

REFERENCING HANDBOOK

HARVARD

UWTSD: Library and Learning Resources

UWTSD's Intro to Harvard Referencing

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Background

You should already have a basic understanding of referencing and its importance if you have completed the following [Library Infoskills](#) Units:

- [Academic Integrity & Plagiarism](#).
- [Referencing: The Basics](#)

It is strongly advised you complete both these units if you have not done so already. These will help you develop the academic skills required in identifying sources and referencing correctly.

“

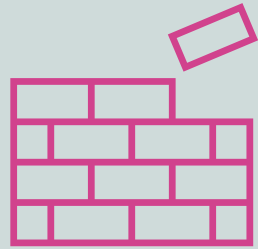
What does
referencing
mean to
you?



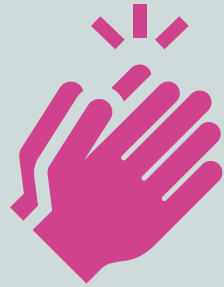
Examples include...



As an accepted characteristic of the academic community worldwide, it is the basis of trusted research.



Referring to experts in your written work strengthens and provides credibility to your arguments and writing.



Acknowledging and giving credit to those whose work you have read and used shows your academic integrity.



It is important to let your reader know which ideas have come from your reading and which thoughts are your own.



Including references from a wide range of relevant and suitable academic sources demonstrates to your reader you have researched your topic fully.



Correct and accurate referencing can help prevent accidental plagiarism.

Infoskills: Referencing: The Basics



“

Consider:

You are a project manager (PM), tasked with launching a new product for your company.

What steps do you need to take to ensure a successful launch?



Referencing Analogy

Project Manager

Would need to find experts with unique skills and knowledge to help them successfully take a product to market.

E.g. Product development specialist, market research analyst, supply chain manager, financial analyst, etc.

Student

You are expected to find expert knowledge from academic sources on your topic to successfully complete your assignments.



Finding Specialists (Sources)

Project Manager

Sourcing experts at each key stage is crucial to bring specialist knowledge and expertise to a project.

Student

Similarly, sourcing relevant, specific articles, chapters, data, etc., to use at key points in your work enables you to include specialist knowledge and expertise in your assignment.



Team meetings (Citations)

Project Manager

During team meetings, the PM will **refer** to, **acknowledge** and record the individual contributions from their team of experts.

Student

In your essay, you will be expected to **cite** (refer to) your sources to acknowledge the ideas, words, theories, data etc., of the authors whose work you have read.



Project Report (Final Paper)

Project Manager

The final project report includes a section where all team members and their contributions are listed.

Student

Your reference list at the end of your essay or report is where you provide the **full** details of all the sources you have cited in your work.



Note...

You cannot try and find references **after** you have written your essay, in the same way a project manager would not bring in experts after the product launch.

Referencing Process

- Make notes as you read.
- Link perspectives.
- Critically analyse viewpoints.
- Write in your own words.
- Accurately record your sources.



Search for and explore research, theories and ideas from different sources.

Produce original written work with ideas built on correctly referenced sources.



Writing your references

There are 2 parts to Harvard Referencing:

1. **The in-text citation:** (A brief acknowledgement of your source in the body of your work.)
2. **The reference list:** (Providing your reader with the full reference details at the end of your work, to allow your reader to find and follow up.)

Harvard uses the author - date format in the in-text citation.

1. In-text citations



Text

1 Cottrell (2008, p. 1) writes that by improving your academic skills you can, "Accelerate the learning process". At whatever level you are studying, undergraduate or PhD, it is never too late to find a resource to help you. There are general resources which give a good overview of skills, some of which you may not have developed before, for example, proof-reading (Fairbairn and Winch, 1996). Other resources focus on specific areas such as writing a thesis (Murray, 2011). Finally you might want to consider a book written from your own subject perspective, for example 'The arts good study guide' by Chambers and Northedge (2008).

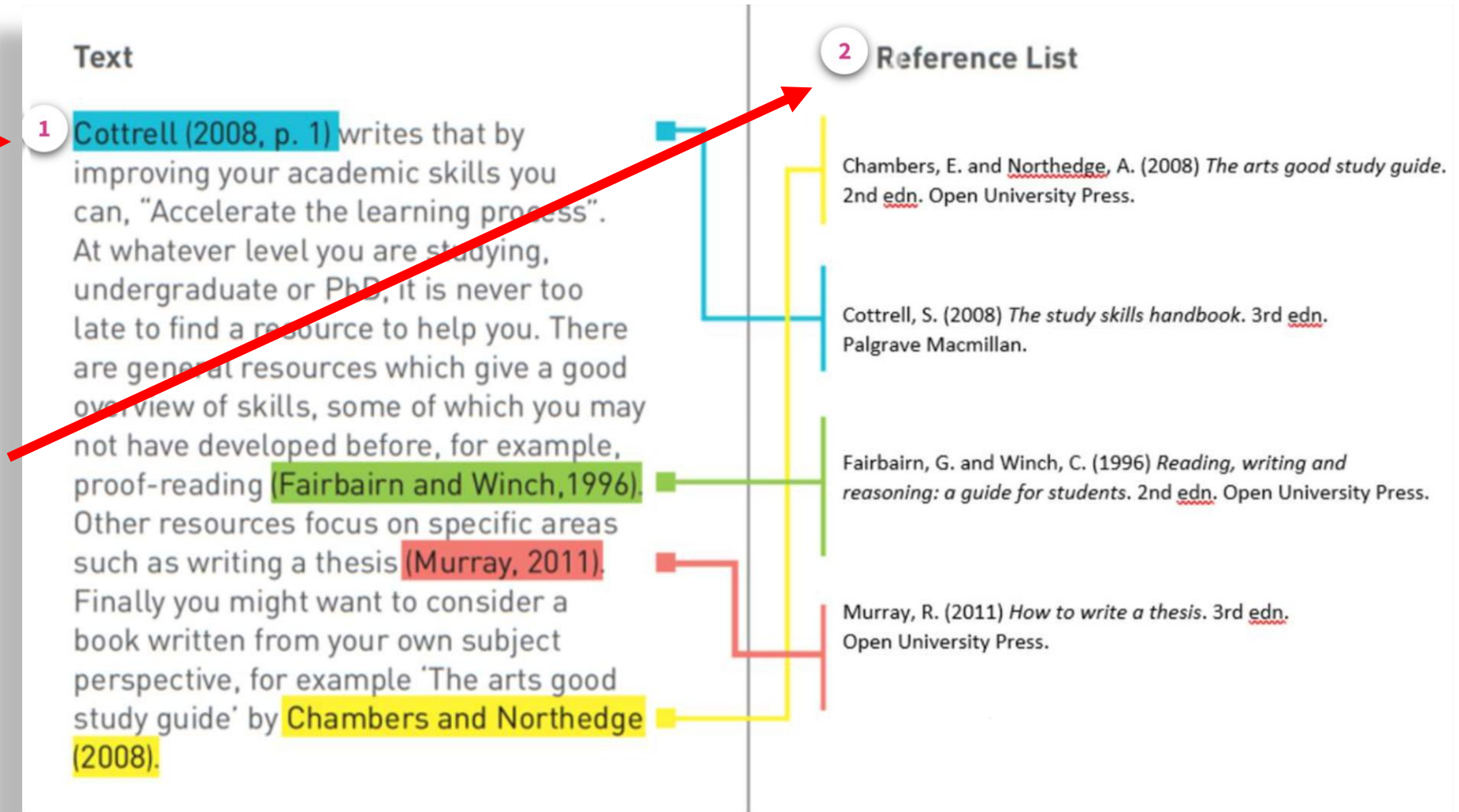
1. Author.
2. Year.
3. Page Number (if quote or specific part).

Your in-text citation is linked to your reference list at the end of your essay.

1. In-text citation



2. Full reference list



1. The in-text citation

- Used to let you reader know **when** you have used the ideas, theories, words or data of another.
- Forms part of your **word count**, therefore, is brief.
- Allows you to **acknowledge and discuss** others' work in your text, by **quoting, paraphrasing, or summarising**

Text

1 Cottrell (2008, p. 1) writes that by improving your academic skills you can, "Accelerate the learning process". At whatever level you are studying, undergraduate or PhD, it is never too late to find a resource to help you. There are general resources which give a good overview of skills, some of which you may not have developed before, for example, proof-reading (Fairbairn and Winch, 1996). Other resources focus on specific areas such as writing a thesis (Murray, 2011). Finally you might want to consider a book written from your own subject perspective, for example 'The arts good study guide' by Chambers and Northedge (2008).



Quoting v Paraphrasing & Summarising

- **Quoting**: copying someone else's words exactly as they appear in the original text.
- **Paraphrasing**: using someone else's words or ideas and writing in your own words.
- **Summarising**: writing a brief overview of someone else's idea in your own words. **Example**: writing the findings of a research article in a journal in a few sentences.



Example...

Effective communication is crucial for team success.

Lack of a citation indicates to your reader that it is your idea or opinion.



Parenthetical citation

The whole in-text citation **(Surname, year)** is placed in brackets.

Example1:

Effective communication is crucial for team success (Smith and Jones, 2020).

Example 2:

Recent research (Smith and Jones, 2020), suggests effective communication is crucial for team success.



Parenthetical citation

The sentence is focusing on the idea, or information given.

- Easy to integrate into your writing and include **multiple sources** using a **semi-colon**.

Example 1:

Leadership behaviour is a significant influence on employee motivation (**Hardy, 2020; Miller, 2020; Davies, 2023**).

Example 2:

Recent research (**Hardy, 2020; Miller, 2020; Davies, 2023**) demonstrates that motivation of employees is significantly influenced by leadership behaviour.

Note: Chronological order in first instance. Alphabetical if in same year.



Narrative citation

Emphasis is on the author's view or opinion.

- The author is incorporated and referred to by **surname** in the sentence.
- Only the **(year)** is placed in brackets

Franklin (2020) however, suggests effective communication is crucial for team success.

Lack of quotation marks show your reader you have paraphrased the ideas of the author cited in the sentence.



Further narrative examples

Example from: [Godfrey, J. \(2018\) *How to use your reading in your essays*. 3rd edn. Bloomsbury Academic.](#)

Barazzone, Cavanagh and Richards (2012) conducted an experiment to test the effectiveness of cognitive behavioural therapy delivered online.

The 2017 World Happiness Report investigates and attempts to measure levels of happiness and well-being across different societies.

Djelic and Etchanchu (2017) examine whether globalisation has affected the interdependence of business and politics.

(Godfrey, 2018, p. 98)



Example



Research suggests, students struggle to correctly reference their work. To ensure they do not accidentally plagiarise, students should record their sources as they use them.



Example



Research suggests, students struggle to correctly reference their work. To ensure they do not accidentally plagiarise, “students should record their sources as they use them”.

Source 1: Pearson, 2023.

Source 2: Williams, Armstrong and Wang, 2024.



Example 1: parenthetical only



Research suggests (Pearson, 2023), students struggle to correctly reference their work. To ensure they do not accidentally plagiarise, “students should record their sources as they use them” (Williams, Armstrong and Wang, 2024, p. 17).



Example 2: narrative & parenthetical



Pearson (2023) suggests students struggle to correctly reference their work. To ensure they do not accidentally plagiarise, “students should record their sources as they use them” (**Williams, Armstrong and Wang, 2024, p. 17**).



Quoting

Quoting is acceptable (if referenced correctly) but **does not show your understanding** of what you have read. Wherever possible, you should paraphrase.

If using a short quote (less than 30 words), ensure you:

- Use “quotation marks”.
- Show page number, (location, or paragraph number, if not possible).

For longer quotations, please refer to the [referencing handbook](#).



Example:

Parenthetical citation.

When writing assignments, the aim should always be to reference reliable sources of information **(Pears and Shields, 2016)**.

Narrative citation.

Pears and Shields (2016) note, when writing assignments, the aim should always be to reference reliable sources of information.

Lack of quotation marks and page numbers indicate to your reader you have paraphrased, not quoted the ideas of the author cited in the sentence.

Example:

Parenthetical citation.

“When writing assignments, the aim should always be to reference reliable sources of information” (Pears and Shields, 2016, p. 2).

Narrative citation.

Pears and Shields (2016, p. 2) note, “when writing assignments, the aim should always be to reference reliable sources of information”.



Spot the in-text citations

The mediating effect of team building Team-building plays a crucial role as a mediating mechanism between project managers' leadership style and project success (Kastrup, 2019). Earlier studies have noted that transformational leadership (Aga et al., 2016; Nauman et al., 2021) and humble leadership (Ali et al., 2020a, 2020b) influence project success via the mediating mechanism of project team building. Public leadership is viewed as a public sector-specific transformational leadership behavior, which influences employees' behavioral and organizational outcomes via influencing employees' attitudes and behaviors (Tummers and Knies, 2016). For example, Schwarz et al. (2020) demonstrate that public leadership influences employees' job performance by altering their public service motivations. Kocak and Bostanci (2020) argued that public leadership influences public schools' effectiveness by engendering teachers' professionalism.

Khan, N.U., Zhongyi, P., Han, H., and Ariza-Montes, A. (2023) 'Linking public leadership and public project success: the mediating role of team building', *Humanities & social sciences communications*, 10(1), pp. 286–10. Available at: <https://doi.org/10.1057/s41599-023-01791-y>.



Article screenshot

- If referring to different articles by the **same author**, in the **same year**, you can use a,b,c, etc. next to the date to show your reader which one you are referring to.

- If your source has 4 or more authors listed, you can use *et.al.* in the **in-text citation only**. Note it is italicised in **our version**.

The mediating effect of team building Team-building plays a crucial role as a mediating mechanism between project managers' leadership style and project success (Kastrup, 2019). Earlier studies have noted that transformational leadership (Aga et al., 2016; Nauman et al., 2021) and humble leadership (Ali et al., 2020a, 2020b) influence project success via the mediating mechanism of project team building. Public leadership is viewed as a public sector-specific transformational leadership behavior, which influences employees' behavioral and organizational outcomes via influencing employees' attitudes and behaviors (Tummers and Knies, 2016). For example, Schwarz et al. (2020) demonstrate that public leadership influences employees' job performance by altering their public service motivations. Kocak and Bostanci (2020) argued that public leadership influences public schools' effectiveness by engendering teachers' professionalism.

Khan, N.U., Zhongyi, P., Han, H., and Ariza-Montes, A. (2023) 'Linking public leadership and public project success: the mediating role of team building', *Humanities & social sciences communications*, 10(1), pp. 286–10. Available at: <https://doi.org/10.1057/s41599-023-01791-y>.



Which in-text citation is correct?

1. (Laura Smith, 2020)
2. Smith, L. (2020, p.21)
3. Laura Smith (2020)
4. (Smith, 2020)
5. Smith (2020)
6. (Smith, L. 2020)
7. (How to write an essay by Smith, 2020)
8. (Smith, 2020, p.19).



Which citation is correct?

✗ 1. (Laura Smith, 2020)

We do not use first names in the in-text citation.

✓ 2. Smith (2020, p.21)

This is an example of a **narrative** citation.

✗ 3. Laura Smith (2020)

We do not use first names in the in-text citation.

✓ 4. (Smith, 2020)

This is an example of a **parenthetical** citation.

✓ 5. Smith (2020)

This is an example of a **narrative** citation.

✗ 6. (Smith, L. 2020)

We do not (*generally*) include initials.

✗ 7. (How to write an essay by Smith, 2020)

We do not include titles, unless no author.

✓ 8. (Smith, 2020, p.19).

This is an example of a **parenthetical** citation.



Tip:

Explore articles in journals to see how they have cited their reading.

Note:

Not everyone uses Harvard, or the same version of it!

Cover, R., Hall, A. and Thompson, J. (2022) 'Remedying disinformation and fake news? The cultural frameworks of fake news crisis responses and solution-seeking', *International Journal of Cultural Studies*, 26(2), pp.216-233. Available at: doi.org/10.1177/13678779221136881

[Article Link](#)

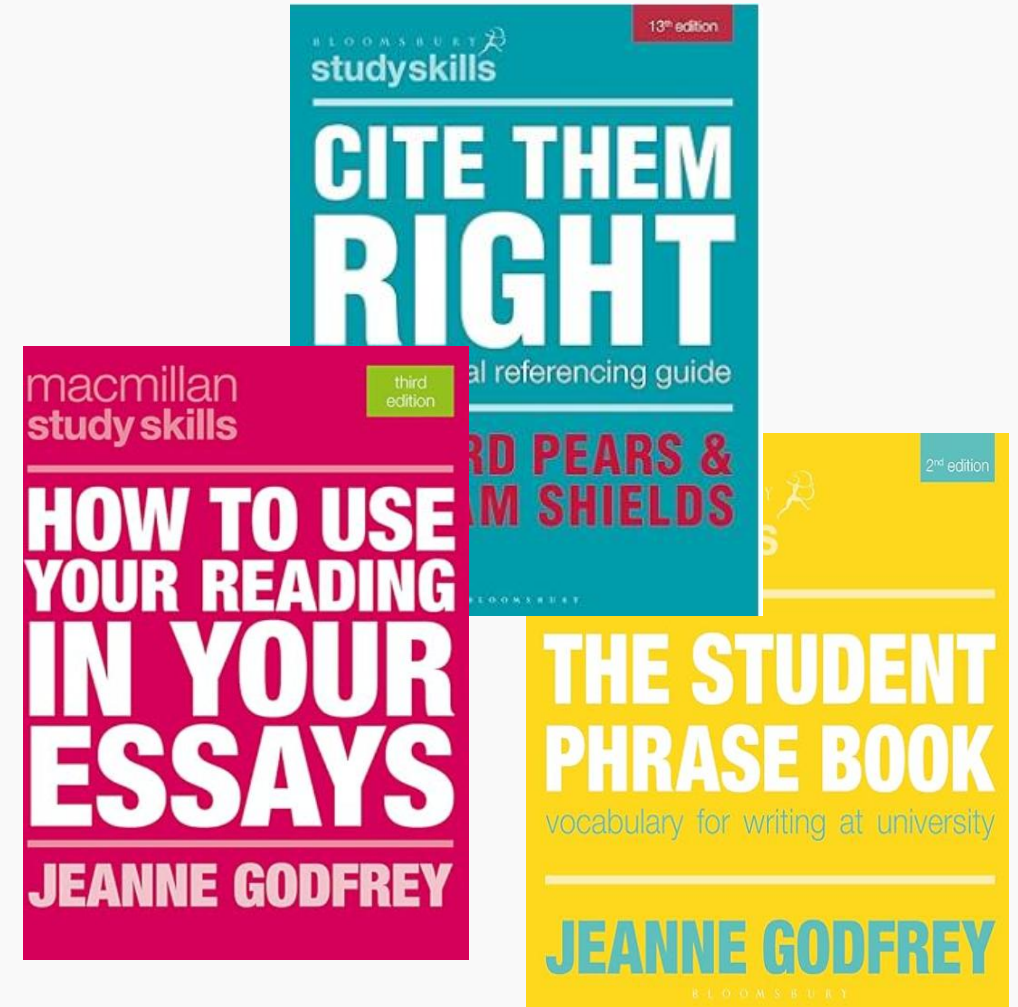
Fake news as cultural crisis?

Subsequent to the United States presidential election campaigns of 2016, the *concept* of 'fake news' emerged to describe the circulation of deliberate disinformation, the unwitting sharing of misinformation and the presence of other misleading content online. The perception and study of disinformation has a long history in scholarship on propaganda and the use of media channels and practices for duplicitous intent ([Freelon and Wells, 2020](#)). In that respect disinformation and misinformation are not new, but part of an ongoing practice within the media and information ecology. The term 'fake news' was, of course, made more complex by its strategic use during the Trump presidency to dismiss unfavourable media coverage by recognised outlets ([Bennett and Livingston, 2018](#)) and arguably has influenced its public perception as 'crisis'. We use the term in this article not as a measure of individual instances of disinformation and misinformation content, but to describe the conceptual 'artefact' that is perceived as (i) an incursion in the media ecology and electoral democracy *as if* they were traditionally free from misleading content, (ii) a crisis warranting solution and remedy, and (iii) a form of media production that has been labelled as objectionable. In doing so, we seek not to exonerate content producers and others who circulate misleading content, but to make sense of diverse phenomena that, despite their discontinuities, are apprehended under a cultural 'name' which produces practices of knowing ([Foucault, 1977](#): 123), including those which recognise 'crisis' and seek 'solutions'.

There is a substantial public and scholarly discourse describing the emergence of fake news as a contemporary 'crisis' ([Allcott and Gentzkow, 2017](#); [Haw, 2021](#); [Mara, 2019](#); [McNair, 2017](#); [Tandoc, 2019](#)); including as a cultural formation ([Cover et al., 2022](#); [Waisbord, 2018](#)). Further work, however, is needed to understand how the framework of crisis and normative rupture has been deployed to position it as a problem requiring solution. That is, the 21st-century emergence of fake news is recognised as marking a *shift* in how we make sense of ordinary, everyday engagement with news and information in the contexts of trust, reliability and credibility. Fake news is apprehended as crisis not because it necessarily *changes* public and audience reading and media consumption practices, nor because it has the capacity to *disrupt* the everyday ability to make political decisions and everyday decisions of health, life and liveability ([Tucker et al., 2018](#)). Rather, it is problematic because its conceptualisation as a *disruption* of communicative norms opens liminal spaces of unknowability about contemporary cultural, social and political relationships – an aspect the crisis narrative does not always capture.

Useful Resources

- [How to use your reading in your essays.](#)
- Cite Them Right: [Setting out citations.](#)
- Harvard Referencing: [The Mechanics](#) (infoskills).
- [The Student Phrasebook](#)
- [Manchester University Phrasebank.](#)



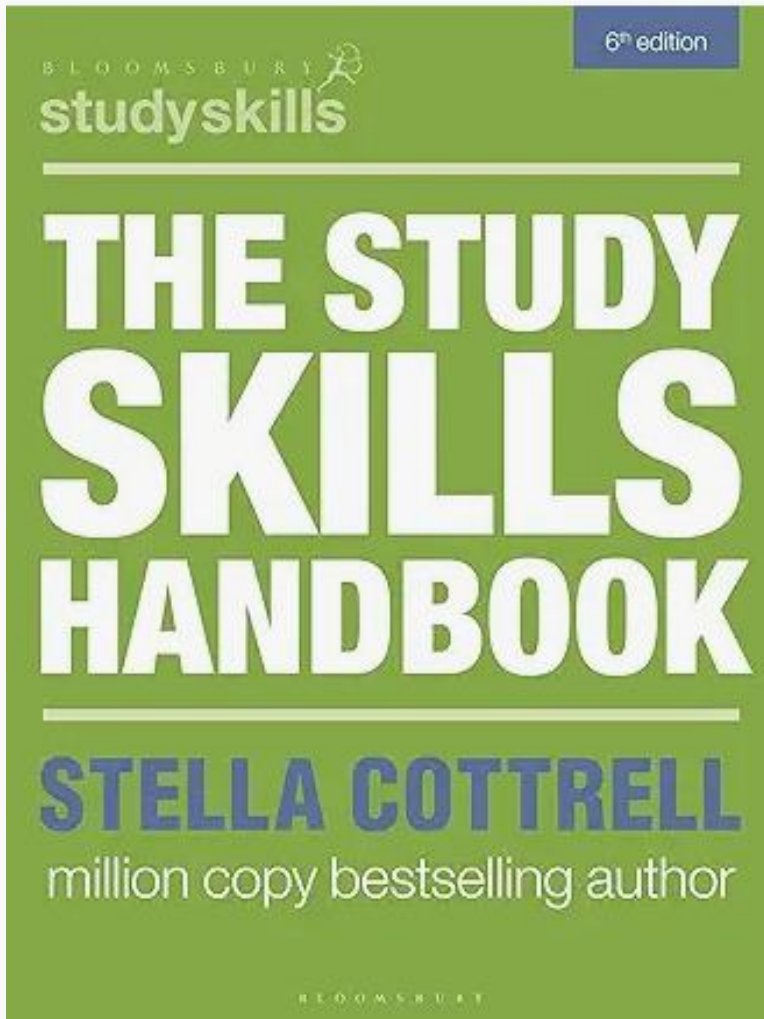
2. The reference list

- Is listed **alphabetically** (by surname of author).
- Is **formatted according to the type of source** you have cited. **E.g.** a journal, book, report, website, etc.
- Provides **full bibliographic details** of the sources referred to in your text.
- Is comprehensive enough to enable your reader to locate the information and contains the following:

- **Who?**
- **When?**
- **What?**
- **Where?**

Punctuation,
CAPITALISATION
and *italicisation*
are important in
Harvard!

Referencing a book



- **Who?** - Author.
- **When?** - (Date published).
- **What?** - *Title* & edition.
- **Where?** - Publisher.



Copyright page...

Title

The Study Skills Handbook

Edition

Sixth Edition

Author

Stella Cottrell

Publisher

BLOOMSBURY ACADEMIC
LONDON • NEW YORK • OXFORD • NEW DELHI • SYDNEY

Date

This electronic edition published in 2024 by Bloomsbury Publishing Plc

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A catalogue record for this book is available from the British Library.

A catalog record for this book is available from the Library of Congress.

ISBN: PB: 978-1-3504-2127-1
ePDF: 978-1-3504-2128-8
eBook: 978-1-3504-2129-5

Typeset by Integra Software Services Pvt. Ltd.

Series: Bloomsbury Study Skills

To find out more about our authors and books visit www.bloomsbury.com and sign up for our newsletters.



Reference List: Book

WHO? Author's surname and initial.

WHEN? Date in round brackets.

WHAT? Title of book (in italics) and edition.

Cottrell, S. (2024) *The study skills handbook*. 6th edn.
Bloomsbury Academic.

WHERE? Publisher

In-text citation: (Cottrell, 2024)



Edited book: Chapter

1.3 Chapter within an edited book, reference sources, encyclopedias, or dictionaries

Title of chapter / entry is given 'in' author / editor and title of book.

(Neyround, 2019, p.16.)

Neyround, P. (2019) 'Ethical leadership in policing: towards a new evidence-based, ethical professionalism?', in P. Ramshaw, M. Simpson and M. Silverstri (eds) *Police leadership: changing landscapes*. Palgrave Macmillan, pp. 3-22.

UWTSD Harvard Referencing Guide



Referencing a journal article



- **Who?** - Author(s) of article.
- **When?** - (Date published).
- **What?** - 'Title of article'.
- **Where?** - *Journal Title*, issue information, doi /url.

Finding the Information

Journal Title → Active Learning in Higher Education
Volume 18, Issue 3, November 2017, Pages 257-270 ← **Issue information**
© The Author(s) 2017, Article Reuse Guidelines
<https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/1469787417715204> ← **Doi**

Date →

Article

Communication technology use and study skills ← **'Article title'**

Penny Thompson ← **Author**

Abstract
Research suggests a negative relationship between frequent use of communication technologies, such as



Reference List: journal article

WHO? Author's surname and initial.

WHEN? Date published in round brackets.

WHAT? Title of article in single quotations.

Thompson, P. (2017) 'Communication technology use and study skills', *Active Learning in Higher Education*, 18(3), pp. 257-270. Available at: <https://doi.org/10.1177/1469787417715204>

WHERE?

- Journal Title *in italics*.

In-text citation: (Thompson, 2017)



Referencing a webpage

THE CONVERSATION
Academic rigour, journalistic flair

COVID-19 Arts + Culture Business + Economy Cities Education Environment Health Politics + Society Science + Technology Podcasts

Student loans: would a graduate tax be a better option?

Published: March 30, 2022 2.54pm BST



Author

 **Angus Holford**
Research Fellow in the Institute for Social and Economic Research, University of Essex

Disclosure statement

Angus Holford received funding for the work cited in this article from the University of Essex and the Economic and Social Research Council (ES/M008622/1). This work has also been supported by MiSoC, the ESRC-funded Centre for Micro Social Change (ES/S012486/1). No statements expressed here are the opinion or policy of the University of Essex or the Economic and Social Research Council. Angus Holford is a member of the Labour Party but is writing in a personal capacity.

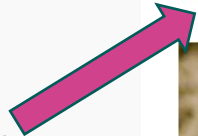
Partners

 University of Essex

Title of
webpage



Publication date



[The Conversation](#)

Author



TIP: Explore: [Referencing: The Basics in Moodle](#) to help identify different online resources.



www.uwtsd.ac.uk/library

   @UWTSdlib



library@uwtsd.ac.uk

Web page

WHO? Author's surname or corporate author.

WHEN? Date of publication

WHAT? *Title of webpage in italics*

Holford, A. (2022) *Student loans: would a graduate tax be a better option?* Available at: <https://theconversation.com/student-loans-would-a-graduate-tax-be-a-better-option-179253> (Accessed: 26 May 2022).

WHERE? Url and accessed date.

In-text citation: (Holford, 2022)



Alphabetical reference list example

Cottrell, S. (2019) *The study skills handbook*. 5th edn. Red Globe Press

← Book

Holford, A. (2022) *Student loans: would a graduate tax be a better option?*
Available at: <https://theconversation.com/student-loans-would-a-graduate-tax-be-a-better-option-179253> (Accessed: 26 May 2022).

← Website

Neyround, P. (2019) 'Ethical leadership in policing: towards a new evidence-based, ethical professionalism?', in P. Ramshaw, M. Simpson and M. Silverstri (eds) *Police leadership: changing landscapes*. Palgrave Macmillan, pp. 3-22.

← Chapter in an edited book

Thompson, P. (2017) 'Communication technology use and study skills', *Active Learning in Higher Education*, 18(3), pp. 257-270. Available at: doi: 10.1177/1469787417715204

← Journal article

N.B. Alphabetical Order



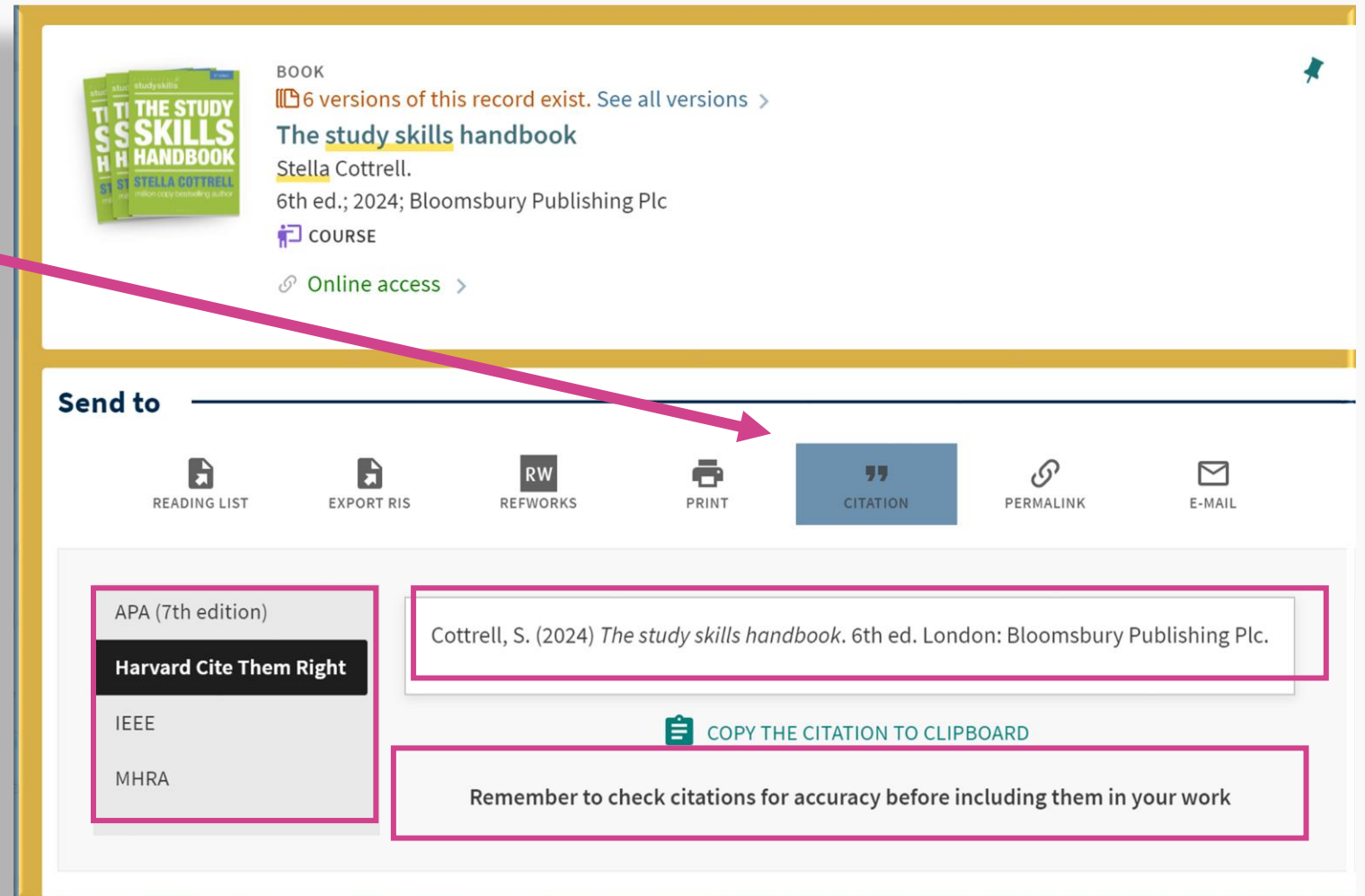
Useful resources

Citation tool in the item record on the library catalogue.



[Link to Catalogue record](#)

Important! The catalogue will show the earlier (12th) edition of Cite Them Right Harvard. **We no longer include place of publication** (e.g. London).



BOOK
6 versions of this record exist. [See all versions >](#)
The study skills handbook
Stella Cottrell.
6th ed.; 2024; Bloomsbury Publishing Plc
COURSE
[Online access >](#)

Send to

READING LIST EXPORT RIS REFWORKS PRINT **CITATION** PERMALINK E-MAIL

APA (7th edition)
Harvard Cite Them Right
IEEE
MHRA

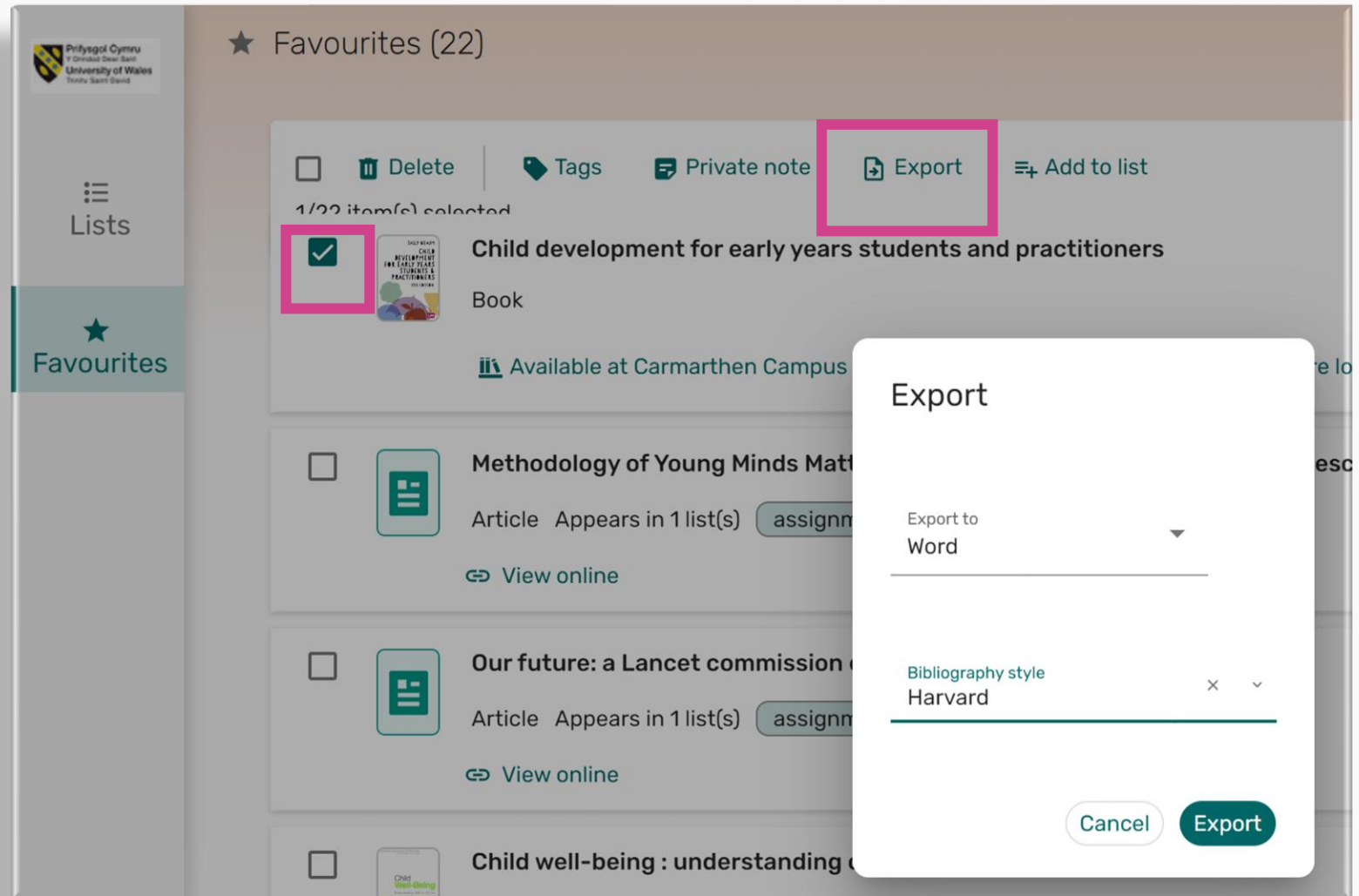
Cottrell, S. (2024) *The study skills handbook*. 6th ed. London: Bloomsbury Publishing Plc.

[COPY THE CITATION TO CLIPBOARD](#)

Remember to check citations for accuracy before including them in your work

Useful resources

Export function (in favourites) in your [online resource list](#).



Useful resources

'You try' option in the [Cite Them Right Database](#).

Example

In-text citation

In their analysis, Hremiak and Hudson (2011, pp. 36–39)

...

Reference list

Hremiak, A. and Hudson, T. (2011) *Understanding learning and teaching in secondary schools*. Pearson Longman.

You try

Surname, Initial. (Year of publication) *Title of book*.
Publisher.

Italicise

Copy

Email



Citation manager tools

- Many citation tools available, but they are **not 100% accurate** all of the time.
- Personal choice.

Some you may wish to explore:

- [MyBib.](#)
- [ZoteroBib.](#)
- [RefWorks](#) (Supported by UWTSD).
- [Mendeley.](#)

TIP:

Explore Library Infoskills:
Referencing: [Managing Information](#)
to find out more.



Summary...



FIND SOURCES.

Where?

- Reading Lists?
- Library catalogue?
- Google?



READ.

What?

- Journal Articles?
- Book Chapters?
- Reports?



MAKE NOTES.

How?

- Mind maps?
- One Note?
- Cornell notes?



RECORD
SOURCES.

How?

- Citation tool?
- Word?
- Favourites in Online Resource List?



WRITE YOUR
ESSAY.

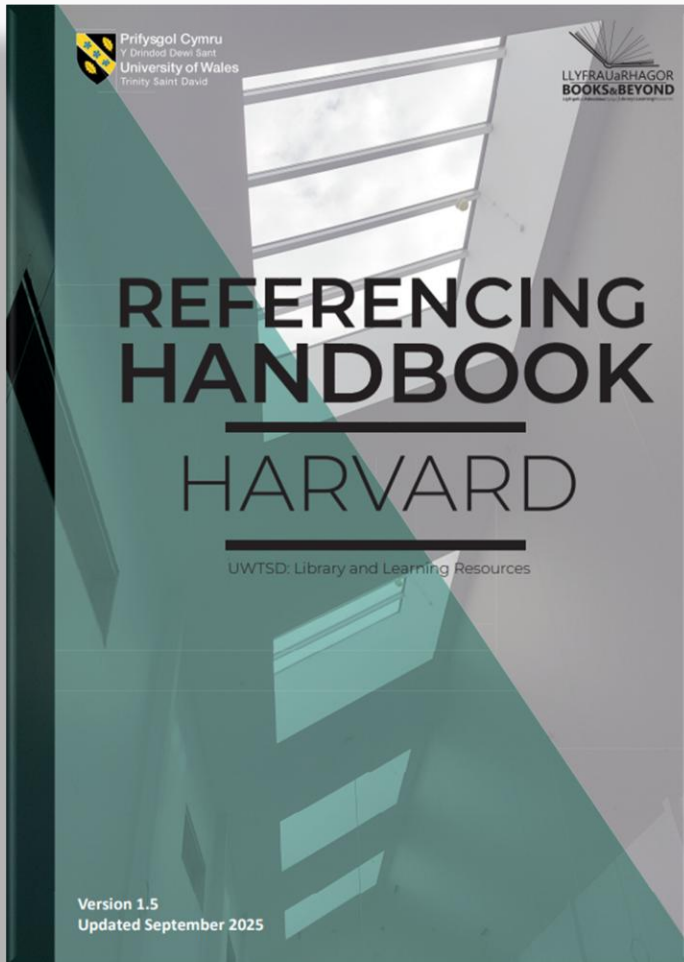
Help?

- [Library study skills reading list.](#)
- [Student Support.](#)

[Hull Uni libguide](#)



Useful Resource Links



- [UWTSD's Harvard Referencing Handbook](#)
- [Cite Them Right Database](#)
- [Cite Them Right Harvard Articles](#)
- [Library Infoskills](#)
- [Turnitin: Evaluating Sources Playlist](#)





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If you have 5 minutes, please scan the QR code and complete our short feedback form.



Contact



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Infoskills: infoskills@uwtsd.ac.uk

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