New to Nursing & Midwifery
18 February 2010

Academic integrity & referencing

presented by
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Student Learning Centre
The Student Learning Centre: what we offer students

- A Writing Centre (in the Central Library): drop in for advice, suggestions, explanations of what is expected of you in your assignments, how to improve your writing etc.
- A Maths Centre: help with drug calcs
- Lunchtime workshops on a variety of topics e.g. essay structure, writing reports, critiques
- EXCELerate program, Higher Degree Research program etc.

Located in the Student Centre Building, near the Sports Centre
Academic integrity

- What is it?

- What is plagiarism?

- Using the author–date (Harvard) referencing system
Academic integrity is about:

- Being honest in your academic work about whose ideas you are presenting
- Behaving ethically so that everyone can get on with their study and be assessed fairly on their own work
- Protecting the value & reputation of your degrees.
This includes:

- Returning library materials intact so that others can use them
- Not submitting part or all of other people’s work as if it were yours
- Acknowledging other authors’ ideas & work by referencing
- Not buying essays from websites
- Any other practices you think your peers & lecturers might not approve of!
Academic integrity

The academic community expects honesty at all levels of academic work.

Breaches of academic honesty include:

• cheating in exams
• falsifying data or results
• copying the work of others
• submitting the same piece of work for more than one topic unless the lecturers have indicated that this is acceptable
• plagiarism
• providing another student with the means of copying an essay or assignment.
Flinders Uni’s definition

‘Academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged.’

Flinders Uni’s policy on academic integrity

- The University recognises that sometimes academic dishonesty, particularly in the form of plagiarism, may arise from genuine ignorance of the use of academic conventions but does not accept ignorance as an excuse ...

- Academic Integrity at Flinders website—find it on FLO (Flinders Learning Online)

What is plagiarism?

- Plagiarism consists of using other people’s words or ideas and representing them as if they were one’s own.
- **Always** acknowledge the source of your information, data, ideas, definitions, photos, diagrams, quotes etc.
- Express useful ideas, sentences, paragraphs etc. **in your own words where possible** to show that you do understand them.
Plagiarism could take the form of:

- Not acknowledging the source of information at all
- Work which is poorly paraphrased—too closely resembling the original expression
- Forgetting to use quotation marks on a quote
- Presenting another’s work as if you had written it
- Using a friend’s ideas
- Using the same structure or organisation of ideas as another person.
Is this OK? Why/why not?

Joe and Emily decide to do the same essay topic to share ideas. They sit down together and talk about their ideas. They make an outline together, share some readings, and and write up their essays separately.
It’s OK to:
✓ discuss a topic
✓ discuss possible ideas, and...
✓ then go off and write independently.

It’s not OK to:
× write a plan together
× have the same structure
× use the same reference list
× write together
× add references you haven’t even used.
Good reasons to reference

- To acknowledge other people’s ideas & work
  (to show respect for their effort)
- To allow your text to be checked for accuracy, interpretation etc.
  (for assessment purposes)
- To allow interested readers to pursue the topic
  (to develop knowledge)
- To avoid being accused of plagiarism.
  (to maintain academic standards & the value of your degree)
Referencing establishes your credibility by showing that:

- you have read widely in your field
- you have read respected authors
- you are aware of current issues in your field
- you have allegiance with certain writers & researchers.
Referencing systems

Referencing systems provide a standardised way of acknowledging other people’s work.

There are several referencing systems available, including:

- author–date (Harvard), footnote, APA and more …

>Beware: there are variations in versions in some styles, especially in the author–date system.
The School of Nursing & Midwifery has provided an excellent referencing guide, available online: <http://flinders.edu.au/nursing/studentsandcourses/learningresources/support/referencing.cfm>.

There should be NO variations from this!
The logic of referencing

Honest & consistent presentation of key pieces of information is the key to good referencing.

- Referencing is based on authors’ surnames.
- The details provided enable someone else to find the source.
- Consistent presentation of details is vital for easy comprehension.
- In-text references relate to the reference list, so consistent first entry is vital.
- Alphabetical listing is used in the reference list for ease of use.
Referencing systems consist of two parts:

- the reference list
- in-text referencing.
Sample reference list (author–date style)


The reference list

Book
Adams, T, Marius, M & Pills, R 2003, Depression in juveniles, John Wiley, Chichester, UK.

Journal article
The reference list

Electronic sources

A website:

A web page with no author:
Electronic sources

- Referencing details are not always in obvious places on websites.

- Do not panic! Look at the beginning & end of the website for publishing dates, last updates etc. (If there is little information, question its reliability.)

- Give enough detail to enable someone else to find the source.
In-text information (author–date)

- author’s surname
- year of publication
- comma
- page no.

e.g. (Wiegers 2009, p. 18)
Author–date in-text

e.g.
Harris (2010, p. 46) argues that the increased severity of flu viruses is due to …

or
It has been suggested that the increased severity of flu viruses is due to … (Harris 2010, p. 46).
Secondary referencing

When you read about the work of author A in author B’s work and cite author A, this is secondary referencing.

e.g.

Mahgreb argues (cited in Bishop 2005, p. 435) that the professionalisation of nursing has resulted in …

(Bishop’s work should be in the reference list, not Mahgreb’s, as you didn’t read their work.)
Using other people’s ideas

You can either *quote* (using someone’s exact words) or *paraphrase* (use someone’s ideas or information but express it in your own way, to show your understanding of it).

- Use quotes sparingly when an author has said something so succinctly that you could not say it in any better way, and it encapsulates/adds support to the point you are trying to make.

*Beware of over-quoting!*
Presenting quotations

- Longer quotes must be indented, with spacing above and below the quote. Often the font size is decreased.

For example, as Ang states:

The aim of cultural studies is not a matter of dissecting ‘audience activity’ in ever more refined variables and categories so that we can ultimately have a more complete and generalised formal map of all dimensions of ‘audience activity’ … Rather, the aim, as I see it, is to arrive at a more historicised and contextualised insight into the ways in which ‘audience activity’ is articulated within and by a complex set of social, political, economic and cultural forces. (1996, p. 42)

In Ang’s view, several factors play a part in …
Presenting quotations

Quotes of < 30 words can be integrated into your text.

e.g. McGuigan reports that ‘it remains difficult to see quite what cultural studies amounts to methodologically’ (2005, p. 1).

Your sentences must be grammatical.
Paraphrasing:

- Involves expressing someone else’s ideas or argument in your own words
- Allows you to demonstrate your understanding of your reading
- Should reflect your writing style, not the original author’s style.
Original
The claim that there is more than one way to approach a problem is an important one because it illustrates one of the central ideas of academic culture. That is, that knowledge develops through debate and argument ... Each scholar presents ideas he or she thinks best explain the real world and criticises ideas that he or she does not agree with. As students, you are expected to learn how to take part in this continuing debate. (Brick 2006, p. 4)

Poorly paraphrased (plagiarism)
The view that there is more than one way to look at a problem is central to academic culture. Knowledge develops through argument ... Students are expected to take part in this ongoing argument (Brick 2006, p. 4).
The claim that there is more than one way to approach a problem is an important one because it illustrates one of the central ideas of academic culture. That is, that knowledge develops through debate and argument ... Each scholar presents ideas he or she thinks best explain the real world and criticises ideas that he or she does not agree with. As students, you are expected to learn how to take part in this continuing debate. (Brick 2006, p. 4)

Academic culture is based on the premise that there are many ways to view a problem, and scholars argue the merits of their perspective over others’ views, creating knowledge. Students need to learn how to participate in this process (Brick 2006, p. 4).
Integrating others’ ideas into your work

Problematic

‘Angel Baby, a tale of love, loss and mental illness…’ (Berardinelli 1997, p.1). It paints two real struggling souls, brimming with the desire of wounded psyches as they fight to fly in a normal world (Ebert 1997). Angel Baby expresses not only the transcendent power of love, but also its limitations, as well (Berardinelli 1997, p. 1).

This is better …

Angel Baby provides a painful insight into how two people with a mental illness struggle to have a normal, loving relationship. ‘It paints two real souls, brimming with the desire of wounded psyches as they fight to fly in a normal world’ (Ebert 1997). Angel Baby illustrates that for those battling a mental illness, even love is sometimes not enough to overcome obstacles (Berardinelli 1997, p. 1).
Problems with *Angel Baby* text

- The student’s own words are absent.
- Some sentences are clearly not paraphrased (sentences 2 & 3).
- The first quote is not a full sentence.
- The passage jumps from author to author.
"I like the writing in that paper. I only wish more of it had been yours."
What should you do?

1. Read the text till you understand the idea being expressed.
2. Do not look at the original.
3. Write your own version in your style and words.
4. Use referencing to acknowledge the author.
Do not …

- try to paraphrase a sentence, part of a sentence, a paragraph etc. Rather, concentrate on the idea that you are interested in.

- write about it if you don’t understand it.
SafeAssign is an electronic text-matching tool to help you determine if your work too closely resembles your source material.

**How do you access SafeAssign?**

- Go to the Student Learning Centre website <http://www.flinders.edu.au/SLC> and follow instructions. You will need to enrol in a Student Learning Centre topic, and then access SafeAssign thru FLO (Flinders Learning Online).
Useful guides for referencing

- School of Nursing & Midwifery’s Author–date (Harvard) referencing guide
- Student Learning Centre study guides/website on referencing systems, paraphrasing and quoting
- Flinders University’s Academic Integrity website (on FLO (Flinders Learning Online)).

www.flinders.edu.au/SLC
The end!