Responsible Conduct of Research Overview
As the University of Calgary turns its Eyes High through sharpening our focus on research and the quality and breadth of learning, we remain committed to the foundations of scholarly activity.

A pillar of our research enterprise is our relationship with Tri-Council. Recently, the guidelines for how we work with Tri-Council have changed. Tri-Council’s new framework outlines the responsibilities and necessary policies for researchers, institutions, and the Agencies that help to support and promote a positive research environment.

Effective March 31, 2013 researchers are responsible for adhering to the standards outlined in the framework for all research activity at the U of C regardless of the funding source.

**What’s Changed?**

The central change is an administrative one: now, instead of reporting a creditable allegation to the faculty, there will be an institutional lead to oversee each specific situation. Protected Disclosure Officer will work with the individual to assess and determine the next steps with each claim.

The University of Calgary’s Investigating a Breach of Research Integrity procedure outlines the administrative infrastructure to support this new framework. It includes a central office for receiving and processing allegations that breach the requirements for responsible conduct of research and outlines the process to both make and investigate allegations.

**Conducting Research at the University of Calgary**

It is the responsibility of all researchers to follow the best research practices honestly, accountably, openly and fairly as they ensure they meet the requirements of applicable University policies and all while abiding by applicable laws and regulations. It is imperative faculty are aware of and meet their responsibilities as researchers as set out by institutional policy. Further, it is important the entire research community is aware of how to report an allegation of a breach of research integrity.

The Responsible Conduct of Research framework and the university’s policies and procedures work in tandem to provide training and resources for the research community. The University of Calgary is committed to ensuring that research and scholarly activities are carried out under the highest standards of ethical conduct and adhere to applicable laws and the requirements of funding partners accreditation authorities.

**Training Materials and Information Resources for the Research Community**

1. An Introduction to the Tri-Agency Framework: Responsible Conduct of Research ([Slides Only](#)) or ([Recorded Presentation](#))
   
   Presenter: Karen Wallace, Policy Analyst, Secretariat on Responsible Conduct of Research (presented on October 25, 2012)

2. The [Tri-Council agreement](#) identifies the roles and responsibilities in the management of federal grants and awards and includes an outline of all compliance certification requirements.

3. University of Calgary: [Policies and Procedures](#)
   
   - Investigating a Breach of Research Integrity
   - Researcher Responsibilities
   - Breach of Research Integrity
   - Integrity in Scholarly Activity Policy
   - Code of Professional Ethics
   - Conflict of Interest Policy

4. Course on Research Ethics: [Tri-Council Policy Statement (TCPS2) Online Tutorial](#)

   Working with Tri-Council, the University of Calgary is committed to providing graduate students a strong foundation of knowledge when it comes to ethical conduct for research activities. With the release of the updated Tri-Council Policy Statement 2, a new training tool has been launched: the Course on Research Ethics (CORE) Tutorial.
Accessible online, the CORE Tutorial is a straightforward, concise and efficient eight (8) module course. Faculty and students need only register and proceed to the tutorial. Once the tutorial is complete a certificate is issued. When you register, please use your institution email address (name@ucalgary.ca).

5. Financial Conflict of Interest: An Overview

The University of Calgary has updated the procedures specific to financial disclosure as it relates to the existing conflict of interest policy ensuring the institution is aligned with the National Institute of Health (NIH). These changes are effective immediately and require investigators with NIH funding to routinely disclose financial interests which may have an impact on all institutional responsibilities, including research, teaching, professional practice, institutional committee memberships, service on panels and consulting activities.

For more information on Investigating a Breach of Research Integrity at the University of Calgary

Contact:

Shirley Voyna Wilson, Protected Disclosure Coordinator
Telephone: 403 220-4086 E-mail: wsvoyna@ucalgary.ca

For questions about the Responsible Conduct of Research Framework
Mariska Span-Smeelen, Contracts & Compliance Officer
Telephone: 403 210-7841 E-mail: mspeansme@ucalgary.ca
Responsible Conduct of Research

Tips and sources to help you conduct sci-tech research in an ethical and responsible manner.

**UF Honor Code**

**Preamble:** In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community.

Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the responsible and ethical conduct of research.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**Scholarly Integrity Practices**

- Project for Scholarly Integrity (PSI) dashboard from the Council of Graduate Schools. Results of surveys to assist graduate schools in identifying needs and evaluating policies, practices, and resources relevant to the responsible and ethical conduct of research.

**Best Practices for Maintaining Research Integrity**

- Follow general practices of Responsible Conduct of Research (RCR) [in html or pdf or video]. Info for postdocs.
- Develop professional relationships with mentors/advisors. Communicate your expectations and ask questions. Respect the differences in cultural backgrounds among your colleagues.
- Follow the practices and cultures of collaborative research in your discipline, department, and lab.
- Search your discipline’s literature early and often. Know how your work fits with other research in your area, and learn the key players.
- Establish roles and authorship at the beginning of a project, and create partnering agreements. Follow responsible publication practices.
- Respect the rights and treatment protocols of research subjects, human or animal.
- Maintain accuracy in measuring, recording, interpreting, and reporting data. Negotiate data sharing and ownership issues.
- Avoid the research misconduct deeds: falsification, fabrication, plagiarism.
- Respect the intellectual property rights and copyrights of other researchers and authors.
- Give proper credit (and cite your sources) to those whose work forms a base for your research.
- Respect the peer review process and its responsibilities.
- Avoid or disclose any conflicts of interest.
- Learn the policies and procedures for reporting suspected problems (whistleblowing).

**Avoiding Misconduct**

- Watch the video

**On Being a Scientist**

- View brief video (7:13)
- Read the e-book (3rd ed., 2009) download the PDF

**Reporting Compliance Concerns**

- UF Compliance Hotline call or submit a form online
- Compliance Hotline how-to's

**Contact us**

To ask questions or request a seminar, contact Denise Bennett 273-2864 or Michelle Leonard 273-2865 at the Marston Science Library.
The purpose of this website is to provide faculty, students, postdoctoral researchers, and other members of the Georgia Tech community with information about Responsible Conduct of Research (RCR) policies, training options, and educational resources.

RCR is a collection of topic areas at the intersection of ethics and research. Conducting research responsibly not only involves avoiding misconduct, it also entails recognizing and upholding one's ethical obligations to others including colleagues, the institution, the academic field, and the public.

For more information about RCR at the Georgia Institute of Technology, refer to RCR Policies and Resources.
Broadly defined, RCR includes the following topic areas:

- Authorship and Publication
- Collaborative Research
- Conflicts of Interest
- Data Management
- Environmental and Laboratory Safety
- Human Subjects Research
- Humane Use and Care of Vertebrate Animals in Research
- Peer Review
- Research Misconduct
- Responsibilities of Mentors and Trainees
- Science and Engineering in Society

To learn more about the RCR topic areas, click on any of the terms listed above.
Penn is committed to upholding the highest ethical and professional standards in research endeavors and ensures investigators are educated in "best practices." The Senior Vice Provost for Research encourages all Penn constituents to take advantage of the University's RCR training opportunities. See, Research Related Training.

RCR training is mandated for undergraduates, graduate students and postdoctoral fellows and faculty funded by National Institutes of Health (NIH RCR Notice) training grants and career awards. RCR training is also required for undergraduates, graduate students, and postdoctoral fellows funded by the National Science Foundation (NSF RCR Notice).

Depending on your school affiliation, career stage and type of funding, you may be required to complete an on-line RCR course offered by Collaborative Institutional Training Initiative (CITI), as well as participate in other program-specific types of training. You should always consult your mentor for specific training requirements.

For additional guidance:

Biomedical Graduate Students (BGS) – Contact Colleen Dunn, Curriculum Coordinator at dunnco1@mail.med.upenn.edu

Biomedical Postdoctoral Program Affiliates (BPP) and Faculty on K Awards not affiliated with BPP – Contact Mary Anne Timmins, Administrative Director at timmins@mail.med.upenn.edu. You may also visit the BPP website.

SEAS Graduate Students – Contact Sonya Gwak, Associate Director for Student Affairs and Graduate Admissions at sgwak@seas.upenn.edu

SAS Graduate Students – Contact Kathleen M. Clawson, Coordinator of Faculty Affairs at kclawson@sas.upenn.edu
Communicating Your Chemical Research

Tags: chemistry, copyright, english, ethics, open access, presentation, publishing, research, speaking, style manual, writing

Resources, tips and advice for writing, publishing, presenting and organizing your research. Also, information on Open Access, copyright, and author’s rights.

Last Updated: Mar 18, 2013
URL: http://guides.lib.purdue.edu/commchem

Resources from the American Chemical Society

- ACS Committee on Ethics
- Chemical Professional’s Code of Conduct
- Chemical Professional Guidelines
- ACS Publications Ethical Guidelines (PDF)
- Scientific Insight and Integrity in Public Policy

Resources from NSF

- NSF Part 689 Research Misconduct
  Responsibilities as well as actions and investigations of misconduct
- NSF Office of the Inspector General

Ethics at Purdue University

- On Being a Scientist - National Academy of Sciences
  Defines academic dishonesty, has tips on avoiding claims of dishonesty, includes what to do if you suspect academic dishonesty and describes some of the consequences for academic dishonesty.
- Office of Student Rights & Responsibilities
  University Regulations – Student Conduct
- Office of the Vice President for Ethics and Compliance
  Purdue Policies on Ethics and Compliance
  Include policies related to research misconduct and conflicts of interest.
- Research Integrity and Regulatory Affairs from the Office of the Vice President for Research.

Research Integrity and Regulatory Affairs from the Office of the Vice President for Research

- Ensuring the Integrity, Accessibility, and Stewardship of Research Data in the Digital Age - National Academy of Engineering

RELATED E-BOOKS

- On Being a Scientist - National Academy of Sciences
  Publication Date: 2003-03-27
- Research Ethics for Scientists - C. Neal (Jr) Stewart
  ISBN: 9780470745649
  Publication Date: 2011-09-26
- Ethics in Science and Engineering - Russell Foote; James G. Speight
  ISBN: 9780470626023
  Publication Date: 2011-04-26
- Ensuring the Integrity, Accessibility, and Stewardship of Research Data in the Digital Age - National Academy of Engineering
  Publication Date: 2011-04-26
Compliance and Training

Summary and Quick links

Compliance
Research involving human subjects, animals, recombinant DNA/pathogens, biohazardous materials
Responsible conduct of research
Reporting misconduct
Conflict of interest and commitment
Current SOM requirements for the disclosure of external financial interests
Confidentiality
Clinical study-specific documentation
Faculty consulting agreements - criteria for School of Medicine review
Publication of clinical trials to web sites
Record retention and disposition
Terms and conditions of your award

Confidentiality
Clinical study-specific documentation
Faculty consulting agreements - criteria for School of Medicine review
Publication of clinical trials to web sites
Record retention and disposition
Terms and conditions of your award

Research
General information
Emergency information
Other offices supporting research
Research resources and collaborators
Research core facilities
For new faculty
For administrators
For students and postdocs
Intellectual property and entrepreneurial activities
SOM review of proposed consulting agreements
Forms and documents
Developing and submitting a proposal
Where’s that e-system?
FAQs
Links
Contact us
Home
Instructions for completing CITI Conflict of Interest Modules

Compliance

Human subjects research. The University has two Institutional Review Boards (IRBs). The IRB for the Social and Behavioral Sciences (IRB-SBS) reviews and oversees non-medical, behavioral research studies. The IRB for Health Sciences Research (IRB-HSR) oversees all other studies involving human subjects, representing the majority of human use protocols performed by the School of Medicine. Investigators who are new to clinical research or who wish to perform unfamiliar studies should contact the IRB-HSR prior to submitting a protocol. The Clinical Trials Office can facilitate the conduct of clinical studies by assisting with budget and proposal preparation, study coordination and management, and regulatory functions such as quality assurance/control.

Animals in research. The Institutional Animal Care and Use Committee (IACUC) reviews and oversees the use of animals in research and teaching at the University. The IACUC provides training in handling research animals, insures that individuals using research animals participate in the occupational health and safety program, and conducts inspections of animal use facilities. The IACUC has specific protocol submission deadlines. The Center for Comparative Medicine operates UVA vivaria and provides veterinary support. Current per diem rates are listed on the CCM web site.

Recombinant DNA and pathogens. The Institutional Biosafety Committee (IBC) oversees the use of recombinant DNA, organisms requiring at least Biosafety Level 2 conditions, and of human specimens. The IBC also inspects laboratories that have registered for one or more of these activities.

Biohazardous materials (bloodborne pathogens, radiation, hazardous chemicals, shipping biological materials, etc.). The Office of Environmental Health and Safety maintains comprehensive programs for the management of potential hazards that may be encountered during research activities. Their web site includes current health and safety policies and information on ordering radioactive materials. Click here for UVA training requirements, programs, and on-line training.
Responsible conduct of research (RCR). UVA expects the highest standards of teaching, research, and public service from its faculty and staff. Biomedical research requires both personal integrity and public trust to continue to flourish. UVA investigators should: openly exchange their findings via scientific publications; provide unique research materials to qualified academic investigators; maintain detailed records of research procedures and results; fairly assign authorship or acknowledgment in research publications to the originators of ideas, methods, and findings. These areas are of special concern for investigators:

- **Authorship.** Refer to SOM, JAMA ("Authorship Criteria and Contributions") and International Committee of Medical Journal Editors policies on authorship. **Recommended best practices:**
  - Initiate discussions concerning authorship when first planning a project: agree on authors and individuals to be acknowledged, including the order of authors and each author's responsibility on the project and in preparing resulting manuscript(s).
  - Since authors assume responsibility for the integrity of the entire publication, each author should read and approve the final manuscript and agree to take public or legal responsibility for its content.
  - SOM Authorship policy prohibits the use of ghost authors on scholarly publications and prohibits faculty from serving as ghost authors on other authors' publications.

- **Conflict of Interest.** Refer to the section below.

- **Financial sources/billing for clinical research activities.** Costs of investigational procedures or subject visits on clinical studies should not be borne by patients or third-party payers, unless allowed by policy. Similarly, public funds (e.g., external awards, University facilities/staff) may not be used to support industry-funded studies without prior institutional approval. The Clinical Trials Office can help investigators and clinical study personnel determine which charges to insurers are allowable.

- **Data integrity.** Investigators should establish an analytic plan and agree on methodologies (e.g., laboratory SOPs, exclusion of outlier data) at the start of their project. Once the data are collected, verified, and locked, any changes in analytic methodology should be reported as post hoc and exploratory.

- **Plagiarism.** Funding agencies and journals routinely compare submitted proposals and manuscripts to libraries of prior proposals or publications. Submissions considered similar or identical to previously-published documents are being rejected and their authors are at risk for corrective actions under applicable regulations. For further guidance, consult "Guidelines for Avoiding Plagiarism, Self-Plagiarism, and Questionable Writing Practices" (DHHS Office of Research Integrity).

- **Images.** Steer clear of inappropriate computer manipulation of images when preparing them for publication or presentations. See Rossner and Yamada, J. Cell Biol. 2004, 166:11-15. Consider developing a simple policy for your research group along these lines (adapted from the Southwest Environmental Health Science Center):
  - Scientific content may not be knowingly altered in any image.
  - Limited enhancements are permitted for clarity, aesthetic reasons, or to eliminate physical artifacts.
  - Any manipulations must be described in resulting publications and presentations.

- **Training in RCR.** Graduate students in the Biomedical Sciences Graduate Programs (BIMS) and individuals supported by NIH training grants or career development awards are required to be trained in RCR, by completing BIMS 7100, "Research Ethics." Additional sources on RCR:
  - "On Being a Scientist: Responsible Conduct in Research" (National Academy Press; free download)
  - DHHS Office of Research Integrity materials:
    - "ORI Introduction to the Responsible Conduct of Research" (Office of Research Integrity, DHHS)
    - Educational resources (select "RCR Resources")
  - "The Lab: Avoiding Research Misconduct" (video simulation allowing users to assume the role of a graduate student, postdoc, research administrator, or PI and make decisions that affect the integrity of research)
  - NIH "Update on the Requirement for Instruction in the Responsible Conduct of Research," providing recommendations on RCR training required for NIH training, career development awards, research education grants, and dissertation research grants.

**Reporting misconduct.** If you suspect misconduct in research, UVA policy requires that you report it to the **Vice President for Research.** Informal discussions with the Research Integrity Officer (RIO, Dr. David Hudson; 924-3606) may help clarify whether the suspected behavior meets the definition of research misconduct. If it does, the RIO will refer you to other officials with responsibility for resolving the problem. It is difficult to report misconduct by a superior or supervisor; however, the Research Misconduct Policy states that individuals who report allegations of misconduct or of inadequate institutional response thereto must be protected in terms of the terms and conditions of their employment or other status at the University of Virginia and requires that UVA protect the privacy of those who report misconduct in good faith, to the maximum extent possible.

**Conflict of interest (COI).** COI regulations govern situations in which financial considerations may compromise an individual's conduct or reporting of research, or his/her procurement decisions on behalf of the University. This section specifically refers to conflicts of interest that relate to research activities. Federal regulations and UVA
Citation Management
Representative Documents: Citation Management

UNIVERSITY OF BRITISH COLUMBIA
How to Cite guide
http://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/
Overview

Citations document source information used in research. They add credibility to your work by showing where your information came from and give proper credit to the source material.

Knowing where to find and how to read citations will also help you significantly with your own research by pointing you towards ready sources of relevant information.

When to document a source

As you gather information to use in your research paper, it is important to keep track of where you found it. Your work should include a bibliography of all the sources you used, which you will also reference whenever you use information from them.

You do not need to cite your own ideas or any information that is considered common knowledge. Everything else must be properly credited, using a commonly accepted citation style.

What does a Book citation include?

Book citations should include the following information, regardless of style:

- Author(s)
- Title
- Publisher
- Location of Publisher
- Year of Publication

This information will help other readers to locate the book.

What does an Article citation include?

Article citations should include the following information, regardless of style:

- Author(s)
- Title
- Periodical Title
- Periodical Volume and issue numbers
- Publisher
- Year of Publication
- Page numbers

This information will help other readers to locate the article.
Bibliographic management software allows you to create and track references (aka citations) and to create bibliographies or reference lists formatted in the appropriate style, such as APA, MLA, Chicago or Turabian. You can simultaneously import records from databases such as PubMed, PsycINFO and Web of Science in addition to many others. You can add abstracts, keywords and other functions that enhance and improve the efficiency of your project.

How does bibliographic management software save time and how might I use it?

- Create bibliographies and references almost instantaneously.
- Reduce the likelihood of duplicate citations by removing them.
- Create your own critical abstracts, which is part of the production of your work.
- Re-use or repurpose your own content over time.
- Search and organize your own database of references according to how you would use them.
- Embed footnotes, endnotes and within text citations.

What it won’t do

- It will not create a perfect bibliography or reference list according to your favorite style. For example, you will still have to know APA, MLA, Chicago or Turabian.
- It will not correct errors or omissions that were in the database from which you retrieved references.
- It will not always know what type of material you are putting into it from a database (e.g., it cannot always distinguish a proceeding from a book).
- At this time, no bibliographic management software handles legal citation formats.
Citation/Research Mgmt. Tools for Grads/Faculty

Tools for Graduate Students and Faculty

These tools have a variety of features useful for the kind of in-depth and sustained research done by faculty and graduate students. For productivity tools that aid in such research see the Productivity Tools guide. For an overview of tools that help manage the research process from idea to publication see the blog post on Research Management Tools from the Academic PKM blog. For a directory of academic research tools, see Bamboo DiRT. See also the list of Graduate Library User Education (GLUE) classes taught each semester.

- **BibTeX**
  Wikipedia article on BibTeX, which is a reference formatting tool usually used with LaTeX, a popular typesetting tool often used at GT for formatting theses, dissertations, and other scholarly articles. The article mentions, under “Uses”, a number of reference management tools that support BibTeX, including Qiqqa, Mendeley, Zotero, Citavi, CiteULike, and more.

- **colcite**
  colcite is short for "collective wisdom". Free to use, designed by researchers at Oxford University, it is designed to help at every stage of the research process from beginning research through publication. Became available March 2011. Click the “i” button for more.

- **Docear**
  "Docear (doh-sear) is an academic literature suite. It integrates everything you need to search, organize and create academic literature into a single application: digital library with support for pdf documents, reference manager, note taking and mind maps taking a central role. What's more, Docear works seamlessly with many existing tools like Mendeley, Microsoft Word, and Foot Reader. Docear is free and open source..."

- **EndNote**
  Full-featured citation manager. Available for free through the campus site license. See the EndNote Guide for downloading instructions.

- **EndNote Web**
  a web-based EndNote tool - available via ISI Web of Science - that allows you to both EndNote and EndNote Web.

- **Mendeley**
  Full-featured reference management program.

- **Plagiarism**
  About

Tutorials and Guides on Research and Citation Tools

- **Comparing Various Reference Management Software**
  Wikipedia article that compares approximately 30 software programs, and compares a large set of features.

- **EndNote Guide**
  Guide by the GT librarian who teaches classes on EndNote. Includes information on both EndNote and EndNote Web.

- **EndNote Tutorials**
  Tutorials created by the company that produces EndNote.

- **Managing Your References**
  Guide from Oxford University Library. This page has comparison tables for Refworks, EndNote, EndNote Web, Zotero, Mendeley, ColWiz, and Papers.

- **Mendeley Resource Center**
  In the "For Researchers" section includes guides on how to use Mendeley to find and manage references and share with colleagues.

Directory of Research Tools

- **Bamboo DiRT**
  "Bamboo DiRT is a registry of digital research tools for scholarly use. Developed by Project Bamboo, Bamboo DiRT makes it easy for digital humanists and others conducting digital research to find and compare resources ranging from content management systems to music OCR, statistical analysis packages to mindmapping software."

- **colcite - Review**
  One of the few reviews so far of Colwiz.

- **colcite Video Tutorials**
  Pages for Zotero, Mendeley, Qiqqa, Refworks, EndNote, BibMe, and EasyBib.

- **Comparison of Reference Management Software**
  Tutorials created by the company that produces EndNote.

- **Managing Your References**
  Guide from Oxford University Library. This page has comparison tables for Refworks, EndNote, EndNote Web, Zotero, Mendeley, ColWiz, and Papers.

- **Mendeley Resource Center**
  In the "For Researchers" section includes guides on how to use Mendeley to find and manage references and share with colleagues.
Citation Styles, Tutorials, and Tools

http://libguides.gatech.edu/resmgmt

manage, and cite your research sources. It lives right where you do your work — in the web browser itself.

Comments (0)

Blogs to Consult

- Academic PKM Blog
  Blog written by librarians at Georgia Tech and Kennesaw on personal knowledge management concepts & tools, academic workflow, and collaborative learning. Intended audience is librarians and academic researchers. During 2013 the blog is offering a free course (26 sessions) on productivity. Sessions are archived and can be looked at in order.

- GradHacker
  Blog about graduate school with an emphasis on technology and tools for the academic workflow.

- ProfHacker
  Blog from The Chronicle of Higher Education. Focus started on technology and the classroom but has broadened somewhat.

Comments (0)

- Productivity Tools Guide
  Guide that accompanies class taught by Crystal Renfro of the GT library. Includes links to many tools in various categories, such as digital workflow tools, time management, project planning, and more.

- Qiqqa Reference Management System: A Mini-Review
  2013 article that, despite the name, has a lot of information on Qiqqa’s features and usability. Warning: the top of the page has a lot of irrelevant stuff, scroll down to see the review.

- Qiqqa Screencast Tutorials
  Tutorials from the creators of Qiqqa.

- Readcube Customer Support
  Includes a number of explanatory documents on Readcube features.

- Zotero Documentation
  Page of tutorials with screenshots by the creators of Zotero.

- Zotero Research Guide: Georgia State
  Highly-regarded guide to using Zotero, by the librarian who literally wrote the book on Zotero.

Comments (0)
Citing Sources

A guide to frequently used citation styles and related tools that can help you.

The "BIG THREE" STYLES

MLA Handbook for Writers of Research Papers
Call Number: Eisenhower Library A Level General Reference; LB2369.G53 2009
The style and publication guidelines of the Modern Language Association of America can be found in several locations throughout the libraries at Johns Hopkins.

Publication Manual of the American Psychological Association
Call Number: Eisenhower Library A Level General Reference; BF76.7.P83 2010
APA's style rules and guidelines are set out in this book, which you can find in several locations throughout the libraries at Johns Hopkins.

Chicago Manual of Style
Call Number: Eisenhower Library M Level Reference; Z253 .C48 2010
Access the online version of this guide by clicking the title above, or consult one of the print versions at several locations throughout the libraries at Johns Hopkins.

GET HELP

Ask a Librarian

Ask Us

Sorry, chat is offline.

Search the Knowledge Base or Submit your Question

Contact Info
Phone: 410-516-8335
Email: ask@jhu.libanswers.com
SMS: 410-692-8874
Send Email

Links:
Website / Blog
Profile & Guides

CITATION TOOLS

RefWorks
Web-based personal database for storing and organizing citations and creating easy bibliographies.

Zotero
Firefox extension to help you collect, manage, and cite your research sources from your computer’s browser.
Representative Documents: Citation Management

**RefWorks**

Tips and tricks for using RefWorks to manage citations, create bibliographies, and share citations.

**WHAT IS REFWORKS?**

RefWorks is an online citation manager that helps you keep track of citations to books, articles and other documents. It is free to all JHU users, web-based, and requires no special download.

Using RefWorks, you can also create properly formatted bibliographies, and import citations from databases and the JHU Libraries Catalog.

**GROUP CODE**

If you are ever prompted for a group code...

JHU’s group code is RWJHMI

**OFF-CAMPUS?**

All you need:

- Internet Connection
- Your JHED login

Don’t know your JHED? (No VPN required)

**REFWORKS ACCESS**

There are many ways to access your RefWorks account:

- The RefWorks links and logo (at left) in this guide.
- My.jhu.edu - look for the RefWorks link under the Library tab.
- The JHU Libraries Catalog. Use the ‘Export to RefWorks’ link you see when viewing a single record or a list of selected records. It will take you to a login screen.
- From many databases, once you’ve searched and marked desired records, you’ll find an “export” option.

**LEARN REFWORKS ONLINE**

Try one of the below tutorials or guides, or look for Help under Tools in RefWorks.

- RefWorks 2.0 Overview
- RefWorks 2.0 Fundamentals Tutorial
- RefWorks Webinars
- RefWorks YouTube channel
- RefWorks Community

Questions? E-mail the JHU staff who help with RefWorks at refworks@jhmi.edu.

**STAFF DIRECTORY**

Sheridan Libraries
3400 North Charles Street, Baltimore, MD 21218
(410)-516-8335

Copyright 2010 | Disclaimer | Privacy Policy
Zotero is a Firefox addon that collects, manages, and cites research sources. It’s free and easy to use.

Zotero 4.0 has been released. New features include:
- colored tags
- automatic journal abbreviations
- file syncing
- automatic style updating

Since it's a Firefox plugin, it automatically updates itself periodically to work with new online sources and new bibliographic styles.

Zotero Quick Start Guide
See also this great guide published by the Zotero developers themselves. Also available as a PDF.

Zotero will run on any operating system. It requires Mozilla Firefox 3.0 or greater. Installation only takes a few seconds. To install, go to [http://www.zotero.org/](http://www.zotero.org/) and click the red "Download" button. Click "Install Now" and follow the instructions.

If you see the message "Firefox prevented this site from asking you to install software on your computer," click "Allow".

This is a quick overview of how to save citations from the web.

Zotero BLOG
News from the official Zotero blog.
- Summer Zotero Workshops
- Zotero 4.0 Launches
- Zotero Storage Subscriptions Upgraded

About Zotero
Zotero (pronounced "zoh-TAIR-oh") is a Firefox addon that collects, manages, and cites research sources. It’s easy to use, lives in your web browser where you do your work, and best of all it's free. Zotero allows you to attach PDFs, notes and images to your citations, organize them into collections for different projects, and create bibliographies using Word or OpenOffice.

Related Guides
- RefWorks Guide: Don't like Zotero? RefWorks is a web-based citation management system free to JHU users.
- Other Citation Tools: Lots of other citation tools exist. See a short list of popular tools on our Citing Sources guide.

Getting and installing Zotero
Zotero Tutorials
Zotero has produced several great how-to videos on their site that demonstrate step by step how to use Zotero's features.

Zotero 4.0 is available
Zotero 4.0 has been released. New features include:
- colored tags
- automatic journal abbreviations
- file syncing
- automatic style updating

Since it's a Firefox plugin, it automatically updates itself periodically to work with new online sources and new bibliographic styles.

Zotero Quick Start Guide
See also this great guide published by the Zotero developers themselves. Also available as a PDF.

Comments (0)
Ekstrom Library Workshops (Belknap)

EndNote workshops are available to UofL students, faculty, & staff. Workshops are limited to 10 people. Registration is required.

Click the link below to register for a session.

Ekstrom Library EndNote Workshop Registration

- Introduction to EndNote: Wed., August 21st, 10:30–noon, rm. w102
  *For 1-on-1 or small group sessions outside of the workshops contact Toccara Porter, 852-8744.

Kornhauser Library EndNote Workshops

Monthly EndNote Workshops are provided for UofL students, staff, & faculty at the Kornhauser Library. Workshop enrollment is limited to 15 people.

Registration is required. Sessions are ninety (90) minutes in length. All classes are held in the History Room (Room 301) in the Kornhauser Library.

Summer Semester 2013 Class Schedule

- Introduction to EndNote: Thursday, June 20, 10:00 am – 11:30 am
- Introduction to EndNote: Tuesday, July 16, 10:00 am – 11:30 am
- Introduction to EndNote: Thursday, August 22, 3:00 pm – 4:30 pm

To register contact John Chenault by email or, call 852-3901.

What is EndNote?

EndNote is a citation management software that makes it easier to format and organize bibliographies. Here are some things you can do:

- Format citations in a preferred citation style (e.g., APA 6th, MLA)
- Export citations from databases (e.g., EBSCO, PUBMED)
- Insert citations and compile bibliography in Microsoft Word

Attaching Files in EndNote

Click here to download EndNote for free from iTech Xpress.
What's a DOI?

Some citation styles ask for a DOI or digital object identifier. Information on finding DOIs is available in the handout listed below.

Tools for Managing References

Recommended tools and software for storing articles and citations/references and for creating bibliographies or reference lists.

- RefWorks
- EndNote
- Zotero
- Papers (Mac only)
- Reference Manager (Win only)

Books on Academic Writing

- Books on writing essays
- Books on English grammar
- Books on academic writing
- Books on scientific/technical writing

Help with Specific Styles

- AAA (American Anthropological Society)
- ACS (American Chemical Society)
- AMA Style (American Medical Association)
- APA
- CBE (Council of Biology Editors) Style Guide
- Chicago/Turabian
- Harvard
- IEEE
- MLA
- Vancouver

Citing Government Documents

- Brief Guide to Citing Canadian Government Documents and Statistics (Queen's University Library)
  This guide provides general overview of how to cite Canadian government publications. Prepared by Sharon Masgraw and maintained by Government Documents, Stauffer Library, Queen's University.
- Citing Government Publications: Detailed Guide (Canada)
  A guide to citing Canadian government publications prepared by the D.B. Weldon Library, the University of Western Ontario.
- Guide: Citing U.S. Government Publications (Indiana University)
- How to Cite Government Publications (McMaster University Library)

Writing Guides for Theses/Dissertations

- Suggestions for Writing Theses and Dissertations (University of Manitoba Libraries)

The Libraries also has several books on how to write a thesis and dissertation. Click on the links below to find books in the library catalogue.

Dissertations, Academic - Handbooks, Manuals
Elements of Article Citations:

Articles are in Journals
Journals are in Databases
Databases are sometimes provided by larger database vendors

Example:


1. Authors
2. Publication Date
3. Article Title
4. Journal Title, Vol.: Iss.: Pg.: Page numbers
5. Database Info

Tips and examples

Click on links below for guides to writing book reviews, essays, theses and compiling bibliographies using specific style manuals.

- Annotated bibliography
- APA style of documentation
- Avoiding plagiarism
- Book reviews
- Chicago style of documentation
- Critical reviews of journal articles
- Essays
- Evaluate information
- Know Your Sources
- MLA style of documentation
- ReWorks
- Research papers
- Theses and dissertations
- Theses and dissertations: list of selected resources

Writing & Citing

This page provides tips and examples of writing book reviews, essays, dissertations and compiling bibliographies using specific style manuals.

Writing Tutors

Need help with writing papers?
Visit the Learning Assistance Centre located in 211 Tier Building, book your appointment online, or call 480-1481.

For more information please see the Learning Assistance Centre Web Page.
You have a paper due for English 125, and you were up until 4am writing the paper. It’s now 8:30am, your class starts at 10, and you still have to do your bibliography! Don’t panic.

Here are some resources that can help you cite your sources correctly. Click on the tabs above for information. The tabs for APA and MLA style have a number of examples. Under Bibliography help, there are links to citation generators that will format your citations for you. There is also a resource called Refworks that can help you organize and format citations.

Still confused? Need more help?

Ask a Librarian!

Your Bibliography is Due in 90 minutes. Don’t Panic!

Why Cite?

• Webpages expire, tools and articles get lost, photographs and films degrade. Citations are necessary in order to assure that the next person would be able to access the same information through different means.
• Citing is also important for credibility and building on research. You may have a good idea, but simply stating it does not make it true or believable. Give your ideas validity and support by citing established authors.
• To avoid plagiarism - nothing is worse to an author than discovering their hard work has been stolen and claimed as original by someone else. Citations give authors their due credit.

Additional Help

Hopefully the information in this guide will help you with citing sources correctly, but if you feel you need additional help, the Writing Center at Purdue has an extensive tutorial on APA and MLA citation styles. Check out their Online Writing Lab (OWL).
What is a Citation Management Tool?

Citation management tools enable researchers to capture information about research materials, create bibliographies, add footnotes, and manage research collections. Some citation management tools also make it easy to share references with other researchers. This guide only covers four of the citation managers available: Zotero, Mendeley, RefWorks, and EndNote. When deciding which one to use consider your research habits, word processing, and collaboration/sharing needs. These programs can work with each other and some people may need to use more than one throughout their academic career.

Use the tabs above to get more information about Zotero, Mendeley, RefWorks and EndNote.

Comparison Chart

<table>
<thead>
<tr>
<th>Citation Management Software Comparison</th>
<th>EndNote</th>
<th>Zotero</th>
<th>RefWorks</th>
<th>Mendeley</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost</strong></td>
<td>Bill students free for students/staff available at computer server.</td>
<td>Free</td>
<td>Free</td>
<td>Free</td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td>Must be installed through the Windows browser. Collections can be accessed online.</td>
<td>Must be installed for users. Collections can be accessed online.</td>
<td>Must be installed online.</td>
<td>Must be installed online.</td>
</tr>
<tr>
<td><strong>Sharing references</strong></td>
<td>Sharing bibliographies Library files</td>
<td>Sharing a public collection</td>
<td>Sharing a public collection</td>
<td>Sharing references online</td>
</tr>
<tr>
<td><strong>Linking to PDFs and other attachments</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Learning Curve</strong></td>
<td>Easy</td>
<td>Easy</td>
<td>Easy</td>
<td>Easy</td>
</tr>
<tr>
<td><strong>Compatibility with Word Processing Programs</strong></td>
<td>MS Word, OpenOffice, LaTex through BibTex</td>
<td>MS Word, OpenOffice, Google Docs</td>
<td>MS Word, OpenOffice, BibTex through RefWorks</td>
<td>MS Word, OpenOffice, BibTex through RefWorks</td>
</tr>
<tr>
<td><strong>Citation Style Modification</strong></td>
<td>Can add new styles, modify existing styles.</td>
<td>Most popular styles available, difficult to modify styles.</td>
<td>Most popular styles available, difficult to modify styles.</td>
<td>Most popular styles available, difficult to modify styles.</td>
</tr>
<tr>
<td><strong>State and cite images</strong></td>
<td>Can attach images, citations can be added to bibliographies.</td>
<td>Can attach images, but cannot cite them in a bibliography.</td>
<td>No image captioning abilities</td>
<td>Can store and cite images.</td>
</tr>
<tr>
<td><strong>Support for devices</strong></td>
<td>EndNote Web mobile, RefWorks Mobile App development. Some Zotero apps are available.</td>
<td>RefWorks</td>
<td>EndNote</td>
<td>EndNote for iPhone, iPod Touch, iPad</td>
</tr>
</tbody>
</table>
Citation Tools

The library supports a variety of tools that help you keep track of information sources, and cite them correctly.

Citation Builder
RefWorks
Zotero
Mendeley
EndNote
EndNote Support

What is EndNote?
EndNote is a software program designed to store and manipulate bibliographic information. With EndNote you can:

- store references in one place
- keep reading notes linked to sources (no more index cards!)
- download citations directly from databases
- automatically format bibliographies and citations in MLA, APA, Chicago Manual of Style, or over 1000 other styles

EndNote X6 for Macs
UPDATE: EndNote X6 for Mac is now available for download through the NUIT Software page.

ENDNOTE Support

Contact Info:
Northwestern University Library
1970 Campus Drive
Evanston, IL 60208
Send email

Links:
Website/Blog
Profile & Guides

About this Guide

Last Updated: May 8, 2013
URL: http://libguides.northwestern.edu/endnote
Print Guide
RSS Updates
New For EndNote X6

EndNote Support Tags: end, endnote, endnote_guide, endnote_overview, endnote_support, endnotes, how to, note, notes

Library » LibGuides » EndNote Support

Northwestern University Library 1970 Campus Drive Evanston, IL 60208-2300 Evanston: 847-491-7658 Fax: 847-491-8306 library@northwestern.edu
Citation Management Tools

Overview - Citation Management Tools - Guides at Penn Libraries

Penn Libraries » Guides » Citation Management Tools

About citation managers

A citation manager helps you keep track of articles and books as you find them, tag and annotate them, and easily create citations and bibliographies in Microsoft Word. Using any citation manager will be more efficient for most scholars than not using one at all. Each manager has its own plug-in for Microsoft Word and some also have browser plug-ins for easy capture of web links. Each manager also has built-in connections to Google Scholar and common library reference databases. Each manager has options for group-based collaborative research.

We offer four main choices to you in this guide: Refworks, Zotero, Mendeley and Endnote.

Refworks, the most popular choice on campus, is provided by Penn Libraries for the Penn community (including alumni). It is a stable, well-established platform, but has limitations in terms of working with PDF files.

Endnote, the oldest of the four, works well for the health sciences and for large collections of articles, despite some technical and installation issues.

Zotero is an open-source software program that is notable for its ease of use, its ability to grab screenshots, and its capabilities for archiving website content for local storage.

Mendeley, the newest option of the four, is a cloud-based proprietary system that includes Facebook-style social networking, PDF annotation, a platform for self-promotion and crowd-sourcing of citations and annotations. Mendeley has a wide range of functionality but suffers from performance and accuracy issues.

We recommend that you explore a variety of citation managers, consulting with library staff as needed, before choosing one. We can provide guidance on best practices and share our experiences.

Full Comparison of Citation Software

Thanks to Mat Willmott at MIT Libraries for creating the template for this chart.

<table>
<thead>
<tr>
<th>Software</th>
<th>Link to web guides</th>
<th>Type</th>
<th>Cost</th>
<th>Learning curve</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>RefWorks</td>
<td>Quick-Start Guides</td>
<td>Web-based</td>
<td>Free via Penn license. Sign up for an individual account on the RefWorks website. (Penn only)</td>
<td>Fairly quick to learn, many online user guides and demos</td>
<td>Allows users to share citations, Good for organizing citations for papers, Web-based, Since Penn has a site license, there's no cost, Available to Penn alumni as long as Penn maintains its subscription</td>
</tr>
<tr>
<td>Zotero</td>
<td>Documentation</td>
<td>Desktop software and browser add-on for Firefox, Chrome, and Safari</td>
<td>Free with 100 MB of back-up storage. Storage upgrades available for a monthly fee. Open source. Download Zotero</td>
<td>Quick to learn; simple design, many online user guides and demos</td>
<td>Simple download of records, Good for managing a variety of formats, including webpages, Offers most functionality in a free, open-source product, Downloads records from with several databases that don't work with</td>
</tr>
<tr>
<td>Mendeley</td>
<td>Support</td>
<td>Desktop software and web-based. Works with IE, Firefox, Chrome and Safari</td>
<td>Free with 1GB of web space (500 MB personal &amp; 500 MB shared) Storage upgrades available for a monthly fee. Download Mendeley</td>
<td>Quick to learn. Pretty simple interface</td>
<td>An excellent job of pulling citation metadata from PDF's</td>
</tr>
<tr>
<td>EndNote</td>
<td>Technical Support &amp; Services</td>
<td>Desktop client software, also has web interface, EndNote Web</td>
<td>Must purchase client software, available at Penn Computer Connection.</td>
<td>Takes longer to learn, but not difficult with training</td>
<td>Excellent for organizing citations for papers and theses, Best option for major research projects, because it offers the most options for customization and formatting, Most output styles for formatting</td>
</tr>
<tr>
<td>How does it work?</td>
<td>Zotero can tell when you are looking at an item and shows an icon for it in the Firefox URL bar. Click the icon to add the item to your Zotero references</td>
<td>You export references from compatible databases. Mendeley will also retrieve metadata for PDFs that are brought in</td>
<td>You export references from compatible databases into EndNote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it have many output styles and bibliographic formats?</td>
<td>Yes, many popular styles and formats</td>
<td>Yes, many popular styles and formats</td>
<td>Yes, many popular styles and formats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How simple is it to import records?</td>
<td>Simple to import records from most research databases</td>
<td>Very simple using the Mendeley browser plugin. However, the import doesn’t work with as many databases as other products.</td>
<td>Simple to import records from most research databases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kinds of records can you import and organize (PDFs, images, etc.)?</td>
<td>Books, articles, patents, and webpages. Can also store PDFs, web screenshots, files, and images in records. You can make PDFs searchable by choosing to index them in the preferences menu.</td>
<td>You can import bibliographic citations and PDFs. Can also manually add citations</td>
<td>Can organize records for articles and books. PDFs and other file types can also be stored in the records. Can download PDFs in batches. PDFs aren’t searchable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are records in your library viewable by others?</td>
<td>Yes; Users can share references in library with other RefWorks users</td>
<td>Yes. Users can set up individual and group profiles and share records</td>
<td>Yes. Users can set up groups to share references. Users can decide whether or not to make their library viewable by others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you export records to other citation software?</td>
<td>Yes</td>
<td>Yes, Export to EndNote XML, RIS and BibTeX</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it work with word processing software?</td>
<td>Works with Word through &quot;Write-N-Cite&quot; feature and LaTex through BibTex</td>
<td>Works with Word and OpenOffice; also works with LaTex through BibTex. You can create a list of Works Cited for Google Docs</td>
<td>Works with Word and OpenOffice. Clean integration with Word and powerful formatting and customization features; also works with Open Office and LaTex through BibTex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it back up your records?</td>
<td>Yes</td>
<td>Yes, if you choose to back up or sync your Zotero library. A small amount of storage is free.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other important features</td>
<td>Since it’s web-based, you’re not limited to a single machine</td>
<td>Very good for collaborative work</td>
<td>PDF file management and organization features</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Citation and Writing Guides

Quick Style Guides
Lists several commonly used citation styles:
- APA Style (Social Sciences)
- CSE Style (Science)
- MLA Style (Humanities)
- Chicago Style

Comprehensive Style Guides
Detailed information on formatting papers and citing sources:
- Research and Documentation Online
- OWL at Purdue Research and Citation Resources
- Chicago Manual of Style Online

Other Citation Style Guides
- American Psychological Association (APA) Style
- American Institute of Physics (AIP) Style
- American Medical Association (AMA) Style
- American Psychological Association (APSA) Style
- Associated Press Style Manual (print resource)
- Basic Legal Citation (2010) -- Harvard Bluebook Style
- Cartographic Citations: A Style Guide (print resource)
- Citing Government Information
- Harvard Style
- IEEE Style (Institute of Electrical and Electronics Engineers)
- Turabian

http://www.libraries.psu.edu/psul/researchguides/citationstyles.html
INTRODUCTION TO CITATION MANAGERS

Citation management software, also known as bibliographic management software or citation managers, can help you manage and organize your citations and format bibliographies and footnotes in your papers.

Many different citation management tools are available - some are available for free while others are not. EndNote is a leading product in a group of desktop, fee-based, citation managers. Competing with the desktop products are web-based programs. Popular names in this second group are Refworks, EndNote Web, Zotero, and many more. All citation managers carry out the same basic functions but specific features may vary from program to program.

Most citation management tools can help you to:

1. Provide a search interface. For databases (such as PubMed, Biological Abstracts or PsycINFO), search by one of two modes:
   - through "connection" or "config" files. Searching databases is performed as usual using vendor interfaces. Citations are selected and downloaded (exported) to your hard drive. The exported results are then imported into the citation manager using a special filter.

2. Create a database of references. Once citations are captured, they can be stored, organized and manipulated in personal mini-databases called "libraries" or groups. Many different "libraries" can be created and they can be constantly re-organized to meet changing needs.

3. Inserting citations into word processing documents. Using a "cite-while-you-write" feature, citations and footnotes can be inserted into their proper place as you write a paper or manuscript. As they are inserted, a bibliography is automatically generated and updated as you change the citations. The newest software versions can permit tables and figures to be inserted as "citations".

4. Linking between citations to image or PDF files. Recent versions of citation managers permit links to images or PDF files stored on the hard drive of your computer. Legends to images, figures and tables can be created. Linked images and PDF files can also be inserted into word processing documents as if they were citations.

5. Creating a stand-alone bibliography (reference list). Using criteria you determine, you can create stand-alone bibliographies that can be saved in common word processing program formats.
RefWorks is a citation management software that is freely available to Rutgers faculty and students. Once you have created an account while you are at Rutgers, you will have life-long access to RefWorks, even after you leave Rutgers.

This guide is a collection of handouts and any useful materials related to using RefWorks. Other than RefWorks, there are other software such as Zotero and Mendeley that may also help you manage your citations and create a bibliography (cited reference page). Visit www.zotero.org and www.mendeley.com for more information.
Citation Management Tools

For information on citation management tools such as RefWorks and EndNote Web, see the Citation Management page.

Need Help Citing Sources?

This guide provides quick access to examples and guidelines for some of the more frequently used citation styles.

Select from the above tabs for assistance with APA, MLA, Chicago, or CSE style. More style options can be found with the "Additional Styles" tab.

Always check first with your professor or editor to see if a particular style is required.

For information about preferred citation style for specific disciplines, refer to the following sites from Bedford St. Martins:
- Research and Documentation Online: Overview
- List of Preferred Style Manuals

Use an Online Citation Formatter

Try an online citation formatter like KnightCite to help you format your APA, MLA, and Chicago style citations. Just choose the type of reference you have and fill in the details. Always remember to double-check the formatted citation against your style guide just to be sure!

Need More Help?

Ask Us!

Help is available online, by phone, or in person.

Powered by Springshare; All rights reserved. Report a tech support issue.

View this page in a format suitable for printers and screen-readers or mobile devices.

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Refworks
http://www.library.yorku.ca/cms/citation-management/refworks/

Refworks

About Refworks

What is RefWorks?
RefWorks is a web-based bibliographic management tool (citation manager) that allows you to create a database of citations or references to resources (books, journal articles, web sites, etc.). It facilitates the insertion of citations within a research paper as in-text references, footnotes, or endnotes, and the creation of a formatted bibliography using a citation style of choice. All major citation styles are supported (e.g., APA, MLA, Chicago, etc.).

Who can use Refworks?
York University Libraries have purchased a campus-wide license for RefWorks. Any current York student, staff or faculty member can access and use this software without individual charge.

Creating a RefWorks Account
To use RefWorks you must first create an account. To create an account:
1. Note the group code.
2. Sign up for an Individual Account.
3. Fill out the form provided. You will receive an email with the Log-in Name and Password you created.
4. Use your Log-in Name and Password to log in to RefWorks.

Can I use RefWorks when I am not on campus?
RefWorks is available to users wherever there is internet access. Off-campus RefWorks users may be asked for the York University group code. The group code is available here (Passport York login required).

Using Refworks and Write-N-Cite
Do I need to download software?
Use of RefWorks requires no software to be downloaded. You only require a compatible browser and an Internet connection. To automatically insert citations into an MS Word document, you need to download a small utility called Write-N-Cite. To install Write-N-Cite, log in to RefWorks and follow the instructions under “Write-N-Cite” on the Tools menu. Make note of the available information about using Write-N-Cite and related compatibility issues. Please note that Write-N-Cite is available on all library computers where the MS Office Suite is installed. Write-N-Cite 2.5 is not currently supported by OS X Lion, but there is a workaround. Scholars Portal has also posted solutions with some screen shots. Also, Write-N-Cite 4 is now available.

How do I use RefWorks and Write-N-Cite?
We have RefWorks drop-in workshops throughout the year.

There are several online tutorials and guides available for RefWorks:
- RefWorks 2.0 Library Guide. This guide was developed for Ontario university students by Scholars Portal, a services of the Ontario Council of University Libraries (OCUL).
- RefWorks' Quick Start Guide provides access to written instructions on using RefWorks and an online tutorial.
- RefWorks Tutorial provides both an English and French tutorial on the basics of using RefWorks.
- Online Help provides assistance on almost all issues related to the use of RefWorks.
RefWorks FAQ provides answers to some common questions about using RefWorks at York.
- RefWorks 2.0 web tutorial introduces the new user interface.
- RefWorks 2.0 Fundamentals is a collection of tutorials in PDF and streaming video formats.
- The RefWorks 2.0 Fact Sheet and Poster are marketing materials that describe the benefits of the new interface.
- Webinars are also available for both the classic and 2.0 interfaces.

How do I import/export from RefWorks?

It is possible to use RefWorks to search and directly import citation information from a number of web-based catalogues and other publicly available databases. In addition, many of York University Libraries’ online databases and indexes support the exporting of data to RefWorks. For more information on importing citations from specific databases, look at the RefWorks Library Guide (‘Working with references’ tab –> Importing references) and Additional databases.

Can I share my references with someone else?

RefShare is an add-on module for RefWorks that York University Libraries have licensed. It allows any RefWorks user to share a folder of references/citations or an entire database. Shared references/citations are stored on a newly-created web page and any individual can access this page if they have been given its URL. Further information is available on the “Other Features–>RefShare” tab in the RefWorks guide.

RefWorks/RefShare users also have the option of placing a link to shared folders on the York University Libraries’ Shared Area Page. For access to this added feature, please contact RefWorks Help.

Getting Help

Upcoming RefWorks Workshops are listed on the Library Workshops page.
- No items in list

There are a few other ways for you to get help with your RefWorks account:
- Email York University Libraries for RefWorks Help: refworks@yorku.ca
- Questions may be directed to RefWorks technical support: refworks@scholarsportal.info

Last modified: August 19, 2013

Privacy and Legal
Academic Integrity & Plagiarism
FAQs

What is academic integrity?
Academic integrity is honest and responsible scholarship. As a university student, you are expected to submit original work and give credit to other people’s ideas. Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or with respect to lab
- Honesty during examinations

How does it impact me?
Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are Skills that carry you beyond university to serve you in the workforce. Academic dishonesty not only cheating you of valuable learning experiences, but can result in failing grades or assignments, a mark on your transcripts, or even expulsion from the university. For “real life” examples of this, check out the Annual Report on Student Discipline.

What is plagiarism?
Plagiarism is using another person’s ideas without giving credit and is considered intellectual theft. If you submit or present the oral or written work of someone else, you are guilty of plagiarism. Plagiarism may be:

Accidental or Unintentional

You may not even know that you are plagiarizing. Make sure you understand the difference between quoting and paraphrasing, as well as the proper way to cite materials.

Blatant

This time you’re well aware of what you’re doing. Purposefully using someone else’s ideas or work without proper acknowledgment is plagiarism. This includes turning in borrowed or bought research papers as your own.

Self

If it’s your own work then you should be able to do what you want with it, right? Wrong. Handling in the same term paper (or substantially the same term paper) for two courses without getting permission from your instructor is plagiarism.

Do professors really check for plagiarism?
YES! Instructors often keep copies of previous assignments for references. In addition, the UBC subscribes to Turnitin.com, an online service that scans essay and term papers to check for material copied from web sites or purchased from paper mills (such as cheat.com), published works, or previously submitted essays.

For more information see Turnitin.com/UBC
source: http://wlu.ubc.ca/Library/Academic_Integrity
Avoiding Plagiarism

Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures (from Duke University's The Duke Community Standard in Practice: A Guide for Undergraduates).

Plagiarism charges can be brought against you for the following offenses:

- Copying, quoting, paraphrasing, or summarizing from any source without adequate documentation
- Purchasing a pre-written paper (either by mail or electronically)
- Letting someone else write a paper for you
- Paying someone else to write a paper for you
- Submitting as your own someone else's unpublished work, either with or without permission

Learn more about the importance of citing sources in Whose idea was that?, a short video created by Simone Watson (Trinity '13).
Guidelines for Avoiding Plagiarism, Self-Plagiarism, and Questionable Writing Practices

The following guidelines are taken directly from “Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing” by Miquel Roig

Guideline 1: An ethical writer ALWAYS acknowledges the contributions of others and the source of his/her ideas.

Guideline 2: Any verbatim text taken from another author must be enclosed in quotation marks.

Guideline 3: We must always acknowledge every source that we use in our writing; whether we paraphrase it, summarize it, or enclose it quotations.

Guideline 4: When we summarize, we condense, in our own words, a substantial amount of material into a short paragraph or perhaps even into a sentence.

Guideline 5: Whether we are paraphrasing or summarizing we must always identify the source of your information.

Guideline 6: When paraphrasing and/or summarizing others’ work we must reproduce the exact meaning of the other author’s ideas or facts using our words and sentence structure.

Guideline 7: In order to make substantial modifications to the original text that result in a proper paraphrase, the author must have a thorough understanding of the ideas and terminology being used.

Guideline 8: A responsible writer has an ethical responsibility to readers, and to the author/s from whom s/he is borrowing, to respect others’ ideas and words, to credit those from whom we borrow, and whenever possible, to use one’s own words when paraphrasing.

Guideline 9: When in doubt as to whether a concept or fact is common knowledge, provide a citation.

Guideline 10: 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.

Guideline 11: Authors of complex studies should heed the advice previously put forth by Angell & Relman (1989). If the results of a single complex study are best presented as a ‘cohesive’ single whole, they should not be partitioned into individual papers. Furthermore, if there is any doubt as to whether a paper submitted for publication represents fragmented data, authors should enclose other papers (published or unpublished) that might be part of the paper under consideration (Kassirer & Angell, 1995). Similarly, old data that have been merely augmented with additional data points and that are subsequently presented as a new study can be an equally serious ethical breach.

Guideline 12: Because some instances of plagiarism, self-plagiarism, and even some writing practices that might otherwise be acceptable (e.g., extensive paraphrasing or quoting of key elements of a book) can constitute copyright infringement, authors are strongly encouraged to become familiar with basic elements of copyright law.

Guideline 13: While there are some situations where text recycling is an acceptable practice, it may not be so in other situations. Authors are urged to adhere to the spirit of ethical writing and avoid reusing their own previously published text, unless it is done in a manner consistent with standard scholarly conventions (e.g., by using of quotations and proper paraphrasing).

Guideline 14: Authors are strongly urged to double-check their citations. Specifically, authors should always ensure that each reference notation appearing in the body of the manuscript corresponds to the correct citation listed in the reference section and vice versa and that each source listed in the reference section has been
Guideline 15: The references used in a paper should only be those that are directly related to its contents. The intentional inclusion of references of questionable relevance for purposes of manipulating a journal’s or a paper’s impact factor or a paper’s chances of acceptance is an unacceptable practice.

Guideline 16: Authors should follow a simple rule: Strive to obtain the actual published paper. When the published paper cannot be obtained, cite the specific version of the material being used, whether it is conference presentation, abstract, or an unpublished manuscript.

Guideline 17: Generally, when describing others’ work, do not rely on a secondary summary of that work. It is a deceptive practice, reflects poor scholarly standards, and can lead to a flawed description of the work described. Always consult the primary literature.

Guideline 18: If an author must rely on a secondary source (e.g., textbook) to describe the contents of a primary source (e.g., an empirical journal article), s/he should consult writing manuals used in her discipline to follow the proper convention to do so. Above all, always indicate the actual source of the information being reported.

Guideline 19: When borrowing heavily from a source, authors should always craft their writing in a way that makes clear to readers, which ideas are their own and which are derived from the source being consulted.

Guideline 20: When appropriate, authors have an ethical responsibility to report evidence that runs contrary to their point of view. In addition, evidence that we use in support of our position must be methodologically sound. When citing supporting studies that suffer from methodological, statistical, or other types of shortcomings, such flaws must be pointed out to the reader.

Guideline 21: Authors have an ethical obligation to report all aspects of the study that may impact the independent replicability of their research.

Guideline 22: Researchers have an ethical responsibility to report the results of their studies according to their a priori plans. Any post hoc manipulations that may alter the results initially obtained, such as the elimination of outliers or the use of alternative statistical techniques, must be clearly described along with an acceptable rationale for using such techniques.

Guideline 23: Authorship determination should be discussed prior to commencing a research collaboration and should be based on established guidelines, such as those of the International Committee of Medical Journal Editors.

Guideline 24: Only those individuals who have made substantive contributions to a project merit authorship in a paper.

Guideline 25: Faculty-student collaborations should follow the same criteria to establish authorship. Mentors must exercise great care to neither award authorship to students whose contributions do not merit it, nor to deny authorship and due credit to the work of students.

Guideline 26: Academic or professional ghost authorship in the sciences is ethically unacceptable.

Guidelines and complete module are available at: http://ori.hhs.gov/education/products/plagiarism/

and linked from the Research Misconduct / Plagiarism tab at: http://guides.uflib.ufl.edu/stemrcr/
What is Research Misconduct?

From the U.S. Dept. of HHS Office of Research Integrity:

Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

(a) Fabrication is making up data or results and recording or reporting them.

(b) Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

(c) Plagiarism is the appropriation of another person's ideas, research findings, or words without giving appropriate credit.

(d) Research misconduct does not include honest error or differences of opinion.

What is the Responsible Conduct of Research?

Follow the general practices of the Responsible Conduct of Research (RCR) in several formats:

(a) ORI Introduction to the Responsible Conduct of Research (HTML)
(b) ORI Introduction to the Responsible Conduct of Research (PDF)
(c) Responsible Conduct of Research (RCR) for Pratice

Research Integrity

- Singapore Statement on Research Integrity: Principle Honesty, Accountability, Professional courtesy and fairness. Good stewardship of research. Includes "14 commandments" of responsibilities.
- Nature Announcement: Reducing our irreproducibility "commandments" of responsibilities.
- Nature: Research misconduct learning tools

Avoiding Misconduct

The Lab: An Interactive Video on Avoiding Misconduct from the Office of Research Integrity (ORI)

- Watch the video

Publicized problems at UF

- College accuses UF citrus research center head of stealing data for article from the Gainesville Sun / Lakeland Ledger
- Ex-UF professor gets 6 months in prison for fraud from the Gainesville Sun / Lakeland Ledger

Case Studies

- Research Misconduct: Resources for Research Ethics Education From UC San-Diego's Research Ethics Program. Has background, case studies and discussion questions.
- Whistleblowing: Resources for Research Ethics Education From UC San-Diego's Research Ethics Program. Has background, case studies and discussion questions.
- COPE Committee on Publication Ethics: Casees

Self-Plagiarism


Retracted Articles

- Retraction Watch "Tracking retractions as a window into the scientific process".
- Misconduct is main cause of the science retractions in Nature 490, 21 (04 Oct 2012). Connect through VPN if off campus.

Research Misconduct in the News

- Integrity.org "Internationally established researchers offer independent review about the academic conduct of the content" after aches or following an invitation from their peers. Independent academic as well as
Welcome to the Academic Honesty & Plagiarism Libguide. This guide is designed to provide information on academic honesty and plagiarism. Across the top of the page you will notice the different tabs. Each tab contains information on specific areas of academic honesty and plagiarism.

**Academic Honesty:** This tab contains information on what academic honesty is and why it is important.

**Plagiarism @ KSU:** This tab contains information on the student cheating and plagiarism policy at KSU.

**Plagiarism School Info for Faculty:** This tab provides information for instructors who are interested in sending a student to plagiarism school.

**Plagiarism School Info for Students:** This tab provides information for students who have been referred to plagiarism school.

**Resources:** This tab provides information for further reading and help.

Photo by Michael Brunsden, creative commons license, http://www.flickr.com/photos/visionnewspaper/31410768/
Introduction

The legal and ethical issues surrounding the use of information go beyond properly citing sources and avoiding plagiarism. Researchers should be knowledgeable about issues related to privacy and security and censorship and freedom of speech, as well as have an understanding of intellectual property, copyright, and fair use.

Plagiarism

Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source” (from Plagiarism, What is It?, published by the UK Office of Academic Ombud Services). Plagiarism: What is It? explains plagiarism, provides examples of both good and bad paraphrasing, and tips on how to avoid plagiarism.

Plagiarism is a serious offense with consequences ranging from receiving a zero on an assignment all the way to expulsion from the University. The Student Code of Conduct, Part II--Selected Rules of the Senate, 6.3.0--Academic Offenses and Procedures further defines plagiarism and consequences.

Avoid Plagiarism

To avoid plagiarizing someone else’s words or ideas, make sure you:

- Paraphrase the original text in your own words. Be sure you are not just rearranging phrases or replacing a couple of words.
- Use quotation marks around text that has been taken directly from the original source.
- Cite every source of information you use to write your paper unless it is common knowledge or the results of your own research. This includes facts, figures, and statistics as well as opinions and arguments.
To avoid plagiarism you must give credit whenever you use someone else’s ideas. Keep the following suggestions in mind when using material from other sources:

- **Know how to cite properly**
- **Put everything that comes directly from the text in quotation marks.**
- **If you are using material cited by an author and you do not have the original source, introduce the quotation with a phrase such as “as quoted in...”**
- **Paraphrase.** Instead of just rearranging or replacing a few words, read over what you want to paraphrase, cover up or close the text so you cannot see any of it and write out the idea in your own words. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate. Still be sure to credit the source.
- **Give credit for any facts, statistics, graphs, drawings.**
- **Common knowledge facts that can be found in numerous places and are likely to be known by many people do not have to be documented,** e.g. Pierre Trudeau was first elected Canada’s prime minister in 1968.

Check out the University of Manitoba’s Virtual Learning Commons page on how avoiding plagiarism and the Learning Assistance Centre list of tutorials regarding plagiarism.

### Paraphrasing

Great resources on how to paraphrase properly:

- U of M Virtual Learning Commons: "Paraphrasing"
- Purdue Online Writing Lab: "Paraphrase: Writing it in Your Own Words"
- Plagiarism dot Org: "How to Paraphrase Properly"
This introduction to plagiarism from the UNL Graduate Office is for all UNL students. It defines plagiarism, explains why it is a violation of academic integrity and the Student Code of Conduct, and shows you how to avoid it.

http://www.unl.edu/gradstudies/current/plagiarism.shtml

Take a Tutorial

Citing sources properly will help you avoid plagiarism and allow others to follow up on your work. To learn more, see the tutorials below.

Goblin Threat Game

This entertaining game on plagiarism, developed by Snowden Library for Lycoming College students, is recommended for everyone.

http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx

You Quote it, You Note It

Playful, interactive, and to the point, this program on plagiarism is from Vaughan Memorial Library at Acadia University.

http://library.acadiau.ca/tutorials/plagiarism/

Virtual Academic Integrity Laboratory (VAIL)

VAIL Tutor includes four text-based modules on understanding academic integrity, plagiarism and cheating; tips on avoiding plagiarism; documentation styles; and academic policies. It ends with a quiz.

http://www-apps.umuc.edu/vailtutor/
RUTGERS UNIVERSITY
Plagiarism video
http://library.camden.rutgers.edu/EducationalModule/Plagiarism/
Cast of Characters

KIM - A traditional age first-year student, fresh out of high school.

Yoko - A student in her mid-40s, married, with a grown son.

RICKY - Kim's older brother, a graduate student.

When presented with this button, click it to continue.
Plagiarism Checkers

- Guide on Plagiarism & Copyright Issues
  Aimed at Education students. Nicely organized, with useful information for other academic fields as well. From Rice University Library.
- Principles of Paraphrasing - How to Avoid Plagiarism
  From the Harvard Graduate School of Education
- Understanding Plagiarism and Paraphrasing
  A short summary document distributed by the University of Virginia Honor Committee.
- UVA Professor Louis Bloomfield’s Plagiarism Site
  U.Va. Physics Professor Louis Bloomfield’s web pages devoted to resources for detecting and combating plagiarism.

Plagiarism Resources

Plagiarize - to steal and pass off (the ideas or words of another) as one’s own; use (another’s production) without crediting the source.

- Buying a paper online or re-using a paper written by you or another person for another class
- Paraphrasing without acknowledgement
- Using information from any source and not citing it, including cutting and pasting from the web.


- How Not to Plagiarize - University of Toronto
  Good examples of what to footnote and how to attribute in a paper.
- NCSU (North Carolina State University) Resources & Tutorial on Plagiarism
  Although aimed at NCSU students and staff, the brief tutorial presents a good overview of what plagiarism is and how to avoid it.
- Plagiarism: What Is It? Real Life Examples, Quiz - Rutgers University
  Examples of plagiarism are all applicable to UVA. Sections 2 and 3 give practical examples of what constitutes plagiarism and how to avoid it. Informative AND fun!
- Understanding Plagiarism and Paraphrasing
  Good explanation from the U.Va. Honor Committee of plagiarism and how to avoid it.
What Type of Support Do Librarians Provide to Faculty in Detecting or Preventing Plagiarism?

Librarians work in partnership with faculty to support student learning and teach proper research skills. The librarians at York work with faculty to avoid plagiarism but do not have a formal system for detecting plagiarism. If requested they can assist in identifying specific instances of plagiarism.

Faculty are encouraged to consult with a librarian subject specialist when creating student assignments. Librarians will work with faculty to review the resources available in their subject discipline, and can suggest ways these resources can be incorporated into course assignments.

For more information and suggested assignments please see the following webpage created by librarians Jody Warner and Kalina Grewal.

Librarians also teach students advanced research skills and the importance of academic integrity through the reference desk and library instruction sessions. While these methods have not ended plagiarism, they help minimize academic dishonesty. Concrete research skills and education about the importance of sound research to academic work help empower students to engage in their own research and writing. Student stress and anxiety is minimized, and the temptation to plagiarize diminishes.
Student life is complex. Not only must students get used to a complex academic environment where they are largely responsible for their own learning, many disciplines and professors have different requirements about how assignments should be researched, prepared and referenced. Students often feel they have not been adequately prepared to negotiate these conflicting demands.

The best way to cope with the pressure of your responsibilities as a student is to develop strong academic skills, which includes ensuring that you understand and adhere to the principles of academic integrity. To avoid the possibility of committing an academic offense, ensure that you:

1. Understand York's Senate Policy on Academic Honesty. Ignorance of this Policy is not an acceptable excuse for academic misconduct.
2. Produce honest academic work. For instance, this means that you must always reference all your sources in your written work, including those from the internet.
3. Consult your instructor if you are unsure whether a certain course of action is acceptable.
4. Discourage others from violating standards of academic integrity.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- Information about the Senate Policy on Academic Honesty
- Online Tutorial on Academic Integrity
- Information for Students on Text-Matching Software: Turnitin.com
- Beware! Says who? A pamphlet on how to avoid plagiarism
- Resources for students to help improve their writing and research skills
Copyright and Intellectual Property
Welcome to the University of Michigan’s Guide to Copyright.

Copyright law is complicated, and for good or for ill, increasingly important in scholarship and academia. The following guide seeks to provide answers to frequently asked questions, help authors learn effectively to use and enforce their rights, and to demystify copyright law as much as possible.

Table of Contents for this Guide

Using Copyright – Answers questions about how to use copyrighted materials.
Copyright Components – Offers an overview about copyright by responding to basic copyright questions.
CTOOLs – Addresses the questions about using copyrighted material in CTOOLS.
Fair Use and Other Exceptions – Explains the exceptions to copyright rules which might grant use to copyrighted materials.
Requesting Permission – Defines what permissions are and how you can get them if necessary.
Resource Links – Offers additional links and information pertaining to copyright.

Copyright Questions?
Looking for help with copyright questions? Please contact us.

Melissa Levine
Kristina Eden
Contact info:
MLibrary Copyright Office
734-764-9602
Send Email – copyright@umich.edu

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 COPYRIGHT
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Copyright Information and Resources

Most visitors to our site want to know one of two things - but if the big buttons below don't represent your questions, you may want to try the "Learn More" button, or explore the menus on the left side of the page.

Learn more about copyright

New Sessions Open for Fall 2012!
Register for one of our in-person workshops!

- Can I Use That?: Copyright in Everyday Life
- Know Your Rights: Copyright Essentials for Authors & Creators
- Copyright in the Classroom (and Online)

PDF Handouts available:

- 5(ish) W's of Copyright
- Can I Use That? Fair Use in Everyday Life (update coming soon!)
- Copyright Essentials for Authors and Creators

This web site presents information about copyright law. The University Libraries make every effort to assure the accuracy of this information but do not offer it as counsel or legal advice. Consult an attorney for advice concerning your specific situation.

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The University of Minnesota is an equal opportunity educator and employer.
As a busy, hard-workin’ Aggie, you no doubt prepare papers, projects, and other assignments that require you to consult and draw on works created by others. These works contain valuable information that is necessary for your studies, research, creative pursuits, and service activities on campus. And these works may also be protected by copyright, the federal law that governs how original works may be copied, modified, distributed and shared.

If you are using any sort of material that you yourself did not create, you need to think carefully about copyright. Using someone else’s copyrighted material without permission could constitute copyright infringement, an illegal and unethical act that violates not only US law but also the Aggie Honor Code, as well as other professional and research standards of conduct.

To comply with copyright law and with standards for ethical conduct, you need to do one of three things:

Determine that your use qualifies for one of the limitations to the copyright holder’s rights, such as Fair Use OR

Use materials that are free of copyright restrictions because they are in the public domain, or they are published with an open license for use OR

Obtain permission for your use from the copyright holder.

To comply with copyright law and with standards for ethical conduct, you need to do one of three things:

Determine that your use qualifies for one of the limitations to the copyright holder’s rights, such as Fair Use OR

Use materials that are free of copyright restrictions because they are in the public domain, or they are published with an open license for use OR

Obtain permission for your use from the copyright holder.

How do you know what approach to take in your particular situation? That’s what this Guide is designed to help with. Here you will find some brief explanations of key copyright concepts as well as resources for learning more.

Ultimately, each Aggie makes his or her own decision as to whether, or how, to use copyrighted works in a legal and ethical way. The information and resources are offered here to provide helpful and reliable information you can use to make that decision.

Please click on the tabs above to learn more.
Data Management
Data Management Guide

Writing a data plan

Why do I need a data management plan?

- Duke policies related to data management, sharing, and retention
- Funding agency policies related to data management, sharing, and retention
- Details on the NSF data management plan requirements

Sample plans/templates

- Duke-specific guidance on writing a data plan for NSF (PDF document)
- DMPTool - data management planning toolkit from the California Digital Library
- ICPSR Sample Data Management Plan

Managing your data

- The data management process - thinking it through from beginning to end of your project life-cycle
- Storage and backup - please ask your IT provider to contact askdata@duke.edu to discuss how to include appropriate data management practices into planning for data storage and backup.
- Metadata - describing your data to facilitate later use
- Data archiving and preservation - making sure your data is around for a long time

Sharing your data

- Data repositories - places to deposit and share your data
- Licensing and intellectual property - how may others use your data?
- Data citation - getting credit for what you've shared, and giving credit to others for what you've used

Get help at Duke

This web site will help get you started with information on effective management of data you are creating through your research, including developing a data management plan for your grant or project proposal, archiving data at the end of your project, and sharing data with other researchers as appropriate.

If you're a member of the Duke community, Library Data and GIS Services is available to help you with your data management planning. Contact askdata@duke.edu or see our walk-in consulting schedule. We can advise you and connect you with others who may be able to provide the support you need to execute your data management plans.

Other sources of help at Duke related to data management are also available.

Why manage and share your data?

Funding Agency Requirements

Many funding agencies require data management plans for different reasons. Tailor your plan to the goals and requirements of the funding agency.

- Protect confidentiality, consent, and safety of research subjects
- Promote data sharing and transparency
- Supports efforts to verify and replicate research findings

Transparency and Replication of Research Findings

- Replication relies on clear documentation of data and changes used in analyses
- Reuse of data for new applications is common in most disciplines
- Requests for data may follow from publication of results, and advance preparation simplifies the response process

Data Preservation and Annotation

- Documentation of data items and structure at the time of compilation reduces the time needed to understand data organization and contents should the data be needed in future
- Duke requires the retention of research data and pertinent notes for at least 5 years after completion of a project
- Early attention to data documentation and preservation plans reduces the effort required to transition to permanent storage
- Changes in research staff impact the progression of a research project to a lesser extent with clear documentation and planning
- Preservation in a data repository provides an additional backup for your research data

Citations and Recognition

- Data repositories provide another route to the discovery of your research and can increase the visibility of your work, especially when used widely

Data management guidance elsewhere

Some sources of guidance on data management from other universities:

- University of Wisconsin-Madison Research Data Services
- University of Virginia Scientific Data Consulting Group
- MIT Data Management and Publishing
- ICPSR Guidelines for Effective Data Management Plans
- Online course on data management from the EDINA National Academic Data Centre in the UK

DUKE UNIVERSITY
Data Management Guide
http://library.duke.edu/data/guides/data-management/
Manage Your Research Data

Reasons to Manage and Publish Your Data:

- **Increase the visibility of your research:** Making your data available to other researchers through widely-searched repositories (such as Georgia Tech's SMARTech) can increase your prominence and demonstrate continued use of the data and relevance of your research.

- **Meet grant requirements:** Many funding agencies, such as the National Science Foundation, now require that researchers include data management or data sharing plans in their proposals. They may also require deposit of research data in a data archive.

- **Save time:** Planning for your data management needs ahead of time will save you time and resources in the long run.

- **Increase your research efficiency:** Have you ever had a hard time understanding the data you or your colleagues have collected? Documenting your data throughout its life cycle saves time by ensuring that in the future you and others will be able to understand and use your data.

- **Maintain data integrity & reliability:** Responsible data management protects data from falsification and preserves confidential information. It can also clarify the ownership of property rights.

- **Preserve your data:** Depositing your data in a trusted repository can ensure that they will be available to you and other researchers in the long-term. Doing so safeguards your investment of time and resources and preserves your unique contribution to research.

- **Facilitate new discoveries:** Enabling other researchers to use your data reinforces open scientific inquiry and can lead to new and unanticipated discoveries. And doing so prevents duplication of effort by enabling others to use your data rather than try to recreate the data themselves.

- **Support Open Access:** Researchers are becoming increasingly advocates for researchers to share their data in order to foster the development of knowledge.

> "...[A] major benefit for contributors [to a data archive is that they] will always be able to find and copy their previously submitted files from the long-term archive." -- Big opportunities in access to "small science" data, Osrnul, Hafan and James Campbell, Data Science Journal, Volume 6, Open Data Issue, 17 June 2007 p.7

Thanks to MIT Libraries for sharing their content.
Data Management Plans

Creating a data management plan for access, sharing, and preservation

What Data? Writing the Plan Data Preservation Citing Data Best Practices DMP Examples from Manoa

What Data?
- Open Access to Data

Science is based on building on, reusing and openly criticizing the published body of scientific knowledge. For science to effectively function, and for society to reap the full benefits from scientific endeavours, it is crucial that science data be made open.

Defining Research Data
- United States Circular No. A-110

The U.S. Federal Government’s Office of Management and Budget Circular A-110 (36.e.2 Property Standards; Intangible property; definitions) states:

Research data is defined as the recorded factual material commonly accepted in the scientific community as necessary to validate research findings, but not any of the following: preliminary analyses, drafts of scientific papers, plans for future research, peer review reports, or communications with colleagues. This “recorded” material excludes physical objects (e.g., laboratory samples). Research data also do not include:

- Trade secrets, commercial information, materials necessary to be held confidential by a researcher until they are published, or similar information which is protected under law; and
- Personnel and medical information and similar information the disclosure of which would constitute a clearly unwarranted invasion of personal privacy, such as information that could be used to identify a particular person in a research study.

National Institutes of Health (NIH) Data Sharing Policy

Definition of Final Research Data

Recorded factual material commonly accepted in the scientific community as necessary to document and support research findings. This does not mean summary statistics or tables; rather, it means the data on which supporting research findings.

National Science Foundation (NSF) Sharing Data

38.8 NSF expects significant findings from research and education activities it supports to be promptly submitted for publication, with authorship that accurately reflects the contributions of those involved. It expects investigators to share with other researchers, at no more than incremental cost and within a reasonable time, the data, samples, physical collections and other supporting materials created or gathered in the course of the work. It also encourages grantees to share software and inventions or otherwise act to make the innovations they endeavor widely useful and usable.

TED Talk by Tim Berners-Lee

Tim Berners-Lee on the Next Web

A 16 minute talk by Berners-Lee, the father of hypertext markup language, about open linked datasets on the web.
Data Management Planning for Researchers at NC State

What is a Data Management Plan (DMP)?
A data management plan is a formal document that outlines what you will do with your data during and after you complete your research. It describes the data that will be created, the standards used to describe the data (metadata), who owns the data, who can access the data, how long the data will be preserved (and/or made accessible), and what facilities and equipment will be necessary to disseminate, share, and/or preserve the data. Several funding agencies require or encourage the development of data management plans for research.

Specific guidelines for data management planning from NSF, NIH, DOE, NASA, NEH

How do you write a DMP?
A Data Management Plan consists of many elements describing the preservation, sharing, and access for your data. For a breakdown of the primary elements to include in your data management plan, see:
- Elements of a Data Management Plan
- Examples of Data Management Plans

Who can you contact if you need help or have questions?
NCSU's Sponsored Programs and Regulatory Compliance Services (SPARCS), working with the NCSU Libraries and NCSU's Office of Information Technology (OIT) Shared Services group, is providing consultation for data management and discovery for research data associated with requirements of grant funding agencies.

For questions or support with writing data management plans or implementing data management practices, contact:
- NCSU Libraries Research Data Services
  library_datamanagement@ncsu.edu

For more information about complying with grant funding requirements, contact:
- John Chaffee
  Director, Sponsored Programs and Regulatory Compliance Services (SPARCS)
  john_chaffee@ncsu.edu

For more information about data storage options at NCSU contact:
- Eric Sills
  Director of Shared Services, NCSU Office of Information Technology
  eric_sills@ncsu.edu

For more information about copyright and intellectual property regarding your data and publications, contact:
- Will Cross
  Director, Copyright & Digital Scholarship Center, NCSU Libraries
  william_cross@ncsu.edu

Content on this page is adapted from the NSF Data Sharing Policy, Data Management & Sharing FAQ, University of Virginia.
Data Management Toolkit

Describing Data

Aim: To ensure that research data is well-documented and accessible.
- Provide comprehensive documentation for each dataset.
- Use consistent naming conventions and versioning schemes.
- Document any transformations or processing steps.
- Keep records of data creators, contributors, and reviewers.

Access

Aim: To ensure that research data is easily accessible and usable.
- Use appropriate access controls.
- Develop clear guidelines for sharing data.
- Provide access to data in a timely manner.

Storing and Preserving

Aim: To ensure that research data is safeguarded against loss.
- Establish a backup strategy.
- Use appropriate data formats and file types.
- Implement strategies for long-term preservation.

Additional Resources

- ScholarSphere: A research repository service enabling Penn State faculty, staff, and students to manage, store, share, and preserve shared versions of their research.
- Penn State DMP guidelines: Offers resources and guidance for developing data management plans.
- DMP Toolkit: A resource for developing data management plans.

Contact

For help with data management planning, contact Patricia Home, Digital Content Strategist. Email: Patricia.Home@psu.edu

Service Statement

We offer data management planning consultations based on experience working with researchers on data management planning. The service is provided in person or online and includes:
- Assistance in developing a data management plan
- Guidance on data storage and preservation
- Recommendations for data sharing

Creator of this research guide:

- Patricia Home, Graduate Assistant, 2012-2013
This Guide is for you if you’ve ever:

- Wanted to store your research data safely and securely on a trusted server
- Needed to comply with a funding agency’s requirements for a Data Management Plan
- Wished to link your research data to your research articles
- Wondered how to make sure your research data can be reused over time
- Looked for available data on a given topic, time period or geographic location

Data Management Support at the Texas A&M Libraries

The University Libraries offer a variety of services to support data management efforts by Texas A&M researchers:

- Raising awareness of best practices in data management and data management planning
- Collecting examples of “successful” data management plans submitted with funded proposals
- Consulting with researchers on existing metadata formats and controlled vocabularies that can be used to document data for a particular project
- Assisting in finding data repositories where Texas A&M researchers may submit, share and preserve their data
- Raising awareness of data preservation issues

We invite you to explore the pages of this LibGuide and let us

What Is Data Management?

In the context of research and scholarship, “Data Management" refers to the storage, access and preservation of data produced from a given investigation. Data management is practices through the entire lifecycle of the data, from planning the investigation to conducting it, and from backing up data as it is created and used to long term preservation of data deliverables after the research investigation has concluded.

Specific activities and issues that fall within the category of Data Management include:

- File naming: the proper way to name computer files
- Data quality control and quality assurance
- Data access
- Data documentation (including levels of uncertainty)
- Metadata creation and controlled vocabularies
- Data storage
- Data archiving & preservation
- Data sharing and re-use
- Data integrity
- Data security
- Data privacy
- Data rights
- Notebook protocols (lab or field)

Why Bother with Data Management?

Data Management is useful to investigators because it helps to

- Organize data
- Store and backup data
- Take care of data so it is readily available for ongoing use
- Preserve data for future re-use
- Share data with colleagues
- Comply with university rules and protocols for research integrity
- Comply with funder requirements

Who Is Responsible for Data Management?

Data management is commonly a shared responsibility

- Researchers generally have a high level of expertise in handling and manipulating datasets
- Data scientists may work closely with dataset creators to manipulate, visualize and analyze the data
- Data managers steward the dataset through its life cycle to ensure its usefulness and fitness for re-use both during and after a given research project is concluded.

Data managers may be investigators, research assistants, graduate students, information technology specialists, informaticists, research librarians, or some
Data Sharing Snafu in Three Short Acts (or, Why Data Management Matters)

If you are responsible for reviewing grant proposals and their data management plans, you may find the following guide very helpful. It was created by the Data Management Services at Johns Hopkins University.

http://dmp.data.jhu.edu/assets/grant-reviewers-worksheet-for-data-management-plans/

Comments (0)
Making Data Management Easier

Libraries have been managing information for 4,000 years. Today, your libraries are evolving and building expertise to continue this tradition so that they can help you preserve research data of the past, present, and future.

The Data Management Consulting Group is ready to consult with you on your entire data life cycle, helping you to make the right decisions, so that your scientific research data will continue to be available when you and others need it in the future. Contact us now to start a conversation about your research.

Research Life Cycle
LATEST NEWS
- Hands-on Data Management Plan Workshop for Engineering
- Hands-on Data Management Plan Workshop for Social Science Research
- Funding available to publish in Open Access journals

Why Manage Your Data?
- Data Management Plan Support
- Data Management Plan Components
- Research and Development Initiatives
- Data Management Training Sessions
- Calendar of Events

For more information:
Contact us:
Andrew Sallans, Head of Strategic Data Initiatives
Sherry Lake, Senior Data Consultant
About the Data Management Consulting Group
Join our mailing list:
Subscribe to our newsletter

Search DM Consulting Web Page

Search

Calendar of Events

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Animal Subjects
Welcome!
Welcome to the Animal Welfare Research Guide. Our goal is to help with literature searches for IACUC protocols.

Here are some links to relevant organizations to get started:
- ORI-IACUC: Committee developed to help ensure that researchers and the university are meeting the requirements of the Animal Welfare Act.
- eSirius: UK’s online IACUC protocol management and animal ordering system.
- AWIC: Animal Welfare Information Center.
- OLAW: Office of Laboratory Animal Welfare website.

Popular Databases
These databases are among the most frequently used in literature searches involving animal research. Click on the Databases tab at the top of the page for a more complete list of databases with descriptions.
- Agricola
- BIOSIS Previews and Biological Abstracts/RRM
- CAB Abstracts (CABI)
- ERIC (Educational Resources Information Center) [ProQuest]
- MedLine (EBSCOhost)
- PubMed (University of Kentucky)
- PsycINFO (EBSCOhost)
- Web of Science

Feedback
Was this information helpful?
☐ Yes  ☐ No  ☐ Don’t Know
How useful is this page?  (1 = Not useful, 5 = Very useful)
☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5
Additional comments:

Your Email:

Submit
Workshops and Tutorials
GPS/ORE Event: Human Research Ethics for Behavioural and Social Sciences

Location: Graduate Student Centre, 6371 Crescent Road, Point Grey Campus
Offered by: Graduate Pathways to Success and the UBC Office of Research Ethics
Date: Thursday, December 6, 2012 - 9:00am - 12:00pm

This workshop, which is jointly offered by GPS and the Office of Research Ethics (ORE), is designed to introduce graduate students to the ethical issues surrounding social science and behavioural research involving human participants. Through an overview of the evolution of international and national ethics codes and guidelines, ethical principles and hands-on case studies, participants will have the opportunity to discuss the distinctive ethical issues raised by social science and behavioural research and how to navigate them.

For graduate students planning to submit an application to the Behavioural Research Ethics Board (BREB) this session will also cover UBC policies and processes relating to behavioural human research ethics and what the BREB looks for when reviewing applications. It will provide helpful advice concerning some of the typical errors made by graduate students on their ethics applications and how to avoid them.

Who should attend? Graduate students interested in reflecting on the ethical issues surrounding social science and behavioural research as well as those in the process of developing a research proposal who are preparing to submit an ethics application in the next year. The session may be of particular interest to students who have started (or completed) data collection and would like a forum to reflect on the ethical issues raised in their research.

Presenter: Dr. Kirsten Bell, a part-time Research Ethics Analyst in the UBC Office of Research Ethics and a Research Associate in the Department of Anthropology. Dr. Bell’s research interests include medical anthropology and sociology, anthropology of biomedicine, cancer, tobacco, addiction, gender and new religious movements. She is the Principal Investigator of a SSHRC-funded project: Between Life and Death: the Cultural Contradictions of Cancer Survivorship.

Refreshments: Beverages will be provided. Please bring your own mug.

Registration: Priority will be given to current UBC graduate students. To register, please visit: https://www.surveyfeedback.ca/surveys/wsb.dll/s/1g2056

Applicants will receive confirmation within two working days of the receipt of their e-mail. If you have difficulty with registration, please email.

For further information on the GPS program, please visit the Faculty of Graduate Studies-Graduate Pathways to Success Program.
Ethics and Dissemination

Ethics and Dissemination
21st of March at 2pm

What role do ethics play in academic research, practice and dissemination? How can and should academics and grad students disseminate their work? How do we work with 'at risk' communities ethically, including sharing the outcomes of such work within those communities? Is it ethical to publish in journals that the subjects of that research will never be able to access? Is there a difference between ethical behaviour as defined by academic ethics and as defined by common sense? How do we ‘translate’ academic knowledge to the broader public? What are the benefits, hazards and risks of disseminating controversial work? How important should 'academic status' be in determining effective ways to disseminate our research? Should all journals be 'open-access'? Join us for the last FIRE Talk of the semester on the 21st of March!

Submit your proposals for a 5 minute presentation by the 18th of March 2013. To submit your abstract, click here.

Interested in the topic but don't want to present? Attend the FIRE Talk as an audience member and join the discussion after the presentations! To attend without presenting, register here.

Light SNACKS will be provided!!!

Competition

Win $50 to Indigo.ca

Present at or attend an upcoming FIRE Talk and be entered to win a $50 Indigo.ca gift certificate

Two winners per FIRE Talk: One presenter and one attendee!

Submit an Abstract

Register to Attend

Want to know more about the FIRE Talks? Click here

Presentations

Social Justice and Ethics in International Fieldwork

By: Sarah Rudrum
Sarah Rudrum’s doctoral research is an institutional ethnography of maternity care and childbirth in a rural northern Uganda community. This talk examines ethical dimensions of research in difficult settings, and addresses the following questions: (How) Does working in a difficult setting influence research design? What is your responsibility to participants who are experiencing pressing needs?

**Knowing Your Audience: Acculturation of Speech Genres as a Method of Support for Disseminating Knowledge**

By: Matthew Waugh

Bakhtin (1986) conceptualized speech genres as our utterances and chains of utterances in our formal and informal language as having typical kinds of function and expression arising out of situated, social interactions. These interactions occur within classroom dialogue between teachers and students, among community members during round table discussions or brief exchanges between colleagues at the office. Speech genres are not only embedded in our oral communication but our literary work as well, including essays and journal articles and even the quick email. Within daily discourse there are speakers and listeners, writers and readers with various speech genres being utilized in purposeful and dynamic social interactions embedded in particular contexts and spheres of activity. This brief presentation will discuss why dissemination of research and mobilizing knowledge within communities our research is geared towards necessitates researchers to undergo an acculturation process of the speech genres our audience reads, writes, listens, and speaks.

**A New Model for Scientific Communication Based on Open Access and Crowdsourcing**

By: Sina Shahandeh

**Why present?**
- Practice presenting your research to an interdisciplinary audience
- Network with graduate students from across campus
- Receive feedback on your research in a low stakes setting

**Useful Information**

Date: 21 March 2013

Time: 2:00 pm - 4:00 pm

Location: Koerner Library, Room 216

Submission Deadline: 18 March 2013


Last updated on March 4, 2013 @2:40 pm
As a member of the Duke community, you will be contributing to the scholarly achievements of our university through your work both in and outside of the classroom. In high school you probably learned about documenting sources properly and avoiding plagiarism. Plagiarism, broadly speaking, is claiming someone else's work as your own. At the college level, plagiarism is considered to be a serious violation of academic integrity, even if it is not intentional. In the following pages you will find information on the different forms of plagiarism, proper scholarly procedure and links to helpful web sites. Following this information is an interactive exercise that you must complete to be cleared for course registration later this semester.

GET STARTED >>
Project Background

Grant Information
From our grant proposal:

GAP project objectives are:

1. Develop a culturally-sensitive tool reflective of the future ethical considerations faced by U.S. global researchers publishing in a multi-cultural research environment;
2. Incorporate game design strengths identified at the NSF co-sponsored National Summit on Educational Games: higher order skills, practical skills, practice for high performance situations, and developing expertise;
3. Create a transferable training environment that aids U.S. institutions in complying with Sec. 7009 of the America COMPETES Act;
4. Assure scalability and robustness of design to permit future content enhancements to cover additional aspects of responsible research conduct, such as the falsification and fabrication of data.

Specific Learning Objectives for GAP

STEM graduate students successfully completing the game will be able to:

1. Identify major types of research misconduct: falsification of data, fabrication of data, plagiarism (FFP).
2. List the basic rules to avoid FFP in research activities.
3. Demonstrate ability to apply the rules in increasingly complex scenarios.
4. Explain the potential consequences of FFP academically and professionally.
5. Recognize and acknowledge differences in cultural approaches to FFP.

View our [NSF project description](http://cms.uflib.ufl.edu/games/gap)
Responsible Conduct of Research
Preliminary questionnaire – suitable for clicker response system

What is your rank?
A. Undergrad
B. Graduate student
C. Post doc
D. Faculty
E. Staff

How would you rate your understanding of falsification of data?
A. Low
B. Average
C. High
D. Very High

How would you rate your understanding of fabrication of data?
A. Low
B. Average
C. High
D. Very High

How would you rate your understanding of plagiarism?
A. Low
B. Average
C. High
D. Very High

Do you think you or your colleagues would know what to do if confronted with an incident of research misconduct?
A. Yes
B. No

How confident are you in finding research articles in your field at this university?
A. Not at all
B. Low
C. Average
D. High
E. Very High

How well do you follow best practices for keeping a lab notebook?
A. Low
B. Average
C. High
D. Very High

Is it research misconduct to omit data points when presenting results?

University of Florida, Marston Science Library, Spring 2013
A. Never
B. It Depends
C. Always

Who has the final approval of what will be done with your data (research notebooks, detail of methods, raw data)?
A. You
B. PI / research team leader
C. Funding agency
D. University
E. Not sure

How far would you be willing to share your data prior to its publication?
A. A colleague (in your lab)
B. Someone in another lab/department at this university
C. A friend at another university
D. A competitor at another university

When should research data be made available to anyone who asks?
A. While data are being collected
B. While data are being analyzed
C. After the paper is written
D. After the paper is accepted
E. After the paper is published

How would you rate your knowledge of options if you faced problems with data ownership or sharing of data?
A. Low
B. Average
C. High
D. Very High

How would you rate your knowledge of options if you faced problems with confidentiality of data?
A. Low
B. Average
C. High
D. Very High

How would you rate your knowledge of options if you faced problems with intellectual property, including patent, software creator rights, obtaining a copyright?
A. Low
B. Average
C. High
D. Very High
### Graduate Library Workshops

#### Links to Class Descriptions and Dates Offered

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Web Page Design: Wordpress</strong></td>
<td>Sept. 24: 4:00 pm – 5:30 pm</td>
</tr>
<tr>
<td></td>
<td>Oct. 22: 9 am – 10:30 am</td>
</tr>
<tr>
<td></td>
<td>Nov. 22: 3:00 pm – 4:30 pm</td>
</tr>
<tr>
<td><strong>Citation Searching: Using Articles You Know to Find Ones You Don’t</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept. 16: 2:00 pm – 3:30 pm</td>
</tr>
<tr>
<td></td>
<td>Nov. 5: 11:00 am – 12:30 pm</td>
</tr>
<tr>
<td><strong>Communication Ethics: Avoiding Plagiarism</strong></td>
<td>Sept. 20: 3:00 pm – 4:30 pm</td>
</tr>
<tr>
<td></td>
<td>Oct. 17: 4:00 pm – 5:30 pm</td>
</tr>
</tbody>
</table>

Most GLUE workshops are offered 2-4 times in the Fall and Spring semesters, fewer in the Summer.

Groups of five or more may contact Mary Axford (mary.axford@library.gatech.edu) or Crystal Renfro (crystal.renfro@library.gatech.edu) to request any of these sessions at another time.

Check out other library class offerings on the [Library Calendar](http://libguides.gatech.edu/grads).

The [Graduate Communications Certificate site](http://gradcomm.gatech.edu) has listings for additional classes in that program.

**Note:** To get credit for attending a class, you must be there no later than ten minutes after the start of class!
EndNote X7 Training Session: Citation Management

Are you frustrated with the time and effort required to prepare bibliographies and manage reference lists? Instead of spending hours typing bibliographies, or using index cards to organize your references, do it the easy way — by using EndNote! Research Guide for the class: http://libguides.gatech.edu/dataviz.

Essential Databases and Research Resources

This workshop is intended as the first of a series to introduce resources for doing research at the graduate level. Learn about essential databases for research in all disciplines Research guide for the class: http://libguides.gatech.edu/onmark.

Finding Data

Finding data is becoming an essential research skill. This workshop will introduce the basics in finding data in your academic discipline. Sources covered include the LexisNexis Statistical databases, science and engineering databases, government agencies, and intergovernmental (IGO) and nongovernmental (NGO) agencies. Research Guide for the class: http://libguides.gatech.edu/finddata.

LaTeX Training Seminar for Science & Engineering

Have you ever asked: Why won't Word format my paper the way I need it to? Is there a better way? Then this class is for you! LaTeX is a high-quality typesetting system, with features designed for the production of technical and scientific documentation. The Introduction to LaTeX sessions are hands-on classes covering the basics of using LaTeX, including the use of graphics and creating bibliographies. LaTeX Classes are sponsored by the Georgia Tech Library & Information Center and Graduate Student Government.

MATLAB: Data Analysis and Visualization for Scientists & Engineers

This workshop will introduce MATLAB's interactive tools and command-line functions. Topics to be discussed include assigning variables from the command-line, importing data from files, generating plots, basic curve fitting, using the curve fitting toolbox, and writing simple scripts and functions. While everyone is welcome to join us for this hands-on training, it is intended for those with little to no prior experience with MATLAB. Research Guide for the class: http://libguides.gatech.edu/matlab.

Productivity Tools for Graduate Students

Graduate students and researchers are bombarded every day with an overwhelming collection of information that they need to be able to synthesize and retrieve on demand. This class will introduce tools to improve the planning, organizing, leading, and managing of information. Research Guide for the class: http://libguides.gatech.edu/getresearchdone.
Using Poster Creation Software: (InDesign)

Sept. 10: 10:00 am – 11:30 am
Oct. 3: 3:00 pm – 4:30 pm
Oct. 30: 10:00 am – 11:30 am
Nov. 20: 3:00 pm – 4:30 pm
This class covers the basics of preparing to visually represent your research at a conference. The class will cover layout, headings, working with text and graphics, preparing for large format printing, and getting familiar with software packages that could aid you in creating your poster, such as Adobe InDesign CS5. Research Guide for the class: http://libguides.gatech.edu/posterpresentation.

Where to Get Your Article Published

Oct. 2: 3 pm – 4 pm
Nov. 7: 11 am – 12 noon
This session covers finding journals in your research area, determining how to select the best one to submit your article to, and examining how to find that journal’s author guidelines. Research Guide for the class: http://libguides.gatech.edu/publish.

Writing a Literature Review: Where Research Starts

Aug. 29: 3:00 pm – 4:30 pm
Sept. 24: 11:00 am – 12:30 pm
Oct. 23: 2:00 pm – 3:30 pm
Nov. 12: 3:00 pm – 4:30 pm
Dec. 6: 10:00 am – 11:30 am
Whether writing a research paper for a class, preparing a conference presentation, or beginning a thesis or dissertation, a literature review plays a crucial part in the end product. So what is a literature review? This class answers that question and then demystifies the literature review process. Research Guide for the class: http://libguides.gatech.edu/litreviews.
Research Data Services at the Library

Are you interested in managing, sharing, or preserving your research data? Are you required by a funding agency, such as NSF or NIH, to include a data management or sharing plan in your grant proposal? The Georgia Tech Library is here to help!

The following resources are available to the Georgia Tech community:

- **DMPTool**
  Log in with your Georgia Tech credentials to get customized support for data management planning. Whether you need a data management plan for a grant application or for your own personal use, this web application simplifies the process of crafting a data management plan into easy-to-follow steps.

- **Data Archiving**
  For some types of research, the Library may be able to support the sharing and re-use of your data by offering permanent storage in a campus repository. In some cases, you may be able to list this repository in your data management plan. Please contact Lizzy Rolando (lizzy.rolando@library.gatech.edu, 404-385-3706) for more information if you are interested in this service.

- **Research Guide**
  Refer to the guide for information on data management best practices, data archiving, and funding agency requirements for data management and sharing.

- **Data Management Planning Workshops**
  Classes are periodically offered through the Library that will discuss the requirements of various funding agencies for data management plans and provide guidance on how to use the DMPTool. The next workshop will be February 21, 2013, from 3:30-4:30 in the Homer Rice Room. If you are interested in attending, please register at: [http://www.eventbrite.com/event/5386968568](http://www.eventbrite.com/event/5386968568)

- **Data Management Consultation**
  Have questions about your data management plan, where to archive your data, or how to best care for your research data? Contact Lizzy (lizzy.rolando@library.gatech.edu, 404-385-3706) with any questions you have or to set up a consultation.
Objectives

- Understand the current climate around data management and data sharing
- Learn about the basic elements of a data management plan
- Explore some of the best practices for data documentation, long-term preservation, and data sharing
- Work with the DMTool to create a data management plan
Introduction to EndNote Citation Management Software (HSC)

**HSC- Kornhauser 301**

**Description.** This workshop introduces students, staff, and faculty to EndNote Citation Management software for Windows and Apple computers. Attendees will learn how to download and install the free version of EndNote from the iTech Xpress online store; configure it to work with the University Libraries; search and retrieve citations using EndNote’s search engine; import citations from Internet databases and library catalogs; organize references, PDFs, images, and other files; create custom groups, including smart groups that update automatically as references are added; create instant bibliographies in Microsoft Word, Apple Pages, and OpenOffice.org Writer; find and attach full-text articles automatically; and create a limitless number of reference libraries of any size. Citation management software has emerged in recent years as an essential tool for students, scholars, and researchers, and EndNote has become the industry standard software tool worldwide for publishing and managing bibliographies.

**Learning Outcomes.** Upon completion of the basic EndNote training workshop, attendees will be able to create their own electronic libraries; organize and customize their libraries to fit their work and research practices; retrieve bibliographic citations from various electronic databases; connect to the University Libraries to find and attach full-text articles in PDFs to their libraries; and cite references and generate bibliographies automatically in any style while composing a manuscript.

**Presenter.** John Chenault is an Assistant Professor and medical librarian in the Kornhauser Health Sciences Library on the U of L medical campus. He has provided EndNote training and instructional workshops in the use of electronic databases for hundreds of students, faculty, and staff at U of L. He also teaches part-time in the distance education program of the Pan African Studies Department in the College of Arts and Sciences. In his spare time he is a writer, poet, composer, and playwright.
Issues in Academic Integrity workshop

Sponsored by Graduate and Postdoctoral Studies, and Teaching and Learning Services

Issues in Academic Integrity
by Andre Costopoulos; Heather Durham; Jane Everett; Kathleen Glass; Sara Holder; Tania Jenkins; Rosalie Jukier; David Lametti, Andrew Large; Robert Mackenzie; David Syncox, Laura Winer

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Welcome  
Issues in Academic Integrity workshop

“The integrity of University academic life and of the degrees the University confers is dependent upon the honesty and soundness of the teacher-student learning relationship and, as well, that of the evaluation process. Conduct by any member of the University community that adversely affects this relationship or this process must, therefore, be considered a serious offence.”

LEARNING OUTCOMES: At the conclusion of this session, you will be able to:

- Find professional associations, other networking opportunities, workshops and conferences related to your area of research
- Identify core journals in which to publish
- Understand peer review
- Appreciate the discourse surrounding academic integrity

Find out how to enter the scholarly conversation with practical tips on finding professional associations...

Monday, October 21, 2013
10:00  MyResearch - Module 4: Getting Your Research Out
room 511, Burnside Hall, 5th floor
For graduate students in the physical sciences & engineering
Schulich Library of Science and Engineering

Wednesday, October 23, 2013
15:00  MyResearch - Module 4: Getting Your Research Out
room 409, McIntyre Medical building
For graduate students in the health and biological sciences
Schulich Library of Science and Engineering

Thursday, October 24, 2013
12:00  MyResearch - Module 4: Getting Your Research Out
Macdonald Campus Library eZone, Barton Building
For graduate students in agriculture, environmental sciences, and nutrition
Macdonald Campus Library

14:30  MyResearch - Module 4: Getting Your Research Out
Redpath RM-23, McLennan-Redpath Library Building
For graduate students in the social sciences
Humanities and Social Sciences Library
Data Management Course

Engineering Section

This short course on data management is designed for graduate students in the engineering disciplines who seek to prepare themselves as “data information literate” scientists in the digital research environment. Detailed videos and writing activities will help you prepare for the specific and long-term needs of managing your research data. Experts in digital curation will describe current sharing expectations of federal funding agencies (like NSF, NIH) and give advice on how to ethically share and preserve research data for long-term access and reuse.

Students will get out of this course:

- Seven web-based lessons that you can watch anytime online or download to your device.
- A Data Management Plan (DMP) template with tips on how to complete each section. Your completed DMP can be used in grant applications or put into practice as a protocol for handling data individually or within your research group or lab.
- Feedback and consultation on your completed DMP by research data curators in your field.

Participants may join at anytime. Upon registering, you will receive a time-table and reminder emails for completing the course. If you have any questions please contact the instructors.

Photo: The Juscelino Kubitschek Bridge in Brasilia, Brazil. Credit: JK_Bridge_2 by chris.diewald on Flikr
Workshops, Tutorials, and Guides

In-person Workshops
View a list and register for a free face-to-face workshop on topics such as citation managers (RefWorks, EndNote, Zotero), research strategies, Google, and more.

Tutorials and Recorded Workshops
We have a number of tutorials or recorded workshops which offer convenient ways to learn more about the Libraries and academic research strategies.

- Introduction to the Libraries & First Year Writing
- Finding and Evaluating Information
- Research Tools
- Reading Scholarly Articles
- Organizing and Citing Research
- Communicating Research
- Plagiarism
- Searching for Grant Funding
- Using the Libraries in Your Teaching & Moodle

Introduction to the Libraries & First Year Writing
- Intro to Library Research [mobile]
- Guide to University Libraries for International Students: English (PDF) or Chinese (PDF) or Korean (PDF)

Finding and Evaluating Information
- Engineering: Find Better Information Faster (video: 47 min) Apple device
- Google: Advanced Searching for Researchers (video: 53 min) Apple device [Handouts in Moodle]
- Google Scholar and Web of Science (video: 39 min) Apple device
- How to Find Chemical and Physical Property Information (video: 4:30 min) Apple device
- Patents and Patentability and Patent Searching
- Researching & Writing the Literature Review (video: 1:44 min) Apple device
- Scholarly vs. Popular Periodicals (from Vanderbilt University)
- Searching for Empirical Primary Source Journals in PsycINFO (video: 8:14 min) Apple device
- Searching MNCAT Plus for Books and More (PDF)
- Using Citations to Find Journal Articles and Books (video: 4:13 min) Apple device
- Web of Science: Research Made Easy (video: 48 min) Apple device

Research Tools
- Assignment Calculator
- Dissertation Calculator
- Google: Increasing Productivity and Collaboration (video: 50 min) Apple device
- Tricks of the Trade: Conducting Efficient Library and Web Research (video: 1:26 min) Apple device
- Web Tools for Working Collaboratively (video: 53 min) Apple device

Reading Scholarly Articles
- Anatomy of a Scholarly Article from North Carolina State University
- How to Read and Comprehend Scientific Research Articles (video: 4:23 min) Apple device
- Quick Tutorial on Reading Scientific Papers from Purdue University
- What is a primary empirical research article for psychological research? (video: 6:00 min) Apple device
Organizing & Citing Research

- **EndNote: Basics** (video: 64 min) *Apple device* [EndNote: Introduction to EndNote in Moodle]
- **Introduction to Citation Managers** (video: 48 min) *Apple device*
- **Introduction to Data Management for Scientists and Engineers** (video: 40 min) *Apple device*
- **Mendeley: Get Organized** (video: 72 min) *Apple device*
- **Refworks Basics** (video: 53 min) *Apple device* [Handouts in Moodle]
- **What are Citations?**
- **Zotero: Basics** (video: 57 min) *Apple device* [Handouts in Moodle]  

Communicating Research

- **Create, Edit and Publish your Ebook**
- **Creating Posters in PowerPoint** tutorial
- **Designing Posters in PowerPoint** (video: 15:19) *Apple device*
- **Practice Creating Posters in PowerPoint** (video: 12:51) *Apple device*
- **Effective Poster Design Elements**
- **Effective Poster Design Judging Exercise**
- **eFolio Tutorials** (4 videos: signing up, settings and structure, adding content, organizing content)
- **Formatting Your Dissertation in Microsoft Word** (video: 98 minutes in 14 sections)
- **Getting Published: How to Publish Your Science Research Article** (video: 1:40 min) *Apple device*
- **Open Access Publishing: Making Your Work Available to the World** (video: 17 min) *Apple device*
- **Intro to Data Management for Graduate Students** (video: 50 minutes) *Apple device*

Plagiarism

- **How to Recognize Plagiarism: A Tutorial** (Indiana University)
- **Preventing Plagiarism** (from University of Minnesota Center for Writing)

Tutorials for Grant Funding

- **Creating a Data Management Plan for your Grant Application** (video: 75 min) *Apple device*
- **Grant Funding for Graduate Students** (video: 45 min) *Apple device*
- **Grants Resources Workshop Part 1: Internal Funding Resources at the University of Minnesota** (video: 1:35 min) *Apple device*
- **Grants Resources Workshop Part 2: Pivot from Community of Science** (video: 8:35 min) *Apple device*
- **Grants Resources Workshop Part 3: SciVal Funding** (video: 5:38 min) *Apple device*
- **Grants Resources Workshop Part 4: Foundation Directory** (video: 4:36 min) *Apple device*

Using the Libraries in Your Teaching

- **How to Create links to articles for Moodle or other course sites** (video: 2 min) *Apple device*
- **Leveraging Archival Materials into your Course** (video: 50 min) *Apple device*
- **Medium as Message: Virtual Exhibit** on exploring documentary materials in our Archives and Special Collections.
- **Moodle: Integrating Library Resources** (PDF)

If you have any questions about workshops, please contact Kate Peterson (katep@umn.edu).
WALTER E. DEAN
Environmental Information Management Institute
library.unm.edu/services/instruction/eimi.php
June 3 – June 21, 2013

Register for these courses if you are a student or professional with a BS in biology, geology, ecology, or other environmental sciences, environmental engineering, geography or science librarianship. Non-UNM students are also welcome but need to register.

Scientists, engineers, and data librarians are working in an increasingly data-intensive research environment. The Environmental Information Management (EIM) Institute provides MS and PhD students and professionals with the conceptual and practical hands-on training that allows them to effectively design, manage, analyze, visualize, and preserve data and information.

Participants will:
• work with nationally known experts in the field
• gain a significant competitive advantage in the job market
• become familiar with all aspects of the data life cycle
• learn how to manage data files, create databases and design web portals
• explore state-of-the-art analysis and visualization techniques
• learn techniques for managing, analyzing, and visualizing geospatial data

REGISTRATION INFORMATION:
• Space is limited.
• Registration opens April 22.
• The Institute is comprised of three one-week courses for two credits each.
• Open to non-UNM students.
• For more information email Teresa Neely at (neely@unm.edu).

The Institute is made possible by generous funding from Walter E. Dean. Dr. Dean, a UNM alumnus, has worked for the U.S. Geological Survey since 1975 on a variety of projects and is currently a research geologist in the Geology and Environmental Change Science Center in Colorado.
## Fall 2013 Workshop Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>SUBJECT</th>
<th>PRESENTER</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>08/27/13</td>
<td>12-1 PM</td>
<td>Literature Reviews</td>
<td>Lora Leligdon</td>
<td>Zimmerman Library, 254</td>
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<tr>
<td>09/10/13</td>
<td>12-1 PM</td>
<td>Building a Bibliography with Endnote Web</td>
<td>Todd Quinn</td>
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<tr>
<td>09/17/13</td>
<td>12-1 PM</td>
<td>Bringing Balance to Life as a Graduate Student</td>
<td>Don Trahan, Jr.</td>
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<td>09/24/13</td>
<td>12-1 PM</td>
<td>Theses/Dissertations from Start to Finish Panel</td>
<td></td>
<td>Student Panel</td>
</tr>
<tr>
<td>10/01/13</td>
<td>12-1 PM</td>
<td>Create and Design an Academic Poster</td>
<td>Talal Saint-Lôt</td>
<td>Zimmerman Library, 254</td>
</tr>
<tr>
<td>10/08/13</td>
<td>12-1 PM</td>
<td>Building a Bibliography with Zotero</td>
<td>Paulita Aguilar</td>
<td>Zimmerman Library, 254</td>
</tr>
<tr>
<td>10/15/13</td>
<td>12-1 PM</td>
<td>Plagiarism: Avoiding the Pitfalls</td>
<td>Carlyn Pinkins</td>
<td>Zimmerman Library, 254</td>
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<tr>
<td>10/22/13</td>
<td>12-1 PM</td>
<td>Enhancing Reading Skills</td>
<td>Daniel Shattuck</td>
<td>Zimmerman Library, 254</td>
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<td>10/29/13</td>
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<td>Funding Opportunities</td>
<td>Kelly Montelione</td>
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<td>11/05/13</td>
<td>12-1 PM</td>
<td>Quantitative Analysis</td>
<td>Joe Heuang</td>
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<tr>
<td>11/12/13</td>
<td>12-1 PM</td>
<td>Enhancing Presentations Through Technology</td>
<td>Kevin Comerford</td>
<td>Zimmerman Library, 254</td>
</tr>
<tr>
<td>11/19/13</td>
<td>12-1 PM</td>
<td>Qualitative Analysis</td>
<td>Claudia Isaac</td>
<td>Zimmerman Library, 254</td>
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<tr>
<td>11/26/13</td>
<td>12-1 PM</td>
<td>Software Programs for Data Analysis</td>
<td>Kevin Comerford</td>
<td>Zimmerman Library, 254</td>
</tr>
<tr>
<td>12/03/13</td>
<td>12-1 PM</td>
<td>Nuts &amp; Bolts of Publishing</td>
<td>William Gannon</td>
<td>Zimmerman Library, 254</td>
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</table>
Research Workshops

See also:
- Services for Graduate Students / PostDocs
- Faculty / Instructor Support

Register for Workshops

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 18</td>
<td>12:00pm</td>
<td>Literature Searching and Refworks Workshop</td>
</tr>
<tr>
<td>Tuesday, August 20</td>
<td>10:00am</td>
<td>Literature Review Workshop</td>
</tr>
<tr>
<td>Friday, August 23</td>
<td>9:00am</td>
<td>Literature Review Workshop</td>
</tr>
<tr>
<td>Tuesday, September 3</td>
<td>10:00am</td>
<td>Finding Information While You Sleep</td>
</tr>
<tr>
<td>Wednesday, September 4</td>
<td>3:00pm</td>
<td>Literature Searching and Refworks Workshop</td>
</tr>
<tr>
<td>Friday, September 13</td>
<td>10:00am</td>
<td>Finding Information While You Sleep</td>
</tr>
<tr>
<td>Friday, September 20</td>
<td>1:00pm</td>
<td>Workshop: Introduction to GIS</td>
</tr>
<tr>
<td>Friday, September 27</td>
<td>10:00am</td>
<td>Publishing Smartly: Choosing journals and managing your intellectual property</td>
</tr>
<tr>
<td>Friday, October 4</td>
<td>10:00am</td>
<td>Writing research introductions in the sciences</td>
</tr>
<tr>
<td>Wednesday, October 16</td>
<td>10:00am</td>
<td>Effective Patents Searching Workshop</td>
</tr>
</tbody>
</table>

Librarian Contact Information
- Mohan Ramaswamy, Librarian for the Life Sciences and Graduate Services
- (919) 513-3157
- mohan_ramaswamy@ncsu.edu

Events shown in time zone: Eastern Time
Training

- Animal Subjects Research Training
- Grants Management & Research Administration Training
- Grantsmanship Training
- Human Subjects Research Training
- Research Safety Training
- Responsible Conduct of Research Training

Collaborative Institutional Training Initiative - CITI
The CITI Program is a subscription service providing research ethics education to all members of the research community. To participate fully, learners must be affiliated with a CITI participating organization.

More Information

Colloquium on Integrity in Biomedical Research
Responsible conduct of research course for students in the DGP program

More Information

Ethics in Biological Sciences (IBIS 423)
The best known area of applied ethics is bioethics, which deals with ethical questions arising in medicine and the biological sciences, e.g., questions concerning the application of new areas of technology...

More Information

Public Health: Ethical Issues in Clinical Research
Debates and discussion of ethical issues surrounding clinical research studies, including merits of research proposals, both historical and contemporary, from the perspective of an institutional review...

More Information

Responsible Conduct in Neuroscience Research
Through a combination of lecture and discussion, students will explore the ethical dimensions of biomedical research. Emphasis will be on practicing skills in moral reasoning and identifying relevant...

More Information

Taking Responsibility for Responsible Conduct of Research
This course is for postdoctoral fellows and junior faculty who are recipients of NIH or other training awards that require training in Responsible Conduct of Research. The course will cover the principles...

More Information

Teaching Research Ethics
Each year Indiana University and the sponsors listed above offer the Teaching Research Ethics Workshop (TRE) to provide training for those involved in teaching research ethics or in administering research...

More Information
Introduction

The University of Pennsylvania is committed to giving its students a well-rounded education. As the mission statement of the College of Arts and Sciences emphasizes, the goal of the University of Pennsylvania is "to help students to become knowledgeable about the world and the complexities of today's society, aware of moral, ethical, and social issues, prepared to exercise intellectual leadership, and enlightened by the use of their minds." Developing critical and analytical skills by engaging in serious research activities is a primary means of achieving this mission.

Whatever types of research you engage in, you will need to use scholarly resources. At the Penn Libraries you have access to millions of books, articles, and other materials. Making effective use of these resources can be a challenge! You need a clear idea of the question you are asking, the information required to address it, and how to locate, evaluate and use that information. Indeed, these needs make the research process appear an impenetrable labyrinth.

Contents

- Working with topics
  The first step: Develop a research question that is appropriate for your assignment - interesting and neither too broad nor too narrow.

- Types of information
  Determine which types of information (primary or secondary resources, scholarly or popular, etc.) are relevant to answering your question.

- Sources of information
  Identify the information resources that are most likely to have the types of information that you need: would you be best served by using books, scholarly articles, magazines, newspapers, the Web, or something else?

- Locating Information
  Locate the information you need by using the Library's navigational tools.

- Evaluating information
  Use criteria such as credibility, accuracy, relevance, and currency to evaluate the information you locate.

- Documentation
  Document your research using standard scholarly methods and styles.

- Help
  Contact a librarian for further assistance.

Did you know...?

...that the Library offers dozens of workshops each semester? Workshops cover a variety of topics, from web searching techniques to Power Point & RefWorks, to discipline- & subject-based topics. Browse the current offerings and register online.
The link below takes you to the WSU Plagiarism Tutorial, where you can review issues related to intellectual property, citations, academic honesty, how to paraphrase and quote.

- WSU Plagiarism Tutorial

Comments (0)
What is the Academic Integrity Tutorial?

The Academic Integrity Tutorial is designed to help you learn about academic integrity. The information in this tutorial is applicable for all subject and research areas and any level of study.

After completing this tutorial you will be able to:

1. Explain the concept of ‘academic integrity’ and identify five different kinds of academic dishonesty.
2. Identify the key points of York’s Senate Policy on Academic Honesty and the procedures and penalties associated with violating York’s Policy.
3. Differentiate between what is acceptable use of another’s ideas/words and what is plagiarism.
4. Identify several reasons why it is essential to document/reference sources of information/ideas.
5. Identify several reasons why it is essential to document/reference sources of information/ideas.
6. Identify several reasons why it is essential to document/reference sources of information/ideas.
7. Identify several reasons why it is essential to document/reference sources of information/ideas.
8. Identify several reasons why it is essential to document/reference sources of information/ideas.
9. Identify several reasons why it is essential to document/reference sources of information/ideas.

Before we start the tutorial, let's review How to use this site.