

Academic Integrity at Mount Saint Vincent
University

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Introduction

Welcome to the **Academic Integrity Handbook**, an adapted open textbook at MSVU.

This webbook was designed to help you learn about academic integrity at MSVU – what it means and how to practise it.

How to move around the book:

Use the **arrows at the bottom left and right** of each page to move forward and backward through the modules. Or, **use the Contents menu** in the top left hand corner to go to a particular section.

How to Use this Book

The book consists of three separate graded modules:

- Part 1: Understanding Academic Integrity
- Part 2: Understanding Plagiarism
- Part 3: Citation Skills

Each of the three modules consists of:

- Short readings
- Activities

These modules should take roughly 20 minutes each to complete. You will be able to revisit the text and activity portions as many times as you like.

Technical requirements: The modules work best in the most recent versions of Chrome or Firefox; Internet Explorer is not supported at this time. If you experience difficulties, check your browser version and update.

Any Questions?

Please contact the MSVU Library: library@msvu.ca

PART I

PART ONE: ACADEMIC INTEGRITY

Learning Objectives

After studying this part, you will know more about

- the meaning of Academic Integrity
- the personal benefits of adhering to the Academic Integrity principles
- the six values associated with Academic Integrity

I. Academic Integrity: Introduction

What does Academic Integrity mean?

In general, Academic Integrity describes the act of making ethical choices in your intellectual work. You can break down the terms this way:

Academic = (relating to) **formal study**, often at an institution of higher learning

Integrity = acting in an **honest and truthful** manner and **taking responsibility** for the choices you make

Academic Integrity: A shared responsibility

As a student at MSVU, **you belong to an academic community**. All members of this community are responsible for understanding and upholding high standards of academic integrity. We demonstrate academic integrity by conducting our work with careful attention to the ethics of our courses, programs, disciplines, and higher education as a whole. Academic integrity matters because it is the basis of academic work. Pursuing your studies with integrity ensures that your degree has meaning — in other words, that it accurately reflects your skills, knowledge, and abilities.

Key Takeaway

The International Center for Academic Integrity (2021), defines Academic Integrity as a commitment to uphold six

fundamental values in the academic community, even when faced with adversity:

- honesty
- trust
- fairness
- respect
- responsibility
- courage

The following pages will define these six values in more detail and will give you various real life examples. The scenarios are adapted from the *Integrity Matters* app (MusicCentric Technologies, 2018).

2. Academic Integrity Values: Honesty and Trust

Honesty: You demonstrate honesty as a value when you do your own work and truthfully acknowledge the work of others. In contrast to that, academic *dishonesty* involves giving or receiving unauthorized assistance on exams, tests, and other academic work, or receiving academic credit for work that is not your own or for which you have already received credit.

Scenario

A friend asks you if you want to meet up to do an assigned online quiz together. Somehow you feel uneasy about this. What should you do?

Click on the responses to see the answers to each.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=22#h5p-1>

Trust: You build trust in your academic community by consistently being honest about your work. When people trust you, they can rely on the quality and authenticity of your research.

Scenario

Charlotte is struggling to write her essay. She asks if she can just have a quick look at your essay to see how you approached the task. As she's your friend, you want to be helpful, and you give it to her before you leave for your job. Charlotte is tired and thinks to herself: "I just want to be done with this. I'm going to copy this but change a few things, so it's not the same. That should be enough to submit it." Why do you think Charlotte made this choice?

Click on the responses to see the answers to each.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=22#h5p-2>

3. Academic Integrity Values: Fairness and Respect

Fairness: You demonstrate fairness by being objective, treating people with respect and equity, doing your own work, and acknowledging the work of others. This has effects long after you graduate: your academic integrity helps to support the value of other MSVU degrees, as well as that of your own degree.

Scenario

You're a new student juggling courses with a part-time job. You feel stressed about an upcoming exam. A student who is a year ahead of you offers a copy of the exam questions to one of your courses. What action would be acceptable?

Click on the responses to see the answers to each.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=24#h5p-3>

Respect: You show respect when you work within assigned boundaries, credit others for their ideas, and make your best effort.

Scenario

“Don’t forget your assignment is due next class,” says your instructor. “Remember, this is an individual assignment. You are meant to work on this alone!” “Oh no!” you think. “I already did half the assignment with Jason and Harpreet!” What should you do?

Click on the responses to see the answers to each.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=24#h5p-4>

4. Academic Integrity Values: Responsibility and Courage

Responsibility: You show responsible behaviour when you ask questions, resist negative peer pressure, lead by example, and discourage others from violating academic principles. Being responsible means being accountable to yourself and to others while doing your work to the best of your own abilities.

Scenario

You have difficulties with your studies, especially in one of your courses. You have been stuck on your essay for a whole week already. You are afraid that you may fail the course if you can't turn this situation around. What should you do?

Click on the responses to see the answers to each.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=26#h5p-5>

Courage: Upholding these standards for academic integrity requires courage to resist pressure from others or the “easy way out” for yourself – and to speak up against wrongdoing.

Scenario

You enter the room to write your final exam. You see a sign that reads “No electronic devices permitted. Please leave them at the front. You may pick them up after you have finished the exam”. As you look around, you see that many of your classmates have their phones in their pockets. What might you do?

Click on the responses to see the answers to each.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=26#h5p-6>

You always have an opportunity in your studies to choose to act with integrity, and extra help with your own academic work is available at the Mount, to all students.

5. Academic Integrity: Academic Offences and Academic Offence Appeals Procedures

While members of the community are committed to promoting academic integrity, MSVU recognizes that offences will occur and procedures are needed to deal fairly with these offences. Academic offences are violations of academic integrity. These include, but are not limited to, plagiarism, cheating, and misrepresentation related to academic work. They are outlined in **Section 2.2.23 (subsections 1 – 6)** in the Undergraduate Calendar and **Section 2.2.16 (subsections 1 – 6)** in the Graduate Academic Calendar. Please familiarize yourself with this policy.

Key Takeaways

Your responsibilities as per academic integrity:

- in your academic work, meet the standards of academic integrity
- don't commit integrity violations

What is meant by Integrity Violation?

Academic Integrity: Academic
Offences and Academic Offence

An integrity violation happens when a student is “engaging in, attempting to engage in, or assisting others to engage or attempt to engage in conduct that violates the standard of academic integrity”. Some examples are:

- cheating and/or plagiarism
- fabrication
- forgery or falsification of documents
- assisting another student in committing an integrity violation
- infringement of copyright
 - **A note on copyright:** in Canada, a work in fixed form is automatically copyrighted, which means it is owned by the person who created it. It doesn’t matter whether or not the work has a copyright symbol. This means that you can only reproduce works (such as an image for your paper) that explicitly state that they are free to use, or contain the conditions for reuse such as content with Creative Commons licences, or when you have asked for and received permission from the owner to use the work.

Please familiarize yourself with the definitions of each violation in the *Academic Offenses* sections. Click the following tab to read the contents:



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=28#h5p-49>

Test Your Understanding

Complete the quiz below to see how much of this you understand.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=28#h5p-9>

Look at the following scenarios and check the correct answer(s) to each. There may be more than one correct answer. You may need to scroll down to see the whole page. Please go through all 7 slides.



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=28#h5p-10>

6. Academic Offences: Consequences

Academic Offences have consequences



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=30#h5p-49>

Key Takeaways

Violations of academic integrity are taken seriously and have specific, serious **consequences**. If reported, you may

- get a **grade of 0** on your assignment
- get a **failing grade** in the course
- be **suspended** from the university

Important: you may face disciplinary action for any academic offence, whether you committed it **intentionally or unintentionally**. An academic offence will be noted on your academic record. This may negatively impact your applications for other programs, graduate studies, research grants and bursaries, and future employment.

So what is the best way to avoid committing an academic offence?

1. Be **honest** in all areas
2. Do your **own** work
3. Submit **original** work
4. Only work with others if your instructor **permitted** it
5. If permitted to work in groups, **acknowledge** contributions of others
6. Acknowledge all your sources of information by **citing** them properly
7. Learn to quote, paraphrase, and summarize **properly**
8. Adhere to **copyright**
9. Get help if you need it, but only from **approved** sources
10. Do **not** help another person commit a violation

7. Part One Recap and Review

Let's recap what you have learned in Part 1.

Part 1: Key Takeaways

- as a university student **you are a part** of the scholarly community
- all members of this community must uphold the six principles of academic integrity: **honesty, trust, fairness, respect, responsibility, and courage**
- any act of falsification, misrepresentation, or deception:
 - is dishonest and compromises the worth of other's work
 - undermines the trust between students and professors
 - is unfair to students who pursue their studies honestly
 - disrespects professors and the institution as a whole
 - is irresponsible to yourself, preventing you from reaching your own scholarly potential
- it is **your responsibility** to uphold academic

integrity standards

- integrity violations can have severe academic consequences

Congratulations, you have finished Part One.

Check your knowledge



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=32#h5p-48>

PART II

PART TWO: UNDERSTANDING PLAGIARISM

Learning Objectives

This part of the tutorial will help you to be able to:

- Explain what plagiarism means
- Describe misrepresentation due to contract cheating, collusion, copying & pasting, and recycling
- Recognize instances of plagiarism
- Name various consequences of plagiarizing

8. Plagiarism Defined

Plagiarism is one of the most frequent academic integrity violations. It ranges in severity from blatant plagiarism, where a student simply submits a whole work that is not their own, for example a paper they purchased online, to inadvertent plagiarism, where a student tried to do honest work, but still accidentally plagiarized.

What does the word *plagiarism* mean?

Have a look at the following video to get a better understanding of what plagiarism means, and how to avoid it with four simple strategies:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://caul-cbua.pressbooks.pub/acadintegrity/?p=282#h5p-58>

Credits: Sarah Jacques (voice recording), Brett Kibbler (video editing). The script is a derivative of “Academic Integrity” by Ulrike Kestler, used under CC BY-NC-SA.

Key Takeaway

There are many definitions of the word plagiarism, but all have one thing in common:

- the **misrepresentation** of something as your own.

9. Misrepresentation: Contract Cheating

There are various levels of misrepresentation, ranging from intentional to accidental. The following pages show the most common ones.

Contract Cheating

The most severe form of misrepresentation of something as your own is called **Contract Cheating**, which happens every time a person completes an assignment for a student, and the student then submits it as their own. It will have the **most severe consequences**. Contract cheating includes:

- submitting a paper from a so-called “tutoring” service or “essay mill” as your own, for which you paid
- submitting a paper that someone else wrote for you (for example, a friend or a family member) as your own, no matter if you paid for it or not
- swapping papers with another student, and submitting each other’s papers as your own, even if you made some changes
- supplying work for a fellow student (with or without being paid), and they submit it as their own – you are deliberately aiding another student to behave fraudulently, and **both of you** will be subject to disciplinary actions

10. Misrepresentation: Collusion

Collusion

You collude when you **submit shared work as individual work**. Collusion includes:

- working on individual assignments with a classmate
- discussing online quizzes and exams with others
- sharing computer code that is intended to be individually written
- receiving unauthorized help from a tutor or other person to complete assignments
- in group projects, misrepresenting the individual contributions of the group members

Contract Cheating and collusion both defeat the purpose of the assignment. An assignment helps instructors evaluate your understanding, so if you don't do your own work, your instructor cannot give a fair evaluation nor an accurate grade. By not doing the work yourself, you are also putting yourself in an unfair advantage over your fellow students who put in the effort and did their own work. Lastly, it makes your own education less effective as you will not improve your skills, and it devalues your credentials.

Collaboration versus Collusion – what is the difference?



Source: Adult learning photo created by javi_indy – www.freepik.com

Collusion = working together with others although explicitly being told to work individually. This is **not acceptable** and an academic integrity violation.

Collaboration = working together on an assignment as a group as explicitly permitted or required by your instructor. This is **acceptable**.

Important: In group work, you must clearly indicate what is the group's work and what are your own individual contributions.

II. Misrepresentation: Copying and Pasting

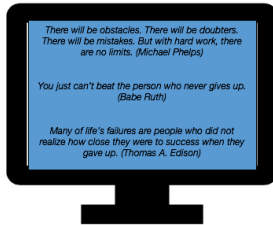
Copying and Pasting

It is ok to use other information **to support your arguments** as long as you quote, paraphrase or summarize properly and cite your sources. However, copying and pasting whole chunks of information is poor scholarship and does not reflect any learning or understanding on your part. This will get you a very poor grade, even if you cite your sources. If you do not cite at all, this is also plagiarism.

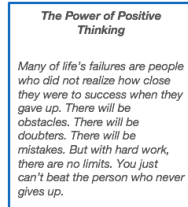
Plagiarism due to copying and pasting includes:

- **The Clone:** directly copying and pasting everything (from one or from multiple sources) without citing

The Clone



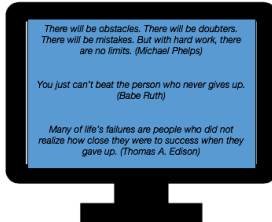
Quotes you found on goalcast.com



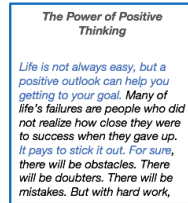
Your essay

- **The Mosaic:** directly copying and pasting passages (from one or from multiple sources) without citing and adding some original thought

The Mosaic



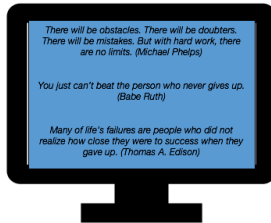
Quotes you found on goalcast.com



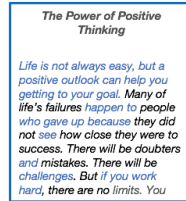
Your essay

- **Copy, Paste, Replace:** copying and pasting everything or passages (from one or from multiple sources) without citing, then replacing a few words to make it sound different; maybe adding some original thought too

Copy Paste Replace



Quotes you found on goalcast.com

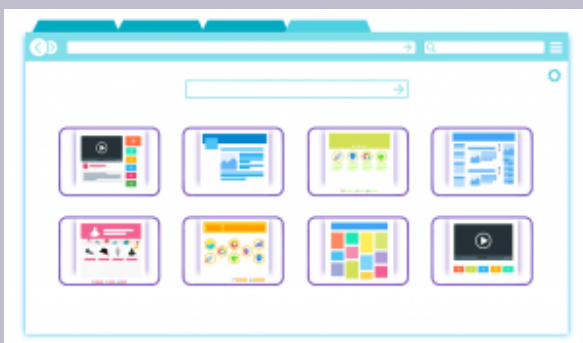


Your essay

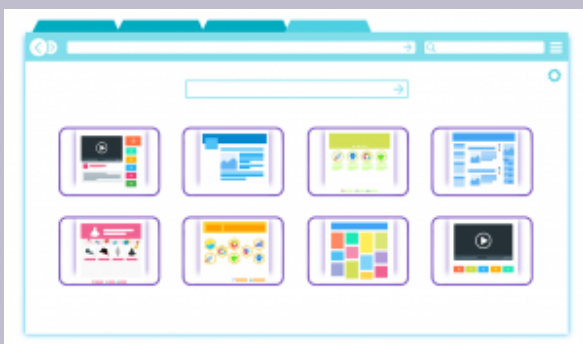
Plagiarism due to copying and pasting also includes:

- **Reusing** a specific structure that someone else created without acknowledgement. For example, using a template, outline, form, the exact same headings, same number of sentences, and covering exactly the same concepts of a sample report given to you by your instructor (**unless explicitly permitted by your instructor**).

Sample template you found



Your template



Source: (200degrees, 2016).

12. Misrepresentation: Recycling

“Recycling”

You are expected to submit **your own work** and this work must be new and **original**. Recycling is a form of plagiarism called *self-plagiarism*. It refers to:

- Submitting your own previous work, entirely or partially, in another course as new and original



Source: (brgfx, n.d.)

Test your understanding: What are you allowed to do?

Scenario 1

You wrote a great paper for your sociology class, and it happens that the same topic is on the list of choices in your criminology class. Can you change the title page to the new course and submit your paper in the criminology class?



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=293#h5p-53>

Scenario 2

You wrote a great paper for your philosophy class, and you want to use some of your analyses and conclusions in another paper that deals with a similar topic in one of your psychology classes. Can you reuse a portion of your own work in a new paper?



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=293#h5p-13>

Scenario 3

You failed your English class and have to repeat it. You don't want to fail again, so you take your paper you wrote previously and use your instructor's corrections and feedback to improve the essay. You then submit it in your current English course. Is this acceptable?



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=293#h5p-54>

Scenario 4

You had a team project in last year's marketing class, and your team received an A on your case report. This year, you are taking a business class, and you get the option to select your own topic for your report. As you are really interested in the topic you did last year, you take your previous case report as a basis, add new portions with some new research you did, and then submit it in your current class.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://caul-cbua.pressbooks.pub/acadintegrity/?p=293#h5p-55>

13. Misrepresentation: Improper Writing & Citing

Quoting and Paraphrasing

Quoting and paraphrasing **improperly** often leads to accidental plagiarism. This will be discussed in detail in Module 4.

14. Plagiarism and Intellectual Output

Why is plagiarism such a big issue?

Plagiarism is an academic integrity violation, because it is considered **ethically wrong** to take credit for someone else's intellectual output. This applies even if the original author agrees that you can use their output or if you paid to use it. And as you saw, it also applies to reusing your own work without citing it.

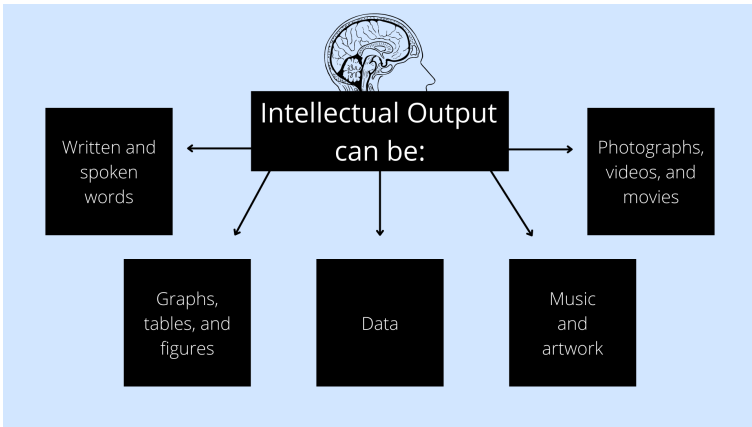
Key Takeaway

You are committing an act of plagiarism anytime you

- present something as your **own** intellectual output, and that it is new and **original**, when it is not

What is included in intellectual output?

Almost everything! Written and spoken words, music and videos, movies, performances, artwork, photographs, graphs, tables, figures, diagrams, data, computer code, and any other intellectual or creative product. It also extends to summarizing and paraphrasing information that you have read elsewhere.



To avoid accidental plagiarism, you therefore **always** need to give credit to the person whose work or idea you are using, and you do so by **accurately** quoting, **properly** paraphrasing and **correctly** citing your sources of information.

15. Plagiarism or Not?

Test Your Understanding

Now that you have a basic understanding of what plagiarism means, let's see if you can figure out which of the following scenarios are examples of plagiarism. When going through these scenarios, think about whether you are, intentionally or unintentionally, leading the audience to believe that the intellectual output in question is original and your own.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://caul-cbua.pressbooks.pub/acadintegrity/?p=297#h5p-56>

16. How is Plagiarism Detected?

How do instructors know if a student plagiarized?

Instructors know because:

- **they are subject specialists and familiar with literature in their field**
 - instructors will recognize ideas that have been discussed before and vocabulary, terms or jargon specific to their area of expertise, so if you don't cite these, they will know
 - if your assignment greatly exceeds the subject knowledge of other students in your class, your instructors will notice
- **they can spot differences in writing styles**
 - you have your own distinct way of writing, and it will be easy for an instructor to identify what was written by someone else
- **they will notice if your writing differs significantly from one assignment to another**
 - it takes time to develop your skills, so if you suddenly write like a pro, your instructor will notice

- **they can judge if your writing exceeds your level of study**
 - writing well takes a lot of practice, so if you submit writing as eloquent as your instructors, this will raise a red flag
- **they spot-check your sources**
 - for proper quoting, proper paraphrasing or for accuracy of the citation
- **they can Google too!**
 - if you copied something from the Internet, it will be easy for them to find it
- **they may check online “tutoring” services for uploaded materials**
 - they can create accounts on the same “tutoring” sites that students use
- **they may use a plagiarism detection service**
 - although MSVU does not subscribe to plagiarism detection services, instructors may have their own personal accounts with plagiarism detection services.

17. A Few Famous Plagiarism Cases

Take a look at a few **real life cases** to get an idea what can happen if you plagiarize, both inside and outside of the university environment. As you will see, plagiarizing can have academic, professional and even legal consequences (because of copyright infringement).

Click on each name to find out what happened.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://caul-cbua.pressbooks.pub/acadintegrity/?p=299#h5p-57>

18. Part Two Recap

Let's recap what you have learned in part 2.

Part 2: Key Takeaways

Plagiarism:

- Violates the principle of academic integrity and its six values of honesty, trust, fairness, respect, responsibility and courage
- Can be **intentional or unintentional**
- Is **misrepresenting** other people's intellectual output as your own, even if you use it with permission or have paid for it
- Examples of misrepresentation include contract cheating, collusion, improper copying of words and structures, recycling your own work, and improper quoting and paraphrasing
- Is ethically wrong, because it disregards someone's previous intellectual output
- Intellectual output applies to **all** works or ideas of others, whether you read them, saw them, or heard them
- Can have severe academic, personal, professional, and even legal consequences

Congratulations, you have finished Part Two.

PART III

PART THREE: CITATION SKILLS

Learning Objectives

Good citation skills are one of the best ways to ensure that you don't accidentally plagiarize.

After finishing this part of the tutorial, you will be able to:

- explain why citations are important
- describe what information needs to be cited
- describe the proper placement of citations

19. Why We Cite

Although in some cultures it is a sign of respect to use the words or ideas of others without giving credit to that person, **there are strict rules against this practice in Canadian higher education.**

Academics engage in conversations to advance their knowledge and understanding of a subject. This happens mostly in written form through the publication of scholarly materials. In these academic conversations, it is necessary and expected that all prior discussions surrounding a topic are acknowledged and that all contributors to the conversation are credited. As a student, you too are a contributor to these conversations, and you therefore must credit all the sources from which you drew information.

Crediting your sources is done through a process called **citation**. A citation is a reference to a source of information. It gives specific key information about the source, so the reader can find it.

Why do we cite?

The main reasons why we cite are:

- to situate your work in the current literature
- to distinguish prior contributions from new original thought
- to be able to check that thoughts and ideas are passed on accurately
- to enable a reader to locate and read the source(s) you used
- to give credit to the person whose ideas you used

- to respect the intellectual output of others
- to show that you have investigated your topic well
- to add credibility and support to your argument

20. What You Need to Cite

So, what exactly do you need to cite in your paper?

You need to cite what is not your own original intellectual output. You don't need to cite thoughts, ideas, data or creations that are your own and that are new and original (but remember to cite your own previous work if you got permission to reuse it, as described in the Chapter "Recycling").

Be sure to cite all information you take from others, no matter what it is or where you got it from. This includes but is not limited to

- Printed sources
- Web pages on the Internet
- Tables and graphs
- Images and infographics
- Television and radio programs
- Course handouts
- PowerPoint slides
- Social media postings and photos
- Personal discussions

2I. Citation Styles

Citation Styles

You need to use a particular citation style that you must apply consistently throughout your paper. Sometimes, your instructor will tell you which style to use, other times you get to choose.

The four main citation styles used at MSVU are:

1. **APA** is mostly used in the Sciences, Social Sciences, Education, and Professional Studies
2. **MLA** is used in many of the Humanities
3. **Chicago Style** is the preferred style for History
4. **Nutrition Citation Style: The Citation Style of the ICMJE (International Committee of Medical Journal Editors)** is one of the preferred styles for Applied Human Nutrition.

Each style has its own rules about how to cite specific sources. The library has the official manuals for each style as well as short handouts in print and online. You can find more information in the MSVU Library Citation Guides

22. Where to cite

Where do I need to cite?

Where to cite

Generally, you need to cite in TWO places:

- In your writing where you
 - Quote
 - Paraphrase
 - Summarize
 - Use or refer to specific audiovisual representations (data, images, tables, figures, video clips, podcasts, performances, etc.)
- In a list of sources at the end of your paper, called
 - References (APA)
 - Works Cited (MLA)
 - Bibliography (Chicago)
 - References (Nutrition citation style i.e. the Citation Style of the ICMJE)

If you list a source only in the list of sources without citing it in the body of your text, it will raise questions about how it was used in your assignment i.e. questions of possible plagiarism.

23. Placing Your Citations

Where do I place citations in my writing?

Placing the citations

It is very important that you **clearly** distinguish your own ideas from those of others by putting your citations in the appropriate places. The two most common ways to format your citation are:

- **Following immediately after the information learned from your research**
 - **APA** uses in-text citations and the **author/date** information in parentheses:

Example:

There is also the argument that ...
[information goes here] **(Mitchell, 1996)**.

- **MLA** uses in-text citations and the **author/page** information in parentheses:

Example:

There is also the argument that ...
[information goes here] **(Mitchell 225)**.

- **Chicago** uses footnotes indicated by a **superscript number** like this¹. The footnote contains the full citation information.

Example:

There is also the argument that ...
[information goes here].¹

- **The Nutrition citation style** i.e. the **Citation Style of the ICMJE (International Committee of Medical Journal Editors)** uses endnotes indicated by a **number in square brackets like this [1]**. The endnote contains the full citation information.

Example:

There is also the argument that ...
[information goes here] **[1]**.

- **using the author information in an introductory phrase**

- **APA**

Example: **Mitchell (1996)** states ...

- **MLA**

Example: **Mitchell** states**(225)**.

- **Chicago**

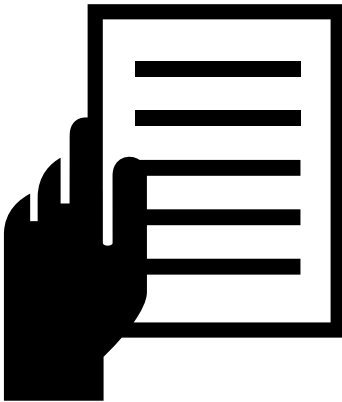
Example: **Mitchell** states¹

- **The Citation Style of the ICMJE**

Example: **Mitchell** states[1]

Can you show me an example?

Li is writing a research paper on multiculturalism. During their library research, they found a journal article, a book, and a chapter in a book with information that multicultural policies can increase cultural tensions rather than promote diversity. Li pays attention to the details of each source to use in their citation and list of references.



**Created by Luis Prado
from the Noun Project**

Journal article:

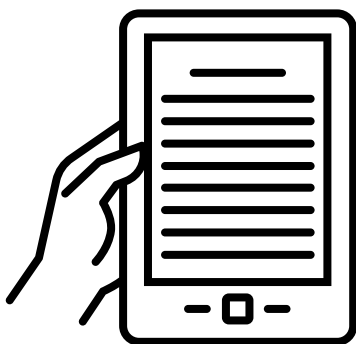
Author: Day, R. F., & Sadick, T.

Publication year: 2002.

Article Title: The BC land question, liberal multiculturalism, and the spectre of aboriginal nationhood.

Journal name: *BC Studies*,
Volume number: 134,
page range: 5-34.
doi: <https://doi.org/10.14288/bcs.v0i134.1626>

Li learned on page 30 that multicultural policies have been criticized for promoting the interests of the English-Canadian majority.



**Created by Laymik
from the Noun Project**

B

ook:

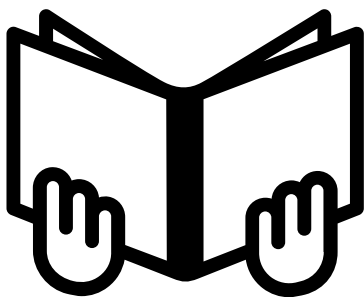
Author: Barry, B.

Publication year: 2001.

Book title: *Culture and equity: An egalitarian critique of multiculturalism.*

Publisher: Harvard University Press.

Li learned on page 118 that people who disagree with the policy of multiculturalism argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities.



**Created by HeadsOfBirds
from the Noun Project**

Book chapter:

Author: Mitchell, K.

Publication year: 1996.

Chapter title: In whose interest? Transnational capital and the production of multiculturalism in Canada.

Editors: R. Wilson, & W. Dissanayake (Eds.),

Book title: Global/local: Cultural production and the transnational imaginary

Page range: 219-254

Publishers: Duke University Press.

Li read on page 225, a provocative idea that multiculturalism is a policy designed to further the capitalist interests of the “elites”.

Note: These are not direct quotes. They are based on Li's notes and summaries of the information presented in the three sources.

How can Li provide credit for the information they found while demonstrating to the professor that they have learned about the topic? That is, how can Li separate their thoughts and observations from the sources that shaped their learning?

Have a look at the following paragraphs in the four different citation styles. Li's own ideas are shown in regular text, the ideas

from the journal article, book and book chapter are bolded. The citations are highlighted in yellow.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://caul-cbua.pressbooks.pub/acadintegrity/?p=82#h5p-19>

24. Corresponding References

Your citations in your essay generally must contain a corresponding reference in your reference list, works cited list or bibliography.

The example below shows how the three citations the student used within the body of the text would appear in the corresponding list of sources for the four different citation styles. The first entry is for a book, the second for an online article and the third for a book chapter.

Note: These examples are focused on the connection between your in-text citation in the body of your assignment and your list of references at the end of the paper. Please check the style guides for formatting requirements such as line spacing, paragraph settings, etc.

APA Style:

In-text citations (author/date) and corresponding reference list entry.

In-text citation in the body of your work.	The reference list is at the end of the paper in alphabetical order.
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry, 2021). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day & Sadick, 2002). Mitchell (1996) goes even further with this arguing that it is a policy designed to further the capitalist interests of the "elites".</p>	<p>References</p> <p>Barry, B. (2001). <i>Culture and equity: An egalitarian critique of multiculturalism</i>. Harvard University Press.</p> <p>Day, R. F., & Sadick, T. (2002). The BC land question, liberal multiculturalism, and the spectre of aboriginal nationhood. <i>BC Studies</i>, 134, 5-34. https://doi.org/10.14288/bcs.v0i134.1626</p> <p>Mitchell, K. (1996). In whose interest? Transnational capital and the production of multiculturalism in Canada. In R. Wilson, & W. Dissanayake (Eds.), <i>Global/local: Cultural production and the transnational imaginary</i> (pp. 219-254). Duke University Press.</p>

MLA Style

In-text citations (author/page) and corresponding works cited list entry

In-text citation in the body of your work.	The works cited list is at the end of the paper in alphabetical order.
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities (Barry 118). One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority (Day and Sadick 30). Mitchell goes even further with this arguing that it is a policy designed to further the capitalist interests of the "elites". (225)</p>	<p>Works Cited</p> <p>Barry, Brian. <i>Culture and equity: An egalitarian critique of multiculturalism</i>. Harvard UP, 2001</p> <p>Day, Richard F., and Tonio Sadick, (2002). "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood. <i>BC Studies</i>, vol. 134, Summer 2002, pp. 5-34. https://doi.org/10.14288/bcs.v0i134.1626</p> <p>Mitchell, Katharyne. "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." <i>Global/local: Cultural Production and the Transnational Imaginary</i>, edited by Rob Wilson and Wimal Dissanayake. Duke UP, 1996, pp. 219-254.</p>

Chicago Style:

Footnotes (superscript number with full citation information in the footnote) and corresponding bibliography entry

Footnotes in the body of your work	The bibliography is at the end of the paper in alphabetical order
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities.¹ One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority.² Mitchell goes even further with this arguing that it is a policy designed to further the capitalist interests of the "elites".³</p> <hr/> <p>1. Brian Barry, <i>Culture and equity: An egalitarian critique of multiculturalism</i>. (Cambridge, MA: Harvard University Press, 2001), 118.</p> <p>2. Richard F. Day and Tonio Sadick, "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood." <i>BC Studies</i>, 134, (2002): 5-34. https://doi.org/10.14288/bcs.v0i134.1626.</p> <p>3. Katharyne Mitchell, "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." in <i>Global/Local: Cultural Production and the Transnational Imaginary</i>, ed. Rob Wilson and Wimal Dissanayake, 219-254 (Chapel Hill, NC: Duke University Press 1996), 225.</p>	<p>Bibliography</p> <p>Barry, Brian. <i>Culture and Equity: An Egalitarian Critique of Multiculturalism</i>. Cambridge, MA: Harvard University Press, 2001.</p> <p>Day, Richard F., & Tonio Sadick. "The BC Land Question, Liberal Multiculturalism, and the Spectre of Aboriginal Nationhood." <i>BC Studies</i>, 134 (2002): 5-34. https://doi.org/10.14288/bcs.v0i134.1626.</p> <p>Mitchell, Katharyne. "In Whose Interest? Transnational Capital and the Production of Multiculturalism in Canada." In <i>Global/Local: Cultural Production and the Transnational Imaginary</i>, edited by Rob Wilson and Wimal Dissanayake, 219-254. Chapel Hill, NC: Duke University Press 1996.</p>

Citation Style of the ICMJE – International Committee of Medical Journal Editors

Endnotes and corresponding references list entry

Endnotes in the body of your work.	The reference list at the end of the paper is in numerical order as cited in the paper.
<p>Although Canada's multicultural policy is liberal and democratic in its goals, there are reasons to be skeptical about its value. Detractors argue that the state should not enshrine differences into policy, but should rather aim to treat everyone the same, or more accurately, provide the conditions such that all members of society can have access to equal opportunities [1]. One could even argue that a multicultural policy magnifies cultural differences instead of promoting a homogenous diversity. The policy has also been attacked for promoting the interests of the English-Canadian majority [2]. Mitchell goes even further with this arguing that it is a policy designed to further the capitalist interests of the "elites" [3].</p>	<p>References</p> <ol style="list-style-type: none">1. Barry B. Culture and equity: An egalitarian critique of multiculturalism. Cambridge (MA): Harvard University Press; 2001.2. Day RF, Sadick T. The BC land question, liberal multiculturalism, and the spectre of aboriginal nationhood. B C Stud. 2002; 134: 5-34. https://doi.org/10.14288/bcs.v0i134.16263. Mitchell K. In whose interest? Transnational capital and the production of multiculturalism in Canada." In: Wilson R, Dissanayake W, editors. Global/local: Cultural production and the transnational imaginary. Chapel Hill (NC): Duke University Press; 1996. p. 219-254.

Source: (Li, 2010, p. 11)

25. Common Knowledge

There is only one exception to the rule about citing information from others, and that is common knowledge.

What is common knowledge?

Key Takeaways

General common knowledge is information:

- That can be verified easily and consistently in several different sources
- That many people are believed to know
- Examples:
 - Current city and place names, basic mathematics, etc.

This information does not need to be cited. General common knowledge tends to be trivial in nature. Major concepts and theories must always be cited.

Besides **general common knowledge**, there is also information that is so well-known within a field of study that it is considered common knowledge **WITHIN** this particular field. However, as this information would not be common knowledge **OUTSIDE** of this field, it is better that you cite it in order to avoid the possibility of plagiarizing.

Key Takeaways

Discipline specific common knowledge is:

- Information that is well known only **within** a specific field of study
- It is **NOT** considered common knowledge **outside** of the specific discipline

To determine what is common knowledge can be tricky, so **when in doubt, cite!**

It is always better to cite if you are unsure if something is common knowledge.

26. Part Three Recap

Let's recap what you have learned in part 3:

Part 3: Key Takeaways

- Cite **anything** that you use other than common knowledge
- Use a citation style **consistently** and follow its rules **precisely**
- Clearly **distinguish** between your ideas and those from others by putting citations in the appropriate places
- Examples of plagiarism include:
 - Not citing your sources at all
 - Only citing some of your sources
 - Putting citation information only in the list of sources***
 - Putting citation information only in your write-up, but not in the list of sources***
 - Putting a citation in the wrong spot

***there are some exceptions, but this is the general rule

Check your knowledge

Answer the four questions below:



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<https://caul-cbua.pressbooks.pub/acadintegrity/?p=94#h5p-52>

Congratulations, you have finished Part Three.

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