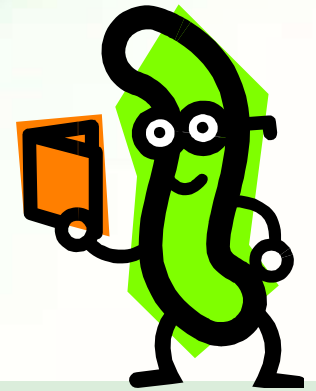


Referencing

Why Reference?



Your benefit

- To show off!
- To add authority to your argument
- To add credibility to your information

Reader's benefit

- To understand the context of your work
- To allow your reader to track down your research

Why Reference?

Ethical reasons:

- Intellectual integrity
- To distinguish between:
 - Your ideas
 - Someone else's ideas
- Intellectual property issues





Hey, gimme my BALL back!!

Referencing in your essay

(In text referencing)

- Is there anything here you *don't* need to reference?



What should be referenced?

- Ideas, information, results, opinions from any source that you have summarised, paraphrased or directly quoted
- Definitions of terms
- Illustrations, tables, figures drawn from sources
- Your ideas that are also those of an author you have read
- Plans, ideas or anything that was stimulated by others

Guiding principles



- **Respect the**
 - **Creation of ideas by others**
 - **Concept of intellectual property**
- **Acknowledge the ideas of others**

But,

- **Don't reference “common knowledge”**

What is Common Knowledge?

As general rules of thumb:

- If you **didn't know it before you read** the research, then it is **not common knowledge** and you need to reference it.
- If **most classmates** would know it then it probably is **common knowledge**.

Which of the following are common knowledge?

1. The first fleet arrived in Australia in 1788.

Yes (for someone who grew up in Australia)

2. Driver fatigue is well recognised as a cause of accidents.

Yes: from driver safety campaigns on TV.

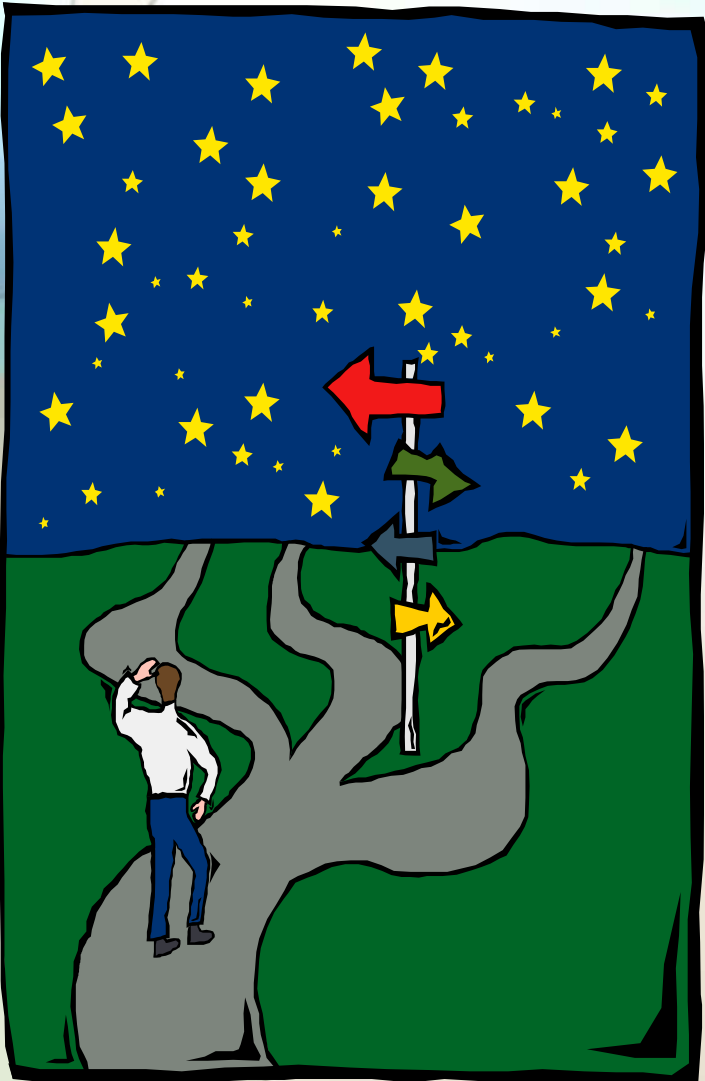
3. Alkaloids are the most important biochemical components of Areca Nuts.

Not for the general public, but possibly for food biochemists.

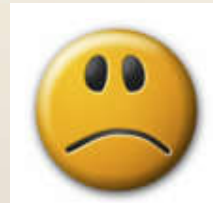
4. Women who enrol in postgraduate studies are at greater risk than men of late completion.

Probably not.

HOW does one reference accurately



- Many conventions
- Vary – university, country, even school and subject area
- Much variety here at LASU



Guidance from:

- Faculty, school or subject guides
- Software such as RefWorks, EndNote
- Library homepage
- Websites devoted to referencing!
- Articles you read

Common requirements of *a//* conventions

- Acknowledge **within the text**
- Acknowledge **closely** as possible to the **point**
- Include all sources referred to in a **list** at the end of your essay
- This list is usually called a **Reference List**
- Sometimes called **List of Works Consulted** or **Bibliography**
- Include **all details** about the sources in your list

Naming the list?

- Works consulted or referred to?
 - **Reference list or List of works consulted**
- Works on topic, but not necessarily consulted?
 - **Bibliography**
- Need both??
 - **Not usually**

Acknowledging sources is called **citing** or **referencing**

- A **citation** or **reference** in the text is where you **refer** to an author
- It may be in the form of a **direct quote** or a **summary** or **paraphrase** of an author
- Whenever referring to an author, **explain** his/her position and **your critique/comment** on it

Quotations



- Use **exact** words
- Use them to **support** or illustrate your argument
- **Avoid** lengthy/frequent quotations
- Use the **exact** spelling and punctuation from the source, even when it is rong [sic]!
- Quotes are **not included** in your word count

Short Quotations

- In quotation marks
- Acknowledgement is included in the sentence

According to Brown (2008), students who are “open to new ideas are more likely to succeed at tertiary studies”. This is likely...

OR

Students who are “open to new ideas are more likely to succeed at tertiary studies” (Brown, 2008).

Longer Quotations

- Use for more than 4 lines of text, 3 lines of verse
- Separate from essay by two lines
- Usually single spaced
- Indent ten spaces from left margin
- No quotation marks
- Usually introduced by a colon
- At end of quote, leave space and give reference in brackets

There are a number of definitions of health in use, however The World Health Organisation (WHO) defines it as:

the state of being in which an individual or group of individuals are able to function without feeling unwell either physically or mentally.

(World Health Organisation, p. 32, 2008).

Omissions from Quotations

- **Leaving out words in a quote?**
- **Use three dots with a space at either end**

"Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another These ideas, interpretations, words or works may be found in print and/or electronic media."

(UQ Definition of Plagiarism)

Additions to quotations

- **Inside the quote:**
 - **Use square [---] brackets**
 - **This shows your comment, explanation**
 - **[sic] shows your accuracy of transcription but an error in the original**
- **Use of *italics* indicates your emphasis of words**

Square bracket examples:

It is the “disparate expectations of language [which] contribute to misunderstanding and confusion between staff and their students” (Meyer, 1988, p.89).

... but plagiarism is literary fraud whereby ‘one writer sets forth the words or ideas of another writer as his [sic] own in order to get gain’ (Hatch, 1992, p.12).



Adding emphasis (*italics*) example

By including oracy in this discussion, I am subscribing to the definition of literacy provided by the federal Department of Employment, Education and Training (DEET):

Literacy involves the integration of reading, writing, listening, *speaking* and critical thinking. It includes the knowledge which enables a *speaker*, writer or reader to recognise and use language appropriate to different social situations (*my italics*).

(Dawkins, 1990, p.4).

Quotations *within* a Quotation

A faint, stylized illustration of four people (two men and two women) with curly hair, wearing robes, standing in a circle with their arms crossed. They are positioned behind the title text.

Use of single quote marks inside the existing quote:

The reporter told me, “When I interviewed the quarterback, he said they simply ‘played a better game’.”

Summarising & Paraphrasing

‘National reports have detailed a serious shortage of artists along with both long and short term strategies to address the issue’ (Flynn, 2003, p.17).

OK paraphrase?

Recent national reports have described a significant shortage of artists as well as long short or long term methods to address the issue (Flynn, 2003, p.17).

OK paraphrase?

Flynn (2003, p. 17) claims that there is a shortage of artists at a nation wide level which government has dealt with by means of short and long term plans.

When summarising/paraphrasing

- Start with your **own words** (not the text)
- Explain only the **main** ideas
- **Reduce** it so that it is shorter than the original text
- Helpful when:
 - Describing different authors' views on a topic.
 - Providing research evidence to support your writing.
- Always **acknowledge** the original **source**

A Summary example:

There is much anecdotal evidence from academic staff, learning support staff and students that mature age students study differently compared with younger students (**Jenkins, 1989**). Student age has been found to be a factor in study success. Comparing older and younger students, **Hong (1982)** reported a higher level of study habits and skills and motivation amongst older students. In a similar comparison, **Owens (1989)** reported that ...

Is this referencing OK?

Working in teams has many advantages and disadvantages. Advantages include such things as In contrast to these potential benefits, working in teams may have disadvantages such as Disadvantages are most obvious when conflict arises (Jones, 2001).

Not really OK:

Last sentence comes from the source.

Let reader know the source from the beginning.

- ✓ **According to Jones (2001), working in teams has the following advantages and disadvantages. Advantages include such things as In contrast to these potential benefits, she argues that working in teams may have disadvantages such as**
- ✓ **Smith (2005) argues that there are three main problems with doing X in situation Y. First, it neglects, ... Second, Finally, doing X may result in**

Where would you reference in the following extract?

Most researchers agree that it is inappropriate to attempt to isolate a single main cause of an accident. However, earlier motor vehicle crash studies demonstrated that about 90% of all accidents could be attributed to road user characteristics. Hence, road user behaviour is often examined for compliance with existing traffic rules and regulations. “Speed Kills” has been used for many years as an educational slogan to drive at reasonable speeds.

Positioning references

Most researchers attempt to isolate a single main cause of an accident agree that it is inappropriate to (refs). However, earlier motor vehicle crash studies demonstrated that about 90% of all accidents could be attributed to road user characteristics (refs). Hence, road user behaviour is often examined for compliance with existing traffic rules and regulations (refs). “Speed Kills” has been used for many years as an educational slogan to drive at reasonable speeds. (not here because it is common knowledge)

True or False?

I don't need to use quotation marks if I change a few words from the original.

FALSE:

- No quotation marks suggests the wording is yours!
- Changing a word here or there can result in accusations of plagiarism!



Basic referencing systems: in the text

- Author and date – Harvard, APA, MLA (later versions)
- Numbering which links to footnotes or endnotes – Oxford, Chicago
- Numbering which links to the reference list – Vancouver

In-text examples: author+date

There is much anecdotal evidence from academic staff, learning support staff and students that mature age students study differently compared with younger students (Jenkins, 2008, p.97). Student age has been found to be a factor in study success. Comparing older and younger students, Hong (2007, p. 45) reported a higher level of study habits and skills and motivation amongst older students. In a similar comparison, Owens (2004) reported thatetc..

Note location of brackets in the:

- first citation, author's name NOT part of sentence hence brackets surround BOTH the author's name AND the year of publication;
- second and third citations, authors' names ARE part of sentence hence brackets surround ONLY the year of publication.

In-text example: numerical

Surveys have consistently found that more people mention alcohol as a cause of drug-related death than tobacco [2, 3]. Similarly, alcohol is more likely to be viewed as part of the 'drug problem' than tobacco, although both tobacco and alcohol are mentioned far less frequently than either heroin or marijuana [2]. Nevertheless, alcohol accounts for a wide range of community problems, such as ... [4–6].

Note

- Citations appear in the same places as for author-date system,
- numbers instead of author's name and date of publication used to identify which reference in the reference list the idea(s) came from.
- In this case, square brackets have been used around numbers. In other systems, the numbers are written as superscripts to the text.

In-text, numerical

Thus, although **Barlogie et al. [4]** found an incidence of $<2\%$ of deep vein thromboses using thalidomide with chemotherapy, it would still be important to consider that thalidomide might cause thromboembolism,

... This is supported by the smaller doses used in the early data from **Osman and Comenzo [3]** where patients were on 100mg for ...

Note:

- Numerical system used in conjunction with reference to author(s)
- Used to highlight who has done what or simply to vary sentence structure in order to keep writing interesting.

Referencing newspaper articles, organisations, corporations

Treat the organisation like an author:

- A recent report ([NHMRC](#), 2003) has suggested that ...
- Recently released crime statistics for Australia indicate that ... ([Australian](#), 27 May 2004, p. 5).

In-text references to websites

- Use author and publication date or latest update
- **Unknown author?**
 - Treat organisation as author
- **Organisation unknown?**
 - Use title of the web page as author
- **Site not dated?**
 - use 'n.d.' for 'no date'
- In **reference list** include date you *accessed* the site as well as author, date, title of website and url.

True or False?

*Introductions
don't need
references.*

BOTH:

- **True** when stating your thesis and outlining your essay and **not** drawing on authors.
- **False** when you **do** draw on authors. Then you must acknowledge.

Using footnotes



- In the **text** there will be:
 - a **number** next to the reference
- At the **bottom** (foot) of the page there will be:
 - The **same number** + name of author, date and details about the publication
 - Sometimes a comment by the author
- Footnote systems **list** sources used at the **end of the work**

NARRATIVE TRAUMA AND CIVIL WAR HISTORY PAINTING, OR WHY ARE THESE PICTURES SO TERRIBLE?¹

In 1882, when aging poet Walt Whitman published *Specimen Days*—autobiographical analects of his travel journals, recollections of his youth, notes on nature—he penned what has proved to be perhaps the single most enduring line about the American Civil War: “The real war,” Whitman concluded, “will never get in the books.”² That assessment may strike us now as an unintended ironic taunt. Whitman’s remark, written twenty years after his participation in the war as a hospital volunteer, has certainly not deterred writers of both fiction and non-fiction from trying to get the “real” war into countless numbers of books.

By writing that line, Whitman was admitting, and perhaps excusing, his own failure to complete a prose project about the war. By the time he wrote *Specimen Days*, Whitman had decided that maybe it wasn’t such a bad thing after all that the war could not be given literary form: “Future years will never know the seething hell and the black internal background of countless minor scenes and

1. The author needs to thank Peter Conn, Barbara Groseclose, Lisa Florman, Pamela Fletcher, Sylvia Yount, Claudio Fogu, David Hoffmann, Drew Faust, and Beth Johns for their readings of this essay, and the students of Hist. 792 for their good ideas. This essay began its life as a wonderful collaboration with Andy Walker, first as a talk at the Art Institute of Chicago and then as “The History in the Art: Painting the Civil War,” *Museum Studies* 27 (2001). Again, and always, thanks to Angela.

2. Walt Whitman, *Specimen Days* (Boston: David R. Godine, 1971), 60.

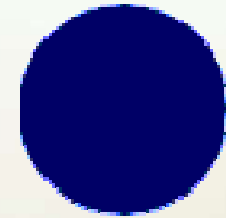
Work cited;
Corresponding
reference;
Chronological
order

Note Footnote
1 - Authorial
comment &
added
reference

Academic writing needs:

- **References in the text**

PLUS



- **References in a list at the end of your work**

Compiling the Reference List

Necessary Information

- Names of authors (**family names and at least initials**)
- Name of journal article, chapter **or** conference paper
- Name of journal, book, conference, **etc.**
- Date **of publication**
- Volume number (**for journals**)
- Editor of book (**if applicable**)
- Publisher (**for books**)
- Place of publication (**for books**)
- Page numbers (**of article or book chapter**)

Basic Referencing Systems: Reference Lists

Alphabetical

- **Sources appear alphabetically according to the family name of the first author – this is the most common system.**
 - Burnett, T.E.D.
 - Wishart, Jennifer

Examples: reference lists for author-date citations

Barry, M and Molyneux, M
1992, “Ethical dilemmas
in malaria drug and vaccine
trials: a bioethical
perspective”, *J Med Ethics*,
vol. 18, pp.189-192.

Christakis, NA 1992, “Ethics
and local: engaging cross-
cultural variation in the
ethics for clinical research”,
***Soc Sci Med*, vol. 35,**
pp.1079-1091.

- Format: [Author’s family name, Initial, year of publication. Title of article. Title of Journal, Volume number, page numbers of article.]
- Organised alphabetically by first author’s family name (in red).
- Note that lines after the first are indented to make it easy to see where each reference begins.

Examples: reference lists for author-date citations

Strang J, Smith, M and Spurrell S 1992, "The Community Drug Team", *British Journal of Addiction*, vol. 87, pp.169-78.

[Journal article]

Tripp, M 2003, In: Judson, H (ed.) *Heroin Addiction in Britain*, pp 46-93, Harcourt Brace Jovanovich: New York.

[Chapter in edited book]

White, P 2008, *Study Secrets*, HBJ Books, London.

[Book]

Look out for differences

- **APA** uses brackets around year of publication
- **APA** uses place of publication **before** publisher
- Full stops after initials in **APA**, but not Harvard

Basic Referencing Systems: Reference Lists

Numerical (eg. Vancouver)

- **Sources are listed**
 - **numerically by order of their first citation in the text**
 - **by the family name of the first author**
 - **in other words, each source is given a number that it retains throughout the work.**
-
- 1. Getzen TE. Health economics: fundamentals and flow of funds. New York (NY): John Wiley & Sons; 1997.**
 - 2. Millares M, editor. Applied drug information: strategies for information management. Vancouver,WA: Applied Therapeutics, Inc.; 1998.**
 - 3. Australian Government Publishing Service. Style manual for authors, editors and printers. 5th ed. Canberra: Australian Government Publishing Service; 1994.**

Example: electronic source

Electronic journal or ejournal

**Fine, M & Kurdek, LA 1993,
“Reflections on
determining authorship
credit and authorship
order on faculty-student
collaborations”. *American
Psychologist*, Vol. 48,
pp.1141-1147. Retrieved
June 7, 1999, from
<http://www.apa.org/journals/amp/kurdek.html>.**

Note that both the publication date of the material ***and*** the date the material was accessed is required for electronic sources.

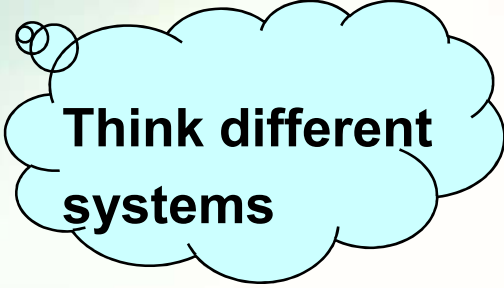
Electronic magazine

Adler, J 1999, May 17, “Ghost of Everest”, *Newsweek*. Retrieved May 19, 1999, from http://newsweek.com/nwsrv/issue/20_99a/printed/int/socu/so0120_1.htm.

Website

McGann, J 1995, “The rationale of HyperText”. Retrieved June 27, 2001, from University of Virginia, Institute for Advanced Technology in the Humanities Web site <http://jefferson.village.virginia.edu/public/jjm2f/rationale.html>.

Is anything missing in the following text?



Think different
systems

To date, research has indicated that diversity among members in small groups can yield both benefits and costs. For example, Campion et al found that difference in member background and expertise either had no impact or decreased group effectiveness depending on the criterion measures used. Magjuka and Baldwin found that within-group diversity had positive effects on group performance ...

Missing?

Mention of the authors' names **not sufficient.
For reference to be complete:**

- **Author-date system** must include **years** of **publication** of the research cited.
- **MLA** system: year of publication is not required but **page numbers** generally are.
- If **numerical** referencing system is being used, the **numbers** of the references must be **added**.

Find the Mistakes

Morgan, Glickman, Woodward, Blaiwes, and Salas define a team simply as “... a distinguishable set of two or more individuals who interact independently and adaptively to achieve specified, shared and valued objectives.”

Elizabeth (1995) suggests that “teams and teaming have become hot topics ... as organisations have come to rely on team-based arrangements to improve quality, productivity, and customer service.”

Mistakes?

Morgan et al. (1986, p. 3) define a team simply as “... a distinguishable set of two or more individuals who interact independently and adaptively to achieve specified, shared and valued objectives”. *[Elizabeth not family name of author]* suggests that “teams and teaming have become hot topics ... as organisations have come to rely on team-based arrangements to improve quality, productivity, and customer service.”

Note: “et al.” is Latin for “and others”, and is generally used in the in-text citation (not generally in the reference list) if an article has three or more authors. Check the relevant style guide for the precise rules of the usage of et al.

Avoiding plagiarism

- ***Reduce*** the amount of ***direct*** paraphrasing you have to do
- Rather, take **notes** (wherever possible) at a **distance** from the text
- But **how**?

Taking notes 'at a distance'

- Develop *research questions* for your assignment:
 - What do I need to find out/check out?
 - What are the key issues in this topic?
- As you read, *look for answers* to your research questions
- Write *key words* in the margin or on a piece of paper for each relevant paragraph
- *Read* the whole article *before* you write long hand *notes*
- *Record* information *under* research *questions* or headings *after* you have finished reading the article

Example:

- **Essay topic:**
“Plagiarism has now reached endemic proportions and should be punished by automatic exclusion”. Discuss.
- **Develop research questions:**
 - **What is plagiarism?**
 - **Is it on the increase?**
 - **Why do people plagiarise?**
 - **What types of penalties reduce it?**

Academic Crime and Punishment: Faculty Members' Perceptions of and Responses to Plagiarism

Carol Robinson-Zañartu, Elizabeth D. Peña, Valerie Cook-Morales, Anna M. Peña, Rosalyn Afshani, and Lynda Nguyen (2005)

- Plagiarism of **printed material** has long been considered academic misconduct, punishable in forms varying from mild reprimands to expulsion from the institution in which it occurs. However, the advent of the “**information age**,” as well as access to **website-based resources** (ranging from journal abstracts to entire papers, visual materials, and commentaries), **broadens** not only the **field** of resources, but also the **problems** associated with their access and use. For decades, guidelines have **defined** plagiarism broadly as the public **misrepresentations** of **work** as original, or any activity in which a person knowingly or unknowingly and for some form of gain, represents the

Long term
problem

New methods,
New problems

Definition

- work of another as his/her own (Decoo, 2002; Lindey, 1952; Office of Research Integrity [ORI], 1994; Office of Science and Technology Policy, 2000). Martin (1994) specifies **multiple kinds** of plagiarism, from plagiarism of **authorship** (whole documents) to **word-for-word** plagiarism (unacknowledged use of whole phrases or paragraphs), **paraphrasing plagiarism**, and plagiarism of **secondary sources**. He raises the intriguing issue that most concern in academe is centered on the least serious of these. The least **serious** (in his estimation), word-for-word plagiarism, is the easiest to detect and the most frequently punished; the most difficult to detect (plagiarism of authorship) is least frequently punished because it is most difficult to find and prove.

Types

Severity

Note take *after* reading:

- What is plagiarism?
 - Defn. Decoo, 2002; Lindey, 1952; Office of Research Integrity [ORI], 1994; Office of Science and Technology Policy, 2000) in Robinson-Z (2005)
 - Martin (1994) – types: authorship, word for word, paraphrasing, secondary sources *in RZ*
- Is it on the increase?
 - Robinson-Zanartu (2005) – more opportunities
- Why do people plagiarise?
 - Ignorance (Robinson-Zanartu, 2005)

Adopt a thinking not “cut and paste” approach to writing the assignment:

- Cut and paste:

- Which ‘quotes’ do I want to use?
- How many words do I need for that idea?

- Thinking approach:

- What are the main issues I want to discuss?
- What is my thesis or controlling idea?
- What will I say in this paragraph and how will I link it to the thesis and topic?

“Plagiarism has now reached endemic proportions and should be punished by automatic exclusion”. Discuss.

- Cut and paste or thinking?

- Plagiarism of printed material has been a problem for many years and has been punished in a variety of ways. Technology has made it easier for students to plagiarise than ever before. This essay will examine how common plagiarism is and what the best forms of punishment are.

- Cut and past or thinking intro?

- While it may be an exaggeration to suggest that there is currently an epidemic of plagiarism, there is little doubt that it is an important concern for educators and that there is an urgent need for it to be addressed, particularly in universities. Since the topic has received little research attention until recently, it is difficult to ascertain the extent to which plagiarism has increased, however

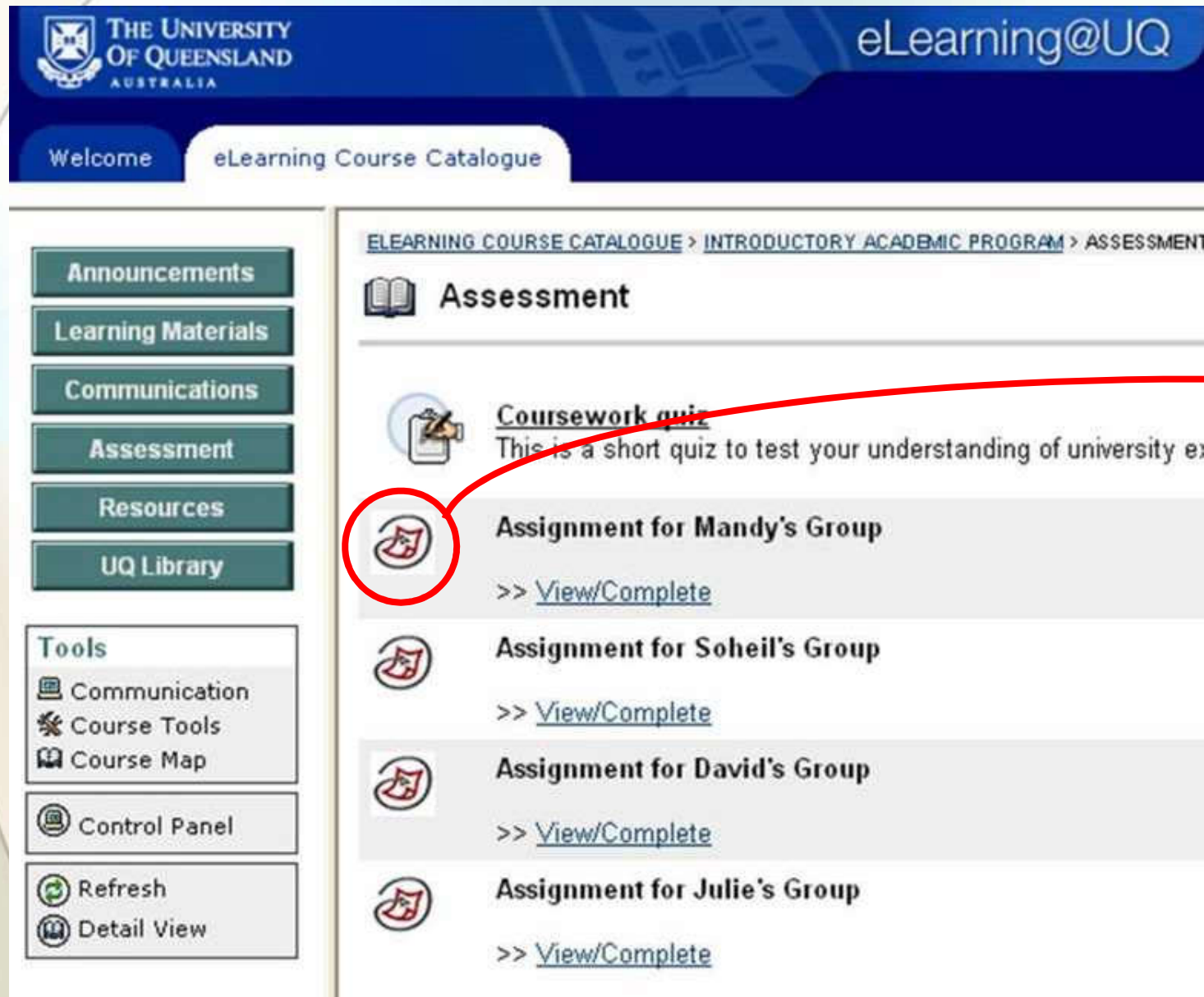
“Plagiarism has now reached endemic proportions and should be punished by automatic exclusion”. Discuss.

there are several good reasons why plagiarism should be discouraged. This essay will present an examination of strategies that can be used to minimise plagiarism – both punitive and preventative. The argument that the best way to discourage plagiarism is skill development, rather than punishment, will be presented.

Turnitin (www.turnitin.com)

- You can use Turnitin to identify inadvertent plagiarism *before you hand in* your assignment
- Lecturers can use Turnitin reports to *identify plagiarism*.
- *Allow time* before you hand in to give the system time to generate a report.

Turnitin is only available if your lecturer makes it available on a Blackboard website for your course.



The screenshot shows the eLearning@UQ interface. The top navigation bar includes 'Welcome' and 'eLearning Course Catalogue'. The left sidebar contains links to 'Announcements', 'Learning Materials', 'Communications', 'Assessment', 'Resources', and 'UQ Library'. The main content area is titled 'Assessment' and lists several assignments. The first assignment, 'Assignment for Mandy's Group', is highlighted with a red circle around its icon (a red square with a white 'i'). A red arrow points from this icon to a text box on the right.

Announcements
Learning Materials
Communications
Assessment
Resources
UQ Library

Tools
Communication
Course Tools
Course Map
Control Panel
Refresh
Detail View

Assessment

Coursework quiz
This is a short quiz to test your understanding of university ex

Assignment for Mandy's Group
>> [View/Complete](#)

Assignment for Soheil's Group
>> [View/Complete](#)

Assignment for David's Group
>> [View/Complete](#)

Assignment for Julie's Group
>> [View/Complete](#)

Logo
for a
Turnitin
assign-
ment

Accessing the Turnitin report

Blackboard Academic Suite - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Reload Home Search Favorites RSS Mail Print Link Options

Address http://blackboard.elearning.uq.edu.au/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=_57093_1

Google Search Check AutoLink AutoFill Options

THE UNIVERSITY OF QUEENSLAND AUSTRALIA eLearning@UQ Home Help Logout

Welcome eLearning Course Catalogue

[ELEARNING COURSE CATALOGUE](#) > [INTRODUCTORY ACADEMIC PROGRAM](#) > [CONTROL PANEL](#) > [TURNITIN ASSIGNMENTS](#) > [VIEW TURNITIN ASSIGNMENT](#)

This is your assignment inbox. To view a paper, click the paper's title. To view an Originality Report, click the paper's Originality Report icon in the report column. has not yet been generated.

assignment inbox edit assignment libraries class stats preferences help

Inbox for: Assignment for Soheil's Group

show: new

delete download move to...

show: low % high % submit Roster

<input type="checkbox"/>	author	title	report	grade	gm	file
<input type="checkbox"/>	Ahmed, Soheil	test assignment	5%	--		

To view report, click here

Sample Turnitin Report.

Turnitin Originality Report

test assignment by

Processed on 06-02-06 1:37 PM EST

ID: 26592197

Word Count: 1240

[print](#)
[save](#)
[refresh](#)
[prefs](#)

[help](#)

Overall Similarity Index: 5%

[exclude quoted](#)

[exclude bibliography](#)

mode: [show highest matches together](#)

Can Mental Attitude Affect Biological Disease?

Select these to exclude quoted material and your reference list from the text matching.

EXAMPLE ONE

In this essay, the evidence for and against the view that mental attitude can affect biological disease will be discussed. Evidence that a negative attitude can have a negative affect will be discussed first and the evidence that a positive mental state can have a positive effect will be discussed second. Experiments

at England's Medical Research Council Common Cold Unit have shown that

volunteers exposed to cold viruses and who had experienced a stressful life event in the previous six months (such as death of a loved one, divorce or a layoff), developed worse colds than those volunteers who had not (Totman et al. cited in Dixon, 1986). Schleifer et al. (cited by Dixon, 1986) have also found that the husbands of wives who had recently died from breast cancer suffered lower immune system responses for up to 14 months after the death of their wives, and that depressed patients also had lower immune system

- 1 2% match (internet)
<http://www.healingbreathjournal.org>
- 2 1% match (internet)
<http://www.lars.kvisle.no>
- 3 1% match (internet)
<http://www.espace.salford.ac.uk>
- 4 1% match (student papers from 11/1
[Submitted to Cascade High School](#)

Matching source

Matching text

A Final Word

- **Know which system is required**
- **When recording ideas from readings, record all the bibliographic details**
- **Always take note of the page number**
- **Distinguish between information from the source, and your own thinking**
- **Be consistent!**
- **Follow the rules implicitly (don't question why the system wants a colon and not a comma – just do it!)**
- **Check referencing before submitting**

Referencing Help



Websites

- **UQ Library Citation Guides:**
http://www.library.uq.edu.au/nott/subject_vr.php?id=CI
- **UQ Library Referencing Software and Guides, e.g. EndNote, EndNoteWeb, RefWorks on-line library tutorials and library training courses available. Further information on course-relevant websites or contact Library for further.**
- **Citing Electronic Sources:**
<http://www.bedfordstmartins.com/online/citex.html>
- **General Information – APA & MLA styles:**
<http://www.murdoch.edu.au/dirs/citegdes.html>
- **General Information – Harvard and Vancouver Styles:**
<http://lib.monash.edu.au/vl/cite/citecon.htm>

Thank you!



FREE!

Tertiary Preparation Courses



- **Preparing for University Success**
 - Reading and note-taking
 - Study techniques
 - Getting the most out of lectures and tutorials
 - Study and time management at uni
 - **Saturday, 28 February, 9.30 am – 1.00 pm**
- **Tertiary Writing Course**
 - Learn what lecturers are looking for in essays and reports at uni; and
 - How to be an effective and critical writer at the tertiary level.
 - **Saturday, 7 March, 9.30 am – 1.00 pm**
- **Register at: www.uq.edu.au/student-services/prepcourses**

