



ALL MY OWN WORK!

Module 2



Module 2

Acknowledging Sources



- ❖ *What do we mean by 'acknowledging sources'?*
- ❖ *Why should we acknowledge information sources?*
- ❖ *When and how should we acknowledge sources within the body of a work?*
- ❖ *How should we acknowledge sources at the end of a work?*
- ❖ *What can you do to prepare to acknowledge the sources you used in your work?*

What is meant by 'acknowledging sources'?

- ✓ Acknowledging sources means showing, in writing, where you got the ideas you used or changed for your work.
- ✓ You need to have the name of the author and the details of where you found the information.
- ✓ You should acknowledge the sources you used at the end of your work.
- ✓ You may also need to acknowledge sources in the body, or main part, of your work.
- ✓ **'Referencing', 'citing' and 'attribution'** are all words which can be used instead of **'acknowledging'**.

The following types of source materials should be acknowledged:

- Advertisements
- Other students' work
- The ideas of others in blogs
- Encyclopaedias
- Personal interviews
- CDs and DVDs
- Letters, pictures
- Magazines
- TV programs
- Journals
- Emails
- Newspapers
- Artworks
- Books
- Websites
- Discussion groups
- Music



The following types of sources do not need to be acknowledged



- ✓ Your own experiences
- ✓ Your own experimental results
- ✓ Common knowledge (things everyone knows) including:
 - facts that are commonly known (e.g. summer is hot)
 - facts that are so well known that they are easily available in a number of different kinds of sources (e.g. World War II began in 1939)
- ✓ Common sense observations – things that make sense (e.g. if you leave ice in the sun, it will melt).

Consider and discuss this situation:

As part of a History research task, you conducted an interview with your elderly neighbour to find out about his experiences during World War II.



In your research task, you have not used any of his own words. Should you acknowledge this interview as a source?

Why should sources be acknowledged?

You should acknowledge sources when creating a piece of work to:

- clearly identify information and ideas **you gained from an 'outside' source**
- demonstrate your academic integrity (honesty).
- show you understand your moral and legal obligations (what you must do according to what is right and wrong and according to the law) to recognise and acknowledge the author.
- make it easy for your readers to find the sources you have used and to check the information you have used.
- avoid plagiarism. This means you are not falsely claiming someone else's work or ideas as your own.

Moral Rights

apply to the creators of copyright works
are separate from the entitlement of a copyright payment
generally last for 70 years after the author's death.

The moral rights of an author, artist or creator means they must:

- be named as the author
- be protected against false attribution (someone else claiming their work)
- have their work treated with respect and not be misrepresented.

To observe the moral rights of an author you must:

- acknowledge any quote, paraphrase, summary or copy of someone else's work or idea
- make sure that works are not falsely attributed to an author
- reference appropriately.

Warning

Students who do not acknowledge the sources they have used, properly or at all, may be guilty of plagiarism.

This is a very serious issue and may affect your marks and eligibility for the HSC.

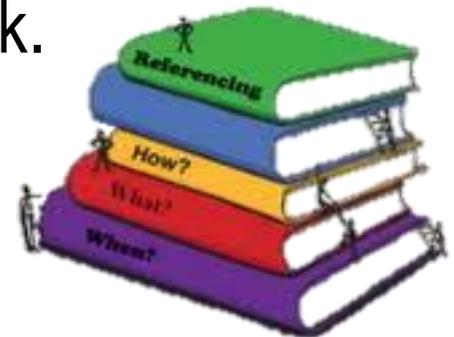
Most HSC courses have research assignments as assessment tasks. These tasks require you to find and use a range of resources and to acknowledge where you found information.

This will be continue to be very helpful to you if you continue on to university or TAFE.



When and how should sources be acknowledged within the body of a work?

- There are two places where you need to acknowledge the source:
in the text and **at the end of the text**.
- The place where you use the information in the text of your work should be shown with an **'in-text citation'**.
- At the end of your work, you should provide a reference list of all the works that you have 'cited' in your work.



In-Text Citations and Reference Lists

Use these when you:

quote - i.e. use someone else's words

Short quotations (e.g. less than three or four lines), place the quotation in quotation marks “xxx” and identify the source.

Long quotations (e.g. more than three or four lines), make the quotation look different from your text by indenting, then identifying the source.

copy - e.g. a table, map, image

In the Harvard (author-date) system, the source can be identified by providing the author's or organisation's name, the year of publication and the page number in brackets.

e.g: 'The stable world of the nineteenth century was coming down in chaos: security was gone.' (Bean, 1983, p.22)

To indent, move the left and right margins by clicking on them and dragging them to where you want them. When you finish, drag them back to where they were before.

The screenshot shows the Microsoft Word interface with the 'Page Layout' tab selected. The ribbon includes options for margins, orientation, and page numbering. A ruler is visible at the top of the document area, showing the current margins. Two red arrows point from the top text to the left and right margin markers on the ruler. The document content includes a paragraph, a section header 'STAGES 4 AND 5 ENGLISH', and a bulleted list. Two blue vertical boxes labeled 'Indented space' are placed on either side of the list to illustrate the indentation. The footer shows 'Page: 2 of 5', 'Words: 2,730', and 'English (Australia)'.

ESL Program and English - Microsoft Word

File Home Insert Page Layout References Mailings Review View Acrobat

Clipboard Font Paragraph Styles

who will find difficulties in coping with their Year's English Program and it is foreseen that the continuing years of education will need to have time set aside for the review and reinforcement of concepts and skills that mainstream ESB students would have learned long before.

STAGES 4 AND 5 ENGLISH

It would, in general, be appropriate to assume a number of basic skills that students have when they enter high school. However, such an assumption cannot be made for all ESL students, regardless of their year of entry or age on entry. This is dependent on a number of conditions:

- The ability of the student;
- The student's length of residence;
- Time spent in an Australian primary school (whether measured in months or years), and whether New Arrivals supplementation was available;
- The educational history (or lack of one) of the student in his/her country of origin;
- The time between the end of the student's schooling in his/her country of origin and his/her enrolment in an intensive English centre;
- The student's phase, ranging from absolute beginner (first phase) to orally competent but with other abilities which are not compatible with that oral competence (third phase);
- The student's competence in his/her first language (L1), either orally (BICS – Basic Interpersonal Communication Skills) or academically (CALP – Cognitive Academic Language Proficiency);
- The nature of the second language (L2) the student is receiving – whether it is second language acquisition or language learning.

The four macroskills of English present problems for ESL students. It must not be assumed that a student who has mastered BICS in English will be able to cope adequately with the macroskills.

Chester Hill High School ESL Faculty

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Page: 2 of 5 Words: 2,730 English (Australia) 100%

Referencing indirect quotes, paraphrasing or summarising

When you use another person's idea but you are not quoting directly, you must acknowledge the source.

paraphrase - i.e. put someone else's ideas into your own words

summarise - i.e. create your own short account of someone else's information or ideas

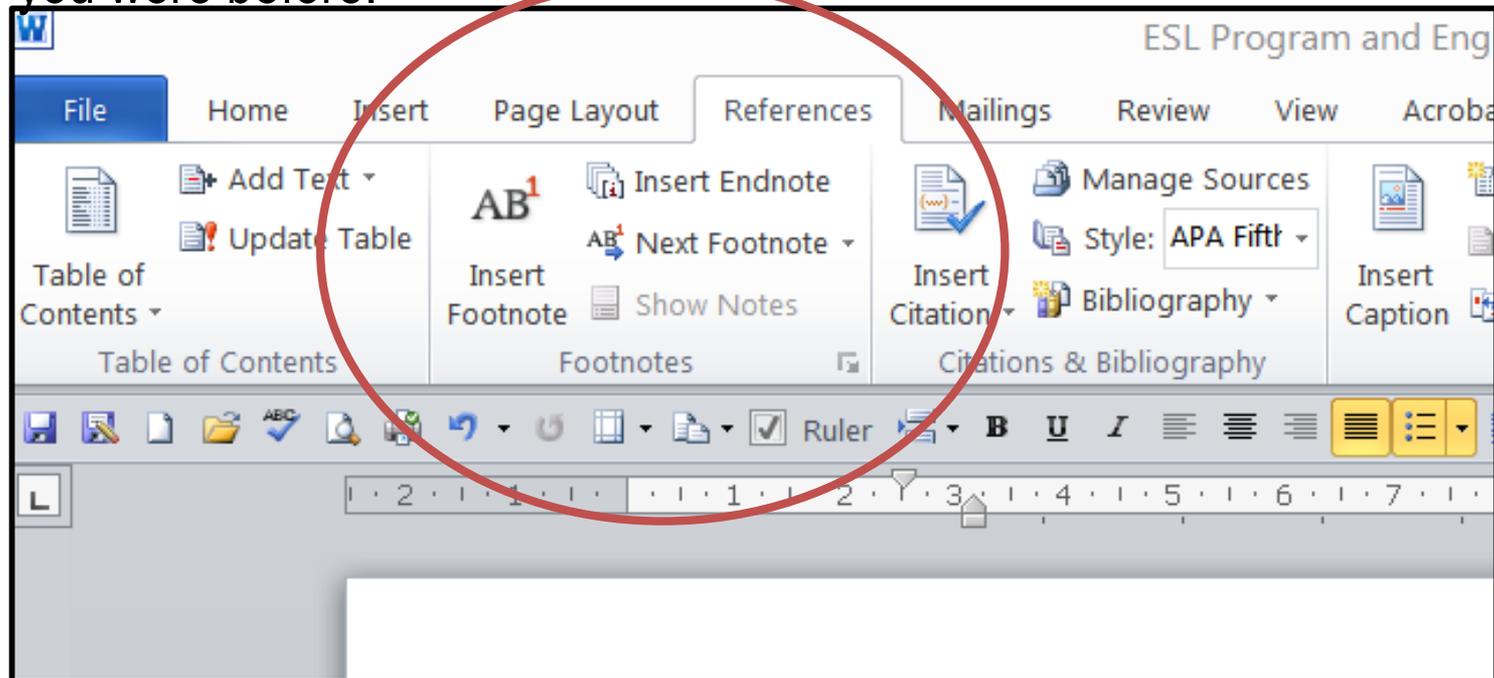
In the Harvard system, you can identify the source by placing the author's or authority's name and the year of publication in brackets before or after referring to it e.g. (Johnson, 2012)

Footnotes and endnotes

Footnotes and endnotes are also ways of acknowledging the sources of any material quoted, summarised or paraphrased on any page of a submitted work. Footnotes and endnotes refer readers to exact pages of the works listed in the reference list.

Inserting a Footnote or Endnote

- To insert a footnote or an endnote in a Word document, click on the 'References' tab.
- To insert a Footnote, click on 'Insert Footnote'.
- To insert an Endnote, click on 'Insert Endnote'.
- A small number will automatically appear at the end of where you were typing, then the computer will put the same number at the bottom of the page (Footnote) or at the end of your text (Endnote).
- You can now acknowledge your source. When you press 'Enter', you will go back to where you were before.



How should sources be referenced at the end of a work?

- A **reference list** includes all the sources of information that have been cited in a piece of work. The reference list is always at the end of the piece of work. It is usually listed in alphabetical order of the authors of the different sources used.
- Each in-text citation must have a matching entry in the reference list which is submitted with the assignment.
- A **bibliography** includes all the sources you used in the preparation of a piece of work - not just those that have been cited in the text of the work and included in a reference list. The bibliography is always at the end of the piece of work. It is usually listed in alphabetical order of the authors of the different sources used.

The most common referencing styles are:

- Harvard (author-date)
- American Psychological Association (APA)
- Modern Language Association (MLA)
- Oxford (documentary-note or footnote referencing).

As there are a variety of referencing styles, you should follow your teachers' advice on which to use.



The following table is available on the school's website and in your diary to assist you.

BIBLIOGRAPHY WORKSHEET

Name _____ Class _____

Use this sheet to record resources as you use them.

BOOKSFor a Book e.g. Brown, R. (1998) The Environment, Penguin, New York

Surname	First Name / Initial	(Year)	<u>Title of Book</u>	Publishing Company	Place of Publication

For a Reference Book (no author) e.g. "Motorbikes" (1997), World Book Encyclopedia. Vol. 5, pp. 20-29

"Name of Entry"	(Year)	<u>Name of Reference Book</u>	Volume (if reference)	Page nos.

FOR INTERNET SOURCESFor any article on the Web e.g. Smith, P. (2001) Coral [online] Available: <http://www.greatbarrierreef.gov.au>. Accessed (2007 May 9)

Author's surname, then initial Or Organisation name	(Year)	"Name of Entry"	(online)	Available	<url>	(Date accessed)
				Available		
				Available		

FOR PERIODICALSFor a Newspaper or Magazine e.g. Jones, J. (2011) "Money Matters", Sydney Morning Herald (Sydney) 24 March. P. 29

Author's Surname	First name or Initial	(Year)	"Title of Article"	<u>Name of Newspaper / Magazine</u>	Date	Page nos

FOR AUDIO-VISUAL MATERIALFOR A VIDEO OR DVD E,G, Luu, John (Director) Medieval England (Video recording), Classroom Video, Fairfield, NSW

Director's Surname	First name or Initials	<u>Title</u>	(Year)	(Media)	Producer	Where Produced

FOR A VIDEO OR DVD (Producer unknown) e.g. Chester Hill High School 1999 (video recording)

"Title of Article"	(Year)	(Media)

Strategies to assist you

- ✓ organise notes and record details of where information was found
- ✓ record details of photocopies of information or url addresses.
- ✓ learn about correct citation and referencing methods for different types of resources (e.g. books, newspaper articles, films, websites)
- ✓ ask teachers for guidelines about the style, required to acknowledge the resources used in your assessment.



- ✓ set up a document to keep track of the basic bibliographic information (i.e. author, title, date, pages used, publisher, etc.) of any resource you use.
- ✓ Refer to your diary or the school's website.



Please complete
Quiz #287 in
Chesoebox Quizzes.

You must achieve 100% to
pass this module.

Ppoint - Ms C. Mateus

Reference List

Board of Studies – All my own work website

<http://amow.boardofstudies.nsw.edu.au/>

Images – in order

[clipboard] Available at:

http://www.google.com.au/imgres?q=clipboard+cartoon&hl=en&tbo=d&biw=911&bih=371&tbn=isch&tbnid=ZRV9qpUng4oPEM:&imgrefurl=http://blogs.trb.com/community/news/davie/forum/2010/07/&docid=JVvghHTcvWn2M&imgurl=http://blogs.trb.com/community/news/davie/forum/clipboard.jpg&w=365&h=379&ei=K7u6UJ_eI8Khighf3jYDQAg&zoom=1&iact=hc&vpx=24&vpy=2&dur=1606&hovh=229&hovw=220&tx=129&ty=118&sig=106955505121935320514&page=1&tbnh=95&tbnw=91&start=0&ndsp=18&ved=1t:429,r:1,s:0,i:86

[boy thinking][la_essays] Available at:

http://www.google.com.au/imgres?q=note+taking&start=106&hl=en&tbo=d&biw=911&bih=371&tbn=isch&tbnid=Nk6aLfkHukmtiM:&imgrefurl=http://languagearts.pppst.com/notetaking.html&docid=EalDp6GFh2J16M&imgurl=http://languagearts.pppst.com/la_essays.gif&w=709&h=322&ei=Abq6UM_8As-uiQf48YDIBQ&zoom=1&iact=rc&dur=405&sig=106955505121935320514&page=7&tbnh=61&tbnw=134&ndsp=20&ved=1t:429,r:13,s:106,i:104&tx=70&ty=32

[Interview_Cartoon] Available at:

http://www.google.com.au/imgres?q=interview+cartoon&hl=en&tbo=d&biw=911&bih=371&tbn=isch&tbnid=QEEy8uR3_NtrHM:&imgrefurl=http://chezsams.blogspot.com/2011/03/tv-interview.html&docid=3FcWBbDxcVMK8M&imgurl=http://3.bp.blogspot.com/-synuGg2LjIU/TYn57Mm7gYI/AAAAAAAAAHmM/Sms2Tx74-dQ/s400/Interview%25252BCartoon.jpg&w=320&h=311&ei=x726UMvoDa2higeGzoHQBg&zoom=1&iact=hc&vpx=140&vpy=38&dur=78&hovh=221&hovw=228&tx=166&ty=134&sig=106955505121935320514&page=3&tbnh=111&tbnw=114&start=33&ndsp=18&ved=1t:429,r:7,s:33,i:214

[pile of books]

[CAGH7MDMCA2H6FDHCAVRPPU5CA5HYX0MCAI5IUWICAZTG8TNCA1N5NPUCA2P8VFPCAGYE2GBCAV&JXIIICATRHS0MCA1LWYK6CAIRVPIRCAN9YINCCA3SRDSOCA32QNDOCAOSP055CA0YIF4WCA8JLEFM] Available at:

http://www.google.com.au/imgres?q=referencing&hl=en&tbo=d&qscrl=1&rlz=1T4TSAU_en_AU482&biw=911&bih=371&tbn=isch&tbnid=FwmGiTW1INAx5M:&imgrefurl=https://msc-web-prd-1.ucc.usyd.edu.au/event-article.php%3Fid%3D40&docid=iml5o4_YXg1jFM&imgurl=https://msc-web-prd-1.ucc.usyd.edu.au/assets/images/1282539591_referencing.jpg&w=240&h=181&ei=7r66UPTyH-m7iAel6ICwDw&zoom=1

[drawing of boys holding pencil][5483593660_50363a9d31] Available at:

http://www.google.com.au/imgres?q=write+a+story&um=1&hl=en&sa=N&tbo=d&qscrl=1&rlz=1T4TSAU_en_AU482&biw=911&bih=371&tbn=isch&tbnid=jsfieeqzmL0cUM:&imgrefurl=http://www.dailykos.com/story/2011/03/12/955343/-Let-s-Write-A-Story&docid=VJ3toWCCxoMePM&imgurl=http://farm6.static.flickr.com/5220/5483593660_50363a9d31.jpg&w=500&h=403&ei=77-6UKWPHPCyAfG54G4CQ&zoom=1&iact=rc&dur=94&sig=106955505121935320514&page=1&tbnh=90&tbnw=108&start=0&ndsp=16&ved=1t:429,r:7,s:0,i:107&tx=64&ty=34

[Surprise-smiley-face] Available at:

http://www.google.com.au/imgres?q=smiley+face+surprise&hl=en&tbo=d&biw=911&bih=371&tbm=isch&tbnid=D52Nr8LZmH_ZIM:&imgrefurl=http://livingalot.com/privat e-sessions/&docid=NsvvvSPA2G4j2M&imgurl=http://livingalot.com/wp-content/uploads/2011/07/Surprise-smiley- face.jpg&w=325&h=325&ei=S726UIr1MsyciAedh4D4Aw&zoom=1&iact=hc&vpx=45&vpy=34&dur=1092&hovh=225&hovw=225&tx=132&ty=195&sig=10695550512193532 0514&page=1&tbnh=93&tbnw=93&start=0&ndsp=16&ved=1t:429,r:1,s:0,i:86

[thumbs_up] Available at:

http://www.google.com.au/imgres?q=thumbs+up+cartoon&hl=en&tbo=d&biw=911&bih=371&tbm=isch&tbnid=xrpA- SlihppFfM:&imgrefurl=http://blog.lib.umn.edu/vanm0049/psy1001section08spring2012/post-1/&docid=bfOM2AWHa- SOSM&imgurl=http://blog.lib.umn.edu/vanm0049/psy1001section08spring2012/thumbs_up.jpg&w=350&h=323&ei=gr26UOb5MY- ciAfGiCADg&zoom=1&iact=hc&vpx=2&vpy=26&dur=203&hovh=216&hovw=234&tx=98&ty=160&sig=106955505121935320514&page=3&tbnh=110&tbnw=119&start=28& ndsp=21&ved=1t:429,r:7,s:28,i:225

[Interview_Cartoon] Available at:

http://www.google.com.au/imgres?q=interview+cartoon&hl=en&tbo=d&biw=911&bih=371&tbm=isch&tbnid=QEEy8uR3_NtrHM:&imgrefurl=http://chezsams.blogspot.com /2011/03/tv-interview.html&docid=3FcWBbDxcVMK8M&imgurl=http://3.bp.blogspot.com/-synuGg2LjIU/TYn57Mm7gYI/AAAAAAAAAHmM/Sms2Tx74- dQ/s400/Interview%25252BCartoon.jpg&w=320&h=311&ei=x726UMvoDa2higeGzoHQBg&zoom=1&iact=hc&vpx=140&vpy=38&dur=78&hovh=221&hovw=228&tx=166&ty =134&sig=106955505121935320514&page=3&tbnh=111&tbnw=114&start=33&ndsp=18&ved=1t:429,r:7,s:33,i:214

[81-Confused-Blue-Smiley-Free-3D-Vector-Clipart-Illustration] Available at:

http://www.google.com.au/imgres?q=smiley+face+confused&hl=en&tbo=d&qscrl=1&rlz=1T4TSAU_en_AU482&biw=911&bih=371&tbm=isch&tbnid=3b_rU1WrK75J- M:&imgrefurl=http://free.clipartof.com/details/81-Confused-Blue-Smiley-Free-3D-Vector-Clipart-Illustration&docid=yvY7vrXXjTXlqM&imgurl=http://free.clipartof.com/81- Confused-Blue-Smiley-Free-3D-Vector-Clipart- Illustration.jpg&w=3200&h=3134&ei=Vr66UPCxJPC8iAeLzIHQDg&zoom=1&iact=hc&vpx=2&vpy=22&dur=1030&hovh=222&hovw=227&tx=95&ty=174&sig=1069555051219 35320514&page=1&tbnh=94&tbnw=96&start=0&ndsp=16&ved=1t:429,r:0,s:0,i:83

Screenshot taken from [ESL Program and English](#), Chester Hill High School ESL Faculty, 2013

Screenshot taken from Microsoft Word 2010, showing Reference Tab

[face with question mark] [Modified_Confused_Smiley_by_Prince_of_Powerpoint] Available at:

http://www.google.com.au/imgres?q=smiley+face+confused&hl=en&tbo=d&qscrl=1&rlz=1T4TSAU_en_AU482&biw=911&bih=371&tbm =isch&tbnid=YkqsODDe6mIVzM:&imgrefurl=http://prince-of-powerpoint.deviantart.com/art/Modified-Confused-Smiley- 36196047&docid=ZJqgGkqhe6X0hM&imgurl=http://www.deviantart.com/download/36196047/Modified_Confused_Smiley_by_Prince_of_P owerpoint.jpg&w=1150&h=863&ei=Vr66UPCxJPC8iAeLzIHQDg&zoom=1&iact=hc&vpx=237&vpy=50&dur=281&hovh=194&hovw=259&tx =148&ty=155&sig=106955505121935320514&page=1&tbnh=92&tbnw=123&start=0&ndsp=16&ved=1t:429,r:11,s:0,i:117