

WHEN to CITE WHAT and HOW

WHEN?

Information that is commonly known does not need reference. References should not be intrusive. They become intrusive, when they are inserted where they don't belong.

For example, "Global warming is a serious problem of today's international community" does not need a reference. But the sentence: "Top experts on climate studies have issued the strongest warning yet that global warming will become irreversible after the year 2030" does need one. It refers to a concrete group of people, stating a claim, which the reader should have a chance to verify.

WHAT SHOULD BE REFERENCED?

Following things should ALWAYS be referenced:

- Statements, opinions, predictions stated by someone;
- Trends (standard of living is going up...);
- Statistical data (when taken from a secondary source, I list both the author of the source I am working with AND the original source of the statistic;
- Visual materials—tables, charts, images—ditto (author used and original source);
- Theories, models, ideas of other authors;
- Case studies;
- Experimental or unique research methods and results connected to another author.

BONUS: Bullet point lists

- a comma is used in simple lines at the end of the line,
- in composite lines (that include commas), we use a semicolon at the end of the line;
- Except for the last line, which is closed with a period.

BLOCK QUOTES

Direct quotes should be as short as possible. If they extend over approximately hundred words, or four lines of text, they should be set apart visually into a block quote. A block quote is **single spaced**, and **indented** by a tabulator. **Quotation marks are not used**, as the block quote already indicates that it is a direct quote. Please not the treacherous placing of the period, which exceptionally NOT placed after the brackets, but incomprehensibly BEFORE. (Kusá, 2021, p. 7)

When in doubt, cite!

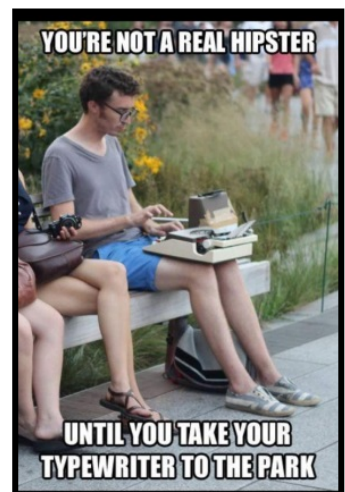
TITLES OF BOOKS AND ARTICLES

As mentioned in the BISLA House Style, the titles are capitalized, when mentioned in text. In references, only the first word of the title and subtitle are capitalized.

IN-TEXT: Titles of books, movies, journals (big formats) are italicized.

Titles of **shorter formats** (articles, chapters in books) are **not italicized**, but placed in quotation marks instead (in References, quotation marks are dropped).

NOTE! For citation of some sources you need the permission of the author



Author's permission is then noted in a **footnote** or an endnote (See Endnotes and Footnotes).

- If you are referencing an unpublished text—a **manuscript**, you definitely need author's permission;
- If you want to use a draft of a paper placed online (for example a draft working paper, or conference presentation text), it is also necessary to contact the author (despite the fact that you found it online!). You can **usually easily tell if permission is** needed—the text will say under the title, or across the whole page **DRAFT-DO NOT CITE!!!**
- If you are citing more than 300 words from a book or more than 150 words from an article, you also need permission. (Note: you don't need one if the author is dead for more than 70 years.
- **Tables, graphs, models,** schemes also require permission of the author. You should not just copy and paste them into the text, even if you include a reference
- Same, and even more so, with **images**, advertisements, art reproductions, website screenshots—all of them should be published only with the permission of the copyright holders

HOW TO CITE LESS COMMON SOURCES

General principle of referencing **IN TEXT**:

(Surname, YEAR, page number).

INTERNET SOURCES

Hyperlinks are not included in in-text references. They are only listed in Bibliographical reference at the end, and have to be a part of a full and proper reference—with the name of the author, title of the publication, title of the website, date of publication, date of retrieval, if relevant, and URL. If **DOI (digital object identifier)** is available, list it as well. (you can look it up at crossref.org)

WRONG WAY:

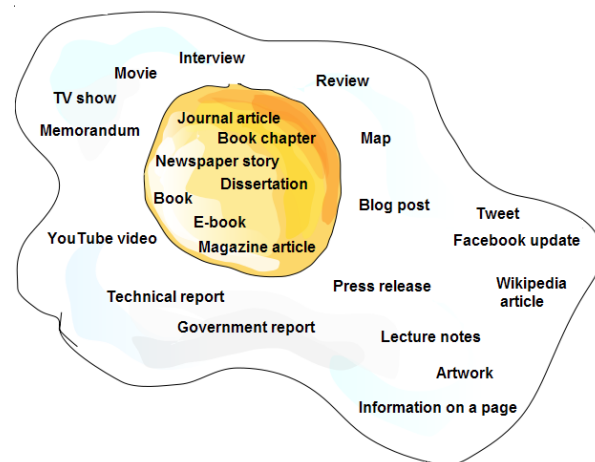
Georgia is a small country located in the Caucasus. Its total area is about 70,000 sq.km but it has got about 3000 year-old history of statehood that makes Georgia part of an ancient civilization. (<http://www.virtualtripping.com/the-caucasus-country-of-georgia/>)

Basic format for referencing of EVERYTHING:

Author, A. (date). Title of the document. *Website* <http://URL>

REMOVE HYPERLINK

Example of when all four components are known. Yes, „Freakonomics“ is the author in this case:



Freakonomics. (2010, October 29). E-ZPass is a life-saver (literally) [Blog post]. Retrieved from <http://freakonomics.blogs.nytimes.com/2010/10/29/e-zpass-is-a-life-saver-literally/>

UNKNOWN AUTHOR! NO MATTER.

All 33 Chile miners freed in flawless rescue. (2010, October 13). *MSNBC*.
http://www.msnbc.msn.com/id/39625809/ns/world_news-americas/

UNKNOWN DATE? IT'S OK.

The College of William and Mary. (n.d.). College mission statement.

<http://www.wm.edu/about/administration/provost/mission/index.php>

WHEN DO I LIST THE date of retrieval?

When there is no DOI and when it is possible the text has changed.

NEWS IN THE APA 7th EDITION

1. The publisher location is no longer included in the reference.

NO: Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York, NY: Simon & Schuster.

YES: Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster.

2. The in-text citation for works with three or more authors is now shortened right from the first citation. You only include the first author's name and "et al."

NO: (Taylor, Kotler, Johnson, & Parker, 2018)

YES: (Taylor et al., 2018)

3. Surnames and initials for up to 20 authors (instead of 7) should be provided in the reference list.

NO: Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., ... Lee, L. H. (2018).

YES: Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L. H., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., ... Nelson, T. P. (2018).

4. DOIs are formatted the same as URLs. The label "DOI:" is no longer necessary.

NO: doi: 10.1080/02626667.2018.1560449

YES: <https://doi.org/10.1080/02626667.2018.1560449>



5. URLs are **no longer preceded by “Retrieved from,”** unless a retrieval date is needed. The **website name is also included**, unless it’s the same as the author.

NO: Worland, J. (2015, July 27). U.S. flood risk could be worse than we thought. Retrieved from <http://time.com/3973256/flooding-risk-coastal-cities/>

YES: Worland, J. (2015, July 27). U.S. flood risk could be worse than we thought. *Time*. <https://time.com/3973256/flooding-risk-coastal-cities/>

6. **For ebooks, the format, platform, or device (e.g. Kindle) is no longer included in the reference.**

NO: Smith, T., & Williams, B. M. (2019). *The citation manual for students: A quick guide* [Kindle Version] (2nd ed.). <https://doi.org/10.1000/182>

YES: Smith, T., & Williams, B. M. (2019). *The citation manual for students: A quick guide* (2nd ed.). <https://doi.org/10.1000/182>

NOTE:

1. **DO NOT LIST URLs of PAGES THAT ARE PAID** (Questia, FindArticles, JSTOR, InfoQuest, atd'). These are service providers, not publishers.
2. Careful with citing articles placed on authors’ personal pages, ResearchGate, Academia,... -- they may not be identical with their published versions. CHECK the official source!
3. **URL is NEVER LISTED in the in-text references**. Only in the Bibliography at the end.
3. When listing a URL, we only list **the link to the home page of the site, NOT THE FULL URL** (document can be located by using other listed info, such as the author, date, name of the publication...)
4. **URLs ARE NOT UNDERLINED** (remove hyperlink by right-clicking on the link or highlight the link and press Ctrl-U twice).

AUDIOVISUAL SOURCES

Audiovisual sources are subject to the same rules of referencing as print sources. Most of these sources has a known author—whether an individual or an organization. It is important to try to track down **the original source**.

For example, if you want to use a YouTube video, the information is often listed in the information below the video, or at the end of the video itself.

Goyen, A. (2007, February 22). Downtown Marquette dog sled races [Video file]. Retrieved from <http://www.youtube.com/watch?v=gW3CNCGGgTY>

Video Webcast from Television Series Single Episode

ABC News (Producer). (2007, September 21). Dying professor's lecture of a lifetime. [Television series episode]. In *Good Morning America. Person of the Week*. Retrieved from <http://abcnews.go.com/GMA/PersonOfWeek/Story?id=3633945&page=1>

MANUSCRIPTS

It is possible to cite unpublished work, but you need the permission of the author. It is cited as any other regular text, including the information that the work is unpublished [Manuscript]

PERSONAL COMMUNICATION

Letters, emails, conversations—are **not listed in the References**, but referenced directly in the text itself:

(B. Rottweiler, personal communication, Nov. 11, 2019).

Ex: B. Rottweiler claims, that cockroaches are more immortal than human (personal communication, Nov. 3, 2019).

INTERVIEWS

Same way as personal communication.

However, it is common to **LIST YOUR INTERVIEWEES** (if they did not wish to remain anonymous) and dates and places of interviews in a special list just before your Bibliography.

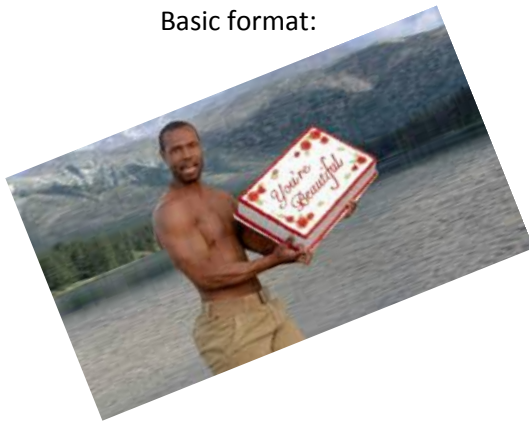
Remember that every interview should be accompanied with a signed copy of **Informed Consent** and a signed copy of **Release Form** (see templates on CLASSROOM). (2 copies of each—you keep one, and interviewee keeps one.)

When conducting an ethnomethodological field observation, you should **also list your informants**.



FILMS

Basic format:



Producent, P. (Producent), & Director, R. (Director). (Date of publication). *Title of the film* [Feature film]. Country: Studio od Distribution Company.

EX:

Bender, L. (Producer), & Tarantino, Q. (Director). (1994). *Pulp fiction* [Motion Picture]. United States: Miramax.

TELEVISION SERIES

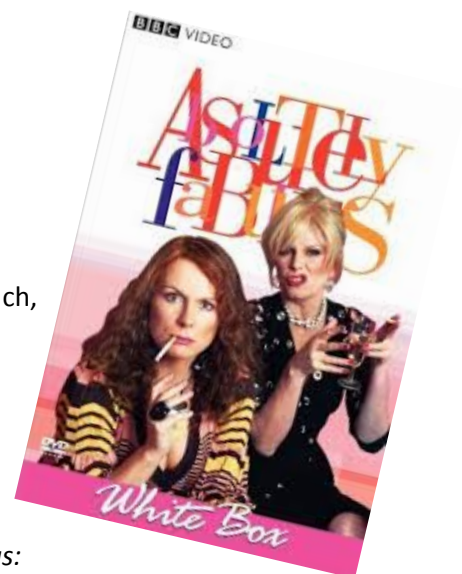
Author, A. (Author), & Director, R. (Director). (Date). Title of the episode [Episode of TV Series]. In P. Producent (Producent), *Title of the TV Series*. City: Studio or Distribution Company.

EX: TV SERIES

Plowman, J. (Producer), Spiers, B. (Director), Saunders, J., Lumley, J., French, D. (Writers), Warner Home Video (Firm), & BBC Video (Firm). (2005). *Absolutely fabulous: Series 1*. London: BBC Video.

EX.: EPISODE

Spiers, B. (Director), Saunders, J., & Lumley, J. (Writers). (2005). *Poor*. (Television series episode). In Plowman, J. (Producer). *Absolutely Fabulous: Series 1, Episode 3*. Burbank, CA : [London] : Distributed by Warner Home Video.



MUSICAL RECORDING:

Composer, S. (Date of copyright). Title of the song. [Recording artist...if different from composer]. On *Title of the album* [Medium]. Place: Company. (Date of recording, if different from date of copyright).

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain fantastic and the brown dirt cowboy* [LP]. London, England: Big Pig Music Limited.

ART:

Directly from the source (museum, gallery):

Wyeth, A. (1948). *Christina's world* [Painting]. New York, NY: Museum of Modern Art.

Or from a secondary source:

Wyeth, A. (1948). *Christina's world* [Painting]. Retrieved from <http://www.moma.org/explore/collection/index>

Must I reference artwork?

Depends on the context and how well known the artwork is. If I am only likening something to an artwork (she had the Mona Lisa smile)—I do not need to include a reference. But if the artwork is the subject of analysis, then it will be necessary (unless the artwork has reached a status of an icon). (Tip: artwork has reached a status of an icon, if it is the subject of commercials, for example)

What about photographs?

If they are your own, they should be numbered and titled. If there are numerous photographs, you may include a separate **List of Images**.

Remember, if they are not your own, you need the **permission** of the author to reproduce them. REFERENCE IS NOT **ENOUGH**.



TABLES, GRAPHS, IMAGES

NOTE: Number and title (caption) are listed directly above the graph or table or image.

Bibliographical reference is listed directly under it. Its format differs slightly from the reference that will be in the Bibliography.

Table 1: On Immortality of the Cockroaches.

	Mortal (percent)	Immortal (percent)	Total (percent)
Nasty cockroaches	0	100	100
Vile cockroaches	0	100	100
Godawful cockroaches	1	99 ^a	100

^a I killed one once with a shoe.

Explanatory note

Note. Descriptive note about the table... Adapted from "Title of Article," by F. M. Author and C. D. Author, year, *Title of Journal*, volume, p. xx. Copyright [year] by the [Name of Copyright Holder]. Adapted [or Reprinted] with permission.

ALWAYS USE AUTOMATED FUNCTIONS (right-click – Insert caption).

EXAMPLE

Figure 1. New Zealand Unemployment Rate

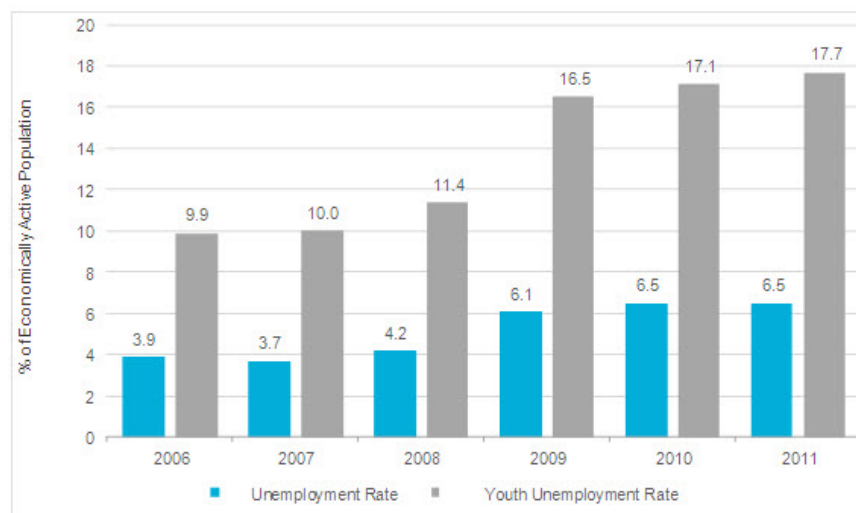


Figure 1. Youth unemployment rate vs. total unemployment rate: 2006-2011. Youth unemployment rate refers to the unemployed population aged 15-24 years old. Copyright 2013 by Euromonitor International. Reprinted with permission [OR TYPE OF COPYRIGHT, if it is marked for free public use].

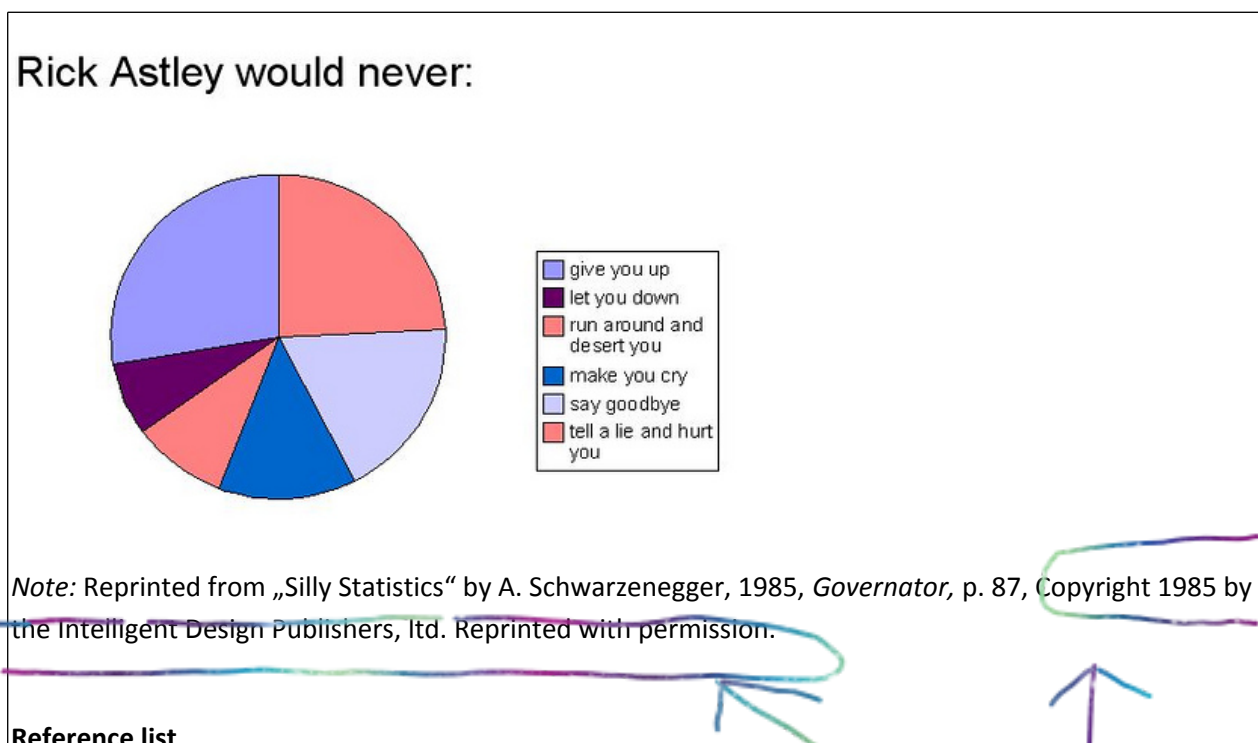
In-text citation

As Figure 1 shows, youth unemployment rate has risen from 9.9% to 17.7%...

Reference list

Euromonitor International. 2013. Youth unemployment rate vs. total unemployment rate: 2006-2011
[Graph]. <http://www.portal.euromonitor.com>

Image 1: Things Rick Astley Would Never Do



Schwarzenegger, A. 1985. *Governator*. Los Angeles: Intelligent Design Publishers, Ltd.

FOOTNOTES and ENDNOTES

- Decide whether you need an endnote or footnote for content; primarily, these are used to present additional information that supports the given text or alert readers to alternate sources of information that may provide greater details.
- **APA uses footnotes** by default.
- Determine **if you need a copyright footnote or endnote**. These are required if you use a direct quote that is more than **300 words** in length or if you use a figure, chart, graph or data table from another source. To do this without violating copyright law, you need the permission of the person who created the original.
- **Choose** between footnotes or endnotes. You can't use both. Footnotes are located at the bottom of the page; endnotes are placed after the conclusion of the paper, before the bibliography.
- Use your word-processing program to insert your footnotes or endnotes. For example, when working in Microsoft Word, you can access the "Footnote" option by choosing

"References" and "Insert Footnote." You will be given the option of choosing between footnotes or endnotes, and the computer will number your notes and place them accordingly.

- Enter all relevant data for the note. Copyright footnotes begin with the word "Note." For a copyright note from a periodical, the following information is also required: the article title in parenthesis; the author(s); the date of publication; the title of the publication; the volume; and the page number. This is followed by the copyright information and a statement of permission to reprint. An example:

Note. From "The Superflu and You," by D. Welsh, 2002, *Journal of Biotechnology*, 14, p. 22. Copyright 2001 by D. Welsh. Reprinted with permission.

On the other hand, content notes **can direct the reader to another source**, such as:

¹ See Stephen King, "The Stand," 1978 for an interesting theory on the possible outcome of biological warfare.

Or they can explain a particular point. For example:

² While this method of virus development may or may not lead to the complete annihilation of mankind, this research paper does not focus on this aspect of biotechnology.

SUMMARIZING

Summarizing:

1. State the main point first.
2. Emphasize the main stages of thought.
3. State the article's conclusion.
4. Summarize rather than give a table of contents.

Example:

Wrong: This article covers the topic of measuring the extent of global deforestation. The article discusses reasons for concern, the technique, the results, and the project's current goal.

Right: According to the author of "Seeing the Forest," the extent of global deforestation was difficult to measure until satellite remote sensing techniques were applied. Measuring the extent of global deforestation is important because of concerns about global warming and species extinctions. The technique compares old infrared LANDSAT images with new images. The authors conclude the method is accurate and cost effective.

PARAFRÁZOVANIE:

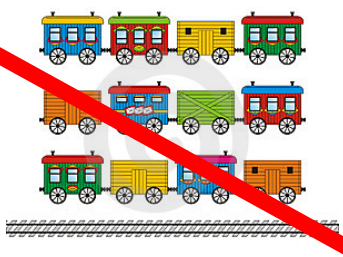
Cieľom je sumarizovať a zjednodušiť informácie, ktoré potrebujete **pre vašu prácu**. Naratívny kontext je daný vašim textom, logickou štruktúrou vašej práce. Obzvlášť ak parafrázovaná práca poskytuje mix faktických informácií a interpretácií, je dôležité vybrať relevantné informácie a odlíšiť interpretácie od dát.

Parafrázy **vsádzajte do vlastného textu**. Nezačínajte nový odsek alebo nebudaj kapitolu parafrázou. Parafrázujeme keď potrebujeme dáta, podporiť tvrdenia, ilustrovať názory... neobjavujú sa teda ako samostatné bloky ktoré nahrádzajú váš vlastný text.

Absolútne minimum: ak máte pocit, že v niektorej časti textu musíte viac parafrázovať, minimálne **uvádzajte** parafrázy vlastnými vetami, prepájajte ich s kontextom vašej práce a jasne **signalizujte**, že nasleduje parafráza a teda myšlienka iného autora.

Ak **parafrázujete jeden zdroj vo viacerých odstavcoch či nebudaj stranách**, nepostupujete ako originálny tvorca. Ak navyše parafrázy kopírujú aj štruktúru myslenia citovaného textu, môžete sa dostať **do rozporu s autorským zákonom**. Tento ochraňuje práva na použitie diela alebo jeho časti na vytvorenie nového diela (autorské právo trvá počas života autora a 70 rokov po jeho smrti).

Originálna práca nie je kompiláciou parafráz



Using sources in writing

Better safe than lazy. By citing the source of your information you point to an authority rather than ask your reader to trust your memory or what might appear to be your own idea. Even though you *can* recall a statistic or a description of a process, for example, citation of such information——if it truly came directly from a source——gives more credibility to your writing and assures both you and your reader of the accuracy, timeliness, and even the potential bias or limitedness of your information. You **know** whether or not you looked at a source to get the information originally, and so does your intelligent reader. It is your job to take careful notes from your sources as you review them and document your sources accurately so that they provide underpinnings for your overall work. If possible, **track down the original sources** rather than repeat another author's interpretation second-hand, and only cite sources that you have actually read and used. Be **honest, smart, and safe**.

Integrating Your Sources

This section details ways for you to integrate your sources into your own work. It is easy to feel at times that you have done so much research that you are simply spitting back various ideas that others formulated. That is why it is important for you to develop your own assertions where possible, organize your findings in such a way that your ideas are still the thrust of the paper, and take care not to rely too much on any one source, or you will find that your paper's content is controlled too heavily by that source.

In practical terms, some ways to develop and back up your assertions include:

- **Organize your sources before and as you write so that they BLEND**, even within paragraphs. Your paper—on both the overall level and the paragraph level—should reveal relationships among your sources, and should also reveal the relationships between your own ideas and those of your sources.
- As much as is practical, **make the paper's INTRODUCTION and CONCLUSION your own** ideas or your own synthesis of the ideas inherent in your research. Use sources *minimally* in your introduction and conclusion.
- In general, use the OPENINGS AND CLOSINGS OF YOUR PARAGRAPHS to reveal your work -- **"enclose" your sources among your assertions**. At a minimum, make your own topic sentences and wrap-up sentences for paragraphs.
- When appropriate, practice such RHETORICAL STRATEGIES as **analysis, synthesis, comparison, contrast, summary, description, definition, evaluation, hypothesis, generalization, classification, hierarchical structure, and even narration**. Prove to your reader that you are *thinking* as you write.

Another vital practice is **making it clear exactly where your own ideas end and the cited information begins**. It is your job to help your reader draw the line between these two things, often by the way you word the opening part of your cited information. A phrase such as "A 1979 study revealed that" is an obvious announcement of documentation to come. Another recommended technique is the insertion of the author's name right into the text to announce the beginning of your cited information. You may worry that you are not allowed to give the actual names of the researchers you have studied in the paper's text, but just the opposite is true. In fact, the more respectable an author you cite, the more impressed your reader will be with your material while reading. If you note that the source is NASA or Carl Sagan or *The Wall Street Journal* right in your text, it will have a more profound effect on the readers than if you make them guess or flip to the References page to look up the source.

What follows is an excerpt from a political science paper that simply and admirably draws the line between writer and cited information:

The above political upheaval illuminates the reasons behind the growing Iranian hatred of foreign interference; as a result of this hatred, three enduring geopolitical patterns have evolved in Iran, as noted by John Limbert. First . . .

Note how the writer begins by redefining her previous paragraph's topic (political upheaval), then connects this to Iran's hatred of foreign interference, then suggests a causal relationship and ties everything into John Limbert's analysis—thereby announcing that a synthesis of Limbert's work is coming. This writer's work also becomes more credible and meaningful because, right in the text, she announces the name of a person who is a recognized authority in the field. Even in this short excerpt, it is obvious that this writer is using proper documentation and backing up her own assertions with confidence and style.

Anatomy of a Well-Documented Paragraph

Writing a paragraph with the sources properly cited can seem a tricky task at first, but the process is straightforward enough, especially when we analyze an example. Writing and documenting a paragraph is really just a matter of thinking clearly about a topic you have

researched and transferring that thinking to the page. To illustrate, a tidy sample paragraph follows, with the sources properly documented in the author-year system. Next, the genesis of the paragraph is analyzed through the author's eyes.

The millions of species of plants and animals on the earth have a phenomenal influence on the human species. Not only do they provide a substantial amount of our food, they are of great value in medicine and science. Over 60 percent of the purchases we make at the pharmacy contain substances that are derived from wild organisms (Myers 1988). Studies of plants and animals have led to discoveries in virtually all of the sciences, from biology and chemistry to psychology and astronomy (Wilson 1991). Furthermore, plants and animals are vital to the maintenance of our ecosystem. Their diversity and balance directly control food webs, nutrient diversity, supplies of fresh water, climate consistency, and waste disposal (Ehrlich 1988). Finally, many species act as barometers of our environment. The salmon, for example, is extremely sensitive to changes in the condition of the water in which it lives. Any abnormality in population or behavior of fish usually indicates some type of chemical imbalance in the water. The same is true of butterflies and their relationship with prominent agricultural areas. Clearly, the millions of species of plants and animals in the world are vital to the continued thriving of the human population.

Now let us walk through the paragraph and its use of sources. The first two sentences of the paragraph assert the **author's personal view** about the value of the world's species (a view shaped by his research, no doubt), which he is about to back up by using three recent sources. Next, the author cited a source (Myers) which had included a statistic ("over 60 percent of the purchases we make at the pharmacy"). Without this source cited, the reader could easily believe that the author estimated loosely or simply relied on his memory for the statistic. The next source cited (Wilson) involved a sweeping and general claim that the author of the above paragraph derived from a textbook he had read. The author was at first not sure whether to cite the source, but he wisely decided that he should because he realized that he had in fact had Wilson's book open to a particular page and referred to it as he wrote the sentence. The next source (Ehrlich) was cited because the author had gone through a whole chapter of Ehrlich's book in order to write the sentence, usually using Ehrlich's exact section headings from the chapter as the sentence material. The final examples of the salmon and the butterfly were based directly on the author's personal experience of working at a fish hatchery for a summer, so documenting sources was not an issue. The fact that the author found a way to tie this experiential knowledge in with his research is testimony to the fact that he was thinking as he wrote the paragraph. He allowed his **sources to blend** with each other, but he did **not allow them to do the thinking for him**. More evidence of the author's control over his material is his mid-paragraph **transition sentence** (beginning with "Furthermore"), his labeling of species as "barometers" of the environment a few sentences later, and his **closing sentence**, which wraps up the paragraph's ideas neatly by making a general affirmative and confident statement.

Not every paragraph should look exactly like this, of course, but every paragraph should be written with the same kind of care about how, when, and why the sources are documented.