

## PROPER CITATION OF REFERENCE MATERIAL

The following examples are meant to help with understanding the concepts of synthesis and paraphrasing of reference information and the proper citation of reference material. Keep in mind some use of direct quotes is permissible, however should be kept to a minimum. In general they should be used sparingly if at all.

The first example paragraph is an example of what not to do when citing references in an essay/paper. The student has included a long direct quote from the author (as well as their own over-generalized causal statement about witnessing violence as a child and future violent offending. This effect increases likelihood but does not directly, or singularly, cause it). The majority of the information in the paragraph is from a quote and not the student's own words. The repeated use of shorter direct quotes throughout a paper (while not provided in the first example) is also a problem. This information should be synthesized and paraphrased into your own words with a citation of the reference at the end.

Notice the excellent examples of this in the second and third student passages. No direct quote (of any length) was even necessary because the student had paraphrased it appropriately. You can use an occasional quote, but in general, citations of references in academic writing are to indicate where your information came from for YOUR overall analysis in the paper, and are NOT a substitute for your analysis or what amounts to “information retrieval”. This is crucial because the proper citation form indicates two very important things: **one, you read the material and can paraphrase it, and two, you are showing comprehension of it in your analysis.** Example one indicates not having put much time or effort into the preparation (reading, comprehension, research, writing), while examples two and three indicate sufficient time and effort were spent on all of those aspects.

Keep in mind these were short excerpts which used citations after every sentence (but their entire submission did not). They had passages free from citations that included their analysis as well. You are not required to have a citation reference for every sentence you write. For your own analysis this will not be required. **Also, you cannot directly use the authors' words (without paraphrasing) and then just leave the quotations marks out and put a citation. That is not paraphrasing, it is plagiarism.**

Example 1:

When children grow up in a family where there is violence they will grow up to be violent because that is what they learned. Witnessing violence causes them to be violent. “Often known as the intergenerational transmission of violence theory or the cycle of violence theory, this perspective points out that parents are often the strongest role models that children have, and when children see their father hitting their mother, for example, or experience one of their parents hitting or otherwise physically disciplining or abusing them, they cannot help but learn this is how parents interact with each other and with their kids “(Alvarez & Bachman). This is how people come to commit violent acts in the future. Their reaction is based on their environment and how they feel they need to respond in certain situations.

### Example 2:

For example, Jerry Sandusky received a 30 to 60-year prison sentence for sexually abusing young boys (Smith, Loyd, & Curry, 2012). On the other hand, Debra LaFave who had sex with one of her students was only given probation (Montaldo, 2017). Women who offend fall into three categories: women who are coerced by a co-male partner, women who are attracted to children, and the teacher/student dyad (“Female,” 2007). Male offenders are typically power reassurance rapists who try to feel a sense of control and empowerment that they were previously lacking (Alvarez & Bachman, 2017). Women tend to offend against those they are the caregivers for, whereas men victimize strangers and acquaintances (“Female,” 2007). When it comes to the student/teacher dyad women’s sexual acts are seen as a teaching tool for these boys, whereas men in the same situation are perceived as taking advantage of young girls (“Female,” 2007). Physical size also plays a role in how victims are perceived; women are weak and prone to victimization, but men are supposed to be strong and able to resist their attacker.

### Example 3:

Federal legislation was passed in 1990, 1994, and 2010 to address the issue (Alvarez & Bachman, 2017), but data from 2004 through 2015 show a generally consistent rate of victimizations using NCVS data (Langton & Masucci, 2017). This suggests that at least the most recent legislation, the 2010 Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act, has not significantly curtailed these crimes. Likewise, states have implemented a variety of measures meant to curtail hate crimes. Some studies have found that hate crimes are unevenly prosecuted, and that even with specific hate crime statutes, enforcement can be ineffective (Phillips, 2009).

Hopefully these illustrations will help you with your use of references and citations. Yes, you can still use an occasional quote (sometimes they are helpful), but your goal should be to look less like example one and more like example two. Another helpful way to think about it is “does how I just wrote this resemble the way scholarly books/articles convey information?” A great way to improve academic writing skills is to continue to read good examples of it in those types of publications. All of our course material are examples of that type. The way citations of references are used that material are a great guideline.

Please let me know if you have any questions about citations and references.