Section:

Citations

Lessons:

Why Citations Matter
APA Citations
MLA Citations
Other Citation Styles
Citation Tools

Learning Objectives:

Students will identify appropriate citation standards/styles.
• Students will identify a source type when given random data points.
• Students will accurately match the appropriate citation style to a discipline.

Students will identify and demonstrate the proper structure of citations in either APA or MLA based on the type of source (book, journal, website, etc…) and format (print, electronic).
• Students will identify the proper structure of citations in either APA or MLA style based on the source type and format.
• Students will demonstrate the proper structure of citations in either APA or MLA style based on the source type and format.

Student will successfully utilize citation management tools.
• Students will compare different tools for managing citations (Zotero*, Mendeley*, RefWorks, EndNote, proprietary databases)
• Student will download and/or record citation information for two sources using library databases.

Student will create a references list in APA or MLA style with 80% success.

Components:

Why Citations Matter
• Video- Why Citations Matter
• Quiz- Why Citations Matter

APA Citations
• Video - APA Style
• Tutorial- APA Citations
• Quiz - APA Citations
MLA Citations
- Video - MLA Style
- Tutorial - MLA Citations
- Quiz - MLA Citations

Other Citation Styles
- Video - Turabian Style
- Quiz - Turabian Style Citations
- Video - AMA Style Citations
- Useful Resources

Citation Tools
- Online Citation Management Tools
  - Zotero
  - Mendeley
  - RefWorks
  - In-Database Citation Managers
- Quiz - Citation Tools

**Introduction (real world relevance):**

Citations aren’t busy work. They are relevant parts of academic and scholarly communication. They provide you with ways to track down interesting and relevant sources, trace the history of research in some subjects, and help you avoid plagiarism. Citations, references, and works cited lists are how we acknowledge others’ work; work that we build upon while moving various areas of research forward.

**Discussion Topics:**

Before discussing the nature of citations and references, ask the students to come up with definitions. What are their current views? Experiences? Assumptions?

Citations as puzzle pieces or clues in a mystery: If we view citations as part of the academic conversation, what part do they play? How do citations/references help solve problems? How do they help when we’re curious about a topic?

How do citations help us prevent plagiarism? Is it just as simple as using in-text citations and reference lists, or is it more complex?

Why should we acknowledge others’ work? Why is it important to progressing research and various academic fields?
Citing Statistics: Why must stats always have citations? Discuss the nature and creation of statistics? Citing stats adds credibility and helps you avoid accusations of just making statistics up.

Citation generators and organization tools: Some professors don’t allow use of these tools: Why do you think that is? Why might some professors consider these tools cheating? How does this relate to technology literacy? What tools do students already use? What would they like to learn about or see in the future? Brainstorm the “perfect” citation tool. Discuss human and machine error when it comes to citations: the importance of double-checking!

Activities:

Create a list of sources with improper citations. Have the students attempt to locate the sources. This should demonstrate to students how citations are used to track down sources and how frustrating it can be for their teachers and fellow researchers when they don’t provide adequate citations. Examples to use here could include books with multiple editions or books with very generic titles.

Give students a few sources. Have them individually come up with a citation scheme for the items (How would they show someone else how to find the source). Have them work in a group or pairs comparing what they came up with. Do they notice patterns or lots of differences? Does this convey why standards are important?

Tracing sources: Give students a source and have them trace back the research using the source’s references. Students can create a timeline as a visual representation. You can also have students trace back to a primary document.

Breaking citations down: Develop a list of citations. Break these citations down (components: author, date, publisher, title, etc). Type or write them down on larger pieces of construction paper, cardboard, etc. You can utilize a variety of colors, shapes, sizes. Have students work as groups to assemble the parts (you can use pin boards, a wall and tape, magnetic boards, etc). This can easily be turned into a competitive game. It also leads to discussions on how/why students chose to assemble citations in a certain way and discussions on their reasoning for their mistakes.

More Resources:

Turabian

Chicago

**CSE (Council of Science Editors)**


**AMA (American Medical Association)**

**MLA (Modern Language Association)**


**APA (American Psychological Association)**