

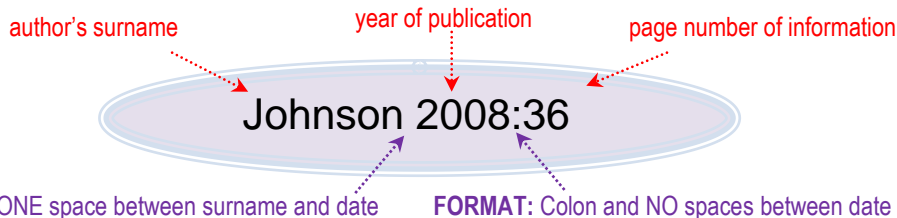
Author-date: In-text references

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 in-text references:

1. Format of the in-text reference
2. Author orientation
3. Year of publication
4. Page numbers
5. In-text referencing in action

1. Format of the in-text references

Each time you use the work of others in an assignment, you must acknowledge this. In author-date 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. The in-text reference has the author's surname, year of publication and page number (when appropriate) next to the idea to which you are referring. The basic format is:



2. Author orientation

- ❖ **Rule 1:** When you include the AUTHOR in your text, you can use strong and weak author orientation. You use the same format for all sources of information including print, media and Internet sources.

Examples

- ✓ **STRONG AUTHOR:** the author's name is part of the sentence, giving prominence to the author e.g. **Jones (2008:56) claims** that students who became addicted to Internet games performed poorly ...
FORMAT: state the author followed by the **date and page number in brackets**. Most strong author orientation uses a **reporting verb** to introduce information that follows.

REPORTING VERBS IN PRESENT TENSE FOR INCORPORATING AUTHOR NAMES

acknowledges, adds, admits, affirms, agrees, argues, asserts, assumes, assures, challenges, claims, clarifies, comments, concedes, concludes, declares, demonstrates, denies, describes, disagrees, discusses, doubts, elaborates, emphasises, explains, implies, infers, informs, maintains, mentions, notes, observes, points out, presents, proves, questions, reasons, recognises, refutes, relates, remarks, reports, requests, responds, reveals, shows, states, suggests, thinks, urges, warns

- ✓ **WEAK AUTHOR:** the author's name is placed after the information, giving prominence to the information e.g. Students who became addicted to Internet games performed poorly **(Jones 2008:56)**.
FORMAT: state the information followed by the **author, date and page number in brackets**. FULL STOP goes **after** the bracket.
- ❖ **Rule 2:** When the name of the author is not known, you must cite the **name of the organisation**. If none, then cite the **title of the work**. Do NOT use 'Anon.' or 'Anonymous'.

Examples

- ✓ The NSW Board of Studies (2000:35) insists that literacy skills are essential in all learning.
FORMAT: state the **name of the organisation** followed by **(date and page number)**
- ✓ When treating bedsores, reducing friction is essential ...('Pressure care' 2008:3)
FORMAT: state the **(title of the work in single quotation marks)** followed by **date and page number)**

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.

Example

Leave ONE space

- ✓ **Shaw (n.d.: para. 4)** found that the Internet expanded the students' access to information.

4. Page numbers

Page numbers must be given when you quote, paraphrase or summarise a passage or copy tables and figures. Page numbers are **not** necessary when you refer to key ideas that encompass a whole study or work. Many **Internet sites** do not have page numbers. If there are no page numbers, use paragraph numbers if provided, or if you are easily able to count them. If you cannot refer to a paragraph number, place the word **online** after the author and date. This lets your reader know that it is an Internet reference and you have not simply forgotten to put in the page numbers.

Examples

NO spaces between hyphenated numbers

- ✓ Single page numbers (Smith 2007:23); (Smith online:23)
- ✓ Spans of numbers (Smith 2007: 63-64) ; (Smith 2007:99-101); (Smith 2007:257-259)
- ✓ No page numbers (Smith 2007:para. 9); (Smith 2007:online)

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 (1997:74)** 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. **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.

4 or more authors wrote the information

weak author

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

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 1991:12**)

strong author

Secondary reference

Bloom's higher-order thinking skills of analysis, synthesis and evaluation **(cited in Harrison 1999:22)** 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:online**). 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 title of the dictionary as the in-text reference.

weak author

- online reference with no author, so use the name of the organisation
- no page, use the paragraph number
- note that the in-text reference goes BEFORE the full stop at the end of a sentence