

Glendale College Library Information Competency Workshops

Citing Sources -- Outline

Core Competencies:

- Employ principles of ethical and legal use of information by:
 - Demonstrating awareness of the issues regarding intellectual property and plagiarism within the academic setting.
 - Understanding why sources are cited in scholarly writing.
 - Citing and acknowledging sources appropriately in text.
 - Creating accurate references consistently, using an appropriate citation style.
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1. Agenda/Introduction – Not going to insult your intelligence with a discussion of what plagiarism is or why it’s bad—you already know that. My agenda is to help you develop some skills that will make it easier to avoid plagiarism, and become an author with authority! These skills will empower your writing and make it better; they will also improve your grades. Those skills are:

- Understanding what needs to be cited and what doesn’t need to be cited
- Using sources properly: paraphrasing or quoting
- Understanding how citations work: from in-text citation to the Works Cited list.
- Recognizing/identifying the necessary parts of citations for various kinds of sources
- Where to go for guides to prepare your paper in the correct style format—(2 minutes)

2. What needs to be cited?

- If it’s not yours, it needs to be cited: lecture, TV show, interview, book, article, etc.
- It doesn’t need to be cited if: (1) it is the result of your own original research—give example, (2) it is your own opinion, (3) it is common knowledge—(i.e. information that can be found in many sources, or is likely known by someone studying in a given field) Do Bedford Handbook common knowledge exercise together. From: ► <http://www.bedfordstmartins.com/bedhandbook7enew/Player/Pages/Main.aspx> (this link is on the online materials page)
 - Go to Site
 - Research Exercises and Results
 - At Login page select CANCEL
 - Choose MLA, APA, or CHICAGO – The style doesn’t matter for this “common knowledge” exercise. The difference is in content, and I think students might relate more easily to the APA or Chicago content (social sciences, current events, etc.) than to the MLA content, which is all literature-related [There probably won’t time to do all 10, but students seem to have fun with these.]
 - Select #6, the exercise for “Recognizing Common Knowledge ...”

NOTE: Use NetSupport software to display this activity on all students’ computers and do it together as a class. I’m afraid that if they all try to do them at the same time the Web site might not be able to handle it. —(12 minutes)

3. To quote or paraphrase: When to quote: when the original words of the author are necessary to the information being conveyed. Otherwise, paraphrase to make the information part of your essay, while still giving proper citation to the source. Do **Exercise I**: Is it acceptable? Or is it

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plagiarism? Give students time to read the various uses of the Brzezinski text; **then discuss their answers** to make sure they all get the important concepts—(10 minutes)

4. Understanding how citations work.
 - Use reproduction of Harry Potter article to discuss the in-text citation and why it may be a page number, a name, a title, or any combination thereof. Follow the in-text citations to the Works Cited page and help students to decipher the various types of citations: book, article in an anthology, journal article, electronic journal article. NOTE: Students do NOT have a copy of this in their handout. Use the online materials page for this workshop (guide students to it) so all can view it.
 - **Exercise II:** Decoding Citations (MLA style) Have students take a few minutes to see if they can “decode” a citation from ProQuest: “South Park and Society ...”. Walk around to consult with them as they do this. Discuss answers briefly. —(10 minutes)

6. Recognizing different kinds of sources. We’ve seen what the citations look like in a works cited page; what do they look like when we find them as source for our research papers? We cannot construct correct citations for the Works Cited page unless we know what it is that we’re citing. Use the online materials page to show ProQuest citation and online catalog citation. Work through the ways of identifying what they are looking at—(8 minutes)

7. How to create the Works Cited page—We don’t have time to go through the process step by step, and it will be slightly different for those of you using MLA or APA. NOBODY memorizes every detail of how the citation is put together and is punctuated. Use a good guide and follow the format for the type of source you are citing. I spend a minute on each of the three guides, then let students choose one to use for Exercise III.
 - From the GCC Library home page follow the **citing sources** link to show students where our links are to the following style guides:
<http://www.glendale.edu/library/research/citing.html>
 - 1. GCC guides (MLA and APA, print and electronic) and emphasize the “Format” section as well as the examples of the most common types of citations.
 - 2. Bedford Handbook
 - 3. OWL
 - **Exercise III:** Have students use any of the online guides, (or paper copies of our MLA or APA guides) to write citations for the sources on Exercise III. Whether they use APA or MLA style should be up to them depending on what course they might be taking and what style they’ve been instructed to use.—(12 minutes)
 - **NOTE:** This isn’t apparent, so students need to be advised that when citing from the ProQuest “multiple databases” module they need to open the “cite this” link to ascertain which database the article is actually coming from. This is the only place I have found where ProQuest identifies which of their multiple databases the article is coming from.

There’s a lot of material in this workshop and a lot of time that students will be working on their own. Be sure to move around the classroom as they work through the exercises to make sure they are making progress and to consult with them as needed.