Citation and Referencing (MLA)
What is a *Citation*?

A ‘citation’ is the way you tell your readers that certain material in your work came from another source.

Be consistent and precise!
Accuracy and completeness are important
Keep track of all your sources throughout your research process
There are 2 places that you need to include your citation:

1. In text citation
2. References List
IN TEXT CITATION
How do you include people’s ideas in your work……

Quote: use exact words of the source with quotation marks (" ").

Paraphrase: restate in your own words

Summarize: condense a longer passage

In ALL cases, you must cite the sources!
Useful verbs and phrases for introducing direct quotes

• As X states/ believes/ suggests /indicates/ points out / observes/ explains/ argues/ outlines/ contradicts / proposes, “……”.

• For example, X has argued that “......”.

• According to X, “......”.

• X suggests/ believes/ observes that “.....”.

Citation in the text

How to do it??

1. Include author’s last name/surnames/family names
   - If two authors: include both last names
   - If more than three (3) authors: put “et al.” after the first author’s last name/surname

2. Include year of publication

3. Put page number (if available)
Examples that you may use:

"forms of plagiarism include the failure to give appropriate acknowledgment when repeating or paraphrasing another's wording, . . . another's argument, or when presenting another's line of thinking" (Gibaldi 71).

or

"Identify the location of the borrowed information as specifically as possible" (Gibaldi 239).
What is the connection between in text citation and references?

- In text citation are just brief description of the source (author, year)
- References are detailed description from in text citation which include author, title, year of publication, publisher and etc.
Longitudinal data from the Beginning School Study, collected by Karl Alexander (11-32) and his colleagues at Johns Hopkins University, suggest that summer learning deficits of low-SES children accumulate over the elementary school years.

References


Cooper, H., Valentine, J. C., Charlton, K., and Melson, A. “The Effects of Modified School Calendars on Student Achievement and on School and Community Attitudes: A
Longitudinal data from the Beginning School Study, collected by Karl Alexander and his colleagues at Johns Hopkins University, suggest that summer learning deficits of low-SES children accumulate over the elementary school years. By middle school, these summer reading differences plus a relatively small initial achievement gap at the beginning of first grade produced a cumulative gap of two years in reading achievement. Because the data also suggest that lower- and higher-SES children learned at essentially the same rate while in school, the widening of the gaps is explained almost entirely by the compounded deficits that results from these SES-based summer learning differences.

Beyond substantial academic setbacks, lower-SES youth are also at risk of experiencing setbacks in their overall health and nutrition over the summer months, and these setbacks can influence learning as well as overall well-being. Food scarcity during the summer months is a significant health issue for low-SES children in the United States. The Food Research and Action Center found that only one in seven children who participated in federally subsidized meals during the 2010 school year also participated in such programs over the summer months. In addition, during the summer when many children typically lack access to a nutrition program similar to the one they participated in during the regular school year, they tend to regress on measure of health, such as percent of body fat and body mass index (BMI). Paul T. von Hippel and collaborators reported in the *American Journal of Public Health* that the BMI of children grew faster and more variably during summer vacation than during the kindergarten and first-grade

Viable, Research-Based Solutions

**Summer School**

Although keeping children and adolescents off the street provided the initial impetus for summer school, by the 1950s, educators began to realize that summer school could furnish opportunities to remediate learning deficits. Because the wealthy were able to hire tutors for their children or send them to camp, the educational summer programs made available through schools largely served students from disadvantaged backgrounds. Such programs were often framed in punitive terms and designed as remedial in focus.

Using reports published from 1963 to 1995, Harris Cooper, Jeffrey Valentine, Kelly Charleton, and April Melson found that summer school programs that focused on lessening or removing learning deficiencies had a positive impact on the knowledge and skills of participants. Overall, students completing remedial summer programs were shown to have scored about one-fifth of a standard deviation higher than the control group on outcome measures. Cooper and his collaborators also found that programs focusing on acceleration of learning or on nonremedial goals had a positive impact roughly equal to programs that focused on remediation; that programs with larger effects typically served middle-SES students in smaller communities or school districts with class sizes no larger than twenty students; and that programs focused on the early grades and those that underwent careful scrutiny for treatment fidelity had larger effects than unmonitored programs.

The major findings from this study were later confirmed by Geoffrey Borman and Maritza Dowling, who conducted a three-year study on the success of a multiyear summer school program, Teach
References


Cooper, H., Valentine, J. C., Charlton, K., and Melson, A. “The Effects of Modified School Calendars on Student Achievement and on School and Community Attitudes: A
REFERENCES
Referencing at the end of your assignment

References or Bibliography – what’s the difference?

• **Reference list** – a single alphabetical list by author of everything you have *specifically mentioned* in your assignment

• **Bibliography** – a list of sources you have read but *not* specifically mentioned in your assignment
Step 1: Identify book(s) to be referenced and the information given at the **Cover page and Title Page** (Title page is the page at or near the front).
The Ultimate Financial Plan

BALANCING YOUR MONEY AND LIFE

Jim Stovall and Tim Maurer

WILEY
John Wiley & Sons, Inc.
Step 2: Go to the Verso page (verso page is generally on the opposite side of the title page) to find year and place of publication.
Books (Single to 3 authors)

Guidelines:
Author Name, First Name, Other names as they appear on the title page. Book Title: Subtitle (If included) (Edition). Place of publication: Publisher, Year. Medium.

Example:

** Note: For books where there are more than three authors, you may name only the first author and add et al. OR you may give all names in full. The rest of the citation follows the general format of books.

Step 4: Gather all the information from the Title and Verso page and then arrange the information according to the guidelines and example.
Managing money and retirement planning: Academics’ perspectives

Ming-Ming Lai
Ming-Ling Lai
Siek-Hwa Lau

ABSTRACT
This paper examines money attitudes and associated retirement issues of academics in higher education in Malaysia. Systematic random sampling was used in selecting the target respondents. A questionnaire was personally administered on 468 academics in 16 universities in Malaysia. The survey found that academics exhibited positive attitudes toward money, and income appears to be the prime motivator. Consistent with the findings of prior studies, position, age and educational levels were strong indicators of academic’s annual income. The survey found that male academics and those from public universities had more positive attitudes towards retirement. In retirement planning, the respondents considered the availability of other income after retirement the most important factor, while payment for children’s education was the key potential conflict area. The findings provide important insights for the top management of higher education of the necessity of pre-retirement counseling and assistance to ease the passage to retirement for academics.

Keywords: money; pension; retirement; academics; aging; higher education

INTRODUCTION
Globally, all universities are striving to be a world-class university. The key success factor to achieve this vision is to employ highly productive and motivated workforce, in particular, is academic workforce. In general, employee’s income is closely linked to motivation and performance.


Year, Name of Journal, Volume number (Issue/Part number), page numbers
Author last name, first name. “Article title.”

Example:
Print

Step 2: Gather all the information from the main page of or the last page of the article and arrange the information according to the guidelines and example.
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