

How to Write Ethically and Deliver Your Idea Professionally?

Ph.D. Seminar
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Presentation Topics

- Purpose: to help students writing papers ethically and present ideas effectively
- Topics of Presentation
 - Issues on Plagiarism
 - Paraphrase and Quotation
 - APA Reference Rules
 - Authorship Order
 - Effective Presentation Tactics

Credits

- Almost all materials presented in this file came from the following sources:
 - APA Reference Rules: Retrieved September 18, 2009, from <http://www.kevinschoepp.ca/APAtutorial/contents.htm>
 - Plagiarism: Retrieved September 18, 2009, from <http://facpub.stjohns.edu/~roigm/plagiarism/>
 - Authorship:
 - Relman, A. S. (1984). Responsibilities for authorship: where does the buck stop? *New England Journal of Medicine*, 310, 1048–1049.
 - Huth, E. J.(1986). Guidelines on authorship of medical papers. *Annals of Internal Medicine*, 104, 269–274.

Topics dealt with working as

- Editor, *Annals of Regional Science* (1994–2005)
- *International Journal of Knowledge-Based Development*, Member, International Advisory Board (2009–Present).
- *International Journal of Information Systems and Social Change*, Associate Editor (2008–Present)
- *The Open Transport Journal*, Member, Editorial Advisory Board (2007–Present).
- *Journal of Transport and Land Use*, Editorial Advisory Board (2007–Present).
- *The Annals of Regional Science: A Journal of Urban, Regional and Environmental Research and Policy*, Member of the Editorial Board (1981–1994 and 2005–Present).
- *Review of Urban and Regional Development Studies: An International Journal*, Member of the Editorial Board (1987–Present).
- *Transportation Research Part A*, Member, Editorial Advisory Board (1993–1998)
- *Journal of American Planning Association*, Member of the Editorial Board (1988–1992).

Definition of Plagiarism

- Appropriating an idea including an explanation, a theory, a conclusion, a hypothesis, a metaphor in whole or in part, or with superficial modifications without giving credit to its originator.
 - Ideas, data, and conclusions that are borrowed from others and used as the foundation of one's own contributions to the literature, must be properly acknowledged.

Roig, 2009. Retrieved September 18, 2009 from <http://facpub.stjohns.edu/~roigm/plagiarism/Self%20plagiarism.html>

SELF-PLAGIARISM

- Self-plagiarism occurs when authors reuse their own previously written work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere.
 - Self-plagiarism is what the author attempts to deceive the reader (Hexam, 1999).

<http://facpub.stjohns.edu/~roigm/plagiarism/Self%20plagiarism.html>

SELF-PLAGIARISM

- The publication of what is essentially the same paper in more than one journal, but without any indication that the paper has been published elsewhere.
 - redundant and duplicate publication,
- the partitioning of a large study which should have been reported in a single paper into smaller published studies (i.e., salami-slicing)
 - copyright infringement, and the practice of text recycling.

<http://facpub.stjohns.edu/~roigm/plagiarism/Self%20plagiarism.html>

Quote or Not?

- We often wonder what information to reference in their research papers.
- It can sometimes be difficult to tell what is general information and what is an original idea that requires a reference.
- If you are in doubt, it is better to reference an idea than to leave it out and risk plagiarism.

Sample Statements

- Gutenberg invented the printing press in 1440.
 - This idea does not need to be referenced because it is general knowledge even if you did not know this before your research began.
- Internet Explorer has a 96% browser market share as of June 2000.
 - You must give a reference because this contains statistical information that is not common knowledge.
- The behaviorist position had a strong influence on language teaching methods in the form of discrete item grammar practice.
 - This is specific information that has been researched and needs to be referenced.

Incorporating Others' Work

- Paraphrase: You take the author's idea but you put them into your own words while giving credit to avoid plagiarism.
 - A minimum of 5 learners will participate in the evaluation of the tutorial since this is an established threshold for testing (Nielsen, 2000).
- Quotation: You use the author's exact words in quotation marks and give credit to avoid plagiarism.
 - This will be measured through the application of a variety of techniques, a procedure known as triangulation, in order to “obtain a better, more substantive picture of reality; a richer, more complete array of symbols and theoretical concepts; and a means of verifying many of these elements” (Berg, 2001, p. 4).

Paraphrasing Rules

- With 3,4, or 5 authors, cite all authors in first citation
- Use only first author followed by **et al.** in subsequent citations for each new paragraph
 - According to Smith, Soo, and James (2003) multiple intelligences have proved to be a topic of study in many education programs but have yet to yield results.
 - According to Smith et al. (2003) multiple intelligences have proved to be a topic of study in many education programs but have yet to yield results.
- When a work has no author, cite the first few words of the title as it appears in the reference list
 - The findings in Action Research (2000) demonstrate that people do use computers to communicate with other people even without a purpose.

Direct Quotations

- Include the page number for direct quotations.
- Period should enclose sentence and citation.
- Use **p.** for one page or **pp.** for a multiple page quotation.
 - The first step in completing an evaluation of the learning application is to pilot test each of the procedures since no “testing should be performed without first having tried out the test procedures” (Nielsen, 1993, pp. 174–175).
 - Gustafson and Branch (1997) stated that “a model is a simple representation of more complex forms” (p. 76).

Useful Verbs for Phrase

added

acknowledged

contended

discovered

emphasized

found

inferred

noted

proposed

Stated

studied

wrote

argued

claimed

demonstrated

deduced

explained

granted

maintained

observed

reasoned

showed

suggested

asserted

concluded

described

declared

established

illustrated

mentioned

posited

reported

stressed

volunteered

Guidelines

1. Always acknowledges the contributions of others and the source of his/her ideas.
2. Any verbatim text taken from another author must be enclosed in quotation marks.
3. Always acknowledge every source that we use in our writing; whether we paraphrase it, summarize it, or enclose it quotations.
4. Whether paraphrasing or summarizing, always identify the source of our information.

Guidelines

5. Authors who submit a manuscript for publication containing data, reviews, conclusions, etc., that have already been disseminated in some significant manner (e.g., published as an article in another journal, presented at a conference, posted on the internet) must clearly indicate to the editors and readers the nature of the previous dissemination.
6. When in doubt as to whether a concept or fact is common knowledge, provide a citation.

<http://facpub.stjohns.edu/~roigm/plagiarism/List%20of%20ethical%20writing%20guidelines.html>

APA Reference Rules

Authors

- Preece, J., Rogers, Y., & Sharp, H. (2002). *Interaction design: Beyond human-computer interaction*. Toronto, Canada : John Wiley & Sons.
- If no author is listed, move the title to the position of the author.
 - *Merriam-Webster's ESL dictionary* (2nd ed.). (1999). London: Merriam-Webster.
- Always give the city of publication and publisher separated by a colon. Give the state abbreviation or province and country if the city is not well known.

Publication Date

- Schoepp, K. W. (2000). Web Design: An EFL content course. *Journal of Language Learning in the Middle East*, 7, 122–134.
- For magazines, newspapers, or newsletters, give the year followed by the exact date of publication (2000, June 23)
- Write n.d. in parenthesis if no date is given
 - Microsoft. (n.d.). *The making of Office XP*. Retrieved October 30, 2000, from <http://www.microsoft.com/XP/make.htm>

Specific Examples of Books

- **Group author as publisher:**
 - Statistics Canada. (2000). *Estimated population trends and growth patterns in rural Canada*, Ottawa, Canada: Author.
- **Chapter from edited book:**
 - Pete, R., & Willow, M. (2000). Theory of networked-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language learning: Concepts and practice*. New York: Cambridge University Press.
- **Edited book:**
 - Epper, R., & Bates, A.W. (Eds.). (2001). *Teaching faculty how to use technology: Best practices from leading institutions*. Westport, CT: Oryx Press.
- **Unpublished dissertation or thesis:**
 - Fuller, R. M. (2000). *EFL teacher attitudes and perceptions toward technology*. Unpublished doctoral dissertation, University of Alberta, Alberta, Canada.

Specific Examples of Periodicals

- **Magazine Article:**
 - Keith, L. L., & James, D. (2002, November 18). Breaking the code of human DNA. *Time*, 67, 87–95.
- **Newspaper article:**
 - Schwimmer, D. (2002, December 18). The Flames are burning out. *The Calgary Herald*, pp. D1, D3.
- **From an online database:**
 - Strudler, N. (1996). The role of school-based technology coordinators as change agents in elementary. *Journal of Research on Computing in Education*, 28(2), 234–254. Retrieved August 29, 2002, from Academic Search Premier database.

Specific Examples of Online Documents

- Online only periodical:
 - Stepp–Greany, J. (2002). Student perceptions on language learning in a technological environment: Implications for the new millennium. *Language Learning & Technology*. Retrieved August 28, 2002, from <http://llt.msu.edu/vol6num1/STEPPGREANY/default.html>.
- E-mail
 - Because e-mail is a personal communication, not easily retrieved by the general public, no entry appears in your reference list. When citing an e-mail message in the body of the paper, acknowledge it in the parenthetical citation: The novelist has repeated this idea recently (Salman Rushdie, e-mail to author, May 1, 1995).

Reference Page

General Reference Page Rules:

- All works cited in text must be in the reference list and all works in the reference list must be cited in text.
- The reference list should begin a new page and have the title References for more than one work, or only Reference if there is only one source.
- All sources should be listed in alphabetical order by last name.

Specific Reference Page Rules:

- Single author entries come before multiple author entries beginning with the same last name.
 - Schoepp, K. W. (2001)...
 - Schoepp, K. W., & Erogul, S. M. (2000)...
- References with the same authors are listed by year of publication, the earliest first.
 - Goose, K., & Smith, K. M. (1999)...
 - Goose, K., & Smith, K. M. (2002)...
- If the source has the same author(s) and year of publication, list by alphabetical title with an a, b, c, etc.
 - Smith, J. (2002a). Activity...
 - Smith, J. (2002b). Business...

Order of Authors

Authorship Order

- The American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct (1992).
 - Take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.
 - Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status.

Authorship Order

- “Minor contributions to the research or to the writing for publication are appropriately acknowledged, such as in footnotes or in an introductory statement.”
- A student is usually listed as principal author on any multiple-authored article that is based primarily on the student’s dissertation or thesis.

General Practice

- From the very beginning of collaboration between faculty and students, the faculty should provide the student with information related to how authorship decisions are made.
- Determine appropriate expectations for what each collaborator can reasonably contribute.
- Collaborators should discuss and agree on tasks which, in turn, determine the order of authorship.

A Guideline for Authorship

- Each author should have participated sufficiently in the work to take responsibility for the content.
- Authorship credit should be based only on substantial contributions to
 - (a) conception and design, or analysis and interpretation of data; and to
 - (b) drafting the article or revising it critically for important intellectual content; and on
 - (c) final revision of the version to be published.
 - Conditions (a), (b), and (c) must all be met.

A Guideline for Authorship

- Such tasks as inputting data, carrying out data analyses specified by the supervisor, and typing are not considered professional contributions, but should be acknowledged by footnotes.

International Committee for Medical Journal Editors. Uniform requirements for manuscripts submitted to biomedical journals. *New England J Medicine* 1991; 324: 424–428.

Who should be the First Author?

Suggestions adapted from a longer article on the subject [JAMA 1991; 264(14): 1857] :

1. The first author should be that person who contributed most to the work, including writing of the manuscript.

2. The sequence of authors should be determined by the relative overall contributions to the manuscript.

Who should be the First Author?

3. The senior author, like all other authors, should meet all criteria for authorship.
4. The senior author sometimes takes responsibility for writing the paper, especially when the research student has not yet learned the skills of scientific writing. The senior author then becomes the corresponding author, but not necessarily the first author.

Professional Presentation

Use of Visual Aids

- Visuals help to:
 - Focus the Attention of Your Audience
 - Reinforce Your Main Ideas
 - Illustrate Points which are hard to visualize
 - Involve and motivate the Audience
- Caveat using Colors
 - There may be color vision deficient audience
 - Some colors do not project correctly with some projectors.
 - I generally use Black and White.

Guidelines for Using Visual Aids

- Don't Read
- Explain One Idea per Slide
- Know your Equipment
- Don't lose Eye Contact with the Audience
- Make sure that your Slides are Perfect
- Don't Turn Off the Lights

Body Language: Non-verbal Messages

- Eye Contact: One of the most important ways for the audience to judge your sincerity and honesty
- Hand Movement: Shaking/fidgeting hands broadcast nervousness
- Facial Expressions: Make different from hearing a recorded speech
- Feet: “Dancing” indicates nervousness, but controlled movement keep the audience alert.

Body Language: Non-verbal Messages

- Posture: Never slouch. It makes you look weak/disinterested
- Movement: Deliberate movement relays confidence to your audience
- Voice: Loud and clear
- Balance: Keep your feet at shoulders width apart for standing with your feet too far or too close together send out the wrong signals.

10 Practice Tips

- Stop Preparing
- Stand Up
- Time Yourself
- Speak in a Full Voice
- Practice Body Language
- Practice handling Visual Aids
- Videotape Your Rehearsal
- Avoid “ah”, “er” and ‘um”
- Use an Audience
- Practice the Whole Presentation without stopping, check you time and repeat!

Effectiveness Checklist Viewing on Videotape

- Did I have good eye contact with all members of the audience?
- Did I sound alive, interested, and concerned?
- Did I appear relaxed, yet vital?
- Did my ideas progress logically?
- Were my main points identifiable?
- Was the purpose of my presentation achieved?

Effectiveness Checklist Viewing on Videotape

- Did I show my nervousness?
- Did I use such words that weaken my points as perhaps, possibly, maybe a lot?
- Did I speak at the right pace?
- Did I use a slower pace for more important ideas?
- Did I speak clearly?
- Did my clothes project the proper image?
- Did my grooming project the proper image?

Caveat

- Avoid negative languages: “We will..” is better than “We can’t possibly..”
- Use expressions that will elicit an emotional response: “Ablaze” and “delighted” for “on fire” and “happy”.
- Overly exaggerated expressions such as “amazing” and “terrific” may distract from your credibility.
- Never lecture on the audience.
- Use humors time to time, but never making comments that disparage another group or person.
- Saying “Visitors” is better than “Foreigners”

Questions?