

Writing a Plagiarism-Free Research Paper

A workshop presented by the Troy University Library

“I warn you that what you’re starting to read is full of loose ends and unanswered questions. It will not be tied up at the end, everything resolved and satisfactorily explained. Not by me it won’t, anyway.” —Author Jack Finney, from his novel, *Invasion of the Body Snatchers*

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About

Updated September 17, 2012.

For more information about this workshop and about scheduled face-to-face and online presentations, please contact the Library.

Questions about this workshop can be sent via email to libhelp@troy.edu

Upon completion of this workshop, you will be given the opportunity to extend your participation within an online classroom where you can ask questions, and participate in activities.

Unless otherwise stated, this material is copyrighted by Troy University, Troy, AL.

This workshop is available online (at the Web page address above)—meaning that all of the hyperlinks listed here are active (clickable) from that location.

Note about printing/copying this workshop:

If you want to print this as a real booklet, place a blank sheet of paper between the cover page and page 1 (that way the back side of the cover prints blank and the page numbers lay out like a real book. That is to say, this document is designed so that it can be printed double-sided and stapled twice on the left side to create a booklet. (That way the even numbered pages are on the left and the odd numbered pages are on the right [with the location of the printed page numbers alternating location].)

Objectives

How to approach this lecture: Read through it now and check back when the workshop asks you to do so.

1. Students will be able to list and explain the steps in writing a research paper
2. Students will be able to define the word *plagiarize*, and explain what it means. They will be able to name at least three ways to avoid plagiarizing
3. Students will be able to explain what it means to write according to MLA or APA style
4. Students will be able to differentiate (tell the difference between) a citation and a reference or an entry in a Works Cited list
5. Students will be able to name three ways to include information sources in a research paper
6. Students will be able to access the Troy University Writing Center's online presence, and know how to contact the Writing Center in person, by telephone, and by email

Welcome

How to approach this lecture: Please read through it now. It lays a foundation for what this workshop is all about. Consider this light reading, but pay particular attention to the segments, “This is where we are going...,” and “These are the support topics....”

Who

This tutorial is for undergraduate and graduate students—native speakers of English and those for whom English is a second language.

It will be best to approach this tutorial with a positive attitude, so we encourage you to do so. Put on a good mind-set, and while you are at it, you might want to have a paper and pencil handy.

EXTERNAL LINK International Students Writing/Library Glossary
<http://uclibrary.troy.edu/pdf/glossary.pdf>

This glossary may be helpful in understanding some of the terms used in this workshop or during the researching and writing process.

What

This tutorial lays out the steps of writing a college research paper. It centers on the theme of plagiarism, or, more to the point, how to avoid plagiarizing (committing acts of plagiarism).

In discussing how to write a plagiarism-free paper, the two primary areas of focus will be on the skills of quoting, paraphrasing, and summarizing information sources (books, articles, etc.); and the techniques of documentation (providing citations for) those same information sources.

Additionally, we will address where you can receive assistance (The Writing Center, your instructor, the Library), and some tools (books, Web sites, software) you can use to help you with the writing process.

How

We will try to keep it brief and to the point—presenting the basics and letting the reader know where he or she can go for more information.

The heart of the workshop is the primary lectures. The supplemental lectures have some really good information to offer as well.

Additional information and interaction is provided via an online classroom using the Blackboard courseware (see the *Now what?* section).

Throughout the workshop, few items receive more detailed attention than others. We don't want you to get mired in some of the detail, so most lectures start out by telling you how to approach them, i.e., by indicating if there are parts that won't hurt the reader to skim through or to skip entirely.

How to bake a paper

Think of writing a paper as you would think of making a cake. You have to have ingredients, equipment, and a recipe. To make as good cake, you need quality ingredients and equipment, and you need to follow the recipe.

With a cake, you have ingredients like sugar, flour, and butter. You have equipment such as bowls, pans, and an oven. The steps of the recipe tell you how, and in what order to put the ingredients together, and how to bake and decorate the cake.

With a paper, your ingredients are information sources; books, articles, videos, etc. The equipment is a word processor, a grammar book, a dictionary, and so on. The steps of the recipe are spelled out in your composition book and style manual.

Today, instead of showing you how to bake a cake, we are going to talk a little about the tools and techniques of writing a research paper.

This is where we are going with this workshop

- **Information sources.** Writing a research paper is all about using these correctly, so it is a good idea to understand exactly what we are talking about in terms of sources (books, articles, reference materials, etc.), and why the documentation process (Citations, Works Cited, References) requires the use of specialized handbooks such as the MLA and APA manuals to document them correctly.

- **Writing style.** It starts with understanding that college writing is a very specific type of writing, with its own, exact requirements—requirements which may be very different than how you are used to writing. Most of the major requirements for writing college papers are spelled out in great detail in one of two books: *The MLA Handbook for Writers of Research Papers*, 7th edition, and the *Publication Manual of the American Psychological Association*, 6th edition. There are many writing styles, but at Troy University, MLA and APA are the ones used most frequently. There are differences between MLA and APA styles.
- **Plagiarism.** In writing a college paper, you never steal people’s words—that is to say—you **do not pass off other people’s words as your own**. Stealing people’s words (their way of expressing ideas) is called *plagiarism*. Plagiarism is stealing. Plagiarizing is a violation of Troy University’s Standards of Conduct. It is very important that you understand the issues related to plagiarism.
- **Quoting, paraphrasing, and summarizing.** When you use information sources (books, articles, etc.), you work them in to your paper by quoting, paraphrasing, and summarizing them. (One way to avoid plagiarizing is to incorporate information sources into your paper correctly.)
- **Documentation.** When you use information sources (books, articles, Web pages, etc.), you always document them. Most documentation is done either MLA or APA style. (One way to avoid plagiarizing is to document information sources correctly.)
- **Steps of writing a research paper.** When you write a research paper, there are specific steps to follow. (Following these steps, allowing enough time to complete each step fully, is how you write a plagiarism-free paper.)

These are the supporting topics explored within this workshop

- **Getting help.** Where to turn for assistance (instructor/Writing Center/Library).
- **Tools of the trade.** Encouraging you to equip yourself for writing, and informing you how (books, Web sites, a specialized library database)
- **Microsoft Word tips and trick.** With a few mouse clicks, you can use Word to improve your writing style, the formatting of your paper, and the layout and mechanics of your documentation.

- **Proofreading.** This is a step in the writing process which is often misunderstood—both in terms of what it is and when and how to do it.
- **TurnItIn.** This is a tool (an online service) to help writers to avoid plagiarizing.

WORKSHOP ACTIVITY (do this now):

Go back to page 3 and reread the “What” section—it is only one hundred words.

Put that *What* together in your mind with the two sections just above, “This is where...,” and “These are the...,” and you should have a pretty good feel for where we are going. In a sense, you just completed the entire workshop at a very basic level. Now let’s do the workshop again; this time in greater detail.

Getting help

How to approach this lecture: Read it and take it to heart.

Ask! Ask as soon as you have questions. Don't wait. Don't procrastinate on any and all steps of the writing process, and ask the right person(s) for help.

It can be difficult to ask for help. This is true in all areas of our lives. Just forget about the intimidation factor, and ask.

Ask **instructor-type questions** to your instructor.

For example: Is this topic okay? Can I use this journal? Is this how my paper should look? Is this how you want my citations? Can you explain the assignment?

Ask **librarian-type questions** to the library staff.

For example: My instructor-approved topic is such-and-such, but I can't seem to find what I need, can you help me? What database should I look in? What terms should I search on? Can you direct me to the interlibrary loan forms? How do I find books?

<http://library.troy.edu/>

Ask **writing questions** to your instructor or to the Writing Center.

Be prepared to receive assistance from the Writing Center—make an appointment, have your paper handy, have your style manual handy, know the name of your instructor and the name/number of the class, and know exactly what your assignment is.

Online: <http://troy.troy.edu/writingcenter/>

WORKSHOP ACTIVITY (do this now):

Using the Library Web site listed above, find and take the link for your Library site, i.e., Troy, Dothan, Global campus, Montgomery, or Phenix City. Know how to get to the Library's online presence. Know that you can contact the Library by email, telephone, or live chat.

WORKSHOP ACTIVITY (do this now):

Using the Writing Center Web site listed above, fill in the blanks, below.

In what building on the Troy, AL campus is the Writing Center located?

The services of the Troy University Writing Center (Troy campus) are provided for any student who is enrolled for at least one credit hour in residence at the Troy campus; however, other Troy University students will be assisted as time, personnel, and resources permit. Usually, you can e-mail your paper and any questions you may have to _____@troy.edu, and someone will respond, often within 48 hours, or you can call and talk to a tutor or the Writing Center coordinator at 334-670-3305. Tutoring sessions by e-mail or phone cannot be as specific or detailed as a face-to-face visit, but they can help you address any major questions.

Hours of Operation:

Fall and Spring Hours:

Monday - Thursday: 8:00 a.m. - 5:00 p.m.

Friday: 8:00 a.m. - 3:00 p.m.

Summer Hours:

Monday - Thursday: 8:00 a.m. - 4:00 p.m.

QUESTION: WHAT IS OBJECTIVE 6 OF THIS WORKSHOP?

Beyond objective 6, consider taking a minute or two to review the titles of the handouts, all available online, provided by the Writing Center.

Information sources

How to approach this lecture: Skim through it now, i.e., read it lightly.

If this next item sounds like a challenge, that's because it is.

Without checking, can you name at least five pieces of information about a journal article that you need to know in order to cite it? Here is one: the title of the article.

Without checking, can you name at least five pieces of information about a book you need to know in order to document it? Here is one: the title of the book, taken from the book's title page, not the spine or cover.

There are really six, seven, or even eight or more things you might need to know in order to document an article or a book. We'll talk about the answers to those questions in the "Documentation" lecture of this workshop.

Moving on from the challenge...

In addition to the writer's personal input, a research paper involves incorporating information sources by means of quoting, paraphrasing, or summarizing. Every outside information source must be documented by the writer . . . he or she must give credit to where they got the information. If the incorporation or documentation of the information is not done correctly, that can be considered plagiarism (stealing words).

Writing a research paper involves the use of **outside information sources**; information that is outside of your own thoughts, feelings, beliefs, or experience.

Examples of different types of information sources:

PERIODICALS (examples of publications that are referred to as periodicals are: journals, magazines, newspapers, and newsletters)

Periodicals contain these types of information: article, editorial, letter to the editor, review, advertisement

NON-PERIODICAL PRINT PUBLICATIONS

Book; brochure, catalog, pamphlet, or press release; dissertation; government document

ONLINE SOURCES

Web pages, blogs, images, audio, video; online journals or books

OTHER COMMON SOURCES

Television or radio broadcast; sound recording (music or spoken word); musical score or libretto; visual recording (film, video, etc.); performance (play, opera, dance); painting, print, sculpture, photograph, or other visual art; interview; electronic or print personal communication; map or chart; lecture, speech, address, reading; legal source; physical electronic media, e.g., CD-ROM; manuscript or typescript; cartoon or comic strip; advertisement

Two questions that workshop participants frequently ask are, “How do I get information sources?,” and “How do I evaluate the suitability of information sources?” While these are important concepts to understand, they are outside of the scope of this presentation. These are library type questions—questions such as “I need some books on . . . I need some data from . . . I need peer-reviewed journals. . . .”

EXTERNAL LINK

The *Troy University Libraries Tutorial for Students, Faculty, and Staff*, <http://uclibrary.troy.edu/tutorial>, can help you understand the concepts involved with accessing and evaluating information.

How does the lecture I just completed fit into the workshop?

Our focus is on how to avoid **plagiarizing**. We are stressing two aspects of writing that can greatly assist the writer in avoiding plagiarizing: Properly **quoting, paraphrasing, and summarizing** information sources; and properly **documenting** information sources. Documenting information sources is most often done according to one of two different writing standards—MLA or APA **writing styles**.

Writing style

How to approach this lecture: Read through it now, even if it sounds pretty basic. This section is the glue that makes the other parts of the workshop stick together. You can skip the question and answer section (for now) if you wish.

Language and writing

Language involves the use of sounds and symbols to represent **ideas**. In the English language, the symbols of **writing** include letters (aA bB cC), figures used to represent numbers (1 2 3), and punctuation (. ; ?).

IDEAS, IDEAS, IDEAS! Here it is—everything you need to know in two sentences—don't miss it: In a research paper, you present ideas. If the idea, or the way the idea is presented isn't entirely yours, you need to present and document the idea correctly. It is just that simple . . . not easy, simple.

What makes language work is that it uses sounds and symbols whose meaning is understood. Within any language, there are *conventions*—standard or agreed upon ways of speaking and writing, of using the language.

As important as it is to use sounds and symbols whose meaning is agreed upon, it is equally important to use them in a standardized (uniform) manner—of writing according to a specified *style* (a distinctive manner of expression [*Merriam-Webster's Dictionary*]) or *convention* (a general agreement about basic principles or procedures [*Merriam-Webster's Dictionary*])

Understanding conventions

A convention is a standard or agreed upon way of doing something. For example:

About the only convention that people worldwide agree upon is that there are 24 hours in a day, 60 minutes in an hour, and 60 seconds in a minute.

In some places, we drive on the left side of the road, but in other places, we drive on the right. In America, we agree to drive on the right side of the road—that is the convention. (FYI: People drive on the left side in thirty-four percent of all countries.)

In most places, shaking your head up and down means *yes*, and shaking it side to side means *no*, but that isn't true everywhere.

Conventions are not so much a matter of universal right or wrong, as they are a matter of "This is how we do it in this time and place." In writing, conventions can help people to understand one another more easily.

Conventions (standards) of writing

There are conventions regarding the use of the English language that **vary with place and use**.

PLACE: Writing in English in the United States sometimes differs from writing in English in other countries. These differences include spelling, usage, and punctuation. The "Microsoft Word tips and tricks" lecture talks about some of those, as does the lecture, "Quoting, paraphrasing, and summarizing."

USE: With different uses comes different writing styles and conventions. We will talk about those right now.

Consider the many ways writing is used:

- A text message or email
- A personal letter
- A business letter
- A novel
- A technical manual
- A sign
- A billboard
- An article, newspaper, magazine, or academic journal
- A play
- A poem
- An advertisement

A sign or billboard or the scrolling text on a television screen may be written in all capital letters, but that is not how a college paper is written. Writing in all capital letters (and without ending punctuation) is a common way of writing newspaper headlines, but that is not how you write a college research paper.

Styles of writing in college

A college class may involve writing a poem or an advertisement or a newspaper article, and those types of writing have their own style, their own conventions, but when writing a tradition college research paper, the writing style—the conventions of writing—are **specified by your instructor and the style that he or she chooses for you to write in**. For the most part, college writing style is prescribed in one of two style manuals. These manuals set the standards for how to write in each of their styles. They are the rule books.

The two main styles used at Troy University are: Modern Language Association (MLA style), and American Psychological Association (APA style)

The official guides to these styles are published in print books. (FYI: No, the text of these books is not available for reading online. They are available for purchase from bookstores.)

Publication Manual of the American Psychological Association, 6th ed.
This book presents APA style.

Spiral bound ISBN: 9781433805622 (see **TIP** on page 15)
Hard cover ISBN: 97814338-05592
Soft cover ISBN: 97814338-05615



MLA Handbook for Writers of Research Papers, 7th ed. This is the book for MLA style.

Soft cover ISBN: 9781603290241
Large print ISBN: 9781603290258



Style manuals tell you how to set up/use:

- Page margins
- Title page
- Punctuation
- Numbers (when to spell them out with words and when to use figures)
- Documentation: Citations and References/Works Cited
- Much, much more

WORKSHOP ACTIVITY (do this now):

Take a look at the first few pages of what a properly organized research paper looks like. **EXTERNAL LINK**

<http://troy.troy.edu/writingcenter/070210/APA%20Sample%20paper.pdf>

Objective 3 for this workshop is, “Students will be able to explain what it means to write according to MLA or APA style.”

That doesn't mean you need to know everything about writing a paper in that style; it means you need to know, really know, that writing a paper in a given style means that there are a great many details about how the paper is formatted, written, and documented, that are spelled out for you in an official guide.

Questions and answers

OOH! CAN I SKIP THIS PART OF THE WORKSHOP? Presented below are some questions that often arise regarding style manuals. While the information is very useful, you may want to just skim through (or skip) it and come back later (but please do come back).

QUESTION:

I have a couple of good grammar books, won't they tell me how to do all this; after all, English is English, isn't it?

ANSWER:

English is English, but English in America is different than English in other places, and, in writing in the English language, some things are a matter of choice or preference—**sometimes the choice is up to the writer, but other times, the choice is not.** In college writing—writing done MLA or APA style—the style manual specifies that style's way of doing things. The choice is not up to the writer or even a high-quality grammar book.

Can you give me some examples? But of course! ...and they will be chock-full of useful tidbits, information you can start using in your next paper.

For example: Both MLA and APA specify when to spell out numbers (sixteen) and when to use figures (16), and the rules are not the same for both styles. **TIP:** Using numbers incorrectly is one of the most frequently occurring (and easily correctable) errors in student writing. If you want to use numbers correctly, check out section 3.5.2 of the MLA handbook (less than two pages) and/or (depending on the style you are using) sections 4.31 and 4.32 of the APA manual (less than two pages).

For example: Both styles (MLA and APA) specify how to do a block quote—a way of quoting a long passage of text without using quotation marks figures (and the rules are not the same for both styles). Only the manuals explain when and how to do a block quote in the correct style.

For example: Both style guides specify that you should use the serial comma. Normally, the writer would have his or her choice, but MLA and APA both want it to be used.

What's a serial comma?

EXTERNAL LINK

<http://grammar.quickanddirtytips.com/serial-comma.aspx>

Writing in correct English is not enough. College papers need to be written according to the correct writing style—the style chosen by your instructor and specified in the MLA or APA books.

QUESTION:

Won't the library databases show me how to do my references correctly?

How about those Web sites that will generate citations for you?

ANSWER:

No! Don't rely on any of those. Never rely on those. **Never, ever, ever, ever, ever.**

QUESTION:

Should students purchase both of these style manuals?

ANSWERS:

Buy the ones you need. That may mean MLA, it may mean APA, or it may mean both.

You will find the best prices at online retailers.

An older edition will not do. The style changes when the edition changes.

If you have your own copy of the book(s), you will save yourself a lot of time and frustration—really. When you seek help from your instructor, the Library, or the Writing Center, it will be a lot easier if you have the book to refer to.

TIP: With the APA, most users prefer the spiral bound edition to the slightly-less-expensive paperback (\$28 vs. \$21). The spiral bound will lay flat and will be much more pleasant to use. You usually don't see this version in book stores, but it is readily available online.

How does the lecture I just completed fit into the workshop?

With regard to the workshop lecture on plagiarism, the concept of plagiarism is one that is all about how ideas are represented by written language.

In terms of the workshop lecture on documentation, this lecture (Writing style) relates in that it names the exact guide books that set out the standards by which documentation is to be done.

The “Microsoft Word tips and tricks” lecture of this workshop provides information on word processing techniques that can instantly improve your paper. These techniques are based on the fact that there are various conventions for writing in English; there are conventions that are specific to the United States, and some conventions are specific to MLA and APA style.

Plagiarism

How to approach this lecture: Slowly! Repeatedly! Once now and once again when you have finished going through the workshop. **International students should pay particular attention** to the item under the heading, “Plagiarism and culture.”

Plagiarism is stealing. To plagiarize is to represent, purposely or inadvertently, someone's language (the expression of their ideas), as your own original thought.

Plagiarism is stealing someone’s language—their words—the expression of their **ideas**.

One of the objectives for this workshop is that “Students will be able to define the word *plagiarize*. . . .” A one word definition of plagiarism is *stealing*.

The longer definition, above, comes from the handout, *A student guide to plagiarism*. If you are completing this workshop on your own, or your workshop instructor has not provided this handout for you, it can be accessed online at **EXTERNAL LINK** http://uclibrary.troy.edu/pdf/plagiarism_student_guide.pdf. **That handout explains plagiarism in greater detail and gives 20 ways to help students to avoid plagiarizing.**

Research (in college or otherwise) is about discovery—it is about understanding and building on knowledge and principles. **When research is done correctly, it gives credit where credit is due.** In writing a college research paper, when you do not acknowledge the ideas of others, and/or their way of expressing ideas, you are trying to obtain credit you don’t deserve. It means you are trying to get credit that you didn’t earn for an assignment, a class, or a degree. It is the role of the instructor and of the university to grant credit only when it is earned.

Five Quick Points

Point one: The issue at the heart of plagiarism is that the writer should take credit only for his or her own work, both in terms of ideas, and the manner in which they are presented.

Point two: Plagiarism is plagiarism whether it is done intentionally or not. If the writing comes across as yours, but it isn't, it is plagiarism.

Point three: One type of plagiarism is self-plagiarism, sometimes referred to as auto-plagiarism. This is plagiarism: Using a paper from a previous class. This is plagiarism: Using a paper for two classes during the same term. **YOU MUST UNDERSTAND THIS POINT—REUSING YOUR OWN PAPER IS NOT ACCEPTABLE.**

Point four: Plagiarism is not a matter of permission. Using someone else’s work without giving them credit is plagiarism, even if the person gives you permission to use their work. Similarly, it is plagiarism to use, without giving credit, material that is in the public domain, not copyrighted, etc.

Point five: Additional reading (online/printable) *A Student Guide to Plagiarism*.

The importance of the issue

Plagiarism is a critical issue for schools and for their faculty, and it should be for students as well. Let’s look at what Troy University thinks about plagiarism. In part, *Troy University Standards of Conduct*
http://www.troy.edu/catalogs/0910undergrad_pdf/documents/3U-STUDENT-SVCS.pdf state:

A student or organization may be disciplined, up to and including suspension and expulsion, if deemed in violation of the STANDARDS OF CONDUCT for the commission of or the attempt to commit any of the following offenses:

1. Dishonesty, such as cheating, plagiarism . . . (p. 9)

The *Standards of Conduct* lists 23 offenses, but dishonesty is the first on the list for a very good reason. **A lack of academic integrity devalues a university and the degrees it confers.** Academic dishonesty can lead to failed classes; expelled students; instructors losing their jobs and their reputation; the loss of an institution’s accreditation; and damage to a school’s reputation.

Plagiarism and culture

There is a well known American saying, “Imitation is the sincerest form of flattery.” That proverb is most often used ironically—to indicate that an idea has been copied from a more original one, and that the imitator is not worthy of as much attention as they would be, had their idea actually been completely original. (Titelman, 1996, p. 165).

This can be a hard concept to understand: Not every culture views the ideas of originality and of intellectual property rights in the same way. In one culture, creative works (e.g., literary, physical, or performing arts) may be viewed as less valuable if they do not imitate, copy, or otherwise pay tribute to the works that came before them. Similarly, that culture may place little or no value on giving credit to where ideas originated. In another culture, however, originality, not imitation, may be what is valued more highly.

In college, the world of education, these values are expressed in terms of what is expected in academic writing. What is expected in college writing in the United States, including at Troy University, is what this workshop is all about.

Something to think about: When values pertaining to intellectual property involve the word of business, that is to say, when money is involved, the discussion becomes one involving national and international copyright, trademark, and patent law. Governments, companies, and individuals wrestle with the issues of intellectual property rights—who owns the rights to a book, a movie, a song, a brand name, a chemical formula, and so on—how far do those rights extend, and for how long?

Meeting workshop objectives

Objective 2 of this workshop is, “Students will be able to define the word *plagiarize*, and explain what it means. They will be able to name at least three ways to avoid plagiarizing.” You probably have the one-word definition, *stealing*, memorized, but by the time you complete this workshop, you should will able to provide a longer definition and to explain what it means. The next lectures will give you information about ways to avoid plagiarizing, but we really encourage you to look over the aforementioned handout, *A student guide to plagiarism*.

How does the lecture I just completed fit into the workshop?

Plagiarism often occurs due to poor writing skills, e.g., not quoting, paraphrasing, or summarizing information sources well; or failing to document information sources correctly. Plagiarism is more likely to occur when a student fails to follow the steps for writing a paper. Therefore, this workshop is built around understanding the steps of writing a research paper (and a timeframe for completing them), with particular emphasis placed on the techniques of quoting, paraphrasing, and summarizing; and the tools and skills necessary to document sources properly.

Quoting, paraphrasing, and summarizing

How to approach this section: Casually. Definitely do the first workshop activity—it's easy. The "Further Instruction" is there for you if and when you want it. Skim through the second workshop activity—don't read it too intently just now—it's good information, but a bit more than most people will want to take in the first time through the workshop. Be sure to read the final part, "How does the lecture...."

A research paper goes beyond the thoughts of the individual writer; it incorporates outside information sources.

WORKSHOP ACTIVITY (do this now):

Review the Troy University Writing Center handout *Quoting, Paraphrasing, Summarizing*, provided on the next page.

This handout is from the Troy University Writing Center. Used by permission.

QUOTING, PARAPHRASING, AND SUMMARIZING

Characteristics: What is it?

<i>Quotation</i>	<i>Paraphrase</i>	<i>Summary</i>
Matches the source word for word	Matches the source in terms of meaning	Sums up the central point of the source
Set off by quotation marks	Uses your own words	Uses your own words
	Approximately the same length, though often shorter and sometimes a little longer than the source	Much shorter than the source

Purpose: Why use it?

<i>Quotation</i>	<i>Paraphrase</i>	<i>Summary</i>
To provide credibility for what you are saying (you support your point by quoting an authority)	To get down the meaning of someone else's words in situations where their exact words are not important or their exact words are not appropriate or are not useful	To get down the gist of someone else's work
To get someone's exact words (when HOW something is said is as important as WHAT is said)	To shorten a section from the source that is too long to quote	To give your audience a general introduction to the source
		To refresh the readers' memory if they have read the source

Method: How do you do it?

<i>Quotation</i>	<i>Paraphrase</i>	<i>Summary</i>
Copy the source's words exactly. Enclose in quotation marks.	Read carefully the section of the source you are going to paraphrase. Put it away and write down in your own words what the source is saying. Then go back and check to see if you missed anything.	Read carefully the section of the source you are going to summarize. Put it away and write down the main point(s) of the source. Do not be a slave to the source's organization--you decide what the main points are.

Remember that all references to other sources—whether quoted, paraphrased, or summarized—must be documented parenthetically within the text and in a bibliographic entry at the end of the essay.

FURTHER INSTRUCTION (to use as you desire). EXTERNAL LINKS

- Paraphrasing textual material
<<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>> from University of Arizona. An excellent, detailed guide. Look at the Paraphrasing tab and watch the video linked under the Tutorials tab.
- How to Recognize Plagiarism
<<http://www.indiana.edu/~istd/example1paraphrasing.html>> (word-for-word examples section), How to Recognize Plagiarism
<<http://www.indiana.edu/~istd/examples.html>> (paraphrasing examples section), and a self-test <<http://www.indiana.edu/~istd/test.html>> from Indiana University Bloomington.
- Using sources <<http://www.hamilton.edu/writing/sources.html>> Hamilton College. A perfect guide to when and how to use direct quotations and paraphrasing. Paraphrase: Write it in Your Own Words
<<http://owl.english.purdue.edu/owl/resource/619/01>> from the Purdue University Online Writing Lab (OWL).
- How to avoid plagiarism.
<<http://www.northwestern.edu/provost/students/integrity/plagiarism.html>> A wide variety of examples with explanations.
- Paraphrase and summary
<<http://www.utoronto.ca/ucwriting/paraphrase.html>> from University of Toronto, University College Writing workshop Handouts on Writing.
- Using quotations <<http://www.utoronto.ca/ucwriting/quotations.html>> from University of Toronto, University College Writing workshop Handouts on Writing.
- Quoting, Paraphrasing, and Summarizing
<<http://owl.english.purdue.edu/owl/resource/563/01>> from the Purdue University Online Writing Lab (OWL).

WORKSHOP ACTIVITY (do this now . . . or at least give it a quick glance):

If this next item sounds like a dare, that's because it is. Ask yourself these questions, then turn the page.

1. Do direct quotations always go in quotation marks?
2. When do you use double quotation marks and when do you use single?
3. Does punctuation go inside or outside of closing quotation marks?
4. How do you set Microsoft Word to check if punctuation is inside or outside of quotation marks?
5. Do you know what a block quotation is?
6. When does MLA style say to use a block quote?
7. When does APA style say to use a block quote?
8. What is the difference between straight quotes and smart quotes?
9. Can Microsoft Word's grammar check be set to check quotation marks?
10. What item in a Works Cited list gets placed inside quotation marks?
11. Can you name three uses of quotation marks other than to indicate a quotation or as they are used in a Works Cited list?

There is no need to feel overwhelmed. Your writing may not be perfect right now, but it is easy to improve some aspects of your writing with just a little bit of knowledge.

The answers to most of those questions can be found in a handout created for this workshop. **EXTERNAL LINK**

Using Quotations and Quotation Marks in College Writing

Available online from the *Information and Help* page of the Library

<http://troy.troy.edu/library/> (Choose Information & Help)

<http://uclibrary.troy.edu/pdf/quoting.pdf>

The three things to understand sooner (but maybe not this very second), rather than later, are:

When punctuation goes inside of quotation marks, and when it goes outside.

When to use single quotation marks.

What a block quotation is, and when and how to use it.

Discussion of the workshop activity

Think back to the lecture of this workshop that talked about writing style—about conventions and about conventions of writing. Understanding the concept of conventions can help you to understand why certain things are the way they are. For example:

- In the **United States**, punctuation usually (but not always) goes inside closing quotation marks (and Microsoft Word can be set to check that they are). Take a look at the quotation on the cover page of this workshop; the period is inside, where it is supposed to be—that’s a convention of writing. When a quotation mark ends a sentence that requires a citation at the end, the punctuation goes outside the quotation mark (after the citation) because the style manuals (e.g., MLA or APA) say so—that is a **convention of those documentation styles**. Examples of citations are shown in the “Documentation” lecture of this workshop.
- In the **United States**, single quotation marks are used to indicate a quotation inside another quotation. That is the only time, in a **college paper**, you should use single quotation marks.

You may be thinking, “But I have seen single quotation marks in all sorts of writing in the United States.” Yes, yes you have . . . you have seen them on billboards, in television ads, in magazine ads, and on the scrolling text on your television. In an advertisement, single quotation marks look clean, take up less space than double quotation marks, and nobody is going to be confused by thinking they are indicating a quotation within a quotation. Single quotation marks are a matter of style or preference that can be used in various ways, depending on the type of writing.

- A block quotation is a word-for-word quotation that is not enclosed in quotation marks. When and how to use a block quotation is a matter of **MLA or APA writing style**. Block quotations are reserved for long quotations—MLA and APA each have their own definitions of how long, *long* is. The Plagiarism section of this workshop contains an example of a block quotation from the “Standards of Conduct.”

How does the lecture I just completed fit into the workshop?

In every way. That bears repeating. **In every way.** If the writer is highly skilled in (or at least competent at) working information sources into his or her paper, and documents those sources properly, the writer will be much less likely to run into any problems involving plagiarism.

Conversely, if you don't know how to quote, paraphrase, or summarize properly, you are likely to run into plagiarism issues. The same is true when it comes to documentation.

- If you use a direct quotation, but forget the quotation marks, that is plagiarism, even if you document the source.
- If you do a poor job of paraphrasing or summarizing, that can be considered plagiarism, even if you document the source.

Why?! Why is that plagiarism? What is the big deal?

Because you, the writer, are misrepresenting the expression of the idea presented. If you leave the quotation marks off of a direct quotation (but include the documentation), you are saying, "I got this information from somewhere other than my own head, but the way it is presented is mine." But that isn't true—what you wrote is word-for-word someone else's way of expressing the idea. If you take a few sentences from a source and just change out or move around a word or two, that isn't paraphrasing or summarizing—it's stealing. When you paraphrase or summarize correctly, you put the information in your own words.

Avoiding plagiarizing is all about giving credit where credit is due. Taking credit for someone else's idea, or even just how an idea is presented, is to try to get credit that is undeserved.

Instead of focusing on exactly what plagiarism is, and why it is wrong to plagiarize, it may be more useful for you to understand why documenting sources is a good, and important thing to do. We'll cover that in the "Documentation" lecture of the workshop, beginning on the next page.

Documentation

How to approach this lecture: Read it through casually. After the “Why document?” section, don’t get bogged down in the detail presented there. It may be very informative at a later time (or even now), but as far as this workshop is concerned, make your goal for this section simply to get a feel for what it means to create citations and a Works Cited list or a References list.

The challenge from the “Information sources” lecture of this workshop

Remember that—it was the very first thing in that lecture. How did you do on the challenge? Your answers should be something like this:

To document an article, you need to know: Author, title of the article, title of the journal, volume/issue/pages, publication date. For APA-style References, if the article has a digital object identifier (doi), you will need that. For articles from online databases, you may need the database name and the date of access.

Hey! What is a doi? If you want to know more about doi’s, take a look at the handout Citing the World-Wide-Web in Style (APA section). The appendix to this workshop tells you where to get that, and many other, handouts.

To document a book, you need to know: Author, title, publisher, place of publication, publication date. For books from online databases, you may need the database name and the date of access. For book chapters from the *PsycBooks* database, you will need the digital object identifier (doi).

Hey! What is a doi? If you want to know more about doi’s, take a look at the handout Citing the World-Wide-Web in Style (APA section). The appendix to this workshop tells you where to get that, and many other, handouts.

Why document?

Excerpt from, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed., by Kate L. Turabian, pages 133-134:

To give credit. Research is hard work. Some who do it receive concrete rewards—money, promotions, good grades, degrees, and so on. But no less important is recognition, the pride and prestige of seeing one’s name

associated with knowledge that others value and use. . . . (You also guard against the charge of plagiarism.)

To assure readers about the accuracy of your facts. Researchers cite sources to be fair to other researchers, but also to earn their readers' trust. It is not enough to get the facts right. You must also tell readers the source of the facts so that they can judge their reliability, even check them if they wish. Readers do not trust a source they do not know and cannot find. If they do not trust your sources, they will not trust your facts; and if they do not trust your facts, they will not trust your argument. You establish the first link in that chain of trust by citing your sources fully, accurately, and appropriately.

To show readers the research tradition that informs your work. Researchers cite sources whose data they use, but also cite work that they extend, support, contradict, or correct. These citations help readers not only understand your specific project but connect it to other research in your field.

To help readers follow or extend your research. Many readers use sources cited in a research paper not to check its reliability but to pursue their own work. So citations help others not only to follow your footsteps, but to strike out in new directions.

End of workshop item, “Why document?”

For your consideration

Page 11 of this workshop states that they drive on the left-hand side of the road in thirty-four percent of all countries. Really . . . do they? Where did that information come from and is it correct? **WORKSHOP ACTIVITY (do this now):** Go back one page and read the “*To assure readers about the accuracy of your facts*” paragraph, one more time. Thank you.

QUESTION:

Why are there two different documentation styles (MLA and APA)?

ANSWER:

There aren't—there are dozens—be glad you will only have to deal with a two,

maybe three. In fact, the quote that began on the previous page came from the manual for Turabian style.

When you write a research paper, you document your sources—you let the reader know where you got your information.

The official guides to MLA or APA style are these books:

MLA Handbook for Writers of Research Papers, 7th ed. This is the book for MLA style.

Publication Manual of the American Psychological Association, 6th ed. This book presents APA style.

The only person you should trust to tell you how your instructor wants your paper written (including documentation), is your instructor.

“But I found a cool Web site that generates citations...”

Don’t trust it. Only trust the book and your instructor.

“But the online article database has a button that says *Cite*, surely that...”

No! No, no, no. You are virtually certain to get it wrong if you use that. We know you want to know why the button is there if it doesn’t create documentation correctly, but you’re not getting the answer here—you’ll just have to take our word for it.

Objective 4 for this workshop is, “Students will be able to differentiate (tell the difference between) a citation and a reference or an entry in a Works Cited list.” That doesn’t mean the nitty-gritty detail—you should know which style book goes with each style, and maybe be able to spot a few differences if shown both documentation styles side by side).

To keep confusion to a minimum, let’s call all of this, the whole process, *documentation*. Documentation includes creating citations, and it includes creating a Works Cited list or a References list.

In **MLA** style, you use **citations** in the body (main text) of the paper and a **Works Cited** list at the end of the paper.

In **APA** style, you use **citations** in the body (main text) of the paper and a **References** list at the end of the paper.

Citations

Citations are the short documentation entries within the body of the paper. (That is the main thing to remember about citations. As far as this workshop, that is all you need to know about citations right now.)

Citations point the reader to the longer entry at the end of the paper. In an MLA-style paper, the long entry is called a Works Cited list. In an APA-style paper the list is called References.

Example of an **MLA-style citation** that follows a direct quote. *Palahniuk* is the author's last name, and *187* is the page number that the quote came from:

“The driver takes out a sack lunch and a thermos and watches me in his overhead mirror. I’m trying to figure out where I can go that the cops won’t be looking for me” (Palahniuk 187).

Example of an **APA-style citation** that follows a direct quote. *Palahniuk* is the author's last name, *1996* is the date the book was published, and *187* is the page number that the quote came from:

“The driver takes out a sack lunch and a thermos and watches me in his overhead mirror. I’m trying to figure out where I can go that the cops won’t be looking for me” (Palahniuk, 1996, p. 187).

How do you cite something that has no stated author? How do you cite a source with multiple authors? What if there are no page numbers, e.g., the html version of an article in a database? How do you cite multiple sources in the same entry? **Questions like these are why you need the style manual in your hand when you are writing a paper.**

Works Cited and References (different names, similar things)

These are the detailed entries at the end of the paper. If it is an MLA-style paper, the list is named Works Cited, if it is an APA-style paper, the list is named References.

Presented on the next page (just to give you a feel for this kind of thing) is an example of a Works Cited list and an example of a References list.

Just to be clear, writers use one or the other style—MLA or APA—never both in the same paper. The only reason these lists are together right here is to show what they look like. Likewise, Works Cited lists and References list come at the end of a research paper—they are shown right here as examples of what this type of documentation looks like.

FYI: The *Titleman* citation from the plagiarism lecture of this workshop has its reference included in the References list which follows. The *Turabian* book mentioned near the beginning of this lecture also has its reference there. The *Finney* quotation on the cover page of this workshop is from the book listed in the Works Cited list.

Works Cited

- The Dust Brothers. "Chemical Burn." *Original Motion Picture Score: Fight Club*. Restless Records, 1999. CD.
- Fight Club*. Dir. David Fincher. Twentieth Century Fox, 1999. Blu-ray Disc.
- Finney, Jack. *Invasion of the Body Snatchers*. Scribners: New York, 1998. Print.
- Palahniuk, Chuck. *Fight Club*. New York, Norton, 1996. Print.
- Palahniuk, Chuck. *Fight Club*. New York, Norton, 2008. CD.
- Thompson, Hunter S. *Fear and Loathing in Las Vegas: A Savage Journey to the Heart of the American Dream*. 2nd ed. New York: Vintage, 1998. Print.
- Wittke, Karen L., Brian Hayden, and Ferdinand Alcindor. "A Coiled Basket Fragment and Other Organic Artifacts from the Keatley Creek Site, British Columbia." *Canadian Journal of Art*. 28.1 (2004): 144-50. *World History Collection*. Web. 12 July 2011.

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- Palahniuk, C. (1996). *Fight club*. New York, NY: Norton.
- Palahniuk, C. (1996). *Fight club* [Kindle version]. Retrieved from <http://www.amazon.com>
- Rozin, P., Bauer, R., & Catanese, D. (2003). Food and life, pleasure and worry, among American college students: Gender differences and regional similarities. *Journal of Personality and Social Psychology*, 85(1), 132-141. doi:10.1037/0022-3514.85.1.132
- Titleman, G. (1996). *Random House dictionary of popular proverbs and sayings*. New York, NY: Random House.
- Turabian, K.L., Booth, W.C., Colomb, G.G., & Williams, J.M. (2007). *A manual for writers of term papers, theses, and dissertations* (7th ed.). Chicago, IL: University of Chicago Press.

Comments regarding MLA and APA style:

There are reasons why some disciplines use MLA style and why some use APA style, but we're not going to get into that right now—if you are interested in such things, sign up for the Blackboard classroom for this workshop. Right now we just want to bring to your attention some of the things we like to point out about MLA and APA. Look at the previous two lists (Works Cited and References) to see how the styles differ.

It's the little differences. Examples?

- MLA spells out authors' first names, APA uses only the initials of the author's first name. APA is last name-comma-first initial all the way through—with MLA, after the first listed author, the entries are first name then last name.
- For books, MLA uses the city of publication, APA uses both the city and state abbreviation.
- MLA uses headline style (aka title case), with all the major words in titles of books, articles, etc., capitalized (the parts of speech you don't capitalize are articles, prepositions, and conjunctions [grab your grammar book to look up what those are]). APA uses sentence style—capitalizing only the first word of the title of the source, words after a full colon, and proper nouns. In both styles (MLA and APA) the titles of journals are written headline style.

QUESTION: Which of these entries is MLA and which is APA?

Ellison, Ralph. *Invisible Man*. New York, Vintage, 1995. Print

Ellison, R. (1995). *Invisible man*. New York, NY. Vintage.

Help!

For the most part, doing documentation isn't fun or easy, but it can be slightly less painful if you are properly equipped. The "Writing style" lecture of this workshop encourages you to purchase the style manual you need—the main reason is that it will make the documentation process easier on you, but it also makes it easier on your instructor, and the staff of the Writing Center and the Library (because they can tell you where to look in the book).

The Troy University Library has a couple of brief handouts to help you with documentation

(look in the Information and Help area of the Library Web site). These handouts focus on documenting information sources such as the Library’s article and book databases.

The Troy University Writing Center has a number of fantastic handouts to help you with various aspects of both MLA and APA documentation. Look in the Handouts section of the Writing Center Web site. You should have spotted those during the “Getting help” section of this workshop.

THE TROY UNIVERSITY WRITING CENTER IS FABULOUS! We at the library think the Coordinator, Ms. Bassett, really knows her stuff, and she and her staff are there to assist you.

How does the lecture I just completed fit into the workshop?

Avoiding plagiarizing means giving credit where credit is due; it means documenting outside information sources—documenting them correctly.

The “Information sources” lecture of this workshop lists a couple of dozen types of information sources. Right now, think about those information sources in terms of documentation, specifically, documentation MLA and APA style. The MLA manual lists more than 50 different types of information sources—each one having its own way of being documented. The APA manual lists more than 80 different types of information sources.

Each one of the information sources pictured here is *Fight Club*, but a writer shouldn’t just say, “As they say in *Fight Club*, ‘The first rule of Fight Club is....’”

The writer needs to document his or her exact source—they need to indicate the **nature of the information used**. Each type of information source is documented differently, as evidenced on the Works Cited and References lists presented earlier.



Top row: The motion picture soundtrack, the book on CD, and the book in print.

Bottom row: The movie on Blu-ray disc and the book on Kindle.

Steps of writing a research paper: 20 days from start to finish

How to approach this lecture: One step at a time (ha ha).

An online guide to this material is presented at <http://troy.libguides.com/writingresearchpaper>. The guide breaks down and details each day, and provides links to additional learning resources.

The following is a list of eleven steps. This timeline is set up for a twenty days; obviously, that timeline will need to be adjusted, depending on how much time you have to complete your paper.

1. Choose a Topic – Day 1
2. Define Task (Answer these questions) – Day 2
 - A. When is the assignment due?
 - B. Do I understand the assignment?
 - C. What is the assignment?
 - D. How many pages are required for the research paper?
 - E. Do I have to use specific resources?
 - F. How many resources do I need?
 - G. What kinds of resources do I need or must I use?
 - H. What is the required writing and documentation style?
3. Write a Thesis Statement – Day 3
4. Find Background Information – Day 4 to Day 7
5. Locate Library Services – Day 8 to Day 12
6. Prepare Working Outline – Day 13 to Day 14
7. Write the Actual Paper – First Draft – Day 15
8. Write the Actual Paper – Second Draft – Day 16 to Day 17
 - A. Is it logically written?

- B. What can be done to improve the organization of the paper?
- C. Any concept written that the reader may not understand?
- D. Have you addressed your entire thesis (topic) statement?

9. Write the Actual Paper – Third Draft – Day 18

- A. Spelling
- B. Grammar
- C. Punctuation
- D. Documentation/Style
- E. Capitalization, word choice, syntax, missing words, etc.

10. Write the Actual Paper – Final Version – Day 19

11. Submit the paper! – Day 20

Tools of the trade (supplemental lecture)

How to approach this lecture: When you are ready to—feel free to skim or skip it right now.

A special database

Learning Express Library is a database provided by the Troy University Library. It includes tests, courses, and eBooks. A portion of this resource is dedicated to Skills Improvement. Within that area are sections for Writing and Grammar Skills Improvement, and Vocabulary and Spelling Skills Improvement.

Books, Web sites, and more

If you are serious about writing well, you should own a few books on the subject and maybe even know about some useful Web sites.

By now you should know about style manuals like those from the MLA and APA.

What about a collegiate dictionary, a thesaurus, grammar and writing books, and Web sites?

Quick dictionary recommendations: *Random House Webster's College Dictionary* or *Merriam-Webster's Collegiate Dictionary*.

Anything/everything else: **EXTERNAL LINK** *A Guide to Writing Resources*
<http://uclibrary.troy.edu/pdf/writing.pdf>

A few notes

If you want a good online dictionary, the one you want is <http://www.merriam-webster.com/>.

The thesaurus built in to Microsoft Word is absolutely dreadful—buy a thesaurus in print.

The Library's database collection included the *Oxford English Dictionary*, a powerful tool for researching words and word origins.

Microsoft Word tips and tricks (supplemental lecture)

How to approach this lecture: When you are ready to—feel free to skim or skip it right now.

You can use the computer to instantly improve your writing. Ask yourself how many of the following questions you are sure you know the answer to, then we'll talk about them and tell you where you can find some of the answers.

1. How many spaces go between sentences, one or two? (You always double space the lines in your paper—this question is asking about the number of spaces after the period at the end of a sentence. Before you start the next sentence, do you hit the space bar twice, or only once?)
2. Do you use a comma before the *and* in a list, yes, or no? (FYI: Using the final comma is often referred to as the *serial comma* or *Oxford comma*). Yes, use it, means you would write: Oranges, pineapples, cherries, and lemons. No, don't use it, means you would write: Oranges, pineapples, cherries and lemons.
3. Where does punctuation go, inside or outside of a closing quotation mark?
4. Do you know how to make Microsoft Word check that the items listed in question 1-3, above, are done correctly?
5. What typeface and size font should a college paper be written in?
6. What is the default typeface and size in Microsoft Word 2007 or 2010?
7. Do you know how to change the default font in Microsoft Word?
8. Do you know how to make Microsoft Word format correctly the hanging indents for Works Cited entries and References?
9. When you do your documentation (Works Cited entries and References), there should not be any active/working hypertext links, even when you are typing an Internet address. Do you know how to remove those, or, better yet, how to tell Microsoft Word not to make them in the first place?
10. When you do your documentation (Works Cited entries and References), and you type the edition of a book, did you know that it should look like this, 4th, not like this, 4th? Presented with the *th* smaller and raised is called superscripting—both MLA and APA style state not to superscript in your documentation. Do you know how to remove superscripting or how to tell Microsoft Word not to superscript?
11. Do you know the difference between a hyphen, an em dash, and an en dash, and how to make each one in Microsoft Word?

12. If you are writing an APA-style paper, do you know how to put the running header on the left and the page number on the right? Do you know how to have different header text on the first page?

Relax. There is no need to be overwhelmed by any of this. Some of these items are more important than others. Let's talk about the answers.

1. One space.
2. Yes, use the comma.
3. Inside . . . but not always.
4. If you want to know how to make Microsoft Word check 1, 2, and 3 for you, and why the answers are what they are, check out the handout, *Tips and Tricks for Microsoft Word* **EXTERNAL LINK** <http://uclibrary.troy.edu/pdf/msw-tips.pdf>
5. Times New Roman, size 12.
6. Calibri, size 11.
7. Check out the handout listed in #4, above.
8. There is a right way and a wrong way—a lot of people do it the wrong way. If you want to know how to do it correctly, check out the handout. *Hanging indents: Using Microsoft Word to format your documentation.* **EXTERNAL LINK** <http://uclibrary.troy.edu/pdf/hangemhigh.pdf>
9. Read about that in the handout, *Tips and Tricks for Microsoft Word* **EXTERNAL LINK** <http://uclibrary.troy.edu/pdf/msw-tips.pdf>
10. This one might be less critical than items 1-9, but still, there is a correct way to this (according to MLA and APA styles), so if you are ready to learn how, Read about that in the handout, *Tips and Tricks for Microsoft Word* **EXTERNAL LINK** <http://uclibrary.troy.edu/pdf/msw-tips.pdf>
11. If you are ready to learn how to use the right punctuation, the following handout will show you how to make Microsoft Word type it. FYI: This is a hyphen -, this is an em dash —, and this is an en dash –. They each have different uses in writing.
12. If you are writing APA-style papers, you need to know how to do this. Read about that in the handout, *APA-style running head and page numbers: Using Microsoft Word to format your paper* **EXTERNAL LINK** <http://uclibrary.troy.edu/pdf/apa-head-page-number.pdf>

How does the lecture I just completed fit into the workshop?

With the exception of items 3 and 11, all of the above items are based on the requirements of MLA and/or APA style.

Number 3 relates to writing in the United States. Back in the *Introduction* we talked about “*conventions*—standard or agreed upon ways of speaking and writing . . . of using the language.” In many English speaking countries, the comma goes outside the closing quotation mark—that’s not usually how we do it in America (the linked handout explains when it goes inside and when it goes outside). We have included it here because, along with items 1 and 2, this is one of three things that Microsoft Word groups together as a set of style requirements that you can choose how you want Word to check it for you. Also because it is a punctuation error that frequently occurs in student papers.

Number 11 isn’t an MLA thing or an APA thing; it is a punctuation thing and a word-processing thing. Most marks of punctuation are easy to find on your keyboard—that is not true of the em dash and the en dash, so as long as we were writing up some tips and tricks for Word, we thought we would include some information about those as well.

Proofreading (supplemental lecture)

How to approach this lecture: When you are ready to—feel free to skim or skip it right now.

Proofreading—real proofreading—isn't what many people think it is.

We'll talk a little more about proofreading in the “Steps of writing a research paper” section of this tutorial.

The following is a summary of the handout *Proofreading a College Paper: Guidelines and Checklist*. If you would like to know more about proofreading, you can access that handout online. **EXTERNAL LINK**

<http://uclibrary.troy.edu/pdf/proofreading.pdf>

Summary of *Proofreading a College Paper: Guidelines and Checklist*

GUIDELINES

- Proofreading comes last—after writing, editing, and revising.
- If you can, get someone else to help you.
- Proofread one line or sentence at a time from the end of the paper.
- Use a blank sheet in order to ensure that you can read only one sentence at a time.
- Read aloud.
- Don't proofread right after you have finished writing. Take breaks.
- Allow enough time to proofread several times (over a period of days, if possible).
- Keep a personal checklist of errors that you frequently make.
- Learn how to use the word processor to help you look for mistakes.
- Keep a dictionary, thesaurus, grammar book, and style manual nearby.
- **THIS IS KEY:** Don't look for all types of errors at the same time.
- Relax. Do what you can in a manner that works for you.

CHECKLIST

Formatting (correctness/consistency)

- Page margins, line spacing, heading style, indention
- Font face and size
- Underlined, *italicized*, and **bold face** text

Documentation

- Check that your citations and references match each other, and are done correctly.

Grammar and usage

- Grammar, especially *subject-predicate agreement* and *pronoun-antecedent agreement*
- Sentences (using complete sentences, but not run-ons)
- Plurals and possessives
- Usage

Spelling

- Use a spelling checker program, your eyes, ears, and a dictionary.

Mechanics

- Abbreviations and acronyms; capitalization; numbers; parenthesis and brackets; punctuation; quotations and quotation marks; repeated or omitted words; spacing; word division.

How does the lecture I just completed fit into the workshop?

One of the steps of writing a paper involves proofreading.

One aspect of proofreading involves checking documentation.

TurnItIn (supplemental lecture)

How to approach this lecture: Carefully. Exactly what TurnItIn does, depends on how the instructor uses it. The information presented in this section is provided simply to give you some idea of what it is and how it works—nothing more. If you want to try it out, we have provided that opportunity.

TurnItIn is online software that allows faculty and students to compare submitted papers with other information sources, e.g., other papers, journal articles, and the Internet.

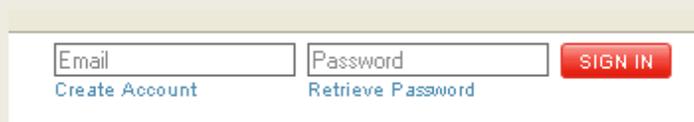
Instructors use *TurnItIn*, in a variety of ways. For example:

- Students may simply provide their paper to the instructor in electronic format, and only the instructor will use *TurnItIn* to check the paper.
- The instructor may have students turn papers in through *TurnItIn*, but not allow the students to see the originality report.
- The instructor may allow students to use *TurnItIn* to check their paper multiple times, or they may let them check it only once.

For this workshop, we have set *TurnItIn* so that you may turn in the same assignment multiple times. *TurnItIn* is also set so that you may see your originality report. Our purpose in providing access is not so much for you to check your papers, as it is for you to familiarize yourself with TurnItIn, and for it to help you to better understand the concept of plagiarism.

TURNITIN (This is for you to try on your own, should you so desire.) **DO NOT USE CURRENT PAPERS!**

<http://turnitin.com> (You can create an account just by going there, but to check a paper, you will need additional information from the instructor [a Class ID and password].)



The image shows a login form for TurnItIn. It features two input fields: 'Email' and 'Password'. Below the 'Email' field is a blue link that says 'Create Account'. Below the 'Password' field is a blue link that says 'Retrieve Password'. To the right of these fields is a red button with white text that says 'SIGN IN'.

We have set up a class assignment that you may use.

Class name is: Writing & Plagiarism Workshop (Class ID 4123927)

The **password** is: swordfish

You can submit papers to the Practice Assignment. For this assignment, TurnItIn is set so that you can see your originality report. You can resubmit the assignment as many times as you like.

Do NOT use an actual paper for this term! If you do, when you turn the paper in for the actual class, it will show as a one-hundred percent match—and that is exactly what you are trying to avoid.

A little more about TurnItIn

TurnItIn isn't plagiarism detection software, per se. but it is often called that. TurnItIn shows where the text of a paper matches other information sources.

For example, if a documented direct quotation is shown as matching another source, that probably isn't plagiarism—a quote is supposed to match its source word for word.

If a citation, Works Cited entry, or a Reference, i.e., documentation entries, match, that probably isn't plagiarism . . . the title of a book is the title of the book . . . things like that are supposed to match.

What shouldn't match are any sections of undocumented text. What shouldn't match are sections of text that even though they are documented, are presented as if they were written using the writers own language, i.e., as if they are properly paraphrased or summarized. How much and what types of matching constitute plagiarism and or poor writing is a matter for the instructor to decide. If concepts like this make you nervous—get you concerned about your writing—they should; plagiarism is an important issue.

How does the lecture I just completed fit into the workshop?

Many of Troy University's classes make use of this software. This section of the workshop is provided to familiarize students with TurnItIn.

Now what?

Blackboard classroom

The Blackboard classroom is available only to those who have attended the face-to-face workshop or who have completed the online counterpart (this workshop). The Blackboard online classroom provides a discussion board for questions and answers regarding the workshop and the material within. It contains hands-on exercises and quizzes intended to reinforce and expand learning.

If you have completed this workshop and believe you have achieved the stated objectives, and you desire access to the Blackboard classroom, please send an email (from your Trojan email address) to libhelp@troy.edu, stating your name and student number, and request admission.

Writing is one of many valuable skills to cultivate

The Mission Statement of Troy University (<http://www.troy.edu/mission.htm>) states, in part:

Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research.

When your boss asks you to do some research, write a report, or give a presentation, he or she is going to expect that you know how to do it, and you will be judged on how well you complete your work.

A student may take only a few classes wholly dedicated to writing, research, public speaking, or computer applications, but the learning only starts there. **Your success depends on to what extent you take you initiative to build on those skills throughout your academic, professional, and personal lives.**

Appendix

Supporting handouts and Web sites

All of the handouts and linked Web sites within this presentation are also listed here for your convenience. Since this workshop is available online, you can quickly access the sites/documents listed here by clicking on the links from the online version of this workshop. **This workshop and all of its associated handouts can be downloaded as one file, (a PDF portfolio) from <http://uclibrary.troy.edu/writing/>.**

All of these handouts are published in other places, including the Troy University Library, the Troy University Writing Center, and the Purdue University Online Writing Lab (OWL). That is to say—please don't think that going through the Web page for this workshop is the normal/best way to get to these materials—take the time to familiarize yourself with the many resources available from the aforementioned organizations, e.g., the Writing Center.

A note to students and instructors:

Web pages move and change. We suggest that you use good judgment if you desire to bookmark individual handouts or Web pages listed in this tutorial, or if you desire to link them from your online class.

Purdue University Online Writing Lab
<http://owl.english.purdue.edu/>

Troy University Academic Catalogs
<http://www.troy.edu/catalogs/>

Troy University Libraries
<http://library.troy.edu/>

Troy University Writing Center
<http://troy.troy.edu/writingcenter/>

TurnItIn
<https://turnitin.com/>

Citing the World Wide Web in Style (There are sections for MLA, APA, and Turabian)

<http://uclibrary.troy.edu/help/helps-citation.htm>

A Guide to Writing Resources

<http://uclibrary.troy.edu/pdf/writing.pdf>

International Students Writing/Library Glossary

<http://uclibrary.troy.edu/pdf/glossary.pdf>

Microsoft Word Tips and Tricks

<http://uclibrary.troy.edu/pdf/msw-tips.pdf>

Proofreading a College Paper: Guidelines and Checklist

<http://uclibrary.troy.edu/pdf/proofreading.pdf>

Quoting, Paraphrasing, Summarizing (TROY)

<http://troy.troy.edu/writingcenter/handouts/Quoting,%20paraphrasing,%20Summarizing.doc>

Quoting, Paraphrasing, Summarizing (OWL)

<http://owl.english.purdue.edu/owl/resource/563/1/>

A Student Guide to Plagiarism

http://uclibrary.troy.edu/pdf/plagiarism_student_guide.pdf

A Faculty Guide to Plagiarism

http://uclibrary.troy.edu/pdf/plagiarism_faculty_guide.pdf

Using Quotations and Quotation Marks in College Writing

<http://uclibrary.troy.edu/pdf/quoting.pdf>