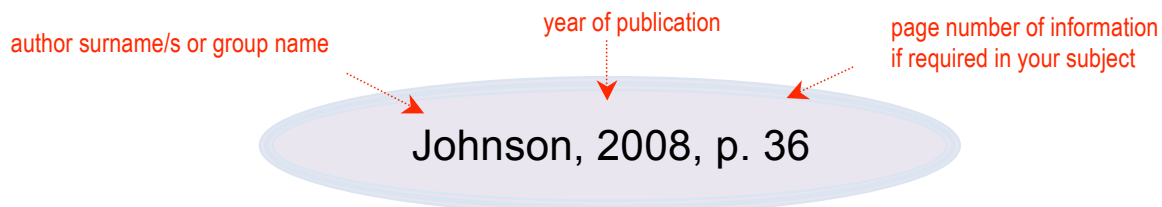


Referencing is a very important academic convention which recognises that academic writing builds on previous research. In your assignments, you are required to refer to the work of others and you must explicitly acknowledge this both in the body of your assignment (in-text reference) and in a list of references at the end of your work. It is important that you follow these rules for:

1. Parts of the in-text reference
2. Three forms for in-text citations
3. Year of publication
4. Page numbers
5. In-text referencing in action

## 1. Parts of in-text references

Each time you use the work of others in an assignment, you must acknowledge this. In APA referencing, you place an **in-text reference** in your writing, then detail the location of that information in a reference list at the end of your essay.



**FORMAT:** name, (comma - space) year, (comma - space) page number if required (p. with a full stop - space - number)

**NOTE:** The term 'author' can mean that you use the names of writers OR use the name of the group that serves as the author (e.g. editors, corporations, associations, government agencies, publishers).

## 2. Three forms for in-text citations are acceptable

- ❖ **Type 1:** Put the author and date BEFORE the information (strong author) and the page number in round brackets at the end of the quote or paraphrase.  
e.g. **Jones (2008) claims** that "students who become addicted to Internet games perform poorly in their school studies, and this would be difficult for schools to control" **(p. 56)**.  
**FORMAT:** author followed by the date in round brackets (parentheses), then place the page number after the quotation or paraphrase that follows. FULL STOP goes after the enclosing page number bracket if it is the end of the sentence.
- ❖ **Type 2:** Put the author, date and page number BEFORE the information (strong author)  
e.g. **Jones (2008, p. 56) claims** that "students who become addicted to Internet games perform poorly in their school studies, and this would be difficult for schools to control".  
**FORMAT:** author followed by the date & page in round brackets
- ❖ **Type 3:** Put the author, date and page number information in round brackets AFTER the quote or paraphrased information (weak author).  
e.g. Several studies of student behaviour **claim** that "students who become addicted to Internet games perform poorly in their school studies, and this would be difficult for schools to control" **(Jones, 2008, p.56)**.  
**FORMAT:** state the information followed by the author, date and page number in round brackets. FULL STOP goes after the enclosing bracket if it is the end of the sentence.

### NO AUTHOR?

When the name of the author or group author is not known, then cite the **title of the work**.  
Do NOT use 'Anon.' or 'Anonymous'.

#### Examples

1. *Students of the Modern Age* (2009) insist that literacy skills are essential in all learning (p. 35).
2. *Students of the Modern Age* (2009, p.35) insist that literacy skills are essential in all learning.
3. Researchers continue to insist that literacy skills are essential in all learning (*Students of the Modern Age*, 2009, p. 35)

### 3. Year of publication

The year of publication is written in figures one space after the name of the author. Sometimes, there is no publication date. In this case, you write **n.d.** (no date) with full stops after the **n** and the **d** and without any spaces between the letters.

#### Examples

- ✓ **Shaw (n.d.)** found that “the Internet expanded the students’ access to information” (p. 45).
- ✓ Studies of student learning behaviours found that “the Internet expanded the students’ access to information” (**Shaw, n.d. p. 45**).

### 4. Page numbers

For **all** subjects, page numbers must be given when you use a direct quote or copy tables, images and figures. Also, some subjects will require page numbers when you paraphrase or summarise information (check with your lecturer). Many **Internet sites** do not have page numbers. If there are no page numbers and you need to state the location of your information, use paragraph numbers if you are easily able to count them. Follow this format for page numbers:

#### Examples

- ✓ Single page numbers e.g. Smith (2007, p. 23); (Smith, 2007, p. 23)
- ✓ Spans of numbers e.g. Smith (2007, pp. 169-171); Smith (2007, pp. 169-171)
- ✓ No page numbers e.g. Smith (2007, para. 9); (Smith, 2007, para. 9)

NO spaces between hyphenated numbers

NO page number, so count the paragraphs

### 5. In-text referencing in action

#### strong author

To add more information from the same author in another sentence following the first in-text reference, use clear linking words to show that this is the same author.

There is some debate about the desirable educational goals of higher education. **Saul (1997)** asserts that the essential role of higher education is “to teach thought”, and teaching which focuses on mechanistic skills rather than independent thinking will not properly educate (p. 37). **His claim** supports the argument that if students have not been taught how to think they will find it hard to be genuinely responsible citizens. This is the major reason why the corporatist model of the modern university (**Karelsky et al., 1989**) that values economic performance over quality of mind may be regarded as deficient. Indeed recent trends that favour vocational skilling over the traditional teaching of thinking devalue the higher purposes of disciplined and reflective thought. This is particularly so in current attitudes towards communication skills:

#### weak author

No page number needed here because the reference is to the whole of the study.

#### et al.

6 or more authors wrote the information

The modern school [including tertiary institutions] gives the impression that communication skills are merely techniques whose mastery is important for scoring high on tests and doing well on the job. But is there no transcendent value in learning how to speak and write exactly? ... Can there be true independence of thought without mastery of language? (**Hicks, 1991, p. 12**)

#### weak author

At the end of a long quote; the in-text reference goes AFTER the punctuation.

#### strong author

Secondary reference

**Bloom’s** higher-order thinking skills of analysis, synthesis and evaluation (**cited in Harrison, 1999, p. 22**) relate to the process of analysis, reflection and editing that accompanies good quality writing. They also form the foundation of critical thinking. Too often, however, the word ‘critical’ is associated with negative criticism rather than the ability to apply “skilful judgement as to the truth or merit of a situation” (*The Macquarie Dictionary, 2009*). Ultimately, independence of thought contributes to intercultural debate and to the growth of equity, justice, solidarity and liberty which are part of the renewal proposed by the recent World Conference on Education (**UNESCO, 2001, para. 1**). Responsible citizenship is arguably the most valuable outcome of genuine education.

#### weak author

As there is no author, use the title of the dictionary (in italics) as the in-text reference.

#### weak author

- online reference with no author, so use the name of the organization (group that serves as the author)
- no page, use the paragraph number
- note that the in-text reference goes BEFORE the full stop at the end of a sentence