

Task Eight

Now write your first draft literature review of the nine items for Section Five of Fulani's literature review chapter.

4.3 Citations

How to best report prior work is an important and complex problem for all academic writers. Issues of accuracy, fairness, plagiarism, selection, style, and evaluation in your text will emerge and re-emerge. However, matters are somewhat simplified by the fact that different disciplines— as represented by their associations' style sheets and guidelines for their major journals—have distinct preferences that tend to limit the potential options. As a result, we deal with these formal elements first.

Hyland's study of citation pattern in eight disciplines revealed some interesting differences (see Note 9). A first difference that emerges is the way in which the cited work is handled. Below are the basic options.

1. Within-sentence quotations

According to Kim (1999), "The World Trade Organization still has many obstacles to overcome, particularly with regard to decision-making processes (10)."

2. Block and indented quotations (quotations of more than 40 words)

As Kim (1999) has indicated:

Although the WTO is a major improvement over the old GATT system, it is still a young organization and leaves much to be desired. Mostly, the organization lacks both the competence and the resources to deal with new trade areas such as investment and information; its formal and binding structure as well as rigid decision-making process hinders and even sometimes blocks any harmonization effort in new trade-related areas.

3. Paraphrase / summary

According to Kim (1999), the World Trade Organization needs to improve the processes by which decisions are made.

4. Generalization (combining several sources)

The ways in which decisions are made within the World Trade Organization are typically inefficient (Mitchell 1997; Kim 1998; Kim 1999; Kingis 1999). (See Note 10.)

Task Nine

Working with a partner, if possible, examine table 4.1 and answer the questions that follow.

TABLE 4.1. Percentages for Each Citation Option according to Discipline

Discipline	Quotation	Block Quotation	Summary/ Paraphrase	Generalization
Biology	0	0	72	38
Physics	0	0	68	32
Electrical engineering	0	0	66	34
Mechanical engineering	0	0	67	33
Marketing Applied	3	2	68	27
linguistics	8	2	67	23
Sociology	8	5	69	18
Philosophy	2	1	89	8

Source: Data from K. Hyland, "Academic attribution: Citation and the construction of disciplinary knowledge," *Applied Linguistics* 20 (1999): 341-67.

1. What percentage of citations in your field would likely involve a quotation? What about the field of your partner?
2. How do you account for the fact that sociology and applied linguistics have the highest percentage of citations in the form of quotations from previous authors' work?
3. Note the percentages for generalizations. If you had to guess, would you say the differences might reflect (a) the size of the field, (b) the integration of the field, or (c) some other cause?
4. Note that no quotations at all were found in the science and engineering research papers. Under what circumstances might one occur?
5. Can you come up with one more question?

(See Note 11.)

Another important variable is whether the cited author is part of the syntax of the citing sentence or stands outside it, either in parentheses or as represented by a number. (See style sheets in your field to see how this is done.) The former are often called *integral* citations and the latter *non-integral* ones. Integral citations tend to focus the attention more on the researcher and rather less on the research. Here are some examples.

Integral

Hyland (1999) showed disciplinary variation in citation patterns.

Disciplinary variation in citation patterns has been shown by Hyland (1999).

According to Hyland (1999), there is considerable disciplinary variation in citation patterns.

Nonintegral

There would appear to be considerable disciplinary variation in citation patterns (Hyland 1999).

Research shows considerable disciplinary variation in citation patterns.⁵

Task Ten

Reflect again on the eight fields in Task Nine (and your own if not mentioned) and rank them in terms of the percentage of *nonintegral* citations that you might expect to find. Put the field with the most at the top.

According to Hyland's study, integral citations made up the majority of citations in only one of the fields. Which field do you suppose it was? (See Note 12.)

In Hyland's corpus of 80,000 words from the 80 research articles, over 400 different reporting verbs were used to introduce the citations. Nearly half of the verbs used occurred only once, however, with some of the more unusual ones coming from philosophy. Here are sample sentences (adapted by us) using some of these uncommon verbs.

1. Lee (1998) *got mileage out of* the model by applying it to a wide range of environments.
2. Initially Ohara (1987) *was seduced by* the encouraging results of the pilot study.

3. Jarvannen (1997) *lamented* that such discussions have all but disappeared.
4. Sandoval (1989) *espoused* the benefits of biofeedback in the treatment of migraine headaches.
5. Berg (1999) *holds out hope that* this new class of antibiotics will be effective in dealing with drug-resistant strains of *enterococcus*.

In contrast, here in table 4.2 are the most frequent reporting verbs by discipline.

TABLE 4.2. High Frequency Reporting Verbs

Discipline	Verbs								
Biology	describe	find	report	show	suggest	observe			
Physics	develop	report	study	find	expand				
Electrical engineering	propose	use	describe	show	publish	develop			
Mechanical engineering	describe	show	report	discuss	give	develop			
Marketing	suggest	argue	find	demonstrate	propose	show			
Applied linguistics	suggest	argue	show	explain	find	point out			
Sociology	argue	suggest	describe	note	analyze	discuss			
Philosophy	say	suggest	argue	claim	point out	hold			
Overall	suggest	argue	find	show	describe	propose			

Source: Data from K. Hyland, "Academic attribution: Citation and the construction of disciplinary knowledge," *Applied Linguistics* 20 (1999), 341-67.

Task Eleven

Take one or two short published articles from your field that appear to contain some reporting verbs. Highlight all the verbs used to report previous research. Count the occurrences. Ignore citations based on comments by important public persons or literary figures that are not part of the research literature. For example:

As Benjamin Franklin once said, "Either write something worth reading or do something worth writing."

Be prepared to add your findings to those in the table and to discuss how they compare. (See Note 13.)



V.S. HIXSON

"Look, they cited your article! You're on your way to becoming an important footnote!"

Language Focus: Ambiguity in Citations

Citations can sometimes be ambiguous or partly ambiguous as to whether the writer means to imply that somebody else said/claimed/concluded something or actually did/found/carried out something. Such citations have been called "hanging" citations by at least one editor in our field, who recently announced that he would no longer accept them. Even experienced research writers can run into problems here, whether they are using author-date references or number references. Ambiguity may be particularly difficult to avoid in number systems, especially if reference numbers are placed at the ends of sentences. Regardless, care should be taken so that the references are as clear as possible. Consider the following citations.

1. The causes of illiteracy have been widely investigated (Ferrara 1990; Hyon 1994; Jones 1987).
2. Much has recently been published on the relationship between culture and the successful treatment of hypertension (Brown 1996; Edward 1998; Koch 1997; Lee 1998).

In these two sentences, we can probably safely presume that the authors cited for each are those engaged in the research and are thus provided to exemplify the point. But suppose the sentences were written like this.

3. The causes of illiteracy have been widely investigated (Clement 1993).
4. Much has recently been published on the relationship between culture and the successful treatment of hypertension (Lee 1998).

Now, it is no longer clear how the citations should be read. Are Clement and Lee major researchers in their fields, with the references thus referring to books they have published—perhaps their crowning works? Or are they perhaps commentators, with the citations referring to review or summary articles? Since we cannot easily answer these questions, these "hanging" citations should probably be rewritten so that the intended meaning is conveyed.

Task Twelve

Consider this set of in-text citations. Are they citations of research or of commentary, or are they ambiguous? Put an A next to those that you feel are ambiguous.

- 1. Many researchers believe that per capita food production will continue to increase (Smith 1993; Chavez 1998; Chen 1999).
- 2. Very few studies of this sort have been done on chronically malnourished individuals (Braun 1999).
- 3. No studies of this sort have been done on chronically malnourished individuals (Braun 1999).
- 4. Some studies of this sort have been done on chronically malnourished individuals (but see Braun 1999).
- 5. One of the classic studies of family behavior was conducted in Polynesia (Malinowski 1932).

(See Note 14.)

Look at this extract from the *Journal of Personality and Social Psychology* (full information on the source is given in Note 15). The citations you should focus on have been italicized. Answer the questions that follow.

Until recently, these two lines of investigation have had different emphases, posing a threat to their integration. The most robust risk factors in epidemiological research have an interpersonal theme (*Adler & Matthews, 1994*). These include explicitly interpersonal processes (e.g., social networks and social support) and characteristics of people that are likely to color their relationships (e.g., hostility). By contrast, traditional studies of psychophysiological mechanisms have focused on the responses of single individuals to nonsocial stressors, such as mental arithmetic or reaction time tests (for reviews, see *Blascovich & Katkin, 1993*; *Manuck, 1994*). Cardiovascular responses to these tasks are not closely related with CVR in response to social stressors (*Laessner, Matthews & Stoney, 1994*; *Matthews, Manuch, & Saab, 1986*; *Smith & O'Keefe, 1988*). Thus, it is not clearly established that the psychophysiological mechanisms described in psychosomatic models of CVD occur in the interpersonal circumstances identified as risk factors (*Smith & Christensen, 1992*).

1. What did Adler and Matthews actually do? Did they write a review article? Did they do a statistical analysis of some data? Or did they undertake some major research?
2. Did Smith and Christensen identify risk factors, or did they show what was not clearly established?
3. Look at the following citations from the article. Would you now change your answers?

Adler N. & Matthews K. (1994) Health psychology: Why do some people get sick and some people stay well? *Annual Review of Psychology*, 45, 229-259.
 Smith T.W. & Christensen A.J. (1992). Cardiovascular reactivity and interpersonal relations: Psychosomatic processes in social context. *Journal of Social and Clinical Psychology*, 11, 279-301.

(See Note 15.)

Task Thirteen

Rewrite the two "hanging" citations of Clement and of Lee on the top of page 133, first to indicate that they are books and then that they are review articles.

Book

Review Article

(See Note 16.)

4.4 Paraphrase and Evaluation

In Section 4.3 we mentioned issues of "accuracy, fairness, plagiarism, selection, style, and evaluation" in reporting the work of others. In this section, we will investigate these issues, using restatements of the Pradip and Rahim abstract (from Section 4.2), which were written by some of our students.

We provide the abstract again for you for convenience.

Pradip, S., and R. Rahim. (1997)

There has been much talk of the "Bombay Miracle" (e.g., *Time*, August 3, 1996) but rather less of the communication failures of the computer engineers and scientists in the city. We have developed training courses for engineering graduates stressing cross-cultural differences in negotiation, writing styles, patent laws, and contractual obligations among Indian, Japanese, and North American leaders in technological change. Although no empirical evidence is yet available, there are signs that the case approach to success and failure in Indian computer engineering initiatives for export is having beneficial results.