Planning Your Search
“Why are we here?”

- Master thesis
- Search, find and choose good and relevant literature
- “(...)can analyze and deal critically with various sources of information and use them to structure and formulate scholarly arguments“
- The library is there to help you!
“Let me just Google!”

- Anyone can publish
- Who is behind?
- Thrustworthy?
- Intentions?
- Onesided approach?
- Library resources are quality checked
Subject and Thesis Statement

- **Subject:**
  Intercultural communication

- **Thesis Statement:**
Planning Your Search

- What?
  - parenting, minorities, Norway, Somalia
- Who?
  - parents, children
- When?
  - last five years
- Where
  - Norway, Scandinavia, Northern Europe
Finding Search Words

- Use keywords from your curriculum or thesis statement

- Find synonyms and related terms
  - assessment/evaluation

- Find definitions
  - intercultural communication
Wildcard Searching

- learn*
  - learn, learns, learning, learner, learners
- motiv*
  - motivation, motivate, motivating, motivational

*=truncation

AND
OR
NOT
- Search for many types of literature: books, articles, reports, theses etc.
- Many hits - narrow
- Few hits - expand
- Oria
Scientific Articles

- Research
- Peer reviewed and with a specific structure
- Registered in databases
  - Academic Search Premier, SocIndex
  - Google scholar
• Useful for phrase search
• Articles the library has access to
• Get an overview
Search, Search, Search!

On this page you will find useful tutorials on how to search in Oria and Ebsco-databases.

https://libguides.uis.no/LSS
Using sources
“All researchers and students are obliged to follow good citation practice. This is a prerequisite for critical examination and important for enabling further research” (p. 28).


We cite in order to

- acknowledge the work of others
- clearly show what is our own work
- help the reader find the sources used
When do you need to cite

- Direct quotations (exact wording)
- Indirect quotations/ paraphrases (your own wording)
- Summaries
Plagiarism

Examples:

- Failing to cite sources
- Failing to use quotation marks for direct quotations
- Failing to properly put indirect quotations into your own words
- Self-plagiarism

“Plagiarism is unacceptable and constitutes a serious breach of recognised norms of research ethics” (p. 29).

Section 5-1. Cheating

1. Cheating or attempted cheating during tests is considered to include:
   a) Having illegal aids available during the test
   b) Presenting the work of others as one’s own
   c) Quoting sources in an assignment without using quotation marks, italics or other methods to indicate that the text is a quotation
   d) Quoting or otherwise utilising one's own previously submitted work without sufficient reference.
   e) Using sources in written work without adequate references
   f) Unauthorised collaboration between exam candidates or groups
   g) Acting in violation of applicable regulations or guidelines that apply to the test.

Reference style?
http://kildekompasset.no/english

APA 6 style
APA 7 coming soon!

The Citation Compass
Avoid plagiarism

References
- APA 6th
- APA 6th for footnotes
- Chicago 16 A
- IEEE

Source evaluation
- Books
- Scientific articles
- Webpages
- Works of reference
- Public documents
- Newspapers

Legislation
- Use of archive records
- Copyright
- Design
- Patent
- Trademark
<table>
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<tr>
<th>Sort</th>
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<th>Book</th>
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<tbody>
<tr>
<td>Anonymous newspaperarticle</td>
<td>Author with several publications same year</td>
<td>Blog entry</td>
<td>Book with editor</td>
<td>Book with one author</td>
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<tr>
<td>Book with three-five authors</td>
<td>Book with two authors</td>
<td>Chapter in edited book</td>
<td>Compendium</td>
<td>Conference paper - abstract found online</td>
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<td>E-book</td>
<td>E-mail</td>
<td>Image found online</td>
<td>Image from printed source</td>
<td>Journal article with six or seven authors</td>
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<tr>
<td>Journal article with one author</td>
<td>Journal article with three-five authors</td>
<td>Journal article with two authors</td>
<td>Norwegian laws and regulations</td>
<td>Master's thesis</td>
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</tbody>
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Chapter in edited book

In the text

Author, year, pages

(Peduzzi, 2016, p. 74)

In the reference list


In EndNote

Add as "Book section".

Fill out the fields Author, Year, Title, Editor, Book title, Place published, Publisher, Pages.
Direct quotations
(exact wording)

- Exact wording (whatever the length) must be acknowledged
- Enclose the copied text with quotation marks (or indent as a block quotation)
- In-text citations & reference list
“Symptomatic of industrial migration was the greater likelihood of return migration” (Gjerde, 2015, p. 88).

“Extensive state-sponsored integration assistance will enhance human capital which, in turn, will facilitate self-sufficiency among labour migrants and prevent future welfare dependence,” suggest Valenta and Strabac (2011, p. 677).

Lund Thomsen (2010) explains that “a consequence of this global development is that ordinary people with immigration backgrounds may be forced into spaces that are criminalised and therefore illegalised” (p. 43).

As pointed out by Harzig and Hoerder (2009), “Geographic proximity does not necessarily signify cultural proximity” (p. 68).
With regards to public education:

No Nordic group revolted against the pressure to send their children to public schools; and while the Sunday schools organized by the churches probably did not slow down the process of English-learning, they had some effect in delaying the transition from bilingualism to monolingualism. (Runblom, 1987, p. 271)

Americanization . . .
Omitting & inserting

- Use an ellipsis (three spaced periods) to condense a passage
- Use a period plus an ellipsis to leave out a sentence
- Use [*sic*] to indicate an error
- Use brackets [* ] to insert your own words

“What it [*poetry*] offers is to keep open a path to the mysterious silence we came from: the realm of awakening and discovery” (Husabø, 2013, p. 55).
As Lipson (2004) warns, “When you paraphrase an author’s sentence, don’t veer too close to her words. That’s plagiarism, even if it’s unintentional and even if you cite the author” (p. 43).

Lipson (2004) notes that to avoid plagiarism, proper paraphrasing entails more than citing the source. It is critical to use wording that is truly different from the original (p. 43).
Summaries: Signal the source!

Based on recent research, Olsen et al. (2018) have updated the theory’s conceptualization of ____________________ . They suggest that ________________ . ________________ . ________________ . 
In order for __________________________ , Olsen et al. advise that ______________________________ .
Holmen (2006) writes that a kindergarten pedagogy that aims solely at teaching children the second (or third) language has many weaknesses. She points to the fact that the home languages play an important role in the learning of the second language, and that this happens through activities that take place in both (or all) languages. Furthermore, children’s social and cognitive development is promoted best if they can use their entire linguistic repertoire, which means that they can use knowledge of the world which they have acquired through their home experiences and languages for further learning. Both languages are important tools in the children’s learning process. She says that it is a danger that kindergarten staff become so pre-occupied with the child’s lack of the dominant language competence that they forget to look at other sides of the child’s development, and look at them as individuals.

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you couldn't have written what you did without the source at your elbow.  
(Source: The Craft of Research: Booth, Colomb, & Williams, 1995, p. 167)

Paraphrase 1: It is plagiarism, intentional or not, to use someone else's ideas or words without giving credit to that person. Even if you give credit to the author, it is plagiarism to use his exact words without quotation marks or block indentation. It is also plagiarism to use words so close to the original that if someone put your work next to it, it would be clear that you couldn't have written what you did unless you had the original there with you. (Booth, Colomb, and Williams, 1995, p. 167)

Paraphrase 2: Booth et al. (1995) warn against three types of plagiarism: 1) using the "words or ideas" of a source without identifying it; 2) giving credit to a source but copying its language, in whole or in part, without benefit of quotation marks; or 3) echoing the sentence structure and phrasing of the original so closely that anyone can see the writer was depending on it heavily as he wrote (167).

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.

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Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step towards political regeneration: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers.

(Source: Collected Essays: Orwell, 1961, p. 353.)

Paraphrase 1: Orwell (1961) was concerned with what he considered a dangerous link between careless language use, fuzzy thinking, and governance. He therefore appealed to his audience to view the thoughtful use of language as a universal civic responsibility (p. 353).

Paraphrase 2: As Orwell (1961) puts it, contemporary English, particularly that which is written, is replete with poor habits which get spread when one writer imitates another. He points out that this can be prevented if a person is determined to make the necessary effort. If a person can shed such habits he or she will become a clearer thinker, and thinking more clearly is a crucial initial move towards political rebirth. Therefore, the battle with poor English is not petty nor is it the sole responsibility of those who write for a living (p. 353).
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We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.

(Source: *Love, Medicine and Miracles*: Siegel, 1986, p. 69)

Paraphrase 1: Siegel (1986) writes that we still do not know all the ways in which brain chemistry is related to emotions and thoughts, but the important point is that our mental state has an immediate and direct effect on our physical state (p. 69).

Paraphrase 2: Siegel (1986) writes that although the relationship between brain chemistry and thoughts and feelings is not fully understood, we do know that our psychological state affects our physical state (p. 69).

Paraphrase 3: According to Siegel (1986), our mind affects our body quickly and directly, although we do not yet understand every aspect of how brain chemicals relate to emotions and thoughts (p. 69).

Retrieved from [http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing](http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing)
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Paraphrasing/Summarizing Practice

15 minutes

1. Find a passage you would like to paraphrase/summarize.
2. Reread the passage until you fully understand it.
3. Look away or hide the original passage.
4. Write the paraphrase/summary & cite the source.
5. Practice writing additional paraphrases or summaries if there is remaining time.

If you choose to use the author’s exact wording somewhere in your paraphrase or summary, use quotation marks around the words you borrowed!
Evaluate your paraphrase or summary

1. Was the meaning of the original passage/author’s opinion accurately conveyed?
2. Does the paraphrase or summary use new sentence structure and wording?
3. Was the source cited properly?
Lund Thomsen (2010) explains that “a consequence of this global development is that ordinary people with immigration backgrounds may be forced into spaces that are criminalised and therefore illegalised” (p. 43).

“There is an inherent paradox here. If change increases the risk of failure, why do organizations ever try to change?” (Haveman, as cited in Dahlin, 2014, p. 67).

“Field method is more like an umbrella of activities beneath which any technique may be used for gaining the desired knowledge,” according to Schatzman and Strauss (as cited in Nordby, 2015, p. 304).
Citing more than one work

Works by the same author(s):
(Danbolt, 2009, 2011, 2014)

Works by same author(s) with same publication date:
(Nielsen, 2013a, 2013b)

Works by different authors:
(Danbolt, 2009; Juell & Norskog, 2006)
Beauchamp and Childress [18, p.123] have argued that . . .

. . . as reported by Nguyen [7, p. 244].


*Remember to check citations for accuracy before including them in your work.*
Copy & paste from other databases (example from ProQuest)
Relevant software

[Logos of EndNote X9 and Zotero]
Library classes & events

facebook.com/ubistavanger/
student.uis.no/library/classes/english/
https://student.uis.no/calendar/

Work smart - use the library! 😊
Services & useful websites

Study Lab
student.uis.no/library/studylab/

Learning Support Center
student.uis.no/library/lsc/

Citation Compass
kildekompasset.no/english

Search and Write
sokogskriv.no/en/

Viko
ntnu.edu/viko/

Academic Writing Podcasts
akademiskskriving.no/english/
Good luck!

https://libguides.uis.no/LSS