LING150A1 – Referencing and Citation Guide[1]

This handout tells you exactly how to format all <u>in-text citations</u>, <u>complete reference citations</u>, and <u>language examples</u> for your Field Notebooks and Field Report. You should use these formatting conventions for all of your work in LING150A1 this term.

Note that the Bischoff and Fountain (2014) manuscripts follow our referencing and citation style, and use correctly formatted 3-line glosses. You can use those manuscripts as a helpful guide as you create your own citations and language examples.

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[1] The author would like to thank the students and section instructors of previous LING150A1 offerings for their valuable input to this document. They are too numerous to mention by name, but have contributed significantly to this work. All remaining errors are my own.

Referencing and Citation of Sources

In scholarly writing, whenever you use an idea that you found somewhere other than your own brain, you must properly cite the source of that information. There are a very few cases in which citation is *not required*, and these include:

- When you are using a specific transcription or measurement system like the *International Phonetic Alphabet* (including the vowel and consonant charts you may find online), you do not normally cite the source of that system.
- For this class, when you are using information provided in *class lecture*, you do not need to cite the lecture notes.

IF YOU GET YOUR INFORMATION FROM ANYWHERE OTHER THAN YOUR OWN BRAIN, OR THESE EXCEPTIONS, YOU MUST CITE YOUR SOURCES! THIS INCLUDES GOOGLE, WIKIPEDIA, APPS, CONVERSATIONS WITH OTHERS, ETC!

All proper citations come in two pieces – the in-text citation (which is found in the text of your document) and the complete reference citation (which is found on your reference sheet at the end of your document). Readers use the in-text citations you provide in order to identify the complete reference citation for the resource you have used. The complete reference citation provides readers with sufficient information to track down the resource you used.

In-text citations:

In-text citations are very short notations, placed in the text of your paper near the information that you've taken from some other resource. In-text citations always include *author last name(s)* and *year of publication* of the resource, and sometimes require the page number of the information you've taken from that resource. For resources with one or two authors, include all authors' last names. For resources with three or more authors, use the first author's last name, followed by 'et al' – for example: (Maddieson 2013), (Bischoff and Fountain 2014), (Lewis et al. 2014).

- If you are using more than one resource that have the same author last name(s) and year of publication, add a unique lower-case letter ('a', 'b', 'c'… etc) after the year to distinguish the different resources from each other.

    Use, for example, *(Bischoff and Fountain 2014a)* to refer to whichever Bischoff and Fountain chapter you refer to FIRST in your paper. Each time you refer to that chapter, you'll use '2014a'. When you refer to another chapter, later on in your paper, you'll call it *(Bischoff and Fountain 2014b)*. When you bring in a third, you'll call it *(Bischoff and Fountain 2014c)*. Etcetera.

- If you are using <mark>a direct quotation</mark>, you must place the quotation <mark>"in quotation marks"</mark>, and if the source that has page numbers, you must note the page number after the year, separated from the year by a colon, as illustrated here:

  Naturally occurring human languages need not be explicitly taught. Instead they are "acquired by human children from simple exposure" (Bischoff and Fountain 2014a: 4).

- If you are using <mark>a paraphrase,</mark> your in-text citation will NOT contain a page number, even if the source does:

  The International Phonetic Alphabet is a writing system developed by and for linguists so that we can write the sounds of any spoken human language (Bischoff and Fountain 2014b).

Some resources on the web, including several required references for this class, do not have page numbers. If the source does not have page numbers, you do not need to use a page number in any in-text citation for information taken from that source.

In-text Citations for Required References

All students will need to cite the Bischoff and Fountain chapters, several chapters from the World Atlas of Language Structures Online (WALS), the website Ethnologue.com, and Claire Bowern's Swadesh list. The examples above show you properly formatted in-text citations for the Bischoff and Fountain manuscript.

- **WALS**: The WALS chapters do not have page numbers. Each chapters has its own author(s) – not all chapters have the same author. You will need to check the information given in the chapter to find out the correct author name(s) to use. The example below is from the chapter on Consonant Inventories, written by Ian Maddieson. Maddieson is the author of several required WALS chapters, so remember to use the 'a', 'b', 'c' notation if you're citing several Maddieson articles in your paper!

  It is the job of the linguist interested in establishing the consonant inventory of an unfamiliar language "to find groups of words which sound different from each other by the smallest degree sufficient to make them distinct words of the language" (Maddieson 2013a).

- **Ethnologue.com**: Ethnologue is a resource developed by a number of editors, and it does not have page numbers. Here is an example of a correctly formatted in-text citation for Ethnologue:

  In addition to being a first language of many Deaf Americans, American Sign Language is "used natively by many hearing children of deaf parents, and as L2 by many other hearing people" (Lewis et al. 2015).

- **Bowern's Swadesh List**: You will be using a resource developed by linguist Claire Bowern, based on work by Morris Swadesh, and published as part of a book. A correctly formatted in-text citation for the Swadesh List follows:

  I collected some preliminary vocabulary by using body-part terms found in the Swadish List (Bowern 2007).

- **Grammatical Features Readings**: You may also use the 'Grammatical Features' readings on 'person' and/or 'number' to help develop values for your field language. If you do, site them like this:

  Some languages, including my field language, use a category of grammatical number referred to as 'paucal'. Paucal number is a category to refer to a small quantity, as might be described in English as 'a few' (Kibort and Corbett 2008).

  My field language utilized a distinction between 'inclusive' and 'exclusive' in the third person. First person plural 'inclusive' is a category that refers to the speaker and addressee (i.e. 'me and you'), while first person plural 'exclusive' refers to the speaker and someone other than the addressee (i.e. 'me and her') (Kibort 2008).

In-text Citations for Required Scholarly Articles:

The resources cited above are required for you to use this term. You will also be using scholarly articles you find on your own – and you will need to be able to figure out your own in-text citations and complete references for these.

When you access an Illustrations of the IPA article from the Journal of the International Phonetic Association as a pdf document, the first page of the pdf will have an information panel like this one:

Based on this panel, you can identify the authors of the article by their last names: Tabain and Hellwig; and the year of publication as 2015. So, for a paraphrase from this article, the correct in-text citation would be (Tabain and Hellwig 2015). Since the article has page numbers, you'll need to record the page number for any direct quotation you draw from it.

Note that the panel also tells you all the information you'll need for your complete reference citation – but it does not give you the correct format for that citation. A correctly formatted complete reference citation for this article is included in the reference page of this document.

In-text Citations for Non-standard Resources:

The resources you are required to use for this class are all illustrated here. But you may find yourself wanting to cite non-traditional resources in some cases. They key elements you must have for an in-text citation are: author's last name(s) and year of publication. *If you cannot find that information in your source, you should not use the source.* If you can find that information, just use the rules described above for your in-text citations.

One non-standard resource you are encouraged to use, if it's appropriate to you, is a conversation or interview. You could use this to correctly cite an expert you have consulted about your project, for example. If you need to cite a conversation or interview, your in-text citation contains the last name of the person you spoke with, and the year when the conversation took place:

Example – citing a conversation or interview

> The study of linguistic complexity is really in its infancy (Sung 2015).

The complete reference citation will list the source as 'personal communication', as illustrated in the 'complete reference citations' section.

Do NOT use 'chatty' in-text citations in this class!

In scholarly writing, you should use correctly formatted in-text citations INSTEAD OF introducing your source to your reader with excess prose (as is commonly found in journalistic writing).

- DO NOT WRITE: In linguist Ian Maddieson's fascinating discussion of syllable structures, included in the World Atlas of Language Structures Online (WALS), published in 2013, he says that several languages of the Northwestern US allow very complex syllables.

- DO WRITE: Maddieson (2013b) identifies several languages of the Northwestern US as allowing very complex syllables.

Complete reference citations:

Every in-text citation MUST correspond to one (and only one) complete reference citation on your reference page (which will always be the last page of your document). The complete reference citations should be arranged in alphabetical order based on authors' last names; note

that the last page of this document is a properly formatted complete reference page containing all resources cited within it.

YOUR REFERENCE PAGE IS A SEPARATE PAGE AT THE END OF YOUR PAPER, IT IS HEADED WITH THE WORD '**References**', IT IS DOUBLE-SPACED, AND IT USES A HANGING INDENT. CITATIONS ARE IN ALPHABETICAL ORDER, BY FIRST AUTHORS' LAST NAMES.

Complete reference citation formats vary depending on the type of resource you're citing. Examples of the types of resources you're most likely to use for this class are given here.

Please note that in the referencing style we're using for this class, it does not matter whether you access a book, manuscript or journal article in hard copy or online - the citation DOES NOT include the URL or ISBN number for anything that's not a WEBSITE!

To cite an **unpublished manuscript** such as the Bischoff and Fountain readings, you provide the authors' name(s), the year of publication (with the appropriate letter if needed), the title of the manuscript followed by '(Ms)', and the location of the authors.   Use periods to delimit these fields.

Example – complete reference citation for a MANUSCRIPT.

Bischoff, Shannon and Amy Fountain. 2014a. Animal Communication Systems (Ms). Indiana

University-Purdue University Fort Wayne and University of Arizona.

To cite a **scholarly article** such as your Illustrations of the IPA article, your Basic Constituent Order article, and your pragmatics article, you provide the authors' name(s), the year of publication (with the appropriate letter if needed), the title of the article, the title of the Journal in which the article appears, the volume number, and then the page numbers of the article. Use periods to delimit these fields. All of this information can be found in the first page of the pdf download of your article.

Example – complete reference citations for a SCHOLARLY ARTICLE

Tabain, Marija and Birgit Hellwig. 2015. Illustrations of the IPA: Goemai. Journal of the

International Phonetic Association. 45. 81-104.

To cite a **chapter in a book** such as the Swadesh List we use in this class, you provide the authors name, the year of publication (with the appropriate letter if needed), the title of the chapter, the title of the book, the place of publication, and the publisher.   Use periods to delimit these fields.

Example – complete reference citation for a CHAPTER in a PUBLISHED BOOK (the Swadesh List)

Bowern, Claire. 2007. Swadesh wordlist, organized by semantic field. In Linguistic

Fieldwork: A Practical Guide. New York: Palgrave MacMillan.

To cite a **chapter in WALS**, you provide the author's name(s), the year of publication (with the appropriate letter if needed), the title of the chapter, the title of the resource, the place of publication, and the publisher. You also provide the URL, and the date on which you accessed the site.   Use periods to delimit these fields.

Example – complete reference citation for a CHAPTER in WALS

Maddieson, Ian. 2013a. Consonant Inventories. In: Dryer, Matthew S. & Haspelmath,

Martin (eds.)   The World Atlas of Language Structures Online.   Leipzig: Max

Planck Institute for Evolutionary Anthropology. http://wals.info/chapter/1,

Accessed 2015-06-24.

To cite **Ethnologue.com**, you provide the editors' names, the year of publication (with the appropriate letter if needed), the title of the resource, the place of publication, and the publisher. You also provide the URL, and the date on which you accessed the site.   Use periods to delimit these fields.

Example – complete reference citation for ETHNOLOGUE.COM

Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2015. Ethnologue: Languages

of the World, Eighteenth edition. Dallas, Texas: SIL International. Online version:

http://www.ethnologue.com, accessed July 22, 2015.

Guidelines for citation of non-standard resources:

Although we do not recommend it, some students choose to use additional resources beyond those recommended or required in the assignment, as they develop their work. If you choose to do this, you are obligated to ensure that your other sources are of appropriate scholarly quality. Under some (very limited) conditions, you may need to cite non-standard sources.

This section of the guide is intended to help you if you find yourself in that situation. It is always better to cite a source (even if your instructor marks it as an unacceptable one) than it is to fail to cite the source (and so, plagiarize!).

Sources that are generally **not** acceptable in academic work include those which are:
 • Written for a general audience (i.e. encyclopedias, newspapers, magazines, general-use websites), and
 • not written by scholars in the relevant area of expertise (instead they are often written by people who do not have a deep understanding of the content they are writing about).

Special note: Acceptable Use of Wikipedia

Wikipedia is not an acceptable academic source! This is because Wikipedia entries may be written and edited by anyone with a Wikipedia account, and they are not formally peer-reviewed. They are intended for a general (non-scholarly) audience.

Wikipedia can be a very useful resource, however. It's a good starting place if you are trying to find out more about a topic, and Wikipedia articles often list good, academic sources in their reference sections. So, feel free to use Wikipedia *to find* acceptable academic sources – but do not feel free to use it *as* an academic source. And be prepared to find out that what you learned from Wikipedia may not be correct!

To cite **an interview or conversation**, you provide name of the person you spoke with, the year in which you spoke, identify the resource as 'Personal communication', and then give the month and day on which the conversation occurred.   Use periods to delimit these fields.

Example – complete reference citation for an INTERVIEW or CONVERSATION.

Sung, Hyunsuk. 2013. Personal communication. July 22.

Online Resources: Remember that websites which are not the web-enabled equivalent of print journals are not generally acceptable as scholarly sources, but may be used under special circumstances.   Many web resources and applications lack crucial citation information (i.e. author names, publication dates, etc.) – this is one of the reasons you should AVOID using them if at all possible. But if you absolutely need to use such a website as a reference, you can substitute a so-called 'corporate author' name in place of the typical authorial information, and you can use the abbreviation n.d. ('no date') in place of the year of publication.

Example: Citing a website that lacks author and/or year of publication information.

University of Arizona. n.d. University of Arizona homepage. http://www.arizona.edu,

        accessed March 1, 2014.

In text, your citation should be (University of Arizona n.d.).

Encyclopedia and Dictionary entries: Cite the author(s) if their names are given, if not, list by editor name, if given. If not, cite by corporate author.

Example: Citing an encylopedia entry that does not provide author names:

Columbia University Press. 2005. Entry for 'language'. The Columbia Encyclopedia, 6th Ed.

1202-1203. Columbia University Press.

In the text, your citation should be (Columbia University Press 2005).

Example: Citing a dictionary entry that does not provide author names:

Oxford University Press. 2006. Entry for 'language'. The Oxford English Dictionary 3rd ed.

2212. Oxford University Press.

In the text, your citation should be (Oxford University Press 2006)

Newspaper articles: Remember that newspaper articles are not generally acceptable as scholarly sources, but may be used under special circumstances. These are just like journal articles with respect to citation style. Cite the author(s) if their names are given, if not, list by editor name, if given. If not, cite by corporate author.

Example: Citing a newspaper article.

Bumiller, Elizabeth. 2006. Bush makes surprise visit to Afghanistan on way to India. The New

York Times. 126, 3. A4-A8.

In the text, your citation should be (Bumiller 2006).

Acknowledgement Statements

If you work on your assignment with anyone who is NOT the professor or a TA for this class, you MUST include them in your written acknowledgement in any work you submit for a grade. See our course policies document discussions of Academic Integrity and Group Work for more specific information about this.

Acknowledgement Statements should be created as footnotes on the title page of your document. If you did not discuss your assignment with any human being other than the course instructors, it is acceptable to write an acknowledgement that simply states "I have not discussed this assignment with anyone."

However, if you have discussed any portion of your assignment with any other human being – including peers, friends, family members, tutors who are not LING150 TAs or

instructors, etc., you MUST acknowledge each person by name in your Acknowledgement Statement.

An Acknowledgement Statement might look like this:

[1]*The author would like to thank Mary Willie and Ofelia Zepeda for their helpful discussion of the work. All remaining errors are my own responsibility.*

Presentation and 3-Line Glossing of Language Examples

Whenever you need to include a word, phrase or sentence of your field language (or any language other than English) in your written work, you should use the following conventions.

Presenting single, simple words in a language other than English:

You can incorporate single, simple words in the text of your paper by writing the word (in IPA, of course, and with the appropriate brackets – either square brackets for phonetic transcription, i.e. in Field Notebook 1, or in slashes for phonemic transcription, for Field Notebook 2 and later material), and providing the 'gloss' (brief English translation) in single quotes.

The words in my field language for 'cat' and 'mouse' are [ʈazə] and [kaɬə], respectively.

3-Line Glossing - Presenting morphologically complex words

If you are citing a word in your field language that is comprised of more than one morpheme, from the text, you must use **our 3-line glossing format** as shown in examples (1-3) below:

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(1)	ʈazə-ko	(2)	bo-ʈazə	(3)	bo-ʈazə-ko
	cat -little		pl- cat		pl- cat -little
	'little cat'		'cats'		'little cats'

Note that 'pl' in line 2 means 'plural'.

In the three-line citation form:
* line 1: gives the *complex word*, written in the IPA, with hyphens indicating the morpheme boundaries. This tells us how the whole word is pronounced in the field language.
* line 2: gives us a *morpheme-by-morpheme gloss*.
    o Aligned directly beneath each morpheme in line 1, we learn the meaning or function of that morpheme. Every line 1 morpheme has a gloss on line 2!
    o Hyphens separate morphemes on line 1 and on line 2. Every line 1 hyphen corresponds to a hyphen on line 2!

- line 3: tells us the meaning of the whole word, in English – this is called the *free translation*.

Note that line 2 glosses often contain abbreviations – this is so that the correct vertical alignment between line 1 and line 2 can be maintained. You may create any abbreviations you need for line 2 – but ALWAYS explain to the reader what the abbreviations mean!

You may create a word in your field language that requires more than one word of English to gloss. For example, maybe the morpheme *mino* means 'cute dog' in your field language. In this case, you can use periods on line 2 to separate the components of meaning in English from each other.

- A period on line 2 does NOT correspond to a hyphen on line 1!

Use of periods and hyphens in a three-line citation

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(4)   mino   (5)   bo-mino   (6)   bo-mino   -ko
       cute.dog   pl- cute.dog   pl- cute.dog -little
       'cute dog'   'cute dog'   'little cute dogs'

3-Line Glossing - Presenting whole sentences

If you need to present a whole phrase or sentence in your language, you use the same 3-line glossing format described above, separating the words on line 1 from each other using enough spaces to preserve the correct vertical alignment of the elements in all three lines

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(7)   ɬokiʈə bo-mino   bo-ʈazə-ko
       love   pl- cute.dog   pl- cat -little
       'Cute dogs love little cats.'

Note that vertical alignment in three-line citations is really important because it's what tells the reader which morphemes in the unfamiliar language contribute which meanings to the complex word, phrase or sentence! Creating properly formatted three-line citations is time-consuming, but it is important.

We end this resource with a properly formatted reference page that contains a complete reference citation for every item we've referred to, and for all required references in our class.

If you have any questions or concerns about proper referencing and citation for our class, please share them with someone on the instructional team!

References

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accessed March 1, 2014.