



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 policy: *Acknowledgment Practice*.



1. Referencing

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). For further information about integrating quotes/evidence into your own writing, refer to the Essay Writing Module, Unit 3: The mechanics of essay writing.

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 what can constitute 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 synthesize the ideas in the quotations. Paraphrasing can show your reader that you have a higher level of understanding.

Learning objectives

This module will help you to:

- understand the purpose of referencing at university
- avoid plagiarism
- incorporate quotations in your work correctly
- reference works using either the in-text system of referencing or the notations system
- present a reference list or bibliography



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. For information on note taking strategies see the self access module ***Effective Note Taking***

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 Faculty handbook, the best thing to do is use one of the two systems described here. While lecturers may not agree on how they want assignments referenced, they do agree that acknowledging sources is extremely important, and that consistency in referencing formats is essential. The referencing format will depend on the referencing system adopted by the writer. 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:

Owners of a firm are regarded as external parties (Martin 1988, p.7)

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: (Martin 1988: 7). The first example follows the guidelines set out in the *Style Manual for Authors, Editors and Printers*, 5th edn, 1995, p.149. The important thing to remember is to be consistent in your punctuation format, and to check with your lecturer as to his or her preference.

The brief in-text references 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:

Martin, C. 1988, 2nd edn, *An Introduction to Accounting*, McGraw-Hill, Sydney.

The above format follows that specified by the 1995 edition of the *Style Manual*. 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), (Martin C.)
- year of publication, (1988)
- edition of the book if it is a reprint, (2nd edn)
- title of the book in italics, (*An Introduction to Accounting*)

In the case of hand written assignments, underline the title

- publisher's name and place of publication, (*McGraw-Hill, Sydney*)

For journal entries the format is as follows:

Boer, G., 1984, 'Solutions in search of a problem: The case of budget variance investigation models', *Journal of Accounting Literature*, vol. 3, pp. 47-69.

For journal entries the minimum information is:

- the author's name, (*Boer, G.*)
- the year of publication, (*1984*)
- the title of the publication enclosed within single quotation marks, ('Solutions in search of a problem: The case of budget variance investigation models')
- the title of the journal in italics, (*Journal of Accounting Literature*)
- the volume number or month of publication, (vol. 3)
- the page numbers of the article, (pp.47-69)

A sample reference list is included at the end of this unit. 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 first word after a colon is capitalised. While this 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.

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). Footnotes or endnotes 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 should be provided at the end of the assignment. Not all style guides will advise you to do this as it is very repetitive; however, it is much easier for an interested reader to look through an alphabetical list of references, rather than flip through the pages of your assignment trying to locate sources of different information.

To use the notation system well, you will need to extend your knowledge of Latin abbreviations beyond *etc.* and *i.e.* to include *ibid* and *op.cit.* *Ibid* is the abbreviation of *ibidem* and means *in the same place*. You 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; for example:

1. Y. Anzai and H. A. Simon. The theory of learning by doing. *Psychological Review*, 86, 124-180, 1979, p. 126
2. *ibid*.
3. *ibid.*, p.157.

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; for example:

1. Y. Anzai and H. A. Simon. The theory of learning by doing. *Psychological Review*, 86, 124-180, 1979, p. 126
2. J. R. Anderson. *Cognitive psychology and its implications*, 2nd edn, Freeman, New York, 1985, p. 234
3. Anzai and Simon, *op. cit.*, p. 157
4. Anderson, *op. cit.*, p. 36

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:

Thus, if this statement is to be included in the annual reports it will
"enhance the awareness, comprehension and acceptance of value

added by workers” (Morley, 1978, p.21).

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, in the above example from a student essay, the reader won't know what *this statement* refers to. An informative quote from the student assignment would therefore be:

“Thus, if [a Value Added Statement] is to be included in the annual reports...”

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 longer than three lines. As longer quotes are offset from the main text and indented, it is not necessary to place them in quotation marks. Indented quotations are often written in a smaller font. For example:

Many small businesses are owned by one person. No particular legal formalities are required to commence operations, although it is common practice to set up a business bank account and operate under a business name, which must, in certain circumstances, be registered.¹

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. For a complete account of referencing guidelines see the Australian Government Publishing Service *Style Manual for Authors, Editors and Printers*.

Commonly asked questions about referencing

Is the author-date (in-text) referencing system the same as the Harvard system?

The *Style Manual for Authors, Editors and Printers*, Australian Government Publishing Service, Canberra, 5th edn., 1995, identifies the author-date system and the Harvard system as being the same (p.148). Other authors, such as Anderson and Poole in *Thesis and Assignment Writing*, 1994, pp.120-121, point out minor differences between the two, such as use of punctuation and brackets.

How do I reference a work which is cited by another author?

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

Martin states that...(cited in Jones, 1987, p.5)

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 were cited in the assignment whereas a bibliography includes all the books and journals you consulted when researching your assignment.

If I have referenced an author who was cited in another author's work, do I have to include both in the bibliography?

Yes, on the principle that the bibliography allows your reader to find the source of the reference. In this case, your reader might want to follow up the original reference, and so it is necessary to provide the primary source of the quote.

If the book has been reprinted, which edition do I put in the bibliography?

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 principal 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:

Harrison (1992) believes that Freud had a problem personality.

What if there are three or more authors?

If you are using in-text referencing, only one of the authors' names is included in the in-text reference. This is followed by the Latin abbreviation 'et al.'. This stands for 'and others'. You must, however, include all authors in your reference list entry.

Do I have to put page numbers for every reference?

No, it is generally accepted that you only put page numbers for direct quotations or when specific ideas are used from 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 minor point within a text you would need to include the relevant page numbers within your reference.

Sample reference list

BERKENKOTTER, C. & HUCKIN, T. (1995). *Genre knowledge in disciplinary communication*. Hillsdale, New Jersey: Lawrence Erlbaum.

BIZZELL, P. (1982). Cognition, convention and certainty: What we need to know about writing. *Pre/text*, 3 (3), 213-243.

BLACK, B. & RATNAYEKE, R. (1999). Valuing diversity in higher education: Developing inclusive curricula. Paper presented at *Cornerstones*, HERDSA Annual International Conference, Melbourne University, July 1999.

BOURDIEU, P. & PASSERON, J. (1990). *Reproduction in education, society and culture* (2nd ed.). Beverly Hills: Sage.

CANDLIN, C. (1998). Researching writing in the academy: Participants, texts, processes and practices. In C. Candlin & G. Plum

