

HOW TO INTERPRET AND CITE RESEARCH

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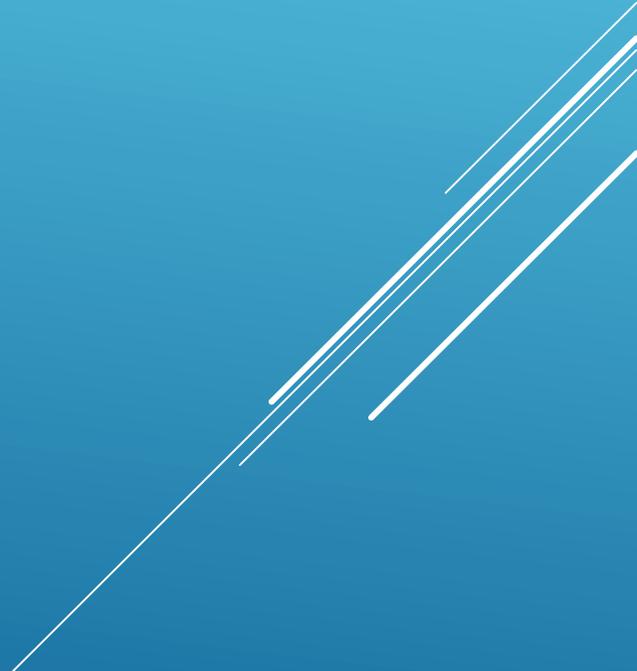
July 9-12

- ▶ Each dissertation chair has a different philosophy and various methodologies; however, we are sharing tips that garnered success.
- ▶ Charles L. Faires Dissertation Distinction Award
- ▶ In-depth literature reviews and other chapters
- ▶ Low similarity index from Turnitin
- ▶ Direct quotes
- ▶ Personal communications
- ▶ Synthesis within paragraphs and level headings
- ▶ Editors – conduct your research and learn how to paraphrase

DISCLAIMERS

- ▶ Similarity Index
- ▶ What is a good number or a bad number
- ▶ Too many direct quotes
- ▶ Too many block quotes
- ▶ Not enough content
- ▶ Not enough interpretation/paraphrase

TURNITIN



- Buying another work and presenting it as your own.
- Using another student's work and presenting it as your own.
- Failing to use quotation marks or properly set off an author's exact words.
- Using ideas from another source without citing that source.
- Making slight modifications to an author's sentences but presenting the work as your own
- Copying and pasting text from an Internet source without using quotation marks to set off the authors' words.
- Avoid plagiarism by always citing the source when borrowing words, phrases, or ideas from an author.
- Include the author's name, the title of the work, and the page number if available.
- Cite the source in the sentence or cite the source in parentheses.

PLAGIARISM

- ▶ Paraphrasing poorly: Changing a few words without changing the sentence structure of the original, or changing the sentence structure but not the words.
- ▶ Paraphrasing poorly: Using words from the original that are not part of one's vocabulary.
- ▶ Quoting poorly: Putting quotation marks around part of a quotation but not around all of it, or putting quotation marks around a passage that is partly paraphrased and partly quoted.
- ▶ Citing poorly: Omitting an occasional citation or citing inaccurately.

UNINTENTIONAL PLAGIARISM

- ▶ Read the APA 6th edition manual
- ▶ In-text citations and references must align
- ▶ Record and save all references the moment you use them
 - ▶ Word documents
 - ▶ Clouds
 - ▶ External hard drives
 - ▶ Email them to yourself
 - ▶ ADRIANA system
- ▶ Direct quote versus interpretation

IN-TEXT CITATIONS AND REFERENCES

The recent retired Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) Assistant Special Agent in Charge and Branch Chief of the Explosives Technology Branch (served as a Civil Affairs Major during Operation Iraqi Freedom) Dondi Albritton opined that dating back in history, it is a common theme to find a plethora of examples of amateurs and experts who find creative ways to construct explosive devices intended to invoke fear and many times injury to advance a cause or other act of terror. Albritton noted the expertise required to manufacture an explosive device does not mandate much in the way of scientific knowledge (personal communication, January 10, 2015). As time has advanced in this particular area, many explosive device components and instructions can be easily obtained. Clearly global digital masked bandits-vendors offering to supply most any explosive component(s) including exotic automatic firearms are ready to sell and move in interstate commerce those items to the numerous insurgent members and merchants of death that plague the world.

PERSONAL COMMUNICATIONS

PAGE NO.
7.25" TO 7.5" 0.5" ↓

SLUGLINE
1.5" TO 7.5" → EXT. FAMOUS MOVIE STUDIO - DAY

ACTION DESCRIPTION
1.5" TO 7.5" → Hustle and bustle everywhere. EXTRAS in costume coming and going. CARS line up at the studio gate, awaiting entrance.

CHARACTER NAME
3.5" → JASON
I made it! Can you believe it?

DIALOGUE
2.5" TO 5.5" → SECURITY GUARD
I don't believe anything. I'm a professional skeptic.

PARENTHETICAL
3.0" to 5.5" → JASON
(nonplussed)
Gosh, I guess they need everything in Hollywood, don't they?

TRANSITION
6.0" → DISSOLVE TO:

RIGHT MARGIN (MAX)

SCREENPLAY ANALOGY

Scholarly

- ▶ To share with other scholars the results of primary research & experiments.
- ▶ A respected scholar or researcher in the field; an expert in the topic; names are always noted.
- ▶ A professional association; a university or known scholarly publisher.

Non-Scholarly

- ▶ To entertain or inform in a broad, general sense.
- ▶ A journalist or feature writer; names not always noted.
- ▶ Writers are often employed by the magazine or publisher; acceptance is based largely on the topic's consumer appeal.

SCHOLARLY VERSUS NON-SCHOLARLY RESOURCES

Scholarly

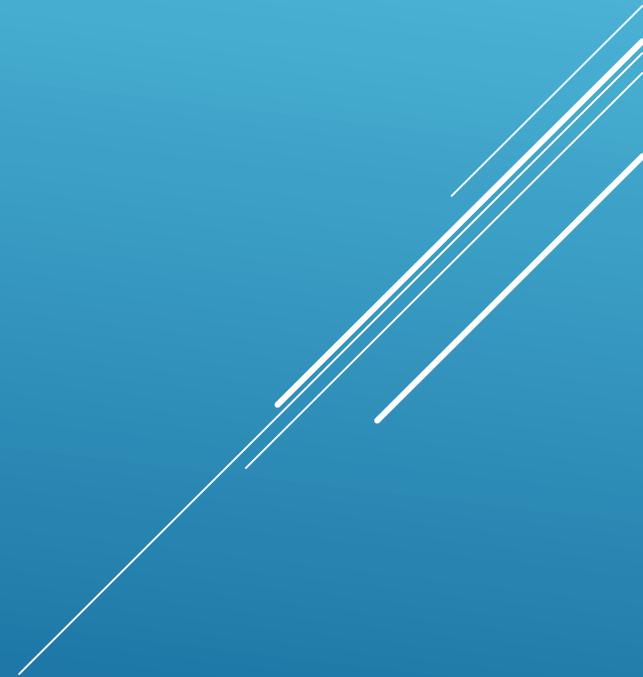
- ▶ Formal presentation of scholarly work in a standard style; often an abstract at the beginning of the article. Articles also have specific section headings, such as literature review, methodology, results, conclusion, and discussion/further study.
- ▶ Language is very formal and technical; usually contains discipline-specific jargon.

Non-Scholarly

- ▶ Often presented in story format, with anecdotes from other people.
- ▶ Language is casual (high school reading level or lower). Few, if any, technical terms are used (and if they are, they are usually defined).

SCHOLARLY VERSUS NON-SCHOLARLY RESOURCES

SUMMARIZING VERSUS PARAPHRASING



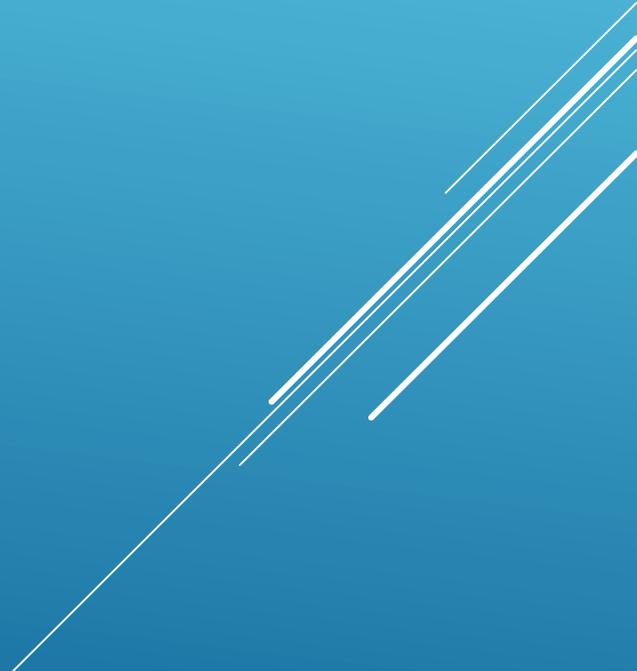
Summarizing

- ▶ briefly state the main ideas of another work. A summary is much shorter than the original selection

Paraphrasing

- ▶ use your own words to present someone's ideas. A paraphrase is about the same length as the original selection but restated.

SUMMARIZING VERSUS
PARAPHRASING



▶ Condense a message to its basic elements. Summarizing and synthesizing are key in literature reviews.

1. Read the original text carefully to gain a complete picture before writing
2. Ask yourself who, what, when, where, why and how question to help you identify the central idea of the text.
3. Acknowledge the source in the summary, or place the source information in parentheses after the summary.
4. Reread your summary to make sure that you have expressed the essential message in your own words.
5. The summary should be a maximum of 30 percent of the length of the original work.
6. In summaries, the crucial message should be conveyed.

HOW TO SUMMARIZE

- ▶ Highlight the main ideas in the original text.
- ▶ Restate the main ideas using your own words. Keep specialized words, common words, and names of people or places. However, find synonyms for other words and use your own sentence structure.
- ▶ Use a thesaurus to find synonyms.
- ▶ Acknowledge the source in the paraphrase or place the source information in parentheses after the paraphrase.
- ▶ Maintain the original author's ideas and intent.
- ▶ After: proofread your text.

HOW TO PARAPHRASE

An example

Glass provides valuable evidence because we come in contact with it so often. If we were to analyze a piece or pieces of glass, we would ask certain questions....For instance, when we observe glass in a fire scene, is the soot baked on? If so, it was most likely a slow moving fire. If the soot is readily wipe off the glass, then we have a fast moving fire and should look for an accelerant.

-Wilson T. Sullivan III, *Crime Scene Analysis*, p. 135

Paraphrase

Investigators are able to determine the spread of a fire, according to Wilson T. Sullivan III. When soot is difficult to remove from glass, the fire probably burned slowly. If the soot can be removed with ease, the fire burned quickly and may have been aided with some type of gasoline or other catalyst.

Summary

According to the book *Crime Scene Analysis*, glass at a fire scene can give clues to a fire's speed, with easily remove soot indicating that a fire may have been intentionally started.

Thank you!

For Attending
our Presentation