Assignment writing Skills

The Essential Guide

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Conventions on Academic style

Quick tip sheet on common features of style

Avoid slang and colloquialisms such as:

- The writer is *out of order* when he suggests....
- The new plans were *just the stuff*
- These findings need to be *taken with a pinch of salt*
- The argument was *a bit over the top*

Avoid abbreviations and contractions:

dept - department	e.g. - for example
didn't - did not	they're - they are
isn't - is not	it's - it is

Be impersonal:

It can be seen that....

There are a number of reasons for.....

It has been found that....

When you want to indicate that a point of view is uncertain:

appears to	possibly
probably	apparently
generally	tends to
seemingly	seems to
may	might

Numbers:

Write out numbers below a hundred in full:

thirty-one per cent; nineteen members.

Use figures in statistical and scientific work: 31 per cent

Signposting

In here you will find a handy list of linking words and phrases to help your writing flow.

o Having examined..., it is now necessary to consider...

o To this point..., however, it is important to recognise that...

o In the above discussion....It is important, however, also to examine/take account of/look at the evidence for...

o Clearly...these have been outlined above

o As outlined above...

o Issues related to this situation will now be considered, with a focus on...

o This section will ...

o Chapter will consider why ...

o A recent study suggests ...

o One important recent finding indicates that ...

o Despite these reports, other writers have proposed ...

o In spite of these findings, theorists believe that ...

o This view has been rejected by some authors who claim that ...

o In contrast, a recent article ...

o This suggestion ...

o These ideas ...

o This brief outline suggests ...

o Such proposals ...

o The aim of this study is to ....

o The purpose of this thesis is to....

o This dissertation argues that ....

o The main questions addressed in this dissertation are ....

o This review critically examines....

o The above discussion raises some interesting questions.

o This Chapter begins by .... It will then go on to .... Finally, ...

o This chapter reviews the literature ....

o In conclusion, ...

o Despite...

o In the light of...

o In the next section the notion that

o The next section will introduce the notion...

o These ideas have been discussed by a wide range of authors, including...

o The debate is wide-ranging. For the purposes of this study, the discussion will be confined to...

o The principles of this theory are...

o While author argues for..., author presents the opposite case/takes the opposite position/holds a different point of view/takes a different approach...His standpoint is...

o From author's point of view..., however, according to...

o Author suggests that..., but author disagrees

o Author states that/claims that/discussions the idea that/present the principles of her theory...

o The principles of author's theory are...

o A recent study has found/suggests that/has shown...

o Results from a recent study/a number of studies, including..., make the case for/support/shed light on/bring into question...

o Listing:

first(ly), ... / second(ly), ... / finally, ... /

o Indicating addition or similarity:

also, ... / besides, ... / in addition, ... / furthermore, ... / as well / similarly, ...

o Indicating contrast:

however, ... / nevertheless, ... / on the other hand, ... /

o Giving a reason:

for this reason, ... / because ... / because of .../ due to ...

o Indicating result:

therefore, ... / thus, ... / as a result, ... / consequently, ...

o Reformulating an idea:

in other words, ... / to put it simply, ... / that is ...

o Exemplifying:

for example, ... / for instance, ... / to exemplify, ...

o The central argument for the development of .... is...

o The debate surrounding ... within this research is grounded in the field of ... According to one perspective, ...

o My research contributes to knowledge about ..., and specifically ... through an in-depth study of ...

o This study does not attempt to justify a connection between ... and ... Instead it investigates ...

o However, this raises debates regarding the perceived benefits and disadvantages of ...

o This research seeks to investigate exactly what ... means to ...

o A great deal of ... is tied to the issue of ... This research will attempt to clarify these links by ...

o It is contented that ...

o The study demonstrates that this construction of ...

o The thesis draws on the view that ...

o This thesis does not draw conclusions about the benefits or otherwise of re-constructing ... The purpose of focussing on ... is to examine the presumption that ...

o To understand the role of ... in forming ... this study aims to provide an understanding of the factors that contribute to ...

o This dissertation grounds the rhetoric of ... It provides detailed interpretations of ...

o This dissertation throws light on information not available elsewhere on ... It makes a contribution to the conversation about ...by illuminating the way ...

o In this dissertation, attention is directed to ...

o This next section will examine some of the difficulties associated with ...

o This chapter sets out to investigate the ... and its links with ... It closely examines the ... In addition, the thesis also investigates the notion that ...

o The final section provides a general discussion of ... The section concludes with coverage of ... The last part of the section reveals that ...

o The current debate about ... is outlined demonstrating that ...

o In this section the aspects of ... are considered separately to highlight their relationship to ...

o The three following sections review insights from selected authors about the value of ... in order to highlight ...

o The next section highlights the literature relevant to the concept of ... in order to show that ...

o Concluding signposting sentence stems

o From the above discussion on ... it follows that ... This adds to my proposition that ...

o Current literature often presumes ...

o It rapidly becomes clear that the study of ... is intimately bound up in ...

o This brief overview of ... shows the overall direction of ...

o The influence of ... is highlighted here. It reinforces the proposition made in ...

o As the statement above indicates, ...

o Again it is evident that ...

o For this reason, it can be said that ...

o Thus, there is a strong argument for ...

o The understandings generated from this review of the literature on ... show that....

o In this context, then ...

o Consideration of the underlying factors demonstrate that ...

o My investigation shows that ...

o This research sought to establish...

o The issues raised from this review of literature establish that ...

o This review of research into ... reveals that ...

o Given the observed trends of ... it can be concluded that ...

o Inherent in this conception is the understanding that ...

o Implicit in this definition is the understanding that ...

o Based essentially on the argument that ... outlined above, I maintain that ...

o Although different authors have put different emphases into their descriptions of ... there is general agreement that ...

o Throughout the literature ... It is generally claimed that ...

o The strength of such an approach is that ...

o This chapter commenced with an exploration of ... It reveals that ...

o While we now know a great deal about ... little research has been done on ... This raises the question ...

o This chapter has highlighted ... It is evident that ... However, the nature of ... from the perspective of ... has not been explored.

o This chapter brings to light two integral concepts related to ... This needs now to be researched more actively in the setting of ... to explore the question of whether ...

Transition sentence stems

o Whilst this study focussed explicitly on...., it is recognised that ....

o To appreciate the .... , it is worth visiting briefly the model of ....

o Before the discussion on the significance of ... can be extended, the theoretical grounds for ... requires explanation.

o Before going on to explore further the issues of ...., the working definitions for ... require clarification.

o Before going on to look at ... it is important to consider ....

o The applicability of this concept to ... has not previously been considered. Therefore, ... the three subsections below investigate literature on ... specific to the question of ....

o Authors considered in the following section have been more explicit about ... than those above who focus purely upon ...

o In contrast to those authors whose paramount concern is ... the field of ... takes the perspective that ...

o Research discussed in the following section, takes the question of ... further. This work suggests that ...

o However, not all authors agree that ... Some describe a different approach in which ...

Transition words

o Show order/sequence: first, then, next, finally, secondly, thirdly, began, ended

o Show time: soon, then, finally, previously, later, last, meanwhile, earlier, at the same time, subsequently, following on from, when, immediately, upon, since

o Add some ideas: again, and, besides, therefore, also, additionally, indeed, moreover, another, as well, likewise, furthermore, finally, next

o Show cause and effect: thus, hence, therefore, consequently, so, because, since, then, finally, accordingly, for these reasons, as a result, on that account

o Indicate a summary: in brief, finally, in conclusion, to conclude, lastly, in summary, on the whole, to sum up, in fact, indeed, in other words

o Contrast ideas: however, nevertheless, yet, and yet, but, still, on the other hand, otherwise, conversely, in spite of, by contrast, despite, although, though, even so, on the contrary, notwithstanding, a different view

o Compare ideas: similarly, likewise, correspondingly, both equally, equally important, in the same way, in the same manner, each

o Illustrate: for example, for instance, to illustrate, by way of illustration, to be specific, in particular, in other words

o Concede: naturally, granted, of course, to be sure, although, despite, in spite of, for all, while, notwithstanding

Source: http://www.unisa.edu.au/ltu/students/research/writing/academic.asp

Writing Style

Includes tips on third person writing

Be objective: avoid subjective words such as: nice; wonderful; worthwhile; usual; natural. Your reader's understanding of what is 'nice', or 'worthwhile' may be very different from your own.

Never apologise to your reader for your perceived weaknesses; always write as though you are confident.

Avoid first person writing: I believe that....; I think this is the right course to take; To me, this argument is weak....; In my opinion....

Avoid second person writing. Do not address the reader: 'You can see that....'; 'When you write an essay, you should organise your ideas'.

Use third person constructions:

It is believed to be the case that....; This appears to be the right course to take; Clearly, there are weaknesses in this argument; It is the opinion of some writers that....

'It can be seen that.....'; 'In a written essay, ideas must be organised in a logical order.'

Keep it simple

Often, all you need to do is leave out the first person phrase:

I believe that this author makes a strong argument

This author makes a strong argument.

I read book, ..., and I found his argument about....

In his book, ..., ... author argues that....

Useful words and phrases

Author believes....argues...shows
...demonstrates...illustrates...suggests...explains....

Keeping your comments open

Author appears to be arguing...to believe that...seems to suggest that....

Comparing/contrasting

Author 1 believes/argues that.... However, author 2 believes/argues that....

While author 1argues..., author 2 disagrees. S/he argues/believes....

Author 1 suggests.... On the other hand, author 2 shows how....

From the general to the specific

Some authors believe... In particular, author supports this view....

Although some authors take the view that..., author takes the opposite view/has a different opinion about....

Generally, authors believe that.... However, other authors, amongst them, author1 and author2, say that...

Personal Writing	**Academic Writing**
emotional	logical
can be intuitive	uses reasoning
active voice: 'I find that....'	passive voice: 'It was found that....'
anecdotal	uses evidence
data from one person	wider database
subjective	objective
tangents may be important	keeps to a logical sequence

(Table taken from Stella Cottrell, *The Study Skills Handbook*, 3rd edn, 2008, p.216.)

Research

Working with texts

In here, you will find tips for finding your away around texts and strategies for reading.

Preview:

The title/sub-title for information on what the author is trying to convey in the title and in any sub-title.
The cover/dust jacket for information about the book: its subject, contents, the author. Check: the reliability of the information.

The flyleaf, inside cover for:

- information on the authors/editor(s), their background, other publications, or experience relevant to the subject;
- information on publication details:
- date of publication
- edition (2nd, 3rd)
- place of publication
- publisher.

The table of contents/chapter headings for topics which interest, or are familiar to you, or which are most relevant to your subject and purpose.

¬ **Tip**: read first lines of chapters for an indication of the topic; read final paragraph for a summary of the content/main ideas.

The introduction (also called preface, forward) for details about the author(s), or editor(s); a general overview of the contents/summary of main ideas, theme, or argument.

The index for key names; subject, or topics within your subject area; key ideas/concepts.

The glossary for definitions of unfamiliar/specialist vocabulary.

The layout for headings/sub-headings; graphs or tables.
The bibliography and references for information on sources/further reading.

Reading Texts

SQR

S - survey: tackle the whole before you tackle the detailed parts.
Q - question: never read without first having some questions in mind.
R - reading critically: always have a pen in your hand.
R - recall: check your understanding of what you have read.
R - review: check your recall:

When you have completed your notes:

Re-read - have you missed anything important?
Recall - fill in gaps and correct errors in notes.

Question as you read:

What is the main theme or argument?

- How does the author develop the theme from one main point to another?
- What main points are used to justify or support this theme?
- What explanation or evidence is used to support the main points?
- Has a contemporary issue or a particular philosophy influenced the author's purpose? Is the author defending a particular point of view?
- Is there any deliberate bias, such as interpretation of material, or choice of sources, or factual information?
- Which of your questions about the subject does the author answer? Which are not answered? How do the contents relate to what you know about the topic?

Guide to paraphrasing

Paraphrasing: the basics

Paraphrasing involves close attention to a **particular section** of a text and attempting, in one's own words, to capture the essence of the original (Neville, 2007, 36).

Students find it very difficult to summarise, or paraphrase, an author's words. Neville offers the following advice:

It can be sometimes difficult, if not impossible, to avoid using some of the author's original words...However, you need to avoid simply copying out what the author said, word for word. Choose words that you feel give a true impression of the author's original ideas or action (Neville, 2007, 36).

Now read the paraphrase. Notice that I have used key phrases from the author, put inside quotation marks:

Colin Neville (2007, 36) agrees that it can be difficult, "if not impossible", for students to paraphrase without using some of the original words of the author. However, students should avoid copying word for word what an author has said. His advice is to choose words that give a "true impression" of the original.

I have also used other words from the original: 'original words', 'copying word for word'. These phrases are generic: in other words, they are commonly used by writers to talk about what we do when we paraphrase. The phrases in red are particular to the author: it is Neville's belief that it is almost 'impossible' to avoid using some of the author's original words and it is his idea that when we paraphrase, our job is to give a 'true impression' of the original passage.

Look at the original quote again and note the key words in bold:

It can be sometimes **difficult**, if not **impossible**, to avoid using some of the author's **original words**...However, you need to avoid simply **copying** out what the author said, **word for word.** Choose words that you feel give a **true impression** of the author's original ideas or action

Build your paraphrase around these key words/phrases:

difficult impossible original words

copying word for word true impression

Be selective. In my paraphrase, for example, it is enough to write: 'of the original'.

I don't need to include the whole phrase: 'original ideas or action'.

Tip. 1. Introducing the author

To introduce quotations and paraphrases think about why you are using the quotation and what the author is doing: in other words, the context.

In the original quotation, the author is giving students advice on how to paraphrase, so my introduction reads: 'Neville offers the following advice....'

Read my paraphrase again:

Colin Neville (2007, 36) agrees that it can be difficult, "if not impossible", for students to paraphrase without using some of the original words of the author. However, students should avoid copying word for word what an author has said. His advice is to choose words that give a "true impression" of the original.

The paraphrase is introduced with: Colin Neville (2007, 36), agrees that.... In other words, I am paraphrasing Neville to support my belief that when we paraphrase, we sometimes need to use some of the author's original words.

The last sentence begins: 'His advice is....' Here, I am picking up on the context of the original passage and also reminding my reader that I am still paraphrasing Neville's words.

Tip. 2: thinking about your reader

In the original passage, Neville is addressing 'you', the reader: 'However, you need to avoid...'; 'Choose words that you feel....' His book is written as a guide to students, so his style is informal and it by addressing his student-readers, he helps make his text easily accessible.

My readers are teachers, so my style is formal, appropriate for an essay, or academic paper and I am not talking to students; I am writing about students:

'...it can be difficult...for students to paraphrase....'; '...students should avoid....'

More tricks

i leave out a phrase:

'Choose words that you feel give a true impression....' becomes:

'...choose words that give a true impression...'

ii convey the tone of the original:

'Choose words that you feel....' Here, Neville uses the imperative (like a command). I write: Choose words.... And again, in this next example: '...you need to avoid simply copying....' becomes: '...students should avoid copying....'

A good paraphrase shows your understanding and interpretation of the original passage. So if you are finding it difficult to make a paraphrase, put the original away and write down what you think it says, or what you think it means. Then go back and check your writing against the author's. Out of this process you will find that you have a good, meaningful paraphrase, written in your own words.

Mary Davies May 2011

Note Taking

Taking note from lectures

You take notes to:
• learn about your subject - processing and interpreting ideas
• aid concentration
• clarify understanding - getting at the meaning behind the lecturer's words
• aid retention of information

Taking notes turns you from a passive into an **active listener**. Lecture notes are the starting place for:

- Assignments
- Revision

Notes should be:

- Selective
- Relevant
- Brief and concise
- An accurate summary of key points
- Easy to make sense of in a month's time

When you take notes, select

- Factual information
- Main ideas
- Concepts
- Theories - note main principles; key names
- Key points of an argument

Before a lecture

- Read ahead
- Review previous week's lecture
- Contextualise the lecture: make links and associations - how does it fit in with lectures you have had so far, how does it relate to your own experience and knowledge?
- List what you already know
- Make a list of questions/key points/main ideas

During a lecture Individualise notes:

- write in your own words
- use abbreviations - invent your own shorthand
- be creative: use icons/symbols/pictures; make patterned notes - flow charts, mind maps
- leave room in the margin to add your own comments, questions and criticisms

Taping lectures If you tape your lectures be sure to back up your tape with written notes - this will also help you to concentrate. After the lecture:

- listen to whole of the tape first;
- identify gaps in your written notes;
- listen through again and fill in the gaps.

To help you concentrate

- Engage in a critical dialogue. Ask yourself questions:
- Do I agree?
- Is there evidence to support this argument?
- What is the basis of this theory?

Leave plenty of space for:

- notes
- comments
- links to related topics
- Listen out for main ideas and get those down
- Use visual - icons, symbols, cartoons - to help you make associations

After a lecture Review your notes to:

- Check your understanding.
- Edit your notes:
- fill in blanks - expand
- highlight main points/ideas - look for key words and phrases
- organise main ideas and related points into headings and sub-headings
- identify themes, lines of argument

Finally:

- Follow up references –
- get any references you have missed from your lecturer, or a fellow student
- Check spelling of specialist terms; start a glossary.
- Represent notes visually: use diagrams, flow charts, mindmaps and concept maps

Referencing - The Harvard System

Why reference?

"Passing Off": If you fail to reference cited work, it is possible – even probable – that you will face allegations of passing-off others' work as your own. It is thus important that you make it clear when you are using the words or ideas of another author. In our School, the standard referencing system (as it is for many other educational institutions) is the Harvard system.

The following guide shows you the two key skills of referencing: How to insert references in the text of your assignments, and how to compile a reference list. There are many variations on the 'Harvard' system, but we use the most simple – and popular – variant. It does away with most usages of 'p' and 'pp' to signify page numbers and it replaces some of the commas with colons.

This is not an exhaustive guide to all the referencing conventions that you will need in academic life.

Plagiarism

Failure to properly reference using Harvard may make readers think that you are cheating – claiming someone else's work as your own. This is plagiarism and is treated very seriously. As well as through direct copying, Plagiarism also occurs when you present someone else's ideas as your own work or without giving credit to the original source. Either of these can have very serious consequences, even contributing to decisions to terminate studentships.

On a more positive note, referencing is important for reasons other than avoiding plagiarism. When you reference correctly you are demonstrating that you have read widely on a topic. You are supporting your themes with comments from experts, adding credibility to your own work. You are also giving your supervisor or marker a chance to check the foundations of your work.

Accurate referencing

So that you have accurate records of what you have researched, it is important that you write down the details of your sources as you study. When taking notes; use a separate page for each new book, journal article, or electronic source. At the top of each page, clearly record the following information:

For books *you need to record:*

- The author's or editor's name (or names)
- The year the book was published
- The title of the book
- The Edition number (if it's not the first edition)
- The city the book was published in
- The name of the publisher
-

For journal articles *you need to record:*

- The author's name or names, with initials.
- The year in which the journal was published
- The title of the article
- The title of the journal
- The page number/s of the article in the journal
- As much other information as you can find about the journal, for example the
- volume and issue numbers

For electronic resources, *try to collect the information as above and also record:-*

- The date you accessed the source
- The electronic address or email
- The type of electronic resource (email, discussion forum, WWW page, etc)

In addition to that, if you copy direct quotations or put the author's ideas in your own words, write down the page number(s) of the original information directly after.

Referencing in the Assignment

When you are writing your assignments; type in reference information as you go along. This will save you time later (there's nothing more frustrating, tedious and tiring than trying to find a reference three weeks after you incorporated it into a piece of work)

Always reference direct quotations: This is when you copy another author's material word-for-word. You should show the reader that it is a direct quote by placing the material in inverted commas. Traditionally, double inverted commas have been used ("') but it is now preferable to use single inverted commas ('). It is difficult to totally avoid direct quotations - the author's words may perfectly describe the

point you are trying to make. Nevertheless, try to avoid the overuse of direct quotations - paraphrase the author's work where possible.

Accuracy: When you do use direct quotations, reproduce the author's words *exactly*, including all spelling and other errors. Show the reader that you recognise an error by placing the term 'sic' in brackets after the error.

Paraphrasing: when you take another author's ideas and put them into your own words, you are still copying someone else's work, so you must reference it. You do not use inverted commas when you paraphrase, but you must clearly show the reader the original source of your information.

In-Text Referencing

When in-text referencing, you should show the author or editors' name/s and the year of publication; wherever possible you must also list the source page number(s). The only type of reference where this is not required is when you paraphrase an entire piece of work in summary, for example, if Dave Gardner wrote a book in 2006 about changes in the generations, you could in-text cite it as:

Gardner (2006) suggests that generational change is inevitable and continuous.

Direct quote from a book or journal article with one author

In all other circumstances, always include the author, date and page number(s). Note use of punctuation, spacing and the order of information. In these hypothetical examples, 'Smith' is the author, '1988' is the year of publication and '151' is the page number where the direct quote can be found.

*Direct quote from a book or journal article with **one** author*

Direct quote from a book or journal article with two authors

Pegg and Nicol (2002: 69-70) insist that with presentations

'leaving some space for improvisation is important'.

In these examples, the quote went over two pages therefore the page numbers were represented as 69-70, rather than as a single number. Also notice that when the quote ends the sentence, the full stop comes after the inverted comma.

If hypothetical authors Emanuel, Harvey, Beynon and Connaughton wrote a book published in 2000, a direct quote would look like this.

Direct quote from a book or journal article with more than three authors

Note that 'et al' is preferred academic shorthand for 'and others'.

When you paraphrase, it will look much the same as the direct quotation examples, but without the inverted commas. Thus:

It is said that attitudes dating from the Eighteenth Century

Poor Laws still hold sway among some groups of

When paraphrasing, use the same referencing style and conventions as you would for direct quotes, but with the material from the source put into your own words, and the inverted commas omitted.

When you are researching, you may come across a situation where the same author has written two books in the same year. To distinguish one title from another in your

referencing, place a lower -case letter after the publication date, with 'a' designating the first, 'b' designating the second, and so on.

Often, an author will quote another author, in the same way that you do when writing assignments. If you want to use the same quote as the author, use the format below:

Mossman (in Krouwel, 2002:56) sets out an

'alternative to programmed learning'

In the case above, Krouwel, in his 2002 book (available in the LRC) has quoted Mossman's opinion to strengthen a point he was making about open-outcomes programmes.

If the author of a source is anonymous, replace the author's surname with the book / paper / etc. title in the brackets containing the reference.

Reference newspaper and magazine articles in the same way you would for other books and journals. However, when the author is anonymous, use the system below (adapted from Lewis, 1999: 26).

The *Daily Telegraph* reported that Gaddafi loyalists were offering strong resistance to the advancing rebel forces ('Tripoli under fire', 2011: 21).

When you paraphrase, sometimes you might be rephrasing words and ideas from more than one book or journal article. If you find that a number of sources say similar things about a topic, an example of the correct referencing style is demonstrated below. Notice how the listed sources are separated by a semicolon.

The idea of step-models of learning persists (Tuckman,

Sometimes you may wish to use material from lectures, discussions, interviews, or distance learning courses to supplement your assignments. Use the following conventions to ensure that your referencing is correct (adapted from Lewis, 1999: 26).

Mr N.S. Loppy, Managing Director of BJC Construction, stated in an interview on 5 September 2007 that 'customers were increasingly asking for traditional methods in construction projects'.

Dr Tamara Gregsakova stated in her lecture on 5 December 2010 that in her country, 'the developmental use of theatre has roots goes as far back as 1966'.

Electronic sources such as web pages, electronic databases and electronic journals are cited in the text in much the same way as traditional print sources, with the exception of page numbers. The author's name is followed only by a publication date. If no publication date is available, as might be the case for web pages, insert (n.d.) - which stands for 'no date' where the date should go. Similarly, if no author is listed, use the title of the publication just as you would for any other anonymous source.

Creating a References list

All of the sources you refer to in the main body of your assignment need to be listed at the end of the assignment in a reference list – in which **you only need to list those sources from which you have either quoted or paraphrased.** For example, you do not have to list books you used for background reading purposes.

When creating a reference list:

- the sources should be listed alphabetically by author's surname,
- should be left justified,
- references should never be preceded by a bullet-point or number.
- where the author is anonymous or unknown insert the source in the alphabetical list using the title instead of the author's name.
- all sources should be listed together.
- the reference list should be on separate pages from the rest of the assignment and should be titled 'References'.

Bibliographies

You are usually only required to produce a reference list. However, some lecturers and tutors may want you to produce a bibliography instead. In this case you list *all the* sources you have consulted, regardless of whether you cited from them.

Rarely, some lecturers may ask you to produce an annotated bibliography or reference list. This simply means that after each source listed, you write a couple of sentences that appraise the book's usefulness in relation to the topic.

The following is a guide to how to list citations in a reference list. If you come across anything that is not covered, please check for correct technique with the appropriate lecturer.
See below for a comprehensive list of examples.

Books with one author

Adair, J. (1988) *Effective time management: How to save time and spend it wisely*, London: Pan Books.

Books with two authors

McCarthy, P. and Hatcher, C. (1996) *Speaking persuasively: Making the most of your presentations*, Sydney: Allen and Unwin.

Books with three or more authors

Fisher, R., Ury, W. and Patton, B. (1991) *Getting to yes: Negotiating an agreement without giving in*, 2nd edition, London: Century Business.

Books – second or later edition

Barnes, R. (1995) *Successful study for degrees*, 2nd edition, London: Routledge.

Books by same author in the same year

Napier, A. (1993a) *Fatal storm*, Sydney: Allen and Unwin. Page 7
Napier, A. (1993b) *Survival at sea*, Sydney: Allen and Unwin.

Books with an editor

Danaher, P. (ed.) (1998) *Beyond the ferris wheel*, Rockhampton: CQU Press.

If you have used a chapter in a book written by someone other than the editor

Byrne, J. (1995) 'Disabilities in tertiary education', in Rowan, L. and McNamee, J. (ed.) *Voices of a Margin*, Rockhampton: CQU Press.

Books with an anonymous or unknown author

The University Encyclopaedia (1985) London: Roydon.

Unpublished, verbal sources such as interviews and lectures **are not reproduced** in the reference list. However, you must put any published course materials that you have used in the reference list, using the conventions below.

Journal Articles

Muller, V. (1994) 'Trapped in the body: Transsexualism, the law, sexual identity', *The Australian Feminist Law Journal*, vol. 3, August, pp. 103-107.

In this example, Muller has written the journal article 'Trapped in the body: Transsexualism, the law, sexual identity' and it has appeared in the journal '*Australian Feminist Law Journal*, in its 3rd volume, published in August of 1994. The article appears on pages 103 to 107 of the journal. Please note that sometimes, instead of 'volume' there may be an 'issue' number, and instead of a month of publication, there may be a season. Sometimes there will be a volume number and an issue number. In those cases, list both the volume and issue numbers. Electronic and web based references can be listed in the following ways.

[Electronic] in a reference refers to the type of media that you found the source on. If you found the source on a CD-ROM, you would put [CD-ROM] in the square brackets. As with paper journals, the volume number, issue number and page numbers should be listed, as should the name of the database, the identification/access number of the article, and an access date (in square brackets) – see below for an example:-

Skargren, E.I. & Oberg, B. (1998) 'Predictive factors for 1-year outcome of low back and neck pain in patients treated in primary care: Comparison between the treatment strategies chiropractic and physiotherapy', *Pain* [Electronic], vol. 77, no. 2, pp. 201-208, Available: Elsevier/ScienceDirect/ O304-3959(98)00101-8, [8 Feb 1999].

Electronic mail (email)

Johnston, R. (2001) *Access courses for women*, e-mail to NIACE Lifelong Learning Mailing List (lifelong-learning@niace.org.uk), 22 Aug. [24 Aug 2001].

Or

Charles, J. (2011) *Re: Use of RPA forms in Clearing*, e-mail to W. Krouwel (w.krouwel@tsd.ac.uk), 25 August. [25 August 2011].

Discussion list

Berkowitz, P. (1995) April 3, 'Sussy's gravestone', *Mark Twain Forum* [Online], 3 Apr, Available e-mail: TWAIN-L@yorkvm2.bitnet [3 Apr 1995].

World Wide Web (WWW) page

Young, C. (2001) '*English Heritage position statement on the Valletta Convention*', [Online], Available: http://www.archaeol.freeuk.com/EHPostionStatement.htm [24 Aug 2001]. In some WWW pages, the author's details or the date of original publication/ update may be missing. When the author's name is missing, use the name of the web page to list the reference, as you would with any other anonymous source. If the date of publication or update is missing, omit this information, but still include [in square brackets] the date of access.

Conclusion

It is vital that you correctly reference all paraphrasing and direct quotations and paraphrases.

It is unforgivable not to show a reader the author's name, date of publication and page numbers of the original source **in the text** of an assignment.

The reference list should contain the author's name, year of publication, relevant titles, and other access information. The referencing system may seem time-consuming and fussy but soon becomes second nature to you and is one of the many skills you will gain as a university student.

Acknowledgement

We freely acknowledge (with thanks) that this paper is adapted from the Exeter University guide to Harvard referencing:-

http://education.exeter.ac.uk/dll/studyskills/ harvard_referencing.htm.

This, in its turn, takes some citation and reference examples from:

Central Queensland University ESLS Unit (2001) *Referencing: The Harvard referencing system*, [Online], Available: http://www.cqu.edu.au/ edserv/undergrad/clc/content/ resources.htm [14 Aug 2001]

Lewis, D. (ed.) (1999) *The written assignment,*, Brisbane: QUT Publications.

Wells, D. (2001) *Harvard referencing*, [Online], Available: http:// lisweb. Curtin .edu.au/guides/handouts/harvard.html [14 Aug 2001].