BHSEC
Academic
Integrity
Handbook

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BHSEC Academic Integrity Handbook

Academic Integrity Handbook

Introduction

BHSEC is a community dedicated to the love of learning and scholarship. You are a student here because you, too, share this love of learning and have demonstrated the creative and intellectual abilities required to be a scholar and thrive at BHSEC.

It is important, then, to understand that the foundation of all learning and scholarship is honesty. Unfortunately, we are reminded constantly that academic and intellectual dishonesty surrounds us in contemporary society. Not a week goes by without encountering stories of cheating rings at prestigious high schools, journalists exposed for fabricating sources, or authors criticized for plagiarizing from other works. These are commonplace occurrences, but ones we must avoid if we are to build and maintain the scholarly community we seek.

This handbook reflects BHSEC's commitment to academic integrity, honesty, and openness. It embodies the belief that students must submit work that reflects their own true abilities, that they must not misrepresent themselves to their teachers and peers, and that teachers must give students the opportunities to demonstrate their creativity and ideas.

This handbook reflects the work of students, faculty, and parents, who have spent many hours discussing and debating how best to educate students about the importance of academic integrity at an institution like BHSEC. It is divided into three parts: 1) an overview of cases of academic integrity violations through examples and definitions; 2) BHSEC's procedure for addressing violations of the academic integrity policy; 3) additional resources for you to use in your academic work.

There can be no mistaking that BHSEC is firmly committed to a culture of academic integrity, and that we have clear expectations and policies in place to help us maintain our high standards of learning and scholarship. This handbook will help you understand these expectations and policies. **It is your responsibility as a member of the BHSEC community to make sure you know and understand the material in this handbook.** Success at BHSEC requires knowing our Academic Integrity Policy, and making sure its principles of honesty and truth guide your conduct and academic pursuits.

Cultivating Academic Integrity

As a BHSEC student, you have the responsibility not only to understand our policy on academic integrity, but also to adhere always to its standards. If you are ever in doubt about a specific situation or assignment, it is always best to ask your instructor.

The demands of the BHSEC academic program can sometimes seem daunting. The chances of a student violating academic integrity typically increase when students feel under pressure to meet a deadline or if a student puts off studying for an exam or working on a project until the night before it is due. The best way to steer clear of such difficulties is to develop productive disciplines and habits of mind, such as:

- Pay attention and make the school day your most intense time for study.
- Make schedules and lists, with realistic deadlines you set and then meet.
- Begin with your most difficult assignments first, saving the easy tasks for later.
- Take care of yourself by eating right and getting plenty of sleep.
- Learn how to ask for help when you need it.
- Consult with Math and Writing Center tutors, who know the Academic Integrity Policy.

Academic Integrity Board
Because Academic Integrity is such an important concern for the entire BHSEC community, we have an Academic Integrity Board in place composed of student and faculty members of the community. The Academic Integrity Board primarily works with the administration, faculty, and student organizations to increase community awareness and educate students around academic integrity issues, policies, and procedures. From time to time, it also hears cases of students disputing violations of the Academic Integrity Policy.

Student Rights and Responsibilities
BHSEC is dedicated to maintaining a community of responsible scholars in which learning of the highest quality is pursued. As members of this community, students have the right to:
- Clear and accurate information regarding academic policies and graduation requirements, as well as individual course objectives and requirements.
- Timely and clear communication from teachers and the administration.
- A safe and productive learning environment.
- An academic experience that values creative and original thought.

Students are responsible for:
- Demonstrating Academic Integrity: Students must exhibit integrity and truth, avoiding all acts of dishonesty, including plagiarism and cheating, and other forms of academic misconduct.
- Knowing Policies and Expectations: Students are responsible for knowing, understanding and following BHSEC regulations, which can be found in your Student Planner. This Academic Integrity Handbook can also be found on the BHSEC Manhattan website at "Student Resources."
- Discouraging Academic Integrity Violations: The dishonest action of even one individual erodes the foundation of BHSEC's integrity as a place of learning and education. When the collective honor of the BHSEC community is threatened, all of us must act. Students are encouraged to support a culture of honesty by discouraging their peers from dishonest behavior and by reporting violations of academic integrity to any BHSEC instructor or member of the administration.

Academic Work: Honest and Original

What is Original Work?
Academic work is fundamentally creative, but the original work you produce is often based on what has already been written, argued and discovered by others. This presents us with the challenge of academic integrity: how to present the ideas and work of others honestly, but do so in an original way. This is done by not simply reporting and describing the work of other scholars, since there would be nothing original in such work. Your creativity and originality emerges when you analyze, critique and argue with the ideas and scholars you are writing about. The value of your thoughts and ideas is demonstrated by the unique way in which you present the work of others.

Violations of Academic Integrity
Following the practice at the University of Maryland, we identify four types of academic dishonesty: cheating, fabrication, plagiarism, and facilitating academic dishonesty. We will use their definition of each. Cheating is "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." Fabrication is "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise." Plagiarism is "Representing the words or ideas of another as one's own in an academic exercise." Finally,

facilitating academic dishonesty is "Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty." We will examine each case, paying particular attention to the way in which instances of a violation may arise in the context of a paper or oral presentation, during an exam, or on a homework assignment. Regardless of the type of dishonesty or the type of assignment, ALL instances of dishonesty are taken seriously and fall under the scope of our policy. Note that these examples are illustrative, not exhaustive, and it is your responsibility to seek clarification from your instructor whenever you are unsure about an action.

Plagiarism

In the academic world, ideas are of the highest value. Individuals deserve credit for their ideas and words, and their work should be acknowledged. Even if you unintentionally present another person's work as your own, without acknowledging the original author, it is considered plagiarism. This includes copying exact wording as well as paraphrasing.

Paper or Presentation—Any information that is not "common knowledge" (see page 10) must be acknowledged and cited properly. This is true regardless of whether the information is included as a direct quote or as a paraphrase. Note that just because the information is available on Wikipedia, elsewhere on the internet, or in a textbook or handout, that does not make it common knowledge; even though the information might be common knowledge to someone practicing in the field, it is not necessarily common knowledge to the students in the course and therefore must be cited. *If you are in any doubt consult your instructor.* Note also that oral presentations as well as written papers require proper acknowledgement of sources. For more information on citing your work see the section on citation.

There are two ways to include information obtained from a source: direct quote or paraphrase. A direct quote must be indicated with quotation marks or proper indentation and appropriate citation. A paraphrase is summarizing someone else's ideas in your own words and must also be clearly cited immediately (it is not enough to list the source as a reference at the end). The paraphrase also must be one's own words and not simply reordering or changing a few words from the original. Improperly paraphrasing or improperly citing a paraphrase is an act of plagiarism. (See page 9 for example)

Exam—Suppose a student doesn't know the exact prompts on an upcoming essay exam but knows the broad topic. He or she then memorizes the phrasings of an outside source and includes it in his or her essay without credit. This is an act of plagiarism.

Homework—Plagiarism on a homework assignment generally takes the same form as plagiarism on a paper. It is important to note that the length or value of the assignment is not an excuse for plagiarism. Nor is the subject matter an excuse. Plagiarism can occur in any subject. For example, a homework assignment asks students to write down an explanation of mitosis. A student then copies an explanation (perhaps with a few word changes) from the Internet. This is an act of plagiarism.

Fabrication

Fabrication is "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."

Paper or Presentation—When you cite a source or list a reference, you are claiming that you have personally consulted that source and gathered the information or quotation from that source. It would be an act of fabrication to cite a source that you did not personally consult. This also includes the responsibility to give an accurate and full citation of the source. See the section on citations for more information about how to cite a source properly, and make sure that you know what system of citation your instruction requires.

It would also be an act of fabrication to imply a source makes a claim that it does not make, or to make up a source or quotation that does not exist.

If a student represents subsequent work as being done previously this would also be an act of

fabrication. For example, a student gives an oral presentation and the instructor asks for the student's written notes. If the student were to start collecting written notes or to alter already written notes, this would be an act of fabrication. Another example of this sort of fabrication would occur if a student submits an incomplete paper (or one lacking citations) and then, after claiming the wrong draft got submitted, completes the paper and resubmits it as the intended original.

     Exam—If a student were to have an exam returned, alter it, and then resubmit it and claim that it was graded incorrectly, this would be an act of fabrication.

     Homework—Making up data for a lab report would be an act of fabrication. Similarly, suppose a homework assignment asked you to interview someone. Inventing your own interview (or parts of the interview) or altering parts of the interview would be an act of fabrication.

Cheating

     Cheating is perhaps the most widespread and most familiar form of academic dishonesty. The forms cheating can take are many, but all share the intentional use or attempted use of "unauthorized materials, information, or study aids in any academic exercise" (Maryland Code of Academic Integrity). This includes unauthorized information accessed from electronic devices.

     Paper or Presentation—When an instructor assigns a research paper or presentation, it is assumed that the student will be doing the research. If anybody else—such as a parent, friend, or commercial service—were to do the research instead, this would be an act of cheating.

     When an instructor assigns a paper or presentation, it is assumed that the student will do new work for that assignment. If a student turns in a paper or gives a presentation in which substantial portions were submitted previously for another class, whether at this school or another (or even for the same class), this would be an act of cheating. Note that if the student feels it might be appropriate to reuse previously submitted work in a situation, he or she should obtain authorization from both instructors.

     Exam or Assessment—For an exam, it is assumed that each student does his or her own work without the assistance of books, notes, calculators, or other students (unless explicitly stated otherwise). Consulting any of these unauthorized sources, even just to confirm your own work, would be an act of cheating.

     For an exam, it is assumed that unless explicitly and intentionally given the information by the instructor, students will not have access to the questions ahead of time. If a student receives information about what was on an exam from a student who has already taken it, that would be an act of cheating. (The student who gave the information would also be responsible.) If a student obtains, in any manner, a copy of an exam or portion thereof ahead of time, that would be an act of cheating.

     When an instructor does permit an external aid, it should be used as intended. For example, if the instructor authorizes one to bring in a page of notes, it should be assumed that refers to one's own notes and it would be cheating to bring in notes written by anyone else. If the instructor authorizes the use of a calculator, it would be cheating to program notes into the calculator.

     Homework—Students are often confused about what outside sources may be consulted when doing a homework assignment. Can you ask a friend or a parent for help? Can parents or classmates read and comment on a paper? Can you consult with a tutor or the Learning Center? Yes, you may and are encouraged to seek help on your assignments when you need it, but even when you receive help, you must submit your own work. It is an act of cheating to copy somebody else's solutions to homework problems or to have someone else do the work for you. The best way somebody can help is to offer to guide you through a similar problem, but to have you do the assigned problem yourself. If you are ever unsure about whether the help you are getting is permitted, you should seek clarification from your instructor.

     There is a mistaken impression that violations of the academic dishonesty policy on homework are less severe and impossible to detect. On the contrary, such violations are reported, can be proven, and do result in serious consequences.

Collaboration

Learning to exchange and debate ideas with others is an important skill that you need to develop in order to achieve your educational goals. The degree and type of collaboration varies according to the type of activity, subject and instructor. It is important that BHSEC students learn how to collaborate effectively in ways that promote the academic progress of all the students collaborating. But students are often confused about what it means to collaborate, as opposed to simply sharing materials and answers.

Remember that assignments and assessments are designed to determine students' abilities and mastery of course material. It is essential that you are able to do the work that you submit. If you sit down with a classmate to get help and end up submitting solutions to problems that you cannot yourself do, that undermines the purpose of the assignment and your own growth as a student. If your Spanish teacher is looking to assess your facility with the language and you let another person "correct" your work, you have not demonstrated your understanding of the material. Lab work often involves collaboration, but collaboration is not the same as copying. Simply giving your own work to someone else so that it may be copied is not collaboration.

Collaboration is about the process that helps you arrive at your own conclusions. It involves discussion, working together, testing and questioning each other's work, and encouraging the development of each other's thinking. It is not a way to share answers. If you are ever unsure, make sure to ask your instructors to clearly explain what would be considered acceptable collaboration and what would be a violation of BHSEC's Academic Integrity Policy.

Facilitating Academic Dishonesty

Facilitating academic dishonesty is "intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty." At some level this category is the most basic. If a student knowingly helps or attempts to help another student to cheat, fabricate, or plagiarize, both students are guilty of academic dishonesty.

Supporting a Culture of Academic Integrity

Every BHSEC student has a responsibility to support the culture of Academic Integrity we want at BHSEC. This does not mean simply refraining from plagiarism and cheating, it means speaking up and speaking out when you see the culture of academic integrity threatened. Students may cheat for any number of reasons, but you are not doing anyone a favor by letting it go unaddressed. Every student at BHSEC has a responsibility to promote academic integrity, both for their own benefit and for the benefit of the larger community.

The Path to Academic Integrity
Citing Sources

Academic honesty demands that we acknowledge and give credit to our use of someone else's ideas. This is done through the use of quotation marks and by citing the source of these ideas. If you directly quote a source, word for word, you must use quotation marks, or accurately paraphrase and cite it. If you paraphrase a source by presenting its ideas in your own words and structure, you do not need to use quotation marks, but you must still cite the source. Citing sources applies not only to essays and written exercises; it also applies to formal presentations that use slides, graphs or charts.

Citing sources demonstrates the depth and quality of your research, it credits the work of others, and, perhaps most importantly, it provides other scholars sources that they in turn can make use of in their research.

You should always cite the source of any idea that you have not created. This includes, but is

not limited to, printed materials, Internet sources, images and graphs, recorded materials, and the spoken word.

Quoting and Paraphrasing

One of the most important academic skills is to learn when to provide a direct quote and when to paraphrase information. Direct quotes are called for when accuracy demands exact wording, when language is especially clear and persuasive, or when working with an important authority in your field. In addition to using quotation marks or citing a source, effective ways to show that you are quoting are to name the source in an introductory phrase and indent long quotes.

Sometimes you will paraphrase rather than directly quote from a source. Successful strategies for paraphrasing include stating the thought more succinctly, rewording an idea or thought, changing the structure of a sentence, reducing clauses to phrases, and changing parts of speech. **Remember**: **even when you paraphrase you must always cite your source.** The following table provides examples of accurate quoting, plagiarism and paraphrasing*:

Original Source	Accurate Quoting	Plagiarism	Paraphrase
Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy. Thurow, L. (1993). Fortune Favors the Bold (p. 6). New York: Harper Collins.	Lester Thurow (1993) asserts that the American reaction to globalization is different from that of the rest of the world in that "Americans fear globalization less than anyone else, and as a consequence . . . think about it less than anyone else" (p. 6). **Why is this accurate?** The writer has introduced the quotation with his/her own words and has indicated where exact words of the source begin and end. S/he has also named the source in an introductory phrase. (Complete Thurow reference appears in bibliography)	The American view of globalization is unlike that of the rest of the world. Because of their unique perspective, Americans fear globalization less than anyone else, and therefore think about it less than anyone else (Thurow, 1993). **Why is this plagiarism?** Although the writer has identified the source, s/he has **not** put quotation marks around his words, thereby allowing the reader to think the words are the writer's, not Thurow's.	Lester Thurow (1993) maintains that because Americans see globalization simply as a bigger form of their own economy, they are less concerned about it than the rest of the world. **Why is this acceptable?** The writer has kept the meaning of the original passage without copying words or structure. Words like globalization and Americans are generic terms (i.e., terms that are commonly used for the concept they illustrate – it is difficult to find synonyms for them). Thus you may use these words without placing them in quotation marks. (Complete Thurow reference appears in bibliography)

*Source: Academic Integrity at Massachusetts Institute of Technology: A Handbook for Students. http://web.mit.edu/academicintegrity/ (July 6, 2007).

Every discipline has a preferred way of citing sources. Ask your instructors which way of citing sources they expect. English departments typically use the Modern Language Association Style (MLA). Other disciplines in the Humanities, such as History, use the Chicago Manual of Style (CMS) or sometimes MLA, while Psychology and other Social Sciences use the American Psychological Association (APA).

In the above example, the correct way to cite a source in the text is provided in the second and third column, both of which are correct because they refer to a full reference in the text's bibliography. See **Appendix** of this guide for more examples of how to cite different types of sources.

Common Knowledge

Information that is common knowledge does not need to be cited. But how do we determine what is and what is not common knowledge? Because of the dynamic growth of knowledge, it often seems difficult to answer this question. In general, you can safely maintain that information is common knowledge if it can be found, undocumented, in several publications. Another way of solving this puzzle is to consider if the information would most likely not be challenged and would be known by an educated reader.

Remember: if in doubt, always cite!

Which of these statements would be considered common knowledge? Which need to be cited*?

1. When water passes through rocks that contain arsenic, the arsenic may leach into the water, poisoning it. This issue has been a particular problem in Bangladesh. 2. Stem cell research offers promise in the development of treatments for certain kinds of diseases. 3. Some have argued that the benefits of the Internet have reached all levels of society, while others point to the fact that a 1999 study revealed that Internet access is closely tied to income levels, with households earning $75,000 or more having the highest rate of access.
Answers 1. Yes, citation is needed. In particular, the specific reference to Bangladesh makes this information something that the average reader would not know unless he or she had done the research. 2. No, citation is not needed. This information is widely known. 3. Yes, citation is needed. The specific reference to a 1999 study and the figure that is mentioned is something the average reader would not know unless he or she had done the research.
Sources: 1. "Arsenic in drinking water." (2001, May). World Health Organization. http://www.who.int/water_sanitation_health/dwq/arsenic/en/index.html (July 19, 2010). 3. United States Department of Commerce. (1999, July). "Falling through the net: defining the digital divide." http://www.ntia.doc.gov/ntiahome/fttn99/contents.htm (July 5, 2005).
*Source: "Academic Integrity at Massachusetts Institute of Technology: A Handbook for Students." http://web.mit.edu/academicintegrity/ (July 29, 2011).

Using Turnitin.com

As digital media and resources become more readily accessible, so, too, do the possibilities for dishonestly making use of them. Fortunately, the same digital technologies can also be employed as a deterrent to help lessen the temptation to engage in academic dishonesty.

Turnitin constantly updates its database of books, essays, and other written assignments, in order to provide thorough and accurate "originality reports" for submitted documents. All faculty at BHSEC use Turnitin. They do this to not only to help deter possible academic violations, but also to provide students with an online repository of his or her written work. For example, work submitted on Turnitin always has an accurate date and time stamp that clearly shows when an assignment was turned in. Most importantly perhaps, work submitted to Turnitin can never be lost.

While every instructor requires written work to be submitted to Turnitin, each instructor may have his or her own policy about which type of written work is submitted. Rough drafts, abstracts, and response journals are just a few types of assignments that your instructors may have different policies about, all of which will be clearly laid out in the course syllabus. As always: when in doubt, it is your responsibility to ask your instructor!

It is important to consider that, just as with any written assignment, you are responsible for any material you submit to Turnitin. The written version must be the same exact text as the digital version submitted to Turnitin.

If you ever have any technical questions about Turnitin, our librarian will be able to help you.

II. Academic Integrity Policy and Procedure

Sanctions and Consequences

To protect and cultivate the academic integrity of our community, there are serious consequences for violations of the Academic Integrity Policy. Sanctions are determined on a case by case basis, are to be administered progressively, and will take into account the student's grade, previous disciplinary record, and the circumstances surrounding the allegation of academic misconduct. This table indicates in general terms the range of possible sanctions for each violation of the Academic Integrity policy. *:

First Violation	Second Violation	Additional or Persistent Violations
• Warning	• Fail assignment (0)	• Fail assignment (0)
• Fail assignment (0)	• Failure of course	• Failure of course
• Documentation of violation put in student file	• Permanent documentation of violation put in student file	• Withholding of A.A. Degree
• Violation not communicated on college applications	• Violations communicated on college applications	• Revocation of student privileges, recommendations and awards
• Record destroyed upon graduation	• Reflection paper	
• Reflection paper	• Student may be required to resubmit the assignment with a penalty	• Exclusion from extracurricular activities and school events
• Student may be required to resubmit the assignment with a penalty		

These are significant consequences that could have a serious impact on your future academic plans. **It is your responsibility as a member of the BHSEC community to make sure you know and understand the material in this handbook.** Pleading ignorance of the BHSEC policy on Academic Integrity will not absolve you of having to face the consequences of your actions.

The following sections explain the process for determining an appropriate sanction for such violations.

Process for Determining Academic Integrity Violations

1. Members of the faculty have a duty to address any suspected violation of academic integrity. When a faculty member suspects or is presented with specific evidence of a violation, the faculty member will typically speak directly with the student or students involved in order to fully understand the situation.

2. After consulting with the Assistant Principal or Dean, faculty members will fill out an Academic Integrity Report if they believe there is convincing evidence of a violation. The faculty member and Assistant Principal or Dean will notify the student's parent/guardian and advisor to schedule a conference to meet with the student to discuss the violation. As per Department of Education policy, every student has the right to be accompanied by a parent/guardian at this conference. A student may also request a guidance counselor be present at this conference.

3. At the end of this conference, a student may either accept the conclusion of the AP / Dean and sanctions (if administered), or the student may opt to argue his or her case before a panel of the Academic Integrity Board. (This step may be taken only with parental / guardian consent. Students age 18 and over may give their own consent.)

4. The panel will consist of two students, one administrator, and two faculty members. It gives students the opportunity to address academic integrity violations through a process of peer mediation and conflict resolution. (Students with the consent of their guardians may also request a panel composed of faculty and administrators only.) The hearing is a confidential and closed proceeding, though a parent / guardian has the right to attend the hearing. Should a student wish to dispute the conclusion of an AP or Dean and choose to bring their case to the Academic Integrity Board, he or she should prepare a statement of their position. A student may also present witnesses and witness statements. After the Academic Integrity Board hears the student's position and reviews the allegation and evidence, it will offer a written conclusion and recommend appropriate sanctions along the guidelines given above.

5. At the conclusion of this process, if the panel has decided there has been a violation of the Academic integrity policy, the outcome will be recorded in the student's file. In addition to the student, the teacher, parent/guardian, and advisor will all be notified of the outcome, and sanctions (If necessary) will be determined by the administration.

6. All stages of the process for determining whether a violation of academic integrity has occurred, including meetings with the student and the proceedings of the Academic Integrity Board, must be kept strictly confidential by all those involved.

Appendix
Guidelines for Citing Sources
Each Source Is Cited Twice: In-Text and Bibliographic Citations
For nearly all citation systems, the standard practice is to cite each source twice.

First, in the body of an essay, immediately following the borrowed information, an abbreviated identification of the source is given. This is known as an in-text citation (sometimes called a parenthetical citation):

A crucial moment in Huck's moral maturation comes, ironically, just when he thinks he has morally failed, saying to himself, "All right, then, I'll go to hell!" (Twain 204).

Second, at the end of the paper a full identification of the source is made. This is the bibliography (also known as Works Cited or End Notes or Reference List, depending on the system used):

Twain, Mark. Adventures of Huckleberry Finn. New York: Random House, 1996. Print.

Different Citation Systems
Every discipline has a preferred way of citing sources. Ask your instructor which way of citing sources he or she expects. Typically, English and literature departments use the Modern Language Association system (MLA). Other disciplines in the Humanities, such as History, use either MLA or the Chicago Manual of Style (CMS), while the Sciences use the American Psychological Association style (APA).

At Bard High School Early College, each department determines the system used in the classes they offer. In general, each department uses the following citation systems:

English Department—MLA
Social Studies Department—MLA or Chicago (ask your instructor for his/her preference)

Science Department—APA

Again, there are many specialized systems of citation, but here we have distilled your choices down to the three most important systems. These three systems should serve all your purposes at Bard High School Early College.

Guide to Citation
MLA (for English and literature, as well as some Social Studies):
In-text Citation
> http://owl.english.purdue.edu/owl/resource/747/02/
>> Example: Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Works Cited Citations
> http://owl.english.purdue.edu/owl/resource/747/05/
>> Example: Henley, Patricia. The Hummingbird House. Denver: MacMurray, 1999. Print.

Chicago Manual of Style (for History and Social Studies):
Explanations
> http://www.chicagomanualofstyle.org/16/ch14/ch14_toc.html
> http://www.chicagomanualofstyle.org/tools_citationguide.html
> http://owl.english.purdue.edu/owl/resource/717/01/
> http://owl.english.purdue.edu/owl/resource/717/02/

In-text Citations
Note that the Chicago system has two methods of in-text citation: footnotes or parenthetical citations. Ask your instructor which one he or she prefers.
> Example of footnote citation:
> 1. Michael Pollan, The Omnivore's Dilemma: A Natural History of Four Meals (New York: Penguin, 2006), 99–100. [first in-text citation]
> 2. Pollan, Omnivore's Dilemma, 3. [subsequent In-text citation of the same source]
> Example of parenthetical citation: (Pollan 2006, 99–100)

Bibliographic Citations
> Example:
>> Pollan, Michael. 2006. The Omnivore's Dilemma: A Natural History of Four Meals. New York: Penguin.

APA (for the Sciences):
In-text Citations
> http://owl.english.purdue.edu/owl/resource/560/02/
>> Example: She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Reference List Citations
> http://owl.english.purdue.edu/owl/resource/560/05/
>> Example:
>> Berndt, T. J. (2002). Friendship Quality and Social Development. Current Directions in Psychological Science, 11, 7-10.

Additional Sources
Online sources can be found at:
> 1) Purdue University's Online Writing Lab (OWL) :http://owl.english.purdue.edu/
> 2) Duke's "University Writing Program Guide to Library Research" at http://www.lib.duke.edu/libguide/within.htm.
> 3) Yale University's "The Writing Center" athttp://www.yale.edu/bass/writing/sources/why.html.

The following books are useful reference works:

1) Diana Hacker, The Bedford Handbook (Boston: St. Martin's Press). Contains useful explanations of citation systems, and it is readily available at BHSEC.

2) Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (The University of Chicago Press). A widely used manual, available in an inexpensive paperback edition.

3) William Strunk, Jr, and E.B. White, The Elements of Style (New York: The Macmillan Co.). A brief and very readable book on style, also available in an inexpensive paperback edition, containing many helpful suggestions.

4) Jacques Barzun and Henry F. Graff, The Modern Researcher (New York: Harcourt, Brace & World). Although written by historians, this work contains many ideas that are relevant to the writing of research papers in many Humanities disciplines. Available in paperback.

5) H.W. Fowler, A Dictionary of Modern English Usage (Oxford University Press). A useful reference work for rectifying common errors in usage.

6) A Manual of Style (The University of Chicago Press). The authoritative reference work on matters of style in the writing of scholarly books and articles.

7) Joseph Garibaldi, MLA Handbook for Writers of Research Papers (New York: Modern Language Association). This is the standard guidebook for all scholars in the literature and many other fields of the humanities.