Welcome to Dickinson College's Academic Integrity Tutorial!

This tutorial will help you understand issues regarding Academic Integrity and the nuances of plagiarism, how to use research material ethically, and basic principles of citation. Even if you have had plagiarism instruction prior to enrolling at Dickinson College, you are likely to encounter new material in this tutorial, including rules that are specific to Dickinson College.

The goals of this tutorial are:

- To help you understand the concept of Academic Integrity
- To help you succeed in doing college level research and writing
- To introduce guidelines for citing sources properly
- To present Dickinson's policy on plagiarism
- To inform you of the consequences at Dickinson for cheating or plagiarism
- To acquaint you with the many campus resources you can consult for assistance

You may leave the quiz and return at any time; your work will be saved.

Instructions

Most students complete this tutorial in under 2 hours. You must answer all questions on each page to get credit for the tutorial. **We recommend that you take this tutorial on a desktop or laptop computer.**

After completing each page, advance through the tutorial by clicking on "Next page." You can return to a previous page at any time by clicking on "Previous page."

To check your answer to a quiz question, click "Check."

**Important:** At the end of the tutorial, make sure you click "Submit and Finish" after answering the final question. If you do not, you will not receive credit for completing the tutorial.

Questions or Problems? Contact us at ask@dickinson.libanswers.com.

Please begin the tutorial by clicking "Next page."
Understanding Plagiarism and Academic Integrity

As a student at Dickinson College, you will engage in scholarly discourse. Scholarly discourse is the practice of using the words and ideas of others in conjunction with your own original thoughts in order to:

- Demonstrate your mastery of a subject
- Communicate with fellow scholars
- Debate different sides of an issue
- Posit a theory
- Make an argument
- Test a hypothesis
- Create new ideas

Most of these activities require that you research your topic using library resources. Research material must be used in an ethical manner according to a set of standards known as academic integrity.
Which First Year Seminar are you taking this semester?

Select one:

- Good and Evil in the Human Imagination: Ethical Issues in Fiction (Toby Reiner)
- The Art and Science of Exchange: A Natural History of Global Markets (Xiaolu Wang)
- Bioethics and Bioissues (Dave Kushner)
- Does Finance Benefit Society? (Qing Bai)
- Bridging East and West: Cosmopolitanism and Cultural Negotiations in Modern China (Nan Ma)
- Civil Disobedience in History (Jeremy Ball)
- Literacy and Liberty (Claire Selier)
- Where Have All the Wild Things Gone? (Kristin Stock)
- Indigenous Education: Native Americans, Schooling, and the Carlisle Experiment (Amy Farrell)
- The Uses and Abuses of Photography (Elizabeth Lee)
- Race in Brazil: Challenging Discourses (Carolina Castellanos)
- Modernity and Its Legacy: Past Ideas and their Contemporary Importance (Karl Qualls)
- Modernity and Its Legacy: Past Ideas and their Contemporary Importance (Dan Schubeit)
- Founding Fathers: Marx, Engels, and Freud (John Frugoli)
- More Than a laughing Matter: Theories of Humor (Antonio Rivas)
- Life in Africa and the Caribbean: Insight into the French Imperialism Narratives (Benjamin Ngong)
- No Strings Attached: The Puppet as Performance Object and Metaphor (Sherry HarperMcCombs)
- Paying the Game of Life: Balancing Proactive and reactive Financial Decisions Beyond the College Years (Joy Middaugh)
- From Me in Both Ends of Relationship: Exploring... (Michael Hall)
Academic integrity is the policies and principles we adhere to in order show respect to those who contributed to our own knowledge base and to avoid plagiarism. In the United States, ideas and their expression are considered to be intellectual property and are protected by copyright laws. Thus, academic integrity is also adherence to those laws.

One important aspect of academic integrity is avoiding plagiarism.
What is plagiarism?

Select one:

- A. Using unauthorized notes during exams
- B. Presenting someone else's work as your own.
- C. Copying someone's answers during a test.
- D. Collaborating on an assignment when you have been instructed to work independently.
Considering the definition we just established, do you think you have ever plagiarized someone else's work? (Your answer will not be linked to your name or shared.)

Select one:

- A. YES
- B. NO

Check
The most common way in which the words and ideas of others are acknowledged in scholarly discourse is through the use of citations.

What is the definition of "citation" in this context?

Select one:
- A. A brief notation that acknowledges when you are using an idea, phrase or quotation found in another source
- B. A legal summons to pay a fine or appear in court
- C. Formal praise recognizing a person's notable achievements
Citations may take on various forms depending on the requirements of an academic discipline, a publisher, or an individual course.

They may look like this (MLA Style):

(Dickens 57)

Or this (Chicago Style):


Or this (APA):


...or they may appear in some other format. What all citation styles have in common is that they include all of the information your audience needs to locate the source.
With a few notable exceptions, all of the information you gather for a research project should be cited. What types of information do **NOT** need to be cited? (You may select multiple answers.)

Select one or more:

- A. sound files
- B. scientific experiments
- C. your own original ideas
- D. common knowledge
- E. course handouts
- F. newspaper articles
- G. data from a study
- H. journal articles
- I. books
- J. websites
- K. images
- L. films

[Check]
There were two correct answers to the last question: common knowledge and your own original ideas. These types of information do not need to be cited.

“Common knowledge” is information that an average person would know or be able to easily verify, such as that Washington DC is the capital of the United States. It may also be information that is presumed to be well-known among people who are educated in a particular field, such as the chemical structure of a water molecule, or the date of a historical event.

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Common knowledge to a chemist:

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Common knowledge to a historian:

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Although your own original ideas do not need to be cited, Dickinson College has a specific rule about re-using one’s own work. Normally, each paper you write may be submitted for only one course. You cannot re-use a paper that you have already submitted for one course without the express permission of both the professor who received your original submission and the professor who will receive the duplicate.

If you are able to use your own previous work to inform a new project, you should also cite yourself!
Dickinson students have expressed rumors and misconceptions about plagiarism that led to them being formally accused and found responsible for engaging in it. Determine if the following statements are true or false.

Free information off the Internet does not need to be cited.

Select one:
- True
- False

[Check]
You do not have to cite if you use just a few words from a source.

Select one:
- True
- False

Check
Unintentional plagiarizing will not result in sanctions.

Select one:
- True
- False

Check
Dickinson does not use plagiarism detection software such as Turnitin.com.

Select one:
- True
- False

Check
Because Dickinson does not use plagiarism detection software, it is difficult for professors to detect plagiarism.

Select one:
- True
- False

Check
On the previous pages, you learned the truth about some of the misconceptions surrounding plagiarism and academic integrity. Now, you'll have the opportunity to think like a professor and decide whether or not something constitutes plagiarism.

Read the example below and then answer the question that follows.

This sentence appeared in an article about the 2006 documentary film "An Inconvenient Truth":

"Ironically, by being in the wonkiest context imaginable, Gore comes across as passionate, sincere, and likable."

(Citation: Meyer, J. M. 2006. "Another Inconvenient Truth." Dissent 53 (4). 95-96.)

A student read that article and wrote the following in a paper:

"The presentation on a stage before an academic audience was done in the wonkiest context imaginable."

Is the situation above an example of plagiarism?

Select one:
- It is an example of plagiarism.
- It is NOT an example of plagiarism.
Sometimes professors can detect plagiarism from subtle changes in a student’s writing. Carefully examine this example of student writing, and see if you can identify 3 phrases in which the writer shifts tone or language style.

One of the main arguments of history is whether it can really be viewed objectively and whether it hampers the enlarging horizon of history. Usually, the “winners” record history and it is often hard to tell what is truth and what has been exaggerated. The endless antagonism between objectivism and subjectivism has threatened the modern objectivist paradigm of the study of history.

Select one or more:

- A. hampers the enlarging horizon of history
- B. Usually, the “winners” record history
- C. what is truth and what has been exaggerated
- D. antagonism between objectivism and subjectivism
- E. modern objectivist paradigm

Check
Here is the original work, with the phrases plagiarized by the student highlighted in yellow:

Postmodernists tried to overcome the modernist objectivist paradigm. The main purpose of this article is to investigate the pros and cons of "modernistic" history by examining its history from the perspective of the antagonism between objectivism and subjectivism. Modernism turned out to be the shackle by which the enlarging horizon of history was hampered.

Citation in Chicago Notes and Bibliography style:

Here's the student's work again, with the plagiarized phrases highlighted:

One of the main arguments of history is whether it can really be viewed objectively and whether it hampers the enlarging horizon of history. Usually, the "winners" record history and it is often hard to tell what is truth and what has been exaggerated. The endless antagonism between objectivism and subjectivism has threatened the modern objectivist paradigm of the study of history.

If your professor suspects plagiarism because odd shifts in writing are detected, he or she might do a search on the same databases you used to easily find the material you copied.
Students who do not follow the principles of academic integrity may be disciplined by the college. A professor who suspects that plagiarism has occurred is contractually required to report the incident to the Academic Advising office. If that happens, the student suspected of plagiarism attends a hearing at which a trained panel of faculty members, administrators, and students review the pertinent information and determine if plagiarism has occurred. If they decide that it has, then the student will face one or more sanctions.

From the list below, choose which sanctions (alone or in combination) you think are possible.

Select one:

- A. F for the project/paper
- B. Fail the course
- C. Suspension
- D. Expulsion
- E. A and B only
- F. A through D
- G. None of the above.

Check
The good news is that plagiarism is easy to avoid. As we have seen, an ethical writer and researcher adheres to principles of good scholarship, including:

- Engage responsibly in **scholarly discourse** by reading, listening, observing, and researching in order to enhance your understanding of a topic.
- Adhere to the principles of **academic integrity** by acknowledging the work of others in your own writing. This includes using quotation marks and writing citations when you quote a source, but it also demands that you take the time to **carefully examine and understand the sources** you use to inform your own work. This does not mean that you simply find a few quotes to insert into your writing in an attempt to improve your work. You must ensure that you **appropriately represent each source** as its author intends and **seamlessly incorporate those sources** into your own discourse.
- Become information literate, which is the ability to identify and retrieve information that could help you answer a research question, and, further, to explain the significance of the information that you find.
You are certainly not expected to do this all on your own, nor will you learn it all in one course or one session with a librarian. You will begin to learn college-level writing and research in your First Year Seminar, and a librarian will visit your class to help you learn about the research process. In future semesters, you will revisit the process in many other courses. In addition to the time your professors devote to these issues in class, you have other ways to get help, including:

- **Ask a librarian** either in person or via our **Ask a Librarian page**. You can see a librarian during regular on-duty hours, make a personal appointment, email, or chat for help with research and citing questions.
- The Library’s **Citing Sources guide**, which provides the rules and samples for each citation style commonly used on campus.
- **Ask your professor**. If you are unsure about anything regarding the research process or an assigned paper, visit your professor during their office hours to ask questions.
- **Visit the Writing Center**. Our highly trained peer tutors can assist you with ensuring that you are incorporating research material appropriately into your paper or project.
- **Community Standards**. It is a good idea for you to become familiar with the college's standards for social and academic conduct. This document includes a section on academic integrity.
Recognizing Plagiarism

We have established that plagiarism is the use of the words, ideas, or work of another person without proper citation and acknowledgement. But how does plagiarism end up happening?

Most students would never intentionally steal a paragraph from a book and try to pass it off as their own work, but sometimes, plagiarism can occur by accident—especially when rushing to complete an assignment. As you have learned, unintentional plagiarism is not acceptable.
Plagiarism can take many different forms, and we will discuss some of the common kinds that arise at Dickinson College.

**Wholesale copying** is the most obvious form of plagiarism. This occurs when a writer copies an entire section of text and pastes it into their paper with no attribution.

**Paraphrasing a source without providing proper attribution** is also plagiarism. Paraphrasing is only acceptable if you cite your source properly.

What is paraphrasing?

Select one:

- A. Directly quoting a speaker or written text
- B. Rephrasing the words of others in order to express an idea’s key concepts in your own words
- C. Condensing a long passage into a more concise paragraph
- D. Copying and pasting text into a new document and changing a few words to make it more understandable

[Check]
Another common type of plagiarism is **patchwriting**. Patchwriting occurs when a writer takes direct words and phrases from a text and "patches" them together with their own words, without directly quoting the source. This can happen when a student does not take the time to paraphrase well or does not understand the text enough to explain it independently.

Examine the following passages and see if you can detect evidence of patchwriting.

This is the original text that a student is using to write a paper:

"Our results do not substantiate the concern that some brain tumors diagnosed in the United States during the mid-1990s were caused by the use of handheld cellular telephones. There was little or no indication of an increased risk of [brain tumors] associated with any use, cumulative use, or the laterality of use of these telephones."

Source, cited in APA style:


Below is a paragraph written by a student who used the source quoted above.

Scientists who published a study in *The New England Journal of Medicine* in 2001 reported that their results do not substantiate the fear that some brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of cell phones. They reported little or no indication of a higher risk of brain tumors associated with any use, cumulative use, or the laterality of use of cell phones (Inskip et al., 2001, p. 83). This study, however, was conducted within five years and therefore does not address exposure over a longer time period.

The options below are all taken from the student's writing. Choose the pieces of text that the student "patched" into their writing from the original source by Inskip et al. (There are multiple correct answers.)

Select one or more:

- brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of
- little or no indication of
- a higher risk
- associated with any use, cumulative use, or the laterality of use
- therefore does not address exposure over a longer time

[Check]
The question from the previous screen was "Which of the following pieces of text were patched by the student from the original source into their own work?" The answer choices are displayed below, with correct answers bolded and incorrect answers with a line drawn through them.

- brain tumors diagnosed in the U.S. during the mid-1990s were caused by the use of
- little or no indication of
- a higher risk
- associated with any use, cumulative use, or the laterality of use
- therefore does not address exposure over a longer time

This is the original text that the student used to write the paper from the previous example. The pieces that the student patched into their own writing is highlighted in yellow:

"Our results do not substantiate the concern that some brain tumors diagnosed in the United States during the mid-1990s were caused by the use of handheld cellular telephones. There was little or no indication of an increased risk of [brain tumors] associated with any use, cumulative use, or the laterality of use of these telephones."

Source, cited in APA style:


Below is a paragraph written by a student who used the source quoted above. The pieces that they patched from the original source are now highlighted in yellow:

Scientists who published a study in *The New England Journal of Medicine* in 2001 reported that their results do not substantiate the fear that some brain tumors diagnosed in the United States during the mid-1990s were caused by the use of cell phones. They reported little or no indication of a higher risk of brain tumors associated with any use, cumulative use, or the laterality of use of cell phones (Inskip et al., 2001, p. 83). This study, however, was conducted within five years and therefore does not address exposure over a longer time period.
In order to prevent plagiarism, you must be able to recognize it so that you can avoid doing it accidentally. In the following seven examples, you will determine whether a writing sample constitutes plagiarism and why it does or does not.

Carefully read this original text from a source that a student used to write a paper:

Overall, the challenges that the scientists are facing are focused on how they can utilize the most updated and modified models and approaches to accommodate uncertainty and future variability related to the fluctuations in the nature systems, abrupt extremes caused by climate change, possible relocations of the species, geo-changes and interventions of renovated technologies on human beings' daily life.

Source, cited in APA style:

This is what the student then wrote in their own paper:

Scientists are being asked to use the most up-to-date modified models to determine the impact upon the fluctuations in the nature systems. These fluctuations are directly influenced by a variety of natural occurrences in addition to the intervention of renovated technologies on people's day-to-day lives.

Is this plagiarism? If it is, what needs to be done to fix it?

Select one:

- A. Not plagiarism.
- B. Plagiarism. Needs quotes around text that is reused from original source.
- C. Plagiarism. Needs an in-text citation.
- D. Plagiarism. Needs the changes suggested in both B and C.

Check
Based on the following example, answer the question below.

Carefully read this original text from an article about the novel *Pride and Prejudice* that a student used to write a paper:

Austen's juxtaposition of outdoor and interior scenes emphasizes the restrictions of Romantic-era manners. Even when the geographical distance that has separated the lovers for much of the novel's time frame is reduced to a few feet in a drawing room, the etiquette governing genteel hospitality prevents them from communicating openly, if at all. When Darcy first dines at Longbourn, Elizabeth's anxiety to speak to him remains unrelieved....

Source, cited in MLA style:

This is what the student then wrote in their own paper:

According to literary scholar Olivia Murphy, in *Pride and Prejudice* Jane Austen frequently contrasts the freedom of the outdoors with the confinement of the indoors, and thus the indoors becomes a symbol of the stifling etiquette of the day. The first time Mr. Darcy comes to Longbourn for dinner, Elizabeth is not able to speak to him as she wishes, making this one of many scenes in the novel where communication that takes place inside a home is unsuccessful (Murphy 138).

Is the above an example of plagiarism? If it is, what needs to be done to fix it?

Select one:

- A. Not plagiarism.
- B. Plagiarism. Needs quotes around text that is reused from original source.
- C. Plagiarism. The in-text citation is incomplete.
- D. Plagiarism. Needs the changes suggested in both B and C.

Check
In this study, the yoga intervention was associated with greater improvements in mood and decreases in anxiety in the tonic, acute and intervention analyses compared to the metabolically matched walking intervention, suggesting that the effect of yoga on mood and anxiety is not solely due to the metabolic demands of the activity. In our prior study, significant acute increases in brain GABA levels immediately after a yoga session were recorded. The current study found near-significant acute increases, but stable tonic levels during the 12-week yoga intervention.

Source, cited in APA style:

This is what the student then wrote in their own paper:

In one study, a yoga intervention was associated with greater decreases in anxiety and improvements in mood than the metabolically matching walking intervention in the tonic, acute, and intervention analyses. This suggests that the changes in mood and anxiety resulting from yoga are not solely due to the metabolic demands of the activity. In a previous study, the group found significant acute increases in GABA levels in the brain following a yoga session. In this study, they found near-significant acute increases, but tonic levels were stable during the 12-week yoga intervention (Streeter et al., 2010, p.1150).

Is this an example of plagiarism? If it is, what needs to be done to fix it?

Select one:
- A. Not plagiarism.
- B. Plagiarism. Text re-used from source without quotations.
- C. Plagiarism. In-text citation should be at the end of the paragraph.
- D. Plagiarism. Needs the changes suggested in both B and C.
The previous question was an example of **patchwriting**. The student directly copied many phrases without putting them in quotes and failed to adequately paraphrase from the source. What makes this less obvious than wholesale copying is that the student rearranges the order of some of the copied text and patches the original text together with small bits of their own words. In order to make this clear, the plagiarized phrases are highlighted in the same colors in both the original source and the student’s work.

Here is the original source again, this time with the phrases that the student patched into their own writing highlighted in various colors:

In this study, the **yoga intervention was associated with greater improvements in mood and decreases in anxiety** in the tonic, acute and intervention analyses compared to the metabolically matched walking intervention, suggesting that the effect of yoga on mood and anxiety is **not solely due to the metabolic demands of the activity**. In our prior study, significant **acute increases** in brain GABA levels immediately after a yoga session were recorded. The current study **found near-significant acute increases**, but stable tonic levels during the 12-week yoga intervention.

Source, cited in APA style:


Here is the student’s version again, this time with all of the text copied from the original source highlighted in colors that correspond to the original source above:

In one study, a **yoga intervention was associated with greater decreases in anxiety and improvements in mood** than the metabolically matching walking intervention in the tonic, acute, and intervention analyses. This suggests that the changes in mood and anxiety resulting from yoga are **not solely due to the metabolic demands of the activity**. In a previous study, the group found significant **acute increases** in GABA levels in the brain following a yoga session. In this study, they **found near-significant acute increases**, but tonic levels were stable during the 12-week yoga intervention (Streeter et al, 2010).
Read the following example and then answer the question that follows.

Just as textual sources must be cited, so too must images, maps, charts, graphs, etc. Here's a picture of the Waidner-Spahr Library that was taken by the college's photographer in 1999:

![Waidner-Spahr Library](image-url)

Citation, Chicago style:


If a student needed to include an image such as the one above, which they did not take themselves, in a paper, how would they do so without plagiarizing?

Select one:

- A. Include the citation for the image in the reference list.
- B. Explain what the image is, in their own words, in a caption next to the image.
- C. Include a citation in a caption with the image.
- D. You would need to do both A and C.

[Check]
A student is writing a paper for a film studies class and wants to describe a scene from the documentary film *Blackfish*. How should the student handle this situation?

Select one:

- A. The student should include a citation of the film in the reference list.
- B. The student should include a citation of the film in the reference list and an in-text citation.
- C. The student does not need to include a formal citation, but they should take a sentence or two to describe the film, what year it came out, and who directed and wrote it.
- D. No citations or references are needed. It's a popular documentary, so its contents constitute common knowledge.
A student is writing a paper for their German class about the fall of the Berlin Wall. They write out the following text in English:

The German Democratic Republic built the Berlin wall in 1961 to separate East and West Germany. The wall was first opened on November 9, 1989. People would chip off pieces of the wall to take as souvenirs. However, the reunification of East and West Germany was not official until October 1990.

Then, they paste it into Google Translate and get this as the result:


The student copies and pastes that into their paper and submits it.

Is this situation an example of academic dishonesty?

Select one:

- Yes. It is an example of academic dishonesty.
- No. The student put their own words into Google Translate, so it's fine.

Check
It is probably obvious to you that copying something written by somebody else in one language, running it through Google Translate, and pasting it into a paper that you are going to present as your own counts as plagiarism.

The matter becomes more complicated when you take your own words in one language and translate them through Google Translate (or a similar program). It is one thing to take a single word and enter it into a translation service to see what it would be in another language; it is another to write multi-word phrases and/or entire sentences into Google Translate and copy and paste the result into your paper. This is dishonest, and also it is likely to be inaccurate. Neither Google Translate nor any other program can translate complex phrases and sentences better than a human. While Google Translate and other online translation services can be useful tools, you should not rely too heavily on them.

The purpose of language learning at Dickinson is for students to be able to express themselves in a language other than their native language. Unless explicitly made clear in your syllabus or prompt, online translators and work with native speakers other than those trained in peer-tutoring is unacceptable. At every level of language learning, faculty expect students to make mistakes, and to productively learn from them. Inappropriate use of Google Translate denies you the chance to develop your language skills.
Now that you have learned about different forms of plagiarism and identified plagiarism in the works of others, we are going to return to a question that you were asked in the first module.

Based on what you’ve learned so far in this tutorial, do you think you have ever plagiarized someone else’s work? (Again, your answer will not be linked to your name or shared.)

Select one:

- YES
- NO

Check
Citing

Now that you know the basics of plagiarism and its consequences, it is time to consider citation practices. Citing sources correctly is an important part of the research and writing process. Effective writers take care to cite everything that needs to be cited, pay attention to the format required for each specific project, and ask for help when necessary.

The major reasons we cite our sources are to:
- give credit to the original source
- situate our writing within a broader scholarly conversation
- strengthen our arguments and give ourselves credibility
- help the reader find more information on the topic

Plagiarism may be suspected when a writer presents incomplete citations. All citation styles require a citation whenever the writer is using information from a source. The exact format of the citations will depend on the citation style required by the discipline for which you are writing. Regardless of the style, someone reading your paper should be able to find the sources that you used based on the information given in the reference list.
What information needs to be cited? **Anything that is not common knowledge!** As mentioned previously, common knowledge is information that is widely known to the public, or to readers in the specific discipline you are writing for.

You **DO** need to cite all the sources you use to inform a research project, whether those sources are online, in print, from a TV program, or even from a lecture you attended. If you are not sure whether to cite something, ask your professor or a librarian for advice!

Which of the following sources need to be cited?

Select one:

- A. Books and book chapters
- B. Journal Articles
- C. Websites and Images Copied from Websites
- D. Course Lectures and Handouts
- E. Translated Text
- F. Films and Sound Files
- G. A, B, C, and F only
- H. All of the above
There are many different citation styles. The exact elements needed for a citation will vary depending on the citation style and type of source you are using, but the following elements are usually included:

- Title of the container, if one exists; in other words, the broader work your specific source is included within, such as the name of the journal an article was published in or the title of a book
- Date of creation or publication (usually the year, and sometimes the month and day)
- Title of the work
- Author(s) and/or editor(s) or other creators of the work
- Page numbers on which the material appears, e.g., the page range for a specific book chapter or journal article within a larger work
- Other identifying information as needed depending on the type of source, for example, volume and issue number for journal articles, the publisher for books, or the URL or DOI (Digital Object Identifier) for web sources.

Here is the first page of a journal article found in an online database with some of the important components labeled:

**Coffee components and cardiovascular risk: beneficial and detrimental effects**

Justyna Godos¹, Francesca Romana Pluchinotta², Stefano Marventano³, Silvio Buscemi⁴, Giovanni Li Volti⁵, Fabio Galvano⁵, and Giuseppe Grossi⁵

Faculty of Pharmacy, University of Palermo, Palermo, Italy, ²IRCCS Policlinico "S. Donato", San Donato Milanese, Milano, Italy, ³Department "G.F. Ingrassia", Section of Hygiene and Public Health, University of Catania, Catania, Italy, ⁴Department of Internal Medicine, University of Palermo, Palermo, Italy, and ⁵Department of Clinical and Molecular Biomedicine, Section of Pharmacology and Biochemistry, University of Catania, Catania, Italy

**Abstract**

Coffee consists of several biological active compounds, such as caffeine, diterpenes, chlorogenic acids, and melanoids, which may affect human health. The intake of each compound depends on the variety of coffee species, roasting degree, type of brewing method and serving size. The bioavailability and the distribution of each compound and its metabolites also contribute to coffee mechanisms of action. The health benefits of coffee consumption regarding cardiovascular system and metabolism mostly depend on its antioxidant compounds. In contrast, diterpenes and caffeine may produce harmful effects by raising lipid fraction and affecting endothelial function, respectively. Studying the mechanism of action of coffee components may help understanding weather coffee’s impact on health is beneficial or hazardous. In this article, we reviewed the available information about coffee compounds and their mechanism of action. Furthermore, benefits and risks for cardiovascular system associated with coffee consumption will be discussed.

**Keywords**

Antioxidant, caffeine, cardiovascular disease, nutrients, polyphenols

**History**

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This is a GIF and is animated in the interactive version
These elements are usually assembled into two forms for each source:
The first is a bibliography — also called a Reference List, or Works Cited List. This is the list of all the sources used in the paper. Bibliographies are usually organized alphabetically by lead author. The bibliography provides the complete details needed for locating each source.

The following is a sample bibliography / reference list using the APA style of citation.

References:


The second way in which sources are cited is by way of a simplified in-text (or parenthetical) citation that gives credit at the point of use, points to the exact location of cited material (i.e., page number), and directs the reader to the complete entry in the bibliography. This can also take the form of a footnote, which is an extended citation at the bottom of the page. You must use an in-text citation or a footnote **every time** you use or refer to a source in your writing.

Here is a sample in-text citation and accompanying reference entry (in Chicago Author Date style). This in-text citation points to information that was found on page 411 of this source.

**In-text:**
(Kossinets and Watts 2009, 411)

**References:**

Here is a sample footnote and accompanying bibliography entry (in Chicago Notes and Bibliography style). This footnote points to information that was found on pages 107 through 108.

**Footnote:**

**Bibliography:**

- **Author(s):** Jason M. Vogel, Karen M. Carney, and Joel B. Smith
- **Article title:** Cool It with Cold, Hard Facts
- **Article title:** Article titles are presented in quotation marks in many citation styles.
- **Journal name (container—where the article was published):** Mitigation and Adaptation Strategies for Global Change
- **Journal name (container—where the article was published):** Journal names are often presented in italics.
- **Volume number:** 14
- **Volume number:** Volume number typically correlates to the year of publication.
- **Issue:** 1
- **Issue:** Issue number typically refers to the number of times the title is published during the year.
- **Publication date:** 2009
- **Pages on which the article appeared:** 1-5
- **Database (container—in which you found the record):** Science Citation Index
- **Database (container—in which you found the record):** Databases are often written in italics.
- **DOI (digital object identifier):** 10.1007/s11027-008-9151-8
Citations are formatted according to comprehensive guidelines, or styles, which are created by professional organizations to suit a specific academic discipline or intended use. For instance, the American Psychological Association publishes APA Style to suit the needs of psychologists and may also be used by other researchers.

It is important to recognize that different citation styles exist, and to always make sure you are using the correct style for each assignment. The specific citation style you are required to use may change depending on the discipline, the professor, or even the specific assignment.

Below is a list of citation styles commonly used at Dickinson, with their associated departments. As you can see, there are many citation styles to choose from! Your syllabus or assignment prompt should specify which style to use. If you are not sure, ask your professor.

<table>
<thead>
<tr>
<th>Style</th>
<th>Full Name</th>
<th>Typical Use</th>
<th>Style Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA</td>
<td>American Psychological Association</td>
<td>Psychology</td>
<td><em>Publication Manual of the American Psychological Association</em>&lt;br&gt;BF76.7 .P83 2010 (RESERVES)</td>
</tr>
<tr>
<td>AAA</td>
<td>American Anthropological Association</td>
<td>Anthropology</td>
<td>Online at: <a href="#">AAA Style Guide</a></td>
</tr>
<tr>
<td>ACS</td>
<td>American Chemical Society</td>
<td>Chemistry</td>
<td><a href="#">ACS Style Guide</a>&lt;br&gt;QD8.5 .A25 2006 (RESERVES)&lt;br&gt;<a href="#">Guide to Citing in ACS Style (online examples)</a></td>
</tr>
<tr>
<td>ASA</td>
<td>American Sociological Association</td>
<td>Sociology</td>
<td><em>American Sociological Association Style Guide</em>&lt;br&gt;HM73. A54 2007 (RESERVES)</td>
</tr>
<tr>
<td>Chicago</td>
<td>Chicago Manual of Style</td>
<td>History; Art; Other Social Sciences</td>
<td><a href="#">The Chicago Manual of Style</a>&lt;br&gt;Z253 .U69 2017 (RESERVES)</td>
</tr>
<tr>
<td>GSA</td>
<td>Geological Society of America</td>
<td>Earth Sciences</td>
<td>Online at: <a href="#">Geological Society of America Style Guide</a></td>
</tr>
<tr>
<td>MLA</td>
<td>Modern Language Association</td>
<td>English; Other Humanities</td>
<td><em>MLA Handbook for Writers of Research Papers</em>&lt;br&gt;LB2369 .G53 2016 (RESERVES)</td>
</tr>
</tbody>
</table>
Remember: all sources you use must be cited! While this tutorial cannot possibly demonstrate how to cite every source type in every style, it is designed to demonstrate a range of source types cited in common citation styles, to give you a sense of the similarities and differences, and to help you identify the kinds of things you need to be aware of to cite correctly.

When citing, the first step is to identify what type of source you have. Different source types have different information that needs to be included in the citation, and a slightly different way of citing it, even within the same citation style. Watch our tutorial “Distinguishing Among Source Types” to learn more about how to identify source types.

There may be exceptions to the general guidelines for some source types. Always refer to a style guide for your specific style to find out how to cite each item. You can find these on the library’s Citing Sources guide, on Reserve at the Circulation Desk, or online.

As noted earlier, citations in different citation styles typically contain many of the same elements. However, they differ in some ways, including:

- order of the elements
- formatting applied to the elements
- capitalization of titles
- punctuation used

Paying careful attention to these factors is necessary for correct citing.
The forthcoming screens will feature examples from the three most commonly used citation styles at Dickinson College:

- MLA (Modern Language Association) Style
- Chicago Style (both the Notes and Bibliography and Author-Date versions)
- APA (American Psychological Association) Style

After each example, you will be asked to identify a part of the citation to check your knowledge.
Example 1


This example demonstrates a citation for a book by a single author in MLA citation style as it would appear in the bibliography.

Identify the publisher of this book.

Answer: 

[Check]
Example 2


This example demonstrates a citation for a specific chapter in a book in Chicago Notes and Bibliography citation style. This work contains chapters by different authors.

What is the title of the chapter cited above and what is the range of page numbers covered by this chapter?

Select one:
○ A. The Romantic Renaissance, pages 333 to 343
○ B. Poetry in France, pages 33 to 43
○ C. The Romantic Renaissance, pages 19 to 92

Check

This example demonstrates a citation for a scholarly article in APA citation style. Unlike previous examples, in APA style only initials are used for the author’s first and middle names. A DOI (Digital Object Identifier) is provided that refers only to this specific article to make it easier to search for online.

In what volume of the journal is the article cited above? (Please give the numeric value.)

Answer: [Blank]

[Check]
Example 4


This example demonstrates a citation for a newspaper article in Chicago Author-Date citation style. As is common to many styles, when dealing with an article from a public website (but usually not articles published in academic journals, even if they are online), it is common to include an access date, telling the reader when you accessed the material, in case the content have changed.

When was this article published? (Please provide the answer in the format MM/DD/YYYY)

Answer: 

[Check]
Example 5


This example demonstrates a citation for a painting as reproduced in a book in MLA citation style. It includes information on the painting and painter, the location of the original work, as well as the book the image of the painting is published in.

What is the title of this painting?

Select one:

A. Goya, Francisco
B. *The Family of Charles IV*
C. Museo del Prado
D. *Gardener’s Art Through the Ages*
E. Harcourt Brace

[Check]
Example 6


This example is an MLA style citation for a page on a website with no author listed. The date used in this citation is the date when the page was last updated. If online sources indicate the date they were last updated, you may be able to use that date in place of the date you accessed the source. Be sure to check your citation style guide carefully for the proper format.

Based on the example given above, if there is no author listed for a website, what comes first in the citation in MLA style?

Select one:

- A. Publisher
- B. Webpage title
- C. Publication date
- D. Date accessed

Check
The location of the information you need to create a citation depends on the type of source it is. For books, that information is usually found on the title page.
First page of a journal article
A Legacy of Lies and Lost Souls: The Russian Revolution at One Hundred Years.

Authors: BODEYRE, PETER L

Sometimes, particularly with websites, not all of the information you want to include in your citation will be available. Citation style guides usually specify how to handle that situation.

In this example, you can easily find the name of the page, the name of the website, and the URL, but there is no obvious author/creator or date.
1. Always give credit to others for their words and ideas. This is called a **citation**, to be done in the bibliography and through in-text citations and footnotes.

2. Cite **ALL** sources (including internet sources, professor's handouts, articles, etc.)

3. **Be certain to ask your professor which citation style to use.** Follow your style manual to use footnotes, in-text notes, and citations correctly.

4. When copying text word for word from a source, use **quotation marks** around words, phrases, and sentences.

5. When **paraphrasing or summarizing**, you still must cite your source (even if quotation marks are not needed).

6. Avoid “patch writing.” It is unacceptable to cut and paste phrases together without paraphrasing the source material and integrating it smoothly into your own ideas. It also makes for bad writing!

7. While doing research for a paper, **take careful notes and clearly indicate portions of your notes that are taken directly from the original text**. This will help you avoid accidental plagiarism.

8. **Keep track of which sources your notes came from**, including page numbers.

9. Take advantage of Dickinson's **Multilingual Writing Center**. If you're taking a foreign language, the Writing Center's peer tutors are a much better resource than Google Translate!

10. **Know your professor's expectations** and the Dickinson College policy on Academic Integrity.

11. Even if your professor doesn't indicate that you need to cite and/or include a bibliography/works cited, you should still **acknowledge the work of others** if you use it to inform your own work.

12. Make sure to **ask a librarian** for help if you aren't sure how to cite your sources!
Of the information provided in this Academic Integrity Tutorials, how much of it was new to you? Please select the response that most accurately describes your experience.

Select one:
- None of the information was new to me.
- Very little of the information was new to me.
- Some of the information was new to me.
- Most of the information was new to me.
- All of the information was new to me.

Check
Did you find this tutorial to be effective?
Please select the answer that most accurately describes your experience.

Select one:
- Not at all
- Only a little
- Somewhat
- Very
- Extremely

Check
You may comment about any aspect of the presentation, including but not limited to content, delivery, usefulness, your general reaction to it, etc.