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understand what style it is, know which academic disciplines are more likely to use, american psychological association (apa) against modern language association (mla) style. sources quoted using the sixth edition of the American psychological association style manual. sources quoted using the seventh edition of the manual style of the modern language association, explain the steps to quote sources within a speech, differentiated between direct quotes and information paraphrases within a speech, understand how to hate sources ethically in a speech, explain twelve strategies to avoid plagiarism, at this point it probably ran out after watching countless sources, but there is still a lot of work that has to be done. Most public language teachers will require to address a bibliography or a reference page with your speeches. In this section, we will explore how to correctly quote your sources for a list of works cited or a list of american psychological association (apa.) reference we are also discussing plagiarism and how to avoid it, citing is important because it allows readers to see where the information quoted within a speech, article or book is located. Moreover, not to mention the information correctly is considered plagiarism, so ethically we want to make sure that we give credit to the authors we hate in a speech. While there are numerous quote styles to choose from, the two most common style choices to speak public are apa and mla. The style refers to those components or characteristics of a literary composition or an oral presentation that have to do with the form of expression rather than with the express content (e.g., language, punctuation, mathematical quotes and final notes.) the apa and the mla have created today the two style guides most commonly used in the academy. in general, scholars in various fields of social science (e.g. psychology, human communication, business) are more likely to oare apa style, and scholars in the various fields of human science (e.g. English, philosophy, rhetoric) are more likely to oare mla style. the two styles are very different from each other, so learning them takes time. the first common reference style that your teacher can ask is apa. Since July 2009, the American psychological association has published the sixth edition of the American psychological association publication manual () (american psychological association, 2010.) the sixth edition provides a considerable guide to work with and citing internet sources. Table 7.4 "APA sixth edition Citations" provides a list of common quote examples that may be necessary for your speech. Table 7.4 apa sixth research article onin a newspaperAn Author Harmon, M. D. (2006). Attendance: a test of global values. Gazette, 68, 1194130. doi: 10.1177/17 480 485 062 228 Research article in a newspaper à Two to five authors authors c, & levine, k. j. (2005.) enjoyment of fear and mediated violence: a meta-analysis. media psychology, 7, 207-237. new york, ny: praeger publishers. book with 6 or more authors hoton, a. c. Donnerstein, e., fairchild, h. feshbach, n. d. katz, p. a. murray, j. p., zuckerman, d. (1992.) Great world, small screen: the role of television in American society. Lincoln, ne: university of nebraska press. chapter in a modified book tamobrini, r. (1991). determinants of exposure and appeal. in j. bryant & d. zillman (eds.,) answering the screen: receiving and reaction processes (pp. 305-329). hillsdale, nj: lawrence erlbaum. article thomason, d. (2010, 31 March.) the dry time leads to deforestation. the sentinel record, p. a1. magazine article finney, j. (2010, March-April). the new "new agreement": how to communicate a value proposal of the employee changed to a skeptical audience and realline the employees within the organization. world communication, 27(2), 27-30. preprint version of a laudel article, g. & gläser, j. (in print.) tensions between evaluations and communication practices. journal of higher education policy and management. recovered from 20articles/06%20Tensions.pdf blog wrench, j. s. 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Recovered from Online Newspaper Clifford, S. (2009, June 1). In line, a reason to continue. The New York Times. Recovered from Entered in an online reference work Viswanth, K. (2008). Health communication. In W. Donsbach (Ed.), The International Encyclopaedia of Communication. Recovered from . two: 10.1111/b.9781405131995.2008.x Entry into an online reference work, No Author Communication. (NoSubspecificatus) In Random House dictionary (9th and). Recovered from E-Reader device Lutgen-Sandvik, P., &Davenport Sypher, B. (2009). Destructive organizational communication: processes, consequences and constructive ways of organization. [Kendle version]. Recovered from The second common reference style that your teacher can ask is MLA. In March 2009, the Modern Language Association published the seventh edition of the MLA Manual for the Writers of Research Documents (Modern Language Association, 2009). (b) The seventh edition provides a remarkable guide to cite online sources and new media as graphic narratives. Table 7.5'MLA Seventh Edition Citations'provides a list of common quotes that may be necessary for your speech. Table 7.5 MLA Seventh edition Quotes research article in a journal "An Author Harmon, Mark D. Affluence: a test of global values". Gazette 68 (2006): 119a-130. Print. Research article in a journal "Two to Four Authors Hoffner, Cynthia A. and Kenneth J. Levine: The Pleasure of Law and Media Violence: A Meta-Analysis. Print. Book Eysenck, Hans J. Personality, Genetics and Behaviour: selected books. New York: Praeger Publishers, 1982. Print. Book with four or more authors Huston, Aletha C., et al., Big World, Small Screen: The Role of Television in American Society. Lincoln, NO: U of Nebraska P, 1992. Print. Chapter in a modified Tamobrini book, Ron. Responding to Horror: Determinants of exposure and appeal. Responding to the screen: reception and reaction processes. Jennings Bryant and Dolf Zillman. Hillsdale, NJ: Lawrence Erlbaum, 1991. Thirty-five. Print. Article Thomason, Dan. "The dry climate leads to Ban. II Sentinel Record 31 mar. 2010: A1. Print. Article Finney Magazine, John. "The New New Deal: How to communicate a proposal of value of employees changed to a Skeptical audience" And real employees inside the Organization. Print. Preliminary version of a Web site of a Grit Laudel article. 15th of July 2009. Pre-press version of Laudel, Grit and Glass, Joken. "Tensions between evaluations and communication practices" The Journal of Higher Policy and Management. Wrench Blog, Jason S. "Model of managerial competence. «Learning and performance at work Blog. workplacelearning.info/blog, 3 June 2009. Web. 31 Mar 2010. Wikipedia "Organization communication". Wikipedia. Wikimedia Foundation, ed. Web. 31 Mar 2010. Vlog Wrench, Jason S. «Instructive communication». The Learning Journal Videos. LearningJournal.com, 15 May 2009. Web. 1 August 2009. Discussion Board Wrench, Jason S. «NCA's i-Tunes Project. «National Communication Association LinkedIn Group. Web. 1 August 2009. E-mail List McAllister, Matt. «New Listerv: Approaches Critical to Ads/Consumer Culture & Media Studies. « Online publication. 19 June 2009. CRTNet. Web. 1 August 2009. 'Themattmc@psu.edu' Podcast 'Bullism at the workplace.' Key, Jason S. and P. Lutgen-Sandvik. CommuniCast.info, 9 July 2009. Web. 31 Mar 2010. Electronic book Richmond, Virginia P., Jason S. Wrench, and Joan Gorham. Communication, Affection and Learning in the classroom. 3a and . Web. 31 Mar 2010. Article by Molyneaux electronic newspaper, Heather, Susan OâiDonnell, Kerri Gibson, and Janice Singer. "Explore the gender gap on YouTube: an analysis of Vlog creation and reception". American Communication Journal 10.1 (2008): n.pag. Web. 31 Mar. 2010. Electronic version of a printed book Wood, Andrew F. and Matthew. J. It's Smith. Online communication: Connect Technology, Identity & Culture. 2nd ed. 2005. Web. 31 Mar 2010. Online magazine Levine, Timothy. «Catturare un liar». Communication currents, June 2009. Web. 31 Mar 2010. Clifford online news, Stephanie. «Online, a reason to continue to go» The New York Times. 1 June 2009. Web. 31 Mar 2010. Entry into an Online Reference Work Viswanth, K. «Health Communication». The International Encyclopedia of Communication, 2008. Web. 31 Mar 2010. Entered an online reference work, No author «Communications». Random House Dictionary Online. 9th and 2009. Web. 31 Mar 2010. Electronic reading device Lutgen-Sandvik, Pamela and Beverly Davenport Sypher. Destructive Organizing Communication: Processes, Consequences, & Constructive Ways of Organization. New York: Routledge, 2009. Light the fire. Once you have decided which sources will help you explain the important terms and ideas in your speech or build your arguments, it is time to put them in your speech. In this section, we will quickly talk about how to use your research effectively within your speeches. Citing sources within a speech is a three-phase process: set the quote, give the quote and explain the quote. First, you want to set your audience for quote. The setup consists of one or two sentences that are general statements that lead to the specific information you are going to discuss from the source. Here is an example: « Bullying at the workplace isa growing problem for U.S. organizations.” Note that this statement does not yet provide a specific citation, but the introduces the basic theme. Secondly, we want to provide the source code; at this point it does not matter whether it is a direct quote or a paraphrase of information from a source. A direct quote is when you quote the actual words from a source without changes. Paraphrasing means taking the basic idea of a source and condensing it using your own words. Here is an example of both: you will notice that in both cases we started by quoting the author of the study, in this case the Workplace Bullying Institute. We then provided the title of the study. You could also provide the name of the article, book, podcast, movie, or other source. In the example of direct quotations, we took the information directly from the report. In the second example, we have summarised the same information (Workplace Bullying Institute, 2009). We see another example of direct quotes and paraphrases, this time using a person, rather than an institution, as the author. It should be noted that in both cases the same basic scheme for quoting sources has been followed. The last step in correctly quoting sources within a speech is the explanation. One of the biggest mistakes of public speakers at first weapons (and research writers) is to include a source quote and then do nothing with the quote at all. Take the time instead to explain the quote or paraphrase to be inserted in the context of your speech. Do not let your audience draw their own conclusions about the quote or paraphrase. Instead, help them create whatever connections you want them to make. Here are two examples using the above examples. Notice how in both our explanations we took the source information and added it to address our specific purpose. With regard to the mention of bullying, we propose that companies adopt guidelines in the workplace or face legal action. In the case of example: "We turn the quote into a section that helps people find their thesis or argument. In both cases, we were able to use the information to deepen our speech. The last section of this chapter deals with the ethical use of sources. Whether you are using primary or secondary research, there are five basic ethical issues that you need to consider. First of all, if it is not your idea, it is necessary to mention the source of the information during your speech. Having the quote in a bibliography or in a reference page is only half the correct quote. You need to provide correct quotes for all your sources within the speech as well. In a very useful book entitled Avoid Plague: A Student Guide to Writing Your Own Work, Menager-Beeley and Paulos provide a list of twelve strategies to avoid plagiarism & Paulos, 2009): Do your job, and use your words. One of the objectives of a public language course is to develop skills that you will use in the world outside the academic world. When you are at work and in the real world, you will be... You... to think with your head, so it is worth starting to learn this skill now. It takes enough time to do research on the assignment. One of the most suitable excuses from the students for plagiarism is that they haven't had enough time to do the research. In this chapter, we have emphasized the need to indulge a lot of time. The more complete is your research strategy from the outset, the more successful your research activities will be in the long run. Remember, not having enough time to prepare is not an excuse for plagiarism. Keep an eye on your sources. A common mistake that people can make is that they forget where the information comes from when they begin to generate the speech itself. It is likely that you are going to consult dozens of sources during the preparation of your speech, and it is very easy to find yourself suddenly to believe that information is "common knowledge" and not to mention it within a speech. When you keep track of your sources, you are less likely to lose them inadvertently and not to quote them correctly. Take careful notes. However, you decide to keep track of the information you collect (old style pen and notebook or computer software program), the more you are careful to take notes, the less likely you will find yourself unintentionally not to mention the information or to cite it incorrectly. No matter what method you choose to take notes, but whatever you do, you have to be systematic to avoid plagiarism. Gather your thoughts together and let them know who you're talking about. When you create your speech, you have to make sure to clearly differentiate your voice in the speech from that of specific authors of the sources you mentioned. The easiest way to do this is to set a direct quote or paraphrase, as we described in the previous sections. Remember, audience members cannot see where the quotes are in your speech, so you will have to clearly articulate with words and voice tone when you use someone else's ideas within your speech. If you use an idea, a quote, a paraphrase or a summary, then credited to the source. We'll never get tired of saying that: If it's not your idea, you have to tell your audience where the information comes from. Giving credit is especially important when your speech includes a statistics, an original theory, or a fact that is not known. Learn how to correctly quote the sources in both your article's body and in your List of works cited (reference page). Most public language teachers will require a bibliography or a reference page on the day a speech is given. Many students make the mistake of thinking that the bibliography or the reference page is all they need to quote the information, and thencite nothing of the material within the speech itself. A bibliography or a reference page allows the reader or listener to find these sources after the fact, but it is also necessarycite those sources within the speech itself. Otherwise, you're plagiarizing, cites with precision and patrimony, a public speech should be based on information and invoice references, but it should not be a series of direct quotes put together. Experts recommend that no more than 10% of a document or speech are direct quotes (Menager-Beeley & paulos, 2009.) when selecting direct quotes, always ask if the material could be paraphrased so that it would be clearer for your audience. if the author has written a phrase in a way that is simply perfect, and you do not want to tamper with it, then quote it directly. But if you're just quoting because it's easier than putting ideas in your words, it's not a legitimate reason to include direct quotes. paraphrase carefully, editing the author's words in this way does not simply mean replacing some words with synonyms. Instead, as howard and taggart explain in research matters, "the paraphrasing force [s] to understand your sources and to grasp their meaning accurately in the original words and phrases" (howard & taggart, 2010.) the wrong paraphrases are one of the most common forms of involuntary plagia by students. First of all, paraphrasing means putting the subject, intent or ideas of the author in his own words. do not write patchwrite (patchspeak). Menager-Beeley and paulos define patchwriting as "a mix different references together and arrange paraphrases and quotes to form much of the paper. Basically, the student assembled other people's works with some embroidery here and there but with little thought or original expression" (Menager-Beeley & paulos, 2009.) just as students can patchwrite, can also engage in patchpeaking, in talking in patches, students fully rely on taking quotes and paraphrases and intertwining them in a way devoid of the student's original thought. sum up, do not automatically sum up. some students have learned that most text processing functions have an automatic summary function. the automatic summary function will take a ten-page document and sum up the information in a short paragraph. when someone oa the auto-summary function, the words that remain in the summary are still those of the original author, so it is not an ethical form of paraphrasing. do not rework another article (discourse) or buy paper articles (discourse.) in today's internet environment, there are a number of student speech deposits on the internet. some of these speeches are freely available, while other websites charge money to get access to one of their canned speeches. whether you hate a speech freely available or you pay money for a speech, you are committing a plagiarism. That's right.if the main content of your speech has been copied from a web page. Whenever you try to present someone else's ideas as it's just during a speech, it's grazing. While there are many websites where you can download free speeches for your class, this is equivalent to fraud. If you didn't do the research and didn't write your speech, then you're trying fraudulently to spread someone else's work for you. In addition to being immoral, many institutions have student codes that prohibit such activity. The sanctions for academic fraud may be as severe as suspension or expulsion from your institution. If you know that a source is clearly on the side, and don't tell your audience clearly, then you are deliberately trying to mislead or manipulate your audience. Instead, if the information can be distorted, inform your audience that the information can be distorted and let the public decide whether to accept or ignore it. You should always provide the author's credentials. In a world where anyone can say anything and publish it on the Internet or even in a book, we must be skeptical about the information we see and hear. For this reason, it is very important to provide the public with background information on the credentials of the authors mentioned. Finally, if you are using primary research in your speech, you must also use it ethically. For example, if you tell your survey participants that the search is anonymous or confidential, then you have to ensure that you keep your anonymity or confidentiality when submitting those results. Also, you must be respectful if someone says something "unofficial" during an interview. We must always maintain the privacy and confidentiality of participants during primary research, unless we have their explicit permission to reveal their names or other identification information. Style focuses on the components of your speech that make up the form of your expression rather than your content. Social science disciplines, such as psychology, human communication and business, typically use APA style, while humanities, such as English, philosophy and rhetoric, typically use MLA style. The sixth edition of APA and the seventh edition of MLA are the most current stylistic guides and the tables presented in this chapter provide specific examples of common quotes for each of these styles. Citing sources within the speech is a three-phase process: set the quote, provide the information quoted and interpret the information in the context of the speech. A direct quote is whenever you use the words of another person in a format similar to the way they were originally said or written. On the other hand, a paraphrase is when you take someone's ideas and repeat them using your words to communicate the desired meaning. Using ethically sources means avoiding plagiarism, notin academic fraud, ensure that the public is not misled, provide credentials for sources so that the public can judge the material, and primary research in ways that protect the identity of participants. Plagiarism is a huge problem and it insinuates itself in the writing of students and oral presentations. As ethical communicators, we must always give credit to the information we summon in our writing and in our speeches. American Psychological Association references. (2010.) Publishing manual of the American Psychological Association (6th and.) Washington, DC: Author. See also American Psychological Association. (2010.) Concise rules of APA Style: The official guide of the pocket style of the American Psychological Association (6th and.) Washington, DC: Author. Howard, R.M. Taggart, A.R. (2010.) The research counts. New York, NY: McGraw-Hill, p. 131. Menager-Beeley, R. Paulos, L. (2009.) Understanding plagiarism: A student guide to write your work. Boston, MA: Houghton Mifflin Harcourt, pp. 5-8. Modern Language Association. (2009.) MLA Manual for search document writers (7th and) New York, NY: Modern Language Association. Workplace bullying institute. (2009.) Bullying: Remove with it WBI Labor Day Study September, 2009. URL consulted on the 14th of July 2011 (archived from address:

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