

# GUIDE TO ASSIGNMENT WRITING AND REFERENCING

(4th edition)



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# Guide to assignment writing and referencing

(4th edition)

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This guide has been written especially for students beginning at Deakin. It offers information about assignment writing and referencing for those coming to university from the Australian school system, those returning to study after a break from formal education, those transferring from other institutions, and international students.

# Writing assignments at university

Writing is a difficult yet rewarding task. It is not an easy, neat, linear process – for most of us, at least! Rather, writing is intellectually challenging, messy and circular. However, it is a skill that can be learned and developed. With practice, by reading in your subject areas and developing awareness of how various types of texts are structured, you, as a student writer\*, can gain competence and confidence in your writing.

Writing is a process. It is often in the actual act of writing that we come to find out what we think and discover what we know. Because writing is a thinking process, writers must allow themselves time for their writing and thinking to evolve.

## **Writing at university is different from some workplace writing.**

For example, at work you may only need a concise list of points. However, at university, students are expected to elaborate on points with *argument* and *explanation*.

## **University writing requirements differ from the writing students are expected to do in secondary school.**

- University students are usually expected to research *more widely* and *in more depth*.
- Assignments set at university tend to be *longer*.
- University students may also be expected to take a *more critical and questioning attitude to knowledge* than what may have been required in secondary school.

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\* The word *writer* is used for the student writer and the word *author* for the creator of a published work.



When writing assignments, you are required to think clearly and critically, use valid evidence, and produce well-structured and coherent pieces of writing. This applies broadly in all academic fields of study (disciplines).

The writing you are required to do for your subjects (units) can involve a range of text types:

- essays
- reports
- papers based on case studies
- literature reviews
- short answers and problem solving of tutorial questions.

Have you ever wondered why written assignments are such a popular way of assessing student learning? It is because writing is both:

- a *product of learning* (your finished assignment displays your learning)
- a *tool for learning* (through the process of writing, writers can clarify their thoughts and refine their understanding).

Writing is not easy and it takes time, but it is worth the effort!

### **Further reading**

The web site <[www.deakin.edu.au/study-skills](http://www.deakin.edu.au/study-skills)> provides additional information. See 'Assignment writing' in the A–Z index.

# Reading

Why, you might ask, is reading mentioned here, at the beginning of a guide to writing? At university, reading is central to writing. Your written assignments should draw on your reading and demonstrate your understanding of what other people have written about the topics you have investigated. Usually, your assignment is expected to be a discussion of the ideas and findings that you have gathered through your reading. Even when it is a more personal document (such as a reflective piece or a personal professional portfolio) it is usually expected that you will set your own ideas within the broader context of what has been published elsewhere.

Students need to be able to choose relevant sources from the vast array of information available, and read these selectively and efficiently. You can save time and cover a lot of ground by using one or more of the following strategies:

- gaining an overview
- skimming
- scanning
- intensive reading.

## **Gaining an overview**

You gain an overview of a text by reading the parts that ‘jump out at you’, the segments with *changed print* and *graphics*. For a journal article, read the abstract (the opening summary) and the conclusion. You will then get an idea of what the text contains before reading the main body of it.

**Changed print** tells you that something is important. It is designed to stand out. It includes any part of the text in **bold**, in *italics*, underlined or in CAPITAL LETTERS. This will most likely be headings, subheadings, keywords or technical items, bullet points, numbered lists, captions, photos or illustrations.

**Graphics** are there to illustrate and support the text. They take the form of diagrams, maps, graphs, cartoons or photos. They can also give you a lot of information relatively quickly.

Gaining an overview is useful for several reasons:

- It helps you to decide whether a book or journal will be helpful.
- It alerts you to the part of the text that contains the information you need, which also means identifying the parts you *don't* need to read.

After gaining an overview you should be able to:

- recount at least some of the main ideas of the text
- be fairly sure whether the text will be useful for your reading task
- know which part of the text will contain the information you need.

## **Skimming**

Skimming involves running your eye very quickly over large chunks of text. It's different from gaining an overview, because when skimming you deal with the *body of the text*. You are trying to pick up some of the key ideas without paying attention to detail. It's a fast process. A single chapter should take only a few minutes.

You would choose to skim read if there is very little changed print to gain an overview of a text. Skimming adds further information to an overview, and may allow you to avoid further reading.

How to skim:

- Review your reading task.
- Note any changed print and graphics.
- Start at the beginning and glide your eyes over the text very quickly. You don't actually read the text in total. You may read a few words of every paragraph, perhaps the first and last sentences.

Always familiarise yourself with the reading material by gaining an overview and/or skimming before reading in detail.

## **Scanning**

Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.

How to scan:

- After gaining an overview and skimming, identify which parts of the text contain the information you need.

- Read the question again, or be clear what it is you are looking for.
- Scan the text. As soon as your eye catches an important word or phrase, stop reading.
- Read the material close to this point. Can you complete your task? If not, scan the material again.

## **Intensive reading**

When you've gained an overview, skimmed and scanned the text, then you can settle into intensive reading, which is detailed, focused, 'study' reading of those important parts, pages or chapters. Remember to organise what you need to do into manageable segments with their own time frames.

How to read intensively:

- Write down bibliographic information.
- Start at the beginning. Underline any vocabulary you don't know, but don't stop the flow of your reading.
- If the text is relatively easy, underline, highlight or make brief notes.
- If the text is difficult, read through once or several times (depending on the level of difficulty) and then take notes.
- Be alert to the main ideas. Each paragraph should have a main idea, usually contained in the first sentence.
- If paraphrasing a text or copying sections for quoting, write the page number of the text in the margin of your notes for future referencing in your paper.
- When you've finished, go back to any new vocabulary. Look it up in an ordinary or subject-specific dictionary. Keep a new word book or card system.

Remember, when approaching reading at university, you need to make intelligent decisions about what you choose to read, be flexible in the way you read, and think about what you're trying to achieve in undertaking each reading task.

### **Further reading**

The web site <[www.deakin.edu.au/study-skills](http://www.deakin.edu.au/study-skills)> provides additional information. See 'Reading' and 'Critical analysis' in the A-Z index.

# Note taking

Writing assignments can be made somewhat easier if you take notes *in your own words* as you do your reading. This strategy can also help you to avoid unintentional plagiarism.

**Unintentional plagiarism** occurs when short or longer passages from sources get into your paper, substantially unchanged and insufficiently referenced. This *must* be avoided.

What's involved in taking good notes?

- identifying main points and supporting evidence and detail
- thinking about what you read
- asking questions about what you read
- comparing what you read with the findings of other authors and researchers.

This process can make things clearer. The thinking and analysing involved will help you develop your ideas. You will be able to identify important points and examples, and place your own experiences within the relevant context. Thus your assignment may be taking shape as you read and take notes, though it may not seem so to you!

## Some important points for taking good notes

- Have a very clear idea of what the assignment is asking you to do, and what the keywords and concepts are.

### HANDY HINT

*Make a list of the things that need to be included and the words or ideas that need to be addressed. Use these to evaluate which sources are useful to you and worth taking notes from.*

- As you read, begin by noting down the bibliographic details of each source, because you will need these to correctly reference your assignment.
  - ▶ For a **book**, list the author, date, title, edition, publisher and city of publication
  - ▶ For a **journal article**, list the author, date, article title, journal title, volume number, issue number and page numbers of the article
  - ▶ For **material from a web site**, list the authoring body, date of publication or update, title of the site or page, retrieval date, URL or web address.

- Your notes should contain summaries (the main points) of articles, chapters or sections, in your own words.

### HANDY HINT

*The length of your summary depends on why you have written the summary and how you might use it in your writing.*

- There may be shorter stretches of text you want to paraphrase – that is, you want to convey not just the main point but also the detail. Put this in your own words as well.
- Take down the page numbers for each note you make.
- Try not to quote large blocks of text.
- Indicate when you've copied a quote by using quotation marks. This way you will be certain which words are the author's and which are your own.

### HANDY HINT

*Choose carefully what you are going to quote and think about how it will add meaning to the point you are going to make.*

- Try to engage actively with the text by making notes in the margin, making comparisons and asking questions. Highlight very selectively (keywords, phrases and single sentences) so that the important points are obvious to you without having to read the text again.

## **What is the best way to take notes?**

- One suggested way is to rule the page into three columns.
  - Use the first column for keywords and page numbers.
  - Use the middle column for summaries, paraphrases or direct quotes.
  - Use the right-hand column for questions, comparisons with others, reflections etc.
- Taking notes directly on computer is becoming increasingly popular. This is fine, but it is still important to do this in a way that makes it easy to identify what is from a source and what is your own idea.
- Photocopying and highlighting may sometimes be okay, but it is not as active a process as taking your own notes in your own words. You will have to 'do' something with these highlighted sections of text anyway before they can go into your paper.

# Summarising, paraphrasing and quoting

Your paper should be a discussion of ideas and findings from the sources that you have examined. Students are sometimes understandably puzzled by two apparently contradictory requirements – to discuss the work of other people and to present their own ‘opinion’. Your paper is not meant to be simply a re-working of what you’ve read; neither is it meant to be your ‘opinion’ based only on your past experience and general knowledge.

What is expected then? Your writing should reflect the knowledge and understanding that you have gained from reading and thinking about your subject. Your contribution lies in:

- who and what you choose to discuss
- what level of detail you go into
- who and what you choose to exclude
- how you structure and present your paper.

So, how do you bring in what you’ve read? There are three ways you can do this: by *summarising*, *paraphrasing* and *quoting*.

To understand the distinction between summarising, paraphrasing and quoting, look at the sample text extract, which provides the basis for the explanations that follow.

## Sample text extract

To write successfully at university you need a sense of what the final product should look and sound like, so if possible, read model assignments or if these are not available, study the way in which journal articles have been written in your specific area. These articles may be lengthy and some may be based on research rather than a discussion of issues, but from them you will get a sense of how academic writing ‘sounds’, that is, its tone, and also how respected writers in your field assemble information. You will also gain a sense of the complexity of being an apprentice writer in an academic culture, or rather cultures, where expectations may vary from discipline to discipline, even subject to subject and where you can build a repertoire of critical thinking and writing skills that enable you to enter the academic debates, even to challenge.

The entire extract is used in the discussion on summarising; the highlighted segment is used for quoting and paraphrasing.

Source: Morley-Warner, T 2001, *Academic writing is ...: a guide to writing in a university context*, 2nd edn, CREA Publications, University of Technology Sydney, Lindfield, NSW.

(This extract is from p. 6.)

## Summary

A summary is a condensed version of a passage, an article or a book. There is no correlation between the length of a text and the length of a summary of it. An entire book can be summarised in one sentence! It all depends on your purpose as a writer. Of course, it is essential to understand the text and have a clear purpose for summarising it, in whatever detail you choose to do so.

Here is a summary of the entire sample extract using the author–date (Harvard) style of referencing.

**in-text citation – author's family name, year of publication and page number**

↓

Morley-Warner (2001, p. 6) suggests that for university students to convey the appropriate academic tone in their assignments, they should read sample assignments and study the way journal articles in their specific subjects are written. Through this process, she contends, students will develop the critical thinking and writing skills that will allow them to participate in academic debate.

**reporting verbs are used to discuss and comment on ideas in the text**

Points to note:

- Only the main points have been included.
- The text is condensed without losing the essence of the material. Examples and explanations have been omitted.
- The summary writer's own words are used. (NOTE: Do not change technical terms.)
- Reporting verbs ('suggests' and 'contends') are used to discuss the text.
- In-text citation is provided, giving family name of author (no initials), year of publication and page number as for the author–date (Harvard) style.
- Page numbers should be provided if the summarised material appears in specific pages, chapters or sections.
- This source should have a reference list entry giving full bibliographic details.

## Paraphrase

A paraphrase is the rephrasing of a short passage from a text, in about the same number of words. As a writer, you need to choose the passage or passages you wish to paraphrase – because of their importance or interest and relevance to your paper. Of course, you need to fully understand the passage and have a clear purpose for using it.



This example paraphrases the highlighted text in the sample extract using the author–date (Harvard) style of referencing.

**author's family name, year of publication and page number in parentheses**

Studying how journal articles are written will enable students to understand what is required of them in their writing (Morley-Warner 2001, p.6). They will also become aware of the different demands of various disciplines and even the different requirements from subject to subject, argues Morley-Warner (2001, p. 6). Through this process, Morley-Warner maintains, students will develop critical thinking and writing skills that will allow them to participate in academic debate and even to challenge ideas.

**repeat citation in the narrative**      **reporting verbs are used to discuss and comment on ideas in the text**      **citation in the narrative (i.e. the author's name does not appear in parentheses)**

Points to note:

- The *sentence structure* and the *vocabulary* of the original have been changed. (Note: Do not change technical terms.)
- The first sentence introduces the paraphrased material. Reporting verbs ('argues' and 'maintains') are used to discuss the ideas from the source.
- In-text citation is given. Page numbers should be provided. The year and page numbers are **not** required for second and subsequent references to the writer within the **narrative** in the **same paragraph**, if the references are to the same work. When the name of the author **and** year are in **parentheses** in any one paragraph, the year **is** included in subsequent citations..
- This source should have a reference list entry giving full bibliographic details.

## Short quote

A short quote is a sentence or part of a sentence from a source, which is reproduced exactly. It consists of fewer than about 30 words when using the author–date (Harvard) style and fewer than 40 words when using the APA style. This example relates to the author–date (Harvard) style.

**in-text citation – author's family name, year of publication and page number**

Morley-Warner (2001, p. 6) acknowledges the challenges of writing at university. She describes the novice student writer as 'an apprentice writer in an academic culture, or rather cultures, where expectations may vary from discipline to discipline, even subject to subject'.

**reporting verbs used to introduce and analyse quotation**

Points to note:

- The quote is well chosen. It's important to quote sparingly and be selective in what you do quote.
- The writer comments on the quotation, and does not simply reproduce it. Reporting verbs ('acknowledges' and 'describes') are used to introduce and analyse the quotation.
- The quotation from the original is integrated into the writer's sentence.
- Quotation marks are used to indicate the words from the original text.
- The in-text citation includes family name of author (no initials), year of publication and page number. It is essential to provide page numbers for quotes.
- This source should have a reference list entry giving full bibliographic details.

## **Block quote**

A block quote is a longer quote. It consists of more than about 30 words when using the author–date (Harvard) style and more than about 40 words when using the APA style. It is set off from the body of the paper by indenting. This example relates to the author–date (Harvard) style.

Morley-Warner (2001) discusses how university students can learn to acquire and convey the appropriate academic tone in their assignments. She suggests that students should focus on how journal articles in their subject are written and structured. She describes another benefit of this process:

You will also gain a sense of the complexity of being an apprentice writer in an academic culture, or rather cultures, where expectations may vary from discipline to discipline, even subject to subject and where you can build a repertoire of critical thinking and writing skills that enable you to enter the academic debates, even to challenge. (Morley-Warner 2001, p. 6)

Reading is central to study at university. It is through reading that ...

**reporting verbs used to introduce the material quoted**

**in-text citation – author's family name, year of publication and page number**

Points to note:

- The writer introduces the quotation and does not simply reproduce it. The quotation is preceded by a preliminary explanation (the first three sentences).
- Reporting verbs ('discusses', 'suggests' and 'describes') are used to introduce the material quoted.

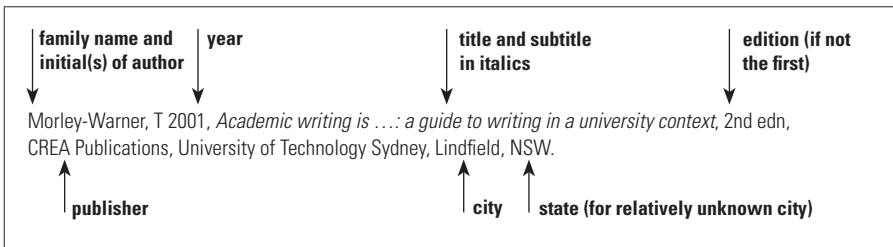
- The in-text citation includes family name of author (no initials), year of publication and page number. It is essential to provide page numbers for quotes.
- The quotation is indented – set in from the left-hand margin.
- The quotation is preceded by a colon.
- Smaller font size is used – usually 1 point smaller.
- Single spacing is used for the quotation; the rest of the paper should use 1½ spacing or double spacing (for university assignments).
- No quotation marks are used because formatting (indenting, smaller font size, single spacing) indicates it is a quote.
- This source should have a reference list entry giving full bibliographic details.

## Entry in reference list

Whether you summarise, paraphrase or quote, you should provide *in-text citations* and give full details of each source in a *reference list* at the end of your paper.

The reference list should contain all the works cited in the paper and no works that are not cited. A work is listed only once in the reference list, regardless of how many times it is cited in text.

Here is the entry for the sample text in a reference list compiled according to the author–date (Harvard) style:



### Further reading

The web site <[www.deakin.edu.au/study-skills](http://www.deakin.edu.au/study-skills)> provides additional information. See ‘Summarising, paraphrasing and quoting’ in the A–Z index.

For more information on referencing and avoiding plagiarism, see <[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)>.

# Check your understanding: activities on summarising, paraphrasing and quoting

The following activities give you the opportunity to examine various ways in which fictitious student writers have attempted to incorporate material from a source into an assignment.

Work through these activities at your own pace. You don't have to do them all in one sitting!

For each activity you have four options to choose from. Each option is presented and explained below.

**A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)

Student writers need to be careful, thorough and consistent in referencing. They should cite their sources in text whenever they summarise, paraphrase or quote, and each source cited in text should have a related entry in the reference list. Writers must use their own words to summarise and paraphrase sources. Direct quotes should be used sparingly and as a basis for the writer's own comments.

**B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)

When the exact words from a source are reproduced the writer must indicate that it is a direct quote and acknowledge the source, providing the page number or the exact location of the quote. Failure to do this amounts to plagiarism.

**C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)

Writers need to acknowledge the ideas and information they gather from sources. Even if they use their own words to summarise and paraphrase their sources, it is necessary to provide references and indicate clearly which information is from which source. Otherwise, the intellectual property of others is presented as though it is the writer's own. This constitutes plagiarism.

**D inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Avoiding plagiarism is not all that is required when writing at university. Assignments are set so that students can investigate topics and then demonstrate their understanding in their writing. Changing some words from the original, leaving out others or re-arranging sentences does not really display that the writer has understood or thought about what the sources say.

.....

The author–date (Harvard) style of referencing is used in these activities. However, the principles regarding what needs to be referenced and the processes of summarising and paraphrasing remain the same, regardless of which referencing style is used.

Here is the text extract, which forms the basis of these activities. It is short, for simplicity. You will no doubt be working with larger amounts of text, but the processes are the same.

Many students believe that correctness is what matters most in writing: being able to use the correct grammar, spelling and punctuation is seen as a formula for academic success. It is not surprising that those for whom English is not their native language should have such a view – they are still building a vocabulary, and sometimes have difficulty making themselves understood. But native English speakers are also often preoccupied with correctness, although correctness is not the salient feature of written communication. A perfectly correct example of language can be boring and ineffective.

Source: Wallace, A, Schirato, T & Bright, P 1999, *Beginning university: thinking, researching and writing for success*, Allen & Unwin, St Leonards, NSW.

(This extract is from p. 177.)

The following activities show various ways that the fictitious students have used the text extract.

Examine each passage. Can you decide whether each is an **acceptable**, **unacceptable** or **inappropriate** use of the source, and why? Select A, B, C or D.

Answers are provided.

## Activity 1

Highlighted section is the text extract reproduced exactly as it appears in the original.

↓ **student writer's own sentence**

Focusing too narrowly on correctness does not necessarily make for good writing. Many students believe that correctness is what matters most in writing: being able to use the correct grammar, spelling and punctuation is seen as a formula for academic success. It is not surprising that those for whom English is not their native language should have such a view – they are still building a vocabulary, and sometimes have difficulty making themselves understood. But native English speakers are also often preoccupied with correctness, although correctness is not the salient feature of written communication. A perfectly correct example of language can be boring and ineffective. Though correctness is important, good writing is above all appropriate to its audience and purpose.

↑ **student writer's own sentence**

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**B unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)

This is an example of plagiarism because it uses the exact words from the source without acknowledgement. These words are presented in such a way that they seem to be the words and ideas of the student writer.

It is not okay to take the exact words from a source and incorporate them in your assignment without acknowledging that the material is a direct quote, even though your own sentences and ideas surround it.

The writer must clearly indicate where the quote begins and ends. An in-text citation giving the author's family name, year of publication and page number is also required. Bibliographic details of the source should also be given in a reference list at the end of the paper.

## Activity 2

Direct quote is highlighted.

↓ in-text citation with page number provided

Wallace, Schirato and Bright (1999, p. 177) consider that many students are overly focused on correctness and comment that 'A perfectly correct example of language can be boring and ineffective'.

- A acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)



## Answer

**A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)

This is an example of a short quote integrated into the body of the student's paper.

### Note:

- Quotation marks are used to indicate where the quote begins and ends.
- The quotation has not simply been added to the writer's paper but has been commented upon (the first part of the sentence).
- The quotation is well chosen. In a few words, it conveys the main point.
- Bibliographic details of the source should also be given in a reference list at the end of the paper.

## Activity 3

Highlighted words have been changed from the original.

↓ **in-text citation**

Wallace, Schirato and Bright (1999, p. 177) note that many students consider that being correct is what counts most in writing: knowing how to use the right grammar, spelling and punctuation is viewed as a recipe for succeeding at university. The authors consider that it is not unusual that non-native English speakers should have such an idea – they are still developing their vocabulary, and sometimes find it hard to make themselves understood. However, native English speakers also are often too concerned with correctness, although correctness is not the most important aspect of writing. A faultless example of language can be uninteresting and weak, they suggest.

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

It is really not appropriate to change some words or leave some out, keeping almost the same sentence structure, even if you correctly acknowledge the source. The passage is too close to the original. The writer *may* understand the passage but substituting some words and making minor changes does not allow the student to fully demonstrate understanding. Remember that as a student writer your purpose is to display your understanding.

Students are sometimes surprised that making minor changes to a text and then providing a citation is not really an appropriate way to use a source. Changing the sentence structure and the wording so that it is different from the original can be difficult if the material is complex and the student has not yet fully understood it. It can also be difficult because of the style of writing or because of students' level of language skills.

To 'do' something with a text, the writer has to thoroughly understand the passage; have a store of vocabulary and be familiar with English sentence structure. As students' subject knowledge, writing skills and English language skills improve over the course of their study at university they become more confident and better able to re-word text extracts in their own style.

In this re-working of the original, it looks as if the student has used a thesaurus to substitute some words. This is not recommended if you end up using words you are not already familiar with. Some synonyms (words that have the same general meaning) cannot be substituted for each other. The effect can sometimes be strange or even unintentionally humorous, for example, the instructions on a packet of custard directed users to stir *tenderly*. What the manufacturer intended was to convey the instruction to stir *gently*. While 'gently' and 'tenderly' have the same general meaning they are not always interchangeable because 'tenderly' conveys also the idea of love and caring.

So it's not a good idea to use words that you're not familiar with. That is, you should know more than the dictionary definition of a word and should have come across the word used in various contexts. You will then be able to use it appropriately and with confidence.

## Activity 4

Highlighted section is the student writer's paraphrase of the text extract.

### in-text citation

Focusing too narrowly on correctness does not necessarily make for good writing. According to Wallace, Schirato and Bright (1999, p. 177) correctness, that is, using correct grammar, spelling and punctuation is seen as the formula for academic success by many students. They note that non-native English speakers are still developing their vocabulary and sometimes have difficulty making themselves understood. So, it's not surprising that they should have such a view about being correct, the authors suggest. Wallace, Schirato and Bright consider that even though correctness is not the salient feature of written communication, native speakers are often preoccupied with it. Language can be boring and ineffective even though it may be perfectly correct, they declare. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

As with Activity 3, students are sometimes surprised that this is not really appropriate. However, to demonstrate deep understanding, material from sources should be changed to reflect the student writer's own style, while still conveying the information and ideas of the original. As students' subject knowledge, writing skills and English language skills improve they become more confident and better able to change published texts using their own language and style.

Notice that in this passage, most sentences have been reversed. It is not enough to change sentences around (bringing the end of sentences to the beginning, changing active voice to passive voice or vice versa) while keeping most of the same words of the original, even if the source is acknowledged. Again, it is too close to the original; the student's style or 'voice' does not come through in the writing and it does not display the writer's understanding of the source material.

It is quite possible that the student writer does understand the passage. However, as in Activity 3, this re-working of the original text does not demonstrate full understanding.

## Activity 5

Highlighted section is the student writer's paraphrase of the text extract.

Good writing has several characteristics. Many students may be too narrowly focused on correctness, assuming that correct grammar, spelling and punctuation are the key to succeeding at university. This is understandable in the case of those non-native speakers of English who are still developing their written and spoken language skills. However, correctness is often uppermost in the minds of native English speaking students as well. Correctness alone does not necessarily make writing interesting or powerful. The style of writing must be appropriate to the purpose and the audience.

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**C unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)

This is a paraphrase of the entire passage, conveying all the detail in the original and using the writer's own words. However, this constitutes plagiarism because it does not acknowledge that the ideas are from Wallace, Schirato and Bright. They are presented as though they are the thoughts of the student writer.

It is not okay to use ideas and information from sources without acknowledgement, even if you change the words as well as the sentence structure, and your own sentences surround it.

In-text citation/s are required in order to distinguish the ideas of the original from the ideas of the student writer. Bibliographic details of the source should also be given in a reference list at the end of the paper.

## Activity 6

Highlighted section is the student writer's paraphrase of the text extract.

↓ **in-text citation**

Good writing has several characteristics. Wallace, Schirato and Bright (1999, p. 177) suggest that many students may be too narrowly focused on correctness, assuming that correct grammar, spelling and punctuation are the key to succeeding at university. This is understandable in the case of those non-native speakers of English who are still developing their written and spoken language skills, Wallace, Schirato and Bright concede. They note, however, that correctness is often uppermost in the minds of native English speaking students as well. Correctness alone does not necessarily make writing interesting or powerful, the authors explain. The style of writing must be appropriate to the purpose and the audience.

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)



## Answer

**A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)

This is acceptable because the material is paraphrased using the writer's own words and it is cited correctly.

When you paraphrase material from a source it is necessary to change both:

- the *sentence structure*
- the *vocabulary* – but *not* the technical terms in a subject.

It is necessary to acknowledge your source by using in-text citations. Bibliographic details of the source should also be given in a reference list at the end of the paper.

Notice that reporting verbs (*suggest*, *concede*, *note* and *explain*) are used to discuss and clearly distinguish each of the ideas from the source.

## Activity 7

Highlighted section is the student writer's summary of the text extract.

Focusing too narrowly on correctness does not necessarily make for good writing. Both native and non-native English speaking students can sometimes be overly focused on correctness, though correct language can nevertheless be dull. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**C unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)

In this example the student writer has summarised the extract, picking out the main ideas and using the student's own words. However, this still constitutes plagiarism because the source is not acknowledged. The ideas from the source are presented as though they are the ideas of the student writer.

It is not okay to summarise a text without acknowledgement. Even if you use your own words, and even if your own sentences and ideas surround them, you must still indicate where the ideas, findings or information came from.

It is necessary to acknowledge this source by using in-text citations. Bibliographic details of the source should also be given in a reference list at the end of the paper.

## Activity 8

Highlighted section is the student writer's summary of the text extract.

### in-text citation

Focusing too narrowly on correctness does not necessarily make for good writing. Wallace, Schirato and Bright (1999, p. 177) suggest that both native and non-native English speaking students are overly focused on correctness, though correct language can nevertheless be dull. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)

This example is acceptable because the student writer has summarised the extract, picking out the main ideas and expressing them in the student's own words. The source is acknowledged using an in-text citation.

This is an example of an *author prominent citation*. Notice that the family names of the authors are part of the writer's sentence (with the year and page number in parentheses). A reporting verb ('suggest') is used to discuss the text. Author prominent citations allow a writer to discuss and compare (and question) ideas and information from a range of sources.

Bibliographic details of the source should also be given in a reference list at the end of the paper.

## Activity 9

Highlighted section is the student writer's summary of the text extract.

Both native and non-native English speaking students are overly focused on correctness, though correct language can nevertheless be dull (Wallace, Schirato & Bright 1999, p. 177). When students write at university they have to consider many factors ...

↑  
in-text citation

- A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B** **unacceptable** (plagiarism of the author's words, which is using a direct quote without acknowledgement)
- C** **unacceptable** (plagiarism of the author's ideas or information, which is presenting such material without acknowledgement)
- D** **inappropriate** (correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

## Answer

**A** **acceptable** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)

This example is acceptable because the student writer has summarised the extract, picking out the main ideas and expressing them in the student's own words. The source is acknowledged using an in-text citation.

This is an example of an *information prominent citation*. Notice that the family names of the authors, the year and page number are provided in parentheses at the end of the writer's sentence. Note also that an ampersand (&) is used when the names are in parentheses. Compare this with Activity 8, which uses an author prominent citation. Both types are acceptable and necessary when using and discussing sources.

Information prominent citations are used to support the information/ideas/findings that the student writer accepts and uses as a basis for the argument or arguments in the paper. Author prominent citations allow the writer to discuss and compare (and question) ideas and information from a range of sources.

Bibliographic details of the source should also be given in a reference list at the end of the paper.

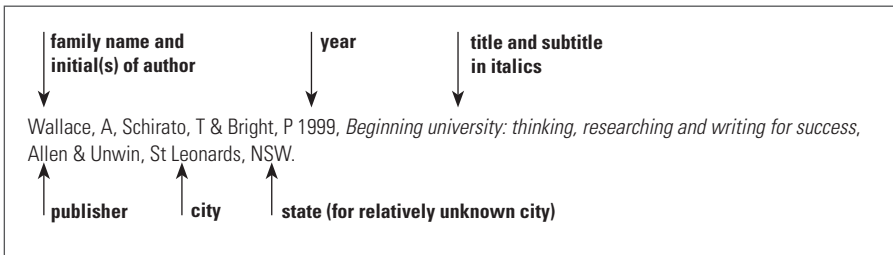
## Reference list entry for this source

An important purpose of the reference list is to provide full details of sources cited in text so that readers can locate them. In-text citations provide only brief details, to lead readers to full bibliographic details of sources in the reference list.

In a reference list:

- a work is entered only once, regardless of how many times it is cited in text
- entries are ordered alphabetically by the family names of authors or by the first significant word of the title (disregarding *a*, *an* or *the*) for works with no author.

This is how the reference list entry for the sample text (a book) would appear in author–date (Harvard) style.





# Language and style

Students often point out that their own words will not be as good as the original and are reluctant to rephrase published sources in their own words. This process is not easy but it is at the heart of what's involved in writing at university. If you do the active type of note taking suggested you will have a lot of material to use.

Using your own words in your summaries and paraphrases can be difficult when you are just beginning your studies. However, keep in mind that as your subject knowledge increases and your vocabulary widens, the more flexibility and choice you have. Also, the more familiar you become with the sentence structure and the grammar of English, the better able you will be to rephrase passages in your own words.

*Reading* in your subject is essential for gaining knowledge in your field. It can also help to improve your language skills generally and familiarise you with the specific language (technical terms and jargon) of your subject. *Listening and speaking* in tutorials will also help to build your skills and confidence.

## NOTE

*Remember that improving language skills is a gradual process. Your competence will improve over the course of your university studies if you are alert to how academic speakers and authors use language in general, as well as the special language and forms of writing used in your subject area.*

Sometimes students believe that they have to use big, impressive words in order to sound 'academic'. While you should express yourself with a certain degree of formality (for example, not in conversational English or the language of text messages), keep in mind that you should write to *express*, not to *impress*. Use words you know and are familiar with. Expressing complex ideas as simply and clearly as possible is considered to be the essence of good academic writing in the Western intellectual tradition. The content of your subject and of your assignment is already complex – you don't need to try to add fancy words to make it sound academic.

### **Did you know?**

Lecturers prefer you to write your paper in your own words rather than use perfectly polished English from sources, even if these are properly acknowledged. Your assignment should reflect your thinking and be expressed in your own words. Your paper may lack unity if you sometimes paraphrase and summarise and at other times use chunks from sources. The difference in style is usually very apparent to markers!

Before you submit any work, you can use spell checking and grammar checking software to alert you to possible spelling and grammar errors. However, you should be aware that they are not foolproof methods. That is, the spell check will not detect if you have incorrectly used (but correctly spelt) a word that exists in its dictionary. Also, the grammar check requires a very good knowledge of English grammar in order to be able to accept (or reject) the suggested alternatives.

If your first language is not English, it would be worth asking a more experienced speaker of English to read your first few assignments.

Lecturers may provide more detailed feedback on the first assignment for first year students. Take note of the feedback you receive and try to use this to improve your subsequent assignments.

Remember that you are not expected to produce 'perfect' writing, even if such a thing exists. Becoming familiar with a subject is a process that takes time. As you read in your subject you will get to know what is relevant and what counts as evidence or reasoned argument in the area. You will get to know the vocabulary, the jargon, the concepts, the debates, the researchers and the thinkers in the field. Your thinking and writing should gradually become more complex. Your competence and confidence will grow as you proceed through university.

### **Further reading**

The web site <[www.deakin.edu.au/study-skills](http://www.deakin.edu.au/study-skills)> provides additional information. See 'Academic writing style' and 'Editing' in the A–Z index.

# Referencing

Your paper is meant to draw on the work of others, and correct referencing is expected. Avoiding plagiarism is one of several reasons why it is important to reference your writing. Understanding the reasons for referencing and acquiring the skills to correctly reference your writing are vital for success in your written assignments at university.

## **Why reference?**

### **To show *that* you have read**

It's useful to keep in mind the *audience* and the *purpose* for your writing as a student at university. Your audience is your marker, who most likely is already familiar with much of the information you will present. Thus your purpose is not to explain to someone who does not know. Rather it is to *display your new knowledge* – to show that you have read about the topic and thought about what you are supposed to in the light of this reading.

### **To show *what* you have read**

At university you are expected to read widely and deeply in your subject. Referencing allows you to demonstrate the breadth and depth of your reading and connects you to the academic discussion that is going on among thinkers and researchers in your field.

### **To enable the reader to locate the sources mentioned in your paper**

Assessors need to be able to locate where you found each quote, finding or idea. They may be interested in the idea and want to read more themselves. They may want to check that you have copied it accurately and not misunderstood the original author's meaning. Importantly, giving the details of the source (including the page number) indicates that you are not plagiarising other people's writing.

### **To acknowledge your sources and avoid plagiarism**

Referencing is a distinguishing feature of writing in the Western academic tradition. This tradition is based on the notion of intellectual property – the concept that ideas and findings belong to the person who first formulates them. According to this way of thinking about knowledge, failure to acknowledge sources is *intellectual theft*.

Students must also recognise that new knowledge is built upon the work of those who have gone before, and these authors must be given credit for their contribution. In reading for your assignments you'll notice that academic journal articles provide references to thinkers and researchers in the discipline, whose ideas or research the article draws upon.

## Challenges

For some students, university referencing requirements may be a new or uncertain area.

At secondary school in Australia, students are not generally required to provide references in the body of their papers for each idea and finding from sources. Often a *bibliography* at the end detailing the sources consulted is all that is required.

However, when writing at university, students are required to provide a *citation* in the body of their papers each time they refer to a source. They are also required to provide a list of sources with bibliographic details.

In addition, international students from non-Western academic backgrounds may have to adjust to a different intellectual tradition. They need to be aware of the Western notion of intellectual property.

In some cultures, knowledge tends to be regarded in communal rather than individual terms. Also, it may be considered somewhat disrespectful to cite the sources of information for the lecturer, who most likely already knows this. It may help to remember that as a student writer you are writing to display your knowledge and sources of that knowledge, not to tell someone who does not know.

Referencing can involve other challenges. There can be *acceptable variations* within one style of referencing, and different styles are used in the various schools and faculties of Deakin University. This is often because different professions typically use particular styles in their journals. In addition, units offered by the same faculty may require different referencing styles.

Lecturers themselves may have *varying standards of rigour* regarding referencing. You cannot assume that what is acceptable in one unit will necessarily be acceptable in another, even within the same faculty or in the same school. Furthermore, it is generally accepted that *common knowledge* within a discipline does not need to be referenced. However, when students are just beginning their studies they are new to the field and are generally not aware of what is 'common knowledge' in that area of study. It is better therefore to provide a reference if you're not sure.

Students may initially be uncertain about the details of *bibliographic citation*. Just looking through long lists of recommended reading can be confusing. It can be difficult to distinguish books from periodical articles and works in collections; and hard to separate publishers from publication locations. Publishers may be unfamiliar; places may be obscure. It is even more challenging for students to produce such a list themselves!

Because of the different conventions for personal names in various cultures, students from non-Western backgrounds may sometimes find it difficult to distinguish between Western family names and given names. Similarly, students from Western backgrounds may find the same difficulty with non-Western names. Students may also be unfamiliar with female and male given names in different cultures and in their assignments may thus incorrectly refer to an author as 'he' rather than 'she' or vice versa.

If you are alert to these possible difficulties you will be halfway to averting them or taking steps to find out and thus overcome them. By reading and writing in your field you will develop your skills. Remember that becoming confident and competent is a process that takes time.

### **Further reading**

The web site <[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)> provides additional information on referencing.

# Avoiding plagiarism and collusion

## **Plagiarism**

Plagiarism is the use of other people's words, ideas or research findings without acknowledgement, that is, without indicating the source. Plagiarism is regarded as a very serious offence in Western academic institutions and Deakin University has procedures and penalties to deal with instances of plagiarism.

Writers are required to reference *direct quotes, paraphrases, summaries, statistics, diagrams, images, laboratory data, results of experiments* and the like – just about everything that is taken from sources. All material from the internet must be acknowledged. Even the writing of your best friend or any other student, or the people who wrote the study guide or reader article, must be acknowledged.

Plagiarism has become more widespread and is an issue of increasing concern in universities. Material is readily available on the internet, and it is easy to cut and paste information (deliberately or unintentionally) from the web into your own document. Assignment material is also increasingly being sold online to students.

However, software programs to detect plagiarism are now available so it is becoming easier to detect plagiarism in assignments. Deakin University uses *Turnitin*, a software program that detects similarities in wording between assignments submitted and the program's database of material.

Even if the assignment instructions do not include a specific instruction to reference your work you should never use the words, thoughts or work of others without citing the source. You should never submit a piece of work without acknowledging sources in the body of your paper and without providing a list of sources with bibliographic details.

**Do not copy a paragraph, or even a couple of sentences, word for word without using quotation marks and without citing the source in the body of your assignment.**

Many people realise that it is plagiarism to download an entire essay, report or paper from the internet, or copy out pages and pages from a book. But you must keep in mind that to copy even a paragraph or a sentence, without acknowledgement, is also plagiarism. Furthermore, you cannot just list your sources at the end of your paper. You must also indicate in the body of your paper where you have used the words of others.

**Plagiarism is copying a paragraph, or even a couple of sentences, with a few word changes here and there and not citing the source in the body of your assignment.**

It is no good just changing a few words or altering the order of certain phrases – if the idea or intent of what you are saying is someone else’s then it has to be acknowledged by citation and referencing. Paraphrasing and summarising of another’s work must be acknowledged. This includes material taken from Deakin study guides and readers. Remember, too, that if you refer to certain material more than once, the source has to be acknowledged in the body of your paper each time.

**Do not cut and paste sentences or paragraphs, or tables, charts and diagrams from the internet without citing the source in the body of your work.**

It is so easy to cut and paste from the internet. But do not think no-one will notice, or that it does not really matter because you are only using a bit from here and a bit from there. The marker will notice, and it does matter. And it is not just words that you have to think about. You cannot use someone else’s diagrams, charts or tables either without acknowledgement in the body of your paper and without providing a list of sources with bibliographic details. You most certainly must never download an entire essay, report or paper, even if it is on exactly the same topic, has no author, is a couple of years old or you found it on an obscure site.

**Plagiarism is using the spoken words of someone without citing the source.**

Using the spoken words of your lecturer, an interviewee or someone you heard speak on the radio or television, for example, is the same as using someone’s written words. Whether quoted, paraphrased or summarised, the spoken word must be cited.

**Do not incorrectly cite and/or reference a source.**

If you cannot determine the source of a quote or an idea or a finding, then you should not use it. You must not pretend, guess or improvise. You must not make up a source (or a quote), or attribute a quote, an idea or a finding to the wrong source.

## **Plagiarism is submitting the work of another student under your name.**

No matter how late or tired or disorganised you may be, you must never hand in someone else's work and pretend it is your own. If you find an assignment at the photocopier, in the printer, or on a friend's computer, you have no right whatsoever to pass it off as your own.

Similarly, you should be careful with your own work. Do not leave it at the photocopier, in the printer, on your computer or any place where others may access and use it. You could be questioned about plagiarism, because of the similarity of your assignment to someone else's, even though you have not copied.

## **Collusion**

Another serious academic offence is collusion. Collusion is acting with another person with the intention to deceive. At university, it can mean submitting the work of someone else, with their knowledge and consent, to gain an advantage in an assignment.

### **Do not submit work that is identical to that of another student (with the exception of group work) in part or in whole.**

Sometimes students find themselves writing on the same topic as a friend studying the same unit. This does not mean that your assignments should be, or will be, the same.

### **Do not 'borrow' a paragraph or two from someone else.**

As well as making sure you do not use any sentences or paragraphs from someone else's work, do not share your work or allow anyone to copy any part of it – you could both be questioned about plagiarism and/or collusion.

### **Do not submit the work of another student under your name – even if that student does not mind that you do so.**

You cannot hand in the work of another student, or a friend, and pretend it is your own – even if that person says they do not mind. As well as plagiarism, this is collusion. And no, you cannot get someone to write an assignment for you – even if you pay them well!

### **Do not submit the work of someone who has studied the same unit previously – even if that person gives you their work to submit under your name and does not mind if you do so.**

Submitting the work of a friend or perhaps a relative who has studied the unit previously is another example of plagiarism and collusion. Even if it is work from a couple of years ago, or if you change a little bit here and there, or if someone gives it to you to use and says they do not mind – do *not* do it!



## **Consequences**

Current consequences of plagiarism and/or collusion at Deakin include:

- a reprimand
- a fine not exceeding \$500
- allocation of a zero mark for the task or another such mark, as appropriate
- allocation of a zero mark for the unit or another such mark, as appropriate
- suspension from studies for up to one year
- exclusion of the student for a minimum of one year.

### **Deakin University Plagiarism and Collusion Policy**

You need to be aware of the Deakin University policy on plagiarism and collusion as well as the disciplinary consequences. The University's policy is available on The Guide at <<http://theguide.deakin.edu.au>>.

# The author–date (Harvard) style

This chapter explains some of the more common applications of the author–date (Harvard) style of referencing. It is based on the *Style manual for authors, editors and printers*, 6th edn, 2002, pp. 188–208 and pp. 218–32.

**You should always check your unit guide and/or with academic staff (unit chair, lecturer or tutor) to make sure that this is the recommended style for your unit. Note that some units, courses and disciplines use variations of the style described here.**

You must reference *all* material you use from *all* sources and acknowledge your sources in the body of your paper each time you use a fact, a conclusion, an idea or a finding from someone’s work. This establishes the authority of your work and acknowledges the researchers and writers you have drawn upon in your paper.

It is necessary to cite your sources each time you:

- reproduce an author’s exact words (quote); that is, copy word for word directly from a text. Page numbers must be included in the in-text citation when quoting directly.
- use your own wording (summarise or paraphrase) to explain or discuss what someone has said. Page numbers should be provided if the summarised or paraphrased material appears in specific pages or sections of a work.

If you copy an entire table, chart, diagram or graph or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be cited in the body of your paper and detailed in a reference list at the end. Information from Deakin study guides and readers must also be acknowledged.

***The author–date (Harvard) style consists of two elements:***

1. *in-text citations* in the body of the paper
2. a *reference list* at the end of the paper giving full bibliographic details for the in-text citations.

Part 1 of this chapter deals with in-text citations. It gives examples of a range of common types of sources that you are likely to use in your assignments. Part 2 shows how to present reference list entries for in-text citations.

## Part 1: In-text citations

In your paper, every time you summarise, paraphrase or quote from a source you need to provide an in-text citation.

The in-text citation consists of the family name of the author/s, the year of publication and sometimes a page number. Page numbers must be included in the in-text citation when quoting directly. Page numbers should be provided if the summarised or paraphrased material appears in specific pages or sections of a work.

Burdess (2007, p. 17) describes students in a university tutorial as workers, empty vessels, trappists or drones.

When citing more than one source within the same parentheses, list the sources alphabetically by author and separate each with a semicolon.

Good communication is an essential skill in the workplace (Jones 2009; Tomkins 2007; Vickers 2011).

### One, two or three authors

The family name of the author/s and date can be in parentheses, or the family name of the author/s and date can be included as part of the sentence.

Reading widely is the best way to improve vocabulary (Hay, Bochner & Dungey 1997, p. 110).

or

Hay, Bochner and Dungey (1997, p. 110) explain that reading is the best way to improve vocabulary.

The word 'and' is used when the family names are part of the sentence, but an ampersand (&) is used when the names are in parentheses.

If a work is written by two or three authors the in-text citation provides the family names of the authors in the order in which they appear on the title page of the work.

### More than three authors

If a work has more than three authors use only the family name of the first-listed author followed by the expression 'et al.' (meaning 'and others').

Osland et al. (2004, p. 103) expand on the importance of paragraphs and ...

or

The importance of paragraphs should not be underestimated (Osland et al. 2004, p. 103).

*Note: In the reference list entry provide the names of all the authors in the order in which they appear on the title page of the work.*

## Repeat citations of a study within one paragraph

In any one paragraph, if you cite an author or authors more than once in the **narrative** (i.e. the author's name does not appear in parentheses), include the family name/s and year the first time. In subsequent citations in the narrative in the **same paragraph** you need to cite only the family name/s and omit the year, provided studies cannot be confused.

According to Hopkins (2004, p. 16) little attention has been given to the way a manager might identify and ... Furthermore, Hopkins argues that in some business environments ...

When the name of the author/s **and** year are in **parentheses** in any one paragraph, the year **is** included in subsequent citations.

Little attention has been given to the way a manager might identify and ... (Hopkins 2004, p. 16). Furthermore, Hopkins (2004, p. 16) argues that in some business environments ...

## Secondary source

When one author (secondary) cites another (primary), provide both primary and secondary authors' family names in the in-text citation.

Donato (cited in Cotterall & Cohen 2003, p. 158) explains the concept of scaffolding, which supports learners as they extend their competence and skills.

In the example above you have read Cotterall and Cohen, who refer to Donato, but you have not read Donato yourself.

*Note: In the reference list provide details of the source you have read, i.e. Cotterall and Cohen.*

## Chapter or article in an edited book

In a book that consists of chapters or articles written by different authors, acknowledge the author of the chapter or article used.

In the next example, Watts has written a chapter in a book edited by Becker, Watts and Becker.

Watts (2006, p. 152) claims that writing and reading ...

*Note: The entry in the reference list should appear under the name of the author of the chapter.*

## Group or organisation as author

Sometimes an author is an organisation, a government agency, an association, a corporate body or the like. Cite the full name of the group the first time and give the abbreviation in brackets. Use the abbreviation in subsequent references.

According to the Human Rights and Equal Opportunity Commission [HREOC] (1997) children of Aboriginal parents ...

*Note: In the reference list, give the bibliographic details under the full name of the group or organisation, i.e. Human Rights and Equal Opportunity Commission. A cross-reference from the abbreviation to the full name of the organisation should also be given.*

## **No author name provided**

Works that do not indicate the name of an author are cited in text by title (and year of publication, plus page number, if appropriate). They are entered in the reference list under title.

*English for academic purposes* (1987) provides authentic texts for students to practise study skills for higher education.

For *newspaper articles* where no author is indicated, provide details of the newspaper in text. No entry in the reference list is needed.

Musical director Jonathon Welch has received further recognition by a Melbourne university (*The Age*, 25 April 2008, p. 11).

## **No year of publication provided**

If no year of publication is given for a source, use 'n.d.' (which stands for *no date*) after the author's name.

In a detailed analysis, Cassini (n.d., p. 10) argues ...

## **Two or more publications by the same author in the same year**

If an author has published two or more works in the same year, the lower case letters *a,b,c* and so forth are used after the date to distinguish between them. Letters are assigned according to the alphabetical order of the title.

However it has also been noted that ... (Perez 2007b, p. 53).

Perez (2007a, p. 22) suggested ...

According to Perez (2007c, p. 12) ...

## **Dictionary or encyclopedia**

When citing a dictionary provide the information in text only; no entry in the reference list is needed.

The *Macquarie dictionary*, 4th edn (2005, p. 1104) defines political correctness as ...

If the author of an entry in an encyclopedia is not evident then provide the necessary information in text; no entry in the reference list is needed.

## **Film, DVD, video, CD-ROM, television and radio programs, podcast, YouTube**

Films, DVDs, videos, CD-ROMs, television and radio programs, podcasts and YouTube are referred to by title in text (in italics) with the year of production given.

Communication between characters in *Star wars* (1977) would indicate that ...

When referencing a quote or comment from a film, DVD, video, CD-ROM, television or radio program, podcast or YouTube, refer to the person by name within your paper and give the title and year of broadcast either in parentheses or as part of your sentence.

The Prime Minister at the time, Kevin Rudd, commented ... (*The 7.30 report* 2008).

## **Personal communication**

Personal communications can include letters, emails, personal interviews, telephone conversations and the like. It is important to get the permission of the person referred to in your assignment and it could be appropriate to indicate the role of the person. Cite personal communications in text only; they are not included in a reference list.

J Robinson (email, 11 May 2010) indicated...

... (L Frazer, Manager, Heathville Community Centre, interview, 4 June 2009).

## **Table or chart**

If tables or charts are reproduced exactly as they appear in a source then the name of the author, year and page number must be given.

If you create a table or chart from information provided in a source, acknowledge the source of the information. For example: Based on Nguyen 2010, p. 43.

## **Electronic sources**

The principles for in-text citation of print sources also apply to electronic sources. All electronic sources should therefore be cited according to the name of the author/s, which may be an organisation or a sponsoring body. As for print sources, cite by title if there is no author.

## Deakin University unit specific materials

If an article from a journal or a chapter from a book is reproduced in a **unit reader** with full original pagination and bibliographic details, you may cite it as you would the original material and cite the original page numbers.

To cite an article from a journal or a chapter from a book reproduced in a unit reader where the full original pagination and bibliographic details are not provided, treat the unit reader as an edited book and cite the articles or chapters reproduced as you would cite chapters in an edited book, i.e. provide the relevant page numbers of the unit reader.

Before citing material from a **study guide** you need to confirm from the unit chair that it is appropriate and acceptable to do so. If it is, then cite as you would cite a chapter in an edited book.

Some units advise that it is not acceptable to cite from **lecture** notes or slides. If you are permitted to do so, cite the lecturer's name and year in text. (*In the reference list include the lecturer's name and the year followed by the title of the lecture, the unit code, the day and the month plus the campus on which the lecture was delivered.*)

## Quotes

A *short quote* is a sentence or part of a sentence (fewer than about 30 words) from a source, which is reproduced exactly. Single quotation marks are used at the start and end of the quote. Author, date and page number for the quote must be given.

It can be argued that 'good writers are necessarily good readers' (Hay, Bochner & Dungey 1997, p. 110).

Students experience writer's block because 'they have not given sufficient thought to reviewing course content and developing their ideas' (Clay 2003, p. 47).

A *block quote* is a longer quote, more than about 30 words, set off from the body of the paper by indenting. Quotation marks are not required. Author, date and page number for the quote must be given.

Morley-Warner (2001) discusses how university students can learn to acquire and convey the appropriate academic tone in their assignments. She suggests that students should focus on how journal articles in their subject are written and structured. She describes another benefit of this process:

You will also gain a sense of the complexity of being an apprentice writer in an academic culture, or rather cultures, where expectations may vary from discipline to discipline, even subject to subject and where you can build a repertoire of critical thinking and writing skills that enable you to enter the academic debates, even to challenge. (Morley-Warner 2001, p. 6)

Reading is central to study at university. It is through reading that ...

## Part 2: Reference list

An important purpose of the reference list is to enable readers to locate sources. Therefore details must be correct and complete. Each in-text citation and the related reference list entry should be identical in spelling and year.

Points to note:

- The reference list should contain all the works cited in the paper and no works that are not cited.
- A work is listed only once in the reference list, regardless of how many times it is cited in text.
- Works should be listed in alphabetical order by family name of author or name of organisation. Numbers and subheadings are not used.
- A work with no author is ordered alphabetically according to the first major word of the title (disregarding *a*, *an* or *the* at the beginning of the title).
- Full bibliographic details, that is, the key elements of a work, should be provided.
- The state or country should be provided for a relatively unknown place of publication or production.

*Note: The examples given over the following pages have been placed under subheadings to show each form. In a reference list they would all be together in alphabetical order with no subheadings.*

### **Book**

Author, B year, *Title of book*, Publisher, City.

Burdess, N 2007, *Good study*, Pearson Education, Sydney.

Osland, D, Boyd, D, McKenna, W & Salusinszky, I 2004, *Writing in Australia: a composition course for tertiary students*, Thomson, Southbank, Vic.

Wallace, A, Schirato, T & Bright, P 1999, *Beginning university: thinking, researching and writing for success*, Allen & Unwin, St Leonards, NSW.

### **Work other than a first edition**

Author, B year, *Title of book*, edition number, Publisher, City.

Marshall, L & Rowland, F 2006, *A guide to learning independently*, 4th edn, Pearson Education, Frenchs Forest, NSW.



## **Chapter or article in an edited book**

Author, B year, 'Chapter title', in C Editor (ed.), *Title of book*, edition number unless first edition, Publisher, City, page numbers.

Watts, M 2006, 'Team term papers and presentations', in WE Becker, M Watts & SR Becker (eds), *Teaching economics: more alternatives to chalk and talk*, Edward Elgar, Cheltenham, UK, pp. 151–70.

## **Book, online**

Author, B year, *Title of book*, Publisher if provided, date retrieved, <URL>.

Taylor, M 2009, *Mind maps: quicker notes, better memory, and improved learning*, Kindle edition, retrieved 29 October 2011, <<http://www.amazon.com>>.

Weaver, RK 2000, *Ending welfare as we know it*, Brookings Institution Press, retrieved 23 May 2008, <[http://books.google.com/books?id=0S8Rezane-QC&printsec=frontcover&sig=zFBmcWxnvqyl9lsGPS11UsKbrTA&source=gbs\\_hpintrst#PPP1,M1](http://books.google.com/books?id=0S8Rezane-QC&printsec=frontcover&sig=zFBmcWxnvqyl9lsGPS11UsKbrTA&source=gbs_hpintrst#PPP1,M1)>.

## **Journal article**

Author, B year, 'Title of article', *Title of Journal*, volume number, issue number, page numbers.

Clay, G 2003, 'Assignment writing skills', *Nursing Standard*, vol. 17, no. 20, pp. 47–52.

## **Journal article, online**

Author, B year, 'Title of article', *Title of Journal*, volume number, issue number, page numbers if given, doi OR date retrieved, name of database OR <URL>.

*Note: If a digital object identifier (DOI) is provided then it should be given; if no DOI is available then the name of database or URL should be given. Date of retrieval is not required if providing a DOI.*

Ekwall, A, Gerdtz, M & Manias, E 2008, 'The influence of patient acuity on satisfaction with emergency care: perspectives of family, friends and carers', *Journal of Clinical Nursing*, vol. 17, pp. 800–9, doi:10.1111/j.1365-2702.2007.02052.x

Richardson, JS 2004, 'Content area literacy lessons go high tech', *Reading Online*, vol. 8, no. 1, retrieved 1 August 2004, <[http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/Richardson](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/Richardson)>.

Roberts, GE 2004, 'Municipal government benefits, practices and personnel outcomes: results from a national survey', *Public Personnel Management*, vol. 33, no. 1, pp. 1–22, retrieved 18 July 2004, Business Source Premier database.

## **Newspaper article**

Author, B year, 'Title of article', Title of Newspaper, day month, page numbers.

Deveny, C 2008, 'Dyslexics may take a different route, but we get there in the end', *The Age*, 9 April, p. 15.

Crafti, S 2010, 'Winning design moored in Spain', *The Age*, 25 August, Business Day, p. 16.

*Note: For newspaper articles where no author is indicated, provide details of the newspaper in text; no entry in the reference list is needed. For articles from a separately numbered section of a newspaper, add the section name, enclosed within commas, between the month and the page number.*

## **Newspaper article, online**

Author, B year, 'Title of article', *Title of Newspaper*, day month, page numbers if given, date retrieved, name of database OR <URL>.

Moses, A 2010, 'Googling a hire power: should employers use net to vet?' *The Age*, 25 August, retrieved 25 August 2010, <<http://www.theage.com.au/technology/technology-news/googling-a-hire-power-should-employers-use-the-net-to-vet-20100825-13rm6.html>>.

Priest, A 2007, 'Expression of the interesting', *The Australian*, 10 October, p. 34, retrieved 29 April 2008, Newsbank database.

## **Document, online**

Author, B year, *Title*, name of organisation or person responsible for site, date retrieved, <URL>.

The Cancer Council Australia 2007, *National cancer prevention policy 2007–09*, The Cancer Council Australia, retrieved 26 August 2010, <[http://www.cancer.org.au/File/PolicyPublications/NCPP/NCPP\\_Full\\_document.pdf](http://www.cancer.org.au/File/PolicyPublications/NCPP/NCPP_Full_document.pdf)>.

## **Group or organisation as author**

Name of group or organisation year, details of the work as appropriate to its form.

Human Rights and Equal Opportunity Commission 1997, *Bringing them home: report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, HREOC, Sydney.

Northern Territory Department of Justice 2007, *Step forward: getting help about sexual violence*. Retrieved 25 August 2010, <[www.nt.gov.au/justice/documents/stepforward.pdf](http://www.nt.gov.au/justice/documents/stepforward.pdf)>.

## **Web page**

Author, B year, 'Title of page', date retrieved, <URL>.

Diabetes Australia 2010, 'Gestational diabetes', retrieved 22 July 2010, <<http://www.diabetesaustralia.com.au/Understanding-Diabetes/What-is-Diabetes/Gestational-Diabetes>>.

## **Brochure or pamphlet**

Author B, year, *Title*, type of publication, Publisher, City if provided.

Australian Heart Foundation 1999, *Be active every day: physical activity for a healthy heart*, brochure, Australian Heart Foundation.

## **Film, DVD, video, CD-ROM**

*Title of program* year, type of recording, Producer, City.

*Essay writing made easy* 1996, video recording, Deakin University Course Development Centre, Geelong, Vic.

*Sunday too far away* 1995, motion picture, South Australian Film Corporation, Adelaide.

## **Television and radio programs**

*Title of program* year, type of recording, Broadcaster, City, day month.

*Hindsight* 2006, radio program, ABC National Radio, Melbourne, 31 August.

*More than enough rope* 2008, television program, ABC 1, Sydney, 21 April.

## **Podcast and YouTube**

*Title* year, type of recording, Producer, day month, date retrieved, <URL>.

*Star stuff* 2010, podcast, ABC Science, 8 July, retrieved 8 July 2010, <<http://www.abc.net.au/science/starstuff>>.

*Swine flu – alarming jump* 2009, YouTube, Channel 9 News Melbourne, 16 May, retrieved 4 September 2009, <[http://www.youtube.com/watch?v=sLWfRzgo\\_4&NR=1](http://www.youtube.com/watch?v=sLWfRzgo_4&NR=1)>.

## Sample reference list in author–date (Harvard) style

### References

Burdess, N 2007, *Good study*, Pearson Education, Sydney.

The Cancer Council Australia 2007, *National cancer prevention policy 2007–09*, The Cancer Council Australia, retrieved 26 August 2010, <[http://www.cancer.org.au/File/PolicyPublications/NCPP/NCPP\\_Full\\_document.pdf](http://www.cancer.org.au/File/PolicyPublications/NCPP/NCPP_Full_document.pdf)>.

Cotterall, S & Cohen, R 2003, 'Scaffolding for second language writers: producing an academic essay', *ELT Journal*, vol. 57, no. 2, pp. 158–66.

*Hindsight* 2006, radio program, ABC National Radio, Melbourne, 31 August.

HREOC – see Human Rights and Equal Opportunity Commission

Human Rights and Equal Opportunity Commission 1997, *Bringing them home: report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, HREOC, Sydney.

Priest, A 2007, 'Expression of the interesting', *The Australian*, 10 October, p. 34, retrieved 29 April 2008, Newsbank database.

Richardson, JS 2004, 'Content area literacy lessons go high tech', *Reading Online*, vol. 8, no. 1, retrieved 1 August 2004, <[http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/Richardson](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/Richardson)>.

Roberts, GE 2004, 'Municipal government benefits, practices and personnel outcomes: results from a national survey', *Public Personnel Management*, vol. 33, no. 1, pp. 1–22, retrieved 18 July 2004, Business Source Premier database.

Watts, M 2006, 'Team term papers and presentations', in WE Becker, M Watts & SR Becker (eds), *Teaching economics: more alternatives to chalk and talk*, Edward Elgar, Cheltenham, UK, pp. 151–70.

### Further reading

*Style manual for authors, editors and printers*, 6th edn, 2002, rev. Snooks & Co., John Wiley & Sons, Milton, Qld.

See also 'Author–date (Harvard)' at <[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)>.

# The APA (American Psychological Association) style

This chapter explains some of the more common applications of the APA style. It is based on the *Publication Manual of the American Psychological Association* (6th ed.) (2010), pp. 169–224.

**You should always check your unit guide and/or with academic staff (unit chair, lecturer or tutor) to make sure that this is the recommended style for your unit.**

You must reference *all* material you use from *all* sources and acknowledge your sources in the body of your paper each time you use a fact, a conclusion, an idea or a finding from someone's work. This establishes the authority of your work and acknowledges the researchers and writers you have drawn upon in your paper.

It is necessary to cite your sources each time you:

- reproduce an author's exact words (quote), that is, copy word for word directly from a text. A page number must be given.
- use your own wording (summarise or paraphrase) to explain or discuss what someone has said. You are encouraged to provide page numbers.

If you copy an entire table, chart, diagram or graph or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be cited in the body of your paper and detailed in a reference list at the end. Information from Deakin study guides and readers must also be acknowledged.

***The APA style of referencing consists of two elements:***

1. *in-text citations*, giving author, year and sometimes page number in the body of the paper
2. a *reference list* at the end of the paper, providing complete details for each in-text citation.

Part 1 of this resource deals with in-text citations. Part 2 shows how to present the related reference list entries for in-text citations.

# Part 1: In-text citations

## One author

When you refer to a single author, include the author's family name and year of publication using one of the forms shown here.

Clay (2003) argues that having a planned approach to writing essays can be of great benefit.

or

Essay writing can be made much more manageable if a planned approach is taken (Clay, 2003).

For citing an author or authors more than once in any one paragraph, see instructions under **Repeat citations of a study within one paragraph.**

## Multiple authors

For **two** authors, include the family names of both authors and the year, as required.

According to Antonakos and Kazanis (2003) there are advantages to keeping design and research methods simple.

↑ **use 'and' when family names are outside parentheses**

or

↓ **use '&' when family names are inside parentheses**

There are advantages to keeping design and research methods simple (Antonakos & Kazanis, 2003).

In the case of **three, four or five** authors, cite all authors the first time, then in subsequent citations of this work use the family name of the first-listed author plus 'et al.' and the year, as required.

↓ **first time, all family names plus date**

↗ **after first citation of an author/s in the narrative, you need to cite only the family name/s in the same paragraph (i.e. no date required)**

Gagliardi, Frederickson and Shanley (2002) argue that in order to provide consistent care, healthcare professionals often face the dilemma of finding similarities in patient responses to illness while at the same time respecting the uniqueness of each individual patient. However, despite any apparent similarities in symptoms or limitations, Gagliardi et al. contend all patients should be treated differently. Furthermore, according to the Roy Adaptation Model (Roy & Andrews, 1999), nurses need to make comprehensive assessments of each patient.

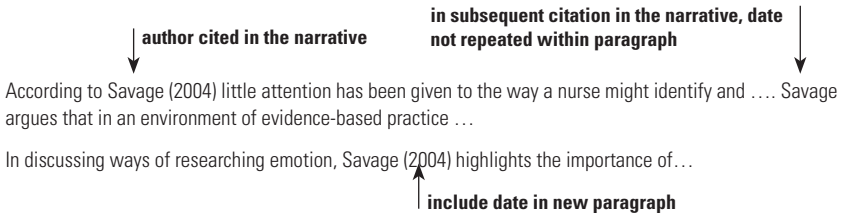
↘ **after first citation, use family name of first author plus 'et al.'**

For **six or more authors** use only the family name of the first-listed author plus 'et al.' in all citations including the first. Use date as appropriate.

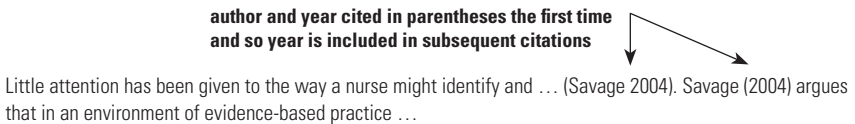
Mahon et al. (1997) reviewed how nursing diagnosis content is presented in nursing textbooks.

## **Repeat citations of a study within one paragraph**

In any one paragraph, if you cite an author or authors more than once in the **narrative** (i.e. the author's name does not appear in parentheses) include the family name/s and year the first time. In subsequent citations in the narrative in the **same paragraph** you need to cite only the family name/s, provided studies cannot be confused.

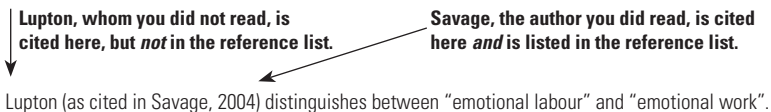


When the name of the author/s **and** year are in **parentheses** in any one paragraph, the year **is** included in subsequent citations.



## **Secondary source**

Sometimes you read one author (secondary) who cites another (primary). In the example that follows, you have read Savage who referred to a publication by Lupton, but you did not read Lupton yourself.



## Article or chapter in an edited book

An edited book is one that consists of chapters or articles written by different authors.

You need to acknowledge the author of the chapter or article you used. This author is cited in text (that is, in the body of the paper) in the same way as for one or more authors.

In the example that follows, Naidoo has written a chapter in a book edited by Thorogood and Coombes. In the body of your assignment cite only Naidoo.

Naidoo (2000) claims that risk factor simulation models...

*Note: The entry in the reference list gives full details of the publication. Under the name of the author (Naidoo) you need to give the details of the chapter you read plus the details of the book.*

## Group or organisation as author

Where the author is a government agency, association, corporate body or the like, which has a familiar or easily understandable abbreviation, it is cited as follows:

**first time, use full title plus  
abbreviation in square brackets**

Obesity in Australian men and women increased during the 1980s (National Health and Medical Research Council [NHMRC], 1997).

A single cause for obesity ..... (NHMRC, 1997).

**↑ subsequent citations of this report should use the abbreviation**

*Note: The entry in the reference list is under National Health and Medical Research Council.*

## No author name provided

If no author is designated, in text cite the first few words of the title, and the year. Full title details are provided in the reference list entry.

Studies suggest that many IVF couples would donate excess embryos to scientific research ("Embryo study," 2004).

**Use double quotation marks around the title of an article, chapter or web page. Use italics and no quotation marks in text for the title of a periodical, book, brochure or report with no author.**



## **Two or more publications by the same author in the same year**

If an author has published two or more works in the same year, the lower case letters *a,b,c* and so forth are used after the date to distinguish between them. Letters are assigned according to the alphabetical order of the title.

However it has also been noted that ... (McDonald, 2007b).

McDonald (2007a) suggested ...

According to McDonald (2007c) ...

## **No year of publication provided**

If there no year is given for a source, use 'n.d.' (which stands for *no date*) after the author's name.

In a detailed analysis, Jones (n.d.) argues ...

## **Personal communication**

Personal communications can include letters, emails, personal interviews, telephone conversations and the like. It is important to get the permission of the person referred to in your assignment and it could be appropriate to indicate the role of the person. Cite personal communications in text only; they are not included in a reference list.

J. Robinson (personal communication, May 11, 2010) indicated...

... (L. Frazer, Manager, Heathville Community Centre, interview, June 4, 2009).

## **Electronic sources**

The principles for in-text citation of print sources also apply to electronic sources. All electronic sources should therefore be cited according to the name of the author/s. As for print sources, cite by title if there is no author.

Many online articles are pdf files (i.e. copies of print documents) so they usually indicate page numbers. Use these page numbers when you cite information from such sources.

Some articles are not pdf files and do not have page numbers. In these cases use paragraph numbers, if these are provided.

Smith (2003, para. 3) claims...

If page numbers or paragraph numbers are not provided and the document includes headings, use these headings and count the number of paragraphs.

Smith (2003, Conclusion section, para. 3) claims...

## Quotes

*Short quotes* (fewer than 40 words) should run on as part of a sentence with double quotation marks to signal where the quote starts and finishes. The page number indicating where the quote comes from must be included.

↓ **author and date**

Clay (2003) argues that students experience writer's block because "they have not given sufficient thought to reviewing course content and developing their ideas" (p. 47).

Alternatively:

↑ **page number**

Students experience writer's block because "they have not given sufficient thought to reviewing course content and developing their ideas" (Clay, 2003, p. 47).

↑ **author, date, page number**

*Long quotes*, known as 'block quotes' (40 or more words), should:

- start on a new line
- be indented about 5 spaces from the left hand margin
- be double spaced
- omit quotation marks.

**author and date**



An important stage in assignment writing is planning. Clay (2003) comments that:

Some students are tempted to plunge into writing their assignment, beginning with the introduction, but soon find that they experience "writer's block" and cannot decide what to write next. The problem occurs because they have not given sufficient thought to reviewing course content and developing their ideas about relating the theory to their practice. (p. 47)

↙ **page number**

There are a variety of ways that students can plan...

## Part 2: Reference list

An important purpose of the reference list is to enable readers to locate sources. Therefore details must be correct and complete. Each in-text citation and the related reference list entry should be identical in spelling and year. A work is listed only once in the reference list, regardless of how many times it is cited in text. Works not cited in the text should not appear in the reference list.

In compiling your APA reference list, you should:

- list references on a new page with a centred heading titled 'References'
- include books, journal articles, online sources etc. in one alphabetical listing
- order entries alphabetically by family name of author or name of organisation
- list works with no author under the first significant word of the title
- indent second and subsequent lines of each entry (5–7 spaces)
- use double spacing.

Some examples follow; others can be found at <[www.apastyle.org](http://www.apastyle.org)>.

*Note: the examples are separated and placed under subheadings here to show each form. In a reference list, however, they would be all together in alphabetical order with no subheadings.*

### **Book**

Author, A., & Author, B. (year). *Title of book* (edition if not first). City: Publisher.

*Capitalise only the first letter of the first word of a book title and any proper nouns. The first letter of the subtitle (if any) is capitalised also.*

Burton L. J. (2010). *An interactive approach to writing essays and research reports in psychology* (3rd ed.). Milton, Qld: John Wiley & Sons.

### **Article or chapter in an edited book**

Author, A., & Author, B. (year). Title of chapter. In C. Editor & D. Editor (Eds.), *Title of book* (pp. xx–xx). City: Publisher.

*Capitalise only the first letter of the first word of an article or chapter title, and any proper nouns.*

Naidoo, B. (2000). Evaluating the use of public health risk factor simulation models. In M. Thorogood & Y. Coombes (Eds.), *Evaluating health promotion: Practice and methods* (pp. 99–109). Oxford: Oxford University Press.

## **Book, online**

Author, A., & Author, B. (year). *Title of book*. [details about the format if available]. doi OR Retrieved from web address

*If a digital object identifier (DOI) is provided then it should be given; if no DOI is available then the web address, or uniform resource locator (URL), should be given. Date of retrieval is not required.*

Munsterberg, H. (1916). *The photoplay: A psychological study*. Retrieved from <http://www.gutenberg.org/files/15383/15383-8.txt>

## **Journal article**

Author, A., & Author, B. (year). Title of article. *Title of Journal*, volume number (issue number), page numbers.

- *The issue number should be indicated only if each issue of a journal begins on page 1.*
- *Capitalise only the first letter of the first word of an article title and subtitle, and any proper nouns.*
- *Capitalise the first letter of every main word in the journal title.*
- *Include a digital object identifier (DOI) if provided.*

Antonakos, C. L., & Kazanis, A. S. (2003). Research process in the health sciences: A focus on methods. *Research and Theory for Nursing Practice*, 17, 257–264.

Clay, G. (2003). Assignment writing skills. *Nursing Standard*, 17(20), 47–52.

## **Journal article, online**

Author, A. (year). Title of article. *Title of Journal*, volume number (issue number), page numbers. doi OR Retrieved from web address

*If a digital object identifier (DOI) is provided then it should be given; if no DOI is available then the home page web address of the journal, or uniform resource locator (URL), should be given. Date of retrieval is not required.*

Ekwall, A., Gerdtz, M., & Manias, E. (2008). The influence of patient acuity on satisfaction with emergency care: perspectives of family, friends and carers. *Journal of Clinical Nursing, 17*, 800–809. doi:10.1111/j.1365-2702.2007.02052.x

Midford, R. (2005). Australia and alcohol: Living down the legend. *Addiction, 100*, 891–896. Retrieved from <http://www.addictionjournal.org>

## **Newspaper article**

Author, A. (year, month day). Title of article. *Title of Newspaper*, p. x.

Wroe, D. (2004, June 24). Canberra enlists GPs in war on smoking. *The Age*, p. 3.

## **Newspaper article, no author**

Title of article. (year, month day). *Title of Newspaper*, p. x.

Embryo study nod, OK say IVF couples. (2004, May 31). *Herald Sun*, p.10.

## **Newspaper article, online**

Author, A. (year, month day). Title of article. *Title of Newspaper*. Retrieved from home page web address

Nader, C. (2009, June 19). Mental health issues soar among children. *The Age*. Retrieved from <http://www.theage.com.au>

## **Document, online**

Author, A. (year). *Title of document*. Retrieved from web address

*Retrieval date is given if it is believed the information could change over time.*

Northern Territory Department of Justice. (2007). *Step forward: Getting help about sexual violence*. Retrieved from <http://www.nt.gov.au/justice/documents/stepforward.pdf>

## **Group or organisation as author**

Organisation name. (year). Details of the work as appropriate to its form.

*When the author and the publisher are the same, use the word Author as the name of the publisher.*

Australian Bureau of Statistics. (2007). *Migration Australia, 2005-06* (Cat. No. 3412.0). Canberra: Author. Retrieved from [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/E0A79B147EA8E0B5CA2572AC001813E8/\\$File/34120\\_2005-06.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/E0A79B147EA8E0B5CA2572AC001813E8/$File/34120_2005-06.pdf)

## **Up to seven authors**

Author, A., Author, B., Author, C., Author, D., Author, E., Author, F., & Author, G. (year). Details of the work as appropriate to its form.

*Provide family names and initials of all authors.*

## **Eight or more authors**

Author, A., Author, B., Author, C., Author, D., Author, E., Author, F., ... Author, M. (year). Details of the work as appropriate to its form.

*Provide the family names and initials of the first six authors followed by three ellipsis points and the last author's family name and initial.*

## **Web page**

Author, A. (year). Title of page. Retrieved month, day, year, from web address

*The title of a web page is not italicised.*

*Retrieval date is given if it is believed the information could change over time.*

Diabetes Australia. (2010). Gestational diabetes. Retrieved July 22, 2010, from <http://www.diabetesaustralia.com.au/Understanding-Diabetes/What-is-Diabetes/Gestational-Diabetes/>

## Sample reference list in APA style

### References

- Antonakos, C. L., & Kazanis, A. S. (2003). Research process in the health sciences: A focus on methods. *Research and Theory for Nursing Practice, 17*, 257–264.
- Australian Bureau of Statistics. (2007). *Migration Australia, 2005–06* (Cat. No. 3412.0). Canberra: Author. Retrieved from [http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/E0A79B147EA8E0B5CA2572AC00113E8/\\$File/34120\\_2005-06.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/E0A79B147EA8E0B5CA2572AC00113E8/$File/34120_2005-06.pdf)
- Burton L. J. (2010). *An interactive approach to writing essays and research reports in psychology* (3rd ed.). Milton, Qld: John Wiley & Sons.
- Clay, G. (2003). Assignment writing skills. *Nursing Standard, 17*(20), 47–52.
- Crawford, P., Brown, B., & Nolan, P. (1998). *Communicating care: The language of nursing*. Cheltenham: Stanley Thornes.
- Diabetes Australia. (2010). Gestational diabetes. Retrieved July 22, 2010 from <http://www.diabetesaustralia.com.au/Understanding-Diabetes/What-is-Diabetes/Gestational-Diabetes/>
- Ekwall, A., Gerdtz, M., & Manias, E. (2008). The influence of patient acuity on satisfaction with emergency care: perspectives of family, friends and carers. *Journal of Clinical Nursing, 17*, 800–809. doi:10.1111/j.1365-2702.2007.02052.x
- Embryo study nod, OK say IVF couples. (2004, May 31). *Herald Sun*, p.10.
- Midford, R. (2005). Australia and alcohol: Living down the legend. *Addiction, 100*(7), 891–896. Retrieved from <http://www.addictionjournal.org>
- Munsterberg, H. (1916). *The photoplay: A psychological study*. Retrieved from <http://www.gutenberg.org/files/15383/15383-8.txt>
- Nader, C. (2009, June 19). Mental health issues soar among children. *The Age*. Retrieved from <http://www.theage.com.au>
- Naidoo, B. (2000). Evaluating the use of public health risk factor simulation models. In M. Thorogood & Y. Coombes (Eds.), *Evaluating health promotion: Practice and methods* (pp. 99–109). Oxford: Oxford University Press.
- Northern Territory Department of Justice. (2007). *Step forward: Getting help about sexual violence*. Retrieved from <http://www.nt.gov.au/justice/documents/stepforward.pdf>
- Wroe, D. (2004, June 24). Canberra enlists GPs in war on smoking. *The Age*, p. 3.

### **Further reading**

Burton, L. J. (2010). *An interactive approach to writing essays and research reports in psychology* (3rd ed.). Milton, Qld: John Wiley & Sons.

*Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

See also 'APA (American Psychological Association)' at <[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)>.

The APA web site provides further examples at <[www.apastyle.org](http://www.apastyle.org)>.



# The documentary-note (Oxford) style

This chapter explains some of the more common applications of the documentary-note (Oxford) style. It is based on the *Style manual for authors, editors and printers*, 6th edn, 2002, pp. 208–15; p. 218–19; pp. 229–32.

**You should always check your unit guide and/or with academic staff (unit chair, lecturer or tutor) to make sure that this is the recommended style for your unit. Note that some units, courses and disciplines use variations of the style described here.**

You must reference *all* material you use from *all* sources, acknowledging your sources each time you use a fact, idea or finding from someone's work. This establishes the authority of your work and acknowledges the researchers and writers you have drawn upon in your paper.

It is necessary to cite your sources each time you:

- reproduce an author's exact words (quote), that is, copy word for word directly from a text
- use your own wording (summarise or paraphrase) to explain or discuss what someone has said.

If you copy an entire table, chart, diagram or graph, or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be referenced. Information from Deakin study guides and readers must also be acknowledged.

***The documentary-note style consists of the following elements:***

1. *citations in the body of the paper*, using a superscript (raised) number, generally at the end of a sentence
2. *a list of footnotes at the bottom (foot) of each page*, for all citations on that page. These are known as endnotes if they appear at the end of a chapter, section or other division (for longer texts, multi-author texts and texts intended to be read as separate parts)
3. *possibly a bibliography*. If required, it should be provided at the end of the paper, giving details of each source referred to and perhaps those consulted in preparing the paper.

Part 1 of this chapter looks at citing sources in the body of the paper. Part 2 of this chapter shows how to set out footnotes/endnotes. It gives examples of a range of common types of sources that students are likely to use in their assignments. Part 3 of this chapter shows how to present the related bibliography entries for some of the footnotes/endnotes presented in Part 2.

## Part 1: Citing sources

Superscript numbers with corresponding footnotes should be used whenever information or ideas from sources are discussed. Sources such as books, journals, reports, newspapers, interviews, radio, television and information from the internet must be acknowledged in text and detailed in footnotes. Information from Deakin study guides and readers must also be referenced.

Superscript numbers are generally placed at the end of a sentence or clause rather than immediately after the words to which they refer. However, where possible, they should be placed immediately after direct quotes.

### Summarising and paraphrasing

Writers can discuss ideas and findings from sources by using their own words in summaries and paraphrases. Summarising is condensing a text; paraphrasing is conveying all the information in a short stretch of text.

When summarising or paraphrasing material from a source, a superscript number should be used as follows:

Spiro Kostof notes that Ggantija, on the Maltese island of Gozo, is the earliest true building type discovered.<sup>1</sup>

or

Ggantija, on the Maltese island of Gozo, is the earliest true building type discovered.<sup>1</sup>

### Quoting

This is how a direct quote would appear:

Spiro Kostof notes, 'Ggantija is a wholly manmade form, which is to say it is thought out and reproduceable. As such, it is the first true *building type* ...'<sup>1</sup>

or

In terms of manmade buildings, 'Ggantija is a wholly manmade form, which is to say it is thought out and reproduceable. As such, it is the first true *building type* ...'<sup>1</sup>

If a quote is more than about 30 words long, omit the quotation marks, start the quote on a new line and indent the quote about 1 cm from the left-hand margin of the page. As for a short quote, a superscript number is used and a footnote is necessary to indicate the source of the quote.

## Part 2: Footnotes/endnotes

At the bottom of the page you would have a short line separating the body of the text from the footnotes relating to the superscript numbers. (Many word processing programs have an automatic footnoting facility.)

The first time a source is cited, the footnote must provide full bibliographic details. The footnotes for subsequent references to the same source do not repeat all the details again but use a shortened form. See the section that follows on repeat citations.

Examples of first citations of common footnote types are shown below. (Endnotes have the same format as footnotes.)

---

**line separating text  
from footnotes**

1. S Kostof, *A history of architecture: settings and rituals*, 2nd edn, Oxford University Press, New York, 1995, p. 35. **book, 1 author**
2. H Fraser & R Joyce, *The Federation house: Australia's own style*, Lansdowne Press, Sydney, 1986. **book, 2 authors**
3. FS Kleiner, CJ Mamiya & RG Tansey, *Gardner's art through the ages*, 11th edn, Harcourt College Publishers, Fort Worth, 2001. **book, 3 authors**
4. EH Gombrich, 'The early Medici as patrons of art', in EF Jacob (ed.), *Italian Renaissance studies*, Faber and Faber, London, 1960, pp. 279–311. **chapter in edited book**
5. Parliamentary Standing Committee on Public Works, *Proposed common use infrastructure on Christmas Island*, Parliament of the Commonwealth of Australia, Canberra, 2002. **report, group author**
6. RA Goldthwaite, 'The Florentine palace as domestic architecture', *American Historical Review*, vol. 77, no. 4, 1972, pp. 977–1012. **journal article**
7. P Lawther, 'Cost planning: is it sustainable income?', *The Building Economist*, June 2003, pp. 4–12. **journal article**
8. 'Federation Square: a tribute to the skill of the construction industry', *Construct in Steel*, vol. 15, no. 2, 2002, pp. 12–14. **journal article, no author**
9. S Crafti, 'Winning design moored in Spain', *The Age*, 25 August 2010, Business Day, p. 16. **newspaper article, authored**

## Repeat citations

When a particular source is cited more than once in a paper, the full bibliographic details are not provided each time in a footnote. It is becoming more common now to use the author's family name and the page number, if appropriate, rather than the Latin abbreviations *ibid.*, *op. cit.* and *loc. cit.* for repeat citations.

In footnoting a repeat citation, use the author's family name and the page number, if the page number is different from the earlier footnote. (See footnote 3 in the examples below.)

If you use two or more different publications by the same author then, in a repeat citation, you also need to include part of the title to distinguish publications by the same author. (See footnote 5 in the examples below.)

---

1. S Kostof, *A history of architecture: settings and rituals*, 2nd edn, Oxford University Press, New York, 1995, p. 35.

2. M Levey, *Rococo to revolution: major trends in eighteenth-century painting*, Thames & Hudson, London, 1966, p. 14.

3. Kostof, p. 63. ←

same as 1, but  
different page

4. M Levey, *Painting in eighteenth-century Venice*, 2nd edn, Phaidon, Oxford, 1980.

5. Levey, *Rococo to revolution*, p. 26. ←

part of title used to  
differentiate from  
4; same as 2, but  
different page

## Latin abbreviations

If you have to use the Latin abbreviations, make sure that you use them correctly.

***ibid.*** (ibidem, meaning *in the same place*) relates to the **same** work, cited immediately before.

(a) *ibid.* can refer to the **same page**:

1. S Kostof, *A history of architecture: settings and rituals*, 2nd edn, Oxford University Press, New York, 1995, p. 35.

2. *ibid.* ←

same as 1,  
incl. page

(b) *ibid.* can also refer to a **different page**:

1. S Kostof, *A history of architecture: settings and rituals*, 2nd edn, Oxford University Press, New York, 1995, p. 35.

2. *ibid.*, p. 45. ←

same as 1, but  
different page

***op. cit.*** and ***loc. cit.*** are used for works previously cited, but not immediately before.

*op. cit.* (opera citato, meaning *in the work cited*) refers to a **different page** of a work cited earlier.

*loc. cit.* (loco citato, meaning *in the place cited*) refers to the **same page** of a work cited earlier.

- 
- 1 S Kostof, *A history of architecture: settings and rituals*, 2nd edn, Oxford University Press, New York, 1995, p. 35.
  2. R Tansey & F Kleiner, *Gardner's art through the ages*, 10th edn, Harcourt Brace College Publishers, Sydney, 1996, p. 29.
  3. Kostof, *op. cit.*, p. 46. ← **same as 1, but different page**
  4. G Daniel, *The first civilizations: the archaeology of their origins*, Penguin, Harmondsworth, 1971, p. 67.
  5. Tansey & Kleiner, *loc. cit.* ← **same as 2, incl. page**

## Secondary sources

Sometimes you may read one author (secondary, e.g. Brown) who cites another author (primary, i.e. Smith), and you want to use what the primary author has said. You should cite the primary author using a superscript number in the ways already discussed. However, the footnote should list both sources, as follows:

10. A Smith, *Italian architecture*, Penguin, Melbourne, 2000, cited in D Brown, *Renaissance Italy*, Faber and Faber, London, 2002, p. 45.

## Electronic sources

In the body of your assignment, use superscript numbers for electronic materials in the same ways shown earlier. In your footnotes, use the following formats.

For material found *on a specific web site*:

11. Australian Bureau of Statistics, *Building approvals, Australia*, cat. no. 8731.0, ABS Ausstats, 2004, retrieved 3 November 2004, <[www.abs.gov.au/Ausstats/abs%40.nsf/mf/8731.0? OpenDocument](http://www.abs.gov.au/Ausstats/abs%40.nsf/mf/8731.0?OpenDocument)>.

For an *electronic journal article found on a database*:

12. J Lobo, 'Latin American construction at a glance', *Construction Review*, vol. 41, no. 1, 1995, pp. iv–vi, retrieved 5 November 2004, Expanded Academic ASAP database.

*Note: To conform with agreed Deakin style principles, the word 'retrieved' is used in preference to the word 'viewed', which is favoured by the Style manual.*

## Part 3: Bibliography

A *bibliography* consists of sources cited in text, sources consulted in preparing a paper, and other sources thought to be of interest to the reader.

A *reference list* consists of only the sources cited in a paper. Note, however, that the term 'bibliography' is sometimes used for what would more accurately be called a reference list.

In compiling entries for a bibliography, note that the order of elements, the punctuation and capitalisation are the same as for footnotes/endnotes, with *two* exceptions:

1. The family name of the author comes before initials (or the family name of the first-listed author, if there is more than one). However, in footnotes/endnotes, the initials of all authors come before their family names.
2. Entries are arranged alphabetically according to the family name of authors. No numbers are used, unlike footnotes/endnotes.

### Book

Author, A, B Author & C Author, *Title of book*, edition number other than the first, Publisher, City, year.

Kleiner, FS, CJ Mamiya & RG Tansey, *Gardner's art through the ages*, 11th edn, Harcourt College Publishers, Fort Worth, 2001.

### Chapter or article in an edited book

Author, A & B Author, 'Title of chapter', in C Editor & D Editor (eds), *Title of book*, Publisher, City, year, pp. x–x.

Gombrich, EH, 'The early Medici as patrons of art', in EF Jacob (ed.), *Italian Renaissance studies*, Faber and Faber, London, 1960, pp. 279–311.

### Translated work

Author, A & B Author, *Title of work*, trans. C Translator, details of the work as appropriate to its form.

Arakawa, Y, *Zen painting*, trans. J. Bester, Kodansha International, Tokyo, 1970.

### Journal article

Author, A. & B Author, 'Title of article', *Title of Journal*, vol. xx, no. xx, year, pp. x–x.

Goldthwaite, RA, 'The Florentine palace as domestic architecture', *American Historical Review*. vol. 77, no. 4, 1972, pp. 977–1012.

## **Newspaper article, authored**

Author, A, 'Title of article', *Title of Newspaper*, day month year, Section of Newspaper if applicable, p. x.

Crafti, S, 'Winning design moored in Spain', *The Age*, 25 August 2010, Business Day, p. 16.

## **Group as author**

Organisation name, details of the work as appropriate to its form.

Parliamentary Standing Committee on Public Works, *Proposed common use infrastructure on Christmas Island*, Parliament of the Commonwealth of Australia, Canberra, 2002.

## **Films, videos, and television and radio programs**

*Title*, format, Publisher, place of recording, date of recording.

*Art in our time*, video recording, Michael Blackwood Productions, New York, 2001.

## **Internet article**

Author, A, *Title of article*, Name of site sponsor, year, retrieved day month year, <URL>.

Australian Bureau of Statistics, *Building approvals, Australia*, cat. no. 8731.0, ABS Ausstats, 2004, retrieved 3 November 2004, <[www.abs.gov.au/Ausstats/abs%40.nsf/mf/8731.0?OpenDocument](http://www.abs.gov.au/Ausstats/abs%40.nsf/mf/8731.0?OpenDocument)>.

## **Electronic copy of a journal article, authored, from database**

Author, A, 'Title of article', *Title of Journal*, vol. xx, no. xx, year, pp. x–x, retrieved day month year, database name.

Lobo, J, 'Latin American construction at a glance', *Construction Review*, vol. 41, no. 1, 1995, pp. iv–vi, retrieved 5 November 2004, Expanded Academic ASAP database.

## Sample bibliography in documentary-note (Oxford) style

### Bibliography

Arakawa, Y, *Zen painting*, trans. J. Bester, Kodansha International, Tokyo, 1970.

*Art in our time*, video recording, Michael Blackwood Productions, New York, 2001.

Australian Bureau of Statistics, *Building approvals, Australia*, cat. no. 8731.0, ABS Ausstats, 2004, retrieved 3 November 2004, <<http://www.abs.gov.au/Ausstats/abs%40.nsf/mf/8731.0?OpenDocument>>.

Crafti, S, 'Winning design moored in Spain', *The Age*, 25 August 2010, Business Day, p. 16.

Goldthwaite, RA, 'The Florentine palace as domestic architecture', *American Historical Review*, vol. 77, no. 4, 1972, pp. 977–1012.

Gombrich, EH, 'The early Medici as patrons of art', in EF Jacob (ed.), *Italian Renaissance studies*, Faber and Faber, London, 1960, pp. 279–311.

Kleiner, FS, CJ Mamiya & RG Tansey, *Gardner's art through the ages*, 11th edn, Harcourt College Publishers, Fort Worth, 2001.

Lobo, J, 'Latin American construction at a glance', *Construction Review*, vol. 41, no. 1, 1995, pp. iv–vi, retrieved 5 November 2004, Expanded Academic ASAP database.

Parliamentary Standing Committee on Public Works, *Proposed common use infrastructure on Christmas Island*, Parliament of the Commonwealth of Australia, Canberra, 2002.

### Further reading

*Style manual for authors, editors and printers*, 6th edn, rev. Snooks & Co., John Wiley & Sons, Milton, Qld, 2002.

See also 'Documentary-note (Oxford)' at <[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)>.



# Law style

This chapter explains some of the more common applications of law style. It is based on the *Australian Guide to Legal Citation* (3<sup>rd</sup> ed, 2010) (AGLC).

**You should always check your unit guide and/or with academic staff (unit chair, lecturer or tutor) to make sure that this is the recommended style for your unit.**

You must reference *all* material you use from *all* sources and acknowledge your sources in the body of your paper each time you use the law, commentary on the law, conclusions, ideas or findings from someone's work.

It is necessary to cite your sources each time you:

- reproduce an author's exact words (quote), that is, copy word for word directly from a text
- use your own wording (summarise or paraphrase) to explain or discuss what someone has said.

If you copy an entire table, chart, diagram or graph or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be acknowledged.

## ***Law style consists of the following elements:***

1. *citations in the body of the paper*, using a superscript (raised) number, following the text to which the superscript number refers
2. *a list of footnotes at the bottom (foot) of each page*, for all citations on that page
3. *possibly a bibliography*. If a bibliography is required it should be provided at the end of the paper and give details of each source mentioned in the text, as well as details of other sources consulted in preparing the paper.

Part 1 of this chapter deals with citing sources in the body of the paper. Part 2 discusses how to set out footnotes. It gives examples of a range of common types of sources that you are likely to use in your assignments. Part 3 of this chapter shows with how to present a bibliography.

## Part 1: Citing sources

Superscript numbers with corresponding footnotes should be used whenever information or ideas from sources are discussed. Sources such as legislation, cases, books, journals, reports, newspapers, interviews, radio, television and information from the internet must be acknowledged in text and detailed in footnotes. Information from Deakin readers must also be referenced. (Deakin study guides are not generally considered an authoritative source for legal research.)

Footnotes are also used to provide extra information that is not appropriate to include in the body of the text. Additionally, they are used to back up an argument as well as to acknowledge a source that has contributed to an argument.

The superscript number should be placed at the end of the portion of text to which the corresponding footnote refers. The number should appear after any relevant punctuation (usually a full stop or a comma).

### Summarising and paraphrasing

Writers can discuss ideas and findings from sources by using their own words in summaries and paraphrases. Summarising is condensing a text; paraphrasing is conveying all the information in a short stretch of text.

When summarising or paraphrasing material from a source, a superscript number should be used as follows:

If the clause creates an equitable charge, it is unregistered and unenforceable against prior and later created registered floating charges.<sup>1</sup>

### Quoting

This is how a direct quote would appear:

Note the broad definition of security arrangements by the Australian Law Reform Commission: 'an interest in property which is held by one person to ensure the performance of an obligation by another'.<sup>1</sup>

If a quote is longer than three lines, omit the quotation marks, start the quote on a new line, in a smaller font size and indent the quote about 1 cm from the left-hand margin of the page. A superscript number is used and a footnote is necessary to indicate the source of the quote.

Hoffmann J concluded that:

The public interest requires a balancing of the advantages to the economy of facilitating the borrowing of money against the possibility of injustice to unsecured creditors. These arguments for and against the floating of charges are matters for Parliament rather than the courts and have been the subject of public debate in and out of Parliament for more than a century.<sup>1</sup>

## Part 2: Footnotes

At the bottom of the page you would have a short line separating the body of the text from the footnotes relating to the superscript numbers. The numbers in the footnotes at the bottom of the page should also be superscripted. (Many word processing programs have an automatic footnoting facility.)

- Authors' names should appear exactly as they do on the source. This may require the same author's name to appear differently in citations of several of their works.
- Where there are two or three authors, the names of all the authors should be included and the word 'and' should separate the names of the last two authors.
- Where there are more than three authors, the family name of the author appearing first on the source should be included followed by 'et al.'
- Initials in names should be separated by a space and should not be followed by full stops.
- Each footnote should end with a full stop.

Examples of first citations of common footnote types are shown below. The first time a source is cited, the footnote must provide full bibliographic details. The footnotes for subsequent references to the same source do not repeat all the details but use a shortened form. See the section that follows on repeat citations.

A *pinpoint reference* in a footnote is one that directs the reader to a particular place in the cited work. A pinpoint reference can be provided for a first citation or a repeat citation of a source. For a source like a case, a book or a journal article, a pinpoint reference, if provided, refers the reader to a particular page or paragraph. For legislation, pinpoint references are to chapters, parts, sections, subsections, divisions and the like. A pinpoint reference is provided after the work is identified, that is, after the full bibliographic details for a first citation of a source, and after the shortened form in a repeat citation.

- A pinpoint reference to a page is indicated by the number of the page (no use of p or pg).
- A pinpoint reference to a paragraph is indicated by the paragraph number in square brackets.
- A pinpoint reference to a section is indicated by the abbreviation 's' followed by the section number.
- A pinpoint reference to a chapter is indicated by the abbreviation 'ch' followed by the section number.

The footnotes that follow provide examples of a **case** (1), a **book** (2), **legislation** (3), a **journal article** (4) and an **internet document** (5).

In addition, examples 2 and 3 each include a pinpoint reference. In example 2 the pinpoint reference is to a page number and in example 3 the pinpoint reference is to a section of an Act.

## Examples

- <sup>1</sup> *Victoria Park Racing and Recreation Grounds Co Ltd v Taylor* (1937) 58 CLR 479.
- <sup>2</sup> Joyce Toher and Bryan Dwyer, *Introduction to Property Law* (LexisNexis Butterworths, 5<sup>th</sup> ed, 2008) 91.
- <sup>3</sup> *Banking Act 1959* (Cth) s 5.
- <sup>4</sup> Elizabeth Boros, 'Virtual Shareholder Meetings: Who Decides How Companies Make Decisions' (2004) 28 *Melbourne University Law Review* 265.
- <sup>5</sup> The Financial Ombudsman Service, 'Insurance Policy Excesses and Financial Difficulty' (2010), *Circular Edition 3* <<http://fos.org.au/circular3/Excesses.html>>.

## Repeat citations

When a particular source is cited more than once in a paper, the full bibliographic details should not be provided each time in a footnote. The terms 'ibid' and 'above n' are used to refer to previous citations.

Note that repeat citations of legislation and of cases may be indicated using 'ibid' but not 'above n'.

### Ibid

'Ibid' is an abbreviation of the Latin term 'ibidem', meaning 'in the same place'. Use 'ibid' to refer to a source if it is the only source cited in the immediately preceding footnote. 'Ibid' should always be capitalised when it appears at the start of a footnote.

If there is a pinpoint reference, that is, a reference to a specific place in the cited text, and the next footnote is to the same work **and** to the same place in the cited text, use 'ibid'. The pinpoint reference should not be repeated.

If you refer to the same source as in the immediately preceding footnote but to a different page or section, use 'ibid' followed by the pinpoint reference, that is, the different page or section number. See the examples of repeat citations using 'ibid' provided later in this chapter.

### Above n

Use 'above n' to refer to a source that has been cited in a previous footnote other than the immediately preceding one. However, use 'above n' to refer to an immediately preceding footnote, if that footnote lists more than one source.

Legislation, cases, treaties and certain other documents must be cited in full each time. Please refer to *AGLC* for further details <<http://mulr.law.unimelb.edu.au/go/aglc>>.

## Examples of repeat citations

- <sup>1</sup> *Victoria Park Racing and Recreation Grounds Co Ltd v Taylor* (1937) 58 CLR 479.
- <sup>2</sup> Joyce Toohar and Bryan Dwyer, *Introduction to Property Law* (LexisNexis Butterworths, 5<sup>th</sup> ed, 2008).
- <sup>3</sup> *Ibid.*
- <sup>4</sup> *Ibid* 52–3.
- <sup>5</sup> *Victoria Park Racing and Recreation Grounds Co Ltd v Taylor* (1937) 58 CLR 479.
- <sup>6</sup> *Ibid.*
- <sup>7</sup> *Banking Act 1959* (Cth).
- <sup>8</sup> *Ibid.*
- <sup>9</sup> Toohar and Dwyer, above n 2, 15.
- <sup>10</sup> *Ibid* 20.
- <sup>11</sup> The Financial Ombudsman Service, 'Insurance Policy Excesses and Financial Difficulty' (2010), *Circular Edition 3* <<http://fos.org.au/circular3/Excesses.html>>.
- <sup>12</sup> *Ibid.*
- <sup>13</sup> *Banking Act 1959* (Cth) s 5.
- <sup>14</sup> The Financial Ombudsman Service, above n 11.

## First citations

This section provides examples of first citations for a range of sources commonly used by students in law assignments. In these examples, pinpoint references are provided in footnotes 1, 3, 7, 8, 9, 12, 13, 15, 16 and 17.

Please refer to *AGLC* for more examples of a wide range of sources <<http://mulr.law.unimelb.edu.au/go/aglc>>.

## Book

<sup>No.</sup> First Author and Second Author, *Title of Book* (publisher, edition number other than the first, year) pinpoint reference.

- <sup>1</sup> W S Weerasooria, *Bank Lending and Securities in Australia* (Butterworths, 1998) 230.
- <sup>2</sup> Alan L Tyree, *Australian Law of Cheques and Payment Orders* (Butterworths, 1988).
- <sup>3</sup> Edward I Sykes and Sally Walker, *The Law of Securities* (Lawbook, 5<sup>th</sup> ed, 1993) 39.
- <sup>4</sup> E L G Tyler, P W Young and Clyde Croft, *Fisher and Lightwood's Law of Mortgage* (LexisNexis Butterworths, 2<sup>nd</sup> Australian ed, 2005).
- <sup>5</sup> Robert Baxt, Keith Fletcher and Saul Fridman, *Corporations and Associations: Cases and Materials* (LexisNexis Butterworths, 10<sup>th</sup> ed, 2009).

## Case

<sup>No.</sup> *Case Name* (year) volume Abbreviation of report series first page of case, pinpoint reference.

- <sup>6</sup> *Uniting Church in Australia Property Trust (NSW) v Mimer (Ion 145) Pty Ltd* (1991) 24 NSWLR 510.
- <sup>7</sup> *Breen v Williams* (1995) 186 CLR 71, 113.

## Chapter or article in an edited book

<sup>No.</sup> First Author and Second Author, 'Title of Chapter' in First Editor and Second Editor (eds), *Title of Book* (publisher, edition number other than the first, year) first page of chapter or article, pinpoint reference.

- <sup>8</sup> William Gough, 'Securities over Debts' in Gregory Burton (ed), *Directions in Finance Law* (Butterworths, 1990) 220, 223.

## Group author

<sup>No.</sup> Author, *Title of Book* (publisher, edition number other than the first, year) pinpoint reference.

- <sup>9</sup> Mallesons Stephen Jaques, *Australian Finance Law* (Lawbook, 6<sup>th</sup> ed, 2008) 21.

## Internet document

A source should be cited as an internet document only if it does not exist in a published form. Where available, the full date of the last update of the web page should be included. Where the full date is not provided, include as much of the full date as appears. The date of retrieval should not be included in the citation.

<sup>No.</sup> First Author and Second Author, *Title of Document* (full date) web site name if different from author's name, pinpoint reference <URL>.

- <sup>10</sup> International Whaling Commission, *IWC Information* (4 August 2010) <<http://www.iwcoffice.org/commission.iwcmain.htm>>.

## Journal article

<sup>No.</sup> First Author and Second Author, 'Title of Article' (year) volume(issue if journal does not have continuous pagination through volume) *Journal Title* first page of journal article, pinpoint reference.

- <sup>11</sup> Greg Rooney, 'Mediation and the Rise of Relationship Contracting: A Decade of Change for Lawyers' (2002) 76(10) *Law Institute Journal* 40.

- <sup>12</sup> Sharon Rodrick, 'Forgeries, False Attestations and Impostors: Torrens Systems Mortgages and the Fraud Exception to Indefeasibility' (2002) 7 *Deakin Law Review* 97, 106.

### Article published in electronic journal

Articles from electronic journals should only be cited where a printed edition (of the journal or the article cited) does not exist. Articles in journals that are only available online should, as far as possible, be cited in the same manner as articles in printed journals. However, volume number, issue number and starting page may not be provided. The date of retrieval should not be included in the citation. If an article appears in a printed journal, even where a similar version is available online, the printed journal should be cited instead.

No. First Author and Second Author, 'Title of Article' (year) volume(issue if journal does not have continuous pagination through volume) *Journal Title* first page of journal article, pinpoint reference <URL>.

- <sup>13</sup> Kate Lewins, 'What's the Trade Practices Act Got to Do with It? Section 74 and Towage Contracts in Australia' (2006) 13(1) *eLaw Journal: Murdoch University Electronic Journal of Law* 58, 59 <[https://elaw.murdoch.edu.au/archives/issues/2006/1/eLaw\\_Lewins13\\_2006\\_05.pdf](https://elaw.murdoch.edu.au/archives/issues/2006/1/eLaw_Lewins13_2006_05.pdf)>.

### Legislation

No. *Title of Legislation year* (Abbreviation of jurisdiction) pinpoint reference.

- <sup>14</sup> *Transfer of Land Act 1958* (Vic) s 74.  
<sup>15</sup> *Chattel Securities Act 1987* (Vic) s 7(5).

### Newspaper article (authored)

No. First Author and Second Author, 'Title of Article', *Newspaper* (Place of Publication), full date, pinpoint reference.

- <sup>16</sup> Ellen Whinnett, 'Industry Poll Reverses Greens' Survey Forestry Offensive', *The Mercury* (Hobart), 25 September 2004, 3.

*Note: If an article appears in a named section of a newspaper and the newspaper is not consecutively paginated, the name of the section should be included before that of the newspaper. See example that follows.*

### Newspaper article (no author)

No. Title of Article', *Newspaper* (Place of Publication), full date, pinpoint reference.

- <sup>17</sup> 'Little Corporate Appeal in Green Bottom Line', *Business, The Age* (Melbourne), 6 June 2005, 4.

### **Newspaper article (electronic)**

Electronic newspapers should only be cited where an identical printed edition (of the newspaper or the article cited) does not exist. The date of retrieval should not be included in the citation.

<sup>No.</sup> First Author and Second Author, 'Title of Article', *Newspaper* (online), full date, pinpoint reference <URL>.

<sup>18</sup> Farrah Tomazin, 'Kinder Wages Breakthrough', *The Age* (online), 19 May 2009 <<http://www.theage.com/au/national/education/kinder-wages-breakthrough-20090519.bcwh.html>>.

## **Part 3: Bibliography**

If you are required to present a bibliography, list all works referred to in the body of your assignment and in footnotes, as well as all works that you consulted in writing your assignment.

Sources should be presented under the following sections where applicable:

A *Articles/Books/Reports*

B *Cases*

C *Legislation*

D *Treaties*

E *Other*. These include:

- ▶ government documents like parliamentary debates, parliamentary committee reports, royal commission reports and the like
- ▶ newspaper articles
- ▶ television and radio transcripts
- ▶ press releases
- ▶ legal encyclopedias
- ▶ loose-leaf services
- ▶ theses
- ▶ working papers
- ▶ conference papers
- ▶ speeches
- ▶ interviews
- ▶ letters
- ▶ email
- ▶ internet materials.



In a bibliography:

- An author's family name comes first, followed by a comma and the given name or initials. (This is different from footnotes, where the given name or initials appear first, followed by the family name, and no comma is used.)
- For works by two or more authors, only the first author's given name or initials and family name should be inverted.
- No full stop is used at the end of each entry in a bibliography, whereas each footnote entry should end with a full stop.
- Works should be listed in alphabetical order according to the family name of the first-listed author.
- Where the author is an institution, the work is listed according to the first word of the name of the institution, disregarding 'the' at the beginning of the name.
- Works listed by their title are listed according to the first word of the title, disregarding 'a' or 'the' at the beginning of the title.

## **Sample bibliography in law style**

### BIBLIOGRAPHY

#### A Articles/Books/Reports

Boros, Elizabeth, 'Virtual Shareholder Meetings: Who Decides How Companies Make Decisions' (2004) 28 *Melbourne University Law Review* 265

Rooney, Greg, 'Mediation and the Rise of Relationship Contracting: A Decade of Change for Lawyers' (2002), 76(10) *Law Institute Journal* 40

Toohar, Joyce, and Bryan Dwyer, *Introduction to Property Law* (LexisNexis Butterworths, 5<sup>th</sup> ed, 2008)

Weerasooria, W S, *Bank Lending and Securities in Australia* (Butterworths, 1998)

#### B Cases

*Breen v Williams* (1995) 186 CLR 71

*Hospital Products Ltd v United States Surgical Corporation* (1984) 156 CLR 41

*Uniting Church in Australia Property Trust (NSW) v Mimer (lon 145) Pty Ltd* (1991) 24 NSWLR 510

*Victoria Park Racing and Recreation Grounds Co Ltd v Taylor* (1937) 58 CLR 479

#### C Legislation

*Banking Act 1959* (Cth)

*Supreme Court Act 1986* (Vic)

(cont'd)

## BIBLIOGRAPHY (cont'd)

### D *Treaties*

*Treaty on the Non-Proliferation of Nuclear Weapons*, opened for signature 1 July 1968, 729 UNTS161 (entered into force 5 March 1970)

### E *Other*

The Financial Ombudsman Service, 'Insurance Policy Excesses and Financial Difficulty' (2010), *Circular Edition 3* <<http://fos.org.au/circular3/Excesses.html>>

'Little Corporate Appeal in Green Bottom Line', *Business, The Age* (Melbourne), 6 June 2005, 4

Whinnett, Ellen, 'Industry Poll Reverses Greens' Survey Forestry Offensive', *The Mercury* (Hobart) 25 September 2004, 3

### **Further reading**

*Australian Guide to Legal Citation* (3<sup>rd</sup> ed, 2010).

See also:

- <http://mulr.law.unimelb.edu.au/go/aglc>
- 'Law' at <[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)>.

# Numbered citation style

This chapter explains some of the more common applications of a numbered citation style. It is based on the Royal Society of Chemistry referencing style, and uses examples and explanations from Chapter 4 of the *Chemistry Style Manual*, rev. edn., 2010, by Professor Kieran Lim of Deakin University.

A numbered citation style of referencing is customary in many of the physical and natural sciences. A range of scientific disciplines, from physics to geology, use a similar referencing style to the system described here, with minor variations. The relevant journals in each field can be checked for details of the appropriate style.

**You should always check your unit guide and/or with academic staff (unit chair, lecturer or tutor) to make sure that this is the recommended style for your unit. Note that some units, courses and disciplines use variations of the style described here.**

You must reference *all* material you use from *all* sources, acknowledging your sources each time you use a fact, idea or finding from someone's work. This establishes the authority of your work and acknowledges the researchers and writers you have drawn upon in your paper.

It is necessary to cite your sources each time you:

- reproduce an author's exact words (quote), that is, copy word for word directly from a text
- use your own wording (summarise or paraphrase) to explain or discuss what someone has said.

If you copy an entire table, chart, diagram or graph or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be cited in the body of your paper and detailed in a reference list at the end. Information from Deakin study guides and readers must also be acknowledged.

***The numbered citation style used by the Royal Society of Chemistry consists of the following elements:***

1. *citations in the body of the paper*, using consecutive superscript (raised) numbers
2. *a numbered reference list at the end of the paper* giving the details of each source referred to.

Part 1 of this chapter deals with citing sources in the body of the paper. Part 2 of this chapter deals with how to present reference entries for some of the common types of sources that students are likely to use in their assignments.

## Part 1: In-text citations

In-text citations are references provided in the body of a paper to each work cited – books, journal articles, reports, material from the web and the like. Consecutive superscript numbers are used for the sources cited.

The same number is used for a source throughout a paper. This number is determined by the first citation of the source. So, for example, if a work is the fourth source cited in a paper, it will be referred to by the superscript number <sup>4</sup> throughout that paper.

The superscript number appears immediately (with no space) after the word, phrase or sentence to which it relates. It is placed after the full stop at the end of a sentence, and also after other punctuation marks.

The example that follows is an extract from a paper showing in-text citations (superscript numbers). The related reference list entries are provided below it.

When two or more references appear at the same point in the text (as in the following example) the relevant superscript numbers are separated by commas. Three or more consecutive citations are denoted by a range of numbers, e.g. <sup>2-4</sup>.

Homonuclear metal cluster complexes have been extensively studied, with the chemistry of the triosmium clusters and organic substrates being the most well-established.<sup>1,2</sup> The synthesis and chemistry of homonuclear metal cluster complexes have been reported.<sup>2,3</sup>

.....  
.....

↑                    ↑  
**in-text citations using  
superscript numbers**

References

- 1 D. F. Shriver, H. D. Kaesz and R. D. Adams, *The Chemistry of Metal Cluster Complexes*, VCH Publishers, New York, 1990.
- 2 K. Burgess, *Polyhedron*, 1984, **3**, 1175-1225.
- 3 U. Klabunde, *Inorg. Synth.*, 1974, **15**, 82-84.

## Part 2: Reference list

An important purpose of the reference list is to identify the sources cited in the paper so that readers can locate them. The reference list should appear at the end of the paper and provide the full bibliographic information about the sources cited. The list is arranged in numerical order, so readers can go from the superscript number in the body of the paper to the full details of the source.

- Initials precede the family names of authors and editors, e.g. P. S. Francis, R. A. Russell and N. W. Barnett.
- A list of names is separated by commas with ‘and’ between the last two names.
- The reference number does not have a full stop after it and the reference entry is indented from the number, as in the examples that follow.

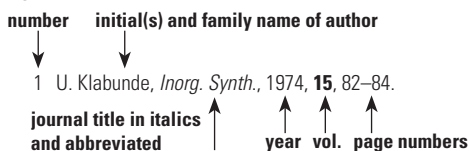
## Journal article

The following information is included for journal articles: author(s), abbreviated journal title, year, volume number, issue number (if applicable), first page of article OR page range.

- Journal titles should be abbreviated and italicised.
- Volume number is indicated using bold font.
- Where possible, cite the range of pages, i.e. the first and last pages of each article.

## Continuous pagination

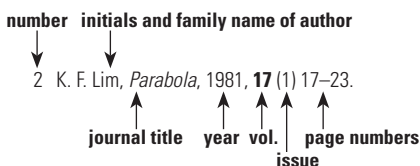
Journals publish varying numbers of issues, making up a single volume. Continuous pagination (used by many journals) continues the sequence of page numbers through all the issues that make up a volume. It is not necessary to indicate issue numbers, as page numbers are sufficient to indicate the location of articles in volumes that use continuous pagination.



## Separate pagination

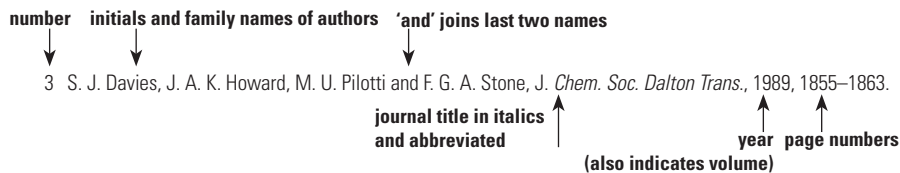
Some journals do not number pages continuously through their issues that make up a volume. Each issue begins at page 1.

For such journals the issue number must be included. Page numbers alone are not sufficient to locate articles in a volume that has page numbers repeated.



## Volumes numbered by year

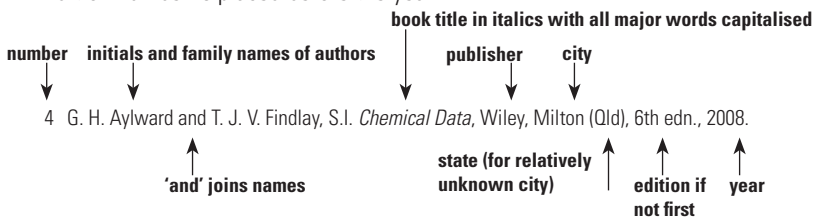
Some journals use the year to distinguish each volume without a (separate) volume number. The year indicates the volume for such journals.



## Book: one or more authors

The following information is included for a book written by one or more authors: author(s), book title, publisher, city, edition number (if not the first), year, volume number (if applicable).

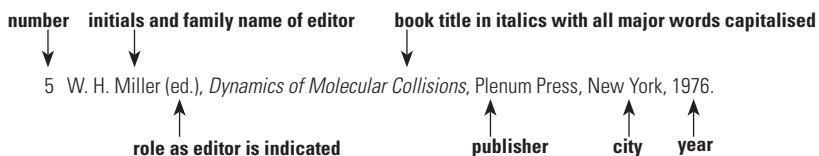
- Book titles should be italicised and use maximal capitalisation, i.e. all major words in the title should be capitalised.
- If the city of publication is not well known, then the state or the country should also be included.
- Edition number is provided only for second (or later) editions.
- Edition number is placed before the year.



## Edited book

Some books are collections of individual contributions by various authors. The role of the editor is primary when you are referring to the entire book and not to a specific section or chapter by a particular author. In such cases the work is listed under the editor's name. The following information is included: editor(s), book title, publisher, city, edition number (if not the first), year, volume number (if applicable).

The format is the same as for a book, except that the editor's name is provided in the author position and the abbreviation (ed.) is placed in parentheses after the editor's name.

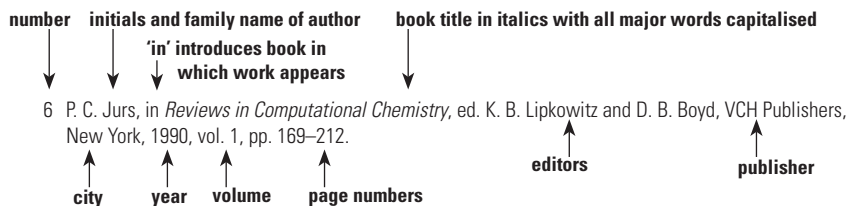


## Book section

When you refer to a specific article, report or chapter in an edited book containing individual contributions by various authors, you need to acknowledge the particular author whose work you are citing. Use a superscript number at the relevant point in your paper, as you would for journal articles, books and other sources.

In the reference list entry you need to first give the name of the author you cited plus information about the book in which the work appears. The following information is included: author cited, title of the book in which the work appears, editor(s), publisher, city, year, volume number (if applicable), page numbers or chapter number.

- The title of the book section or chapter is not identified but the word 'in' is used to indicate that the cited work is part of an edited collection.
- The first page of the chapter (or first page of the article) has to be identified. Where possible, cite the range of pages, i.e. give the first and last pages of the article.
- Note that the letter p. for 'page' or pp. for 'pages' is used with the page number(s) of articles or chapters in books. Journal articles do not use p. or pp. with page numbers.

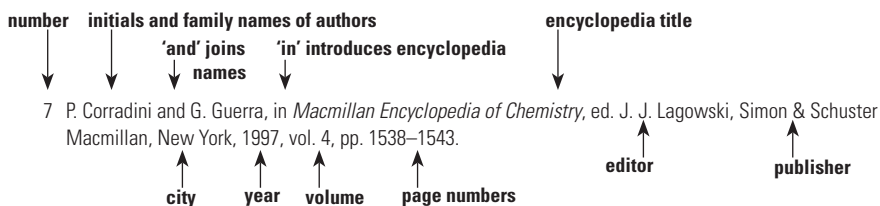


## Encyclopedia article

It is not recommended to use articles from general encyclopedias like *Microsoft Encarta* or the *Encyclopaedia Britannica*. They usually give a general overview and are not appropriate to cite in university assignments, which should refer to specialist sources.

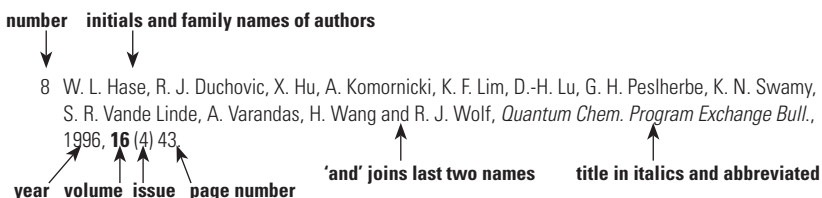
You may want to get an overview from a general encyclopedia article before you read/study/research a complex and difficult topic, but do not cite such a source in your assignment. Locate and use subject specific sources for citing information.

If you use an article from a specialist encyclopedia, cite it as you would a book section, that is, like an article or chapter in an edited book.

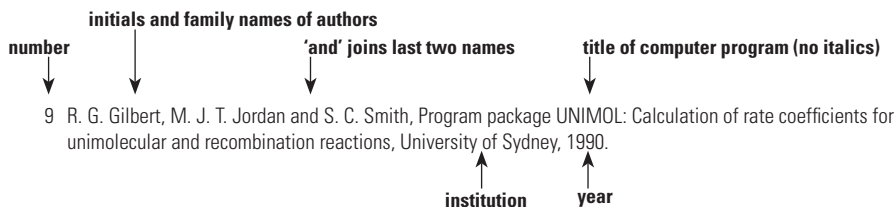


## Computer programs and software

Computer programs that are released through a program library, e.g. the Quantum Chemistry Program Exchange or the Computer Physics Communications Library, are referenced as journal articles based on the announcement of the program's release.



Computer programs that are released through an institution or a commercial publisher should be referenced like a book, except that the title of the computer program is not italicised.



## Web material

Material from the web must be checked for reliability, accuracy and appropriateness. For guidelines on evaluating materials from the web, see *The Chemistry Style Manual*, Appendix G: Reliability of World Wide Web Reference Materials.

Information on the web is constantly changing. Hence, there must be sufficient information in your bibliographic description for readers to retrieve the document and to compare the version that they are reading with the version that you are citing.

It is important to maintain as much style consistency as possible between the referencing of paper-based and online materials.

Take note of the following points regarding reference list entries for material from the web:

- A web citation should provide author(s), title of document, the URL (web address), the date of the document and the date the material was accessed.
- If there is no identifiable author, list the institution providing the document on their web site. (See the example that follows.)
- The title of the document should be italicised and all major words capitalised.





# Vancouver style

The Vancouver style of referencing is so named because it was first published by the Vancouver Group, which expanded and evolved into the International Committee of Medical Journal Editors (ICMJE).

ICMJE produces and updates their guidelines for publication, which are known as the *Uniform requirements for manuscripts submitted to biomedical journals*. These guidelines are available on the ICMJE web site <[www.icmje.org](http://www.icmje.org)>. For referencing formats consistent with the *Uniform requirements*, users are directed to the sample reference list in the Vancouver style, which is available on the web site of the United States National Library of Medicine (NLM) <[www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)>. The Vancouver style is largely based on the style NLM uses for its databases.

The examples of reference list entries provided in this chapter are selected from the sample Vancouver style reference list on the NML web site, updated August 2009. Many more examples are available at the NLM web site.

**You should always check your unit guide and/or with academic staff (unit chair, lecturer or tutor) to make sure that this is the recommended style for your unit. Note that some units, courses and disciplines use variations of the style described here.**

Your assignments will present facts and conclusions based on those facts. It is necessary to reference the sources of your information. This establishes the authority of your work and acknowledges the researchers and writers you have drawn on in your paper.

You must reference *all* material you use from *all* sources and acknowledge your sources in the body of your paper each time you use a fact, a conclusion, an idea or a finding from someone's work.

It is necessary to cite your sources each time you:

- reproduce an author's exact words (quote), that is, copy word for word directly from a text
- use your own wording (summarise or paraphrase) to explain or discuss what someone has said.

If you copy an entire table, chart, diagram or graph or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be cited in the body of your paper and detailed in a reference list at the end. Information from Deakin study guides and readers must also be acknowledged.

***The Vancouver style consists of the following elements:***

1. citations in the body of the paper, using consecutive numbers in parentheses. Note that some journals use superscript (raised) numbers rather than numbers in parentheses.
2. a numbered reference list at the end of the paper giving the details of each source referred to.

Part 1 of this chapter deals with citing sources in the body of the paper. Part 2 deals with how to present reference entries for some of the common types of sources that students are likely to use in their assignments.

## **Part 1: In-text citations**

In-text citations are references provided in the body of a paper to each work cited – books, journal articles, reports, material from the internet and the like. Consecutive numbers (either in parentheses or superscript) are used for the sources cited.

The same number is used for a source throughout a paper. This number is determined by the first citation of the source. So, for example, if a work is the fourth source cited in a paper, it will be referred to as (4) or by the superscript number <sup>4</sup> throughout that paper.

When two or more references appear at the same point in the text, the relevant numbers are separated by commas, e.g. (4, 7) or <sup>4,7</sup> if using superscript. Three or more consecutive citations are joined by a hyphen, e.g. (4-7) or <sup>4-7</sup>.

Reference numbers are usually placed outside full stops and commas, but journals vary in their practice.

The example that follows demonstrates the use of in-text citations. It is from the *Uniform requirements for manuscripts submitted to biomedical journals*, updated April 2010.

An “author” is generally considered to be someone who has made substantive intellectual contributions to a published study, and biomedical authorship continues to have important academic, social, and financial implications. (1) ... In the past, readers were rarely provided with information about contributions to studies from those listed as authors and in acknowledgments. (2) Some journals now request ...

## Part 2: Reference list

An important purpose of the reference list is to identify the sources cited in the paper so that readers can locate them. The reference list should appear at the end of the paper and provide the full bibliographic information about the sources cited. The list is arranged in numerical order, so readers can go from the number in the body of the paper to the full details of the source.

- Initials follow the family names of authors and editors, with no space or full stops between the initials of an author, e.g. Halpern SD, Ubel PA, Caplan AL.
- Commas are used to separate each author's name. Note that 'and' is not used to separate the last two names.
- Each entry is set flush against the left margin, and the number is followed by a full stop, as in the examples that follow.

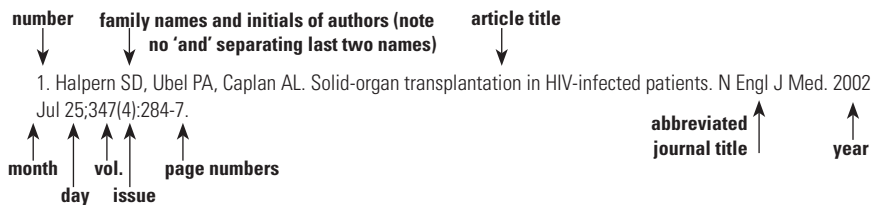
### Journal article

The following information is included for journal articles: author(s), article title, abbreviated journal title, year, month (if applicable), day (if applicable), volume number, issue number (if applicable), page numbers.

- Minimal capitalisation is used for the article title, i.e. only the first word and words that normally would begin with a capital letter are capitalised.
- Full stops are used after the last author's initials, after the article title, after the abbreviated journal title and at the end of the entry.
- The date is followed by a semicolon (with no space after it) and the volume number or issue number is followed by a colon (with no space after it).
- Journal titles should be abbreviated. For the accepted abbreviations go to the NLM web site <[www.nlm.nih.gov/tsd/serials/lji.html](http://www.nlm.nih.gov/tsd/serials/lji.html)>.
- No punctuation is used in journal abbreviations, except a full stop at the end.
- Months are abbreviated to the first three letters.
- The page range is provided, i.e. the first and last page numbers of articles. The number of digits in the second part of the page range is limited to those needed for clarity, without repeating digits unnecessarily, e.g. 284-7 not 284-287.

## One to six authors

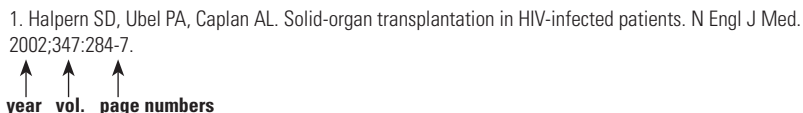
For a journal article written by six or fewer authors, provide the names of all the authors.



## Continuous pagination

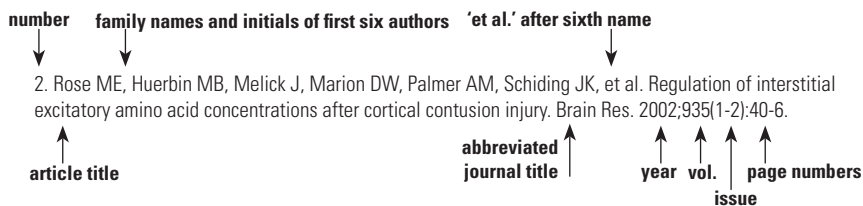
Many medical journals use continuous pagination, i.e. each issue does not begin at page 1, but the sequence of page numbers continues through all the issues that make up a volume. In journals that use continuous pagination, page numbers are sufficient to indicate the location of articles in volumes.

As an option, if a journal carries continuous pagination throughout a volume, the month and issue number may be omitted, as follows.



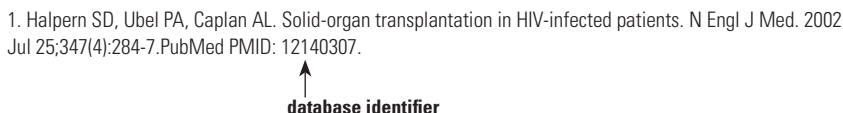
## More than six authors

For a journal article written by more than six authors, list the first six authors followed by the phrase 'et al' meaning 'and others'.



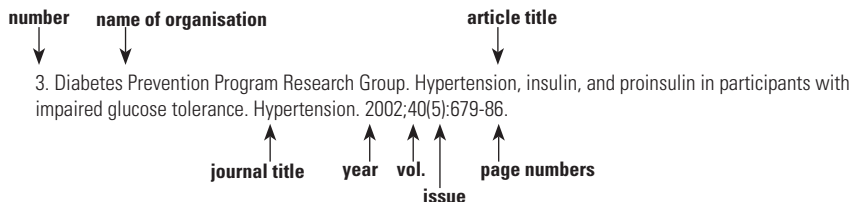
## Optional addition of a database's unique identifier

If a database's unique identifier is provided, it can be added at the end of the reference list entry.



## Organisation as author

For a journal article that lists an organisation (rather than an individual) as the author, provide the name of the organisation in the author position.



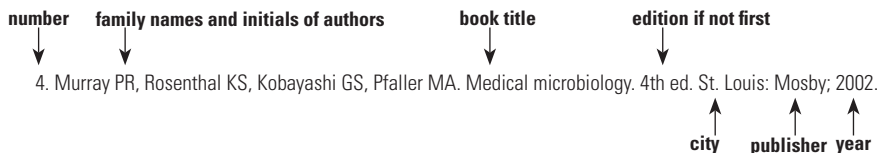
## Book

When listing a book in a reference list, note the following points:

- As for a journal article, for a book written by more than six authors, the names of the first six are provided, followed by the phrase 'et al'.
- If the author is an organisation, the organisation name is provided in the author position, as for a journal article.
- Book titles, like journal article titles, use minimal capitalisation.
- Edition number is provided only for second (or later) editions.
- Full stops are used after the last author's initials, after the book title, after the edition number (if provided) and at the end of the entry.
- The city of publication is followed by a colon (with a space after it) and the publisher is followed by a semicolon (with a space after it).
- A relatively unknown city/place of publication is followed by state or country abbreviation in parentheses, e.g. White Plains (NY).

## Personal author(s)

The following information is included, in the following order: author(s), book title, edition number (if not the first), city, publisher, year.

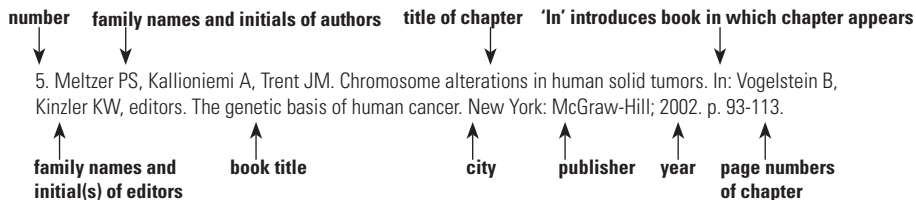


## Chapter in a book

In your assignments you may want to refer to an article, report or chapter in an edited book containing contributions by a number of writers. In this instance, you need to acknowledge the author(s) whose work you are citing with a number in parentheses (or a superscript number) at the relevant point in your paper, as you would for journal articles, books and other sources.

In the reference list entry you need to give the name of the author(s) you cited plus the chapter title and information about the publication in which the work appears. The following information is included: author(s) cited, chapter title, editor(s), title of the book in which the work appears, city, publisher, year, volume number (if applicable) and page numbers.

- Follow the standard format for a book when presenting author, title, city and publisher of the book in which the chapter appears.
- Minimal capitalisation is used for the chapter title, as for the book title.
- The word 'In' is used to introduce the book in which the chapter appears.
- The page range is provided, i.e. the first and last page numbers of the article, limited to those needed for clarity, without repeating digits unnecessarily.
- Note that the letter p. (for 'page' or 'pages') is used for chapters in books. The letter p. is not used for page numbers of journal articles.

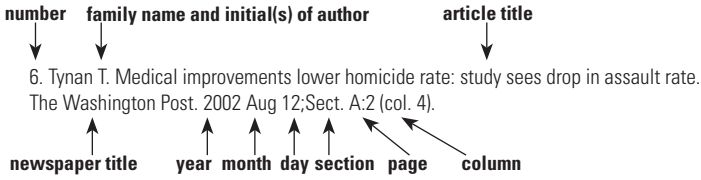


## Newspaper article

For a newspaper article, the following information is provided: author(s) if given, title of article, title of newspaper, year, month, day, section (if applicable), page or pages, column number.

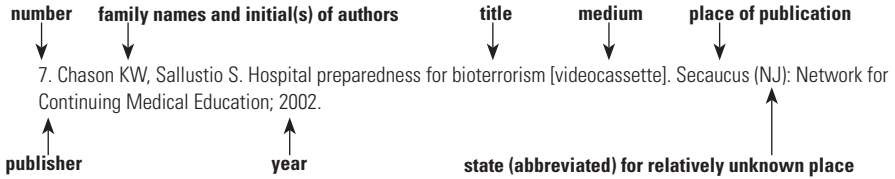
- Minimal capitalisation is used for the article title.
- Maximal capitalisation is used for the newspaper title, i.e. all major words are capitalised.
- Note the abbreviations: Sect. for section; col. for column; months are abbreviated to the first three letters.

- The date is followed by a semicolon (with no space after it) and the section is followed by a colon (with no space after it).
- Section may not always be applicable.



## Audiovisual material

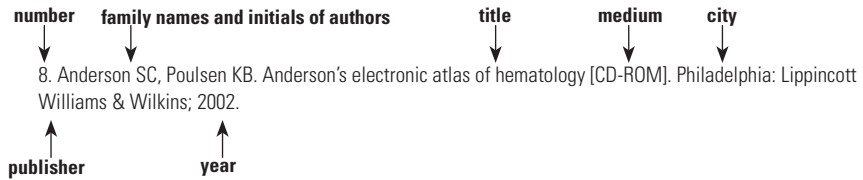
For referencing audiovisual material such as audiotapes, videocassettes, slides and films, follow the format for a book and indicate the medium, i.e. the type of material, in square brackets after the title.



## Electronic material

### **CD-ROM**

For referencing a CD-ROM, follow the format for a book and indicate the medium in square brackets after the title, i.e. [CD-ROM].



### **Journal article on the internet**

To reference a journal article published on the internet, provide the bibliographic details as for a print journal, with the following additions:

- After the abbreviated journal title add the word 'Internet' in square brackets.
- Add the date you cited the material, providing year, month (abbreviated) and day in square brackets, with no punctuation marks, followed by a semicolon, e.g. [cited 2002 Aug 12];





## Sample reference list in Vancouver style

### References

1. Halpern SD, Ubel PA, Caplan AL. Solid-organ transplantation in HIV-infected patients. *N Engl J Med*. 2002;347:284-7.
2. Rose ME, Huerbin MB, Melick J, Marion DW, Palmer AM, Schiding JK, et al. Regulation of interstitial excitatory amino acid concentrations after cortical contusion injury. *Brain Res*. 2002;935(1-2):40-6.
3. Diabetes Prevention Program Research Group. Hypertension, insulin, and proinsulin in participants with impaired glucose tolerance. *Hypertension*. 2002;40(5):679-86.
4. Murray PR, Rosenthal KS, Kobayashi GS, Pfaller MA. *Medical microbiology*. 4th ed. St. Louis: Mosby; 2002.
5. Meltzer PS, Kallioniemi A, Trent JM. Chromosome alterations in human solid tumors. In: Vogelstein B, Kinzler KW, editors. *The genetic basis of human cancer*. New York: McGraw-Hill; 2002. p. 93-113.
6. Tynan T. Medical improvements lower homicide rate: study sees drop in assault rate. *The Washington Post*. 2002 Aug 12;Sect. A:2 (col. 4).
7. Chason KW, Sallustio S. Hospital preparedness for bioterrorism [videocassette]. Secaucus (NJ): Network for Continuing Medical Education; 2002.
8. Anderson SC, Poulsen KB. Anderson's electronic atlas of hematology [CD-ROM]. Philadelphia: Lippincott Williams & Wilkins; 2002.
9. Abood S. Quality improvement initiative in nursing homes: the ANA acts in an advisory role. *Am J Nurs* [Internet]. 2002 Jun [cited 2002 Aug 12];102(6):[about 1 p.]. Available from: <http://www.nursingworld.org/AJN/2002/june/Wawatch.htm>.
10. Zhang M, Holman CD, Price SD, Sanfilippo FM, Preen DB, Bulsara MK. Comorbidity and repeat admission to hospital for adverse drug reactions in older adults: retrospective cohort study. *BMJ*. 2009 Jan 7; 338:a2752. doi: 10.1136/bmj.a2752. PubMed PMID: 19129307; PubMed Central PMCID: PMC2615549.
11. Cancer-Pain.org [Internet]. New York: Association of Cancer Online Resources, Inc.; c2000-01 [updated 2002 May 16; cited 2002 Jul 9]. Available from: <http://www.cancer-pain.org/>.

### Further reading

The NLM web site provides many examples of how to reference in Vancouver style <[www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)>.

# Electronic sources: some guidelines

The term *electronic sources* refers to information existing in an electronic form designed to be accessed by computer technology. It applies to a range of resources and includes the vast amount of online information published by organisations and individuals on the *internet*. The term also includes the varied information sources available in *electronic databases*.

## The internet

With the click of a button people can access vast amounts of information. However, a potentially bewildering array of information is presented on the internet, and in a range of different formats. As with printed material, online sources must be evaluated for reliability, accuracy and appropriateness. In addition, students are expected to correctly use and cite these online sources in their assignments.

The internet environment presents various challenges.

- **The processes for publishing material on the web are less rigorous than for print sources.**

Almost anyone can put material on the web. Some online material is inaccurate, biased, transient or trivial. Also, you may find that some online material may lack one or other of the following:

- ▶ author or sponsoring organisation
- ▶ title
- ▶ date of publication or last update.

If a web document has no indication of author or organisation, no title or date, it may lack academic credibility and you should consider this carefully before using it for your assignment.

Knowing the conventions of how web addresses are set out can help you to do a preliminary evaluation of a source. For example:

- ▶ .com – commercial
- ▶ .org – organisation
- ▶ .gov – government
- ▶ .edu – education
- ▶ .au – Australia.

- **Standards are still evolving about writing for the web and how information is presented in web materials.**

As you read and research on the internet you will notice that there are many different ways that information is presented. Organisations that are broadly similar may have very different styles. Even departments within one organisation may display their information differently. There may be inconsistencies among documents within one web site. Also, you may find it difficult to determine all the necessary details to adequately reference a source. Author, title and publication date may not be available or apparent.

- **Overall standards are still being formulated on how information from the internet is to be referenced.**

The guidelines published by various organisations are modifications and adaptations of print referencing styles. These suggested formats are generally described by those who have formulated them as 'guidelines' (not 'standards'), which are expected to evolve with the ever-changing and dynamic nature of the electronic environment.

- **The concepts and conventions that relate to referencing print sources do not always apply to internet sources.**

The notion of page numbers, for example, does not carry over to the screen, and many online documents do not have page numbers. Thus, the page numbers of a printout of such a document should not normally be cited because the number of printed pages varies according to the printer used. The only exceptions to this are pdf (portable document format) files, which can be read with Acrobat Reader and can be recognised by the extension 'pdf'. The page numbers of pdf files are fixed and remain the same on all systems.

Some online documents use section numbers, paragraph numbers or line numbers instead of page numbers, and you can use these if you need to indicate exactly where your reference is from.

- Just as with printed sources, online sources must be cited in such a way that readers can *identify* and *retrieve* them.
- It is important to maintain as much *consistency* as possible between the referencing of paper-based and electronic materials in an assignment.
- The system you use will depend on the *discipline* you are studying, and the *requirements of your faculty, school or lecturer*. It is necessary to find this out for each unit (subject) you are studying.

- References should direct readers to the specific information you have used. For example, direct readers to a particular *web page*, not to an entire *web site*.
- If a source does not have the information you need, use the details that are available to describe it. If you're not sure, it's better to provide *more* information about a source than less.
- Some materials are published in both *print* and *electronic* formats. You should reference the document type that you used.

## Electronic databases

An electronic database is a collection of information organised in categories to enable it to be retrieved. Database information does not have the ad hoc nature of some information on the internet.

The Deakin University Library subscribes to many databases. These are made available by suppliers known as 'hosts' and can be accessed online by Deakin students via the library catalogue. Databases contain abstracts and/or full texts of scholarly journal articles and research papers, conference proceedings, reports, newspaper articles and the like. Many of these texts are copies of print materials that have been put into specific databases. Others, such as online journals, are available at web addresses to which the searcher is directed.

Sources in databases are indexed so that they can be retrieved by author, title, subject, keyword or year of publication, for example. Databases contain detailed and up-to-date information in various fields and it is essential for Deakin students to know how to access these materials and correctly cite them.

### Further reading

[www.deakin.edu.au/referencing](http://www.deakin.edu.au/referencing)

[www.deakin.edu.au/library](http://www.deakin.edu.au/library)

# Useful resources

This guide provides general observations on writing assignments at university. While academic writing across various fields shares a common core, different areas of study have specific ways of writing.

Through the course of their studies at university, students learn to think, learn, write and speak about their particular field of study in the ways appropriate to their discipline. As emphasised in this guide, students become more confident and competent in this endeavour with practice and by being alert to how experts in their field read, write, think and speak.

There are many books available on writing and studying in various fields. We have listed a selection of these below and most can be found in the Deakin University Library. The list is presented in author–date (Harvard) style.

## NOTE

*Always consult the unit chair or your lecturer for specific advice.*

### **Accounting**

Crosling, GM, Murphy, HM, Cotesta, PV & Sands J 2005, *Writing and presenting in accounting* 2nd edn, LexisNexis Butterworths, Chatswood, NSW.

### **Art**

Barnet, S 2011, *A short guide to writing about art*, 10th edn, Longman, New York.

### **Behavioural sciences**

Pyrzczak, F & Bruce, RR 2005, *Writing empirical research reports: a basic guide for students of the social and behavioural sciences*, 5th edn, Pyrczak, Los Angeles.

### **Biology**

Pechenik, JA 2007, *A short guide to writing about biology*, 6th edn, Pearson Longman, New York.

### **Business**

Emerson, L 2009, *Writing guidelines for business students*, 4th edn, Cengage Learning, South Melbourne.

## **Business law**

Crosling, GM & Murphy, HM 2009, *How to study business law: reading, writing and exams*, 4th edn, LexisNexis Butterworths, Chatswood, NSW.

## **Chemistry**

Lim, KF 2010, *The chemistry style manual*, rev. edn, Deakin University, Geelong, Vic.

## **Computer science**

Zobel, J 2004, *Writing for computer science*, 2nd edn, Springer, London.

## **Economics**

Neugeboren, RH 2005, *The student's guide to writing economics*, Routledge, London.

## **Engineering**

Silyn-Roberts, H 2002, *Writing for science: a practical guide for science, engineering and technology students*, 2nd edn, Prentice Hall, Auckland.

## **History**

Marius, R & Page, ME 2005, *A short guide to writing about history*, 5th edn, Pearson Longman, New York.

## **Law**

Krever, R 2006, *Mastering law studies and law exam techniques*, 6th edn, LexisNexis Butterworths, Chatswood, NSW.

Macken, C 2010, *Law student survival guide: 9 steps to law study success*, 2nd edn, Lawbook Co., Pyrmont, NSW.

## **Literature**

Barnet, S & Cain, WE 2005, *A short guide to writing about literature*, 10th edn, Pearson Longman, New York.

## **Nursing**

Gimenez, J 2007, *Writing for nursing and midwifery students*, Palgrave Macmillan, Basingstoke, UK.

Price, B & Harrington, A 2010, *Critical thinking and writing for nursing students*, Learning Matters, Exeter, UK.

## **Psychology**

Burton, LJ 2010, *An interactive approach to writing essays and research reports in psychology*, 3rd edn, John Wiley & Sons, Milton, Qld.

Findlay, B 2003, *How to write psychology laboratory reports and essays*, 3rd edn, Prentice Hall, Frenchs Forest, NSW.

O'Shea, RP, Moss, S & McKenzie, W 2007, *Writing for psychology*, 5th edn, Cengage Learning, South Melbourne.

## **Science**

Barrass, R 2002, *Scientists must write: a guide to better writing for scientists, engineers and students*, 2nd edn, Routledge, London.

Silyn-Roberts, H 2002, *Writing for science: a practical guide for science, engineering and technology students*, 2nd edn, Prentice Hall, Auckland.

## **Social sciences**

Betts, K, Farquharson, K & Seitz, A 2005, *Writing essays and research reports in the social sciences*, 3rd edn, Thomas Social Science Press, South Melbourne.

Cuba, L 2002, *A short guide to writing about social science*, 4th edn, Longman, New York.

Pyrzczak, F & Bruce, RR 2005, *Writing empirical research reports: a basic guide for students of the social and behavioural sciences*, 5th edn, Pyrczak, Los Angeles.

## **Sociology**

Johnson, WA Jr, Rettig, RP, Scott, GM & Garrison, SM 2006, *The sociology student writer's manual*, 5th edn, Pearson Prentice Hall, Upper Saddle River, NJ.



# Glossary

**APA style:** the American Psychological Association style of referencing, which uses in-text citations and a reference list.

**Author–date (Harvard) style:** a referencing style that uses in-text citations and a reference list.

**Bibliography:** a list of all the works that have contributed to the preparation of a piece of work, whether they have been cited in the text or not; also, a list of works on a topic.

**Block quote:** a quote of more than about 30 words in length.

**Cite:** to refer to; to give the details of a source.

**Collusion:** working with another person for a fraudulent purpose; in a university context, this could be with the intent of gaining an advantage in the submitting of an assignment; a serious academic offence that carries penalties.

**Documentary-note (Oxford) style:** a style of referencing that uses numbered footnotes or endnotes and usually a bibliography.

**EndNote:** a software program that is available for the use of Deakin students and staff; it enables the user to build up a list of reference entries in a database.

**Endnote:** a note at the end of a piece of work or at the end of a chapter or section that refers to an aspect of the work, often the bibliographic details of sources referred to in the work; used in the documentary-note (Oxford) style of referencing.

**Footnote:** a note at the bottom (foot) of a page that refers to an aspect of the text on that page, often the bibliographic details of a source referred to; used in the documentary-note (Oxford) and law styles of referencing.

**Harvard style:** *see* author–date (Harvard) style

**In-text citation:** the acknowledgement of a source in the body of a paper. In the APA and author–date (Harvard) styles, the family name of the author, the date of publication and sometimes the page number is provided, with a corresponding reference list entry. The documentary-note (Oxford) style, law style, numbered citation style and Vancouver style use numbers for sources cited in text, with corresponding footnotes or reference list entries.

**Law style:** a style of referencing used in legal materials, as prescribed by the *Australian guide to legal citation*.

**Numbered citation style:** a style of referencing that is customary in many of the physical and natural sciences, which uses numbers in text and a numbered reference list.

**Oxford style:** *see* documentary-note (Oxford) style

**Paraphrase:** to put a short piece of text into one's own words, conveying all the detail.

**Plagiarism:** the use of someone else's words, diagrams, charts, images, ideas and the like without acknowledgement that one has done so; a serious academic offence that carries penalties.

**Quote:** to use the exact words of a source.

**Reference list:** a list of all the works cited in a paper. In the author–date (Harvard) and APA styles the list is arranged in alphabetical order by the family names of authors. In the Vancouver and numbered citation styles the list is arranged by numbers that identify each source cited in text.

**Short quote:** a sentence, or part of a sentence, quoted from a source; usually fewer than about 30 words.

**Summarise:** to shorten a text by selecting the main points and leaving out the detail, and rephrasing it in one's own words.

**Text:** a textbook; a body of writing.

**Turnitin:** a software program that supports the detection of plagiarism and collusion by identifying similarities in wording between assignment submissions and the program's database of material.

**Vancouver style:** a style of referencing commonly used in biomedical science and biochemistry, which uses numbers in text and a numbered reference list.

Language and Learning Advisers can be contacted  
in Student Life on all Deakin campuses.

Geelong Waterfront Campus  
Telephone 03 5227 8400

Geelong Wairn Ponds Campus  
Telephone 03 5227 1221

Melbourne Burwood Campus  
Telephone 03 9246 8250

Warrnambool Campus  
Telephone 03 5563 3256

[www.deakin.edu.au/study-skills](http://www.deakin.edu.au/study-skills)

# Guide to assignment writing and referencing

is an essential handbook for Deakin University students.

Find out how to:

- > get the most out of your reading
- > take good notes
- > reference correctly
- > avoid plagiarism.

Do some activities based on short passages written by fictitious students.

Some are acceptable; others are not. You get to judge.

Do you know how to reference web pages or what in-text citations are?

You can use the handy referencing guides on:

- > the author–date (Harvard) style
- > the documentary-note (Oxford) style
- > the APA (American Psychological Association) style
- > law style
- > a numbered citation style
- > Vancouver style.

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Student Life

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