<u>**GUIDELINES FOR QUOTING, REFERENCING AND BIBLIOGRAPHIES**</u>

N.B. **Please read these instructions and follow them carefully in the preparation of your essays, and also when formatting the bibliography for your essay proposals. Proper referencing is a serious and important matter, and your instructor is not inclined to overlook carelessness.**

<u>**TO QUOTE OR NOT TO QUOTE?**</u>

One of the great challenges in essay writing is learning when and how to make use of quotations effectively. We all come across great (or at least interesting) passages when we are doing our reading and research, and when it comes to essay-writing, the temptation to integrate those passages into our own work is great. But it is not always necessary, or even appropriate, to quote a text, and making good use of a quote is not a straightforward business. Consider some of the following points when deciding if, when, and how to quote or cite texts (and/or lectures) in your essays.

A note on vocabulary: *quoting* consists of reproducing, precisely, someone else's words in your own writing; this is also known as *direct quotation*. This must be demarcated clearly with quotation marks, and correctly referenced with a footnote. *Citing* consists of indicating THE SOURCE of an idea you are paraphrasing (ie, putting into your own words), when this idea is NOT yours; paraphrasing in this way is also known as *indirect quotation*. This also requires correct referencing with a footnote, but, since you are not reproducing word for word what someone else wrote or said, it is not appropriate to put this in quotation marks. *Referencing* consists of providing accurate and complete information about the author, the name of the work in question, and the date and place of publication (or of oral communication); this material normally appears at the end of your essay on a separate page titled "Bibliography" or "Works Cited." See examples at the end of this handout for how to reference materials.

One fatal error in undergraduate essays is *plagiarism*. Obviously, essays submitted with your name on it must consist of YOUR work; incorrectly cited, purchased, downloaded, or ghostwritten work are all considered acts of plagiarism. In other words, *stealing* or *fraudulently presenting* other people's words and ideas are crimes, but *borrowing* (with correct acknowledgment) is not. The rule to guide you is as follows: **ALL reference to the *words* (direct quotation) or *ideas* (indirect quotation) of others must be fully acknowledged and correctly cited in order not to commit an act of plagiarism**. A generally accepted rule of thumb for direct quotation is that if you use more than *four words in a row* from any source (oral or written), you *MUST* put it in quotation marks and cite the source. If you are making extensive use of someone else's argument or idea, but you have paraphrased it in your own words (ie, you are quoting *indirectly*), it is likewise expected that you will cite the source. For further details of McMaster University's policy on plagiarism, see the relevant section in your Undergraduate Calander.

OK, now that we know what counts for a quote and what doesn't, how do we decide WHEN it is appropriate to quote? There is no clear rule for this. Some authors rarely, if ever, use direct quotation, preferring to paraphrase (this doesn't excuse them from the need to cite their indirect quotes, however!). Other writers like to work extensively with quotes. You will have to find the balance that works best for you in your own writing. But there are some criteria for you to consider:

First, it must be clear at all times to your reader WHY you are quoting when you introduce a quote. Have you inserted a quote because you want to provide EVIDENCE in support of one of your claims? (for example: "I'm claiming that Gitelman is a technological determinist, and here's a quote which PROVES this is what she thought") Or, have you inserted a quote because it expresses concisely and exactly a point you wish to make in support of your argument, and you don't believe that a paraphrase will get this idea across to your reader any better? Or, have you inserted a quote because it contains a key concept or claim which you

intend to explain, interpret, or disagree with, and you need to draw your reader's attention to the precise words of the author in question? Or, have you inserted a quote because it contains a fact or statistic which is not common knowledge? (everyone knows—or can learn from multiple sources—the dates of World War II, the current population of Canada, or Mother Goose folktales, so this sort of information doesn't need to be cited).

Make sure that you can answer the WHY question for each quote; if you cannot answer this question, you might want to reconsider including that quote in your paper (perhaps an indirect quote or paraphrase of the idea will be more appropriate). Remember: this is YOUR essay, containing YOUR arguments, and whatever quotes appear should be there to help further YOUR argument; quotes that confuse your reader, or lead her astray, will only make your essay WEAKER.

Secondly, consider *how many* quotes can fit into a paper, given its length, without losing the sound of your own voice (remember, EVERY quote counts as part of the word length of your essay, so you MUST leave room for your own words by not quoting too much!). Your reader wants to read YOUR work, not a collection of quotations from other writers; they could read the original works for that. Also, it is NEVER appropriate to place two quotations one after the other in your essay, without introducing and explaining their relevance, or the connection between them. Rather, quotes should be inserted **only** when they add support to your arguments.

Thirdly, when you quote, there must be a clear and grammatically correct transition between YOUR writing and the quote in question. Make sure only to quote parts of a passage which relate to the point YOU are making, and OMIT those parts of a passage that might confuse your reader or lead her astray.

If, on the other hand, you decide that you will paraphrase, rather than directly quote, your goal is to present the author's argument and logic, but NOT the author's exact words or sentence structure. A *summary* is generally much shorter in length than the original passage; it aims to convey the essence of the author's ideas. A *paraphrase* might be as long as the original passage, but it MUST also be in your own words. Either way, it is absolutely crucial that summaries and paraphrases of other peoples' ideas and words are correctly cited.

A final note of caution: many authors (including ones you are reading in this course) not only express their own ideas, observations, and conclusions, but also quote other authors, either to propel their own arguments, or to distinguish their position from that of their opponents. BE VERY CAREFUL to distinguish clearly between what an author says and what she or he attributes to others. Some authors quote other people indirectly, without properly citing the source of their ideas (you can well imagine what would happen to their papers if they were in this course!). It is your job to make sure that you correctly attribute ideas, opinions, or arguments to each author, and that you DON'T mis-attribute ideas to an author which are in fact indirect quotes of other people. *Be forewarned*: you will be harshly dealt with in your papers if you mis-attribute ideas, arguments, or opinions to the wrong person, since this is always a clear indication of hasty and uncritical reading. It is impossible to be a good writer if you are not a good reader first!

CORRECT FOOTNOTES AND BIBLIOGRAPHY

There are many different acceptable styles of citing and referencing material (ie, footnotes, bibliography, etc) in the social sciences and humanities. None is inherently better or more correct than any of the others, but it is very important to be *consistent* in your application of the system you have chosen.

I recommend that you use a system found in most social science and communication studies journals (as explained below). If, however, you are more familiar with another system, you may elect to use it instead, but it must be consistent with the general guidelines of the ***14th Edition of the Chicago Manual of Style*** (the "Bible" of citation systems for academic writers, available in most libraries and bookstores). Also, whatever system you use, **make absolutely sure you have been very careful to indicate the correct page number of the text you are citing** (it's <u>very</u> annoying, and time-consuming, to track down incorrectly cited quotes, and you will not win the favour of the person grading your paper!).

The system I propose you use in your essays works as follows: When citing material in your text, you indicate the author, date of publication, and page number in parentheses, usually immediately following the quote, or at the end of the sentence. This system does not require you to make a footnote, since all the necessary information is found in the body of your text. Here are some examples:

- Smith contends that "the mouse is in the house" (Smith 1992:370).

- The argument that "the fox is under the box" (Jones 1981:1) has been subjected to considerable scrutiny (see, e.g., Miller 1985:22).

- According to Stern and Lopez (1976:378), "the cat is on the mat" (but cf. Smith 1977:13).

- In this context, it would be worthwhile to recall Professor Peabody's query: "What is the status of the claim that the 'fox is under the box'? How can we establish this objectively?" (Peabody 2004).

In your bibliography, the cited material then appears in **alphabetical order**, and material from the same author is listed in **reverse chronological order** (ie, most recent publication first). **Titles of books or journals should be italicized** (or if you prefer, underlined); **titles of journal articles should be placed in quotation marks**. And for books (not for journals) it is always necessary to indicate the **place of publication** and the **name of the publisher**. Here is an example bibliography, based on the above citations:

Jones, Frederick (1981). *Boxed in! The Fox World Re-Examined*. Toronto: Woof University Press.

Miller, Martha (1985). "A Contribution to the Critique of Canines: A Review of Jones' Fox-Box Paradox." *Journal of Canine Study*, Vol. 7, No. 2, pp.20-47.

Peabody, Peter (2004). "Lecture on Animals and Rhymes." *CMST 3C03: Media and Social Issues*. McMaster University, 7 January.

Smith, Megan (1992). *Rodents in Residence*. Sudbury: Squeak Publications.

Smith, Megan (1977). "Where is that Mat? A Reply to Stern and Lopez," in Susan Wong, ed. *Is that

Cat Asleep? Proceeds from the 14th Annual International Conference on Feline Nocturnal Activity. Toronto: University of Toronto Press, pp.17-43.

Stern, Jebediah, and Lopez, Frederico (1976). *Feline Sleep Patterns: A Comparative Analysis*, translated by Michelle Fortin. Montreal: Meow-Meow Press.

For Internet Sources:

Academic scholarship has begun to rely on internet-based sources with greater frequency, and these pose considerable problems for citation, since many webpages do not have an identifiable publisher (and sometimes it is not even clear who is the author!). What has emerged as a generally accepted practice is to cite the work, and to add a 'retrieval statement', indicating URL of the entry page of the database, and the date last accessed (i.e., the date when **you** last visited the webpage). **Wherever possible, you must also cite the author, date and place of publication, full title of article, etc, just as you would with a print publication**.

N.B. If you have downloaded an article electronically, you must cite the article from its **original** location (as a print publication), and **not** its electronic URL version. In other words, the McMaster electronic database (or any other website) is **not** the name of the publisher! **Always cite the print version, if possible!**

Here are some examples that should guide you for referencing electronic sources:

An Internet Journal Article with No Print Equivalent

Foster, S. K., Paulk, A., & Dastoor, B. R. (1999). 'Can we really teach test-taking skills?' *New Horizons in Adult Education*, 13 (1). Retrieved February 7, 2000, from www.nova.edu/~aed/newhorizons.html

An E-Book

Polette, N. J. (2000). *Gifted books, gifted readers: Literature activities to excite young minds*. Englewood, Co: Libraries Unlimited. Retrieved October 26, 2004, from netLibrary database.

A Newspaper Article

Avery, B. (2000, February 9). 'Oil Prices likely to remain high: Non-OPEC suppliers unable to challenge cartel.' *The Edmonton Journal*. Retrieved February 9, 2000, from www.edmontonjournal.com/

A Web Document

American Psychological Association. (2001). Electronic references. Retrieved November 1, 2001, from www.apastyle.org/elecref.html

A Web Site

If the website has an identifiable author, then treat it the same as a web document (see previous entry). If

there is no identifiable author or editor of the website, then use the title of the website as the author, and provide whatever other identifying details you can (URL, date of publication, date you accessed the website, etc).

A Final Word of caution about the Internet

Many sources you find on the internet are of suspect quality. This includes popular websites, such as Wikipedia, which are user-contributed, and often contain errors. If you cannot find the author or date when a source was produced, this is also a major hint that the text has questionable value for research purposes (exceptions to this rule are government documents, and some newspaper articles, in which case the 'author' is the institution — e.g., *The Globe and Mail*, *The Government of Canada*, etc). In sum, you must exercise great caution in your use of material you find on the internet. If you have doubts, speak to the instructor.

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