

2019

## MLA: Citing Your Sources in Oral Presentations

Sarah Dahlen

Shar Gregg

Follow this and additional works at: [https://digitalcommons.csumb.edu/ulo1\\_oral-communication](https://digitalcommons.csumb.edu/ulo1_oral-communication)

---

This Presentation is brought to you for free and open access by the ULO Assignment Guides, Rubrics, and Threshold Concepts at Digital Commons @ CSUMB. It has been accepted for inclusion in ULO 1 - Oral Communication by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact [digitalcommons@csumb.edu](mailto:digitalcommons@csumb.edu).



# Citing sources in an oral presentation: MLA

Sarah Dahlen & Shar Gregg  
[CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/) 2019



California State University  
**MONTEREY BAY**



## Disclaimer:

Your instructor's expectations may differ from these recommendations.

Always check with your instructor to see what is expected for your presentation.

# Table of Contents



- [Why cite sources in a presentation?](#)
- [Types of citations in presentations](#)
  - [Verbal attribution](#)
  - [In-text citations](#)
  - [Reference list](#)
- [Paraphrasing and direct quotes](#)
- [Finding images that are free to use](#)
- [Citing images](#)
- [Citing videos](#)
- [Citing tables, graphs, and charts](#)
- [Common pitfalls](#)
- [Example slides with good citation practices](#)

# Why cite sources in a presentation?

- Avoid plagiarism
- Increase your credibility as a speaker
- Increase your confidence in what you are saying
- Convince your audience that what you say is accurate
- Provide your audience with the information needed to conduct further research



“An Easy Guide for Citing Sources in Speeches.” *YouTube*, uploaded by Robert Yale, 18 Apr. 2017, [www.youtube.com/watch?v=CdI4bo78mo8](https://www.youtube.com/watch?v=CdI4bo78mo8).

Skip ahead to next topic: [Types of citations](#)

# Why cite sources?

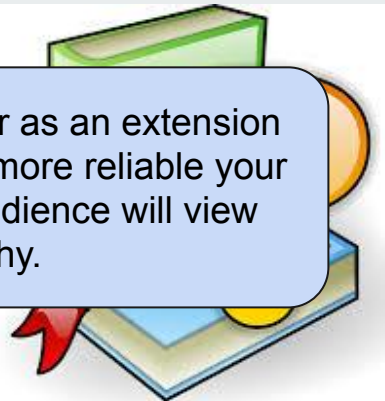
Plagiarism is the practice of taking someone else's work or ideas and passing them off as your own. This is done by not giving the source credit.

- Avoid **plagiarism**
- Increase your credibility as a speaker
- Increase your confidence in what you are saying
- Convince your audience that what you say is accurate
- Provide your audience with the information needed to conduct further research



“An Easy Guide for Citing Sources in Speeches.” *YouTube*, uploaded by Robert Yale, 18 Apr. 2017, [www.youtube.com/watch?v=CdI4bo78mo8](https://www.youtube.com/watch?v=CdI4bo78mo8).

# Why cite sources in a



The audience views the speaker as an extension of the speaker's research. The more reliable your sources, the more likely your audience will view you as competent and trustworthy.

- Avoid plagiarism
- Increase your **credibility** as a speaker
- Increase your confidence in what you are saying
- Convince your audience that what you say is accurate
- Provide your audience with the information needed to conduct further research

"An Easy Guide for Citing Sources in Speeches." *YouTube*, uploaded by Robert Yale, 18 Apr. 2017, [www.youtube.com/watch?v=Cdl4bo78mo8](https://www.youtube.com/watch?v=Cdl4bo78mo8).

# Why cite sources in a presentation?



- Avoid plagiarism
- Increase your credibility as
- Increase your **confidence** in what you are saying
- Convince your audience that what you say is accurate
- Provide your audience with the information needed to conduct further research

When you cite your sources it increases your sense of understanding the content, leading to a more confident delivery style.

“An Easy Guide for Citing Sources in Speeches.” *YouTube*, uploaded by Robert Yale, 18 Apr. 2017, [www.youtube.com/watch?v=Cdl4bo78mo8](https://www.youtube.com/watch?v=Cdl4bo78mo8).



# Why cite sources in a presentation?



- Avoid plagiarism
- Increase your credibility as a speaker
- Increase your confidence in what you are saying
- Convince your audience that what you say is **accurate**
- Provide your audience with the information needed to conduct further research

Audiences will only accept your argument if they believe you are providing accurate information. Citing sources allows them to assess the accuracy of your information/evidence.

“An Easy Guide for Citing Sources in Speeches.” *YouTube*, uploaded by Robert Yale, 18 Apr. 2017, [www.youtube.com/watch?v=Cdl4bo78mo8](https://www.youtube.com/watch?v=Cdl4bo78mo8).

# Why cite sources in a presentation?

---



- Avoid plagiarism
- Increase your credibility as a speaker
- Increase your confidence in what you are saying
- Convince your audience that what you say is accurate
- Provide your audience with the information needed to conduct further **research**

Presentations often motivate the audience to learn more about a topic. Citing sources gives them a place to start their own research.

“An Easy Guide for Citing Sources in Speeches.” *YouTube*, uploaded by Robert Yale, 18 Apr. 2017, [www.youtube.com/watch?v=Cdl4bo78mo8](https://www.youtube.com/watch?v=Cdl4bo78mo8).

# Three types of citations in presentations

## Verbal attribution

Citing sources orally in a presentation

## In-text citations

Citing sources on visual aids

## Works cited list

Full citation list of sources used during the presentation



Image by [www.futureatlas.com](http://www.futureatlas.com) via Flickr

Use all three for each of your sources!

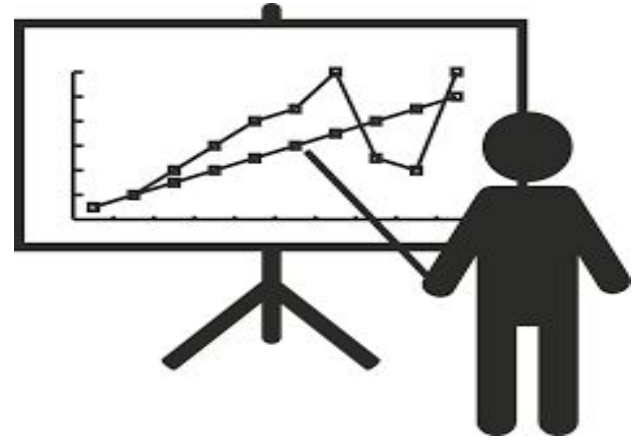
# Verbal attribution

Your audience needs enough information from what you say to:

- Judge credibility of the source
- Find the source

What you might say during your presentation:

- “In his book, *Ethnology*, Michael Haberlandt notes that...”
- “A 2017 article in the *Journal of Medical Systems* provides evidence that...”
- “According to a 2017 IBISWorld report, lipstick manufacturing will grow 1.6% annually...”
- “This point is exemplified by a quote from Jaime Manrique’s poem, *Mi Cuerpo*...”
- “In my August 18 interview with Dr. Sheila Prince, a psychology professor at Yale, she stated that...”



# Verbal Attribution: Expert statements & opinion

- The source's expertise in the field is important to determining their reliability as a source. Often the source is not known to the audience, so in a few words or a short sentence, the speaker must establish their credibility.
  - “In his book, *Ethnology*, Michael Haberlandt notes that....” [Why?](#)
  - “In my August 18 interview with Dr. Sheila Prince, a psychology professor at Yale, she stated that...” [Why?](#)



Image by Phauly via Flickr

# Verbal attribution: Ex

In this case, the author's expertise is demonstrated through his publication of a scholarly book. Mentioning the book title confers a degree of credibility.

- The source's expertise in the field is established through the source. Often the source is not known to the audience, so in a few words or a short sentence, the speaker must establish their credibility.
  - “In his book, *Ethnology*, Michael Haberlandt notes that...”
  - “In my August 18 interview with Dr. Sheila Prince, a psychology professor at Yale, she stated that...” [Why?](#)



Photo by Phauly on Flickr

# Verbal attribution: Expert statements & opinion

- The source's expertise in the field is not established by the source. Often the source is not named in the sentence, the speaker must establish the source's expertise.

In the case of an interview, the source's authority cannot be established by the publication process. Instead, Dr. Prince's credentials are demonstrated by her position.

- "In his book, *Ethnology*, Michael Haberlandt notes that...." Why?
- "In my August 18 interview with Dr. Sheila Prince, **a psychology professor at Yale**, she stated that..."



Photo by Phaully on Flickr

# Verbal attribution: Research & statistics



The audience determines whether research or statistics are reliable by evaluating the source. The date is also important, as it indicates whether the information is current. This is especially true for opinion-based surveys.



Image by Nick Youngson via picserver.org

“A 2017 article in the *Journal of Medical Systems* provides evidence that...” [Why?](#)

“A survey conducted by The Gallup Poll in 2016 showed that 82% of Americans surveyed...” [Why?](#)

“In 2017 researchers in Stanford’s Botany department discovered 48% of perennials are...” [Why?](#)



# Verbal attribution: Research & statistics



Knowing the research or study was published in a peer reviewed, academic journal establishes credibility. The date tells us the study is recent.

The audience...  
publication of...  
current. This is especially true for... surveys.

ing the journal of  
ngson via picserver.org  
the information is

“A 2017 article in the *Journal of Medical Systems* provides evidence that...”

“A survey conducted by The Gallup Poll in 2016 showed that 82% of Americans...” [Why?](#)

“In 2017 researchers in Stanford’s Botany department discovered 48% of perennials are...” [Why?](#)

# Verbal attribution: Research & statistics

The audience determines whether research or statistics are reliable by evaluating the source. The date is also important, as it indicates whether the information is current. This is especially true for opinion-based surveys.



Image by Nick Youngson via picserver.org

“A 2017 article in the *Journal of Medical Systems* provides evidence that...” [Why?](#)

“A survey conducted by **The Gallup Poll** in 2016 showed that 82% of Americans..”

Stating the organization allows us to assess the credibility of the source. Including the date allows us to assess currency.

...% of perennials are...” [Why?](#)

# Verbal attribution: Research & statistics

The audience determines whether the research or statistics you include are reliable by evaluating the source. The date is also important, as it indicates whether the information is current. This is especially true for opinion-based surveys.



Image by Nick Youngson via picserver.org

We can assess the authority of the people conducting the research via the institution where it was conducted. Including the date allows us to determine currency.

Why?

...Why?

“In 2017 researchers in **Stanford's** Botany department discovered 48% of perennials are...”

# Verbal attribution: Examples



Image via Nick Youngson via Alpha Stock Images

**Hypothetical examples:** If it comes from a source, you must cite the source in order to assess validity of the example. Otherwise, no citation needed.

**Personal examples:** Whether it is your own or someone else's example, state why the person is being used as a source.

**Literary or historical examples:** Cite the text and/or author of the example. The date may also be relevant.

# Verbal attribution: Examples



Image via Nick Youngson via Alpha Stock Images

**Hypothetical examples**--If the example comes from a source you must cite them to help the audience assess validity of their reasoning.

**Personal examples**--Whether used.

**Literary or historical examples**--also be relevant.

“As the MPUSD Superintendent of Schools has speculated, ‘If schools were receiving these extra funds, think of all they could do...’”

# Verbal attribution: Examples



“My uncle who works with at risk youth noticed that most kids...” This allows the audience to recognize the connection the person has to the topic even though they are not necessarily considered an expert. The example is primarily used to establish a personal connection or an emotional response rather than to provide expertise on the issue.

**Hypothetical examples**--If the example is used to assess validity of their reasoning

**Personal examples**--Whether it is your own experience or not, it is used.

**Literary or Historical examples**--Cite the text and/or author of the example. The date may also be relevant.

# Verbal attribution: Examples



Image via Nick Youngson via Alpha Stock Images

**Hypothetical examples**--If the example comes from a source you must cite them to help the audience assess validity of their reasoning.

**Personal examples**--If the example is from a personal experience, state why the person is being used.

"This theme is exemplified by a quote from Jaime Manrique's poem, *Mi Cuerpo...*"

**Literary or historical examples**--Cite the text and/or author of the example. The date may also be relevant.

# Recap: Verbal attribution

Help the audience find out more

## Orally Citing Sources

*Research information listed below is for demonstration purposes only.  
The sources/examples are made-up*

| What <b>NOT</b> to do:                                                                                                 | The Problem                                                                                                                                                                                    | What you <b>SHOULD</b> do:                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "Research done by Mary Pompous shows that more deaths result from obesity, than from cancer & heart disease combined." | Who is Mary Pompous? I've never heard of her and without some credentials, this doesn't sound like a credible source.                                                                          | "Research done by Mary Pompous at the Centers for Disease Control, shows that more deaths result from obesity, than from cancer & heart disease combined." |
| "According to yahoo.com, more deaths result from obesity, than from cancer & heart disease combined."                  | Yahoo, Google, Bing, Ask - those are all search engines, not sources. You may use those search engines to locate an article or credible web site, but you can't cite the search engine itself. | "A study done in 2007 at Harvard University show that more deaths result from obesity, than from cancer & heart disease combined."                         |
| "Sixty-nine percent of Americans are                                                                                   | Who says? Statistics and other                                                                                                                                                                 | "Sixty-nine percent of Americans                                                                                                                           |

"Orally Citing a Source in a Speech." YouTube, uploaded by Janene Davison, 24 Apr. 2015, [www.youtube.com/watch?v=ePObfnRIJVY](http://www.youtube.com/watch?v=ePObfnRIJVY).



# In-text citations



Similar to a written paper, you should provide in-text citations anytime you use an idea from someone else's work. For example:

- Peacocks are more intelligent than chickens (Pavo 33)
  - [\[What to include when you paraphrase\]](#)
- “The early peacock gets the insect” (Pavone 143)
  - [\[What to include for a direct quote\]](#)

The font for in-text citations is slightly smaller than the other text, but still visible.

# In-text citations



Similar to a written paper, you should provide in-text citations when you use an idea from someone else's work. For example:

For a paraphrase,  
the author and page  
number are required.

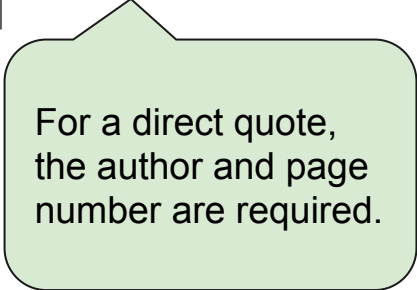
- Peacocks are more intelligent than chickens (**Pavo 33**)
  - [What to include when you paraphrase]
- “The early peacock gets the insect” (Pavone 143)
  - [\[What to include for a direct quote\]](#)

# In-text citations



Similar to a written paper, you should provide in-text citations anytime you use an idea from someone else's work. For example:

- Peacocks are more intelligent than chickens (Pavo 33)
  - [\[What to include when you paraphrase\]](#)
- "The early peacock gets the insect." (Pavone 143)
  - [What to include for a direct quote]



For a direct quote,  
the author and page  
number are required.

# Works cited list




All of your in-text citations should correspond with a full MLA style citation in your works cited list.

**Do not include citations in your works cited list that you have not mentioned during your presentation.**

Your instructor may ask you to provide your works cited list:

- To your audience in electronic or paper form so that they may refer to it during your presentation ([example](#))
- As the final slides in your presentation ([example](#))
- At the bottom of each slide for sources cited on that slide ([example](#))



Having a handout  
of your reference  
list allows the  
audience to follow  
along with your  
citations.

#### Works Cited

- Browning, Samuel L., et al. "Dealing with Individuals Who Have Mental Illness: The Crisis Intervention Team (CIT) in Law Enforcement." *British Journal of Forensic Practice*, vol. 13, no. 4, 2011, pp. 235–243.
- Perring, Christian. "Mental Illness." *The Stanford Encyclopedia of Philosophy*, 2010, plato.stanford.edu/archives/spr2010/entries/mental-illness/. Accessed 2 Aug. 2019.
- Roleff, Tamara L., and Laura K. Egendorf. *Mental Illness: Opposing Viewpoints*. Greenhaven Press, 2000.
- Rotter, Merrill, and W. Amory Carr. "Targeting Criminal Recidivism in Mentally Ill Offenders: Structured Clinical Approaches." *Community Mental Health Journal*, vol. 47, no. 6, 2011, pp. 723–726., doi:10.1007/s10597-011-9391-z. Accessed 2 Aug. 2019.
- Slate, Risdon N., and W. Wesley Johnson. *The Criminalization of Mental Illness: Crisis & Opportunity for the Justice System*. Carolina Academic Press, 2008.
- Stephey, M.J. "De-Criminalizing Mental Illness." *Time*, 8 Aug. 2007, content.time.com/time/health/article/0,8599,1651002,00.html. Accessed 2 Aug. 2019.
- Whitfield, Charles L. *The Truth about Mental Illness: Choices for Healing*. Health Communications, 2004.

# Works Cited



- Browning, Samuel L., et al. “Dealing with Individuals Who Have Mental Illness: The Crisis Intervention Team (CIT) in Law Enforcement.” *British Journal of Forensic Practice*, vol. 13, no. 4, 2011, pp. 235–243.
- Perring, Christian. “Mental Illness.” *The Stanford Encyclopedia of Philosophy*, 2010, plato.stanford.edu/archives/spr2010/entries/mental-illness/. Accessed 2 Aug. 2019.
- Roleff, Tamara L., and Laura K. Egendorf. *Mental Illness: Opposing Viewpoints*. Greenhaven Press, 2000.
- Rotter, Merrill, and W. Amory Carr. “Targeting Criminal Recidivism in Mentally Ill Offenders: Structured Clinical Approaches.” *Community Mental Health Journal*, vol. 47, no. 6, 2011, pp. 723–726., doi:10.1007/s10597-011-9391-z. Accessed 2 Aug. 2019.

If you use the final slide(s) of your presentation as your reference list, make sure to leave these slides up for a couple of minutes so your audience has time to read them.

# Criminalizing mental illness

- Disagreement among professionals
- Most discussion about schizophrenia, alcoholism, and psychopathy (Perring)

For online sources without page numbers, only the author's last name is included.

Perring, Christian. "Mental Illness." *The Stanford Encyclopedia of Philosophy*, 2010, [plato.stanford.edu/archives/spr2010/entries/mental-illness/](https://plato.stanford.edu/archives/spr2010/entries/mental-illness/). Accessed 2 Aug. 2019.

If you're providing full citations at the bottom of each slide, the font can be smaller than the rest of the text on the slide, as long as it's still legible to the audience.

# Recap: Three types of citations in presentations

## Verbal attribution

Citing sources orally in a presentation

## In-text citations

Citing sources on visual aids

## Works cited list

Full citation list of sources used during the presentation

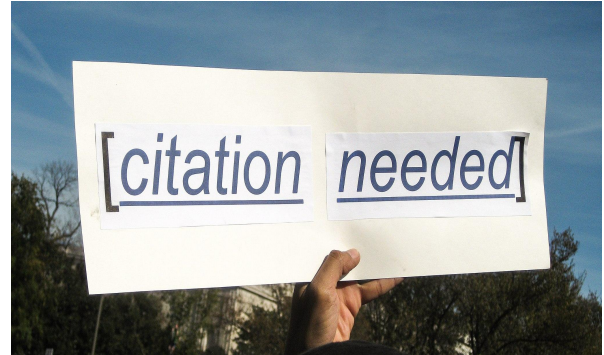


Image by [www.futureatlas.com](http://www.futureatlas.com) via Flickr

**Don't forget to use all three for each of your sources!**



# Paraphrasing

When you are using information from sources, you will mostly be paraphrasing, or putting the ideas into your own words.

Even when paraphrasing, you must always credit the source of the idea using the three types of citations:

- Verbal attribution
- In-text citations
- Reference list

paralyzer • parasitosis 843

**par-**  
**etic]**  
**g or**  
**l but**  
**e —**  
**nag-**  
**iē-ə\**  
**igth;**  
**enus**  
**ody**  
**ccal**  
**967)**  
**to a**  
**ially**  
**mer-**  
**n of**  
**r**  
**921)**  
**lical**  
**e to**  
**lesi-**  
**e —**

dispose of by will and sometimes according to common law during her life 2 : personal belongings 3 a : articles of equipment : FURNISHINGS b : accessory items : APPURTENANCES

**1para-phrase** \ˈpar-ə-ˌfrāz\ *n* [MF, fr. L *paraphrasis*, fr. Gk, fr. *paraphrazein* to paraphrase, fr. *para-* + *phrazein* to point out] (1548) 1 : a restatement of a text, passage, or work giving the meaning in another form 2 : the use or process of paraphrasing in studying or teaching composition

**2paraphrase** *vb* **-phrased; -phras-ing** *vi* (1596) : to make a paraphrase ~ *vt* : to make a paraphrase of — **para-phras-able** \,par-ə-ˈfrā-zə-bəl\ *adj* — **para-phras-er** *n*

**para-phras-tic** \,par-ə-ˈfras-tik\ *adj* [F *paraphrastique*, fr. Gk *paraphrastikos*, fr. *paraphrazein*] (ca. 1623) : having the nature of or being a paraphrase — **para-phras-ti-cal-ly** \-ti-k(ə-)lē\ *adv*

**para-raph-y-sis** \pə-ˈra-fə-səs\ *n*, *pl* **-y-ses** \-sēz\ [NL, fr. Gk, sucker, offshoot, fr. *paraphyein* to produce at the side, fr. *para-* + *phyein* to bring forth — more at BE] (1857) : one of the slender sterile filaments borne among the sporogenous or gametogenous organs in cryptogamic plants

**para-ple-gia** \,par-ə-ˈplē-j(ē-)ə\ *n* [NL, fr. Gk *paraplegiē* hemiplegia, fr. *para-* + *-plegia* -plegia] (ca. 1657) : paralysis of the lower half of the body with involvement of both legs — **para-ple-gic** \-jik\ *adj* or *n*

**para-po-di-um** \-ˈpō-dē-əm\ *n*, *pl* **-dia** \-dē-ə\ [NL] (1877) 1 : either of a pair of fleshy lateral processes borne by most segments of a polychaete worm 2 : a lateral expansion on each side of the foot usu. forming a broad swimming organ in some gastropods — **para-po-di-al** \-dē-əl\ *adj*

**para-pro-fes-sion-al** \-prə-ˈfesh-nəl, -ˈfe-shə-nəl\ *n* (1965) : a trained teacher or doctor — **para-**

Merriam-Webster, Inc. Merriam-Webster's Collegiate Dictionary.  
Merriam-Webster, 1998.

# Direct quotes

Using occasional direct quotes can be a powerful way of emphasizing a point. Make sure to:

- Include the entire quote on your slide
- Credit the author of the quote
  - If the author is a well-known figure, their name is sufficient
  - If not, include their credentials
  - The date and source may provide additional context
- Read the quote aloud to your audience

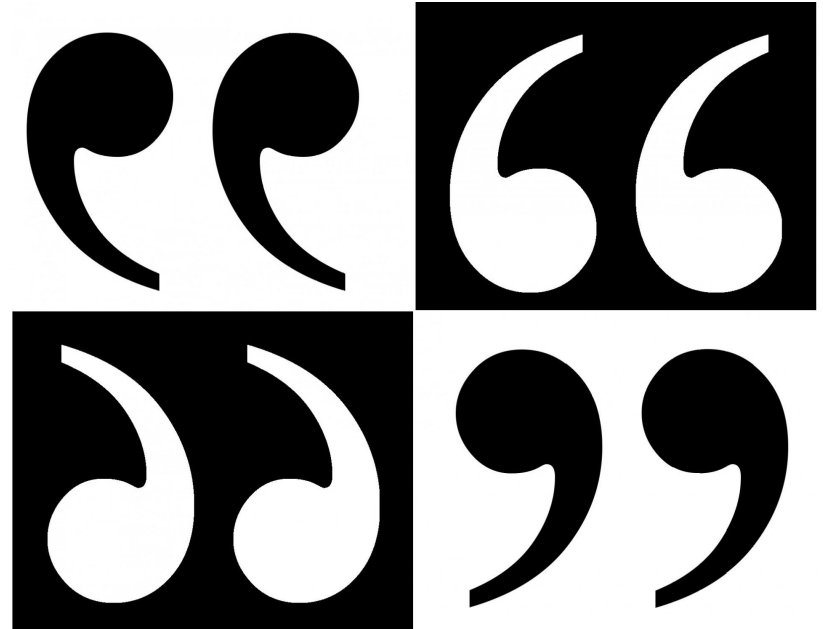


Image by Elisa Fiore from PublicDomainPictures

## Example direct quote: Well-known author

---



Image by j4p4n via GoodFreePhotos

“Be kind whenever  
possible.

It is always possible.”

-14th Dalai Lama

## Example direct quote: Author not well known



“Toddlers have the gift of living in the moment and finding wonder in the ordinary.”

-Dr. Alicia F. Lieberman, Professor of Psychiatry specializing in parent-child attachment, UCSF

## Example direct quote: Providing context



“A nation ringed by walls would only imprison  
itself.”

-Barack Obama, 2016 United Nations Address

# Finding images that are free to use

To avoid copyright restrictions, it is wise to use images that are in the public domain or licensed for reuse.

For classroom presentations, the doctrine of **fair use** may allow you to use copyrighted images, but you must [determine whether fair use applies in your situation](#).

Regardless of copyright, the rules of citation should be followed.

[How can I find images that are free to use?](#)



Image by Michael Porter via Flickr

Skip ahead to next topic: [Citing images](#)

# When does fair use apply?

Fair Use is a concept embedded in U.S. law that recognizes that certain uses of copyright-protected works do not require permission from the copyright holder. (See [Title 17, section 107](#).) The following four factors are used to determine if a use is fair:

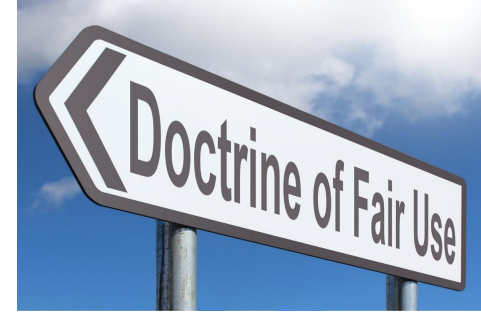
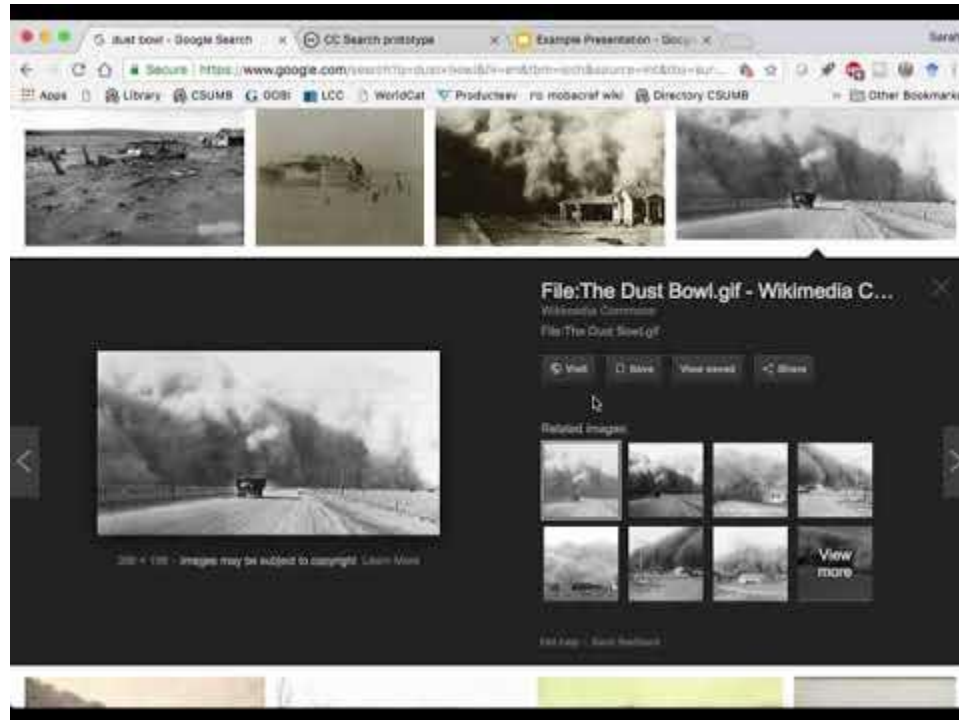


Image by Nick Youngson via Alpha Stock Images

1. The purpose of the use (e.g., commercial vs. educational)\*
2. The nature of the copyrighted work (e.g., to what extent is it a creative work)
3. The amount of the material used (the greater the amount copied, the less likely it is to be Fair Use)
4. The effect of use on the potential market for or value of the work

\* Not all uses in an academic context are automatically considered fair!

# Finding images licensed for reuse



“Finding images licensed for reuse.” *YouTube*, uploaded by Sarah Dahlen, 11 Oct. 2018, <https://www.youtube.com/watch?v=F9l-ULnVvpc>.



# Citing images



Images can be divided into various categories. Click on each for more information and examples.

- [Clip art](#)
  - No citation required
- [Decorative images](#)
  - Source credit required (even if it's yours)
- [Content-bearing images](#)
  - Caption and citation required
- [Images from publications](#)
  - Full citation required

Make sure to ethically and legally obtain images from sources that allow for reuse.

Skip ahead to next topic: [Citing videos](#)

# Clip art

---

Clip art does not require a citation.

Make sure to use clip art from sources that allow reuse, such as [openclipart.org](https://openclipart.org)



# Decorative images

Decorative images are used to get the audience's attention or provide aesthetic value to your slides.

A full citation is not required, but you should credit the source of the image, even if it's you!

Make sure to ethically and legally obtain images from [sources that allow for reuse](#).

[See example slide](#)



Image by EarWaxKid from DeviantArt



Image by Sarah Dahlen



Image by Krishprakkash24gmail from Wikimedia Commons

# Example slide using decorative image

---

## Children of same-sex parents

- Equal emotional and social functioning (American Academy of Pediatrics 421)
- Importance of parent-child relationship (Crowl et al. 89)



Image by Sharon McCutcheon from Pexels

# Example slide using decorative image

In this case, the photo doesn't provide additional information to the audience, but rather is used to add aesthetic appeal.

## Children of same-sex parents

- Equal emotional and social functioning (American Academy of Pediatrics 421)
- Importance of parent-child relationship (Crowl et al. 89)



Image by Sharon McCutcheon from Pexels

# Example slide using decorative image

## Children of same-sex parents

- Equal emotional and social functioning (American Academy of Pediatrics 421)
- Importance of parent-child relationship (Crowl et al. 89)

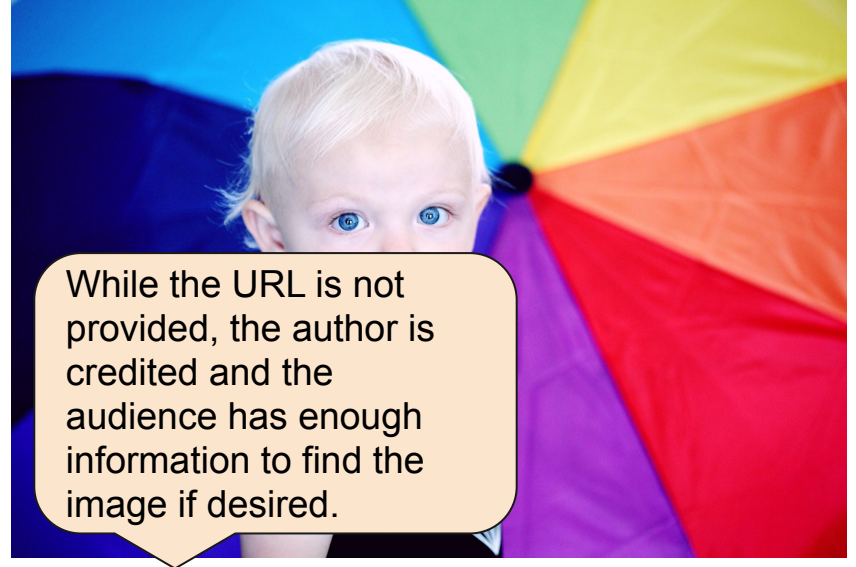


Image by **Sharon McCutcheon** from Pexels

# Example slide using decorative image

## Children of same-sex parents

- Equal emotional and social functioning (American Academy of Pediatrics 421)
- Importance of parent-child relationship (Crowl et al. 89)

“Et al.” is used after the first author’s last name when there are three or more authors.



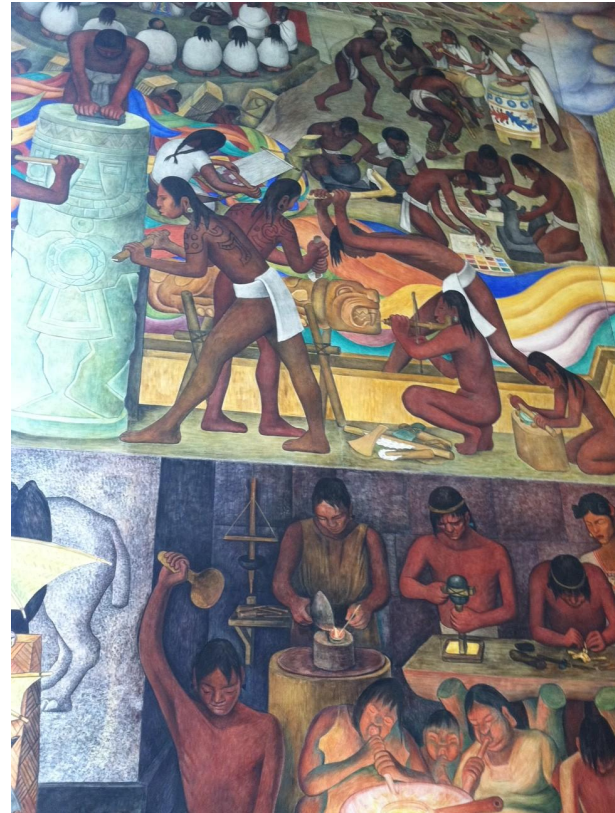
Image by Sharon McCutcheon from Pexels



# Content-bearing images

If your image is intended to provide information to your audience, either as an example or an illustration of a point, you should provide some description.

This may be done verbally and/or as a caption on your slide.



Detail of Diego Rivera's Pan American Mural at City College of San Francisco. Photo by Sarah Dahlen.

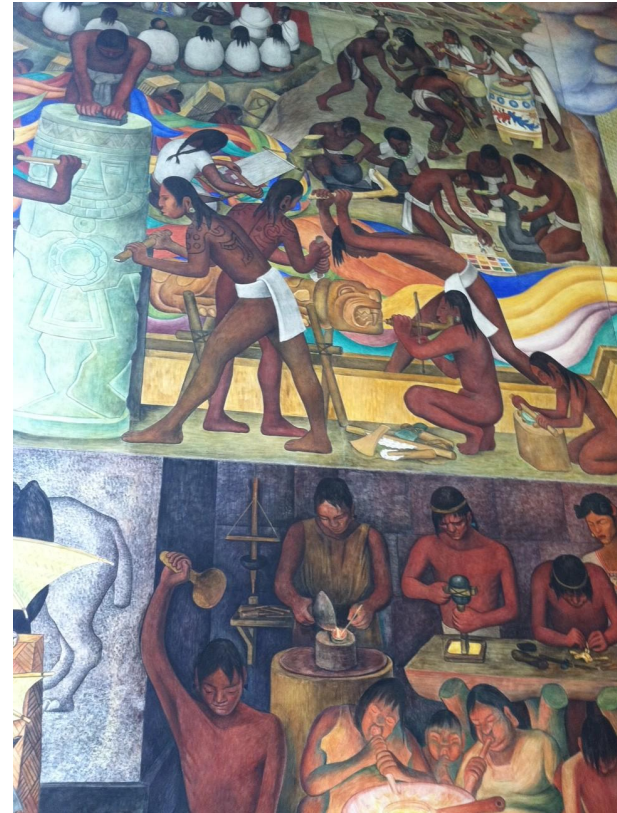


# Content-bearing images

If your image is intended to provide information to your audience, either as an example or an illustration of a point, you should provide some description.

This may be done via your slide.

If this photo is used as an example of a recurring theme in Mexican mural painting, for instance, the slide should include enough description for the audience to understand what they're looking at.

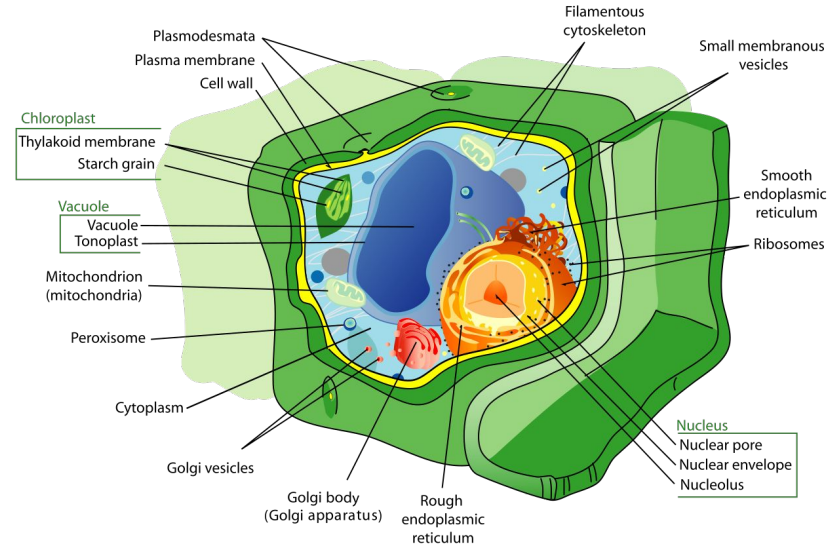


**Detail of Diego Rivera's Pan American Mural at City College of San Francisco.** Photo by Sarah Dahlen.

# Example slide using content-bearing image

## Plant cells

- Eukaryotic cells (Smith 76)
- Plastids contain chlorophyll (Xu 234)



Plant cell structure. Image by LadyofHats via Wikimedia Commons.

# Images from publications

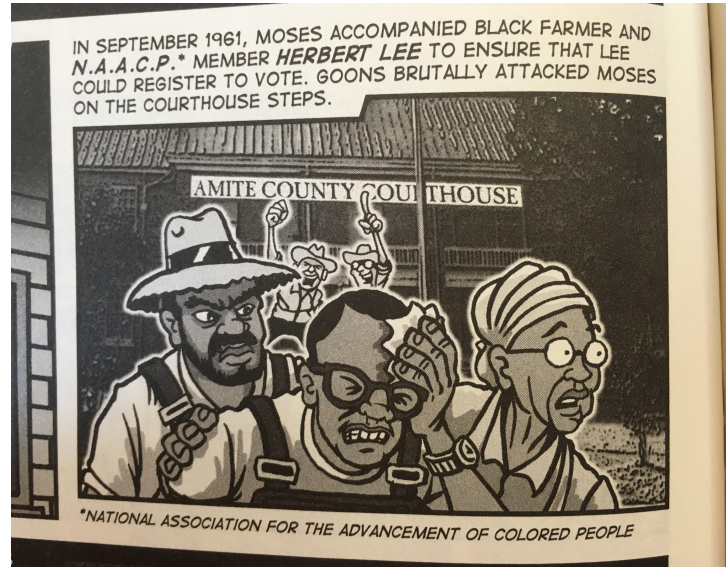
If your image is from a formally published source, such as a book or journal article, the full citation should be included.

[What if I found it online?](#)

[What if it's just decorative?](#)

[What if it's a work of art or a museum artifact?](#)

The principle of fair use gives you permission to use such images for a classroom presentation.



Zinn, Howard, et al. *A People's History of American Empire: a Graphic Adaptation*. Metropolitan Books, 2008.

# Images from publications

If your image is from a formally published source, such as a book or journal article, the full citation

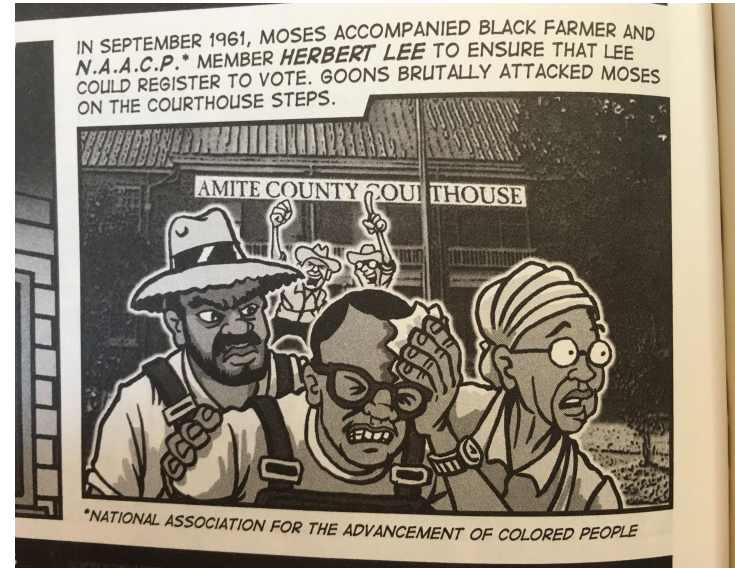
What if I found it online?

What if it's just decorative?

What if it's a work of art or a museum artifact?

The principle of fair use gives you permission to use such images for a classroom presentation.

Include a full citation regardless of whether the publication is online or in print.



Zinn, Howard, et al. *A People's History of American Empire: a Graphic Adaptation*. Metropolitan Books, 2008.



# Images from publications

If your image is from a formally published source, such as a book or journal article, the full citation is required.

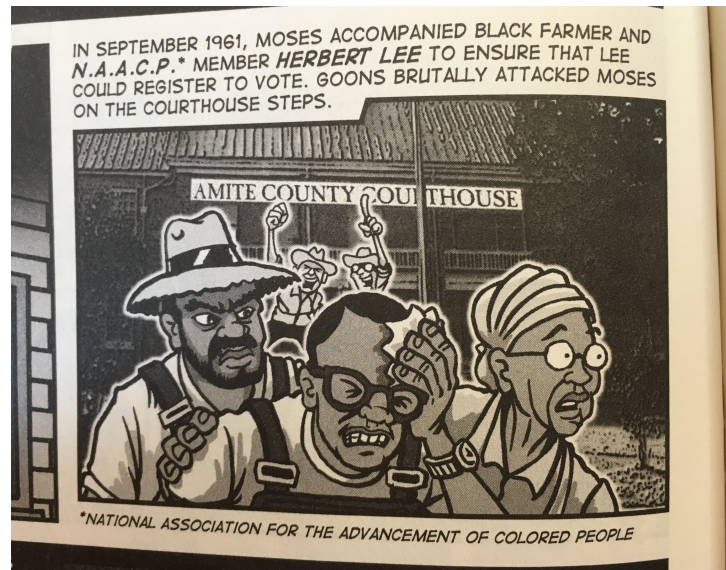
[What if I found it online?](#)

What if it's just decorative?

If it's from a formally published source, even decorative items should be fully cited.

[What if it's a work of art or a museum artifact?](#)

The principle of fair use gives you permission to use such images for a classroom presentation.



Zinn, Howard, et al. *A People's History of American Empire: a Graphic Adaptation*. Metropolitan Books, 2008.

# Images from publications

If your image is from a formally published source, such as a book or journal article, the full citation should be included.

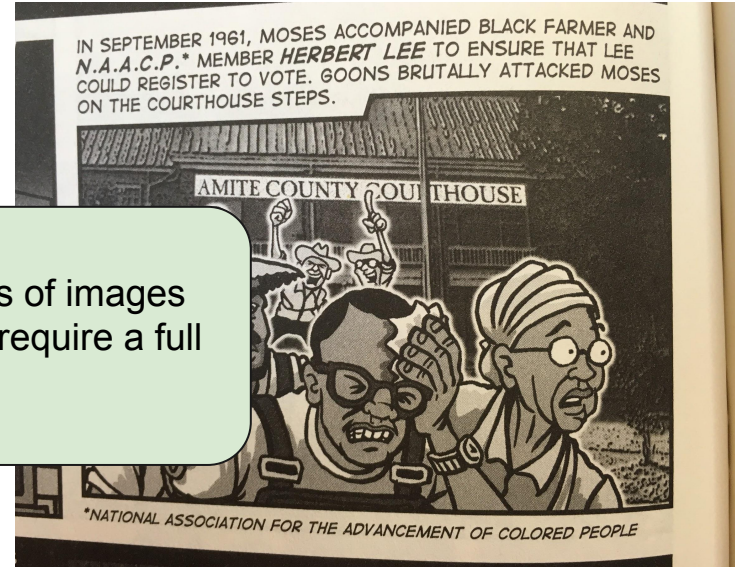
What if I found it online?

What if it's just decorative?

What if it's a work of art or a museum artifact?

The principle of fair use gives you permission to use such images for a classroom presentation.

These types of images would also require a full citation.

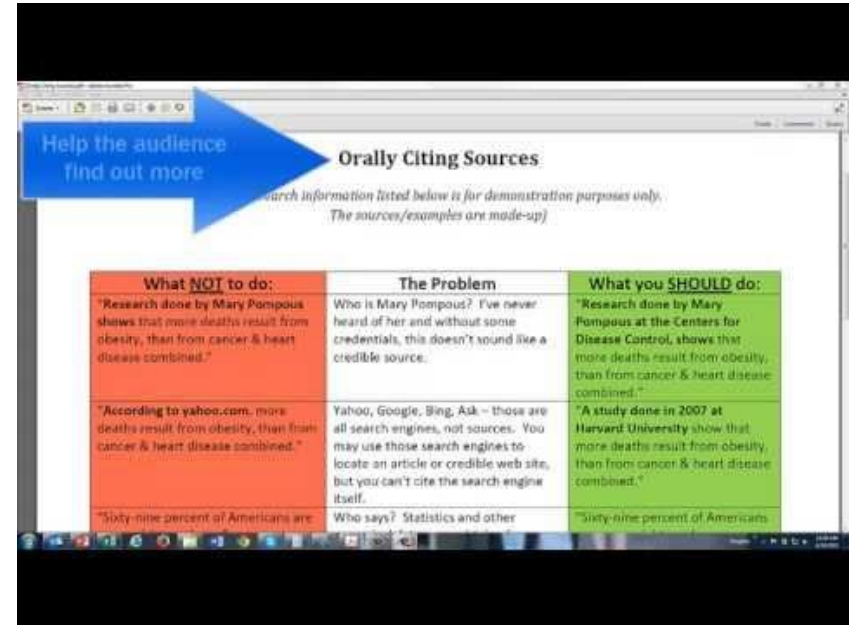


Zinn, Howard, et al. *A People's History of American Empire: a Graphic Adaptation*. Metropolitan Books, 2008.

# Videos

Include full citations under videos you use in your presentations.

Notice in this example that **YouTube is not the author of the video**. The person or organization who posted the video on YouTube is the author.



Help the audience find out more

**Orally Citing Sources**

Search information listed below is for demonstration purposes only.  
(The sources/examples are made-up)

| What <b>NOT</b> to do:                                                                                                 | The Problem                                                                                                                                                                                    | What you <b>SHOULD</b> do:                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "Research done by Mary Pompous shows that more deaths result from obesity, than from cancer & heart disease combined." | Who is Mary Pompous? I've never heard of her and without some credentials, this doesn't sound like a credible source.                                                                          | "Research done by Mary Pompous at the Centers for Disease Control, shows that more deaths result from obesity, than from cancer & heart disease combined." |
| "According to yahoo.com, more deaths result from obesity, than from cancer & heart disease combined."                  | Yahoo, Google, Bing, Ask - those are all search engines, not sources. You may use those search engines to locate an article or credible web site, but you can't cite the search engine itself. | "A study done in 2007 at Harvard University show that more deaths result from obesity, than from cancer & heart disease combined."                         |
| "Sixty-nine percent of Americans are                                                                                   | Who says? Statistics and other                                                                                                                                                                 | "Sixty-nine percent of Americans                                                                                                                           |

"Orally Citing a Source in a Speech." *YouTube*, uploaded by Janene Davison, 24 Apr. 2015, [www.youtube.com/watch?v=eP0bfnRIJVV](http://www.youtube.com/watch?v=eP0bfnRIJVV).

Next topic: [Tables, graphs, and charts](#)

# Tables, graphs, and charts

There are a few ways that you might use tables or graphs in your presentation:

- [Use your own data](#) to create your own table or graph
- [Use data from a source](#) to create your own table or graph
- [Use an existing table or graph from a source](#) (copy and paste)

Skip ahead to NEXT topic: [Common pitfalls](#)

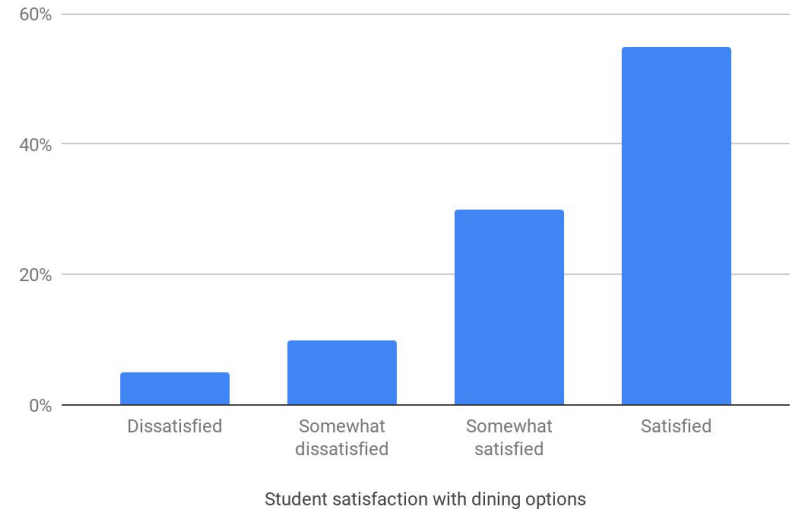


# Using your own data

If you have collected your own data and created a graph or table with it, you don't need a citation on your slide.

**Make sure that your verbal presentation makes it clear that this is your data.**

For example: "In the survey I conducted of CSUMB students, the majority indicated that they were satisfied with campus dining options."



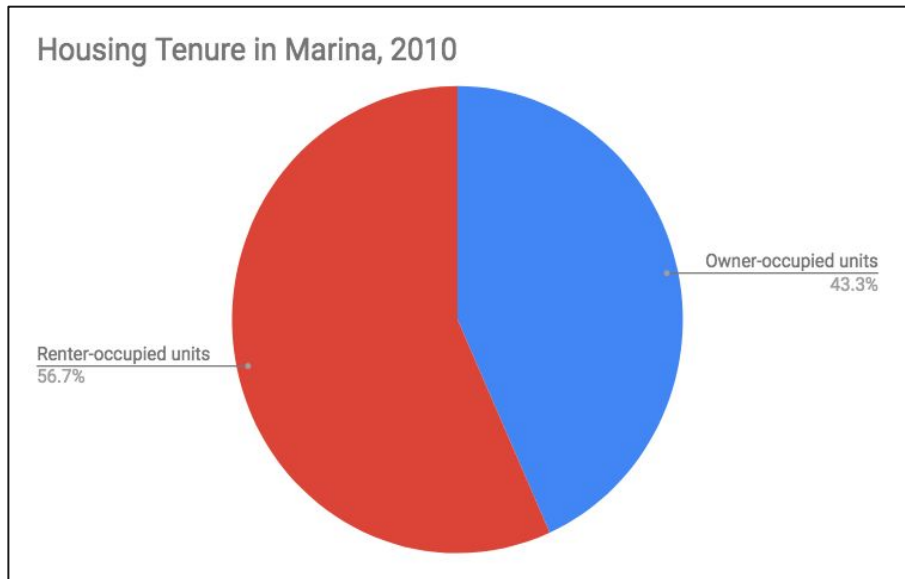
# Using data from a source

If you use data from a source to create your own table or graph, you must cite the source.

In this example, I used data from the Census Bureau to create a pie chart.

## How do I make this clear in my citation?

In my verbal presentation, I might say, “Data from the 2010 U.S. Census indicate that most housing units in Marina are occupied by renters.”



Adapted from: U.S. Census Bureau. “Profile of General Population and Housing Characteristics: 2010.” *American FactFinder - Results*, 2010, [factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF). Accessed 6 Aug. 2018.

# Using data from a source

If you use data from a source to create your own table or graph, you must cite the source.

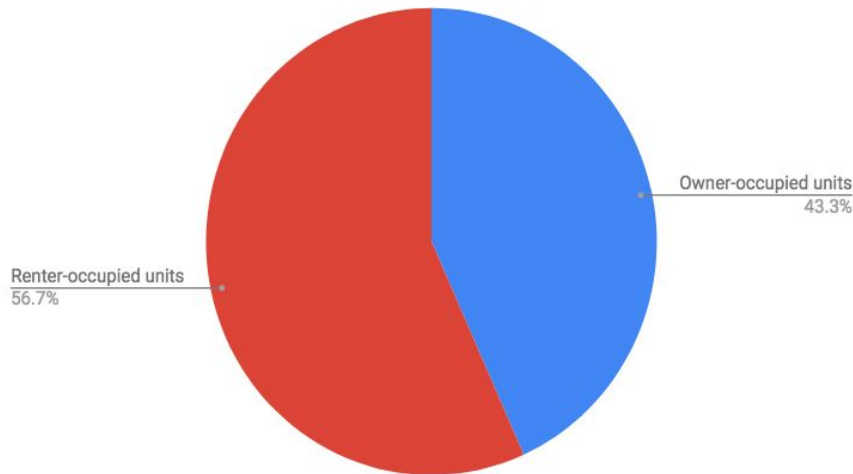
In this example, I used data from the Census Bureau to create 7

How do I make th

In my verbal presentation, I used the 2010 U.S. Census to indicate that most housing units in Marina are occupied by renters.”

The citation says “adapted from” to indicate that it’s the data, not the chart, that comes from this source.

Housing Tenure in Marina, 2010



**Adapted from:** U.S. Census Bureau. “Profile of General Population and Housing Characteristics: 2010.” *American FactFinder - Results*, 2010, [factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF). Accessed 6 Aug. 2018.

# Using a table or graph from a source

When you copy and paste a table or graph into your presentation, a full citation is required.

The principle of fair use gives you permission to use a cited table or graph for a classroom presentation.

**TABLE 4**

Usefulness for Course Work: Student Rating by Search Tool

|                                                                                   | Default Summon |      | Prescoped Summon |      | SSA   |      |
|-----------------------------------------------------------------------------------|----------------|------|------------------|------|-------|------|
|                                                                                   | Count          | %    | Count            | %    | Count | %    |
| I would find this tool useful in my coursework. Do you agree with this statement? |                |      |                  |      |       |      |
| 1 (strongly disagree)                                                             | 2              | 4%   | 3                | 6%   | 2     | 4%   |
| 2                                                                                 | 1              | 2%   | 2                | 4%   | 3     | 6%   |
| 3                                                                                 | 5              | 10%  | 4                | 8%   | 10    | 20%  |
| 4                                                                                 | 14             | 28%  | 17               | 34%  | 11    | 22%  |
| 5 (strongly agree)                                                                | 28             | 56%  | 24               | 48%  | 24    | 48%  |
| Total                                                                             | 50             | 100% | 50               | 100% | 50    | 100% |

Dahlen, Sarah P.C., and Kathlene Hanson. "Preference vs. Authority: A Comparison of Student Searching in a Subject-Specific Indexing and Abstracting Database and a Customized Discovery Layer." *College & Research Libraries*, vol. 78, no. 7, 2017, pp. 878–897.

# Watch out for these common pitfalls



Displaying the **Reference List** slide too briefly. *Instead*, leave it up during Q&A so audience can read and assess references.

Providing verbal citation *after* **stating idea**. *Instead*, cite the source first, then state their point/idea.

Using general phrases such as “**studies indicate...**” *Instead*, cite the actual source.

Not properly **pronouncing names or terminology**. *Instead*, learn and practice saying difficult names or terms.

Not providing **sufficient information** in verbal citation. *Instead*, follow the guidelines in the verbal attribution section.

NEXT topic: [Example slides](#)

# Example slide

## Ending Hunger Takes:

Time



Money



Quote by Zig Zigler

Image from mghunttoon via Pixabay

**Quotes need a citation:**

Originator of the quote

Creator of image and where it was found

Clip art does NOT need citations

*Listen to someone present this slide:*



# Example slide

## In-text citations:

- Author & date
- Author can be an organization
- Do not include the web address of websites, only the source

*Listen to someone present this slide:*



## Hunger in America

- **Hunger among U.S. Families**  
=Unhealthy consequences all members (USDA)
- **Child Hunger in U.S.**
  - 1/6 Hungry
  - 1/3 Malnourished (Feed the Children)
- **Monterey County-9.5%**  
(Gunderson et al. 217)



Image from Aude via Wikimedia Commons. CC BY-SA 3.0

## Image citations:

*Must* include author of image and where it was found.

May include Creative Commons license

[Reference list example](#)

# Example works cited list for previous slide



## Works Cited

“Food Security.” *USDA*, 2018, [www.usda.gov/topics/food-and-nutrition/food-security](http://www.usda.gov/topics/food-and-nutrition/food-security).

Gundersen, Craig, et al. “Food Insecurity across the Rural/Urban Divide: Are Counties in Need Being Reached by Charitable Food Assistance? .” *ANNALS of the American Academy of Political and Social Science*, vol. 672, no. 1, 2017, pp. 217–236.

“Why Are Children Hungry?” *Feed the Children*, 2018, [www.feedthechildren.org/our-work/stories/](http://www.feedthechildren.org/our-work/stories/).



# Need more help citing your sources?



Ask a librarian!

<https://csumb.edu/library>

Need to review? Return to [Table of Contents](#).



California State University  
**MONTEREY BAY**