Forget to identify your quotes.
- Use quotation marks around block quotations.
1.55 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.

1.56 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. Click next to learn more.
1.57 Tips on How to Integrate Research

Tip #1

Tip #2

Tip #3

Tip #4

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.
Tips on How to Integrate Research

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 #1

Tip #2

Tip #3

Tip #4

Tips on How to Integrate Research

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 #1

Tip #2

Tip #3

Tip #4
4 (Slide Layer)

Tips on How to Integrate Research

click here

Tip #1
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.

Tip #2

Tip #3

Tip #4

Example (Slide Layer)

Tips on How to Integrate Research

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).

Changing "we" to "students and school systems" makes more grammatical sense.
1.58 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. Click next to continue.

1.59 Module 3: Incorporating Research

Click each number to learn more about the objectives for this module

1
2
3
**MODULE 3: INCORPORATING RESEARCH**

Click each number to learn more about the objectives for this module.

1.

2.

3. Identify what type of information needs to be credited and cited.

**MODULE 3: INCORPORATING RESEARCH**

Click each number to learn more about the objectives for this module.

1.

2. Recall the various rules used to ensure a coherent research paper.

3.
**Module 3 Introduction**

Yasmin has collected and evaluated her research, selecting only those sources 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. Click next to learn more about these strategies.
1.61 Three Concepts

The three strategies are

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

Click next to continue.

1.62 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.
1.63 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.

Summarizing, Paraphrasing, and Quoting

eexample 1 (Slide Layer)

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 adviser 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—feelings that they said their administrators ignored.

Summarizing, Paraphrasing, and Quoting
example 2 (Slide Layer)

APA STYLE

Passage from Yasmin's paper: The teachers in a study helmed by Susan Johnson (2012) found that—through 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


Back

Summarizing, Paraphrasing, and Quoting

1.64 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

Do's and Don'ts

Summarizing, Paraphrasing, & Quoting
Example (Slide Layer)

APAC 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


Do's and Don't's (Slide Layer)

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

Summarizing, Paraphrasing, & Quoting
2. Quiz

2.1 Quiz Introduction

The quiz consists of 10 questions. It is made up of true or false and multiple-choice questions.

To pass the tutorial, you must receive a score of 90% or higher. You will be given an opportunity to retake the test if necessary.

Once you receive your certificate, click on the resources tab above the home button to download instructions on how to e-mail your certificate to your professor.
2.2 Student Information

Before you begin, complete the information below:

First name:  

Last name:  

Today's date:  

Click "Start Quiz" to begin.

2.3 Question 1

(Multiple Response, 10 points, 1 attempt permitted)
Question 1

Maintaining academic integrity requires {check all that apply}

- [x] Citing your research sources according to the rules of a specific style
- [ ] Fabricating research data
- [x] Completing exams in an honest way
- [x] Being informed about the academic integrity rules of your school and your specific course

<table>
<thead>
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<th>Choice</th>
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<tr>
<td>X</td>
<td>Citing your research sources according to the rules of a specific style</td>
</tr>
<tr>
<td></td>
<td>Fabricating research data</td>
</tr>
<tr>
<td>X</td>
<td>Completing exams in an honest way</td>
</tr>
<tr>
<td>X</td>
<td>Being informed about the academic integrity rules of your school and your specific course</td>
</tr>
</tbody>
</table>

Feedback when correct:

That's right! You selected the correct response.
Feedback when incorrect:

You did not select the correct response.

Correct (Slide Layer)
2.4 Question 2

(Multiple Choice, 10 points, 1 attempt permitted)
2.5 Question 3

(True/False, 10 points, 1 attempt permitted)

Citing adds authority and context to your writing because your work will often be evaluated according to the quality of your research.

- True
- False
2.6 Question 4

(Multiple Choice, 10 points, 1 attempt permitted)

**Question 4**

An argument that is supported by research and strong evidence is called

- an abstract
- a thesis statement
- a summary
- an analysis

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<td>a thesis statement</td>
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<td>a summary</td>
</tr>
<tr>
<td></td>
<td>an analysis</td>
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</tbody>
</table>
2.7 Question 5

(True/False, 10 points, 1 attempt permitted)

**Question 5**

Periodicals like *USA Today* and *Engineering News Record* are examples of academic, peer-reviewed sources.

- [ ] True
- [x] False

<table>
<thead>
<tr>
<th>Correct Choice</th>
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<td>True</td>
</tr>
<tr>
<td>X False</td>
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</table>

2.8 Question 6

(Multiple Choice, 10 points, 1 attempt permitted)
2.9 Question 7

(Multiple Choice, 10 points, 1 attempt permitted)

Question 6
What are the four main criteria to use when evaluating resources?

- authority, reliability, public opinion, and currency
- reliability, location, coverage, and currency
- public opinion, authority, reliability, and coverage
- X authority, reliability, coverage, and currency

Correct Choice

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<tr>
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<tr>
<td></td>
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<tr>
<td></td>
<td>reliability, location, coverage, and currency</td>
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<td></td>
<td>public opinion, authority, reliability, and coverage</td>
</tr>
<tr>
<td></td>
<td>X authority, reliability, coverage, and currency</td>
</tr>
</tbody>
</table>
In order to adhere to academic integrity guidelines, there were three strategies Yasmin considered while constructing her paper. Which of these is NOT one of those strategies?

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

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<tr>
<td></td>
<td>citing</td>
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### 2.10 Question 8

*(Multiple Choice, 10 points, 1 attempt permitted)*
The three major documentation styles consist of Chicago/Turabian, MLA, and

- AMA
- APA
- AAP
- MAL

<table>
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<td>MAL</td>
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</table>

**2.11 Question 9**

*(Multiple Choice, 10 points, 1 attempt permitted)*
**Question 9**

In this documentation style, footnotes and endnotes are used in in-text citations.

- [ ] Chicago/Turabian
- [ ] MLA
- [ ] None of the above
- [ ] APA

<table>
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<tr>
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<th>Choice</th>
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<tr>
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<td></td>
<td>MLA</td>
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<tr>
<td></td>
<td>None of the above</td>
</tr>
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<td></td>
<td>APA</td>
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</table>

**2.12 Question 10**

(True/False, 10 points, 1 attempt permitted)
Including citations as you write and going back and inserting them later are both effective methods of ensuring that your citations are accurate.

Correct Choice

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<th>Choice</th>
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<tbody>
<tr>
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2.13 Results Slide

(Results Slide, 0 points, 1 attempt permitted)
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<td>2.11 Question 9</td>
</tr>
<tr>
<td>2.12 Question 10</td>
</tr>
</tbody>
</table>
Result slide properties

Passing Score

90%

Success (Slide Layer)
Failure (Slide Layer)

You did not pass. To receive a certificate of completion, you need to score 90% or above. Review the tutorial, then take the quiz again.

2.14 Certificate of Completion

THIS ACKNOWLEDGES THAT

%Firstname% %Lastname%

HAS SUCCESSFULLY COMPLETED THE ACADEMIC INTEGRITY TUTORIAL ON

%Todaysdate%,

WITH A SCORE OF %Results.ScorePercent%%

Click on the resources tab above the home button to download instructions on how to e-mail your certificate to your professor.