

Referencing 101

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To show that a statement or argument you have made is supported by evidence and allow readers to assess the validity of that evidence.

- Show the readers you have read widely to develop your argument or ideas, and
- That you have strong evidence to support those ideas.

To acknowledge that you have used the words or ideas of another writer.

- Acknowledging the source of your information gives credit where it is due and means you will avoid plagiarising, i.e. claiming credit for someone else's words or ideas.

To allow readers to locate the source, if they want more information.

- It is important, therefore, that full and accurate details of each source are given.

1. Why reference anyway?

Online resources:



<http://library.lincoln.ac.nz/>



2. When do I reference?

All academic writing draws on the ideas and findings of other researchers and writers. In your assignments, you will frequently refer to the opinions and findings of others in order to support the points you make. Whenever you do so, it is essential to acknowledge the information taken from the original source.

You need to provide a reference when you:

- ◆ **quote** someone else's exact words (written or spoken),
- ◆ **paraphrase** (re-word) or refer to someone else's ideas or findings,
- ◆ **use factual data** from other sources (eg. facts, statistics, information from graphs),
- ◆ **reprint a diagram**, chart or other illustration,
- ◆ **use someone else's** way of organising or presenting information (eg. a design format or model),
- ◆ **need to show the reader that you have evidence** for a statement or argument you have made.

You do not usually need to provide a reference when you:

- ◆ **Use your own knowledge** (e.g., a personal anecdote, or your own research findings), but you must make it clear to the reader that you are using your own experience, findings, etc,
- ◆ **Use general common knowledge in your own words** (For example, ANZAC Day commemorates the landing of New Zealand and Australian troops on the shores of the Gallipoli Peninsula in 1915),
- ◆ **Use general knowledge in your subject area* in your own words.**
** If in doubt about what is, and what is not general knowledge, 'play safe' and provide a reference.*

**Watch 'Avoiding
Plagiarism' video:**

[http://library.lincoln.ac.nz/
Learn/Referencing/](http://library.lincoln.ac.nz/Learn/Referencing/)



3. How do I incorporate references into my writing?

To incorporate ideas or information from sources into your work, you either paraphrase or quote, and then state where the information came from. The following are examples of how to do this using APA referencing style.*

When Paraphrasing

Paraphrasing means rewriting information and ideas from a source in your own words, or referring to “general information” from a source.

Give the surname(s) of author(s), and year of publication, in brackets, before the full stop:

The differences between the scales are significant (Kuenapas, 1981).

If using the author’s name in the sentence, put the date in brackets, immediately after the author’s name:

According to Kuenapas (1981), the differences between the scales are significant.

If making more than one point in your sentence, make it clear to the reader to which point each citation refers:

Alcohol abuse is linked to genetic factors (Smith, 1991) as well as to environmental factors (Dwyer, 1992).

If citing a source within another source:

Jones (as cited in Green, 2013) states that.....

or

..... (Jones, as cited in Green, 2013).

NB: only Green is listed in the reference list, not Jones.

Important note

If using APA referencing style you must provide :

- 1) An *in-text citation* in brackets, see pp. 3 -6 for examples, **AND**
- 2) A *reference list entry*, see pp. 9 -12 for examples.

* If using **other referencing styles** such as Chicago, that require footnotes or endnotes, examples can be found here:

<http://tl.lincoln.ac.nz/Learn/>

Paraphrasing (Continued)

If referring to the same source several times *within one* paragraph, omit the date in the second and later references (so long as there could be no confusion with other studies cited in your essay).

The differences between the scales are significant (Kuenapas, 1981).
According to Kuenapas, the use of ...

When paraphrasing, you do not usually need to include a page number(s) in the citation. However, sometimes you might choose to do this to help the reader easily locate the information in the original source (for example, if you are paraphrasing information from a specific part of a long source).

Reflexivity, in the sense of anthropologists, operates in a different terrain than cognitive reflexivity (Beck & Giddens, 1998, pp. 102-103).

When citing more than one source to support a point

If there are two or more sources by the same author, give the author's name once; then list the years of publication in chronological order, separated by commas, example:

Emerson (1998, 2000) has produced simple, readable academic writing guides for undergraduate students.

If referring to multiple authors, list the sources alphabetically (by author), separated by semicolons, example:

There is considerable evidence to suggest that rural places are often not as idyllic as they are widely made out to be (McLaughlin, 1986; Newby, 1979; Williams, 1973).

Exception: You may emphasise a major citation by giving the major citation first, and then listing the remaining citations (in alphabetical order) after a phrase such as "see also", example:

(Burns, 2005; see also Flanders, 2001; Gumble, 2000)

When Quoting

Quoting means referring to the author's *exact* words, diagrams etc. ***When quoting you must include the page number(s) in the citation. (For electronic sources with no page numbers, give the paragraph number, e.g. para. 2.)***

For short quotes, put the quoted material in *quotation marks* and place the citation immediately after the quote.

Visible solar features symbolise “conspicuous non-consumption” (Thayer, 1979, p. 133) and are essential to rapid adoption of solar energy.

According to the Greens, antibiotics are overused in livestock production and are often used “to keep [animals] disease-free in unhealthy factory conditions” (Kedgely, 2005, para.2).

Or, if using the authors' name in the sentence, put the date and page number in brackets, immediately after the author's name.

Thrupp (1994, p. 43) believes that, “women have a profound and pervasive effect on the well-being of their families, communities, and local

For longer quotes (more than 40 words), begin the quote on a new line and *indent it*. No quotation marks are needed.

NCW is careful not to present its model as Utopian, identifying enduring problems with great clarity:

Two themes emerged in the discussion of the problems professional and grass roots women have in working together: the lack of equality of respect in these working relationships, and the communication problems which result from having different styles, backgrounds and positions (Brown, 1987, p. 200).

Quoting (Continued)

If copying a graph or figure, give it a title, then provide the author, date and page number, but with the word, 'From' before the author.

Table 1. Youth Unemployment Rates (From Smith, 1999, p. 37).

(NB. If your manuscript is going to be published, you will need written permission from the copyright holder to use a graph or figure.)

If there are errors in the original source, you should leave those errors in the quote, but add [sic] to let the reader know there is an error in the original source.

Including solar features “enhances energy efficiency but reduces [sic] cost effectiveness” (Smith, 2001, p. 79).

If you need to add or change the wording of a direct quote to make its meaning clearer or to make it fit smoothly into your sentence, enclose the changes in [] to show that they are not part of the original quote.

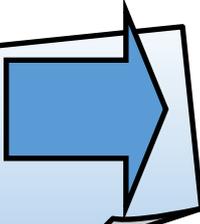
Original text:

“In short, women have a profound and pervasive effect on the well-being of their families, communities, and local ecosystems. Therefore, inequities that are detrimental to them – be it to their physical and mental health, income earning ability, education, and/or decision making power, to name a few – are detrimental as well to society at large and to the environment” (Thrupp, 1994, p.43).

As quoted in your assignment:

Thrupp (1994, p.43) maintains that “inequities that are detrimental to [women] – be it to their physical and mental health, income earning ability, education, and/or decision making power, to name a few – are detrimental as well to society at large and to the environment”.

So, what does paraphrasing and quoting look like in a paragraph?



4. Examples of referencing in-text

Both of the following examples* use the correct referencing method, and illustrate different ways of referencing inside the text.

A) In this case a direct quote by Foster and a paraphrase of Michaels are used and referenced.

Topic sentence: Writer's own summary of the paragraph idea. In this case, it is the writer's own thinking and need not be referenced.

There are many elements that go into creating an effective slogan. "A good slogan should recall the brand name, and ideally, the brand name should be included in the line" (Foster, 2009, p. 1). An example is Coke's 'Coke is it' slogan. The importance of the brand name in the slogan has been reported by a recent study which found that consumers found slogans containing the brand name more memorable (Michaels, 2008).

Two pieces of evidence, a quote from Foster and a paraphrase of Michaels, are used to back up the point. Author's last name and date are bracketed at end of sentence.

Writer's own example.

* Examples adapted from McCulloch & Reid (2012). *Your business degree*. Frenchs Forest, NSW, Australia: Pearson Australia.

B) In this case*, the writer has used two paraphrases and brought the authors' names into the sentence.

Topic sentence: Writer's own summary of the paragraph idea. In this case, it is the writer's own thinking and need not be referenced.

There are many elements that go into creating an effective slogan. This includes the use of the brand name. Foster (2009), highlighted the significance of including the brand name in the slogan. This is supported by Michaels' (2008) recent research which concluded that consumers found slogans containing the brand name more memorable. A successful example is Coke's 'Coke is it' slogan.

Writer's own example.

Points from two authors are paraphrased. Authors' names are used in the sentence so the date is bracketed immediately after each author's name, rather than at the end of the sentence as in the first example.

5. Examples of reference list entries

Book	Author's surname, initials. (Year of publication). <i>Title of book, with only first word and proper nouns capitalised.</i> City of publication: Publisher's name.			
	author	year of publication	title: subtitle	
	↓	↓	↓	
	Lee, K. N. (1993). <i>Compass and gyroscope: Integrating science and the environment.</i> Covelo, CA: Island Press.			
		↑	↑	
	publisher		place of publication	

Article or chapter in edited book	author of article	year	title of article	the word "In"	
	↓	↓	↓	↓	
	Kaplan, B. (1983). The role of nature in the urban context. In L. Altman & J. F. Wohlwill (Eds.), <i>Behavior and the natural environment</i> (pp. 127–161). New York, NY: Plenum Press.				
	↙	↖	↑	↑	↑
	name of editors	title of book	page no.s	place of publication	publisher's name

Try practising with the following interactive reference list resource:

<http://library2.lincoln.ac.nz/videos/APA-referencing/>



6. How do I avoid plagiarism?

Plagiarism is using someone else's words or ideas *as your own*, without acknowledging the source. You need to make it clear to the reader where all the different ideas in your work are from. Plagiarism is a very serious offence in academic institutions since it is considered a form of theft. You can avoid accidental plagiarism by following a few key steps:

1. Aim for understanding of what you are reading

Academic assignments require you to use information from a variety of sources to show your *understanding* of a topic. Also, it is easier to write something in your own words and style if you understand it (or at least have tried to).

2. Improve your paraphrasing skills

Paraphrasing does not mean just changing the order of the words in the sentence of a source. A paraphrase should sound like *you*, written in your own sentence structure and not sound like another author.

- A. Read the source,
- B. Understand it,
- C. Put the source away from sight,
- D. Re-write the idea(s) in your own words and style to prove you understand it,
- E. Reference where the idea(s) came from.

3. Be meticulous in note-taking

When you take notes from sources, keep a full record (author, date, title, page number etc) of where you got the information from. You may have difficulty finding the sources later, when you are writing your assignment. Also, indicate in your notes what you took down as a quote (exact words from a source) and what you took down as a paraphrase (where you rewrote ideas in your own words). You can do this by putting quotation marks (“ ”) around quotes.

4. Understand the mechanics of referencing

Use this handout pp. 3-8, and the APA referencing guide to learn how to acknowledge sources correctly.

Watch 'Avoiding Plagiarism' video:

[http://ltl.lincoln.ac.nz/
Learn/Referencing/](http://ltl.lincoln.ac.nz/Learn/Referencing/)

