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**INNOVATIVE LEARNING  
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Referencing, citations, and plagiarism!

# Purpose of the session

By the end of this session you will be able to:

1. Recognize the importance of referencing and avoiding plagiarism
2. Recognize common forms of plagiarism
3. Apply basic rules of the APA referencing style



# What happened here?



Source: <https://goo.gl/rJFw5k>

# So, what is referencing and why referencing?

Referencing simply means acknowledging the sources you have used in your assignment in two places:

- In-text citation
- Reference list

## Why referencing?

- ✓ Acknowledging the source of information is a legal and moral responsibility.
- ✓ Citing relevant and reliable sources indicates the quality of your assignment.
- ✓ Citing makes your writing more persuasive and your arguments more stronger.

But

do we need to reference everything to avoid plagiarism?

## Are these examples of plagiarism?

1. I was in a rush and made up the citations and references. ( )
2. I mentioned some historic events that many sources provide the same information about without providing any referencing. ( )
3. I didn't cite the source because statistics were taken from a government website which doesn't seem to be the work of any named individuals. ( )
4. Although the authors gave ideas to use in the assignment, I changed most of their words to my own so I don't need to cite the authors. ( )
5. I used 'common knowledge' and 'generally accepted facts' without citations.\* ( )
6. I cited and referenced work that I have not used to add weight to my arguments. ( )
7. I used my work for another course (e.g., a case analysis) to submit my work for the current course. ( )
8. I did not cite the ideas in my conclusion/summary section as I have already cited them earlier in the essay. ( )

## Are these examples of plagiarism? (Key)

1.  I was in a rush and made up a few citations and references.
2.  I mentioned some historic events that many sources provide the same information about without providing any referencing.
3.  I didn't cite the source because the statistics were taken from a government website which doesn't seem to be the work of any named individuals.
4.  Although the authors gave ideas to use in the assignment, I changed most of their words to my own so I don't need to cite the authors.
5.  I used 'common knowledge' and 'generally accepted facts' without citations.
6.  I cited and referenced work that I have not used to add weight to my arguments.
7.  I used my work for another course (e.g., a case analysis) to submit my work for the current course.
8.  I did not cite the ideas in my conclusion/summary section as I have already cited them earlier in the essay.



# Common Types of Plagiarism

- **Direct Plagiarism:**
- **Self Plagiarism:**
- **Mosaic Plagiarism:**
- **Accidental Plagiarism:**
- **Purchased Plagiarism:**

# Common Types of Plagiarism\*

- **Direct Plagiarism:** when you copy-paste word for word a section without quotation marks and without referencing
- **Self Plagiarism:** When you use your own previous work or use certain parts of it without permission from all teachers involved
- **Mosaic Plagiarism:** When you borrow phrases/clauses from a source without using quotation marks
- **Accidental Plagiarism:** When you misquote the source or unintentionally paraphrase the source by using similar words (or groups of word) or similar structure.
- **Purchased Plagiarism:** Paying someone to write you the assignment!

Adapted from: <https://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml>

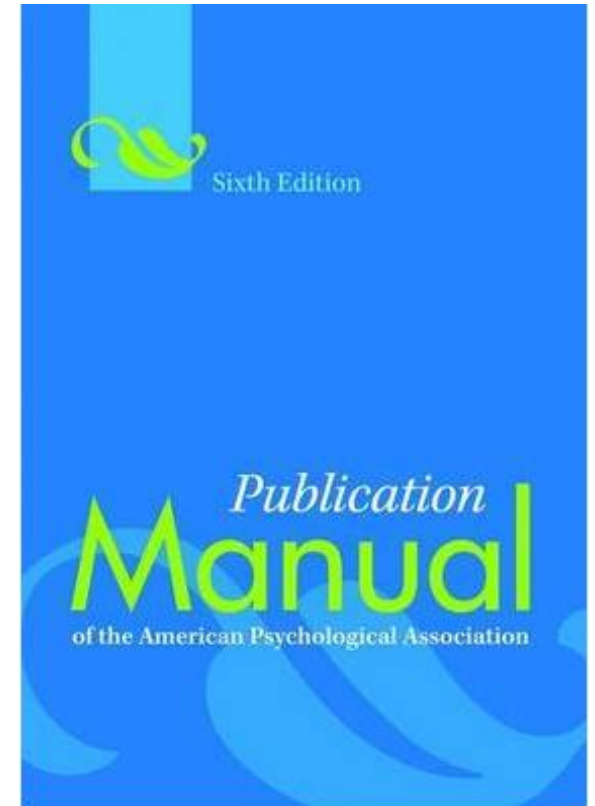
# How to do referencing correctly in academic writing? (1/2)

## Follow the Book!

Several styles, but APA is the most common one and the one used at the Business School.

## What does APA stand for?

APA stands for American Psychological Association. The Association outlines their style in the *Publication manual of the American Psychological Association [APA] (6th ed.)*.



# How to do referencing correctly in academic writing? (2/2)

## In text:

- Direct quote
- Paraphrase
- Summarise

## The reference list

- An alphabetical list of all the work you have cited



Source: <https://goo.gl/YnJVyK>

# In-text citation (1/4)

## ***1. Direct quotes***

Quoting directly from a work should be done sparingly, in order to stress a point in your essay.

### ***Short quote – less than 40 words***

Enclose the text within double quotation marks.

- Sustainability is the “endurance of systems and processes” (Smith, 2016, p. 14).
- According to Smith (2016), sustainability is the “endurance of systems and processes”.  
(p. 14).

## In-text citation (2/4)

### ***Longer quote – 40 words or more***

Display the quote as an indented block of text without quotation marks .

Principle-based teaching and principle-based learning are important in nursing, particularly as they relate to clinical skills. Clinical skills are usually taught according to principles, and this means that the student learns key principles associated with the skill, and then applies those principles to the actual performance of the skill. (Hally, 2009, p. 6)

# In-text citation (3/4)

## *2. Paraphrasing*

Rewriting information from a text in your own words without changing the meaning and without using double quotation marks.

Original text	Student A's paraphrase
Smith (2015) found that "the high achieving students indicate that they are always active and involved in the learning process during class time" (p. 16)	According to Smith (2015), successful students actively participate in class.

## *3. Summarising*

Summing up the main ideas from a text (e.g., a theory or an interpretation of a concept).

## In-text citation (4/4): Idea first or the author?

<b>Idea-prominent</b>	<b>Author-prominent</b>
Blah blah blah (Smith, 2015).	According to Smith (2015), blah blah blah. Smith (2015) explains that blah blah blah.



## The Reference list: Basic rules (1/3)

- The reference list is arranged in **alphabetical order** of the authors' last names.
- If there is **more than one work by the same author**, order them by publication date – oldest to newest
- Use "&" instead of "and" when listing multiple authors of a source.
- The first line of the reference list entry is left-hand justified, while all subsequent lines are consistently indented.
- Capitalise only the first word of the title and of the subtitle, if there is one, plus any proper names – i. e. only those words that would normally be capitalised.
- *Italicise* the *title* of the book, the *title* of the journal and the *title* of the web document.

## References list: Basic rules (2/3)

Best places to work in New Zealand.(2008, March). *Unlimited Magazine*, 33-48. Retrieved from <http://johnrobertson.co.nz>

Blake, D. (2001). *Skroo the rules: What the world's most productive workplace does differently*. Melbourne: Information Australia.

Donovan, B. (2008, August 7). New childcare laws threaten gym creches. *New Zealand Herald*, p. A03. Retrieved from Newztext Plus database.

Drucker, P.F.(2004, December 30). Management today: The American CEO. *Wall Street Journal*, pA8. Retrieved from ABI/Inform database.

Mankiw, N.G., Bandyopadhyay, D. & Wooding, P. (2009). *Principles of macroeconomics in New Zealand* (2nd ed). South Melbourne, Vic.: Cengage Learning.

Peters, L.H., Greer, C.R., & Youngblood, S.A. (1998). *The Blackwell encyclopedic dictionary of human resource management*. Retrieved from Ebsco eBook Collection database.

Robertson, F. (2007, February 23). Flight Centre: Still the best place to work. *The National Business Review*. Retrieved from Newztext database.

Statistics New Zealand. (2008). *New Zealand in profile 2008*. Retrieved from <http://www.stats.govt.nz>

Stout, B. (2007). Leadership development restores Lion Nathan's roar. *Training and Development*, 61(12), 68-70. Retrieved from Business Source Premier database.



# Using imperfect but quick referencing tools

The image shows a Google Scholar search for "teacher design teams". The search results list several articles. The top result is "[HTML] Collaborative curriculum development in teacher design teams" by A Handelzalts (2009), cited by 83. The second result is "Teacher Design Teams (TDTs)—building capacity for curriculum implementation in the continuing professional career ..." by G Mooney Simmie (2007), cited by 42. A citation popup is open for the second article, showing citation formats for MLA, APA, Chicago, Harvard, and Vancouver. A red arrow points from the citation count "42" in the search results to the citation popup.

**Google Scholar** teacher design teams

Articles About 1,510,000 results (0.10 sec)

**Any time**  
Since 2018  
Since 2017  
Since 2014  
Custom range...

**Sort by relevance**  
Sort by date

include patents  
 include citations

Create alert

[HTML] Collaborative curriculum development in **teacher design teams**  
A Handelzalts - 2009 - research.utwente.nl  
Abstract Teachers' participation in collaborative curriculum development having great potential for creating materials which are suitable for their professional development. However, the process in which teachers participate in this process is not clear. [☆](#) [99](#) Cited by 83 [Related articles](#) [All 4 versions](#) [🔗](#)

**Teacher Design Teams (TDTs)—building capacity for curriculum implementation in the continuing professional career ...**  
G Mooney Simmie - Irish Educational Studies, 2007 - Taylor & Francis  
From October to December 2005, six biology associates were employed to investigate the connection between curriculum implementation and the continuing professional development of teachers at regional level. The associates worked with ... [☆](#) [99](#) Cited by 42 [Related articles](#) [All 5 versions](#) [Web of Science](#)

**[HTML] Collaborative curriculum development in teacher design teams**  
A Handelzalts - 2009 - research.utwente.nl  
Abstract Teachers' participation in collaborative curriculum development having great potential for creating materials which are suitable for their professional development. However, the process in which teachers participate in this process is not clear. [☆](#) [99](#) Cited by 83

**Teacher Design Teams (TDTs)—building capacity for curriculum implementation in the continuing professional career ...**  
G Mooney Simmie - Irish Educational Studies, 2007 - Taylor & Francis  
From October to December 2005, six biology associates were employed to investigate the connection between curriculum implementation and the continuing professional development of teachers at regional level. The associates worked with ... [☆](#) [99](#) Cited by 42

**[HTML] Tracing the development of curriculum implementation in the continuing professional career ...**  
MJ Koehler, P Mishra, K ... but also as an analytical approach afforded rich data that clearly show that participants ... [☆](#) [99](#) Cited by 824

**[PDF] Technological knowledge**  
P Mishra, MJ Koehler - ... The design and implementation of learning of specific hard knowledge bases for teachers ... [☆](#) [99](#) Cited by 6369

**Cite**

MLA Mooney Simmie, Geraldine. "Teacher Design Teams (TDTs)—building capacity for innovation, learning and curriculum implementation in the continuing professional development of in-career teachers." *Irish Educational Studies* 26.2 (2007): 163-176.

APA Mooney Simmie, G. (2007). Teacher Design Teams (TDTs)—building capacity for innovation, learning and curriculum implementation in the continuing professional development of in-career teachers. *Irish Educational Studies*, 26(2), 163-176.

Chicago Mooney Simmie, Geraldine. "Teacher Design Teams (TDTs)—building capacity for innovation, learning and curriculum implementation in the continuing professional development of in-career teachers." *Irish Educational Studies* 26, no. 2 (2007): 163-176.

Harvard Mooney Simmie, G., 2007. Teacher Design Teams (TDTs)—building capacity for innovation, learning and curriculum implementation in the continuing professional development of in-career teachers. *Irish Educational Studies*, 26(2), pp.163-176.

Vancouver Mooney Simmie G. Teacher Design Teams (TDTs)—building capacity for innovation, learning and curriculum implementation in the continuing professional development of in-career teachers. *Irish Educational Studies*. 2007 Jun 1;26(2):163-76.

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Accurate and correct referencing is fundamental to academic writing.

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Recap the basics of Excel including formulae and making charts/graphs.

*Photo: Kieren Scott*

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## APA Referencing : A guide for business students

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A library resource

#### [Referencing - a key academic skill](#)

- [Referencite](#)

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#### [In-text citations:](#)

- Single / multiple authors
- Subsequent citation
- Multiple citations from the one author
- Use of brackets - narrative and statements
- Paraphrasing and quoting
- Citing secondary sources

#### [The reference list:](#)

- Alphabetical by author
- Use of hanging indent

#### [APA basics - referencing examples for commonly used sources](#)

#### [Citation tools:](#)

- BEIS short video: [Using the Business Source Premier Cite This function](#)
- [Business Source Premier and ABI/Inform](#)
- [Creating a manual citation Emerald, Newztext Plus, Scoop, Stuff](#)
- [Tools on the web](#) - input the reference and create the APA citation
- [Referencing tools](#) - available via the Library

#### [Items from library databases - general tips](#)

- [Newztext Plus](#)
- [ABI Inform / Business Source Premier](#) [includes no author example]
- [Passport](#)
- [Academic articles and DOIs](#)
- [Company reports](#)

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- [APA Online tutorial](#)
- [APA Style official manuals](#) - held in the library



Thanks for your listening!