

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.

Harvard Referencing

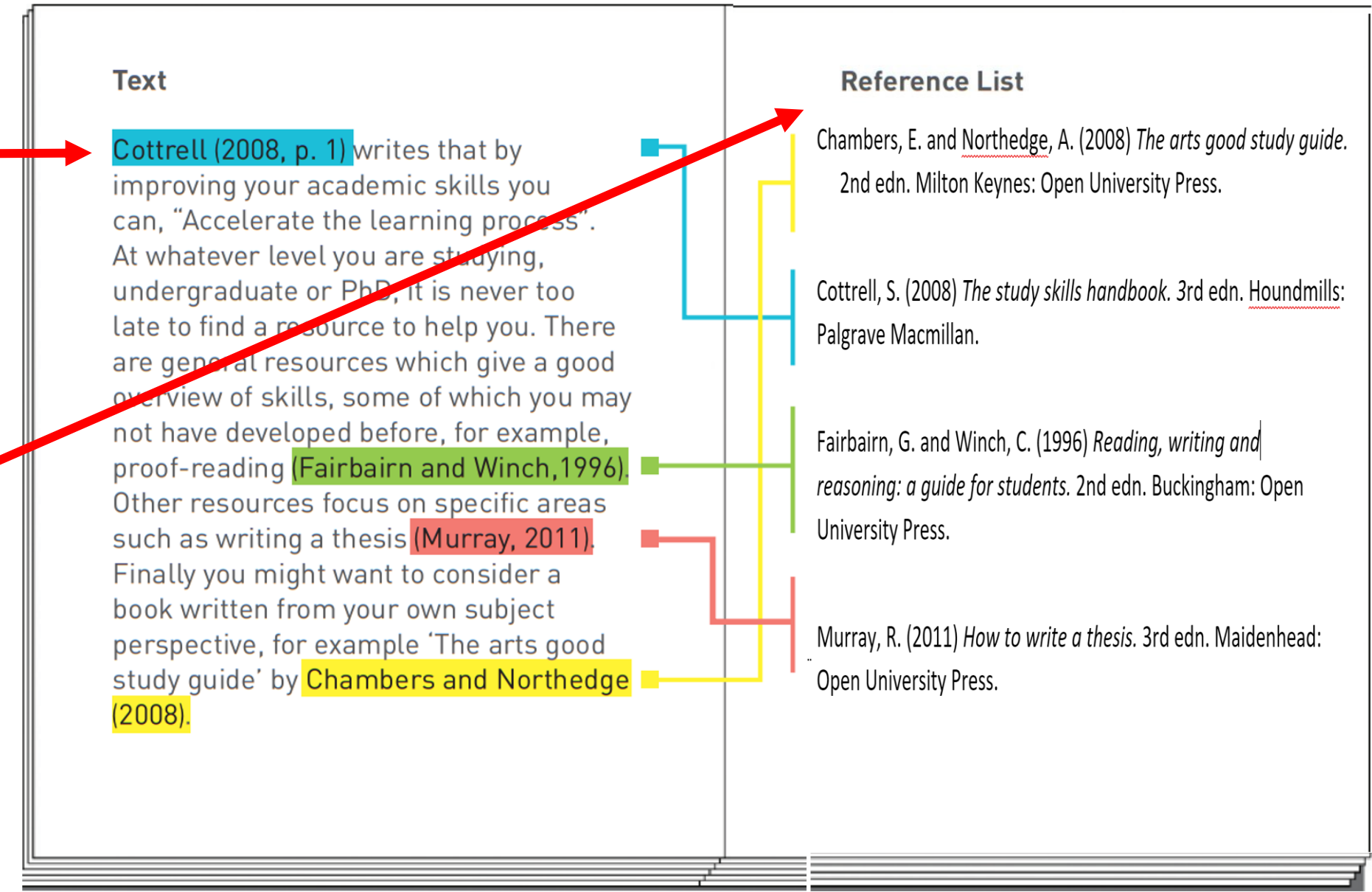
There are 2 parts to Harvard referencing:

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.)



1. In-text citation

2. Full reference list



“

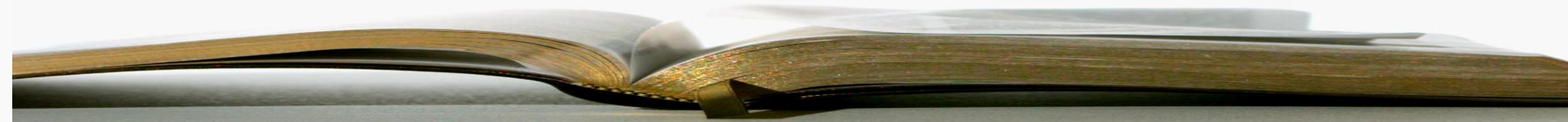
*Referencing
your work
is a bit like
baking a
cake...*



Finding Sources

Finding recipes (Sources).

Similar to searching for recipes for a cake, you search in books and online for information and sources on your topic.



Information

Ingredients (Information).

Just as you gather ingredients listed in a recipe, you collate ideas, information, and quotes from your sources.



Integrating Information

Mixing (Integrating Information).

Combining ingredients for your cake, can be likened to integrating information from your sources into your work, using in-text citations.



Writing

Baking (Writing).

Baking the cake is like writing your assignment. Where you bring all your reading and notes into one cohesive piece.



Referencing

Decorating (Referencing).

The final decoration is essential to any professional finish.

Adding a full reference list at the end of your work, is a requirement when writing any academic work.



Writing your references

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.)

Integrating sources into your work

In-text citation...

- Used to let you reader know when you have used the ideas or words of another.
- Allows you to acknowledge and discuss their work in your text, by quoting, paraphrasing, or summarizing.
- Forms part of your word count therefore, is brief.
- It contains the following information **only**:
 - **Author** / editor's surname.
 - **Year** of publication.
 - **Page numbers** (if quoting or referring to a specific part or idea).



Quoting v Paraphrasing

- **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.



Paraphrasing example...

Bonding with primary caregivers in the formative years is essential for a child's emotional and psychological well-being.

Parenthetical citation

Author's (**Surname, year**) in brackets.

Bonding with primary caregivers in the formative years is essential for a child's emotional and psychological well-being (Myers, 2019**).**

- The sentence is focusing on the idea, rather than who wrote it.
- Easy to integrate into your writing and synthesise from multiple sources. **Example:**
(Myers, 2019; Thomas, 2021; Williams, 2024).

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



Paraphrasing example...

Scotland is taking a radical approach to tackling knife crime by treating it as a public health issue.



Narrative citation

Author's **Surname, (year)** in brackets.

According to Roberts (2019), Scotland is taking a radical approach to tackling knife crime by treating it as a public health issue.

- Focus is on the author's view or opinion.
- Difficult to synthesise multiple opinions and sources.
- Overuse can disrupt flow of your writing.

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

Quoting

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

Wherever possible, you should paraphrase. Whichever you do, you must **give appropriate acknowledgement**.

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, p. 2).

Narrative citation.

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

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



Examples: Direct (short) quote

Parenthetical quotation.

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

Narrative quotation.

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

Use of quotation marks show your reader, you have used the exact words of the author cited in the sentence.



1. In-text citation

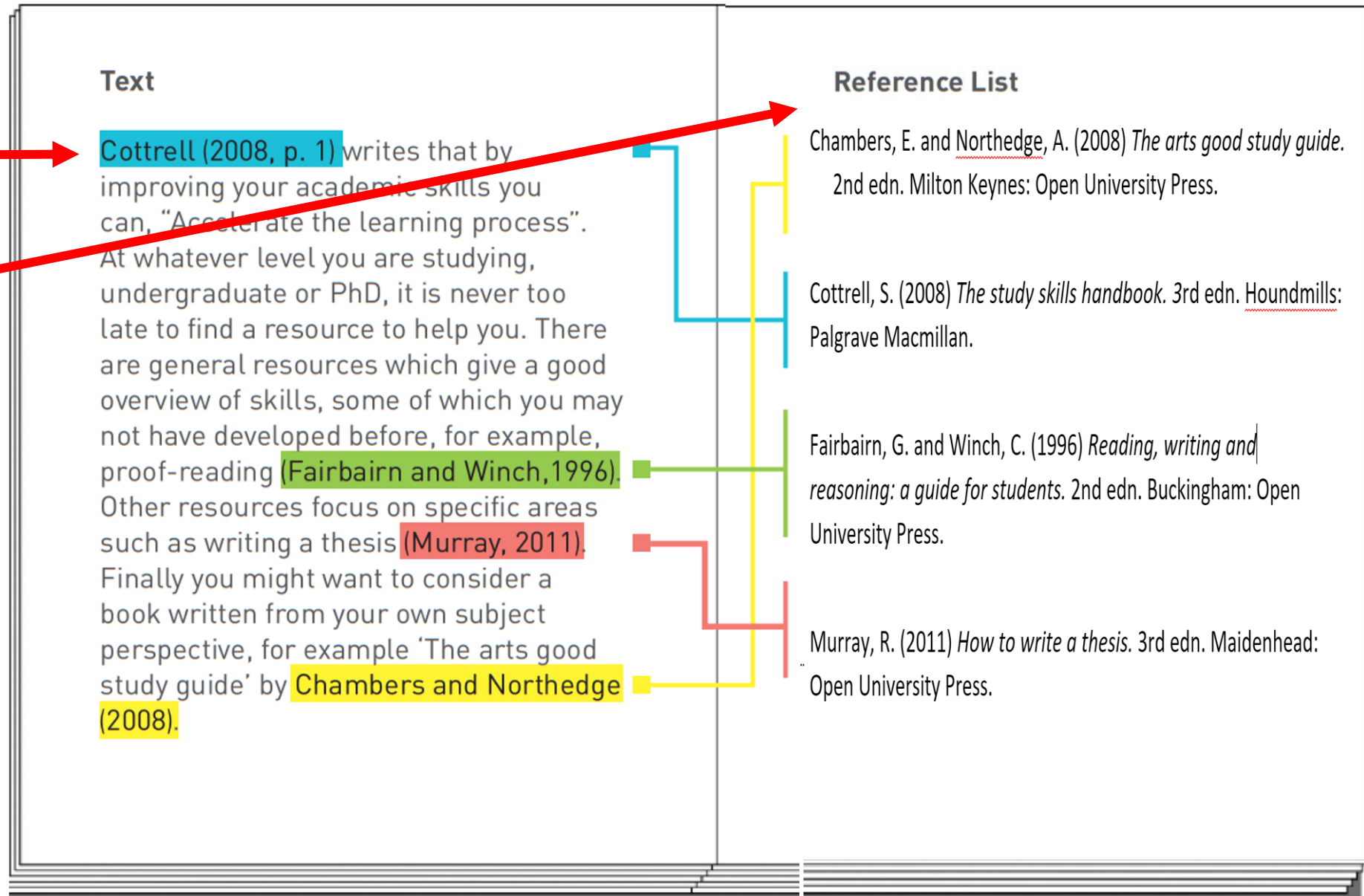
2. Full reference list

NOTE:

If your source has 4 or more authors listed, you can use *et.al.* in the **in-text citation only**.

Example:

(Rogers, *et.al.*, 2023).



Tip:
Check out articles in
journals to see how they
have cited their reading.

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](#)

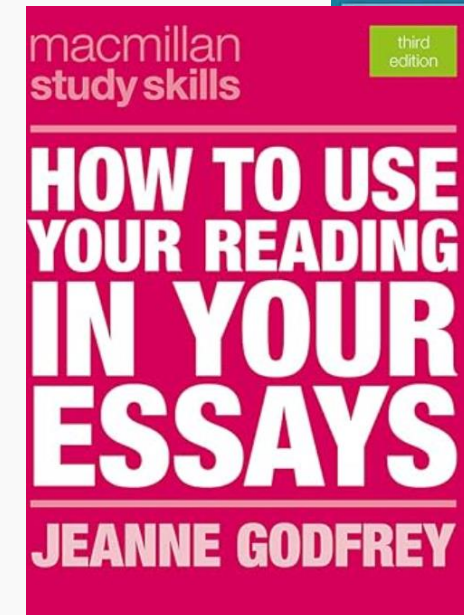
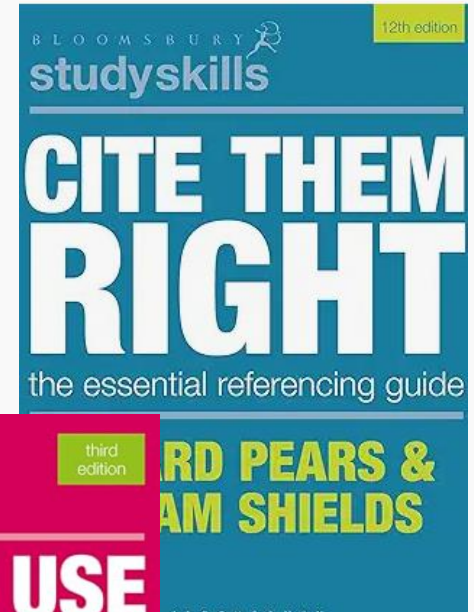
Fake news as cultural crisis?

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 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?** (Author).
 - **When?** (Date published).
 - **What?** (Title).
 - **Where?** (Location).



Reference List: book

1. Who? Author's surname, initials

2. When? Year of publication in round brackets

3. What? Title in italics and edition if not the 1st.

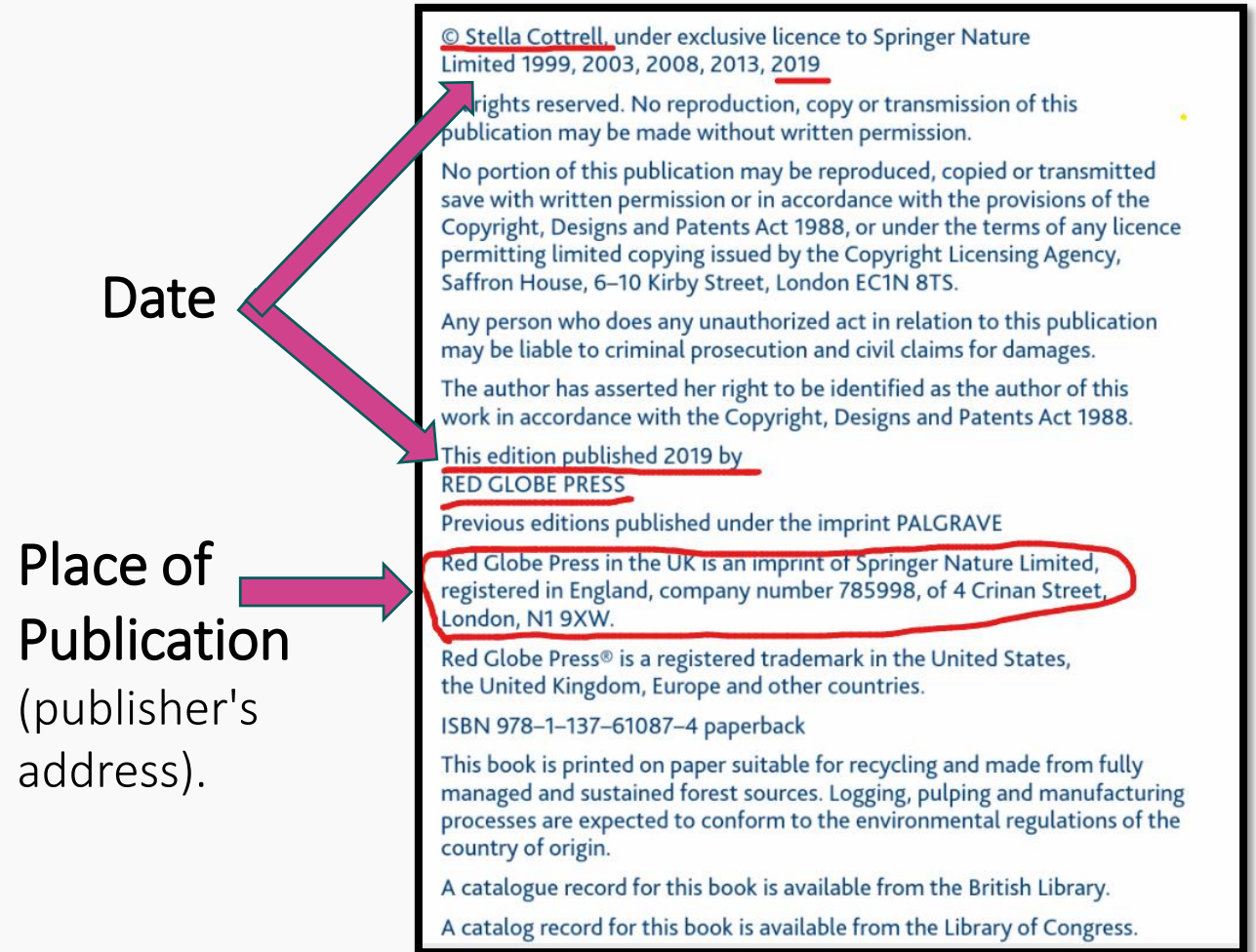
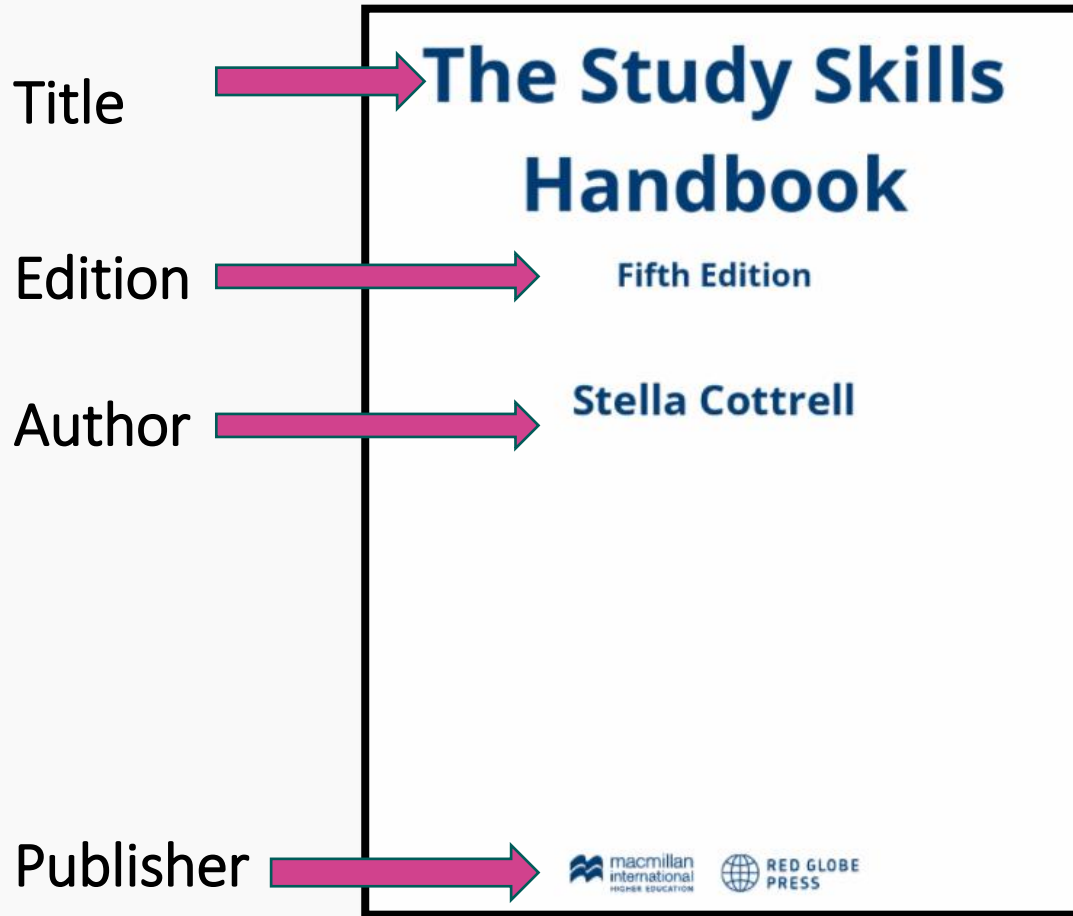
Cottrell, S. (2019) *The study skills handbook*. 5th edn. London:
Red Globe Press.

4. Where? Place of publication:
Publisher

In-text citation:
(Cottrell, 2019)



Copyright page...



Your turn...

Book



Author (surname, initial) e.g. Thomas, J.	
Publication date (in brackets) e.g. (2019)	
Title <i>In italics</i>	
Edition (if applicable) e.g. 3 rd edn.	
Place of publication: Publisher e.g. London: Bloomsbury.	
In-text citation:	
Reference:	



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*. Basingstoke: Palgrave Macmillan, pp. 3-22.

UWTSD Harvard Referencing Guide



Reference List: journal article

1. Who? Author's surname, initials

2. When? Year of publication in round brackets

3. What? Title of article in single quotation marks

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

4. Where? Name of journal in italics, volume, issue/part, page range of whole article. doi if accessed electronically (or URL and date accessed)

In-text citation:
(Thompson, 2017)



Finding the Information

Research on Social Work Practice

[Journal Home](#) [Browse Journal](#) [Journal Info](#) [Stay Connected](#) [Submit Paper](#)

Article Menu Close

[Download PDF](#)

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Systematic Literature Searching in Social Work: A Practical Guide With Database Appraisal

[Katheryn Margaret Pascoe](#) , [Bethany Waterhouse-Bradley](#), [Tony McGinn](#)

First Published January 27, 2021 | Research Article | [Check for updates](#)

<https://doi-org.ezproxy.uwtsd.ac.uk/10.1177/1049731520986857>

[Article information](#)

Article Information

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Your turn...

Journal article

Author(s) e.g. Thomas, J., Daniels, P. and Jessop, C.	
Publication date (in brackets)	
Title of article in 'single quotation' marks	
Title of journal (capitalised and italicised) e.g. <i>Teaching Today</i>	
Volume, (issue), page range e.g. 21 (3), <u>pp.</u> 27-39.	
Available at: doi or <u>url</u> (accessed: date).	
In-text citation:	
Reference:	



Web page

Who? Author's surname and initials

When? Date in round brackets

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 date accessed (in round brackets).

In-text citation:
(Holford, 2022)



Webpage

THE CONVERSATION

Academic rigour, journalistic flair

Q Search analysis, research, academics...

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



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Partners



[The Conversation](#)

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



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Your turn...

Website

Author / Corporate Author e.g. Washington, D.	
Publication date (in brackets) e.g. (2024)	
Title of webpage <i>In italics</i>	
Available at: URL	
Accessed: (Date)	

In-text citation:

Reference:



Alphabetical reference list example

Cottrell, S. (2019) *The study skills handbook*. 5th edn. London: 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*. Basingstoke: Palgrave Macmillan, pp. 3-22.

← Chapter in an edited book

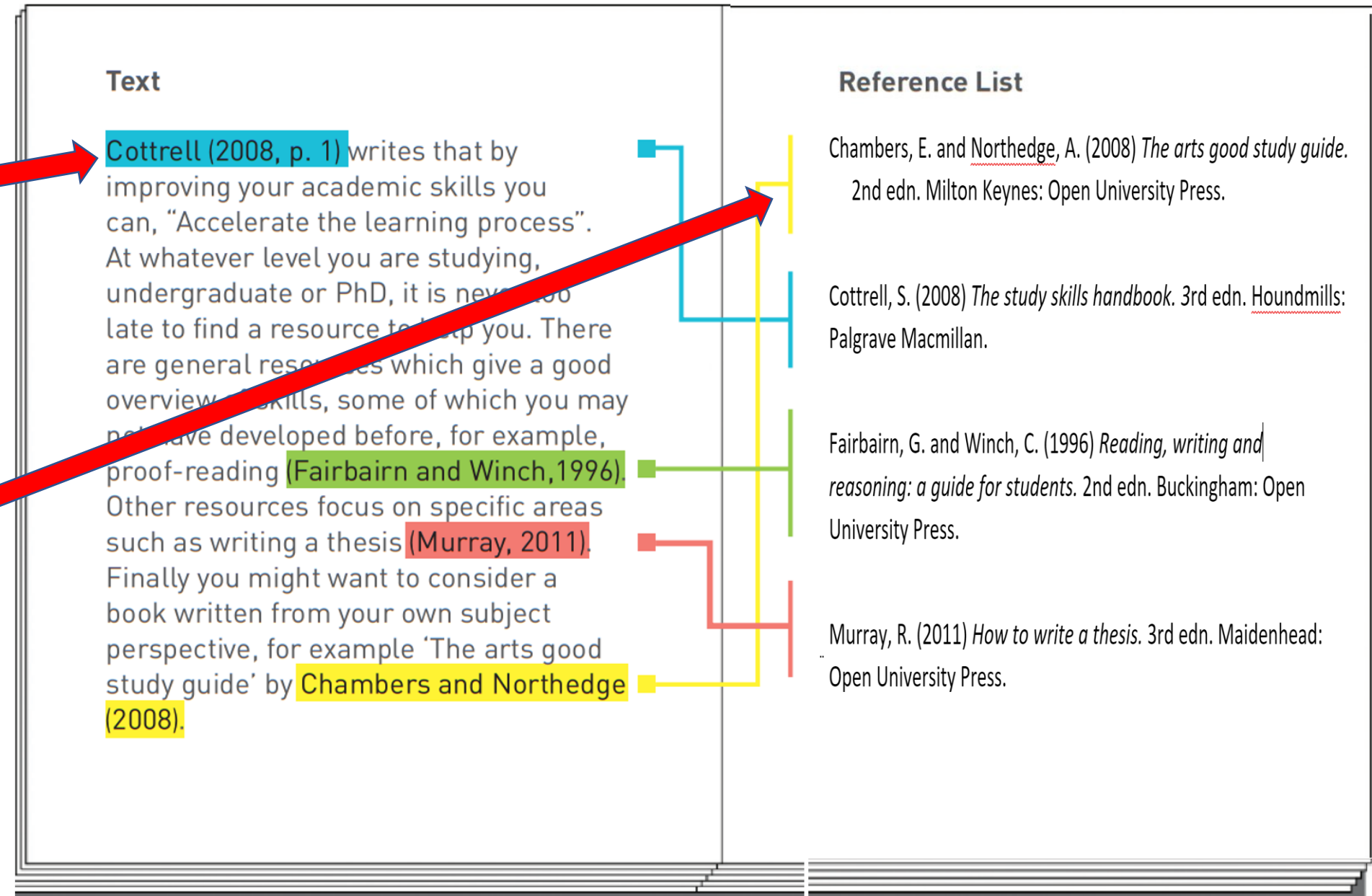
Thompson, P. (2017) 'Communication technology use and study skills', *Active Learning in Higher Education*, 18(3), pp. 257-270. Available at: doi: 10.1177/1469787417715204

← Journal article

N.B. Alphabetical Order

1. In-text citation

2. Full reference list



Useful resources

Citation tool in the item record on the library catalogue.

[Link to Catalogue record](#)

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

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

 Not sure what to do?

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*. Harlow: Pearson Longman.

You try

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

Italicise

Copy

Email



Useful resources

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

The screenshot displays the 'Favourites (22)' section of a library interface. A sidebar on the left contains a 'Lists' menu and a 'Favourites' section with a star icon. The main content area shows a list of resources. The first resource, 'Child development for early years students and practitioners', is selected, indicated by a checked checkbox and a pink highlight. Above the list, a toolbar includes buttons for 'Delete', 'Tags', 'Private note', 'Export' (highlighted with a pink box), and 'Add to list'. An 'Export' modal dialog is open in the foreground, titled 'Export'. It features a dropdown menu for 'Export to' set to 'Word', a 'Bibliography style' dropdown set to 'Harvard', and 'Cancel' and 'Export' buttons at the bottom.



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:

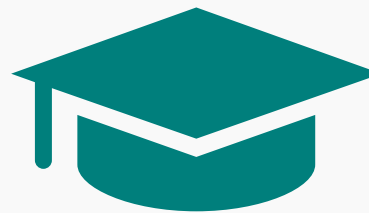
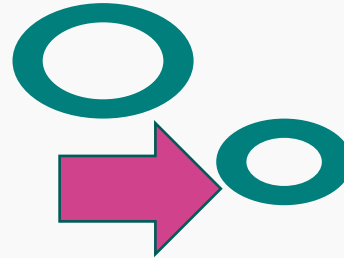
- [MyBib.](#)
- [ZoteroBib.](#)
- [RefWorks](#) (Supported by UWTSD).
- [Mendeley.](#)

TIP:

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

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 and ideas from different sources.

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



Useful Resource Links

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



Contact



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Source: Pixabay: image by Geralt

