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Handbook

Reference Guidance

2014-2015

1. Introduction

Whilst at University you will need to reference the information you use when writing your assignments. The University uses the **Harvard System**.

This guidance has been prepared to ensure you use the Harvard system correctly and use the format that the University suggests as appropriate.

This guidance will provide you with:-

- Examples of how to reference in your text (essay or report)
- Examples of how to place direct quotes in your work
- Examples of how to paraphrase
- How to produce a reference list/bibliography at the end of your work
- Advice on how to set out your reference list/bibliography
- An example reference list/bibliography

This guidance is very important and is the tool you use when writing any piece of course work in order to ensure you are referencing correctly.

Referencing requires practice so all your course work should be written with this guidance document to hand.

Referencing (or citing) means you have acknowledged you have taken ideas or words from a book or journal/newspaper article you have read, a CD you have listened to, or even a DVD you have watched or any other source including the internet and place into your assignment. It is essential that any information you have used is referenced correctly. Failure to reference could mean that your work is considered to be **Plagiarised** which is the equivalent of **cheating** and is a very serious offence which is not acceptable in the University.

Referencing provides the evidence that you have undertaken your own research enabling you to find the information necessary for in-depth learning. It allows you to gain a broad perspective on different issues and to consider different aspects and points of view in the subjects you study. **This cannot be achieved by simply using class notes and hand out information to complete your assignment.**

The whole process of referencing involves you maintaining a detailed account of every piece of information you use. It is very frustrating to find a useful article or document and then be unable to locate it again if needed because you have not kept an accurate record of its source. Should this become inaccessible, you will have no record of the information and will no longer be able to use it in your work.

2. Plagiarism

Pears and Shields (2010) defined Plagiarism as a presenting someone else's ideas and work as your own.

Plagiarism is classed as specific form of cheating and it is considered an **academic offence** with serious consequences. Many study skills text books including Cottrell (2008) have stated that the **only** way to use other people's work without plagiarism is to give credit to the original authors by citing and referencing appropriately.

It is important to note that there are a number of different forms of Plagiarism. Pears and Shields (2010) noted that the following can all be classed as plagiarism and subsequently can result in disciplinary action.

- Passing off someone's ideas as your own.
- Using a person's work or ideas (for example from a television documentary, or copying and pasting from the Internet without citing, and therefore crediting, the original source.
- Failing to put a quotation in quotation marks.
- Quoting, paraphrasing or summarising people's work without citing the original source.
- Changing words and phrases but copying the sentence structure of a source and not crediting the original author.
- Citing sources you did not use.
- Self-Plagiarism - This means reusing parts or paraphrasing aspects of your previous work in other assignments without acknowledging the fact through citation and referencing.

Essentially, in order to avoid plagiarism you must acknowledge and reference every bit of information in your work. This is referencing handbook provides a guide to referencing a wide range of sources.

Important – The ultimate **responsibility** for avoiding plagiarism is **yours**.

Citing two authors

See Cite Them Right, p.4

Citing more than one author directly in the text

For example:

Cottrell (2003) and Freeman (1991) suggest success at Higher Education is about more than being clever.

or

This view is supported by Cottrell (2003) and Freeman (1991).

Citing more than one author indirectly in the text

For example:

Several authors suggest that success at Higher Education is about more than being clever (Cottrell, 2003; Freeman, 1991; Rose, 1985).

Remember if you indicated something is a widely held view or that several authors have suggested a point of view then you must cite several authors where you have read this information.

Two or three authors for the same work

When there are two or three authors for a work they should all be noted in the text: **Please note their names should be listed in the order in which they appear in the title page.**

For example:

Citing authors directly in the text

Davies, Williams and Evans (2008) in their recent research paper found that.....

Research by Davies, Williams and Evans (2008) suggests that

Citing authors indirectly in the text

Recent research demonstrates that outdoor play benefits a child's social skills (Davies, Williams and Evans, 2008).

No date?

See Cite Them Right, p.6

Rarely there may be a piece of information which does not have a date

In such cases you indicate this by replacing the date with no date.

Citing authors directly in the text

Thomas (no date) has demonstrated.....

Citing authors indirectly in the text

Innovative research (Smith, no date) demonstrated that.....

Every effort should be made to find the year of publication when using the information in an assignment.

Page Numbers

Using Page Numbers

The general rule here is:

- you must always use page numbers when referring to direct quotes (see section 3).
- if you paraphrase a specific idea or issue which is found on a page or section of a book or article then this can also be given a page number(s).

Page numbers are not always necessary when you paraphrase broad ideas especially when these ideas are at the heart of an author's theory or work or are overriding points which an author repeats throughout their book or article.

The format is as follows when citing page numbers. Section 4 will provide further examples of using page numbers.

Citing authors directly in the text

Cottrell (2003, p. 46) stated that.....

Citing authors indirectly in the text

A skill is a learned activity—something you can develop through practice and reflection (Cottrell, 2003, p. 25).

25 refers to the page number.

Sometimes the same author or group of authors have published more than one article in the same year.

When citing several pieces of work published by the same author in the same year they need to be differentiated by including a lower case letter after the year for each publication.

For example:

Although research by Davies (2008a) has highlighted the need to understand the multiplicity of inclusion in schools recent research has indicated that practitioners did not have the skills to provide a far reaching provision (Davies, 2008b).

When several works are published in the same year and are referred to on one occasion or the same author or group of authors have made the same key points in several publications they can all be cited by including a lower case letter after the year of publication.

For example:

Davies (2008a,b,c) has stated on several occasions that inclusive practices benefits children's learning.

Short quotes (up to approximately 30 words)

For example:

Miles (2000, p. 1) states 'for too long social scientists have portrayed young people as excluded risk-taking trouble makers motivated by nothing more than their own rebellious self interest'.

It is important to challenge learners in order to retain their enthusiasm. One way of doing this is to set students a range of interesting problems to solve because 'thinking can be very exciting and highly motivating for students' (Cowley, 2004, p. xiii).

Long Quotes (more than approximately 30 words)

It does not appear to be case that all young people are rebellious as is often portrayed in the media. As Miles (2000) states:

Young people are not always rebellious and are not simply on a mission to undermine society or that society as it appears to be represented to them by their parents. Nor is it possible or even desirable to generalise about what it is that constitutes youth, because youth is far more complicated than a single word inevitable implies (Miles, 2005, p.1).

Note the quote is placed away from the main essay text and is indented on each side.

The long quote, unlike most of your essay, should be single spaced. Long quotes do not therefore need to use quotation marks.

Quotes should be meaningful and add to the points being made. Do not use quotes just for the sake of reaching your word limit or because you think you have to.

5. Reference List and Bibliography

In text citations, discussed thus far are of no value without a reference list or bibliography at the end of your assignment, providing a full set of details about each source you have cited in your assignment.

A Reference List is a list of the information you have used in your essay and every author cited must correspond exactly to the list of sources in your list at the end of your assignment.

A Bibliography is a list of every piece of information you have used even if does not appear in your assignment text.

For example:

1 author:

Cottrell, S. (2003) *The Study Skills Handbook*. 2nd edn. Hampshire: Palgrave MacMillan.

2 authors

Bartlett, S. and Burton, D.M. (2003) *Education Studies: Essential Issues*. London: Sage.

3 Authors

Bartlett, S., Burton, D.M. and Peim, N. (2007) *Introduction to Education Studies*. London: Paul Chapman.

As you add more authors the author before last has 'and' placed after the initial rather than a comma.

In text

Bartlett, Burton and Peim (2003) illustrate the role of education studies as a higher education programme in readdressing the deficiencies of teacher training. Bartlett and Burton (2007, p.viii) support such views and outline the importance of 'wider questioning of the purpose, nature and effects of education upon individuals and larger social groups'.

In Reference List

Bartlett, S., Burton, D.M. and Peim, N. (2007) *Introduction to Education Studies*, London: Paul Chapman.

Bartlett, S. and Burton, D.M. (2003) *Education Studies: Essential Issues*, London: Sage.

Cottrell, S. (2003) *The Study Skills Handbook*. 2nd edn. Hampshire: Palgrave MacMillan.

Secondary citation

See Cite Them Right, p.8

Several text books use examples from other sources. For example if you have read about Vygotsky it is likely that you have read accounts of his work from text books or articles rather than from his original writing.

You should make this clear in your text:-

For example:

Citing directly

Vygotsky (1978 *cited in* Daniels, 2005, p.56) discussed the Zone of Proximal Development.
or

Citing Indirectly

Discussion of learning and development is highlighted in the Zone of Proximal Development theory (Vygotsky, 1978 *cited in* Daniels, 2005, p.56).

You then only cite the book you actually read in the Reference List:

Daniels, H. (ed.) (2005) *An Introduction to Vygotsky*. London: Routledge.

5.3 Referencing Journal Articles

See Cite Them Right, p.21

Journals

Journals are publications that are published every week, month, quarter etc. They are academic and peer reviewed meaning that the work published in a journal has been judged and scrutinised by experts before being allowed to be included in the publication. These journals are sometimes referred to as periodicals.

Each journal usually has at least 6 different articles within it every time it is published. For example the British Journal of Special Education may have 10 articles ranging from articles about language development to inclusive practice. Every article will be published by different researchers and experts in special education from around the UK and often the world.

As a result you will often only use some of the articles you read in a particular journal rather than the whole journal. For example if you are interested in outdoor learning then you would read articles from different journals which research this area.

You must therefore indicate in your Reference List what precise article (sometimes referred to as a paper) you have read out of all the possible articles that can be found in the different editions of a journal.

5.4 Referencing Electronic Journals

See *Cite Them Right*, p.22-23

E-Journals

E-journals are referenced in the same way as conventional paper based journals but you add to the end of article details:

Name of collection (in italics) if in an online collection for example JSTOR or OVID

[Online] (followed by a full stop)

Web address

(Accessed: Date)

Sometimes in this type of article there will be no pages as they may not appear on the screen. If pages are indicated you must add them to your Reference List/Bibliography.

For example:

Fuller, M., Bradley, A. and Healey, M. (2004) 'Incorporating disabled students within an inclusive higher education environment', *Disability and Society*:

The Leading Journal in Disability Studies, 19 (5, August), pp. 455-468.

[Online]. Available at: <http://www.disabilityandsociety.uk> (Accessed: 2 December 2004).

Powers, D. E. and Kaufman, J.C. (2003) 'Do standardized tests penalize deep-thinking, creative, or conscientious students? Some personality correlates of Graduate Record Examinations test scores' *Intelligence*, 32, pp. 145-153. [Online]. Available at: <http://www.sciencedirect.com/> (Accessed: 24 May 2007).

Conventionally you will use information from books, journal articles, e-books and e-journals. However there are other sources you may sometimes use. The next section provides some useful examples.

Example 2

When you cannot find an author use the organisation name.

If you wanted to reference the following BBC site:-

<http://news.bbc.co.uk/1/hi/uk/7734576.stm>

In your essay text it would be:

Since the Baby P case there has been a need to change child protection policy (BBC, 2008).

In your Reference List it would be:

BBC (2008) *Child Protection Plans Revealed*. <http://news.bbc.co.uk/1/hi/uk/7734576.stm>
(Accessed: 18 November 2008).

Example 3

If you wanted to reference the following NHS site:-

<http://www.nhs.uk/news/2008/11November/Pages/Tomatoesandfertility.aspx>

In your essay text it would be:

Tomatoes have been linked to increases in fertility (NHS, 2008).

In your Reference List it would be:

NHS (2008) *Tomatoes and Fertility*.
<http://www.nhs.uk/news/2008/11November/Pages/Tomatoesandfertility.aspx> (Accessed: 18 November 2008).

Where you have a month and year for the article on a web site you should use both.

5.6 Publications by governments and other organisations

See Cite Them Right, p.39

Some reports are written by an organisation or government department.

For example the Foundation Phase document can be referenced as follows:-

Wales: Department for Children, Education, Lifelong Learning and Skills, (2008) *Framework for Children's Learning for 3 to 7-year-olds in Wales*. Cardiff: Welsh Assembly Government.

In the assignment text you would cite the author and date in this case

(Department for Children, Education, Lifelong Learning and Skills, 2008) or (DCELLS, 2008).

If you have accessed the report on line then you add the relevant web details.

For example:

Wales: Department for Children, Education, Lifelong Learning and Skills, (2008) *Framework for Children's Learning for 3 to 7-year-olds in Wales*. Cardiff: Welsh Assembly Government.

[Online]. Available at:

http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/foundationphase/foundation2008-e.pdf?lang=en (Accessed: 4 June 2005).

5.7 Referencing Newspapers

See Cite Them Right, p.24-25

Newspapers

Format to follow:

Author's surname (followed by a comma)

Initial (followed by a full stop)

Year of publication (in round brackets)

Title of Article (in single quotation marks - followed by a comma)

Title of Newspaper (in italics) followed by edition if required (in round brackets)

Day and Month (followed by a comma)

Page (s) (followed by a full stop)

For example:

Gibson, O. and Plunkett, J. (2004) 'Public doubt over licence fee for declining BBC', *The Guardian*, 21 July, p.2.

If the newspaper article is online then you add the relevant web details.

For example:

Gibson, O. and Plunkett, J. (2004) 'Public doubt over licence fee for declining BBC', *The Guardian*, 21 July, p. 2 [Online]. Available at: <http://www.guardian.co.uk/456789> (Accessed: 24 May 2007).

5.9 Referencing Film / Video or DVD

See Cite Them Right, p.54-55

Film / Video / DVD

Format to follow:

Title of film (in italics)

Year of distribution (in round brackets)

Directed by (followed by Director's name – if appropriate)

Medium Format [in square brackets - followed by a full stop]

Place of distribution (followed by a colon)

Distribution Company (followed by a full stop)

In Reference List/Bibliography:

Film

Whatever Happened to Baby Jane? (1962) Directed by Robert Aldrich [Film: 35mm]. USA: Warner Bros.

Video

Reading with Colour: A Film about Meares Irlen Syndrome (2000) [Video Cassette]. Essex: Sylva Productions in collaboration with University of Essex Visual Perception Unit.

Health for All Children 3: The video (2004) [Video Cassette]. London: Child Growth Foundation.

DVD

Blade Runner: The Director's Cut (1992) Directed by Ridley Scott [DVD]. USA: Warner Bros.

In the text you cite the name of the film or DVD / video with the date rather than an author.
For example:

In text:

(*Reading with Colour: A Film About Meares Irlen Syndrome*, 2000).

5.11 E-mail/Personal Letter/Fax/Text Message

See Cite Them Right, p.61

E-mail/personal letter/fax/text message

Format to follow:

Author of communication (sender)

Year of communication (in round brackets)

Medium of communication

Receiver of communication (followed by a comma)

Day/month of communication (followed by a full stop)

Example in Reference List:

Steel, L. (2010) Email to G. Tinney, 3rd May.

In Text:

(Steel, 2010)

You must gain **permission** from the other person/s involved before citing an e-mail or text message.

This partially corresponds to WHO definition—‘A disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner of or within the range considered normal for a human being’ (Barnes, 2003, p.13). However, increasing number of people with disabilities argue that it is an inadequate definition of their experience. Namely, they:

...reject the notions of *normal for a human being*, positing that some degree of impairment *is* normal for most human beings at some point in their lives and that the restrictions and deprivations experienced by disabled people actually arise from the assumption that they are outside the norm; that their lives should be organised and managed by institutions outside the mainstream until such time as they are able (through rehabilitation or cure) to regain an approximation of *normality* and, therefore, to have their needs catered for through mainstream provision once more (Hurst, 1995, p. 6).

References

- Bailey, J. (1998) ‘Australia: Inclusion Through Categorisation?’, in Booth, T. and Ainscow, M. (eds) *From Them To Us: An International Study of Inclusion in Education*. London: Routledge, pp. 171–185.
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- Booth, T. (2000) ‘Inclusion and Exclusion Policy in England: Who controls the agenda?’, in Armstrong, F., Armstrong, D. and Barton L. (eds.) *Inclusive Education: Policy, Contexts and Comparative perspectives*. London: Fulton, pp. 78-98.
- Florian, L. (2003) ‘Editorial’, *Journal of Research in Special Educational Needs*, 3(2), pp. 102–103.
- Hurst, R. (ed) (1995) ‘Disability Awareness in Action’ —*The international disability & human rights network-Overcoming obstacles to the integration of disabled people*, UNESCO sponsored report. Available at: <http://www.daa.org.uk/Overcoming%20Obstacles.htm#2> (Accessed: 7th July 2000).
- Lewis, A. (1995) *Children’s Understanding of Disability*. London, Routledge.