

**THE**

**CENTENNIAL  
COLLEGE**

**STYLE GUIDE**

**Guidelines for  
Research Papers, Reports, and Essays  
according to the APA Style Manual**

Revised: 08/2006

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<b>GETTING STARTED: HOW YOUR PAPER SHOULD LOOK</b>
----------------------------------------------------

PAPER:	Use plain white letter-size paper (8.5 by 11 inches.)
TYPE:	Use 12 point font size, Times New Roman, as is shown here. You may also use Courier New, 12 point, as is shown in this sentence. <b>Use only ONE style of font throughout your paper</b>
LINE SPACING:	All work should be <u>double-spaced</u> .
JUSTIFICATION:	Do not justify the lines, that is, do not use the feature that makes all lines start and end at the same point.  Instead use the <i>align left</i> feature that will have the right edge of your page with a ragged, uneven edge.  Do NOT divide words at the end of a line and do NOT hyphenate a word at the end of a line.
INDENTATIONS:	The first line of each new paragraph should be indented 5-7 spaces, or ½ inch (1.25 cm.).
MARGINS:	Leave one-inch (2.5 cm.) margins at the top, bottom, and on both the left side and the right side of the text.
PAGE NUMBERS / HEADERS:	Number your pages consecutively, beginning with the title page, placed in the upper right-hand corner of the page. Do not put the page number on the title page. The Header is the short version of the title in the upper right-hand corner of the page (but not on the title page).  [On the Main Toolbar: Click on <b><u>VIEW</u></b> , Click on <b><u>HEADER and FOOTER</u></b> , type in title, Click on <b><u>INSERT PAGE NUMBER</u></b> , Click on <b><u>ALIGN RIGHT</u></b> . On the Main Toolbar: click on <b><u>FILE</u></b> , click on <b><u>PAGE SETUP</u></b> and check box Different First Page. Click on <b><u>OK</u></b> , click on <b><u>CLOSE</u></b> ]
COVER PAGE:	All lines must be centered; Font size 12 (Same as text: New Times Roman or Courier New); 1 inch (2.5 cm.) margins on all sides. See sample on page 4.

# OVERVIEW OF YOUR PAPER

## Title page

Illiteracy in our Schools

Submitted by:  
Theodor Geisel

Submitted to:  
Ms. Goodall  
Introduction to Sociology

October 31, 2005

## Body of the paper

Illiteracy 5

Illiteracy 4

Illiteracy 3

Illiteracy 2

**Introductory paragraph**  
(including thesis statement or hypothesis)

**Supporting arguments with citations:**

**Example:** Lemieux (2003) states that “Quebec schools are catering to students “who are functionally illiterate” (p. 56).

All citations MUST appear in the “References” section at the end

## Conclusion

Illiteracy 6

Your conclusion should summarize the major points of your paper and state whether your hypothesis or thesis statement has been proven or not.

## References

Illiteracy 7

References

Dyer, W.W., Dr. (Speaker). (2004). *The power of intention: Learning to co-create your world your way* (4-Cassette Abridged Set ISBN 1-4019-0315-0). Carlsbad, Cal.: Hay House Inc.

Lemieux, D. (2003). *Education: Facts, myths, and future prospects* (3<sup>rd</sup> ed.). New York: McGraw-Hill.

**SAMPLE: TITLE PAGE**

Modern Psychology and its  
Contemporary Thinkers, Contemporary Ideas

Type the title in upper and lower case letters,  
in the upper half of the page.  
If the title is more than one line, double-space  
between lines.

Submitted by:  
(your name)

Submitted to:  
Ms. Eyre

Teacher's name

Course title using  
uppercase and  
lowercase letters

Introduction to Psychology

The due date is marked on the last  
line of the page in this format.

Month Day, Year

SAMPLE: REFERENCES PAGE
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Illiteracy	7
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## References

- Boyd, M., & Norris, D. (1999, Spring). The crowded nest: Young adults at home. *Canadian social trends*. Statistics Canada, Cat. No. 11-008, 2-5
- Cook, P. (1996, January). Brave new worlds. *Report on business magazine*, pp.28-31
- Del Balso, M. & Lewis, A.D. (2001). *First steps: A guide to social research*. (2<sup>nd</sup> ed.). Scarborough, Ont.: Nelson Publishing
- Frederickson, B.L. (2000, March 7). Cultivation of positive emotions to optimize health and well-being. *Prevention & treatment*, 3, Article0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre003001a.html>
- Ginzburg, E. & Henry, F. (1984/85, Winter). Confirming discrimination in the Toronto labour market. *Current reading in race relations*, 2, 23-28
- GVU's 8<sup>th</sup> WWW user survey*. (2004). Retrieved August 8, 2004, from [http://www.cc.gatech.edu/gvu/user\\_surveys/survey-1997-10/](http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/)
- Hilts, P.J. (1999, February 16). When forecasting their emotions, most people flunk out. *New York times*. Retrieved October 18, 2003, from <http://www.nytimes.com>
- King, L. (Executive Producer). (2001, September 9). *Larry King live*. [Television broadcast]. New York: CNN
- Peterson, R.L. (2004). *Economic policies in modern society*. (3<sup>rd</sup> ed.). Kingston, Ont.: Queen's University Press
- Rutman, L. (Ed.).(1984). *Evaluation research methods: A basic guide*. (2<sup>nd</sup> ed.). Beverly Hills, CA: Sage
- Schwartz, B. (2004, June 26). Major drawbacks to Celebrex and other anti-cholesterol drugs. *The Gazette*, pp. D1, D12
- Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion picture]. United States: Paramount Pictures
- Woodhouse, P.G. (1995). Economics. In the *Encyclopedia Britannica*. (Vol. 4, pp.501-508). Chicago: Encyclopedia Britannica

(For more information, see examples p.12 and following)

## CITING YOUR SOURCES

### WHAT IS “TO CITE”?

When using research information, whether quoting directly, paraphrasing, or incorporating another’s idea into your text, you must credit or “cite” the exact source. In the case of research, you are ‘quoting’ or ‘citing’ a source to provide background or support an argument.

Each citation **MUST** be a link to the detailed publishing information in the **REFERENCES** section at the end of your paper.



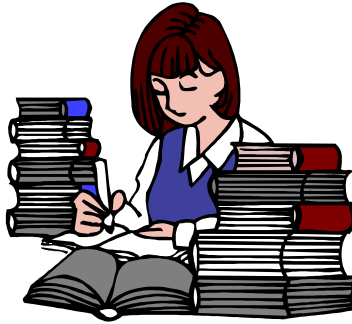
One of the golden rules of research papers, reports and essays is that if you are not the one who spent the time doing the research, carrying out the studies and/or the experiments, and putting the material together, then you cannot use that body of work without citing the source and referencing it.

When assigned a research project or essay, you are expected to gather information from a wide variety of sources. When writing your assignment you must:

- Acknowledge the *authors* whose works you used in your research;
- Identify the *sources* of information that you have used.

An exception to this rule concerns information considered *common knowledge*. As a general rule, information that you can find in at least three different sources is considered common knowledge. For example, while doing research on Canadian history you want to discover who the first Prime Minister of Canada was. You discover in a number of sources that it was Sir John A. Macdonald. You do **not** need to cite this information as long as you report this in your essay in your own words.

<b>FORMAT FOR CITATIONS:</b>
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<p>The citation appears <b>immediately after the information being quoted or paraphrased</b>, in parentheses, and must include the following information: <b>(author’s last name, date of publication, page numbers - where applicable)</b>.</p>
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**Example:** This offers further evidence that “the concept of *intention* cannot be realized without an awareness of, and attention to, acts of kindness in life” (Dyer, 2003, p. 117).

<p><b>When summarizing information</b> that represents an <b>entire</b> article or study you need <b>NOT</b> include page number(s):</p>
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**Example:** During the eleventh and twelfth centuries, economic development led to major changes in Western Europe. Trade increased significantly, and skilled craftsmen, traders, and merchants became more prosperous and prominent in society. The growth of the middle class brought changes to the social and political life of medieval Europe (Tierney & Baker, 2002).

<p><b>When quoting directly</b> or summarizing ideas from a <b>particular section</b> of a book, article or study, you <b>MUST</b> include the page number(s):</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Example:** Near the end of his life, Malcolm X’s philosophy had changed drastically. “Malcolm and King had grown closer in their ideology than anyone would have dared to imagine” (Grimes, 1998, p.159).

**When a work has TWO authors,** always cite both names in every reference in the text.

Hills and Clyman (2004) suggest that the release of Bill Clinton’s autobiography will not reveal anything to the American public that they don’t already know. Their conjecture is that “the Monica Lewinsky affair will receive nominal mention, this in deference to the political aspirations of his wife” (p. 16).

**When a work has THREE OR MORE authors,** cite only the names of the FIRST TWO AUTHORS followed by “et al.”

*NOTE: This is a departure from APA style. The APA requires that you cite the first 6 authors and when there are 7 or more authors, that you abbreviate the 7<sup>th</sup> and subsequent authors with et al. (5<sup>th</sup> ed., 2001, section 3.95, pp. 208-209).*

Your body weight is made up mostly of water “located within the cells of the body and the rest (approximately 40%) found in the blood and the fluid between the blood vessels and the cells” (Donatelle & Jones et al., 1995, p. 215).

## CITING DIRECT QUOTATIONS

***SHORT QUOTATIONS:*** (fewer than 40 words) generally appear in quotation marks within the text of your essay, double-spaced, and enclosed with double quotation marks.

Carson (2000) notes that excessive dosages of amphetamines, often “results in heightened blood pressure, enlarged pupils, unclear or rapid speech, sweating, tremors, excitability, loss of appetite, confusion, and sleeplessness” (p. 404).

### OR

He notes that “heightened blood pressure, enlarged pupils, unclear or rapid speech, profuse sweating, tremors, excitability, loss of appetite, confusion, and sleeplessness” (Carson, 2000, p. 404) often occurs when a person takes excessive dosages of amphetamines.

***LONG QUOTATIONS:*** A quotation of 40+ words should be presented in a freestanding block without quotation marks. Start a *block quotation* on a new line and indent the block 5 spaces from the left margin (in the same position as a new paragraph). **Keep the right margin the same as in the regular text.** If there are additional paragraphs within the quotation, indent the first line of each new paragraph an additional 5 spaces. **The entire quotation should be double-spaced.** Use a period at the **end of the block quotation** followed by the author’s name, year, and page number(s) in brackets **without a period** after the closing bracket.

### **Example:**

Many athletes feel that steroid use improves their ability. Many are unaware however that there may be serious health risks involved, including compromising the immune system:

Our immune system is what helps us fight off infections. Long-term steroid use may decrease our defenses against the thousands of viruses, bacteria, and fungi to which we are exposed. This same immune system also takes care of the occasional cancer cell. The reduction of immune function by steroids may let cancer cells develop. (Lukas, 2002, p. 50)

## REFERENCES

- References should include **ONLY** those sources used in the research and preparation of your paper.
- It provides the detailed information from the articles you cited within your body of work necessary to identify and retrieve each source; for this reason, it must be accurate and complete.
- *A Reference list is NOT the same as a Bibliography: A Bibliography includes works for background information or for further reading.*



### Checklist of How to Format a Reference List

- Your References appear at the end of your paper, and begin on a **NEW PAGE**.
- Do not number the entries in a Reference List.
- Entries must be listed alphabetically; last name of author and the initial(s) of the first name(s)
- If “The” is the first word in the title, use the next important word.
- If there is no author or association listed as the source, start with the *Title* and date then continue on.
- Please note that the title appears *in italicized type as is shown here*.
- The first line of each entry begins at the very start of the left margin. If an entry is longer than one line, each line after the first one must be indented five spaces (1/2 inch or 2.5 cm.). This is called a “hanging indent”.  
Multiple lines of an individual entry should be single-spaced.\*
- Leave a double space between each entry. \*
- PUNCTUATION:** Use commas, periods and (brackets) **PRECISELY AS INDICATED**.

**\*NOTE:** *This is a departure from APA style where References are double-spaced for submission to publishers (5th ed., 2001, section 4.03, pp. 216-217).*

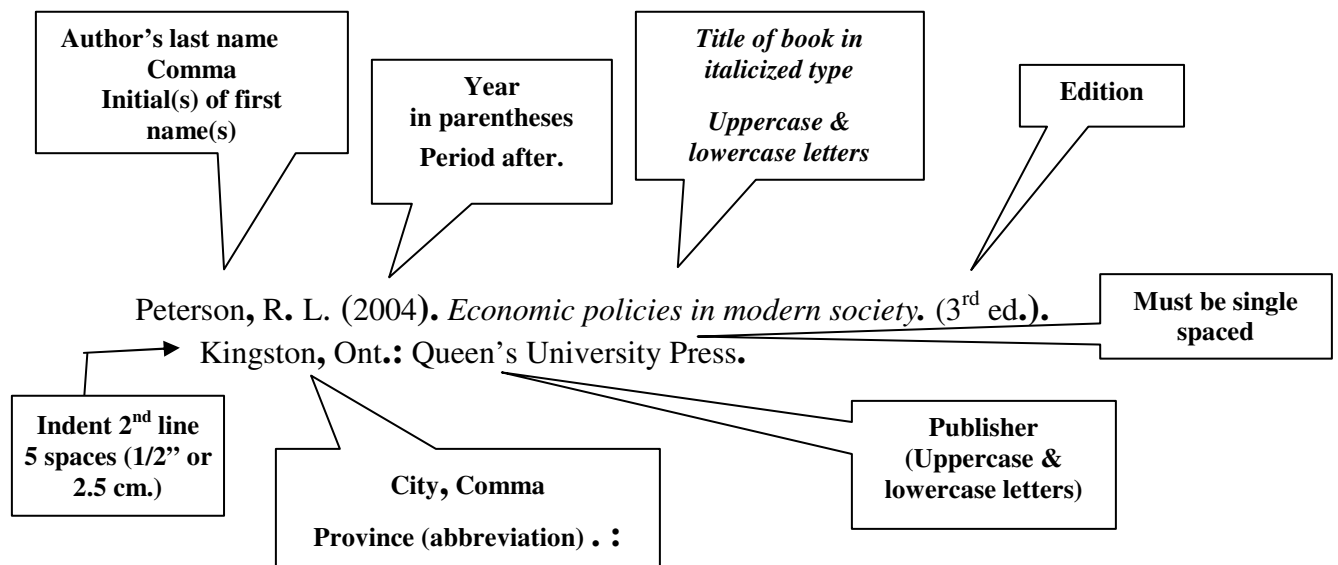
## EXAMPLES OF VARIOUS TYPES OF REFERENCES

If you cannot find a sample, you should refer to the Manual (in Learning Center and Centennial Library) or go to one of the websites that supports APA: The Arthur C. Banks Library <http://webster.commnet.edu/apa> or Purdue University <http://owl.english.purdue.edu/handouts/research>.



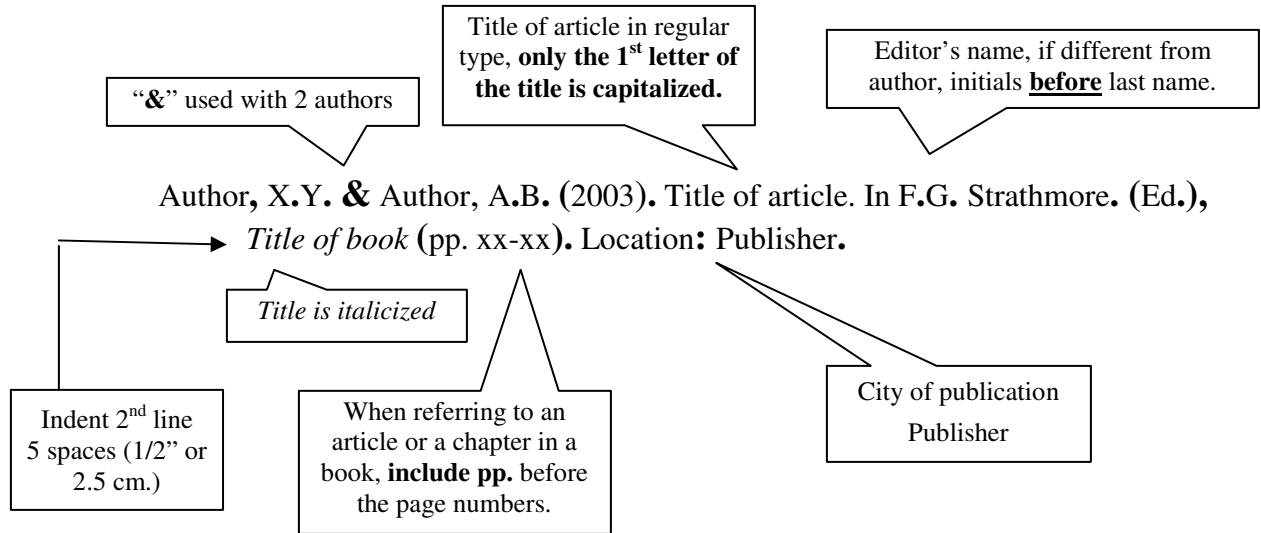
The information must be arranged in the following way, with the punctuation as shown:  
 Author's Last Name, Initial(s). (Year of Publication). *Title*.(Edition.). Place of publication: Publisher.

### ***BOOKS: (NON PERIODICALS)***



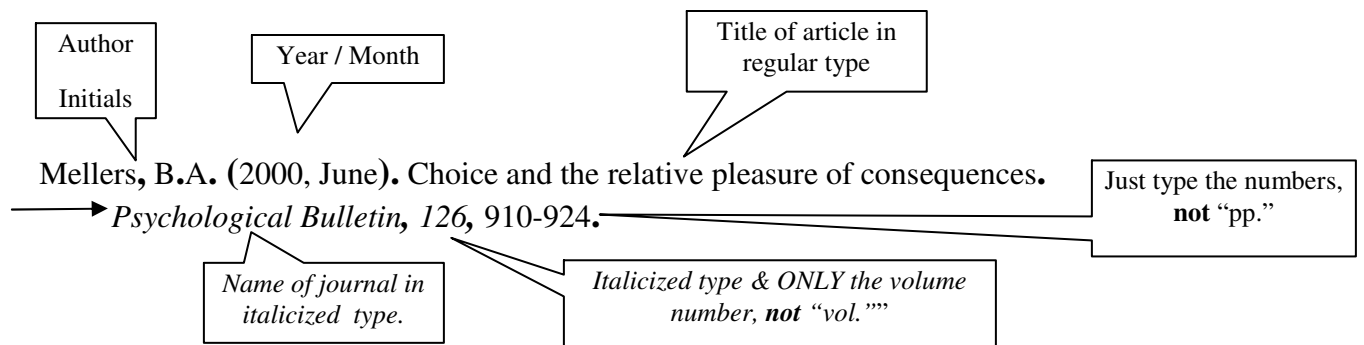
- Text citation: (Peterson, 2004, p.xxx)

***PART OF A NONPERIODICAL:*** For example, a chapter from a book.



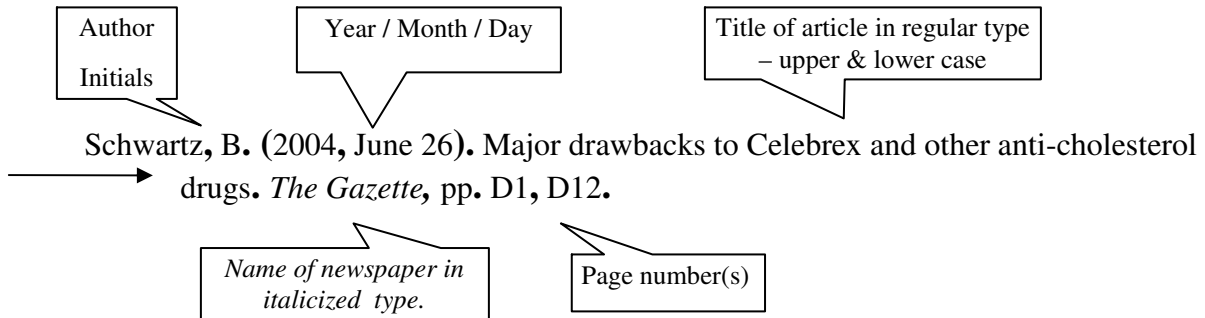
- Text citation (Author & Author, 2003, p. xx)

***PERIODICALS:*** include items published on a regular basis: journals, magazines, scholarly journal articles retrieved from data bases, etc.



- Text citation: (Mellers, 2002, June, p. 913)

**DAILY NEWSPAPER ARTICLE: If the article has an author.**



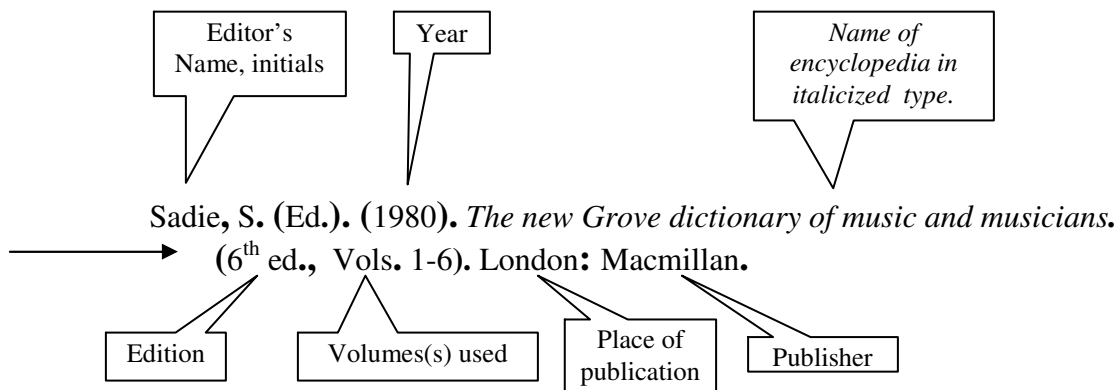
- Text citation: (Schwartz, 2004, June 26, p. D1)

**DAILY NEWSPAPER ARTICLE: If the article has NO author.**

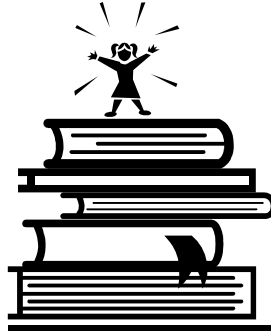
Major drawbacks to Celebrex and other anti-cholesterol drugs. (2004, June 26).  
*The Gazette*, pp. D1, D12.

- Text citation: (Major Drawbacks, 2004, June 26, p. D1)
- **Alphabetize works with no author by the first significant word of the title.**
- **Use a short title for the parenthetical citation: (“Major Drawbacks,” 2004).**

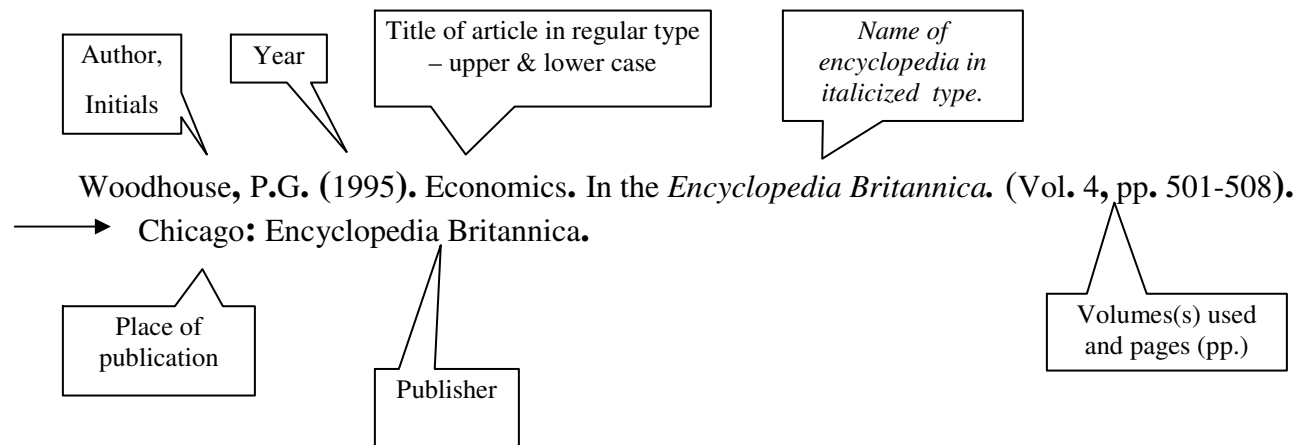
**AN ENCYCLOPEDIA OR DICTIONARY ENTRY**



- Text citation: (Sadie, 1980)



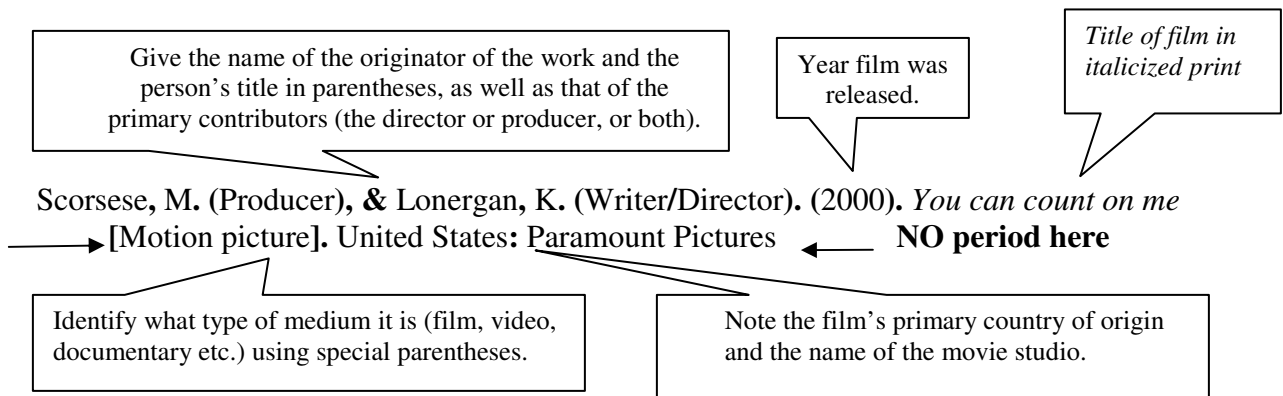
**ARTICLE IN AN ENCYCLOPEDIA**



- Text citation: (Woodhouse, 1995, pp. 501-504)

**EXAMPLES OF REFERENCES: AUDIOVISUAL MATERIAL**

**MOTION PICTURE, VIDEO, DOCUMENTARY, etc.**



- Text citation: (Scorsese, 2000)

**TELEVISION BROADCAST**

Last name and initial of Executive Producer and the title in parentheses

Year, Month and day.

Name of show in *italicized type*.

King, L. (Executive Producer). (2001, September 9). *Larry King Live*

→ [Television broadcast]. New York: CNN.

Type of broadcast (use special parentheses – see above)

City where it was produced, and the broadcast company

- Text citation: (King, 2001, September 9)

**SINGLE EPISODE IN A TELEVISION SERIES**

List script writer(s) first

Follow with director's name, title in parentheses

Year episode was produced

Name of episode cited followed by "Television series episode" in special parentheses.\*

Hall, B. (Writer), & Bender, J. (Director). (2002). Biogenetics and our future [Television

→ series episode]. In D. Suzuki (Producer), *The nature of things*. Vancouver: CBC

Television Productions.

"In" then list the producer's initial first and last name, with "Producer" after in parentheses.

Name of series in *italicized print*.

City where it was produced, and the broadcast company

- Text citation: (Hall, 2002)

**EXAMPLES OF REFERENCES: AUDIOVISUAL MATERIAL**



**MUSIC RECORDING:** In citations, include track numbers. Example:  
"Little wing" (Ray Vaughan, 1991, track 5).

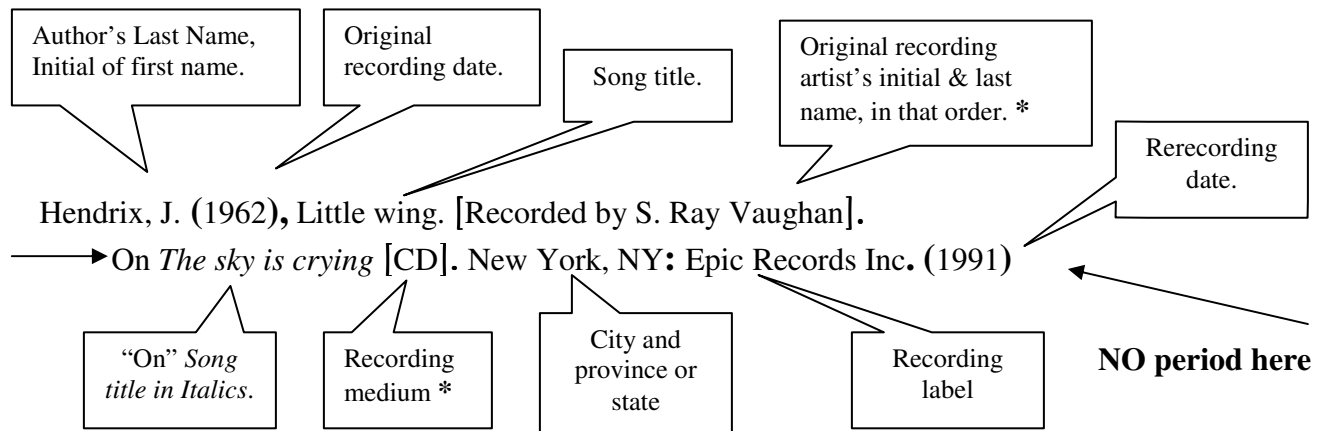
**FOLLOW THE EXACT FORMAT LISTED BELOW:**

Writer, A. (Date of copyright). Title of song [Recorded by artist if different from

→ the song writer]. On *Title of album* [Recording medium: CD, cassette, etc.]

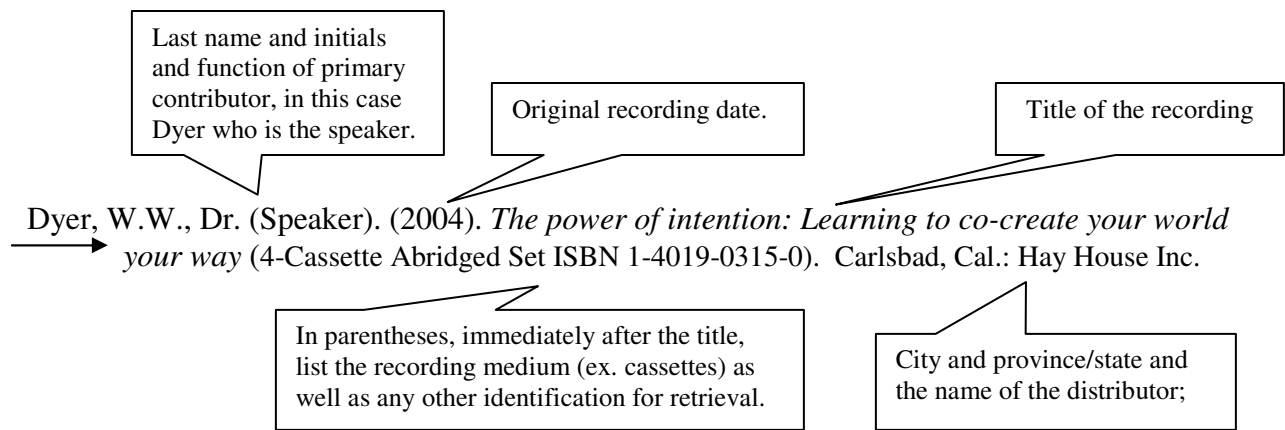
Location: Label. (Recording date if different from copyright date) ← **NO period here**

***RERECORDING BY ARTIST OTHER THAN THE WRITER:*** In citations, include track numbers: “Little wing” (Ray Vaughan, 1991, track 5).



- Text citation: (Hendrix, 1962)

***AUDIO RECORDING (of a book, lecture, etc.)***



- Text citation: (Dyer, 2004)

## ***SOURCES ON THE INTERNET***

**Citing information from the Internet can be both confusing and difficult.** If you have any questions, are confused, or need help...please ask your teacher, your librarians, or consult the APA Publication Manual or the websites on page 18.

There are a number of ways of navigating and sharing information using the Internet, the most popular being the World Wide Web (<http://www.>). The vast majority of citations in APA journals are those that are cited via the Web.

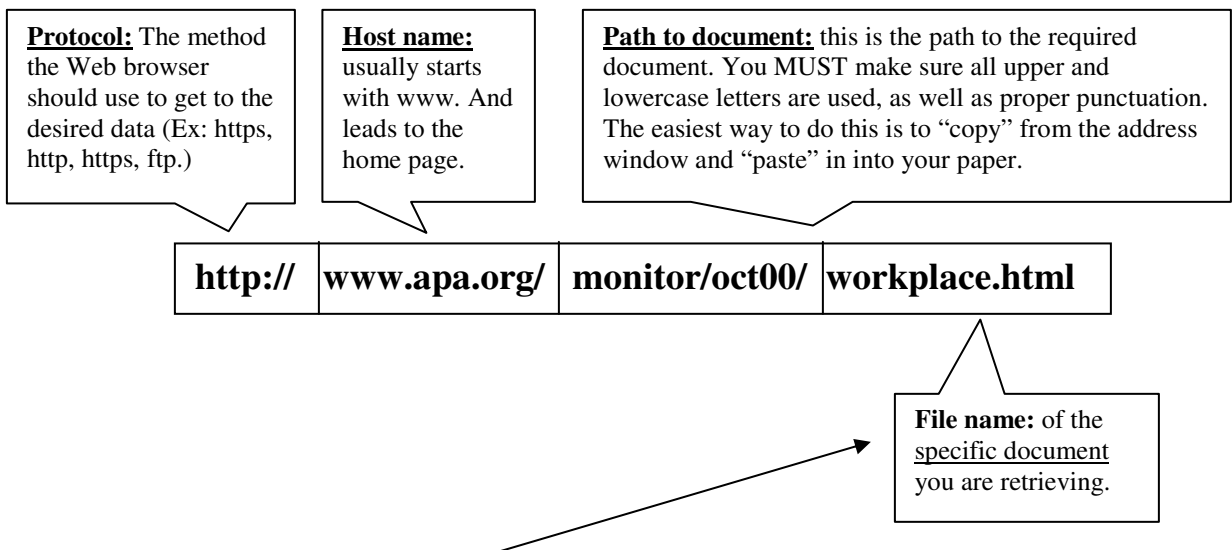
***When including Citations and References from the Web, remember:***

### ***1. Provide Internet addresses that work.***

Make sure that someone else reading your reference can type in the address you provided and arrive at the source you used in your citations.

The URL is the most critical element; if it doesn't work, readers will not be able to retrieve the cited material. **The most common reason URLs don't work** is because they were not properly transcribed; the second most common reason is that the document has been moved or deleted; a third is the site may require a log-in to which the reader does not have access.

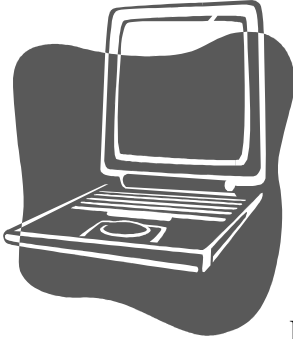
### **A URL is constructed as follows:**



### ***2. Direct readers to specific documents rather than "home" pages.***

## EXAMPLES OF REFERENCES: ELECTRONIC MEDIA

As with other sources, if you can not find an author or Association/Corporation responsible for the creation of the web information, start your entry with the *title* of the web site.



### INTERNET ARTICLES BASED ON A PRINT SOURCE

Most articles retrieved from online publications in the social sciences are exactly as they appear in the print versions. If you have taken it from the Web, then [Electronic version] should appear, as in the example below:

Hayden, L.M. & Skorse, D. (2001, June). Variables in the selection  
 of resources by undergraduate students [Electronic version].  
*Journal of Bibliographic Research*, 5, 177-183.

- Text citation: (Hayden, 2001, pp. 179-181)

### ARTICLE IN AN INTERNET-ONLY JOURNAL

Frederickson, B.L. (2000, March 7) Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre003001a.html> **No period here**

- Text citation: (Frederickson, 2000)

### INTERNET ARTICLE WITH NO AUTHOR

**The general rule when there is no author is to put the title in the place of the author.**

*GVU's 8<sup>th</sup> WWW user survey*. (2004). Retrieved August 8, 2004, from [http://www.cc.gatech.edu/gvu/user\\_surveys/survey-1997-10/](http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/)

- Text citation (GVU's, 2004)

### INTERNET ARTICLE WITH NO DATE (and no author)

*GVU's 8<sup>th</sup> WWW user survey*. (n.d.). Retrieved August 8, 2004, from [http://www.cc.gatech.edu/gvu/user\\_surveys/survey-1997-10/](http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/)

- Text citation (GVU's, n.d.)

### ***Article from a College, University, or Library DATA BASE***

Researchers and students at the College level should be using material databases found in the above-mentioned places. These databases are available from a number of sources and in various formats (ex: CD-ROM mounted on the Centennial Library database, available through a supplier Web site).

The distinctions between these various sources are not always apparent. Therefore, when referencing material from a database, follow the appropriate format and **add a retrieval statement indicating the date of retrieval and the proper name of the database.**

**Example: Electronic copy of a journal article retrieved from a database.**

Borman, W.C. (1999). Definitions of optimism as measured in patients with Stage 4 cancer. ———→ *Journal of Applied Psychology*, 83, 443-449. Retrieved November 23, 2003, from PsycARTICLES database.

- Text citation: (Borman, 1999, p. 446)

### ***NEWSPAPER ARTICLE, RETRIEVED FROM SEARCH ON DATABASE***

Hilts, P.J. (1999, February 16). When forecasting their emotions, most people flunk out. *New York Times*. Retrieved October 18, 2003, from <http://www.nytimes.com>.

- Text citation: (Hilts, 1999)

## PREPARATION: OUTLINE AND HYPOTHESIS OR THESIS STATEMENT

Before writing an essay or research paper, it is recommended that you make an **outline**. Your instructors may also require that you include a **hypothesis** or a **thesis statement**. Here are guidelines from Joseph Gibaldi's *MLA Handbook for Writers of Research Papers* (5<sup>th</sup> ed.), The Modern Language Association of America, NY, 1199, pp. 34-36, as well as from *How to Write a Thesis Statement* created by the Writing Tutorials Services Center at Indiana University, Bloomington in <http://www.indiana.edu/~wts/wts/thesis.html>, and Neil J. Salkind's *Exploring Research* (4<sup>th</sup> ed.), Toronto: Prentice-Hall Canada Inc., p. 25.



**MAKE AN OUTLINE:** *It helps you get an overall view of your paper.*

Making an outline also has an additional advantage in that it lets you figure out how each section of the paper is related to the other parts. This will help you develop a logical progression of the way in which the information is presented.

A working outline is not “static”; you may find that you want to revise it as you gather more information about the topic you are covering. Create a computer file for each draft (outline1, outline2, etc.) so that you can revise and refer back to earlier work you have done. Printing out each version will allow you to compare it more easily with other versions.

Continual revision of the working outline will encourage you to change your thinking and your approach as new information modifies your understanding of the subject matter.

**HYPOTHESIS:** *A hypothesis is an educated guess, an idea that is put forward to be tested; it is designed to direct our attention to the “facts.”*

A hypothesis usually takes the form of “**if** .... **then**...” meaning that the experimenter is predicting that **IF** we change “variable A,” **THEN** the result on “variable B” will be.... Within the world of social sciences, we can think of “social class” and “standards of living” as two examples of variables that can be measured. An example of a hypothesis statement may be “**If** people’s social class changes from poverty to wealth as defined by the norms used by Statistics Canada, **then** their standard of living (as measured by the quantity and quality of goods they buy) will increase.”

**THESIS STATEMENT:** *This is a single sentence that presents the reader with both the topic and your point of view about the subject matter.*

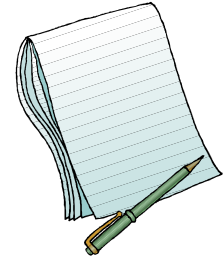
In a sense, a thesis statement is your answer to the main problem you have raised in the body of your paper. Writing this statement allows you to see what direction you are focusing on and to remain on track. Generally, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.

**Why Should Your Essay Contain A Thesis Statement?**

- to formalize your ideas by distilling them into a sentence or two
- to better organize and develop your argument
- to provide your reader with a "guide" to your argument

**A Good Thesis Statement Will Usually Include the Following Four Attributes:**

1. It takes on a subject upon which reasonable people could disagree;
2. It deals with a subject that can be adequately treated given the nature of the assignment;
3. It expresses one main idea;
4. It asserts your conclusions about a subject.



**How to Tell a Strong Thesis Statement from a Weak One**

1. ***A strong thesis takes some sort of stand.*** Remember that the thesis statement indicates the viewpoint you will be trying to prove in the body of your paper.
2. ***A strong thesis justifies discussion.*** Your statement should NOT simply be an observation or a statement of fact.
3. ***A strong thesis expresses one main idea.*** It should not be ambiguous, leaving the reader to wonder which of many points you are trying to prove.
4. ***A strong thesis statement is specific.*** Make sure that your statement is not so broad that it will be impossible to deal with adequately in the text or your paper, or that it is so vague that ultimately, it will be impossible to prove or disprove.

Remember, just as the outline of your paper is not static, neither is your thesis statement. As you get more information from a variety of sources, you may want to revise the thesis statement as you are writing your paper. Try out different thesis statements until you find a statement that suits your purpose. This will not only help you find the appropriate point of view for your paper, it will also help in preparing the final outline as well as the paper itself.

## ABOUT RESEARCH



Your basic tasks in doing research are:

- To gather information about your topic;
- To compare and contrast work done by others concerning your topic;
- To report your findings, based on your sources;
- To properly identify the sources you use, to cite when appropriate, and to list all cited material in its entirety in the References section.

***A source is the work of an author or researcher.*** There are many different types of sources used in research including: books, textbooks, encyclopedia articles, magazine articles, newspapers, websites, computer programs, music, photos, pictures, charts, graphs, notes, handouts, speeches, lectures, as well as other students' research. When doing a research paper or essay, you are expected to gather information from a variety of sources that have been designed, created, and written by different authors.

***Author(s)*** of an article include not only the person who has written the article, but also the person/people who have made a contribution to the data, concepts, and interpretation of the data.

***Citations and References:*** There are many ways of citing sources and there are many different style guides. **Centennial College uses the American Psychological Association (APA) Style Guide and this document is based upon that format. A copy of the APA Style Guide is available for consultation in the Learning Center and the Centennial Library.**

## PLAGIARISM

### *What is plagiarism?*

**Plagiarism means using another person's work without giving credit.** You must put other people's words in quotation marks and cite your source(s). You must cite your sources even when you have put other people's ideas in your own words.

### *Why is plagiarism wrong?*

Plagiarism is dishonest for two very basic reasons. First, you are **stealing** somebody else's work. Second, you are **lying** by representing someone else's work as your own.

Doing a research project or an essay is a learning process. You must go through the process in order to learn effectively. By plagiarizing you cheat yourself out of learning about the subject matter, learning how to think and formulate your own ideas, how to process information, and how to write out your own thoughts in your own words.

### *Other Forms of Academic Cheating or Unethical Behaviour include:*

- Turning in a paper that has been written by someone else;
- Buying a paper from someone;
- Turning in a paper from a free term-paper website;
- Using the same paper for more than one assignment.



### CENTENNIAL CODE OF CONDUCT

Any student who submits work which he or she has not prepared and written through his or her own efforts, will be considered as having cheated.

This includes plagiarism and copying the work of other students.

**Any student guilty of cheating on an assignment or a test will be awarded a mark of zero (0) on the work in question.**

## HOW TO AVOID THE 3 MOST COMMON TYPES OF PLAGIARISM

Below is an excerpt from a text.  
We will look at an example of what would be considered plagiarized text,  
followed by how to present the information correctly.

### ***SAMPLE TEXT TAKEN FROM:***

Griffin, R.W., et al. (2002). *Business*. (4<sup>th</sup> Canadian ed.) Toronto, Ont: Pearson Education Canada Inc., p. 260.

When PanCanadian Petroleum Ltd. took a close look at how well it was training its employees, it discovered that it was providing ample training for new recruits such as geologists, engineers, and accountants, all of whom did very technical work. However, it wasn't providing any management training to people who worked their way up from these technical positions to management positions, so they weren't trained to lead and motivate workers.

Terry Lawrence, who started out as a reservoir engineer (a person who evaluates the amount of oil underground), is now vice-president of human resources. He has come to the realization that many of the managers in the company really don't know anything about management. And before they were promoted to management, the company sometimes didn't even check to see whether they had people skills, a crucial element in leadership success.

### **ERROR # 1: COPYING INFORMATION**

Copying chunks of your paper directly from a source without using quotation marks and/or citing the source.

#### ***Plagiarized:***

In looking at how leadership training is needed, PanCanadian Petroleum Ltd. *wasn't providing any management training to people who worked their way up from these technical positions to management positions, so they weren't trained to lead and motivate workers.*

#### ***Correct Format:***

In looking at how leadership training is needed, PanCanadian Petroleum Ltd. "...wasn't providing any management training to people who worked their way up from these technical positions to management positions, so they weren't trained to lead and motivate workers" (Griffin et al., 2002, p. 260).

## **ERROR # 2: PARAPHRASING OR RE-ARRANGING TEXT**

This involves changing a few words in a sentence or re-arranging a paragraph taken from a source without citing the source, thereby giving the reader the impression that the work is your own.

### **Plagiarized:**

There is a realization in many companies that managers are often promoted without having any management or people skills, both of which are critical elements in leadership success.

### **Correct Format:**

There is a realization in many companies that managers are often promoted without having any management or people skills, both of which are critical elements in leadership success (Griffin et al., 2002, p. 260).

## **ERROR #3: PRESENTING OTHER AUTHORS' IDEAS AS YOUR OWN**

This happens when you take ideas from a source and represent them as your own.

### **Plagiarized:**

Without presenting management training to those who previously held technical positions, these people often find themselves unable to train lead and motivate other workers.

### **Correct Formats:**

#### **One acceptable way is to paraphrase the information and then cite it, for example:**

Without presenting management training to those who previously held technical positions, these people often find themselves unable to train lead and motivate other workers (Griffin et al., 2002, p. 260).

#### **Another acceptable format is to quote directly to support an argument you have made:**

What happened at PanCanadian Petroleum Ltd. supports the argument that without "...providing any management training to people who worked their way up from technical positions to management... they weren't trained to lead and motivate workers" (Griffin et al., 2002, p. 260).