**REFERENCING**

Not everything in your writing need be documented. Facts and ideas that are 'common knowledge' (and not from a quotation), as well as your own thoughts, opinions and conclusions do not need to be documented. But whenever you rely on an idea or the writing of someone else in support of your own thesis, this must be credited. If you fail to do this, you will be guilty of plagiarism.

**Types of references**

As well as referring to another work within your text, you have to give more details about your sources in one or more of these places:

􏰀 **Footnote**

\*  provides details about the source of an in-text citation

\*  placed at the bottom of the page where the citation appears

􏰀 **Endnote**

\*  provides details about the source of an in-text citation

\*  placed at the end of the article or paper, on a separate sheet of paper

􏰀 **Bibliography**

\*  complete list of reference books, articles and other source materials cited in your work, in alphabetical order by author

\*  placed at the end of the article or paper, on a separate sheet of paper

**Style sheets**

Every publisher and discipline has its own requirements and provides style sheets on how references should be laid out, even though they all require the same basic information. These style sheets are readily available, and provide style standards for writing in most fields, sciences and disciplines. As a professional writer, you are responsible for knowing and following the standard of your particular discipline.

**QUOTING**

When writing a research paper or report, it is normal to include references and quotations from the work of others. This is for one or more of the following reasons:

* to cite evidence or opinions from an authority on the subject in support of your argument
* to put forward someone else's viewpoint that you intend to argue against
* to show the range of source materials you have used to support or challenge your own ideas
* to acknowledge that your arguments derive from the work of others and thereby put them into their academic context

# What kinds of quotation are there?

Quotations in your text can either be

* **direct**: that is, you use the actual words of the original writer, or
* **Indirect**: that is, you **paraphrase** what the original source says by putting the ideas in your own words.

In general, it is preferable to use the indirect, or paraphrasing, method since this incorporates the other author's ideas better into the flow of your own text.

However, there are occasions when direct quotations are better:

* when the author expresses an idea in a particularly way that it is impossible to improve on it
* when the writer is such an important authority on the subject that his/her actual words are significant
* when you want to avoid any ambiguity about the quoted ideas

# How long should direct quotations be?

In principle, you should **keep quotations as brief** as is necessary for them to make their point. **Avoid using long quotations** in case they detract from your own argument; only quote longer passages if you intend to analyze the writer's argument in detail.

# How should I punctuate quotations?

* if your quotation is short, maybe only two or three words, try to run it within the grammatical flow of your sentence. This means **single quotation marks** are sufficient (together with appropriate referencing)

The conclusion of their analysis is that commercial nodule mining is unlikely for 'the foreseeable future' (35).

* if your quotation is a little longer and is preceded by an introductory phrase, then you can use a comma or a colon before the quotation itself.

In one of his many publications concerning the role of science, Freeman wrote: 'Much scientific research is concerned with the exploration of the unknown. By definition we cannot know the outcome of such explorations and still less can we know its future impact on technology.' (39)

* most importantly, you must make sure you keep grammatical and logical cohesion between the quotation and your own text. To do this, you may have
* to **add or delete** words from the original, though you should keep these changes as small as possible. Where you add words, put square brackets round them.

According to popular view of evolution, even after Darwin, 'each **[species]** could realise its inner potential, which gradually unfolded.' (Kuper, 1985, p. 4)

* if you omit some of the author's original words which are not relevant to your purpose, use three dots **(…) Ellipsis** to show where you have left the words out.

Case argued that the stage concept is valid: '… children go through the same sequence of substages across a wide variety of content domains, and … they do so at the same rate, and during the same age range.' (Case, 1985, p.231)

* if the **quotation contains another quotation,** then use single quotation marks ('…') for your quotation and double quotation marks for the author's quotation ("…").

A New Scientist survey of 1982 concluded that this was 'in accord with the ideas expressed by C.

P. Snow (1964) when he spoke of "the gulf of mutual incomprehension that lies between the literary and scientific worlds".' (3)

* if your quotation is long, say, more than three lines, then it should be indented as a separate paragraph. In this case, there are no quotation marks at all.

James (1983) devoted a whole chapter to instinct. He began with the following statement:

Instinct is usually defined as the faculty of acting is such a way as to produce certain ends, without foresight of the ends, and without previous education in the performance …. They are functional correlates of structure. With the presence of a certain organ goes, one may say, almost always a native aptitude for its use. (p. 1004)

# Language to use to introduce quotations

* There are a wide variety of 'reporting' verbs and verb phrases that you can use to introduce a quotation. Here are some of the more common ones

|  |  |  |  |
| --- | --- | --- | --- |
| *acknowledge …* | *admit …* | *allege …* | *argue …* |
| *assert …* | *assume …* | *believe …* | *claim …* |
| *conclude …* | *contend …* | *demonstrate …* | *describe …* |
| *emphasize* | *explain …* | *imply …* | *indicate …* |
| *make the point …* | *observe …* | *point out …* | *postulate …* |
| *predict …* | *propose …* | *prove …* | *report …* |
| *say …* | *show …* | *state …* | *suggest …* |
| *think …* | *write* |  |  |

Be careful about the verb tenses of these verbs:

* You can introduce your citation with any of these longer phrases:

*According to X, … As X has shown, … For X, …*

*In X's view, …*

*By this, X meant …*

*X was of the opinion that …*

*X distinguished between … and …*

*X characterized / considered / defined / recognized / referred to / regarded … as … X illustrated his / her argument by saying / stating / showing that …*

*X laid particular emphasis on …*

*X makes the following claim / point / statement: … X put forward the theory that …*

*Referring to …, X said / stated / showed …*