

## ADVANCED REFERENCING

**Exercise 1:** Do you need to reference in the following situations?

Yes No

<p>You are sitting on a train and two professors from your university, who you recognise, sit in the seat in front of you. They begin to discuss a subject of interest to you – as you have to write an assignment on it – and you can hear their conversation quite clearly. You make a mental note of what they say, think about it yourself, and later integrate their ideas into your assignment.</p> <p>Do you need to reference the names of the two professors?</p>		
<p>A week or so ago, you were a passenger in a car and you were listening to the car radio. A speaker – you didn't make a note of the name of the speaker – on a radio programme made some interesting and original remarks on a theory of interest to you. You think about these ideas and then summarise them in an assignment.</p> <p>Do you need to reference in this situation?</p>		
<p>When you were younger – a few years ago – you went to hear a talk by a scientist (you can't remember who it was now) who spoke about a subject that now connects with your current degree studies. Over the years you had thought about what had been said by the scientist, agreed with this viewpoint, and 'adopted' it as your own opinion. You write an assignment on the topic in question and integrate this viewpoint as your own opinion into your work.</p> <p>Do you need to reference in this situation?</p>		

### Exercise 2:

You read an ‘Introduction to XYZ’ book by Clarke and Young (2009), who quote Khan (2007), who in turn has summarised the ideas of Rodwell (2005), Baker (2003) and Hardy (2002). You are particularly interested in Rodwell, Baker, and Hardy’s ideas and want to use them in your assignment.

Who, if anyone, do you reference in your assignment? Write in the space below.

### Exercise 3: Citations

Where – if anywhere – should citations be located in the following extract from an essay on referencing? Mark with an **X** you think a citation should be located in the text.

Immanuel Kant said “Science is organized knowledge.” This short quote brilliantly captures the point that the primary mission of science and other disciplines is not to promote individual achievements, but to establish a connected, collective, and recognised body of knowledge. This is the most fundamental reason for referencing from a theoretical point of view. Hence some authors identify this as the principal reason for referencing: “The primary reason for citation [...] is that it encourages and supports the collective construction of academic knowledge”

We can summarise then, as follows, that the writer’s references are links to this network of knowledge. Arguably, without these links an academic work would operate within an academic vacuum, unrelated to existing academic knowledge. A writer needs, therefore, to contextualise his or her work to show how it relates to current research and debates. We can see too, that references also indicate in which particular knowledge network the writer operates. These links to existing knowledge enable the reader to follow the writer’s link to the existing knowledge network to gain a more in-depth insight, if needed.

## Advanced Referencing – Tutor Comments

### Exercise 1

In relation to the three questions posed in exercise 1, there are four questions to ask about a source to help you decide if it needs to be referenced:

1. Has it been presented formally into the public domain in some way?
2. Has it been presented publicly in a **tangible form**? (This can include printed material, the Internet, a public talk/lecture, a public performance).
3. Does someone, or an organisation, have an ownership of it? Look for a named author or writer, or the name of an organisation, including a website or host, that is presenting the information in question.
4. Is the information presented in the source in question outside the realm of ‘common knowledge’ (see page 8)?

If the answer to **all** these is ‘**yes**’, then the source should be referenced.

So in relation to the questions:

*You are sitting on a train and two professors from your university, who you recognise, sit in the seat in front of you. They begin to discuss a subject of interest to you – as you have to write an assignment on it – and you can hear their conversation quite clearly. You make a mental note of what they say, think about it yourself, and later integrate their ideas into your assignment.*

The answer is **NO**. The ideas were not presented publicly in a formally tangible way. You might, however, want to include an ‘Acknowledgements’ section at the end of your assignment that can include mention and thanks to people who helped you in some way, e.g. proof-readers, other students who you discussed the assignment with, a personal tutor, learner development unit; - and these two professors!

*A week or so ago, you were a passenger in a car and you were listening to the car radio. A speaker – you didn’t make a note of the name of the speaker – on a radio programme made some interesting and original remarks on a theory of interest to you. You think about these ideas and then summarise them in an assignment.*

The answer is **YES**. This example connects with all four referencing elements, as shown above. If you didn’t make a note of the name of the speaker at the time, you should make an effort to trace him or her by using the Internet to locate the radio programme in question and to identify the speaker.

*When you were younger – a few years ago – you went to hear a talk by a scientist (you can’t remember who it was now) who spoke about a subject that now connects with your current degree studies. Over the years you had thought about what had been said by the scientist, agreed with this viewpoint, and ‘adopted’ it as your own*

*opinion. You write an assignment on the topic in question and integrate this viewpoint as your own opinion into your work.*

The answer is **NO**. There is a difference between what you read, saw, or heard recently (as in example 2) and what happened in the more distant past. This example raises the issue of the origins of ideas.

We use ideas from the past all the time. Other people raised these ideas in the past, and we weave them into our working lives, gradually take ownership of them and eventually forget who it was who influenced us in the first place. The people who influenced us were in turn influenced by nameless others going back over the centuries.

However, if you know of an author who **has** written in a way that validates your own opinions on the issue, you would be wise to cite and reference him/her, if only to demonstrate your reading on the topic.

## **Exercise 2**

*You read an 'Introduction to XYZ' book by Clarke and Young (2009), who quote Khan (2007), who in turn has summarised the ideas of Rodwell (2005), Baker (2003) and Hardy (2002). You are particularly interested in Rodwell, Baker, and Hardy's ideas and want to use them in your assignment.*

This is an example of secondary referencing. The primary sources are Rodwell, Baker, and Hardy's respective work – but you have not read these yourself.

**You only reference the source you looked at**, which in this case is Clarke and Young (2009). So your citation in the essay would read something like this:

Rodwell (2005), Baker (2003), and Hardy (2002) all agree that clear motivation for learning is an essential element for mature students in their successful negotiation of the first semester of a degree course (Summarised by Khan 2007, in Clarke and Young 2009, p.33).

You would then reference Clarke and Young in full at the end of your assignment, e.g.

Clarke, M. and Young, A. (2009). *Introduction to Adult Learning*. Maidenhead: Open University Press.

This book would include a reference for Khan, and Khan's text should include a full reference for Rodwell, Baker, and Hardy's work.

However, if you looked at these three author's work yourself – this would make them primary sources, and you could reference them directly into your assignment.

### Exercise 3

Immanuel Kant said “Science is organized knowledge.” This short quote brilliantly captures the point that the primary mission of science and other disciplines is not to promote individual achievements, but to establish a connected, collective, and recognised body of knowledge. This is the most fundamental reason for referencing from a theoretical point of view. Hence some authors identify this as the principal reason for referencing: “The primary reason for citation [...] is that it encourages and supports the collective construction of academic knowledge” X.

#### Comment

There is a quotation at the end of this paragraph that needs to be acknowledged and referenced. You will see the writer starts with a quotation too. If the quotation is by a well-known person, and is included to add stylistic ‘colour’, credibility, a way into an idea, or for general interest - the name of the source should be cited, (as shown here), but it does not need to be given a full reference entry. However, if in doubt, always supply a full reference entry.

We can summarise then, as follows, that the writer’s references are links to this network of knowledge. Arguably, without these links an academic work would operate within an academic vacuum, unrelated to existing academic knowledge. A writer needs, therefore, to contextualise his or her work to show how it relates to current research and debates. We can see too, that references also indicate in which particular knowledge network the writer operates. These links to existing knowledge enable the reader to follow the writer’s link to the existing knowledge network to gain a more in-depth insight, if needed.

#### Comment

This is a good example of the student pulling ideas together and presenting them in his or her ‘own voice’, so no citations are necessary.

We have clues to the fact that this is the student’s own voice/own summary with the use of expressions, such as ‘Arguably,’ and ‘We can see too, that...’

In an otherwise well-referenced essay, most tutors will appreciate that summary paragraphs like these are attempts by you to express your ideas or interpret events in your own way.

©Colin Neville, Learner Development Unit. University of Bradford.

C.Neville@bradford.ac.uk 2010.