Title: Quotation with Representation: The Presenter's Guide to Avoiding Plagiarism

Authors: Regan C. Baker and Marsha A. Miller

Abstract:

An excellent presentation explains the problems, solutions, and trends that affect advising beyond the speaker's campus. However, just as it undermines the credibility of written research, plagiarism will damage the integrity of session presentations. According to NACADA policy, authors and presenters who fail to credit the work or ideas of others will neither publish nor present in NACADA venues. In this article, we discuss the basics of citing sources within a presentation to give proper attribution and to provide attendees with the information they need to locate sources and apply the practices discussed. In addition, we include pointers for constructing citations and organizing sources through the typical literature review process undertaken in the preparation of a quality presentation.

Article:

As the academic advising field matures, NACADA members selected to present at a conference must convey more than anecdotal narratives in their session. An excellent presentation builds upon advising literature to help explain the problems, solutions, and trends in advising across campuses.

Many presenters query NACADA Listservs and search NACADA publication venues (e.g., *NACADA Journal*, NACADA Clearinghouse of Academic Advising Resources*,* and *Academic Advising Today*) to find articles that reinforce key points of their presentations. Ideas gleaned from a survey of foundational literature lend legitimacy to the work but can create a challenge for presenters who must offer proper credit for all of the sources that they use. This short guide helps answer presenters' questions about giving proper credit to other professionals and provides resources that make the process of citing sources less formidable.

Avoiding Plagiarism

Failure to provide proper credit for others' ideas leaves presenters open for charges of plagiarism, a serious ethics violation (Lightner, McKenna, & Steers, 2011). Presenters who copy written work or intellectual property from others lose the right to present at future NACADA conferences.

With so much information available through a quick web search, a busy author or presenter can unintentionally use others' ideas or words without giving proper attribution. The copy and paste function makes patch presenting—weaving together phrases from other sources with one's own words—easy, but such practices can lead to charges of plagiarism. Lightner et al. (2011) share helpful reminders for correctly compiling information needed for presentations:

- All published information is copyrighted and should be cited.
- Presenters who do not keep careful notes regarding where they retrieved their information unintentionally risk giving themselves credit for someone else's ideas.
- Quality presenters do not simply compile or recycle the information of others; instead they synthesize that information to build new, original ideas.

By providing sufficient information about sources, the presenter helps listeners find the information so that they can further the discussion (University of Southern Mississippi, The Speaking & Writing Center, n.d.).

Building a Quality Presentation

Presenters may not know the types of information that must be cited or the amount of unoriginal material that can be ethically incorporated into an original presentation. Most authors know that direct quotes require quotation marks or other special treatment (e.g., double-indented); however, some do not realize that paraphrased descriptions must also be cited in the text or presentation.

To use images (whether downloaded or by screen shot) or lengthy passages, the author may need to obtain permissions for reuse or adaptation that sometimes can include a fee and/or be bound by limitations of use. Authors bear the responsibility to determine if downloads are available under the appropriate license for sharing or designated as public domain (when the copyright has been waived or no longer applies under the law) (Teten, 2013). Formal publications and web sites generally feature contact information for those seeking permissions. Authors who cannot identify the copyright holder should first contact the permissions department of the publisher, who likely holds the copyright or has the sole ability to provide permissions. Other materials (e.g., unpublished documents such as dissertations or personal communications) also must be cited.

Quotes from sources are essential to support points within a presentation. However, presenters who wish to use extensive passages from a source must obtain written permission from the copyright holder. Furthermore, rather than rehashing already available material, communicators create more effective messages when brief segments from others are used to advance their original ideas (Paradi, n.d.). In scholarship, limited quotations help presenters avoid legal entanglements. As a general rule for educators, no more than 10% of any publication or web page should be used in a presentation (Spielman, 2012).

Crafting a Literature Review

Creators of presentations, like authors of scholarly articles, include a brief overview of the literature already available on the topic and some will cite additional materials throughout their speech. Communicators lay the foundation for their key messages by conducting a thorough literature review to compile relevant information others have brought forward on the topic. A literature review can act as an extensive outline in forming a presentation, and it makes citing sources within the presentation relatively easy.

A literature review for academic advising consists of information the author finds during the research phase. For example, the author may first search topics at the NACADA web site (www.nacada.ksu.edu) including the NACADA Clearinghouse of Academic Advising Resources, *Academic Advising Today,* and the *NACADA Journal*. Next, authors may find value in reading applicable NACADA-produced books, articles found via Google Scholar, and manuscripts retrieved from available library databases.

Creating a literature review document serves as an effective method for organizing information and avoiding plagiarism that may emerge when authors forget where they found a compelling idea. Authors copy quotes from articles into a word-processing document (see the citation source example) and create

the citation for the quote in the document. We recommend that the citations be placed both above the quote and in a reference list to be shared at the end of the presentation.

The document created during the literature review facilitates the formation of the presentation because authors can organize current research on the topic into logical categories using color coding or separate folders. Authors can also record original thoughts related to each documented material is open and then use these thoughts in the presentation. By compiling information in categories, the author can create an outline with category headings.

Before closing a source, the authors should save copies of the article or website so they can easily find it again to review for clarity or double-check spelling and punctuation (Campbell, 2012). Some online tools (e.g., Zotero) help presenters store articles, create a literature review, and format citations.

Creating and Placing Citations Within a Presentation

Citing sources within a presentation is much like citing sources in a paper. When presenters use information from another source, the in-text or on-slide citation should immediately follow that information including "all the same things an in-text citation includes in a paper: author's last name, year, and location information [page or paragraph number] if you are using a direct quote" (Halfmann, n.d). For generalized (paraphrased) information, only the author's last name and the date of publication need to be on the slide (Paiz et al., 2014). Example: (Miller, 2015, para. 5) for direct quotes or (Miller, 2015) for paraphrasing.

Presenters may struggle to determine the type of citation to use when an author cited material that was created by someone else. The presenter should look at the authors' reference list, find the source cited, and read the original material to ensure that the original statement was properly copied and that the author used the original material in appropriate context. The presenter who successfully follows this process cites the original (primary) source of the quote, not the secondary author where the presenter discovered the quote. However, McAdoo (2010) noted that presenters who cannot find the primary source (e.g., an out-of-print book) may cite the secondary source in the reference list and provide information about the original source in the slide. Example: Blunden, Langton, and Hek (as cited in Cronin, Ryan, & Couglan, 2008) noted that "a systematic approach is needed to generate a literature review that will inform practice" (p. 39).

Every on-slide citation, with the exception of personal communications, such as interviews or e-mail messages, must match a corresponding reference in a list on the final slide or screen. These compiled citations give more information than provided in the brief on-slide citation, including information such as the URL for sources retrieved online. Presenters need to follow the same formatting rules as used for a paper: "put the word *References* at the top of the slide and list sources in alphabetical order, by author's last name" (Halfmann, 2016).

A number of online citation tools may help a presenter with citation list creation (e.g., Citation Machine), but the author must ensure that the details of the citation are properly generated by the software. NACADA considers the APA style manual the authority on matters of style, permissions, and citations (American Psychological Association, 2009); however, authors may find the APA Style Blog useful for unique challenges and extensive examples. There also are a number of helpful websites (e.g., Purdue OWL) which provide the format for most basic in-text and reference list citations. If struggling

with the proper format for references, the presenter can access the [Live Chat](#) feature of Library Connect to ask a librarian who can answer questions directly.

Conclusion

Readily accessible research and publications that address advising issues can serve as the foundation for quality conference sessions. Presenters contribute to the growing advising field when they credit the work of others, both on the applicable slide and in a comprehensive reference list. Presenters who use others' ideas to support their thoughts and advising practices lend credibility to their presentation. However, presenters must correctly cite sources so session attendees can find the original text and apply what they learned to their own advising practice or scholarly inquiry. Presenters who utilize the points outlined in this article enhance session participants' learning, correctly cite foundational materials, and take the steps necessary to avoid plagiarism and ethics violations.

References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Campbell, H. (2012, November 29). *What's the best way to organize my research?* [Web blog post]. Retrieved from https://berylivelylibrary.wordpress.com/2012/11/29/organize-research/

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British Journal of Nursing, 17*(1), 38–43. Retrieved from https://www.researchgate.net/publication/5454130_Undertaking_a_literature_review_A_step-by-step_approach

Halfmann, T. (2015, December 16). *How do I cite my sources in a PowerPoint?* Library Connect. Retrieved from http://libraryconnect.libanswers.com/a.php?qid=289837

Lightner, D. J., McKenna, P. H., & Steers, W. D. (2011, June). Intellectual honesty and integrity in publishing and presentations. *AUANews, 16*(6), 27-28.

McAdoo, T. (2010, May 20). *Secondary sources (aka how to cite a source you found in another source)*. Retrieved from http://blog.apastyle.org/apastyle/2010/05/secondary-sources-aka-how-to-cite-a-source-you-found-in-another-source.html

Paiz, J. M., Angeli, E., Jodi, W., Elena, L., Moore, K., Anderson, M., . . . Keck, R. (2014, November 11). *In-text citations: The basics.* Retrieved from https://owl.english.purdue.edu/owl/resource/560/02

Paradi, D. (n.d.). *Think outside the slide*. Retrieved from http://www.thinkoutsidetheslide.com/overview-of-using-copyrighted-material-in-your-presentation/

Spielman, D. (2012, June 14). *Ten percent is fair use for educational institutions—copyright owners disappointed.* Retrieved from https://www.complexip.com/ten-percent-is-fair-use-for-educational-institutions-copyright-owners-disappointed/

Teten, D. (2013, August 15). *How to add powerful (and legal) images to your presentations*. Retrieved from http://www.forbes.com/sites/davidteten/2013/08/15/how-to-add-powerful-and-legal-images-to-your-presentations/

University of Southern Mississippi, The Speaking & Writing Center. (n.d.). *Citing sources in oral presentations*. Retrieved from https://www.usm.edu/gulfcoast/sites/usm.edu.gulfcoast/files/groups/learning-commons/pdf/citing_sources_in_speeches_web.pdf