

# A Flying Start to Your Thesis 2: Learn About Citation, Use of Sources, and Plagiarism

## Introduction

Scorpions are efficient predators that accept a wide variety of prey (Polis & McCormick, 1986; Brownell & Polis, 1990). Most species are nocturnal, and they use a sit and wait strategy, where they are either located in the opening of the scorpion's burrow or in a hiding place or just outside it. Only a few species are reported to actively hunt prey away from the hiding place (McCormick & Polis, 1990).

The ecological aspects of prey capture and foraging in scorpions have been thoroughly investigated by the late Gary Polis and associates (see Polis, 1990 and McCormick & Polis, 1990 for a review). Also, the sensory-physiological aspects of prey capture are well documented by the studies by Philip Brownell, Douglas Craftin and others (see reviews in Brownell, 2001 and Craftin & Brownell, 2001). The behavioral aspects of prey capture have been less documented and most studies have been anecdotal in nature, or just have included brief descriptions of prey capture for different species (see McCormick & Polis, 1990 for a review). One exception is Buth & Bowerman's (1979) study on prey capture in *Hadrurus arizonensis* Ewing, 1928 (Buthidae). In this study, the different behavioral components involved in the prey capture were identified and discussed. Cushing & Mathew (1988) and Casper (1989) have also provided some quantitative data for some of the behavioral components of the prey capture sequence.

The purpose of this paper is to present a quantitative analysis of the behavior components involved in prey capture in *Pambolus leoninus* (Ehrenberg, 1828) and *Pambolus pallidus* Pocock, 1895 from East Africa.

## Literature

- ALEXANDER, A. J. 1972. Feeding behavior of scorpions. *South African Journal of Science*, 68: 253-256.
- BROWNELL, P. H. 1977. Compressional and surface waves in sand used by desert scorpions to locate prey. *Science*, 197: 479-482.
- BROWNELL, P. H. 2001. Sensory ecology and orientational behaviors. Pp. 159-183 in P. H. Brownell & G. A. Polis (eds.), *Scorpion Biology and Research*. New York, NY: Oxford University Press.
- BROWNELL, P. H. & R. D. FARLEY. 1979. Prey localization behaviour of the nocturnal scorpion, *Paruroctonus mesasiaticus*: Orientation to substrate vibrations. *Animal Behaviour*, 27: 185-193.
- BUB, K. & R. F. BOWERMAN. 1979. Prey capture by the scorpion *Hadrurus arizonensis* Ewing (Scorpiones: Vaejovidae). *Journal of Arachnology*, 7: 243-253.

Brownell & G. A. Polis (eds.), *Scorpion Biology and Research*. New York, NY: Oxford University Press.

LE BERRE, M. 1979. Analyse séquentielle du comportement alimentaire du scorpion *Buthus occitanus* (Amar.) (Arach. Scorp. Buth.). *Biology of Behaviour*, 4: 97-122.

MACHAN, L. 1968. Spectral sensitivity of scorpion eyes as possible roles of shielding pigment effect. *Journal of Experimental Biology*, 49: 95-105.

MCCORMICK, S. J. & G. A. POLIS. 1990. Prey, Predators, and Parasites. Pp. 294-320 in G. A. Polis (ed.), *The Biology of Scorpions*. Stanford, CA: Stanford University Press.

POLIS, G. A. 1990. Ecology. Pp. 247-293 in G. A. Polis (ed.), *The Biology of Scorpions*. Stanford, CA: Stanford University Press.

POLIS, G. A. & S. J. MCCORMICK. 1986. Patterns of resource use and age structure among species of desert scorpion. *Journal of Animal Ecology*, 55: 59-73.

Senior Research Librarian Jan Ove Rein  
Librarian Kristin Marhaug Hartveit

Library Section for teaching and Learning Support, NTNU University Library  
November 2025



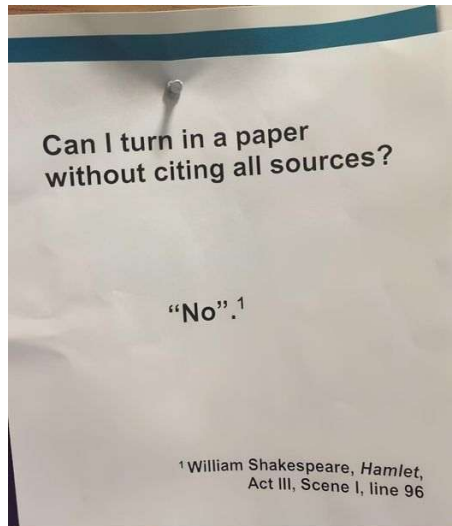
# A Flying Start to Your Thesis 2: Learn About Citation, Use of Sources, and Plagiarism

Presentation can be downloaded here:

<https://folk.ntnu.no/janove/PDF/>



# God siteringspraksis



woozapooza:

| This was in the library at my college.

**That's all –  
You are  
dismissed!**

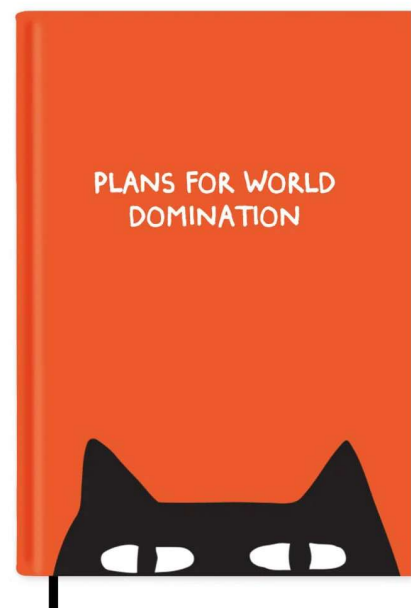
## Today's schedule

### 10.15-11.00:

- Why citations are important
- What is plagiarism and how do you avoid it.
- Briefly about AI tools and reference management programs

### 11.15-12.00:

- Reference styles
- Using direct and indirect quotes
- The placement of citations in a text



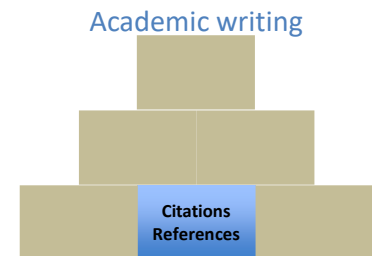
# Why are citations important in academic writing?

**Good citation practice is a cornerstone in academic writing!**

The use of sources and the reference list in your manuscript is important. Both teachers, supervisors, censors, peer reviewers, editors and readers will early pay attention to this.

## Why?

- Previous research is often the foundation of your ideas and work, but it must be clear what is yours and what is taken from others (to avoid plagiarism).
- Good citation practice shows good scientific behaviour.
- Good citation practice will show supervisors and censors that you can find and use important sources in your study topic.
- Good citation practice helps your reader understand and investigate your work.
- Good citation practice prevents the dispersion of scientific errors and bad science ("The Whisper Game").



# Plagiarism in academic writing

## Plagiarism:

"Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work" (Wikipedia, 2025)<sup>1</sup>

## Plagiarism – Main types:

- Fraud (intentionally using others work and presenting it as your own).
- Failure to cite or cite sources correctly.
- Failure to cite direct quotes or to cite them correctly.

Used first by the Roman poet Martial (38-104 AD) in frustration over other poets using his work as their own (without paying). Latin *plagiarius* means "kidnapper" (someone who ensnares slaves or free persons (to force them into slavery) in a plaga or net). Martial compared the stealing of his poems with stealing of his slaves<sup>2</sup>.



Source: Wikimedia Commons  
(Public domain)

1) Wikipedia (<https://en.wikipedia.org/wiki/Plagiarism>)

2) Plagiarism Today (<https://www.plagiarismtoday.com/2011/10/04/the-world%E2%80%99s-first-plagiarism-case/>)



# When is it plagiarism?

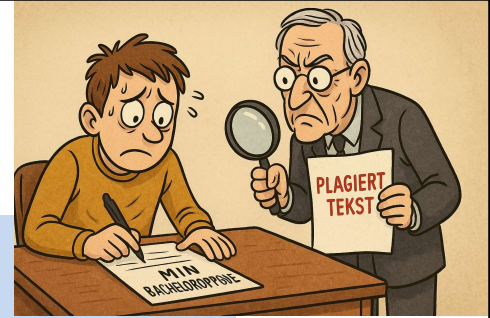


Illustration: ChatGPT.

## What says NTNU:

### What is cheating

- The following may be academic misconduct or examination offences/attempts at academic misconduct or examination offences if it is likely to provide an unfair advantage:
- Acting in violation of the applicable rules for the specific examination
- Using or having access to illegal aids during the examination
- **Presenting someone else's work as one's own without sufficient source reference or marking of citations**
- Submitting work of a practical or artistic nature that has been made by someone other than the student or students in question
- **Submitting an answer that has been prepared by someone other than the student or students in question**
- Unauthorized cooperation between students or groups
- Fabricating or falsifying data
- Wrongly obtaining access to the examination question papers before the examination starts
- **Re-using one's own previously submitted work that has produced results without stating this**

Source: <https://i.ntnu.no/wiki/-/wiki/English/Cheating+on+exams>.



9

# What about "self-plagiarism"?

The term "self-plagiarism" is not used anymore



Illustrasjon: DALL-E/ChatGPT.

## What are the current rules:

**Re-using one's own previously submitted work that has produced results without stating this is considered cheating at NTNU.** Will be punished by cancellation of the exam, but not by suspension.

Unlawful reuse depends on the previous work generating credit either by study points (passed exam) or access to an exam (e.g., compulsory assignments, lab works etc.) in the same institution or at another institution.

Reuse of own work that has not resulted in credits is not unlawful and will not be considered as cheating (e.g., a failed exam).

What NTNU wants is to avoid students getting double credit for one and the same work (and getting an advantage not available for other students taking the same exam).

Source: <https://i.ntnu.no/wiki/-/wiki/English/Cheating+on+exams>.



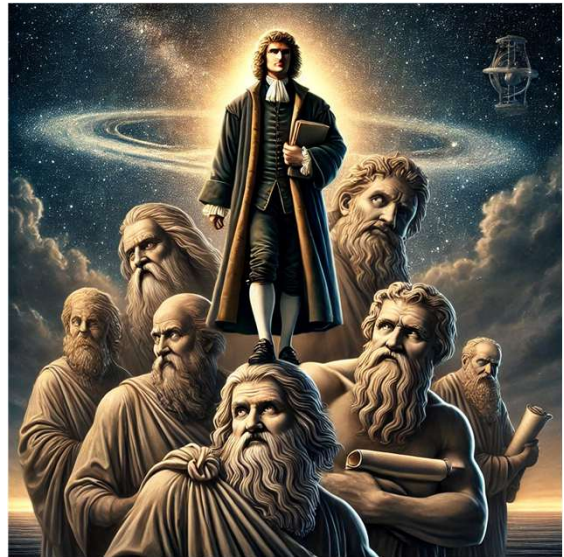
10

## How to avoid plagiarism using others' work

*"If I have seen further, it is by standing upon the shoulders of giants"*

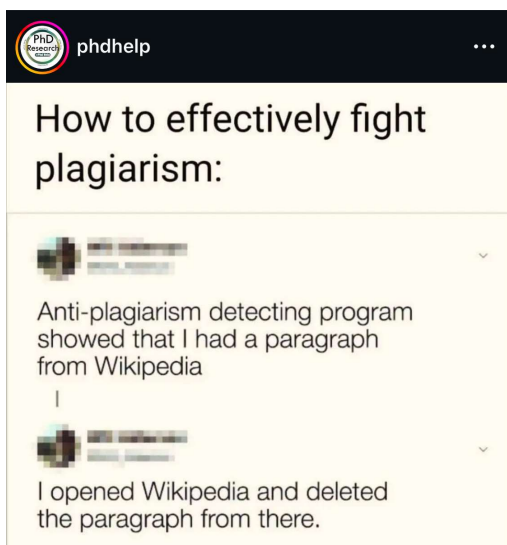
Isaac Newton in a letter to Robert Hook 15/2 1676

Most of our academic work is based on others' work. This is normal and copyright law grants us the right to cite others' work ("The right to cite"). **But we must use and cite others' work correctly!**

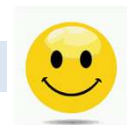


AI-generated illustration from ChatGPT/Dall-E

## How to avoid plagiarism using others' work



Probably not the best way to do it



Internet meme of unknown origin  
Smiley from Tenor.com (<https://tenor.com/search/smiley-gifs>)



## How to avoid plagiarism using others' work

- 1) Direct citation/quote
- 2) Paraphrasing/indirect quote
- 3) Summary



AI-generated illustration from ChatGPT/Dall-E

13

NTNU

13

## How to avoid plagiarism using others' work Using AIs



KI-generert illustrasjon fra Dall-E 3/ChatGPT.

Why don't we ask ChatGPT or other generative AIs to paraphrase or summarize for us?

NTNU

14

# How to avoid plagiarism using others' work Using AIs

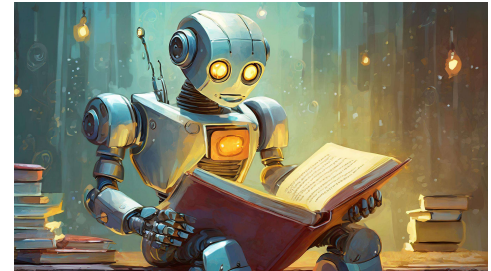
## What is considered cheating at NTNU:

### "Use of generative artificial intelligence

Generative artificial intelligence (language models) is permitted aids unless otherwise stated in the exam set or course description. If use is detected that does not comply with the requirements or restrictions that have been set, it is considered the use of illegal aids and is considered cheating.

If text, images, code or other things generated by artificial intelligence (AI) are pasted directly into the answer without making the reader/examiner aware of this, it is considered publishing someone else's text as your own and falls under the concept of cheating. NTNU has decided in its guidelines for cheating (headmaster's decision 01.03.24) that the student must refer to AI tools that have been used.

If the use of AI leads to the fabrication of data, e.g., fabrication of factual information or sources, this is considered cheating."



AI-generated illustration by Adobe Firefly.

Source: : <https://i.ntnu.no/wiki/-/wiki/English/Cheating+on+exams>



15

# How to avoid plagiarism using others' work Using AIs



AI generated illustration by ChatGPT.

Student at the University of Oslo wrote a thesis on human migration but cited several sources on migration in fish. This was considered cheating due to AI use.



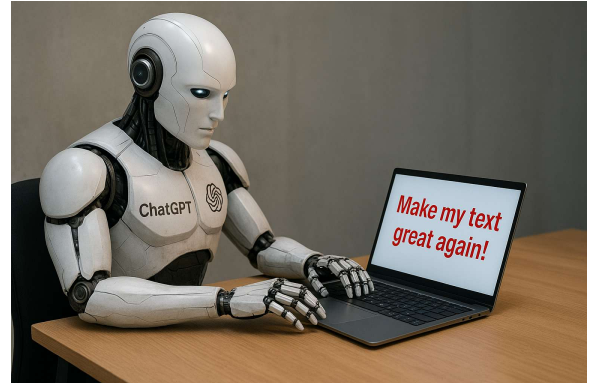
16



# How to avoid plagiarism using others' work Using AIs

## What is acceptable use at NTNU:

- **Writing support:** You can use AI tools, like Microsoft Copilot, to get input on the language of your academic texts, such as grammar and style, but be sure to acknowledge that you have used AI.
- **Idea generation:** Use AI to generate ideas or suggestions for the structure of a paper but develop and write the content yourself.
- **Data analysis:** Some tools with AI technology can be suitable for data analysis. It is important that the analyses follow good academic practice and have a high level of integrity.



AI-generated illustration by Adobe Firefly.

Kilde: <https://i.ntnu.no/wiki/-/wiki/Norsk/Hvordan+bruke+kunstig+intelligens+som+student>

# How to avoid plagiarism using others' work Using AIs

## What is acceptable use at NTNU:

- **Deklarasjon:** You need to refer/declare the use of AI-tools in your assignment/thesis (in the method section, reference list or by using an AI-declaration form). Ask your supervisor for advice about what is required for your course/discipline.
- **Facts/Sources:** Do not use generative AIs as a source for facts/information and do not cite an AI as a source in your reference list. Generative AIs are made to write good sentences, not to investigate reality.

Source: <https://i.ntnu.no/wiki/-/wiki/English/Artificial+intelligence+in+student+papers>

NTNU  
Fakultet for humaniora

**Declaration of AI aids and -tools**

Have any AI-based aids or tools been used in the creation of this report?

☐ No  
☐ Yes

If yes, please specify the aid/tool and area of use below:

**Text**

☐ Spell-checking: Are parts of the text checked for grammar or spelling? (Microsoft Word, Grammarly, etc.)

☐ Text generation: Are parts of the text generated by AI? (e.g., ChatGPT, etc.)

☐ Idea generation: Have ideas or suggestions for the structure of the paper been generated by AI? (e.g., ChatGPT, etc.)

☐ Data analysis: Are parts of the data analysis generated by AI? (e.g., ChatGPT, etc.)

☐ Other AI-based aids or tools: (Please specify the aid/tool and area of use below.)

**Code and algorithms**

☐ Programming: Are parts of the code generated by AI? (e.g., ChatGPT, etc.)

☐ Algorithms: Are parts of the algorithms generated by AI? (e.g., ChatGPT, etc.)

**Images and figures**

☐ Image generation: Are parts of the images generated by AI? (e.g., ChatGPT, etc.)

☐ Figure generation: Are parts of the figures generated by AI? (e.g., ChatGPT, etc.)

☐ Other AI-based aids or tools: (Please specify the aid/tool and area of use below.)

☐ I am declaring under NTNU regulations that I have not used any AI-based aids or tools in the creation of this report.

☐ I am declaring under NTNU regulations that I have used AI-based aids or tools in the creation of this report.

**ARTIFICIAL IDOT**

2+2=4  
3+2=5  
4+1=5  
5+1=6  
6+1=7  
7+1=8  
8+1=9  
9+1=10

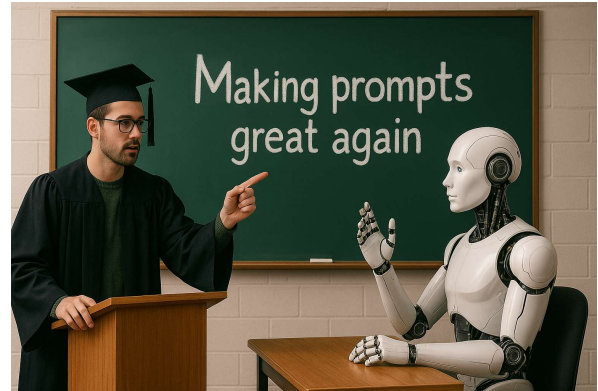
AI-generated illustration using Copilot prompted by Turi Marte Brandt Ånerud, NTNU UB

# How to avoid plagiarism using others' work

## Using AIs

### A few advices:

- Write a draft of the text based on sources found by your self.
- Use an AI for minor improvements of the text (check for spelling errors, grammar, suggestions for better language etc.).
- Ask the AI to suggest changes and state the reasons for these. Don't ask for a finished text.
- Go through the suggested changes and check that they do not change facts or meaning. In addition, check that the style of the text doesn't deviate too much from your own writing style in the rest of the manuscript.
- Check with your teacher/supervisor what is accepted AI use in your course/ discipline and how you should inform about AI use (e.g., is a declaration required?).
- Do not forget that traditional paraphrasing will generate better learning and understanding of the topic you are writing about.
- Attend the library's course "Artificial intelligence as a tool in your studies": <http://www.kurspaamelding.no/ntnu-ub/>



AI generated illustration by ChatGPT.

## Why should we cite correctly in academic writing?

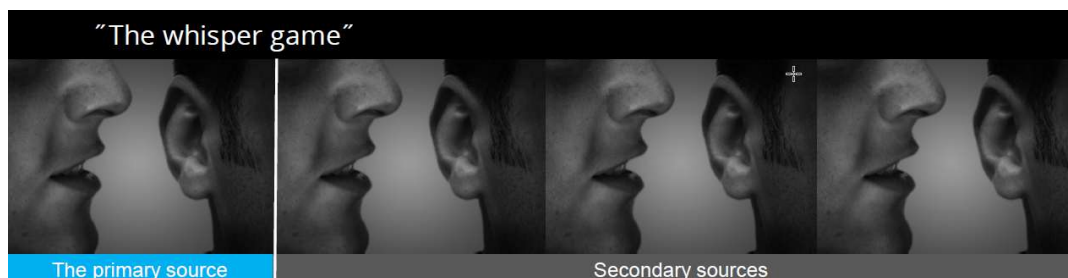


Illustration: Erlend Kristiansen. An adaption of photo by Jamin Gray, via flickr. <https://www.flickr.com/photos/jamingray/1056525232>. CC-BY-SA 2.0.

### "The Academic Whisper Game"

- Read and understand all sources you are using in your text.
- Transferring information from source to source without checking the original (primary) source.  
→ May lead to errors and quite serious consequences.
- Is the cause of several (in)famous academic urban myths.

## Why should we cite correctly in academic writing?

### "The US Opioid Crisis"

How bad citation practice contributed to extensive opioid abuse and deaths in USA.



Illustration: Netflix.

### THE OPIOID EPIDEMIC BY THE NUMBERS



<https://www.hhs.gov/opioids/statistics/index.html>



Illustration: Hulu.

## Why should we cite correctly in academic writing?

Editor's Note (added May 31, 2017): For reasons of public health, readers should be aware that this letter has been "heavily and uncritically cited" as evidence that addiction is rare with opioid therapy. Leung et al. describe its history.

CORRESPONDENCE ARCHIVE

### Addiction Rare in Patients Treated with Narcotics

371 Citing Articles

TO THE EDITOR

Recently, we examined our current files to determine the incidence of narcotic addiction in 39,946 hospitalized medical patients<sup>1</sup> who were monitored consecutively. Although there were 11,882 patients who received at least one narcotic preparation, there were only four cases of reasonably well documented addiction in patients who had no history of addiction. The addiction was considered major in only one instance. The drugs implicated were meperidine in two patients,<sup>2</sup> Percodan in one, and hydromorphone in one. We conclude that despite widespread use of narcotic drugs in hospitals, the development of addiction is rare in medical patients with no history of addiction.

Jane Porter  
 Hershel Jick, M.D.  
 Boston Collaborative Drug Surveillance Program Boston University  
 Medical Center, Waltham, MA 02154

2 References

January 10, 1980  
 N Engl J Med 1980; 302:123  
 DOI: 10.1056/NEJM198001103020221



Source: Porter, J., Hershel, J. Addiction rare in patients treated with narcotics. N Engl J Med. 1980; 302:123.

### "US Opioid Epidemics"

How bad citation practice contributed to extensive opioid abuse and deaths in USA.

Spelling error with potential consequences!

Cancer pain relief and palliative care

Report of a WHO Expert Committee  
 World Health Organization  
 Technical Report Series  
 824

68. PORTER, J. & JICK, H. Addiction rate in patients treated with narcotics. *New England journal of medicine*, 302: 123 (1980).

World Health Organization, Geneva 1980

# How to cite correctly in academic writing?

## General/Common knowledge:

General common knowledge or field-specific common knowledge consist of well-established and reliable facts. **This kind of information needs no citations.**

Example:

**The earth is round.**



Common knowledge is information that an average educated person would accept as reliable without having to look it up. Examples:

- Information that most people know (as stated above).
- Information shared by a cultural or national group.
- Knowledge shared by members of a certain field (e.g., BA students in biology).

NB! What may be common knowledge in one culture, nation, academic discipline or group may *not* be common knowledge in others (your readers). You need to assess who will be the audience of your writing and what they may know about your topic.

**NB! If you are in doubt, be cautious and cite the source!**

Source: NASA Goddard Space Flight Center [Public domain], via Wikimedia Commons ([https://commons.wikimedia.org/wiki/File:Rotating\\_earth\\_animated\\_transparent.gif](https://commons.wikimedia.org/wiki/File:Rotating_earth_animated_transparent.gif))

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## Instructions

Go to  
**www.menti.com**

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**1816 7653**



Or use QR code

## Why should we cite correctly in academic writing?

### Why should I cite my sources correctly – Recapitulation

- So that your contributions in the text is clearly separated from contributions taken from others (to avoid plagiarism).
- To show your readers that you have done a thorough investigation of the basis for your research/study.
- To give credit to others for their work.
- To show your readers sources that may be useful for them.
- To make it possible for your readers to find your sources if they want to check them out themselves.

Kilde: Academic Integrity at MIT (<https://integrity.mit.edu/handbook/citing-your-sources/avoiding-plagiarism-cite-your-source>) [Partly]

## How to cite correctly in academic writing

### Reference management programs

#### Learn how to use a reference management program

- Programs that help you save references in your own library, insert citations in your text, and automatically create a reference list in the end of the text.
- The programs allow you to change the style of your citations and the reference list at any time without any manual changes.
- The library offers courses and support for EndNote, Zotero and BibTeX/BibLaTeX.
- List of courses and support guides:
  - <https://kurspaamelding.no/ntnu-ub> (Courses)
  - <https://ntnu-no.libguides.com/EndNote-guide> (EndNote-guide)
  - <https://ntnu-no.libguides.com/Zotero> (Zotero-guide)





## How to cite correctly in academic writing

### Reference management programs



EndNote, Zotero and BibTex/BibLaTex need quality data in to provide quality data out to your citations and reference list.

You need to check the reference list properly even though you use a reference management system.

## Break



<https://ristl@os.no/>

Join at [menti.com](https://www.menti.com) | use code **1816 7653**



## Instructions

Go to  
**[www.menti.com](https://www.menti.com)**

Enter the code

**1816 7653**



Or use QR code



29

## Referencing



Illustration from <https://www.sokogskriv.no/en/>

30

# Main principles of referencing

- Purpose: Separate between your own text and text written by others.
- Consists of two elements: in-text citation and a reference in the reference list.
- Any in-text citation must be found in the reference list, and vice versa

## Example

### In-text citation

In addition to the name of the owner and date of acquisition, we can sometimes find hand-written curses against potential thieves in privately owned books (Jackson, 2001, p.24).

### Bibliography:

Jackson, H. J. (2001). *Marginalia: Readers writing in books*. Yale University Press.

# How to cite your sources

There are several **reference styles**:

- A standard format for referencing your sources
- Ask your lecturer which style is used in your study programme
- Most important: choose a style and use it consistently

Common styles:

- Author-Date: APA 7, Chicago B, Harvard
- Numerical: Vancouver
- Footnotes: Chicago A

More information here:  
[NTNU academic writing](#),  
[The Citation compass](#), [Search & Write](#)



Using and Citing Sources

Reference style

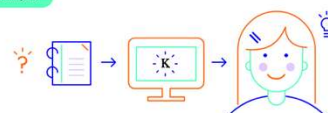
APA 7 | Chicago A | Chicago B |  
Harvard | Vancouver

Reference management tools:  
BibLaTeX | EndNote | Zotero

Plagiarism | Copyright

The Citation Compass helps you cite sources correctly, and also critically evaluate sources.

How to use the Citation Compass?



Reference styles

What is a reference style?

APA 7th

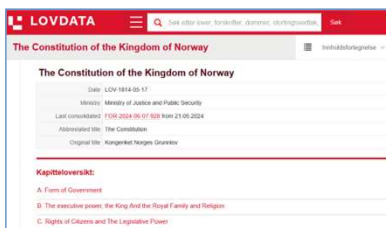
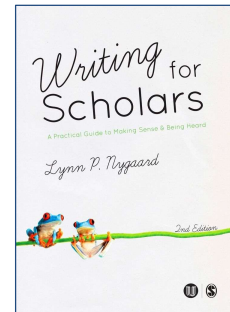
IEEE

APA 7th for footnotes

# How to cite your sources 2

When you have chosen a style:

- How you format the reference depends on the type of source
- There are rules for how to cite books, articles, laws, videos, webpages etc.
- Noone expects you to remember every detail – use an online resource or a reference management tool.
- Ask a librarian if you have any question!



33



33

## Author-date style: APA 7

- Author and year is given in the in-text citation
- Alfabetic bibliography
- APA 7 is used mainly in the social sciences, and some health- and natural sciences.

Find the rules here:

- [NTNU Academic writing](#)
- [The Citation compass](#)
- [Search & Write](#)
- [APA 7th ed. Publication Manual](#) Printed edition.

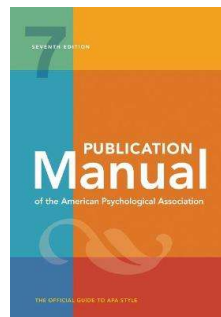


Illustration from:  
Wisloff, U., Castagna, C., Helgerud, J., Jones, R., & Hoff, J. (2004). Strong correlation of maximal squat strength with sprint performance and vertical jump height in elite soccer players. *British Journal of Sports Medicine*, 38(3), 285–288. <https://doi.org/10.1136/bjism.2002.002071>

It has been found that male elite soccer players cover 8–12 km during a game, depending on team role (Bangsbo et al., 1991; Reilly, 2003; Reilly & Thomas, 1976), nutritional status (Jacobs et al., 1983; Saltin, 1973), and aerobic capacity (Helgerud et al., 2001; Smaros, 1980). Within this aerobic context a sprint bout occurs about every 90 seconds (Reilly, 2003), each lasting an average of two to four seconds (Bangsbo et al., 1991; O'Donoghue, 1998; Reilly, 2003). Sprinting constitutes 1–11% of the total distance covered in a match (Bangsbo et al., 1991; Reilly, 2003), corresponding to 0.5–3.0% of effective playing time—that is, the time when the ball is in play (Ali & Farrally, 1991; Bangsbo, 1992; Bangsbo et al., 1991; O'Donoghue, 1998). Recently we showed that improvement in aerobic capacity in elite junior soccer players increased the distance covered, the play intensity, the number of sprints, and ball involvement during a game (Smaros, 1980). Such findings highlight some of the advantages of a high aerobic capacity in soccer when related to actual performance.

Ali, A., & Farrally, M. (1991). A computer-video aided time motion analysis technique for match analysis. *Journal of Sports Medicine and Physical Fitness*, 31(1), 82–88. <https://www.ncbi.nlm.nih.gov/pubmed/1861489>

Bangsbo, J. (1992). Time and motion characteristics of competition soccer. *Sci Football*, 6(2), 34–40.

Bangsbo, J., Norregaard, L., & Thorso, F. (1991). Activity profile of competition soccer. *Canadian Journal of Sport Sciences*, 16(2), 110–116. <https://www.ncbi.nlm.nih.gov/pubmed/1647856>

Helgerud, J., Engen, L. C., Wisloff, U., & Hoff, J. (2001). Aerobic endurance training improves soccer performance. *Medicine and Science in Sports and Exercise*, 33(11), 1925–1931. <https://doi.org/10.1097/00005768-200111000-00019>

Jacobs, I., Anderberg, A., Schele, R., & Lithell, H. (1983). Muscle glycogen in soldiers on different diets during military field manoeuvres. *Aviation Space and Environmental Medicine*, 54(10), 898–900. <https://www.ncbi.nlm.nih.gov/pubmed/6651711>

O'Donoghue, P. (1998). *Time-motion analysis of work-rate in elite soccer*. *World Congress of Notational Analysis of Sport IV, Porto, Portugal* (pp. 65–71). University of Porto Press.

Reilly, T. (2003). Motion analysis and physiological demands. In T. Reilly & M. Williams (Eds.), *Science and Soccer* (2nd ed., pp. 67–80). Routledge.

Reilly, T., & Thomas, V. (1976). A motion analysis of work-rate in different positional roles in professional football match-play. *Journal of Human Movement Studies*, 2, 87–97.



34

## Numerical style: Vancouver

- Numbered in-text citations
- References in the bibliography are numbered consecutively in order of appearance in the text
- Used in medicine, natural sciences and some technology subjects.

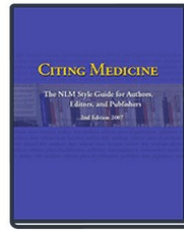


Illustration from: Wisløff U, Castagna C, Helgerud J, Jones R, Hoff J. Strong correlation of maximal squat strength with sprint performance and vertical jump height in elite soccer players. *Br J Sports Med.* 2004;38(3):285-8.

It has been found that male elite soccer players cover 8–12 km during a game, depending on team role (1–3), nutritional status (4, 5), and aerobic capacity (6, 7). Within this aerobic context a sprint bout occurs about every 90 seconds (2), each lasting an average of two to four seconds (1, 2, 8). Sprinting constitutes 1–11% of the total distance covered in a match (1, 2), corresponding to 0.5–3.0% of effective playing time—that is, the time when the ball is in play (1, 8–10). Recently we showed that improvement in aerobic capacity in elite junior soccer players increased the distance covered, the play intensity, the number of sprints, and ball involvement during a game (7). Such findings highlight some of the advantages of a high aerobic capacity in soccer when related to actual performance.

1. Bangsbo J, Norregaard L, Thorso F. Activity profile of competition soccer. *Can J Sport Sci.* 1991;16(2):110-6.
2. Reilly T. Motion analysis and physiological demands. In: Reilly T, Williams M, editors. *Science and Soccer*. 2nd ed. London: Routledge; 2003. p. 67-80.
3. Reilly T, Thomas V. A motion analysis of work-rate in different positional roles in professional football match-play. *Journal of Human Movement Studies.* 1976;2:87-97.
4. Jacobs I, Anderberg A, Schele R, Lithell H. Muscle glycogen in soldiers on different diets during military field manoeuvres. *Aviat Space Environ Med.* 1983;54(10):898-900.
5. Saltin B. Metabolic fundamentals in exercise. *Med Sci Sports.* 1973;5(3):137-46.
6. Helgerud J, Engen LC, Wisløff U, Hoff J. Aerobic endurance training improves soccer performance. *Med Sci Sports Exerc.* 2001;33(11):1925-31.
7. Smaros G. Energy usage during a football match. *Proceedings of the 1st International Congress on Sports Medicine Applied to Football* (pp. 795-801). Rome: D. Guanello; 1980.
8. O'Donoghue P. Time-motion analysis of work-rate in elite soccer. *World Congress of Notational Analysis of Sport IV*, Porto, Portugal (pp. 65-71). Porto: University of Porto Press; 1998.
9. Ali A, Farrally M. A computer-video aided time motion analysis technique for match analysis. *J Sports Med Phys Fitness.* 1991;31(1):82-8.
10. Bangsbo J. Time and motion characteristics of competition soccer. *Sci Football.* 1992;6(2):34-40.

Find the rules here:

- [NTNU Academic writing](#)
- [Citing Medicine: the NLM style guide for authors, editors, and publishers.](#)

## Footnote style: Chicago A

- In-text citations are placed in footnotes. The note includes the full reference the first time a source is referenced, but a shorter version the other times.
- Alfabetetic bibliography
- Chicago A is mostly used in the humanities.



Illustration from: Thue, Fredrik W. "Den historiske allmenndannelse: historiefaget i høyere/videregående skole, 1869-2019". *Historisk tidsskrift* 98, 2 (2019): 167-190. <https://doi.org/10.18261/issn.1504-2944-2019-02-04>.

det man oppfattet som venstrebevegelsens norsk-nasjonale sjåvinisme. Historievitenskapen skulle, som Svendsen sammenfatter det, «leve i symbiose med Norges *dannede Almenhed*.»<sup>1</sup>

I hvilken grad kom dette programmet til å prege historiefaget i norsk skole? Hovedbildet som avtegner seg i den eksisterende forskningen, er at skolefaget ble preget av en nasjonalistisk «venstrelinje», mens den konservative historikertradisjonen som HIFO sprang ut av, fikk begrenset innflytelse.<sup>2</sup>

Denne forskningen har imidlertid vært ensidig i tre ulike henseender. For det første har den prioritert folkeskolen fremfor den høyere skolen. Går man ut fra premisset om at historien til de brede lag har større interesse enn elites historie, er dette en rimelig prioritering: Folkeskolen omfattet alle, mens den høyere skole frem til 1960-årene var en eksklusiv utvalgs-skole som rekrutterte noen få prosent av ungdomskullene.<sup>3</sup> Vil man imidlertid studere samspillet mellom universitets- og skolelag, blir den høyere skolen særlig interessant.

For det andre har tidligere studier med få unntak analysert lærebøker og læreplaner i norsk historie fremfor verdenshistorie. Som Egil Børre Johnsen har påpekt, har ingen lærebøker i skolen vært gransket mer energisk enn historiebøkene.<sup>4</sup> I studiet av disse bøkene

1. Svendsen 2001: 311.
2. Eeks, Odgaard 1983, Frigaard 1995, Kjølberg 1996, Mørk 2005, Lorentzen 2005, Howland 2016.
3. Slagsiden har imidlertid også sammenheng med at skolehistorie i stor grad har vært drevet i tilknytning til de pedagogiske instituttene ved universitetene og lærerutdanningsmiljøene ved høyskolene. Begge disse har vært grunnkoleorienterte, lastr er det blitt produsert mange relevante hoved- og masteroppgaver i samarbeid mellom Bergen Lærarhøgskole/Høgskolen i Bergen og Historisk institutt/ATHK ved Universitetet i Bergen.
4. Johnsen 2012.

### LITTERATUR:

- Andersson, J. (2012). The Great Future Debate and the Struggle for the World, *The American Historical Review* 117, 5: 1411–1430. <https://doi.org/10.1093/ahr/117.5.1411>
- Aubert, K. (1927). Historienundervisningen efter loven av 1896, i Boyesen, E. & Widdhagen, F. C. (red.), *Tidskjifte: en hyldest til K. Brekke, J. Høngen, A. Røder, Aug. Western, P. Østbye*: 142–146. Oslo: Aschehoug.
- Boyesen, E. (1954). *Ræder, Anton Henrik. Norsk biografisk leksikon*, bd. 12: 101–112. Oslo: Aschehoug.
- Bull, F. (1963). *Tradisjoner og minner*. Oslo: Gyldendal Norsk Forlag.
- Bolling, R. (1983). *Sozialgeschichte der deutschen Lehrer. Ein Überblick von 1800 bis zur Gegenwart*. Göttingen: Vandenhoeck & Ruprecht.



# Where to find information for the reference

## Title page

## Copyright page (normally back of title page)

The diagram illustrates the process of finding reference information from a book's title page and copyright page. It features two main sections: the Title page and the Copyright page (normally back of title page).

**Title page information:**

- Title and subtitle:** Thesis and Dissertation Writing in a Second Language
- Edition:** A Handbook for Students and their Supervisors, SECOND EDITION
- Author(s):** Brian Paltridge and Sue Starfield
- Publisher:** Routledge

**Copyright page information:**

- Year:** Second edition published 2020
- Note:** edition and reprint are not the same!
- Use the year for the edition, or the year in the copyright note, not the reprint.**
- First published 2002**
- Reprinted 2008**
- Copyright © Rowena Murray 2006**

37



37

# Chapter in edited book: APA 7 and Vancouver

- Cite the chapter you have used, not the entire book.
- If you have used several chapter, each chapter must be cited separately.
- Note: this is only valid for books with editors. If a book is not edited but has several authors, you should cite the whole book even if you have only used one chapter.

## APA 7:

**In-text:** (Sawyer, 2019, p. 139)

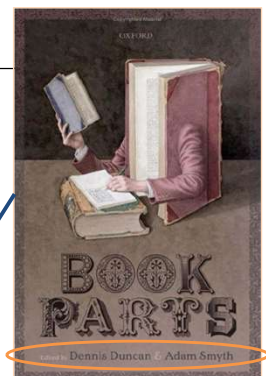
**In reference list:** Sawyer, D. (2019). Page numbers, signatures, and catchwords. In D. Duncan & A. Smyth (Eds.), *Book Parts* (pp. 137-150). Oxford University Press.

## Vancouver:

**In-text:** (2)

**In reference list:** 2. Sawyer, D. Page numbers, signatures, and catchwords. In: Duncan D, Smyth A. editors. *Book Parts*. Oxford: Oxford University Press; 2019. p. 137-150.

| CONTENTS                                     |      |
|----------------------------------------------|------|
| LIST OF FIGURES                              | ix   |
| LIST OF PLATES                               | xiii |
| CONTRIBUTORS                                 | xv   |
| A NOTE ON THE TYPE                           | xvi  |
| 1 INTRODUCTION                               | 1    |
| Dennis Duncan and Adam Smyth                 |      |
| 2 DUST JACKETS                               | 3    |
| Gill Partridge                               |      |
| 3 FRONTISPICES                               | 15   |
| Laura Cole                                   |      |
| 4 TITLE PAGES                                | 39   |
| Whitney Thorton                              |      |
| 5 IMPRINTS, IMPRIMATURS, AND COPYRIGHT PAGES | 37   |
| Sher Rogers                                  |      |
| 6 TABLES OF CONTENTS                         | 63   |
| Joseph A. Howley                             |      |
| 7 ADDRESSES TO THE READER                    | 81   |
| Morgan J. Brown                              |      |
| 8 ACKNOWLEDGEMENTS AND DEDICATIONS           | 95   |
| Helen Smith                                  |      |
| 9 PRINTERS' ORNAMENTS AND FLOWERS            | 109  |
| Hazel Wilkinson                              |      |
| 10 CHARACTER LISTS                           | 113  |
| Thomas J. Adams                              |      |
| 11 PAGE NUMBERS, SIGNATURES, AND CATCHWORDS  | 137  |
| Daniel Sawyer                                |      |
| 12 CHAPTER HEADS                             | 141  |
| Nicholas Davies                              |      |
| 13 EPIGRAPHS                                 | 163  |
| Rachel Sager Buma                            |      |
| 14 STAGE DIRECTIONS                          | 177  |
| Tiffany Stern                                |      |
| 15 RUNNING TITLES                            | 191  |
| Clare M. L. Boone                            |      |



Remember: The name of the chapter author(s), not the editor(s), should be used for the in-text citation.

38



38

## Chapter in edited book: Chicago A

### Footnotes

**Full reference in note:** 1. Daniel Sawyer, «Page numbers, signatures, and catchwords», in *Book Parts*, ed. Dennis Duncan and Adam Smyth (Oxford: Oxford University Press, 2019), 139.

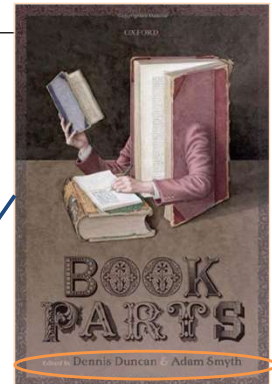
**Short version in note:** 2. Sawyer, «Page numbers, signatures, and catchwords», 142

### Reference list:

**1 referanselista:** Sawyer, Daniel. «Page numbers, signatures, and catchwords». In *Book Parts*, edited by Dennis Duncan and Adam Smyth, 137-150. Oxford: Oxford University Press, 2019.

Remember: The name of the chapter author(s), not the editor(s), should be used for the in-text citation.

| CONTENTS                                     |       |
|----------------------------------------------|-------|
| LIST OF FIGURES                              | xv    |
| LIST OF PLATES                               | xviii |
| CONTRIBUTORS                                 | xv    |
| A NOTE ON THE TYPE                           | xvi   |
| 1 INTRODUCTION                               | 1     |
| Dennis Duncan and Adam Smyth                 |       |
| 2 DUST JACKETS                               | 13    |
| Gill Parrington                              |       |
| 3 FRONTISPICES                               | 15    |
| Laura Cole                                   |       |
| 4 TITLE PAGES                                | 29    |
| Whitney Thomas                               |       |
| 5 IMPRINTS, IMPRIMATURS, AND COPYRIGHT PAGES | 31    |
| Shaf Rogers                                  |       |
| 6 TABLES OF CONTENTS                         | 61    |
| Joseph A. Howley                             |       |
| 7 ADDRESSES TO THE READER                    | 81    |
| Margaret J. Brown                            |       |
| 8 ACKNOWLEDGEMENTS AND DEDICATIONS           | 95    |
| Helen Smith                                  |       |
| 9 PRINTERS' ORNAMENTS AND FLOWERS            | 109   |
| Helen Wilkinson                              |       |
| 10 CHARACTER LISTS                           | 111   |
| Tamara Adlin                                 |       |
| 11 PAGE NUMBERS, SIGNATURES, AND CATCHWORDS  | 127   |
| Daniel Sawyer                                |       |
| 12 CHAPTER HEADS                             | 131   |
| Nicholas Dimes                               |       |
| 13 EPIGRAPHS                                 | 165   |
| Rachel Rogers Burns                          |       |
| 14 STAGE DIRECTIONS                          | 177   |
| Tiffany Stone                                |       |
| 15 RUNNING TITLES                            | 191   |
| Chloe M. L. Bourne                           |       |



## Secondary source citations

OPEN ACCESS Freely available online



### Why Do Woodpeckers Resist Head Impact Injury: A Biomechanical Investigation

Lizhen Wang<sup>1,2</sup>, Jason Tak-Man Cheung<sup>3</sup>, Fang Pu<sup>1</sup>, Deyu Li<sup>1</sup>, Ming Zhang<sup>2\*</sup>, Yubo Fan<sup>1\*</sup>

<sup>1</sup> Key Laboratory for Biomechanics and Mechanobiology of Ministry of Education, School of Biological Science and Medical Engineering, Beihang University, Beijing, People's Republic of China, <sup>2</sup> Department of Health Technology and Informatics, the Hong Kong Polytechnic University, Hong Kong, <sup>3</sup> Li Ning Sports Science Research Center, Beijing, People's Republic of China

times per day on average. Woodpeckers perform rhythmic drumming with their beaks on surfaces such as dead tree limbs to catch and feed themselves with worms, or attract a mate and announce their territorial boundaries [9]. In view of biomechanics it is not well understood why woodpeckers resist head impact injuries.

9. Spring LW (1965) Climbing and pecking adaptations in some north american woodpecker. *Condor* 67: 457-488.

Who should you cite here?

Preferably: find the primary source (here: Spring, 1965), read and then cite it.

## Secondary source citations 2

- If you can't find the primary source, or don't have time to look for it: cite the secondary source, but make it obvious that you haven't read the primary source, as shown below.
- ONLY cite sources you have read yourself!

Spring (1965, cited in Wang et al., 2011, p. 1) describes the various functions of the woodpecker's drumming as...

**Or**

The drumming of woodpeckers is useful both for feeding and finding mates (Spring, 1965, cited in Wang et al., 2011, p. 1).

**Reference list:**

Wang, L., Cheung, J. T.-M., Pu, F., Li, D., Zhang, M. & Fan, Y. (2011). *Why do woodpeckers resist head impact injury: A Biomechanical investigation*. *PLoS ONE* 6(10). 1-8. doi:10.1371/journal.pone.0026490

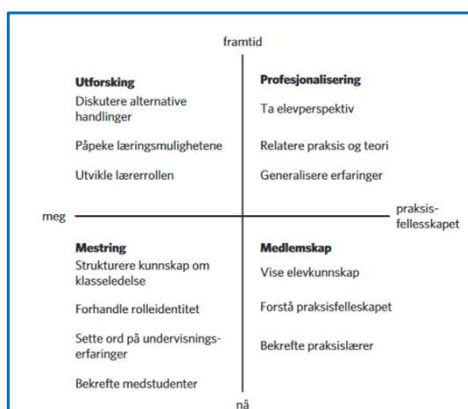
## Use of images, tables or figures

- You can choose to describe an image, table or figure, without reproducing it in your assignment. Cite your source as usual with an in-text citation and a reference.
- You normally need permission to reproduce an image, table or figure in your text. Some have licenses that permits reuse (like [Creative Commons](#)), if not you should ask the copyright holder for permission
- You will also need permission to change anything in the image.
- This is most important for BA, MA or PhD-theses that will be digitally available through NTNU Open.

Remember: the fact that an image is available online, does not mean that it is free to use by anyone!



## Example: depicting a table (APA 7)



**In-text:** (Figure 3)

**Reference list:** Klemp, T., Nilssen, V., Strømman, E. & Dons, C. F. (2016). *På vei til å bli skrivelever: lærerstudenten i dialog med teori og praksis*. Cappelen Damm.

Add «Adapted by author» to the reference if you have made any changes to the image, table or figure.

Read more on [CC/Creative Commons-licenses here](https://creativecommons.org/licenses/by/4.0/)

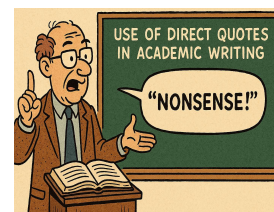
Figure 3: Korsmodellen – perspektiver og skriveformål i praksisloggene.

In *På vei til å bli skrivelever: Lærerstudenten i dialog med teori og praksis* (s. 44), by T. Klemp, V. Nilssen, E. Strømman og C. F. Dons, 2016, Cappelen Damm

(<https://press.nordicopenaccess.no/index.php/noasp/catalog/book/40>), CC BY 4.0.

## Direct quotation

- Word for word reproduction of someone else's text.
- Useful when the wording is just as important as the content: definitions, well-written descriptions, statements for discussion etc.
- Using many direct quotations may seem less independent
- Page number must always be included in the in-text citation for direct quotations.



AI-generated illustration from M365 Copilot

Direct quotations should not be translated – unless the reader is unlikely to understand the original language, or your translation is important. If so, you should give both the original text and your translation, and add «my translation» to the in-text citation. Ask your lecturer or tutor if you consider doing this.

# Short direct quotation



## Short quotation: Less than 40 words or 3 lines

Whether connected to diplomatics, philological studies or history, one fundamental function of palaeography has been the proper understanding and transcription of medieval texts, or, as it is formulated in the English translation of Bernhard Bischoff's Latin Palaeography, "the correct decipherment of old handwriting" (Bischoff 1990, 2, German orig. 1979).

Source: Ommundsen, A. (2007). Books, scribes and sequences in medieval Norway [Doctoral dissertation]. University of Bergen.

**Remember** that direct quotes must be used! Here, the surrounding sentences place the quote in the context of the assignment and show why it has been included."

# Long direct quotations



## More than 40 words or 3 lines

Note that there are both an introduction to and comments after the quotation that places it in the context of Jackson's text.

Text from Jackson, H. J. (2001). *Marginalia: Readers writing in books*. Yale University Press. Page 158.  
The quotation is from page 166 in Coleridge, S. T. (1976). *On the constitution of the church and state* (edited by J. Colmer). Princeton University Press. (Originally published 1830)

The remarks with which Coleridge introduced the Taylor notes in his book *On the Constitution of the Church and State* (1829) are a typical piece of personal myth-making:

And here . . . I transcribe two or three annotations which I had *pencil*ed, (for the book was lent to me by a friend who had himself borrowed it) on the margins of a volume, recently published, and entitled, "The Natural History of Enthusiasm." They will, at least, remind some of my old school-fellows of the habit for which I was even then noted: and for others they may serve, as a specimen of the Marginalia, which, if brought together from the various books, my own and those of a score others, would go near to form as bulky a volume as most of those old folios, through which the larger portion of them are dispersed.<sup>16</sup>

It is instructive to see how Coleridge, toward the end of his career, saw himself as an annotator and wanted to be remembered—namely, as



# Making changes in direct quotations

"Scorpions are notorious for their stinging behaviour and powerful venoms [...] As yet, there have been no controlled or quantitative studies of sting use" (Rein, 1993, p. 60)

"Scorpions are notorious for their signing [*sic*] behaviour and *powerful* [emphasis added] venoms [...] As yet, there have been no controlled or quantitative studies of sting use" (Rein, 1993, p. 60)

- Use [...] if you need to remove one or several words from a quotation.
- Use [*sic*] to mark misspellings or grammatical errors.
- Use [ ] if you want to add one or several words or change the format, e.g. if to explain or emphasize something.

## Paraphrasing

- To reproduce the meaning or ideas of someone else's text in your own words.
- Often seen as a more independent use of sources than direct quotations.
- **Note** that the text must be sufficiently reformulated to count as a paraphrase – direct translation from another language is not enough.

### Suggestions on how to write a paraphrase:

- Read the text and make sure you understand its meaning.
- Put it away and do something else for a while.
- Write your own interpretation.
- Check against the original to see that the wording is sufficiently changed, but the meaning still intact.

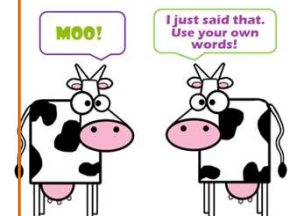


Illustration: The Virtual Library  
<https://www.virtuallibrary.info/paraphrasing.html>

**Remember:** You still have to cite the source!

# Example of paraphrasing 1

## Original text (Harzing, 2002)

“Academics and practitioners alike turn to academic articles as a reliable source of information. An important aspect that distinguishes academic articles from others is the care that is taken to substantiate claims and arguments, often by referring to other literature in the Field.”

## Paraphrasing: first attempt

Scholastics and experts alike go to academic articles as a dependable source of data. A central feature that separates academic articles from others is the consideration that is taken to substantiate statements and contentions, frequently by alluding to other texts in the Field. (Harzing, 2002).

Harzing, A.-W. (2002). Are our referencing errors undermining our scholarship and credibility? The case of expatriate failure rates. Journal of organizational behavior, 23, 127-148.



49

# Example of paraphrasing 2

## Original text (Harzing, 2002)

“Academics and practitioners alike turn to academic articles as a reliable source of information. An important aspect that distinguishes academic articles from others is the care that is taken to substantiate claims and arguments, often by referring to other literature in the Field.”

**X** = Identical text

Superficial changes—  
this is plagiarism

## Paraphrasing: first attempt

Scholastics **and** experts **alike** go **to** **academic articles as a** dependable **source of** data. A central feature **that** separates **academic articles from others** **is the** consideration **that is taken to** **substantiate** statements contentions, frequently **by** alluding **to** **other** texts **in the Field.** (Harzing, 2002).

Harzing, A.-W. (2002). Are our referencing errors undermining our scholarship and credibility? The case of expatriate failure rates. Journal of organizational behavior, 23, 127-148.



50

## Example of paraphrasing 3

### Original text (Harzing, 2002)

“Academics and practitioners alike turn to academic articles as a reliable source of information. An important aspect that distinguishes academic articles from others is the care that is taken to substantiate claims and arguments, often by referring to other literature in the Field.”

Harzing, A.-W. (2002). Are our referencing errors undermining our scholarship and credibility? The case of expatriate failure rates. Journal of organizational behavior, 23, 127-148.

### Paraphrasing: second attempt

Harzing (2002) points out that the reliability of academic articles are secured by comparing and considering their content to previous works in the Field. Consequently, they often form a bead-rock on which specialists base their work.

## Example of paraphrasing 4

### Original text (Harzing, 2002)

“Academics and practitioners alike turn to academic articles as a reliable source of information. An important aspect that distinguishes academic articles from others is the care that is taken to substantiate claims and arguments, often by referring to other literature in the Field.”

Harzing, A.-W. (2002). Are our referencing errors undermining our scholarship and credibility? The case of expatriate failure rates. Journal of organizational behavior, 23, 127-148.

 Identical text

### Paraphrasing: second attempt

Harzing (2002) points out that the reliability of academic articles are secured by comparing and considering their content to previous works in the Field. Consequently, they often form a bead-rock on which specialists base their work.

Accepted – your own words!

# Summary



Summarizing!

- A synthesis of the main content and ideas of a text, restated in your own words
- Covers more of the original text than a paraphrase
- **Remember** to cite the source!

## Suggestions on how to write a summary:

- Read the original text thoroughly.
- Identify main ideas/topics, make sure you understand it correctly
- Write a paraphrased sentence for each idea/topic.
- Combine the paraphrased sentences to one sentence.
- The resulting text should be significantly shorter than the original.

53



53

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54

# Where to put citations

Several citations to the same text in a paragraph:

Frogs are excellent indicator species to measure wetland health. They are very sensitive to changes in pH caused by acid rain, and they are also very sensitive to different types of pollution (**Willemsen, 2010**). When frog populations in a wetland plummet, one can be sure that something is going wrong in the wetland (**Smith, 2013**). In addition, when oddities in frog morphology appear, like frogs with five legs or two heads, one can also assume something is going wrong in the wetland environment (**Willemsen, 2010**).

All of them are needed, because there are more than one text being cited, and Smith is cited in between the two paraphrases from Willemsen.

# Where to put citations 2

Several citations to the same text in a paragraph :

Frogs are excellent indicator species to measure wetland health. They are very sensitive to changes in pH caused by acid rain, and they are also very sensitive to different types of pollution (**Willemsen, 2010**). When frog populations in a wetland plummet, one can be sure that something is going wrong in the wetland (**Willemsen, 2010**). In addition, when oddities in frog morphology appear, like frogs with five legs or two heads, one can also assume something is going wrong in the wetland environment (**Willemsen, 2010**).

This is technically correct, but can be avoided by changing the text.



## Where to put citations 3

Frogs are excellent indicator species to measure wetland health. **Willemssen (2010)** relates research conducted recently in Wisconsin that shows that frogs are very sensitive to changes in pH caused by acid rain, and they are also very sensitive to different types of pollution. **Her research indicates** that when frog populations in a wetland plummet, one can be sure that something is going wrong in the wetland. **In addition, she finishes by** noting that when oddities in frog morphology appear, like frogs with five legs or two heads, one can also assume something is going wrong in the wetland environment.

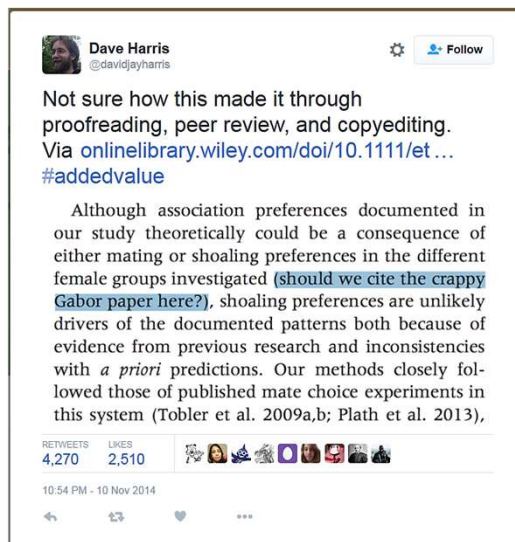
This is correct, even though there is only one in-text citation. Writing "Her research indicates..." and "In addition, she finishes by noting ..." tells the reader that the following information comes from the same source as above.

57



57

## Lastly: don't do this!



Figur: Symbols and Emoticons. <https://www.symbols-n-emoticons.com/2013/09/embarrassed-smiley.html>



58