# Referencing

Referencing is a very important academic convention which recognises that academic writing builds on previous research. In nearly all assignments, you are required to refer to the work of others and you must always explicitly acknowledge this both in the body of your assignment and in a list of references at the end of your work.

## Why reference?

You need to reference to:

❖ acknowledge the source of facts and ideas that are not your own

❖ allow your reader to consult those ideas in the same place that you found them

❖ support a claim being made

❖ demonstrate the breadth of your research

❖ show that you can participate in the conversation of scholarship.

## The two referencing systems

The **Author-date** system (often referred to as the **Harvard** system) places the author's name and date in brackets immediately following the idea in the text. The **Footnoting** system places numbers in the text with corresponding notes at the bottom of each page. These systems have developed to serve different disciplines. The Author-date system is used in most units of study at UNE, although History uses Footnoting, and Law and Psychology have their own systems of referencing. Some units allow you to use either Author-date or Footnoting. If this is the case, make sure that you are consistent in using the system you choose. This leaflet deals with the Author-date system. For details about the Footnoting system see the fact sheets available at the Academic Skills Office or online at:

**http://www.une.edu.au/aso/**

## Check that this referencing style complies with your unit requirements

## When do I reference?

You must provide a reference when you:

❖ use data / facts / information from another source

❖ paraphrase (express someone else's idea in your own words)

❖ summarise (give a concise version of someone else's ideas)

❖ quote (use another's exact words)

❖ copy another's tables or figures.

If you do not reference in these situations, you will be accused of plagiarism.

## What is plagiarism?

Plagiarism occurs when you make use of the work of someone else without acknowledgment, even if this is done unintentionally. This includes information from books, articles and electronic sources as well as diagrams and tables. Plagiarism is regarded as theft of intellectual property. Cases of plagiarism are reported to the Dean of the Faculty and may result in failure or withdrawal from your course. See UNE's policy *Avoiding Plagiarism and Academic Misconduct: Information for Students* at:

**http://www.une.edu.au/rmo/policies/acad/plaginfocwstud.pdf**

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This introductory guide is divided into three sections: referencing in the text of an assignment; the reference list; and referencing in action (a sample essay extract fully referenced). For more detailed information about referencing, see the fact sheets available from the Academic Skills Office and the ASO web site.

*The Author-date System*

# References in the text of your assignment

**(Sometimes called 'citations in the text')**

Each time you use the work of others in an assignment, you must acknowledge this with an in-text reference that places the author's surname, year of publication and page number (when appropriate) next to the idea to which you are referring.

**author's surname**　**year**　**page number**

> Plato and Aristotle are regarded as the twin founders of Western thought (Kenbrook 1987:11).

**Page numbers**

Page numbers must be given when you quote or paraphrase a passage or when you copy tables and figures, or when you summarise an idea from a particular page. Page numbers are not necessary when you refer to key ideas that encompass a whole study or work.

**Strong and weak author orientation**

Including the author's name as part of your sentence gives prominence to the author.

> Jones (1995:23) has made this fundamental claim.

Placing the author's name in the brackets of your reference gives prominence to the information.

> This fundamental claim has already been made (Jones 1995:23).

**Quotations**

You should not use too many quotations. Generally, it is better to assimilate the author's ideas into your own argument by paraphrasing. Quotations are used when:

**Quotations must be reproduced exactly**

- ❖ An argument needs to be recorded as evidence
- ❖ Changing the words would result in misinterpretation
- ❖ You need to preserve a particularly elegant or apt expression.

**Short quotations**

Short quotations (less than three lines) should be placed within single inverted commas and woven into your own sentence.

> It is important to remember that 'morality is not the servant of our desires and interests, but their judge' (Gaita 2001:38).

**Long quotations**

Long quotations (more than three lines) are set off from your text as a block quotation. They are indented from the left and single-spaced. Inverted commas are not used. Try to avoid ending a paragraph with a block quotation. (See the essay extract at the end of the leaflet for an example of a block quotation.)

**Electronic sources**

Electronic in-text references require the author, date and page number, just as in in-text references to printed material. However, many Internet sites do not have page numbers or specified authors.

If there are no page numbers in the document, use paragraph numbers if provided or if you are easily able to count them.

> Scaffolding is an integral part of effective teaching (Vygotsky 1972:para. 4).

You can also use the symbol for paragraph: ¶　(Vygotsky 1972:¶ 4)

If you cannot refer to a paragraph number, place the word 'online' after the author and date. This lets your reader know that it is an Internet reference and you have not simply forgotten to put in the page numbers.

> Lyons (1996 online) argues that 'political debate has declined over the last thirty years'.

## Examples of in-text references

**Single author**

The idea of progress is much overrated (Addington 1994:32–33).

**Two or three authors**

Moore and Blackwell (1993:25) claim that …

Tissue damage rapidly develops (Lancaster, Hunt & Farlow 1996:34).

*Use 'and' between authors when in your sentence, but an ampersand (&) when in brackets.*

**Four or more authors**

Peters et al. (1995) base their study on the economic model.

*Cite only the first author's surname, followed by et al. Record all the authors' names in the reference list.*

**Citing several sources at once**

Previous studies (Kerr & Smith 1998; Ling 1993; Williams 1995) showed …

*Names of first authors of each study are presented alphabetically. References are separated by semicolons (;).*

**Different authors with same surname**

A recent report (Smith, F.H. 1975) was later refuted by B. Smith (1990).

*Use author's initials to differentiate between them. Place initials after the surname when in brackets, and before when in your sentence.*

| | |
|---|---|
| **Multiple works by the same author** | In her first study, Sheldon (1996) supports the theory, but her two later studies (1999a, 1999b) modify this claim. |
| | *Use a, b, c … to differentiate between works produced in the same year.* |
| **A work with no date** | Shaw (n.d.) found that …  *['n.d.' means 'no date']* |
| **Secondary reference** <br> **To acknowledge the work of one author that you have found in the work of another** | Quality teaching at any level must encompass 'the ethic of caring' (Henderson 1992 quoted in Holland 1998:4). |
| | Both art and nature are needs of the mind (Gombrich 1983 cited in Norrington 1989:22). |
| | *Name author of idea (and date if known), and give author, date and page of the publication where you read it. Only the work that **you** have read is listed in the reference list. Use 'cited' if paraphrased, and 'quoted' for direct quotes.* |
| **No specified author** | Dieback continues to be a problem in many mountainous regions (CSIRO 2000 online). |
| | Reducing friction is essential ('Pressure care' 2000:3). |
| | *Cite name of organisation that produced the work. If no organisation, use title of the work.* |
| **Personal communication** <br> **Information privately obtained by interview, letter, lecture, etc.** | The client's needs come first (J. Giddings, lecture 16 May 2002). |
| | Doubts have been cast on the statistical methods used (P. Darnell 1991, pers. comm., 3 October). |
| | *Do not list personal communications in the list of references.* |
| **UNE Unit Outlines, Study Guides and Resource Books** | The most important point is that 'the multivalent nature of religion defies definition' (*RELS 302 Unit Outline* 2001:53). |
| | *If information has an author, reference it as you would a book or article. If information has no author, use the title.* |
| **Dictionary** | To synthesise is to 'combine into a complex whole' (The Macquarie Dictionary 1997). |

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# The reference list

An alphabetical list of references is placed at the end of your assignment. This list gives the full publication details of each source you cited in your assignment so that your reader can consult the same sources that you have used.

**Reference list or bibliography?**

A **Reference List** is a list of all the sources that you have used as in-text references in your assignment. A **Bibliography** includes both in-text references and other sources which may have informed your thinking on the topic but have not necessarily been used in writing your assignment. Make sure you know whether a reference list or bibliography is required for the unit you are studying.

The following are the most common types of references. Use them as a template for your own references.

**Book**

> **Author Year, *Title*, Publisher, Place of Publication (town/city).**

If the town/city is not well known, add the state:
e.g. Englewood Cliffs, New Jersey.

author's surname — title in italics — publisher's name

Pinchin, C. 1990, *Issues in Philosophy*, Macmillan Education, London.

initial — year of publication — place of publication

**Journal article**

> **Author Year, 'Title of article', *Title of Journal*, volume, issue number, page numbers (from beginning to end of article).**

**Abbreviation of page = p.**

year of publication

author's surname — initial — article title in single inverted commas — title of journal in italics

Mori, Y. 2002, 'Optimal diving behaviour for foraging in relation to body size', *Journal of Evolutionary Biology*, vol. 15, no. 2, pp. 270–276.

**Abbreviation of pages = pp.**

second line indented — volume number — issue number — page numbers
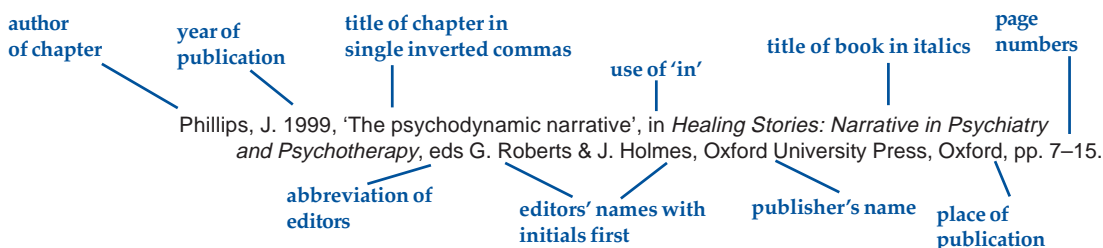
**Chapter in an edited book**

You will have two entries. One for the chapter and one for the book.

**Chapter entry**

> **Author of chapter Year, 'Title of chapter', in *Title of Book*, name of editor/s, Publisher, Place of Publication, page numbers (from beginning to end of chapter).**
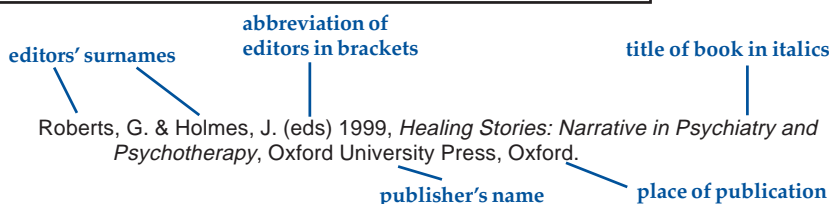
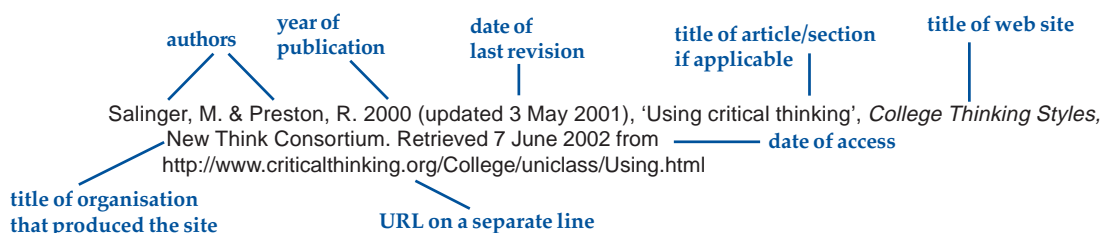**Abbreviation of editor = ed.**

**Abbreviation of editors = eds**

author of chapter · year of publication · title of chapter in single inverted commas · use of 'in' · title of book in italics · page numbers

Phillips, J. 1999, 'The psychodynamic narrative', in *Healing Stories: Narrative in Psychiatry and Psychotherapy*, eds G. Roberts & J. Holmes, Oxford University Press, Oxford, pp. 7–15.

abbreviation of editors · editors' names with initials first · publisher's name · place of publication

**Book entry**

> **Editor/s of book Year, *Title*, Publisher, Place of Publication.**

editors' surnames · abbreviation of editors in brackets · title of book in italics

Roberts, G. & Holmes, J. (eds) 1999, *Healing Stories: Narrative in Psychiatry and Psychotherapy*, Oxford University Press, Oxford.

publisher's name · place of publication

**Online document**

> **Author Year of publication (date of last revision if given), 'Title of article/section', *Title of Web Site*, Title of Organisation. Retrieval statement (date of access and URL).**
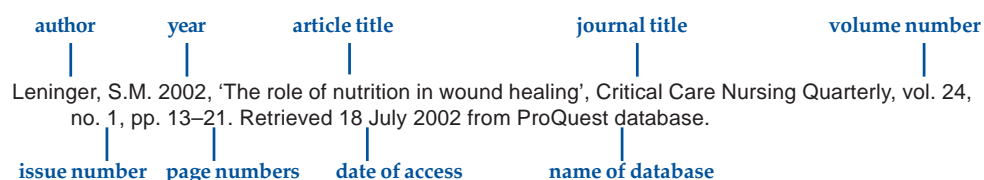
**Not all web sites have all this information. Provide as much as you can**

authors · year of publication · date of last revision · title of article/section if applicable · title of web site

Salinger, M. & Preston, R. 2000 (updated 3 May 2001), 'Using critical thinking', *College Thinking Styles*, New Think Consortium. Retrieved 7 June 2002 from ——— date of access
http://www.criticalthinking.org/College/uniclass/Using.html

title of organisation that produced the site · URL on a separate line

**Journal article from online database**

> **Author Year, 'Title of article', *Title of Journal*, volume number, issue number, page numbers. Retrieval statement (date of access and name of database).**

author · year · article title · journal title · volume number

Leninger, S.M. 2002, 'The role of nutrition in wound healing', Critical Care Nursing Quarterly, vol. 24, no. 1, pp. 13–21. Retrieved 18 July 2002 from ProQuest database.

issue number · page numbers · date of access · name of database

When using an online database, cite the name of the database in the retrieval statement instead of the URL. This is because the URLs for these sites can change, and they are frequently very lengthy. If you have only consulted an abstract from a database, you must indicate this.

**Capitalisation styles in reference entries**

**Maximal** (Headline style) is used for titles (and subtitles) of books, journals and web sites. The first letter of every important word should be capitalised. The first word after a colon is **always** capitalised.

Wang, D.R. 1998, *New Horizons in Sustainable Agriculture: A Plan for Developing Countries*, Hodder & Stoughton, London.

**Minimal** (Sentence style) is used for the titles of articles in journals, web sites and newspapers, and chapters in edited books. Capitalise the first word, any other word that would normally take a capital, and the first word after a colon.

Suzuki, T. & Dillon, P. 2001, 'Working patterns in Australia: A new approach', *Australian Journal of Applied Economics*, vol. 23, no. 5, pp. 34–40.

**Always ensure that the first word of your in-text reference is the same as the first word of the corresponding item in the reference list.**

# Examples of entries in a reference list

| | |
|---|---|
| **Book** | Page, M.C. 1997, *Social Systems*, Allen & Unwin, Sydney. |
| **Journal article** | Reid, J. & Sand, R. 1987, 'The wood and the grove', *Journal of Mythology*, vol. 9, no. 1, pp. 23–34. |
| **Chapter in edited book** (two entries required) | Phillips, J. 1999, 'The psychodynamic narrative', in *Healing Stories: Narrative in Psychiatry and Psychotherapy*, eds G. Roberts & J. Holmes, Oxford University Press, Oxford, pp. 7–15. |
| | Roberts, G. & Holmes, J. (eds) 1999, *Healing Stories: Narrative in Psychiatry and Psychotherapy*, Oxford University Press, Oxford. |
| **Multiple authors** | Reger, P., Billings, O., Jackson, C., Heagney, A. & Frye, W. 1999, *Soil Science*, Routledge, Toronto. |
| | *Do not use et al. in the reference list.* |
| **No specified author** | Australian Nursing Council 1995, *Code of Ethics for Nurses in Australia*, ANCI, Canberra. |
| | *Use the name of the organisation or sponsor who authorised the publication. If not available, begin with the title.* |
| **An edition** | Sharpe, J.A. 1997, *Early Modern England: A Social History 1550–1760*, 2nd edn, Arnold, London. |
| | *Any edition **other than the first** must be indicated after the title of the book.* |
| **Newspaper article** Author | Chambers, A. 1999, 'Water resources breakthrough', *Australian*, 21 Sept., p. 7. |
| | *The word 'the' is not included in the newspaper title.* |
| **No specified author** | 'Cloning research travesty', *Sydney Morning Herald*, 3 June 2001, p. 12. |
| | *If the author is not identified, begin with the title of the article.* |
| **Video recording and television** | *From Wasteland to the Garden of Eden* (video recording) 9 Feb. 1998, ABC Television. |
| | *Television productions are identified as video recordings.* |
| **UNE Study Guide** No specified author | *HSNS 196: Holistic Health, Study Guide* 2001, University of New England, Armidale, NSW. |
| **Article reprinted in UNE Resource Book** | Perkins, D.W. 2000, 'Beyond constructivism', *Literacy in Education*, vol. 16, no. 3, in *EDSE 294: Language as Social Practice, Resource Book* 2001, University of New England, Armidale, NSW, pp. 34–56. |
| **Dictionary** | *The Macquarie Dictionary* 1997, 3rd edn, Macquarie Library, Sydney. |
| **Abstract from an electronic journal** | Fingal, P.W. 1998, 'Rhineland resurrection motifs', *European Journal of Folklore*, vol. 36, Winter, pp. 2–9. Abstract retrieved 21 Apr. 2002 from Expanded Academic ASAP database. |
| | *Where possible, always find and refer to the full text of an article.* |
| **Article from an electronic journal** | Hopkins, M. 1998, 'Corporate social responsibility around the world', *Online Journal of Ethics*, vol. 2, no. 2. Retrieved 14 Sept. 2004 from http://www.stthom.edu/cbes/corporate.html |
| **Document with no specified author** | International Reading Association 2002, 'What is evidence-based reading instruction?' Retrieved 23 July 2002 from http://www.reading.org/positions/evidence_based.html |
| | *If no author identified, begin with the title of the organisation.* |
| | 'World Wide Web' (updated 29 Aug. 2002), *The Great Idea Finder*. Retrieved 15 June 2004 from http://www.ideafinder.com/history/inventions/story069.htm |
| | *If no author or organisation identified, begin with the title of the article.* |
| **CD-ROM** | Centre for Research into the Educational Application of Multimedia 1995, *Teaching in Context*, CD-ROM, CREAM, University of New England, Armidale, NSW. |

❖ Place entries in a single list in alphabetical order (do not divide into sections)

❖ Double space between entries (single space within entries)

❖ Indent the second and subsequent lines of each entry (use hanging indent function)

❖ Works by the same author are listed chronologically (oldest to latest)

# Referencing in action

## (An extract from an essay on higher education)

*short quotation woven into sentence used to support the essay writer's own argument*

John Ralston Saul (1997:74) asserts that the essential role of higher education is 'to teach thought', and teaching which focuses on mechanistic skills rather than independent thinking will not properly educate. His claim supports the argument that if students have not been taught how to think they will find it hard to be genuinely responsible citizens. This is the major reason why the corporatist model of the modern university (Karelsky et al. 1989) that values economic performance over quality of mind may be regarded as deficient. Indeed, recent trends that favour vocational skilling over the traditional teaching of thinking devalue the higher purposes of disciplined and reflective thought. This is particularly so in current attitudes towards communication skills:

*no page number needed here because the reference is to the whole of study*

> The modern school [including tertiary institutions] gives the impression that communication skills are merely techniques whose mastery is important for scoring high on tests and doing well on the job. But is there no transcendent value in learning how to speak and write exactly? … Can there be true independence of thought without mastery of language? (Hicks 1991:12)

*long quotation indented and no inverted commas*

*ellipsis (…) shows that some words have been left out of quotation*

*square brackets are used to show that your words have been inserted in a quotation*

*secondary reference*

Bloom's higher-order thinking skills of analysis, synthesis and evaluation (cited in Harrison 1999:22) relate to the process of analysis, reflection and editing that accompanies good quality writing. They also form the foundation of critical thinking. Too often, however, the word 'critical' is associated with negative criticism rather than the ability to apply 'skilful judgement as to the truth or merit of a situation' (*The Macquarie Dictionary* 1997). Ultimately, independence of thought contributes to intercultural debate and to the growth of equity, justice, solidarity and liberty which are part of the renewal proposed by the recent World Conference on Education (UNESCO 2001:para. 1). Responsible citizenship is arguably the most valuable outcome of genuine education.

*no author (use title for dictionary references)*

*full stop goes after the brackets of in-text references*

## References

*Journal article*

Harrison, N.P. 1999, 'Bloom revisited: The flourishing of thinking', *Journal of Enquiry into Higher Education*, vol. 23, no. 2, pp. 19–32.

*Book*

Hicks, D.V. 1991, *Norms and Nobility: A Treatise on Education*, Rowland & Littlefield, Savage, Maryland.

*Article from electronic database*

Karelsky, S., Brown, T., Gomez, P. & Fellowes, J. 1989, 'A new model of the university', *Journal of Tertiary Studies*, vol. 6, Fall, pp. 89–97. Retrieved 15 Aug. 2002 from Eric database.

*Dictionary*

*The Macquarie Dictionary* 1997, 3rd edn, Macquarie Library, Sydney.

*Book*

Saul, J.R. 1997, *The Unconscious Civilization*, Penguin, Ringwood, Vic.

*Online document*

UNESCO 2001, 'World conference on education follow-up strategy', *World Conference on Education*. Retrieved 26 July 2002 from http://www.unesco.org/education/wche/index.shtml

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The Academic Skills Office has a range of fact sheets on referencing, avoiding plagiarism, style and assignment writing. See the ASO web site at:

**http://www.une.edu.au/aso/**

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## Non-discriminatory language

You must be careful to use non-discriminatory language in assignments. You must avoid language that makes inappropriate reference to sex, disability, language, race and ethnicity. More information is available from the UNE Equity Office (02 6773 3591) and the Aboriginal Unit, Oorala (02 6773 3034). A fact sheet on Using Non-discriminatory Language is also available from the Academic Skills Office.

Academic Skills Office