Referencing
Why, When and How

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Basic principles of referencing

This booklet is part of a series on academic writing. "Referencing: Why, when and how" explains the basic principles of referencing.

Style guides & other resources

The Library, Teaching and Learning website has a range of useful resources on the **Referencing Styles** page (http://library.lincoln.ac.nz/Learn/Referencing/)

To learn more about referencing, visit our website at http://library.lincoln.ac.nz/ or come along to one of our workshops, individual appointments, or "drop in" times for quick questions.

1. Why should you 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 include information about the original source in order to:

- **Acknowledge that you have used the words or ideas** of another writer.
  If you do not acknowledge the source of your information, you are **plagiarising**, i.e. claiming credit for someone else's words or ideas.

- Show that a statement or argument you have made is **supported by evidence** and allow readers to **assess the validity** of that evidence.
  In other words, you are showing the readers that you have read widely to develop your argument or ideas, and that you have strong evidence to support those ideas.

- 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.

Providing this information about the source is called *referencing* or *citing*.

Plagiarism

Plagiarism is using someone else's words or ideas **as your own**. You are plagiarising if, for instance, you quote someone's exact words without using quotation marks and including the source of the quote, or if you re-write another writer's ideas in your own words without acknowledging the source of those ideas. It is important to remember that plagiarism is not simply using another writer's words; it is **using another writer's words or ideas without acknowledging the source.**

Plagiarism is a very serious offence in academic institutions since it is considered a form of theft.

Often, students plagiarise accidentally rather than intentionally. You can reduce the risk of unintentionally plagiarising by following a few key steps:

1. Be meticulous in your note-making:
    - Keep full records of the bibliographic details of the sources you consult. If you forget to write down those details while you are taking notes, you might have difficulty finding the source again when it comes time to write your assignment.
    - In your notes, clearly identify information you have quoted and information you have paraphrased. A quote is a passage you have copied exactly from the original source; a paraphrase is a passage that includes ideas from the source that you have written in your own words, sentence structure and style. When you copy the exact words from someone else's writing, always put quotation marks (" ") around the words in your notes. Later, when you are writing your assignment, the quotation marks will remind you that those words are not yours.

2. Improve your paraphrasing skills:
    - Paraphrasing requires you to make substantial changes; it is not sufficient simply to change the occasional word.

3. Focus on analysis when writing your assignments
    - Academic assignments require you to use information from a variety of sources to show your understanding of the topic. To do this you need to **use sources** to **support the points you are making**, not simply describe or reword those sources.

4. Make sure you understand the mechanics of referencing.
    - To find out more about paraphrasing, writing assignments, and referencing (and to get help with these skills), visit our website at http://library.lincoln.ac.nz/ .

2. When should you reference?

You should provide the source (ie. provide a *reference, or citation*) when you:

1. Quote someone else's words (written or spoken), ie. copy the words exactly.

2. Re-word (paraphrase) or refer to someone else's ideas or findings (written or spoken).

3. Use factual data (eg. facts, statistics, information from graphs) from other sources.

4. Reprint a diagram, chart or other illustration.

5. Use someone else's way of organising or presenting information (e.g. a design format, a model).

6. Need to show the reader that you have evidence for a statement or argument you have made.

It is not usually necessary to provide a reference when you:

1. Use your own knowledge (such as, a personal anecdote, your own research findings). But you must make it clear to the reader that you are using your own experience, findings, etc.

2. 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.*)

3. Use general knowledge in your subject area[*] in your own words.

* At first, it may be difficult for you to judge what is and is not general knowledge in the subject. If in doubt, you are better to "play safe" and provide a reference.

3. How should you reference?

3.1 Basic Conventions for Referencing

There are several referencing systems used in academic writing. The way you are required to reference sources in a history assignment, for instance, is likely to be different from that required in an ecology assignment.

However, all systems:

> (a) show the readers which sources have contributed to, or support, a specific idea or point in your assignment, and

> (b) provide the readers with information about the source you have referred to, so that they can find the source themselves.

All systems provide this information through two basic components:

> An **in-text citation**: In the body of the assignment, close to where the source is referred to, there is some information about the source used (or a reference number that directs the reader to a place in the text where that information can be found).

> **List of References**: At the end of the assignment, there is a complete list of the sources used, with all the details that will allow the reader to locate each source (i.e. the author, the title, and details about when, where and how the source was published). This is called the **References** list if it includes only the sources you have cited in the assignment, or the **Bibliography** if it also includes sources which you consulted but did not directly cite.

(On pages 9-14, you will find examples of in-text citations and reference list entries, using the APA style, which is the most commonly used style at Lincoln University.)

3.2 Systems of Referencing

The way in which the basic information (i.e. the author, the title, and the publication details) is presented in the body of the text and at the end of the text differs from one referencing system to another.

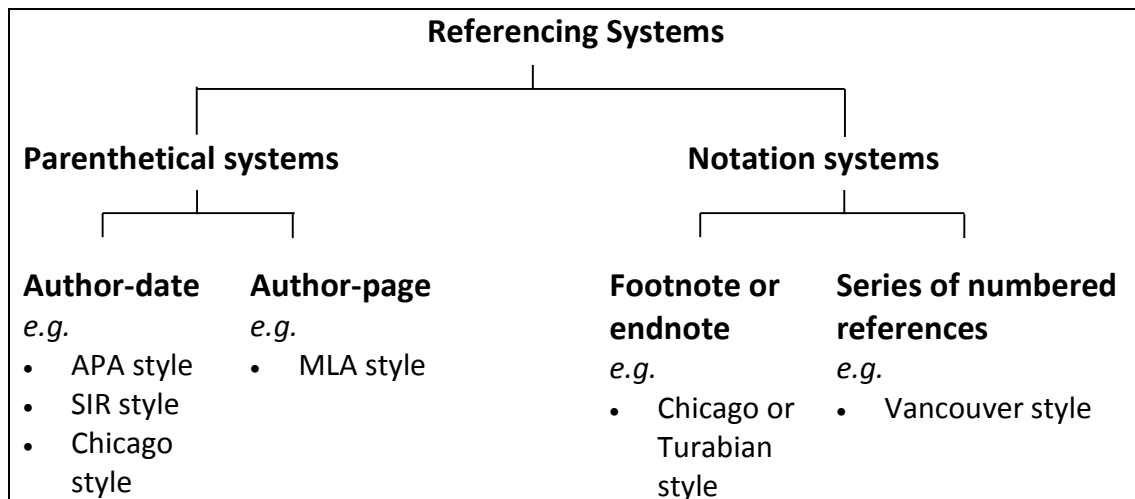There are two broad types of referencing system (outlined in Figure 1):

```
                          Referencing Systems
                                  |
          +-----------------------+------------------------+
          |                                                |
  Parenthetical systems                            Notation systems
          |                                                |
    +-----+-----+                              +-----------+-----------+
    |           |                              |                       |
Author-date  Author-page              Footnote or          Series of numbered
e.g.         e.g.                     endnote              references
• APA style   • MLA style            e.g.                  e.g.
• SIR style                          • Chicago or          • Vancouver style
• Chicago                              Turabian
  style                                style
```

Figure 1. Types of referencing systems

1. **Author-date (parenthetical)** systems

When a source is referred to, some abbreviated information about the author is included in the body of the text in brackets (parentheses). In the sciences and social sciences, this information usually includes the author and the date of publication (hence the common name of **"author-date"** system). Another variation, commonly used in the Humanities, includes only the author's name and page number in the body of the text. Full bibliographic details of every source cited are given in the References list at the end of the text.

2. **Notation** systems

When a source is referred to, a superscript number (e.g. [1]) is placed in the text. This number refers the reader to a footnote or endnote that provides further information (usually, full bibliographic details) about the source. This system is traditionally used in the Arts and Humanities, and sometimes in Social Sciences. In another notation system, each source is assigned a unique number that is used whenever that source is referred to in the text. This system is commonly used in the biomedical disciplines (for example, the Vancouver style). In notation systems it is not always necessary to

provide a separate References list at the end of the text since full bibliographic details of every source cited are given in the footnotes or endnotes.

These different systems have evolved in response to the priorities and needs of different disciplines. A discipline that places a high value on the recency of evidence, for instance, is likely to use a system that includes the publication date in the body of the text so that the reader can immediately assess the source's validity. On the other hand, a discipline that places a high value on creating an uninterrupted flowing text is likely to prefer a notation system to avoid the "disruption" of in-text references.

3.3. Systems and Styles: Which One to Use?

To make matters even more complicated, within each system there are a number of variations. These variations are called **styles**, and the differences between them are usually minor. (Often styles vary only in punctuation.) Examples of how you would reference using four common styles are given in Figure 2 (on p.8).

Finding your way through the maze of different systems and styles may seem daunting at first, but no-one expects you to learn all the minor points of referencing "by heart". (Even the most experienced academic writers will have a well-thumbed Style Guide on their bookshelves to which they refer frequently.) As a student, you are expected:
- to understand the basic principles of referencing
- to know which system and style your lecturers prefer and to follow exactly the guidelines for that style.

> ***Regardless of the style you use, the key is to be accurate and consistent.***

Figure 2. Examples of the use of different referencing systems

Here are some examples of how you would reference a source using different referencing systems.

Referencing system	Parenthetical		Notation	
Referencing style	**APA**	**AJEV**	**Chicago (notes)**	**Vancouver**
In the body of the text	First impressions can have a strong impact on the types of questions asked in an interview (Macky & Johnson, 2000).	First impressions can have a strong impact on the types of questions asked in an interview (Macky and Johnson 2000).	First impressions can have a strong impact on the types of questions asked in an interview.[1]	First impressions can have a strong impact on the types of questions asked in an interview. (1)
In the footnote (bottom of the page) or endnote (end of the text)	(No footnote or endnote needed)	(No footnote or endnote needed)	1. Keith Macky and Gene Johnson, *The Strategic Management of Human Resources in New Zealand* (Sydney: McGraw Hill, 2000).	(No footnote needed; each source has a unique number that links it to the Reference list entry.)
In the References list at the end of the text	Macky, K., & Johnson, G. (2000). *The strategic management of human resources in New Zealand.* Sydney: McGraw Hill. (Sources listed alphabetically according to author's name.)	Macky, K., and G. Johnson. 2000. The strategic management of human resources in New Zealand. McGraw Hill, Sydney. (Sources listed alphabetically according to author's name.)	Macky, Keith and Gene Johnson. *The Strategic Management of Human Resources in New Zealand.* Sydney: McGraw Hill, 2000. (A References list may not be required; if it is, sources are listed alphabetically according to author's name.)	1. Macky K, Johnson G. The strategic management of human resources in New Zealand. Sydney: McGraw Hill; 2000. (Sources numbered and listed in order they are first referred to in the text.)

The information referred to came from page 282 of Keith Macky & Gene Johnson's book "The Strategic Management of Human Resources in New Zealand" (published in Sydney by McGraw Hill in 2000).

4. How to incorporate information from sources

Academic writing is always based on sources or evidence. At the reading or researching stage, the information and ideas in sources help you to answer a question or come up with a point of view about a topic. Then, in the final written document, those sources are used to support or explain the main points you are making.

To find out more about locating and evaluating sources, and incorporating them into your writing in different subjects, visit http://library.lincoln.ac.nz/ .

These examples use the APA referencing style, the most commonly used style at Lincoln University. If you are using another referencing style, use the information on that style provided by your lecturer or visit the Library, Teaching and Learning website http://library.lincoln.ac.nz/)

| **When you are paraphrasing, or referring to, "general information" from a source**

(Sometimes called "indirect quotes") | **Give the surname(s) of the author(s) and year of publication, in parentheses, before the full stop**.

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

● **If you have included the author's name as part of the sentence, only the date is included in parentheses, immediately after the author's name.**

Arthur (1997) proposed a quantitative model with timber production variables.

● **If you refer to the same source several times within one paragraph, you can 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 …

If the source relates to only one part of the sentence, place the citation at the end of that section of the sentence.

● **If, for instance, you are making more than one point in your sentence, you need to make it clear to the reader to which idea the citation refers.**

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

When you paraphrase information, you do not usually need to include a page number in the citation. However, sometimes you might choose to provide page number(s) 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 you are referring to "specific information" from a source
 	
e.g. when you are using information from a specific part of a source, or quoting (using the author's exact words, diagrams, etc.)
	Include page number(s) in the citation. (For electronic sources with no page numbers, give the paragraph number preceded by the word 'para'.)
	
	• **If you include a short quote, 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).
	
	• **If you include a long quote (more than 40 words), begin the quote on a new line and indent it. No quotation marks are necessary.**
	
	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).
	
	• **If you are copying a graph or figure, provide the author, date and page number as for a quote, but with the word 'From' before the author. (NB.** If your manuscript is going to be published, you will need written permission from the copyright holder to use a graph or figure.)
	
	Table 1. Youth Unemployment Rates (From Smith, 1999, p. 37).
	
	• **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 reducts [*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".

When you cite 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.**

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.

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

If the sources are by different authors, list the sources alphabetically (by author), separated by semicolons.

> 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"

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

5. What to include in Reference list entries

These examples use the APA referencing style, the most commonly used style at Lincoln University. If you are using another referencing style, use the information on that style provided by your lecturer or visit the Library, Teaching and Learning website http://library.lincoln.ac.nz/)

5.1. What information to include

Similar basic bibliographic details are provided for all types of sources:

Each reference should include:	Author's surname and initials (or company name for corporate authors) Year of publication Title of book, chapter, or serial Place of publication Publisher's name
In some cases, you may also need:	Editor's initials and surname Day & month of publication Volume & issue number Edition number Page numbers DOI (Digital Object Identifier) number Name of database URL of homepage

For print sources, you will usually find detailed publication information on the front and back of the title page of a book, and on the Contents page of a serial. Alternatively, you can find this information in the Lincoln University library catalogue (or the Te Puna catalogue); the catalogue entries clearly identify the author, title, etc. for each source. For electronic sources, you should look in the address (URL) line and at the end of the source.

The main purpose of a reference list is to allow the reader to locate the sources you have referred to. It is important, therefore, that the details in your list are full and accurate (including, for instance, information that tells the reader whether or not you read a print or an electronic form, or whether you read the full text or just an abstract).

5.2. Examples of reference list entries

Book	Author's surname, initials. (Year of publication). *Title of book, with only first word and proper nouns capitalised*. City of publication: Publisher's name. author year of publication title Lee, K. N. (1993). *Compass and gyroscope: Integrating science and the environment.* Covelo, CA: Island Press. place of publication publisher's name
Article or chapter in edited book	Surname and initials of author of article or chapter. (Year). Title of article or chapter. In initials and surname of editor (Ed.), *Title of book* (page numbers). Place of publication: Publisher's name. 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.), *Behavior and the natural environment* (pp. 127–161). New York, NY: Plenum Press. name of editor(s) (Eds.) page no.s place of publication publisher's name title of book

Journal article	Author's surname, initials. (year). Title of article. *Title of Serial, Volume number* (issue number), page numbers. doi: DOI number
With DOI	authors year title of article Ancrenaz, M., Dabek, L., & O'Neill, S. (2007). The costs of exclusion: Recognising a role for local communities in biodiversity conservation. *PLoS Biology, 5*(11), 2443-2448. doi:10.1371/journal.pbio.0050289 title of serial volume (issue) no. page numbers DOI number
With no DOI	Author's surname, initials. (year). Title of article. *Title of Serial, Volume number* (issue number), page numbers. Retrieved from URL Vaidhyanathan, C. (1994). The state of copyright activism. *First Monday, 9*(4). Retrieved from http://www.firstmonday.org/issues/issue9_4/siva /index.html URL of the document

Web page	Author's surname, initials. (year, month day of last update). *Title of page*. Retrieved from URL
With update date	author date of last update title of page Kedgley, S. (2004, June 7). *Greens launch food revolution*. Retrieved from http://www.greens.org.nz/searchdocs/PR7545.html URL of the document or Web page
With no update date	Author's surname, initials. (n.d.). *Title of page*. Retrieved month day, year of retrieval, from URL date of retrieval Smith, J. (n.d.). *Future foods*. Retrieved December 14, 2007, from http://www.biotechlearn.org.nz/focus_stories/future_foods