Academic skills

Referencing

WHY REFERENCE?

At university it is necessary to acknowledge the sources of information and ideas that you have incorporated in your assignments. Failure to do this thoroughly may result in accusations of plagiarism. Plagiarism is the term used to describe the use of someone else's ideas or words without acknowledging the source of those ideas. This is the academic equivalent of stealing (because by not acknowledging someone else's work, you are parading it as your own). While some students may view plagiarism as a relatively harmless offence, university departments take it very seriously. Disciplinary action may range from a warning to expulsion from the course. The type of action taken will depend on a number of factors, particularly whether the plagiarism was deliberate or accidental. For further information about plagiarism, refer to the University's *Academic Integrity Policy*.

Referencing is not only about acknowledging other people's work: accurate referencing and lists of references are beneficial as they allow readers to follow up information and read further into the area. In a sense, references provide readers with clues to help them explore different avenues of a topic. This aspect of referencing will become more valuable to you as you progress in your studies.

WHEN TO REFERENCE

You should include a reference when you have incorporated an idea or concept in your essay or report which is not your own (although you don't need to include a reference when the idea or concept is common knowledge in your discipline). A reference is required regardless of whether those ideas or concepts are quoted in an author's words, or whether they are rephrased in your own words (paraphrasing).

Inaccurate referencing can result in unintentional plagiarism. While this is not as serious as submitting someone else's essay and pretending it is your own, it is still plagiarism and is likely to result in a loss of marks. Here are some examples of approaches that can lead to plagiarism:

- Copying sentences or paragraphs from a source without using quotation marks, but with proper acknowledgment. Here the impression is that the idea or information comes from the source cited, but that the phrasing is your own contribution.

- Excessive reliance on direct quotations (with quotation marks and with proper acknowledgment), so that your sources speak for you and your own contribution is minimal. While this isn't dishonest, your own contribution would be greater if you used your own words more and relied less on quotations. Furthermore, repeated use of direct quotations can suggest that you don't truly understand the content, or that you are unable to synthesise the ideas in the quotations. Paraphrasing can show your reader that you have a higher level of understanding.

Accidental forms of plagiarism can occur as a result of poor study practices; for example, during the note taking stage of writing your assignment you may copy directly from a book or journal, but fail to put in quotation marks or note page references. When you come to write your assignment, you may forget that your notes aren't your own words, and incorporate them in your essay without proper references. While such actions may be accidental, the end result still constitutes plagiarism.

ACADEMIC LITERACY

Learning, Teaching & Curriculum – Learning Development

HOW TO REFERENCE: REFERENCING SYSTEMS

There are two main referencing systems: *in-text* referencing and the *notation* system of referencing. These differ in i) the format of the references, and ii) in the location of the references. *In-text* referencing incorporates information on the author of the material cited and the date of publication within the body of the text, whereas the *notation* system places this information either at the bottom of the page (*footnotes*), or at the end of the text (*endnotes*). One disadvantage of in-text referencing is that the references may interrupt the flow of the text. Footnotes and endnotes, on the other hand, also pose a problem because they require the reader to look outside the body of the text for the reference.

Different faculties and departments have their preferred referencing system, but you may find that lecturers within a department have their own preferences. While this may seem peculiar, the system individual lecturers adopt is influenced by the journals they read and where their work is published, as lecturers too must follow strict guidelines when it comes to referencing.

If no guidelines regarding referencing are given in your subject outline or course handbook, the best thing to do is to ask your tutor or lecturer. Remember, no matter what referencing system you adopt, you must use it consistently and correctly in the same piece of work (assignment).

THE IN-TEXT OR AUTHOR-DATE SYSTEM

The in-text or author-date system makes use of short references within the body of the text. It is supplemented by a detailed list of references or a bibliography at the end of the text which provides all the information necessary to find the source material. In-text references include the author and year of publication, and where necessary the page number(s). For example:

> Student engagement is holistic, relational and changeable (Zepke 2017, p. 10)

You will see variations on how the information in brackets is presented. For example the 'p.' for page is often omitted, and preceded by a colon, that is: (Zepke 2017: 10). The example above follows the guidelines set out in the UOW Harvard system which is explained on the UOW library page at http://uow.libguides.com/refcite. A different in-text or author-date system is the American Psychological Association (APA) system. Using the APA 7th edition referencing system, also available on the UOW library page, the in-text citation would appear as:

> Student engagement is holistic, relational and changeable (Zepke, 2017, p. 10)

The important thing to remember is to be consistent in your punctuation format by following the punctuation described in the referencing system you are using.

These brief in-text citations must be supplemented by a detailed list of references at the end of your assignment. Sources are listed alphabetically by the surname of the author. The format is as follows:

> Zepke, N 2017, *Student engagement in neoliberal times: theories and practices for learning and teaching in higher education*, Springer, Singapore.

The above format follows that specified by the UOW Harvard system. Expect to find variations in the placing of commas, brackets around the year of publication, and order of place of publication and the publisher's name. Regardless of these minor differences in format, the minimum information for each reference entry is:

- the name of the author(s), (Zepke, N)

- year of publication, (2017)

- edition of the book if it is a reprint (not applicable in this example)

- title of the book in italics, (Student engagement in neoliberal times: theories and practices for learning and teaching in higher education)

- name of the publisher (Springer).

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For journal entries the UOW Harvard format is as follows:

> Wattal, S, Schuff, D, Mandviwalla, M & Williams, CB 2010, 'Web 2.0 and politics: the 2008 U.S. presidential election and an e-politics research agenda', *MIS Quarterly*, vol. 34, no. 4, pp. 669-688.

For journal entries the minimum information is:

- the authors' names, (Wattal, S, Schuff, D, Mandviwalla, M & Williams, CB)

- the year of publication, (2010)

- the title of the publication enclosed within single quotation marks, ('Web 2.0 and politics: the 2008 U.S. presidential election and an e-politics research agenda')

- the title of the journal in italics, (*MIS Quarterly*)

- the volume number or month of publication, (vol. 34) and issue number (no. 4)

- the page numbers of the article, (pp. 669-688).

A sample reference list is included at the end of this handout. This list includes journal articles, electronic resources, and book chapters compiled by editors. You may notice that only the first word of each title has a capital. While the UOW Harvard format may not be the format your department requires, it is important not to ignore these sorts of details, and to aim for consistency and accuracy in your reference list according to the style you are using.

THE NOTATION SYSTEM

The major difference between the in-text and notation referencing systems is in the location of the reference: a number is placed in superscript within the text, and the full reference is placed either at the bottom of the page (footnotes), or at the end of the piece of work (endnotes). Footnote or endnote indicators (that is, the numerical superscript) should be placed at the end of a sentence or clause rather than immediately after the word or phrase to which they relate (this reduces disruption to the reader). If several points in a paragraph relate to one source a single note at the end of the paragraph will suffice. If a single fact in the text refers to several sources, include all of the sources in a single note.

Footnote numbering can run:

- through a whole document

- begin afresh at each chapter

- begin afresh at each page.

Endnote numbering can run:

- through a whole document

- begin afresh at each chapter.

A full list of alphabetical references can be provided at the end of the assignment. Not all style guides will require this as it is very repetitive. You should refer to your particular referencing style for information about this.

To use the notation system well, you might need to extend your knowledge of Latin abbreviations beyond *etc* and *ie* to include *ibid* and *op cit.* Some footnoting systems use this and others don't. Refer to the guide for the specific referencing system you are using (for example, Chicago and Turabian are two different footnoting styles). If you are writing an assignment for a Law subject, you should refer to the Australian Guide to Legal Citations (AGLC) footnoting system: see the UOW Library page at http://uow.libguides.com/refcite. Finally, there is a 'Footnoting' referencing guide on the UOW Library page that you should use if your subject outline refers to this guide.

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Depending on the particular footnoting system you are using, you sometimes use *ibid* for a reference entry when the citation is the same as the previous footnote or endnote. If the page number is different, you include the page number of the new entry after *ibid*. *Ibid* saves you writing out the full reference again. *Op cit* is an abbreviation of *opere citato* which means *in the work cited*. *Op cit* is used together with the author's name and page number when the full reference has already been cited.

Abbreviations such as *ibid* and *op cit* should be presented in normal type and **always** start with a **lower case letter**, even when they appear at the beginning of a note.

QUOTATION CONVENTIONS

When you quote from a source, there are a number of conventions you need to observe. Firstly, the words of the original should be copied exactly, and placed within double inverted commas. For example:

> Students now expect that their studies "fit their lives" (Zepke 2017, p. 45) and not the other way around.

The second convention is the placing of square brackets around words that are not in the original quote but are necessary to aid clarity. For example:

> Students now expect that their studies "fit [into] their lives" (Zepke 2017, p. 45).

The other two conventions related to quoting which are necessary to observe are i) the use of ellipsis marks (…) to show that some part of the quote has been omitted, and ii) indentation of quotes that are lengthy: refer to your referencing system to determine how many words is considered a long quotation. Long quotes (in APA 7th edition, 40 or more words) are offset from the main text and indented so it is not necessary to place them in quotation marks. Indented quotations are often written in a smaller font. For example:

> Lawson and Lawson's (2013) view of student engagement as a sociocultural ecological construct suggests that it involves more than behavioural, psychological, social and cultural understandings. They recognize that engagement involves the whole being and is nourished by experiences in classroom, the home, the community and their own virtual worlds (Zepke, 2017, p. 47).

Keep in mind that every article, reference book or textbook you read for your subject will incorporate references. Use these as a resource to assist you in improving your referencing by taking note of how the author incorporates the reference into the text in terms of the mechanics (colons, brackets, order of information etc.), and more importantly when you need to include a reference.

COMMONLY ASKED QUESTIONS ABOUT REFERENCING

IS THE AUTHOR-DATE (IN-TEXT) REFERENCING SYSTEM THE SAME AS THE HARVARD SYSTEM?

The Harvard system is one type of author-date system. APA is another type.

HOW DO I REFERENCE A WORK WHICH IS CITED BY ANOTHER AUTHOR?

Make reference to where you found the quote; for example:

> Lawson and Lawson (2013, cited in Zepke 2017, p. 47) state that ...

WHAT IS THE DIFFERENCE BETWEEN A REFERENCE LIST AND A BIBLIOGRAPHY?

Some people see these terms as synonyms, but there are differences. A reference list refers to works that you cited in the assignment whereas a bibliography includes all the books and journals you consulted when researching your assignment. Usually, a reference list is required rather than a bibliography.

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IF I HAVE REFERENCED AN AUTHOR WHO WAS CITED IN ANOTHER AUTHOR'S WORK, DO I HAVE TO INCLUDE BOTH IN THE REFERENCE LIST?

No, only include the source that you used. This is based on the principle that the reference list includes the sources from which you took the information and you did not go to the first author's original work, therefore it should not be included.

IF THE BOOK HAS BEEN REPRINTED, WHICH EDITION DO I PUT IN THE REFERENCE LIST?

You include the year and the edition of the version you used.

SOMETIMES IT IS DIFFICULT TO WORK OUT A BOOK'S PLACE OF PUBLICATION BECAUSE CITIES FROM DIFFERENT PARTS OF THE WORLD ARE LISTED.

Agreed, but if you work on the principle that the reference should provide your reader with accurate information as to where to trace the book, you should be able to narrow it down to one place. Often an address of the publishing house will be included. If this is the case, include the city from that address.

HOW DO I INTRODUCE A QUOTE OR PARAPHRASE?

Depending on your argument, consider using phrases such as the following after you've given the author's name:

> x states that …
>
> x claims that …
>
> x comments that …
>
> x suggests that …
>
> x believes that …
>
> x concludes that …

For example:

> Zepke (2017) believes that student engagement is an holistic concept.

WHAT IF THERE ARE THREE OR MORE AUTHORS?

You must include all authors' names in your reference list. However, you can use the first author's name followed by 'et al.' in certain circumstances in your in-text citations. Check for these circumstances in your referencing guide, since the circumstances vary between referencing systems. 'et al.' means ' and the others'.

DO I HAVE TO PUT PAGE NUMBERS FOR EVERY REFERENCE?

No, you are only required to put page numbers for direct quotations or when ideas are used from a specific location in a source. If, for example, the idea you are referencing is the main argument of an entire book, chapter or journal article you would not need to provide page number(s). If, on the other hand, the idea was a specific point within a text you should include the relevant page number within your in-text citation.

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SAMPLE REFERENCE LIST (UOW HARVARD STYLE)

Akhwaba1, JK, Bowa, O & Keiyoro, P 2020, 'Leadership skills, stakeholder management and execution of fibre optic infrastructure', *Journal of Engineering, Project, and Production Management,* vol. 10, no. 1, pp. 80-86.

Department of Veterans' Affairs 2006, *Helpful Links to Veteran Related Sites*, viewed 10 August 2006, <http://www.dva.gov.au/contacts/site.htm>

Dolnicar, S, Crouch, GI & Long, P 2008, 'Environment-friendly tourists: what do we really know about them?', *Journal of Sustainable Tourism*, vol.16, no. 2, pp. 197-210.

Dolnicar, S & Hurliman, A 2010, 'Australians' water conservation behaviours and attitudes', *Australian Journal of Water Resources*, vol. 14, no. 6, pp. 43-53.

Zepke, N 2017, Student engagement in neoliberal times: theories and practices for learning and teaching in higher education, Springer, Singapore.

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