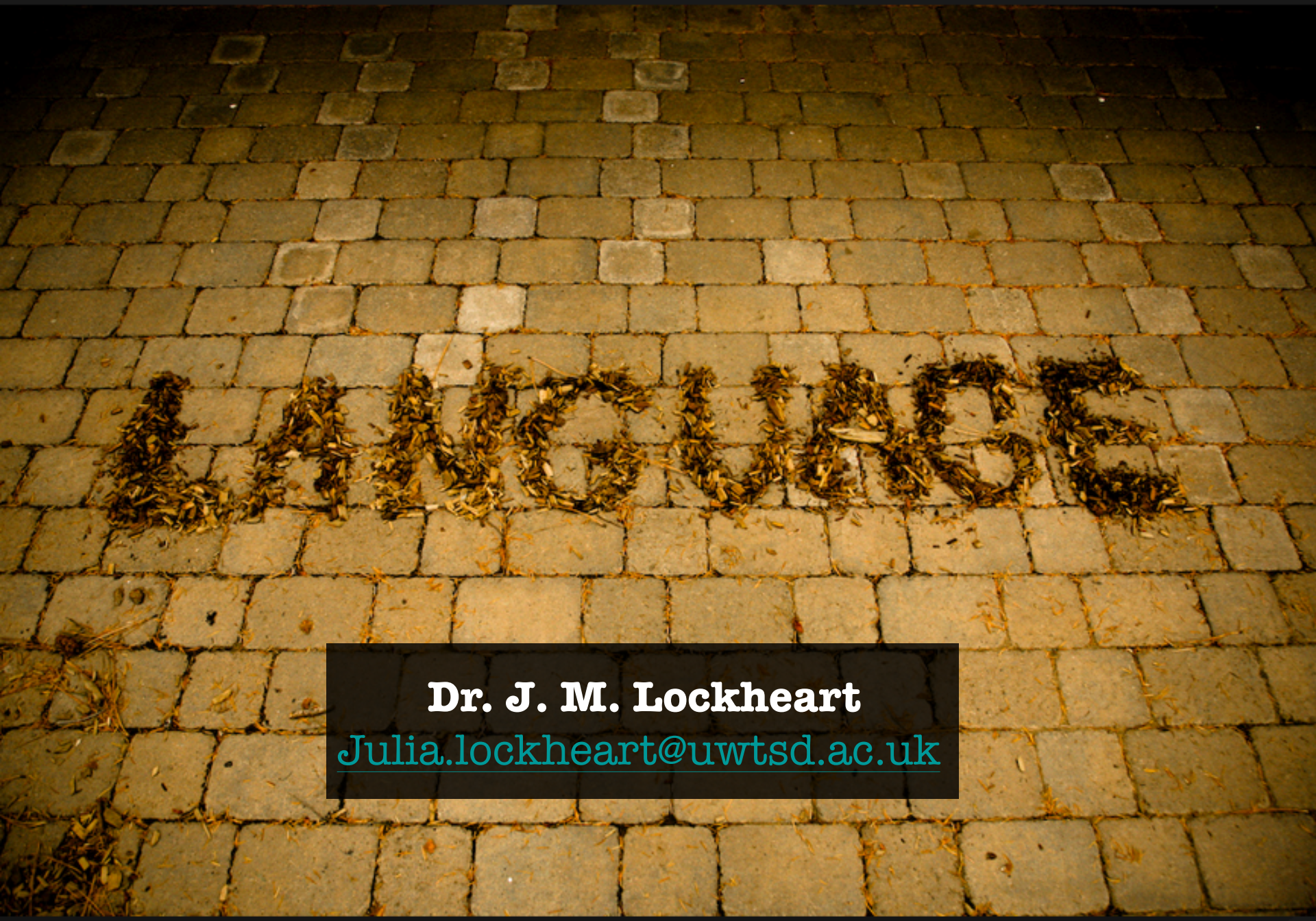
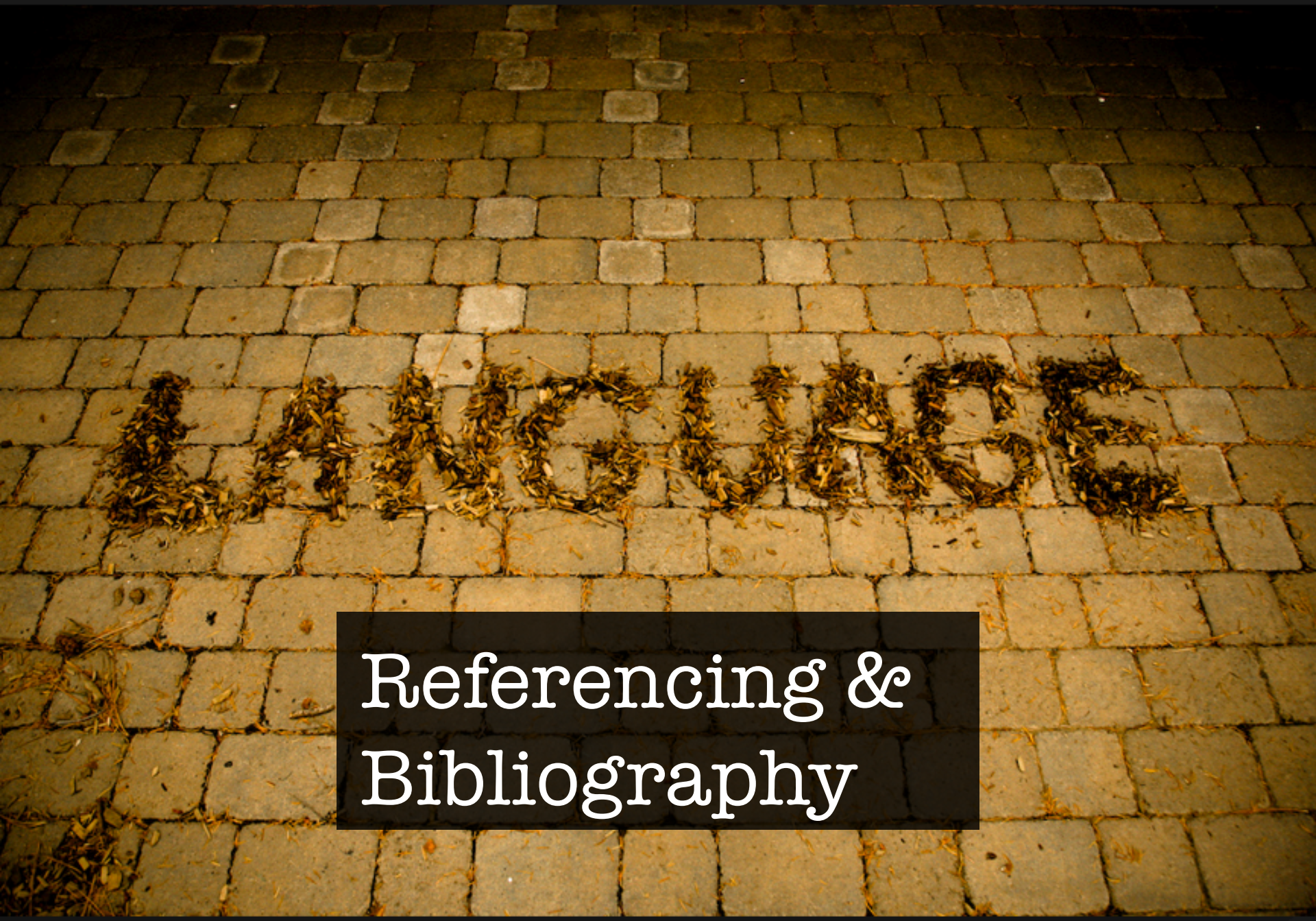


Dr. J. M. Lockheart
Julia.lockheart@uwtsd.ac.uk



Referencing & Bibliography

Degree classification & essay marking grades

Degree grades:

- A First
- An Upper Second (2:1)
- A Lower Second (2:2)
- A Third

Essay grades:

‘A’ grade 70% plus

‘B’ grade 60-70%

‘C’ grade 50-60%

‘D’ grade 40-50%

What makes a ‘good’ piece of academic writing?

- Autonomous student research (the lecture is not enough!)
- Direct involvement with source materials
- Views and arguments put forward in your essays must be supported by reference to source material
- You must show you have read a range of opinion on the topic
- The essay is a **dialogue** between the student and the various thinkers, theorists, practitioners and critics

What is a dialogue?

Reader

Writer

What is an ‘academic’ dialogue?

- Introduce the main idea in the topic sentence.
- Explain the idea in more detail and develop the topic sentence; use supporting evidence or examples to support the idea.
- Present supporting evidence or examples to give evidence for your idea; this may include a quotation, an expert’s opinion, some data or a study.
- Conclude the main idea; it is a good idea to link it to the essay title or to the next paragraph.

What makes an ‘academic’ dialogue?

What makes a ‘good’ dialogue?

Writer: this is my idea… → Introduce

Reader: I see. Can you tell me more?

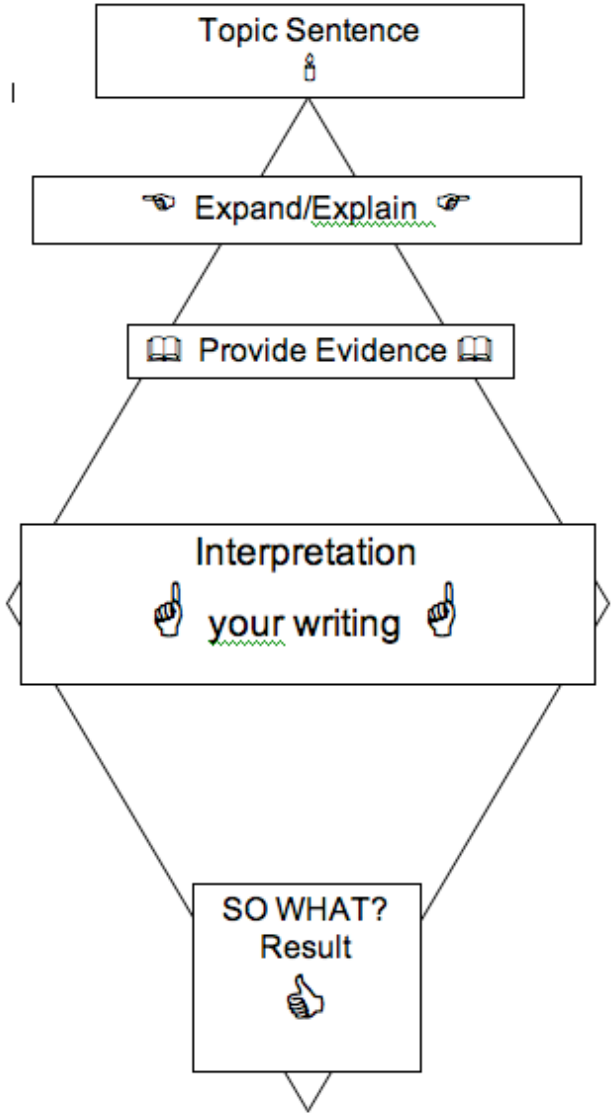
Writer: Let me explain… → Explain

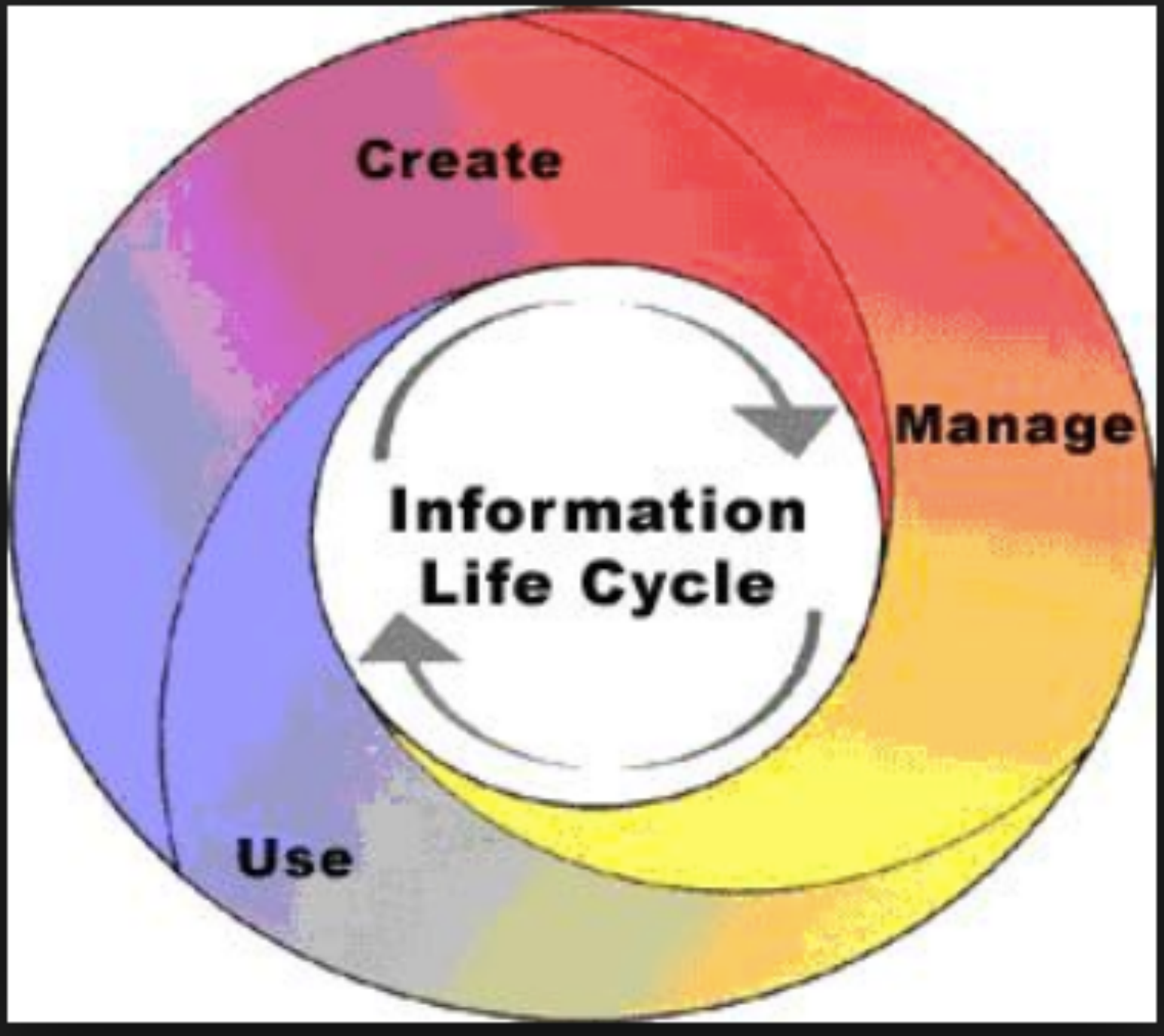
Reader: I understand. What evidence is this idea based on?

Writer: Here’s the evidence: This study shows that … → Present evidence

Reader: Ok. So what have we learned from this?

Writer: We can therefore say that … → Conclude


Topic Sentence
Expand/Explain
Provide Evidence
Interpretation
your writing
SO WHAT?
Result


Create
Manage
Information
Life Cycle
Use

The Writing Process:

-Define the task

-Generate content

-Organise

-Draft

-Review

-Redraft

During the process always consider your reader!

Why use source material?

SHOW AND TELL

SHOW AND TELL

To show what you've been reading:

- Have you read a range of opinion and views on the topic?
- How well have you understood the contrasting views being put forward?

To show your ability to evaluate and think critically:

- Are you able to weigh up the relative strengths of the competing opinions?

To support your own views + conclusions:

- Your opinion on its own is easy to disagree with.
- Your *informed* opinion, having taken into account a wide range of views and with support from respected theorists, is much harder to destroy.

Writing Conventions

- Incorporating source material into your work is therefore crucial.
- However it’s equally vital that sources are properly referenced, both in the essay (referencing) and at the end of the essay (bibliography)
- This is non-negotiable!
- Failure to reference properly can lead to accusations of plagiarism, and even disciplinary measures.

Positioning my practice

My positioning, or theoretical stance, strongly adheres to parallel notions of epistemology and ideology that inform my interdisciplinary role and practices. Though my study is situated in design, I seek to assess the use of collaborative writing approaches, practices and tools for teams of designers and to highlight the transformation that occurs through their use, so it is important that my theoretical awareness also bridges academic literacy and pedagogy. Firstly, in terms of epistemology, I position my workshops as relational (Maier & Fadel, 2009), and empowering social practices, involving a dialogic approach to knowledge (Lindström and Stahl, 2012; Bohm, 2004), and in terms of ideology, I focus on my practice as a route of positive transformation. This equates with the academic literacies' ideology of transformation (Lillis and Scott, 2007) and with 'literacy as social practice' (Lillis and Scott, 2007:7) and writing as a socially-situated act (Swales, 1990), which in turn mirrors pedagogies of transformation (Freire, 1996; bell hooks, 1994).

What is a reference?

In-text referencing

Backward referencing

In his opening to *The Social Contract*, Rousseau famously states *"*Man is born free, and everywhere he is in chains*"* (2002:29).

According to Rousseau (2002:29), "Man is born free, and everywhere he is in chains".

Forward referencing

The name, year and page provide a link to the bibliography, and then on to the place you found it, providing an unbroken link between your quotation and the original source.
Anything which is not yours is clearly marked, and can be checked.

In-text referencing

In *The Social Contract*, Rousseau argues that modern society has enslaved people and taken them from their natural state (2002:29).

Paraphrasing also needs to be referenced.

In-text referencing

In his opening to *The Social Contract*, Rousseau famously states ‘Man is born free, and everywhere he is in chains’ (2002:29)

(

According to Rousseau (2002:29), ‘Man is born free, and everywhere he is in chains’

In-text referencing

In his opening to *The Social Contract*, Rousseau famously states ‘Man is born free, and everywhere he is in chains’ (2002:29)

(

According to Rousseau (2002:29), ‘Man is born free, and everywhere he is in chains’

In-text referencing

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(date

According to Rousseau (2002:29), ‘Man is born free, and everywhere he is in chains’

In-text referencing

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Name (date:page number)

In-text referencing

In his opening to *The Social Contract*, Rousseau famously states ‘Man is born free, and everywhere he is in chains’ (2002:29)

According to Rousseau (2002:29), ‘Man is born free, and everywhere he is in chains’

Name (date:page number)

When you have a name followed by a quote, put the reference after the name

QUIZ

Referencing QUIZ

Imagine a student has highlighted the following extract in a textbook:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism**
1. However, by this time things were changing in Russia. The new leader, Gorbachev, argued that all countries in the world had interests in common, which were not connected with class. This was very different from the traditional Soviet view (Papp, 1994: 290).	**X?**		

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism**
		X?	
1. However, by this time things were changing in Russia. The new leader, Gorbachev, argued that all countries in the world had interests in common, which were not connected with class. This was very different from the traditional Soviet view (Papp, 1994: 290).			

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism X?**
1. However, by this time things were changing in Russia. The new leader, Gorbachev, argued that all countries in the world had interests in common, which were not connected with class. This was very different from the traditional Soviet view (Papp, 1994: 290).			

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Direct quote **Paraphrase** **Plagiarism**

Incorporated text

1. However, by this time things were changing in Russia. The new leader, Gorbachev, argued that all countries in the world had interests in common, which were not connected with class. This was very different from the traditional Soviet view (Papp, 1994: 290).

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	Direct quote	Paraphrase	Plagiarism
1. However, by this time things were changing in Russia. The new leader, Gorbachev, argued that all countries in the world had interests in common, which were not connected with class. This was very different from the traditional Soviet view (Papp, 1994: 290).		X (but very close!)	

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Direct quote **Paraphrase** **Plagiarism**

Incorporated text

2. However, by this time things were changing in Russia. Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history. The West reacted to this new way of talking…

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism**
2. However, by this time things were changing in Russia. Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history. The West reacted to this new way of talking…			X

Original:

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Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Direct quote **Paraphrase** **Plagiarism**

Incorporated text

3. However, by now things were changing in Russia, where the new leader was talking about how the different countries of the world faced similar problems. Such beliefs represented a complete break with standard Soviet philosophy. The West reacted to the new mood in the USSR by…

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

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3. However, by now things were changing in Russia, where the new leader was talking about how the different countries of the world faced similar problems. Such beliefs represented a complete break with standard Soviet philosophy. The West reacted to the new mood in the USSR by…			X

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Direct quote **Paraphrase** **Plagiarism**

Incorporated text

4. However, by now things were changing in Russia. Established Soviet dogma was being abandoned by the new leader, whose views concerned the common interests of different countries in the world, both East and West. This clearly represented a revolutionary perspective for a leader of the USSR. The West reacted to such changes by...

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism**
4. However, by now things were changing in Russia. Established Soviet dogma was being abandoned by the new leader, whose views concerned the common interests of different countries in the world, both East and West. This clearly represented a revolutionary perspective for a leader of the USSR. The West reacted to such changes by...			X

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text

5. However, by now things were changing in Russia. The new leader was expressing views which were very different from traditional Soviet ideology. As one theorist puts it:

> Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history (Papp, 1994: 290).

Direct quote **Paraphrase** **Plagiarism**

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

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Direct quote	Paraphrase	Plagiarism
X		
With indentation		

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Direct quote **Paraphrase** **Plagiarism**

Incorporated text

6. However, by now things were changing in Russia. The new leader was expressing views that were very different from traditional Soviet ideology, in that they represented a revolutionary perspective for a leader of the USSR, in which the class struggle was the driving force. The West reacted to such changes…

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism**
6. However, by now things were changing in Russia. The new leader was expressing views that were very different from traditional Soviet ideology, in that they represented a revolutionary perspective for a leader of the USSR, in which the class struggle was the driving force. The West reacted to such changes…			X

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text

Direct quote **Paraphrase** **Plagiarism**

7. However, by now things were changing in Russia. The new leader was expressing views about the need for international action that were so different from established Soviet ideology that they represented “a revolutionary perspective for a Soviet leader” (Papp, 1994: 290). The West reacted to the new Soviet mood by…

Original:

Gorbachev declared that the countries of the world shared mutual interests and faced mutual threats that went beyond class conflict. This was a revolutionary perspective for a Soviet leader, because a Marxist-Leninist class conflict was the ultimate driving force behind history.

Papp, D.S. (1994) *Contemporary International Relations: frameworks for understanding*. New York: Macmillan.

Incorporated text	**Direct quote**	**Paraphrase**	**Plagiarism**
7. However, by now things were changing in Russia. The new leader was expressing views about the need for international action that were so different from established Soviet ideology that they represented “a revolutionary perspective for a Soviet leader” (Papp, 1994: 290). The West reacted to the new Soviet mood by…	X	X	

How to reference: Bibliography

- The bibliography is the list of ***all*** source material you have referred to in preparation for the essay.
- These may include books, journal articles, websites and primary sources.
- It does ***not*** include lectures. Don’t quote directly from lectures; instead use the *further reading* list related to that lecture to find suitable support for your points.
- Compile the bibliography as you go while researching the essay: get into the habit taking down the bibliographical details of a source as soon as you open it.
- The finished bibliography should have the sources arranged into alphabetical order.

A design

But how would you reference it?

How would you reference this design?

The final paragraph on the website (http://www.heatherwick.com/london-bus/) reads:

“The design of the new bus was unveiled in May 2010 and a prototype, developed and manufactured by Wrightbus, was launched in December 2011 by the Mayor of London. The first bus entered public transport in February 2012 and a further 600 buses were ordered by Transport for London in September 2012.”

How would you reference this design?

The final paragraph on the website (http://www.heatherwick.com/london-bus/) reads:

“The design of the new bus was unveiled in May 2010 and a prototype, developed and manufactured by Wrightbus, was launched in December 2011 by the Mayor of London. The first bus entered public transport in February 2012 and a further 600 buses were ordered by Transport for London in September 2012.”

The reference is a tracking of the derivation of the design, in which case the unveiled date of the initial design is the most important here.

How would you reference this design?

The final paragraph on the website (http://www.heatherwick.com/london-bus/) reads:

“The design of the new bus was unveiled in May 2010 and a prototype, developed and manufactured by Wrightbus, was launched in December 2011 by the Mayor of London. The first bus entered public transport in February 2012 and a further 600 buses were ordered by Transport for London in September 2012.”

The reference is a tracking of the derivation of the design, in which case the unveiled date of the initial design is the most important here.

Heatherwick Studio (2010) *London Bus*. Accessed from: http://www.heatherwick.com/london-bus/ (Accessed on 2nd December, 2014) London.

How would you reference this design?

Heatherwick Studio (2010) *London Bus*. Accessed from: http://
Name of studio (date) of first design *Title-in italics* Web address

www.heatherwick.com/london-bus/ (Accessed 2nd December,
the date you accessed the site

2014) London.
Place of studio

How would you reference this design?

So you may write:

I have drawn inspiration from the London Bus designed by the Heatherwick Studio (2010). I have used it ……

The rest of your information would be in your bibliography.

Examples: What type of publication are these?

Sargent, J. S. (1908). *In Switzerland [*watercolour*]* Metropolitan Museum of Art, New York.

Gombrich, E. H. (2002). *The Story Of Art.* Oxford: Phaidon Press ltd.

Smith, J. and Jackson, G. (1972). *How to Fry an Egg.* Boston: Serendipity Press

Orley, E. (2009). 'Getting at and Into Place: Writing as Practice and Research.' *Journal of Writing and Creative Practice 2:2 p159-171*

Smithson, R. (1994) 'A Sedimentation of the Mind: Earth Projects' in Harrison, C. & Wood, P. *Art in Theory 1900-1990.* pp868-873 Oxford: Blackwell

Hornstein, S. (1997). Of identities and nationalism seen from far and near: Narelle Jubelin and the politics of space. *n-Paradoxa* [Internet journal] 2nd February 1997, Issue 2. Available from <http://web.ukonline.co.uk/n.paradoxa/montre4.htm> [Accessed January 9th, 2017]

Examples: What type of publication are these?

Artwork:

Sargent, J. S. (1908). *In Switzerland* *[*watercolour*]* Metropolitan

Surname, initials date title -*in italics* [medium]

Museum of Art, New York.

source of image place

Sargent, J. S. (1908). *In Switzerland* [internet image] Available from <http://www.johnsingersargent.org/In-Switzerland.html> [accessed 14th December, 2010]

Examples: What type of publication are these?

Book, single author:

Gombrich,, E. H. (2002). *The Story Of Art.* Oxford: Phaidon Press ltd.

Surname, initials year Title -*in italics* Place of pub: Publisher

Book, multiple authors:

Smith, J. and Jackson, G. (1972). *How to Fry an Egg.* Boston: Serendipity Press

Journal article:

Orley, E. (2009). 'Getting at and Into Place: Writing as Practice and Research.' *Journal of Writing and Creative Practice 2:2 p159-171*

Article in an edited collection:

Smithson, R. (1994) 'A Sedimentation of the Mind: Earth Projects' in Harrison, C. & Wood, P. *Art in Theory 1900-1990.* pp868-873 Oxford: Blackwell

Note: It's the title of the whole collection that goes in italics

Examples: What type of publication are these?

Website:

Hornstein, S. (1997). Of identities and nationalism seen from far and near: Narelle Jubelin and the politics of space. *n-Paradoxa* [Internet journal] 2nd February 1997, Issue 2. Available from <http://web.ukonline.co.uk/n.paradoxa/montre4.htm> [Accessed January 9th, 2001]

Note: The ‘Accessed’ date refers to the date you found the source

Can you arrange them in alphabetical order?

Sargent, J. S. (1908). *In Switzerland [*watercolour*]* Metropolitan Museum of Art, New York.

Gombrich, E. H. (2002). *The Story Of Art.* Oxford: Phaidon Press ltd.

Smith, J. and Jackson, G. (1972). *How to Fry an Egg.* Boston: Serendipity Press

Orley, E. (2009). 'Getting at and Into Place: Writing as Practice and Research.' *Journal of Writing and Creative Practice 2:2 p159-171*

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Smithson, R. (1994) ‘A Sedimentation of the Mind: Earth Projects’ in Harrison, C. & Wood, P. *Art in Theory 1900-1990.* pp868-873 Oxford: Blackwell

QUIZ

Match the labels 1-10 with the parts of the bibliographical entry (a-j) below:

1. Title of article ____
3. Date of publication ____
5. Title of book ____
7. City of publication ____
9. Other editor's name ____

2. Name of publisher ____
4. Author's surname ____
6. First editor's name ____
8. Author's initials ____
10. Shows book is a collection of articles or chapters ____

a **b** **c** **d** **e** **f** **g** **h**
↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

Adams, W.M. (1999) 'Sustainability' in Cloke, P. and Smith, L. (eds.) *Introducing Human Geographies*.

London: Arnold.
↑ ↑
i **j**

Match the labels 1-10 with the parts of the bibliographical entry (a-j) below:

1. Title of article __d__
2. Name of publisher ____
3. Date of publication ____
4. Author's surname ____
5. Title of book ____
6. First editor's name ____
7. City of publication ____
8. Author's initials ____
9. Other editor's name ____
10. Shows book is a collection of articles or chapters ____

a **b** **c** **d** **e** **f** **g** **h**
↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

Adams, W.M. (1999) 'Sustainability' in Cloke, P. and Smith, L. (eds.) *Introducing Human Geographies*.

London: Arnold.
↑ ↑
i **j**

Match the labels 1-10 with the parts of the bibliographical entry (a-j) below:

1. Title of article __d__
3. Date of publication ____
5. Title of book ____
7. City of publication ____
9. Other editor's name ____

2. Name of publisher __j__
4. Author's surname ____
6. First editor's name ____
8. Author's initials ____
10. Shows book is a collection of articles or chapters ____

a **b** **c** **d** **e** **f** **g** **h**
↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

Adams, W.M. (1999) 'Sustainability' in Cloke, P. and Smith, L. (eds.) *Introducing Human Geographies*.

London: Arnold.
↑ ↑
i **j**

Match the labels 1-10 with the parts of the bibliographical entry (a-j) below:

1. Title of article __d__
3. Date of publication __c__
5. Title of book ____
7. City of publication ____
9. Other editor's name ____

2. Name of publisher __j__
4. Author's surname ____
6. First editor's name ____
8. Author's initials ____
10. Shows book is a collection of articles or chapters ____

a **b** **c** **d** **e** **f** **g** **h**
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Adams, W.M. (1999) 'Sustainability' in Cloke, P. and Smith, L. (eds.) *Introducing Human Geographies*.

London: Arnold.
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i **j**

Match the labels 1-10 with the parts of the bibliographical entry (a-j) below:

1. Title of article __d__
2. Name of publisher __j__
3. Date of publication __c__
4. Author's surname __a__
5. Title of book ____
6. First editor's name ____
7. City of publication ____
8. Author's initials ____
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Alphabetical Reference List

Look at the list on the next slide and, on a separate sheet of paper, list them correctly as you would organise a reference list at the end of an essay.

Make sure the information is in the correct order.

International migration: who goes where? Fred Arnold, *Finance and Development*, vol. 27, no. 2, June 1990, pp. 46-7.

N. Sadik, *The State of the World Population 1990* (New York: UN Population Fund, 1990).

Ray Marshale, 'Immigration: an international economic perspective', International Migration Review, vol. xviii, no. 3, 1984, pp. 593-5.

Ed. J. A. Jackson, *Migration*, Cambridge University Press, 1969.

Environmental Refugees: A yardstick of habitability. (Washington D.C., Worldwatch Institute 1989), J. L. Jacobsen.

'The global labour market in the modern world economy' E. Petras, in *Global Trends in Migration* eds. M.M. Kritz, C.B. Keely and S.M. Tomasi (1981), New York, Center for Migration Studies.

Bohning, W.R. (London, Macmillan, 1984), *Studies in International Migration*.

Melander, G. and P. Nobel (eds.) *African Refugees and the Law*, Uppsala, Scandinavian Institute of African Studies, 1978.

Wildren Jones, (1990) 'International Migration and Regional Stability' International Affairs, 66, 4 (1990), pp. 149-66.

Reference List

Arnold, F. (1990) 'International migration: who goes where?' *Finance and Development*, 27: 2, 46-47.

Bohning, W.R. (1984) *Studies in International Migration*. London: Macmillan.

Jackson, J.A. (ed.) (1969) *Migration*. Cambridge: Cambridge University Press.

Jacobsen, J. L. (1989) *Environmental Refugees: A yardstick of habitability*. Washington D.C.: Worldwatch Institute.

Jones, W. (1990) 'International Migration and Regional Stability' *International Affairs*, 66:4, 149-166.

Marshale, R. (1984) 'Immigration: an international economic perspective', *International Migration Review*, xviii: 3, 593-595.

Melander, G. and P. Nobel (eds.) (1978) *African Refugees and the Law*, Uppsala: Scandinavian Institute of African Studies.

Petras, E. (1981) 'The global labour market in the modern world economy', in Kritz, M. M. *et al*. (eds.) *Global Trends in Migration*. New York: Center for Migration Studies.

Sadik, N. (1990) *The State of the World Population 1990*. New York: UN Population Fund.

Checklist

According to Brabazon (2011)* correcting the following 20 flaws will result in a successful submission. As a subject lecturer she believes that there is a powerful relationship between ‘the power of expression’ and ‘the power of thought’. These 20 errors not only demonstrate limitations in the mode of expression, but compression in the capacity to think. This checklist can show how these simple errors activate scholarly sensors that warn of deeper analytical problems. As such you may find this checklist useful. The error is presented in **bold**, followed by what this mistake means to a marker.

*Adapted from *Tara Brabazon: Written evidence of the workings of the mind*, an article from the Times Higher Education, 9 February 2011.

Using ‘i’ instead of ‘l’. This error demonstrates that the student did not draft their script and/or does not care about the quality of their submitted work.

Not capitalising the first word of a sentence. The inability to capitalise proves that the student does not understand grammar and/or wishes to waste the time of the examiner.

Single-sentence paragraphs. Academic writing builds an argument through a paragraph. A student constructing single-sentence paragraphs is unable to develop a complex series of ideas.

Use of long sentences. Often, single-sentence paragraphs are composed of one long sentence. Such students confirm that they cannot express a concise thought within the husk of a succinct statement.

Using words such as ‘everybody’, ‘society’, ‘the masses’ or ‘all of us’. Generalisations follow the use of such words and phrases. They block precision, rigour and clarity. They are a sign of superficial reading and research.

Use of the word ‘nowadays’. The student has confused storytelling with essay writing.

Weak transitional phrases. When students use phrases such as ‘let us now’ or ‘as I mentioned earlier’ they show that they commenced the assignment without a structure or plan. The best writing is like a waterfall rather than a motor vehicle in need of a service. Transitions and movements between ideas should be smooth, rather than sounding clichéd.

Referencing errors. If there are errors in referencing, anything between 10 and 30 per cent is removed from the final mark. Such a flaw demonstrates a lack of skill development and an inability to follow instructions.

Absence of full stops. This error is often tethered to referencing difficulties. Students do not know where to position the full stop in relation to the brackets. Because of their confusion, they do not use a full stop at all.

Repetition of words. The student has a limited vocabulary.

Use of an odd synonym that does not fit the context. The student holds such a limited vocabulary that they are making incorrect choices from the thesaurus embedded in their word-processing program.

Use of a colon and/or semicolon when the student has no idea of their purpose. This student is unable to construct a sentence, does not know where to position the full stop and inserts a semicolon instead.

Excessive use of ‘I think’ and ‘I feel’. Markers know that a student thinks and feels this way.

Excessive paraphrasing. This student is unable to interpret the words of others and only restates existing knowledge.

Awkward integration of quotations into sentences and paragraphs.
Students are using quotations as a mask to hide their lack of understanding.

Starting a conclusion with ‘In conclusion’. It is the last paragraph. We know it is the conclusion.

Limited bibliography or reference list. Academics start reading assignments from the back. The moment we see less than 10 references in a bibliography, the mark is capped.

No bibliography or reference list submitted. This paper goes straight to the fail pile. The lack of a bibliography demonstrates disrespect for learning, knowledge and university education.

Complete disconnection from the question. The student appears to be writing an assignment for another module, for another university, in another time zone and perhaps during another decade. It will not pass because it does not attempt to answer the set question.

Errors corrected in the previous assignment appear in the next assessment. Academics assume that the student lacks motivation, does not care about learning anything new or has dismissed the marker’s expertise and/or time.