Harvard

(author-date)

referencing guide

January 2007

DEVELOPED BY

Academic Learning Support

Division of Teaching and Learning Services

Division of Teaching & Learning Services,
Rockhampton, Queensland Australia

This is a referencing guide to the Harvard author-date referencing system. It is based on the following manual:

Commonwealth of Australia 2002, *Style manual for authors, editors and printers,* 6th edn, rev. by Snooks & Co., John Wiley & Sons Australia, Brisbane. Copyright: Commonwealth of Australia reproduced by permission.

This referencing guide has been written primarily for the use of students undertaking the preparatory course, **STEPS**, at Central Queensland University. At an undergraduate level, this document should be used for guidance only. Undergraduates should also consult their Study Guides and lecturers to find out which referencing conventions are preferred for their courses.

Documents from the University of South Australia and the University of Adelaide provided the inspiration for the format of this referencing guide.

This document can be found on CQU's website. Open the CQU homepage http://www.cqu.edu.au/ click on students, then under the heading Tools for Students click on Referencing, then on Harvard (author-date).

Contents

What is referencing?

When you write an assignment at university, you are required to refer to the work of other authors. Each time you do so, it is necessary to identify their work by making reference to it—both in the text of your assignment and in a list at the end of your assignment. This practice of acknowledging authors is known as **referencing**.

References **must** be provided whenever you use someone else's opinions, theories, data or organisation of material. You need to reference information from books, articles, videos, computers, other print or electronic sources, and personal communications. A reference is required if you:

- quote (use someone else's exact words)

- copy (use figures, tables or structure)

- paraphrase (convert someone else's ideas into your own words)

- summarise (use a brief account of someone else's ideas).

Why should you reference?

References enhance your writing and assist your reader by:

- showing the breadth of your research

- strengthening your academic argument

- showing the reader the source of your information

- allowing the reader to consult your sources independently

- allowing the reader to verify your data.

Should you reference public domain information?

Public domain information is information that is so widely known that it is considered everybody would be aware of its source. The general public use public domain information freely. Where authors or sources are so widely known, specific citation may not be required. Check with your lecturer on this issue.

For example:

As Shakespeare observed, 'All the world's a stage …'

My notes: ....

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The quick guide to referencing

Robert Harris designed this simple flowchart to assist students to cite their research properly.
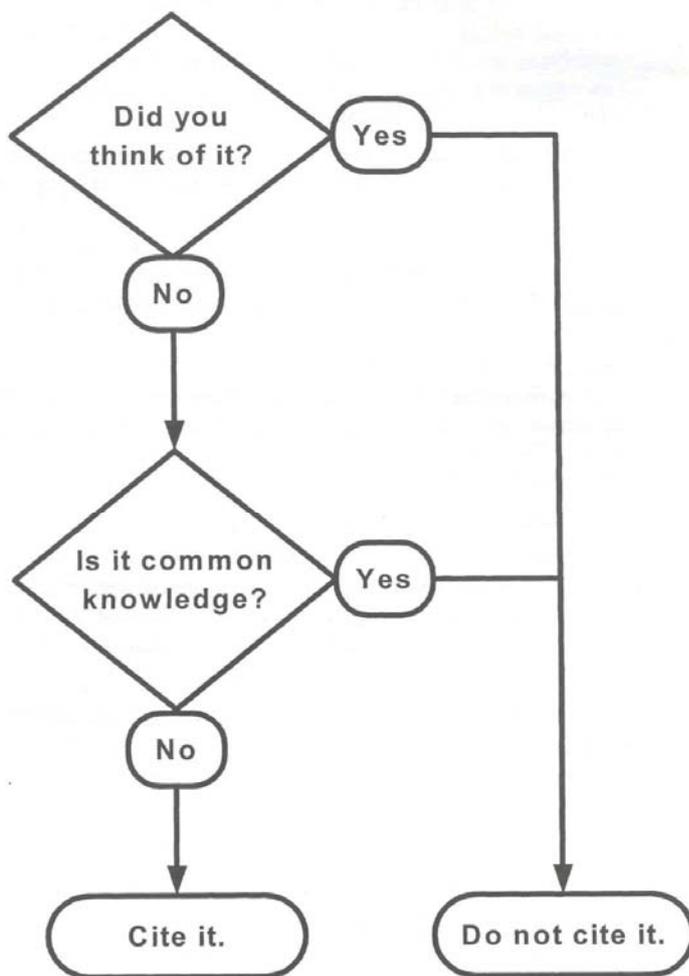
(Source: Harris 2001, p. 155)

My notes:..
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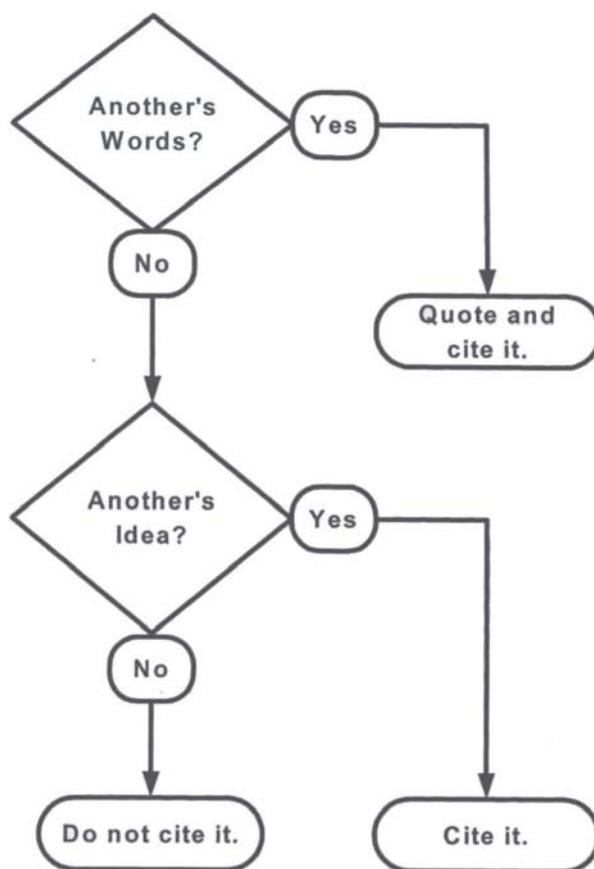
(Source: Harris 2001, p. 158)

These flowcharts can be found in Harris, R 2001, *The plagiarism handbook: strategies for preventing, detecting and dealing with plagiarism,* Pyrczak, Los Angeles. (These diagrams can be found on pages 155 & 158 of this text.)

What is plagiarism and how can you avoid it?

Plagiarism is the intentional use of someone else's ideas, words or concepts in your assignment work. It is considered serious misconduct at University and should be avoided at all times. Central Queensland University (CQU) has a policy on plagiarism and you are strongly encouraged to familiarise yourself with it. The following URL will lead you to the plagiarism policy: http://policy.cqu.edu.au/Policy/policy.jsp?policyid=198

Committing plagiarism can carry **very** serious penalties for students, including expulsion from a university. (Note: *Expulsion, for some international students, may mean having to return to their own country because this forfeits their student visa.*) Regrettably, students have been known to commit offences of plagiarism by not understanding what acceptable paraphrasing, summarising or quoting techniques are. This is discussed later in this guide.

The best way to avoid being accused of plagiarism is to acknowledge the resources upon which you have based your ideas.

Which referencing system should you use?

There are a number of different referencing systems used in academic writing. CQU acknowledges:

* author-date systems commonly known as Harvard and APA (American Psychological Association)

* footnoting or endnoting systems commonly used in History and Law.

It is important that you use the referencing system required by your lecturer for an assignment and maintain consistency in using that system.

This guide explains the Harvard system of author-date referencing. The information it contains is based on:

Commonwealth of Australia 2002, *Style manual for authors, editors and printers,* 6th edn, rev. by Snooks & Co., John Wiley & Sons Australia, Brisbane. Copyright: Commonwealth of Australia reproduced with permission.

Principles of author-date referencing

There are two parts to the author-date system of referencing.

* the author and the date are referred to in the text or main body of your writing (called *embedded* or *in-text* referencing)

* all of the resources referred to in the body of the writing are included in the *reference list* at the end of the assignment. All information is included in this list: author, date, title of publication, publisher and where it was published.

The other features of author-date referencing include:

* a specific order in which this information should be structured

* the in-text reference which should be placed (cited) in such a way that it causes minimal disruption to the flow of your writing—this usually means at the very end or the very beginning of your sentences (see ways of citing below).

When you cite sources of information in the text of your assignment—regardless of whether you quote, copy, paraphrase or summarise—you should include:

* the author's surname (family name)

* the year of publication (latest edition)

* page numbers when directly quoting or closely paraphrasing an author's words/material

* correct punctuation and spacing.

Ways of citing

There are two ways of citing references: author prominent and information prominent.

Author prominent

This way gives prominence to the author by using the author's surname (family name) as part of your sentence with the date and the page number in parentheses (round brackets).

Direct quote example
Cowie (1996, p. 91) argues that 'socialism rejected the liberal ideals of individualism and competition'.

Paraphrase example
Cowie (1996) suggests that unlike capitalism, socialism promotes the good of the whole before the good of the individual.

Information prominent

The other way of citing references gives prominence to the information, with all the required referencing details in parentheses at the end of the citation.

Direct quote example
It has been argued that 'socialism rejected the liberal ideals of individualism and competition' (Cowie 1996, p. 91).

Paraphrase example
Unlike capitalism, socialism promotes the good of the whole before the good of the individual (Cowie 1996).

Verbs that help with author-prominent referencing

state	point out	describe
remark	add	suggest
maintain	assert	affirm
agree	claim	clarify
disagree	contest	contend
highlight	find	show
imply	theorise	offer
predict	question	dispute
justify	confirm	reason

Paraphrasing

Paraphrasing means to restate accurately and succinctly in your own words something you have read. If your work does not refer to specific ideas on particular pages of a resource but to general themes mentioned throughout the resource, page numbers need not be shown.

General theme

Studies (Tanner 1999) indicate that the economic structure of Australia today is far more unpredictable and unstable than it was thirty years ago.

Specific idea

Tanner (1999, p. 22) claims that the introduction of the GST in the Australian economic structure has not impacted the price of fuels.

Paraphrase or use quotations?

It is preferable that you **paraphrase** (put ideas in your own words) as too many **quotations** (using the exact words) can lead to a poorly written assignment. A general rule in academic circles is that no more than 10% of an assignment should be in the form of direct quotations. No matter whether you use quotations or paraphrase another's words, you always need to give references—both in the text and in the reference list.

We have used samples of text from CQU's plagiarism policy to illustrate acceptable and unacceptable methods of using information in your assignments.

Original text from plagiarism policy

3. Plagiarism

The University views the process of circumventing or attempting to circumvent, or circumventing assessment requirements very seriously. Consequently conduct of that sort may result in the suspension or exclusion of the student. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly, plagiarism exists when:

3.1 the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);

3.2 parts of the work are taken from another source without reference to the original author;

3.3 the whole work, such as an essay, is copied from another source; and

3.4 a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge, or prior agreement of the instructor involved.

Source: Central Queensland University (CQU) 2002, *Undergraduate handbook*, Author, Rockhampton, p. 50.

Unacceptable: Word-for-word copying

Central Queensland University (CQU) *views the process of attempting to circumvent assessment requirements very seriously*. Indeed *conduct of that sort may result in the suspension or exclusion of a student. Plagiarism* is when a student *submits* or *presents work in a course as if it were* their *own work*, that they have done for that course *when, in fact, it is not.*

Usually, *plagiarism exists when: an individual other than the one* undertaking the course, *produces the work submitted or presented* for that course; some *parts of the work* (assignment/s) submitted *are taken from* other *sources* but these sources are not *referenced*; *the whole work, such as an essay* or research report, *is copied from another source; and a student submits or presents work in one course which was also submitted in another course without the prior agreement of the instructor involved*. This can even be the case if the work was *completely original with that student.*

Why is this an unacceptable use of the original text?

The words in italics are taken directly from the original source. In addition, the structure of the discussion is a direct reflection of the original source. Even if this material had been referenced with a citation this would still be unacceptable. This is because the content has been so closely presented as to not truly reflect original use of the material. That is, the wording is virtually exactly from the CQU Handbook and the flow of ideas is also from the CQU Handbook.

Although this version could have used quotation marks and citation details to adequately reference the content, it would have been so cluttered that it would read as poor quality work. If the concept or wording is so important to retain, then a direct quote is a better way to present the work. However, keep in mind that direct quoting should be used conservatively in any piece of work that you present.

The overuse of quoting can distract from the flow of your discussion and also fail to demonstrate your understanding of the original material.

Unacceptable: Poor cut-and-paste practice

Plagiarism most commonly exists in four ways. The first is *when the work submitted or presented was done* by someone *other than the one submitting the work*. Secondly, if *the whole work, such as an essay, is copied from* some other *source*. A third type of plagiarism is when *parts of the work are taken from another source* and no reference is made to the *original author*. Finally, if *a student submits or presents work in one course which has also been submitted in another course* and has not sought approval from the course coordinator to do so, this is also plagiarism. It can be seen, therefore, that *plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not* (Central Queensland University (CQU) 2002, p. 50).

Why is this an unacceptable use of the original text?

This is still an unacceptable paraphrasing of the original, even though a citation has been provided. This is because sections of the original source have simply been reordered and the original wording is still present (those words in italics). This version of the original is simply reflecting the student's ability to cut-and-paste words from another source, and still does not demonstrate their own comprehension of the material.

Although this version could have used quotation marks and a citation to adequately reference the content, it would have been so cluttered that meaning would have been lost.

If it is important to retain the original wording, then use of a direct quote would be a better way to present the work. The use of the citation at the end of the paragraph is still inadequate for academic writing.

Acceptable: Paraphrasing and acknowledging source

The Central Queensland University (CQU) takes plagiarism 'very seriously' (CQU 2002, p. 50). Indeed, in the Undergraduate Handbook (CQU 2002, p. 50), the issue of plagiarism is discussed and four examples of types of plagiarism are presented. These range from copying an entire piece of work without acknowledging that copying has occurred, through to having someone else do the work and then claim it as one's own. Both of these are unacceptable. From the discussion in the Handbook, it appears that it is also unacceptable if even only part of the work is copied and not acknowledged. The fourth example given in the Handbook suggests that students can even 'plagiarise' their own work. This happens when a student has written an assignment for one course and then attempts to use the same assignment in another course (or courses). It is therefore important to acknowledge where information comes from and how it is being used in an assignment, or else the student may run the risk of committing plagiarism.

Why is this an acceptable use of the original text?

The above example has made use of the ideas and concepts of the original text and demonstrated comprehension. Only a small amount of direct quoting was used and this was clearly indicated with the use of quotation marks and citation detail. In addition, the entire paragraph clearly establishes its relationship to the original text while not using the words or exact structure of the original. This type of paraphrasing demonstrates a student's ability to analyse and apply information to their specific question.

Using direct quotations

Quotations should be used sparingly, selected carefully, used in context, integrated into your text and reproduced **exactly** (including the words, spelling, punctuation, capitalisation and paragraphing of the original writer). The word [sic] (meaning *so* or *thus*) can be inserted in a quotation when the original text is incorrect with regard to grammar, spelling or gender. For example:

- According to Bloggs (2006, p. 21), the alarming growth in obesity levels in Australia can be attributed to 'cendentary [sic] lifestyles, time saving household devices and the rapid growth of the fast food industry'.

- Smith (2006, p. 21) raises a contentious issue in the discipline debate with the belief that 'when a child is at school, he [sic] must comply with the school rules unquestionably'.

- According to Jones (2004, p. 6), the Australian government has not done enough to eradicate the feral cat and states that 'mandatory desexing of household cats ten years ago would of [sic] reduced feral cat numbers by 70% in 2003'.

A quotation is used if:

- misinterpretation would result from a change to the words

- a major argument needs to be recorded as evidence

- it is important to comment on, refute or analyse the ideas expressed

- it is a particularly elegant or forceful phrase.

Short quotations

Short quotations (fewer than 30 words) should:

- be incorporated into your sentence without disrupting the flow of your paragraph

- have single quotation marks

- have the full stop after the citation

- keep the same font size.

Incorporating a quote as part of your sentence—information prominent

The church is not the only setting where the soul may be nurtured, as '[t]he soul also finds sustenance in more domestic settings, like the family home where customs and values have created a spirit handed down over generations' (Jones 1998, p. 89).

Incorporating a quote as part of your sentence—author prominent

The church is not the only setting where the soul may be nurtured. As Jones (1998, p. 89) suggests, '[t]he soul also finds sustenance in more domestic settings, like the family home where customs and values have created a spirit handed down over generations'.

The square brackets around the 't'—[t]—are used to indicate that in the original quotation the word 'the' began with a capital T.

Long quotations

Long quotations (more than 30 words) should:

- be introduced in your own words

- begin on a new line

- be fully indented by default (i.e. 1.27 cm) from the left margin

- be in single line spacing

- use a smaller font for the quotation, that is, change from size 12 to size 10.

My notes: ....

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Separate the quotation from the lead-in statement with one blank line. The lead-in statement ends with a colon (:). Separate the quotation from the text that follows it with one blank line. This is illustrated below.

Example

Friere (1998, p. 3) summarises the effects of reducing literacy to a set of tools or skills when he states that:

> [m]erely teaching men [sic] to read and write does not work miracles: If there are not enough jobs for men [sic] able to work, teaching more men [sic] to read and write will not create them.

When literacy is considered as a social practice, the relationships that exist between language use and the production and maintenance of cultural and ideological hegemony are uncovered.

Quotation marks

Quotation marks are not used for longer quotations. When using an information prominent long quotation, the full stop will be included after the last sentence of the quotation before the citation as shown below.

The church is not the only setting where the soul may be nurtured as:

> [t]he soul also finds sustenance in more domestic settings, like the family home, where customs and values have created a spirit handed down over generations. According to Thomas Moore, the soul finds sacredness in the ordinary, and may benefit most when its spiritual life is performed in the context of mundane daily life. (Jones 1998, p. 89)

Words omitted from quotations

To omit words from quotations, use an ellipsis (…). The quotation must still keep the same sense.

> Barton (1994, p. 7) describes literacy as a 'set of practices which people use in literacy events … and that literacy practices are situated in social relations'.

If the quotation does not begin at the start of a sentence, an ellipsis should be used to convey this to the reader. For example:

Students may adopt a more dominant understanding of literacy because of the emphasis they place on literacy as a means of achieving '… equality of opportunity and the possibilities of liberty and democracy' (Rockhill 1994, p. 4).

Double quotations

For a double quotation—that is, a quotation within a quotation—use double quotation marks inside single quotation marks:

'The first words of Melville's *Moby Dick* are "Call me Ishmael" and these words are full of significance' was the first statement in Smith's memorable speech (Johns 1995, p. 43).

The square brackets in quotations

Sometimes in quotations it is necessary to insert a word that explains the meaning of another word in that quotation. Place the explanation in square brackets.

'The curriculum of the national schools in the 1870s included reading, writing, arithmetic, drill [physical exercises] and music' (Cowie et al. 1996, p. 21).

Page numbers

Page numbers should be used when you directly quote material (word for word) from the original publication. This includes tables or figures. Page numbers should also be provided for indirect quotes and paraphrasing where the summarised material appears in specific pages, chapters or sections.

The following examples illustrate the use of page numbers

One page referred to	Wells 1992, p. 4
Pages that are not in sequence	Smith 1996, pp. 1, 4 & 6
Pages that are in sequence	Jones & Mackay 1998, pp. 25–26
Pages from a web site	Kelly & McWhirter 1997, p. 1 of 2

Acronyms and initialisms

- **Acronyms** are initial letters pronounced as a word. Examples are TAFE, QANTAS, and so on. These must appear both in-text and in the reference list.

- If a work contains numerous references to a particular resource with a long title, for example, Royal Society for the Prevention of Cruelty to Animals, the **initialism** may be used, RSPCA. Other examples are NSW, CQU and USA.

The first citation in-text must include both the full title and the acronym or initialism, and thereafter the acronym and initialism will suffice. Write these **without full stops**.

Example

The Royal Society for the Prevention of Cruelty to Animals (RSPCA) has a policy on removing injured animals. The RSPCA is permitted to enter a property at any time following a report of complaint (RSPCA 1999).

In the reference list, both the long title and the acronym or initialism must be included, for example:

Royal Society for the Prevention of Cruelty to Animals (RSPCA) 1999, *Policy statement on removal of animals at risk*, Author, Brisbane.

Latin Term	Meaning
et alia or et al.	These terms mean *and others* and is used for four or more authors to shorten the in-text citation. The entry in the reference list must show all the authors. The term et al. is not italicised.
[sic]	The term means 'thus' or 'this is how it was written'. This is used when there is a spelling or grammatical error or when sexist language is used in the original source quoted. This term [sic] appears immediately after the original error. It is not italicised and appears in square brackets.
c.	This term denotes *circa* and means *approximately*. This is used when the approximate date is all that is known. It is not italicised and ends with a full stop.

Difference between a reference list and a bibliography

The reference list only identifies sources referred to (cited) in the text of your assignment. You may also be required to provide a bibliography. A bibliography is presented in the same format as a reference list but it includes all material consulted in the preparation of your assignment. In other words, a bibliography presents the same items as a reference list but it also includes all other sources which you read or consulted but did not cite.

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Features of the reference list

Elements for referencing a book

For a **book**, the following elements should be presented in this order:

- surname and initials of author(s)
- year of publication
- title of book (in italics) in minimal capitalisation
- the edition, for example, 4th edn, if not the original publication
- publisher
- place of publication.

Book

Authors' surnames and

Year of publication

Title of book in minimal capitalisation

Publisher

Place (city) of publication

Shearman, D & Sauer-Thompson, G 1997, *Green or gone*, Wakefield Press, Kent Town.

Ampersand

Italics for book title

Commas between elements except author(s) and date

Full stop at the end
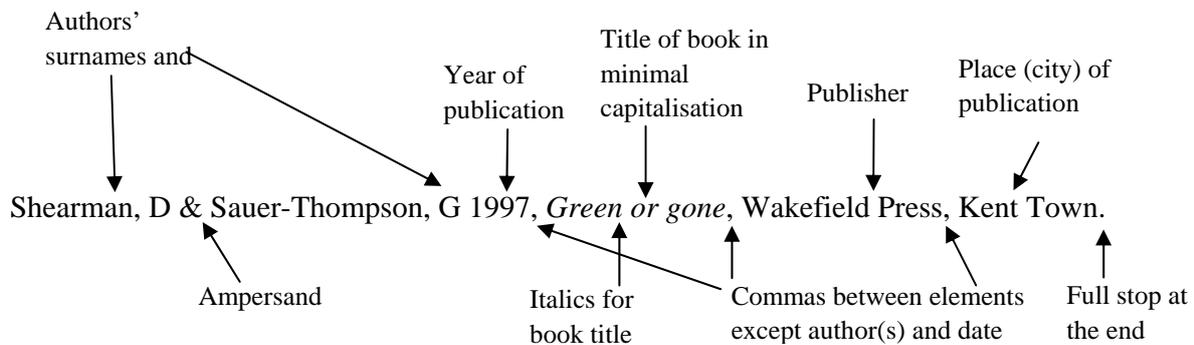
Elements for referencing a journal article

For a **journal article**, the following elements should be presented in this order:

- surname and initials of author(s)
- year of publication
- title of article in single quotation marks
- title of journal or periodical in italics and maximal capitalisation
- volume number where applicable
- issue number or other identifier where applicable, for example, Winter
- page number(s).

Journal article

Author's surname and initials   Year of publication   Title of article in minimal capitalisation and in single quotation marks   Italics and maximal capitalisation for journal title

Stove, RJ 1999, 'Xenophobia: the great local content myth', *Institute of Public Affairs Review*, vol. 51, no. 1, pp. 14–16.

Volume and issue number in lower case   Page numbers   Full stop at the end
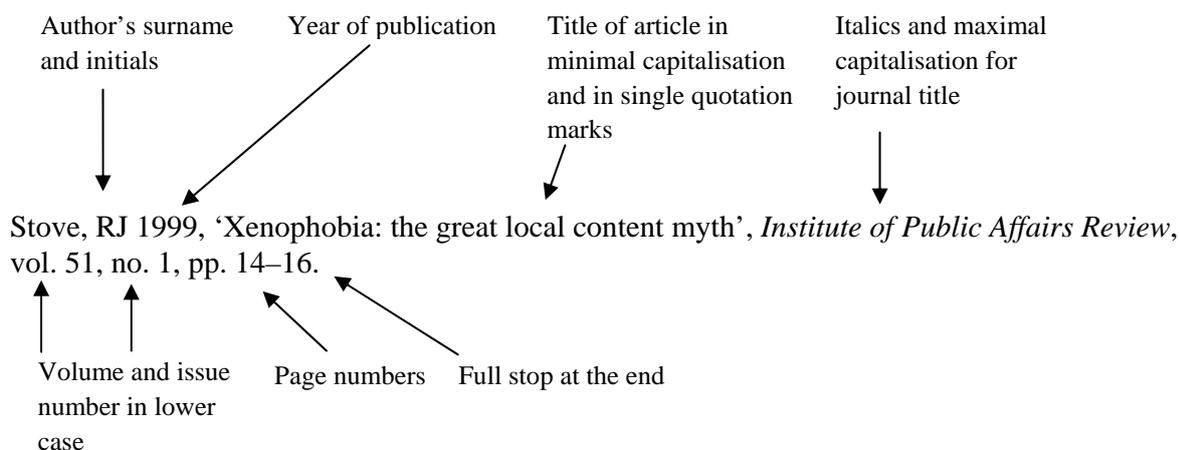
Arranging the reference list

1. The reference list is arranged in alphabetical order according to the author's family name. (Do *not* use numbers, letters or bullet points to begin each entry.)

2. Any reference that starts with a number (e.g. 7:30 Report) precedes the alphabetical listing and is listed numerically.

3. Where there is more than one author of a publication, maintain the order of their names as they appear on the title page of the publication, even if they are not in alphabetical order on the title page.

4. If a reference has no author, list it alphabetically according to the sponsoring body, for example, CSIRO or Education Queensland.

5. If there is no author or sponsoring body, list alphabetically according to the title. The whole title of the resource must appear, but when listing alphabetically, ignore words such as, 'The', 'A', 'An' at the beginning of the reference's title. For example, 'The Australian child' should be alphabetised according to the 'A' in 'Australian'.

6. If there are two or more references by the same author, then list them in order of publication date with the **oldest** work first.

7. If references by the same author have been published in the same year, then list them alphabetically according to the title and add the letter 'a' after the first date, and 'b' after the second date, and so on, (e.g. 1993a, 1993b, 1993c).

Formatting the reference list

The title should be **References** and it should be:

- bold

- left aligned

- in the same font size as the document, 12 pt.

Note: headings are neither underlined nor punctuated.

The references contained in the list should:

- be in single line spacing

- have a blank single line space between each reference (**Hint**: use paragraph spacing of 12 pt)

- be left aligned

- be arranged alphabetically

- be the **final page** of your assignment. (Appendices are placed after the reference list.)

A sample reference list illustrating this formatting has been provided at the end of this guide on page 45.

Minimal or maximal capitalisation?

Some lecturers/faculties require a specific form of capitalisation in the reference list. Check to see if there is a specific requirement and follow it. If there is no requirement, the Harvard author-date system endorses minimal capitalisation.

Minimal capitalisation	Only the first word in the titles of books, chapters and journal articles is capitalised.
	Authors' names and initials, journal titles and publishing firm names are **always capitalised.**
	If the title of the article, book or chapter contains a colon, only capitalise if the first word after the colon is a proper name. For example:
	Jones, B 1999, *The history of rock: John Lennon,* Zen Publishing, London.
	For journal titles use maximal capitalisation.
Maximal capitalisation	For titles of periodicals (journals, magazines and newspapers), capitalise the first word and also any other word which is not 'the', 'a', 'an', a preposition (such as 'for', 'on', 'under', 'about') or a conjunction (such as 'and', 'but', 'or').

The following examples highlight the differences between minimal and maximal capitalisation.

Minimal capitalisation

'Green light for operation glass ceiling' 1999, *Queensland women*, viewed 22 May 2000, http://www.qldwoman.qld.gov.au/qwo/9712/ceiling.html

Kaye, M 1994, *Communication management*, Prentice-Hall, Sydney.

Maximal capitalisation

Anderson, A & Ellis, A 2001, 'Using Desktop Video to Enhance Music Instruction', *Australian Journal of Educational Technology,* vol. 17, no. 3, pp. 279–294.

Crystal, D 1996, *Discover Grammar*, Pearson Education, Harlow.

Frequently asked questions (FAQs)

These FAQs may provide you with information that you cannot find elsewhere in this booklet.

Q1: *Why is the word Author sometimes used to identify the publisher?*

A1: The word author is used when the author and the publisher are the same. This commonly occurs when referencing government publications.

Q2: *Is the printer also the publisher?*

A2: Not often. Do not use phrases like 'Government Printer' to indicate the publisher.

Q3: *What if there are two publishers for the resource?*

A3: Show both publishers separated by an ampersand (&).

Q4: *Do I need to cite all the editorial offices?*

A4: No. Cite the main editorial office responsible for producing the resource—use the first one listed on the title page. To be sure, check this on the verso page (the back of the title page).

Q5: *Does the Australian Government Publishing Service (AGPS) publish all Commonwealth Government publications?*

A5: The AGPS does not exist any more; however, older publications may give the AGPS as the publisher and this should be adhered to.

Q6: *Do I include the country name as well as the city/town name?*

A6: No. However, the manual does state, that you could give the country with little known place names (p. 203).

Q7: *Is the date of publication the same as the copyright date?*

A7: No. For some publications the copyright is held by an author who may arrange publications by different publishers on different dates.

Q8: *Is the author's name the same as the name next to the © symbol?*

A8: Not usually—but sometimes this can be the case.

Q9: *What if no edition is shown?*

A9: Assume it is the first edition. You do not have to include this (1st edn) in the actual reference; only 2nd or later editions need to be specified.

Q10: *If the title words on the spine or cover of a book are different from those on the title page, which do I use?*

A10: Use those on the title page.

Q11: *Should multiple authors of an individual resource be recorded in alphabetical order?*

A11: No. Record them as they appear on the title or verso page of the resource. Do **not** change the order.

Q12: *Should I include honorifics (Dr, Prof) or professional affiliations (AMA, FRACS)?*

A12: No.

Q13: *Can I use the expression 'Anon' (anonymous author)?*

A13: Avoid this unless it is required by your lecturer or faculty. Use the title of the resource to begin the reference rather than Anon.

Q14: *Should I use Pty Ltd and Inc after publishing companies or corporations?*

A14: No.

Q15: *Can I stop **Microsoft Word** from creating superscript ordinals like 2nd?*

A15: Yes. Click on **Tools**, click on **Autocorrect options**. Click on **Autoformat as you type.** Click in the checkbox alongside **Ordinals (1st) with superscript** to remove the tick.

My questions and answers

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Harvard in-text and reference list models

The following is a set of guidelines for modelling referencing techniques for paraphrasing and direct quotations in the body paragraphs of your assignments (in-text referencing), and in the reference list at the end of your assignment.

Remember

If no example can be located for the resource you intend to use, be guided by the principles of author-date referencing; always include details that you consider would be necessary to locate that resource and place them in the order in which they appear in the Harvard system:

- author and date
- title
- publisher
- city where published.

If it is an electronic resource, include:

- author and date
- title
- date viewed
- URL address or name of database.

Quick guide to referencing models

Hard copy books

	Examples of how to refer to the resource in-text	Model to follow in the reference list
One author	A recent study (Elder 1995) found that rock samples … *or* Elder (1995, p. 14) claims that '…'.	Elder, B 1995, *The magic of Australia*, Beaut Books, Sydney. **Note: When an author has two or more initials, the entry would look like this:** Schwartz, HJ 1985, *Interactive writing: composing with a word processor*, Holt, Reinhardt and Winston, Austin.
Two authors	A recent study (Yeric & Todd 1989) predicted that … *or* Yeric and Todd (1989, p. 17) suggest that '…'. **Note: Use an ampersand (&) within the parenthesis, but use 'and' for author prominent referencing.**	Yeric, J & Todd, J 1989, *Public opinion: the visible politics*, Peacock Publishers, Chicago.
Three authors	A recent study highlighted the fact that … (Yeric, Todd & Muller 1999). *or* Yeric, Todd and Muller (1999, p. 28) stated that '…'. **Note: Use an ampersand (&) within the parenthesis, but use 'and' in author prominent referencing.**	Yeric, J, Todd, J & Muller, P 1999, *Political perspectives*, Peacock Publishers, Chicago.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Four or more authors	A comprehensive study conducted in 1998 indicated that business in Australia is growing exponentially (Jones et al. 1999). *or* Jones et al. (1999, p. 34) suggested in their comprehensive study that '…'. **Note:** **If there is another reference starting with Jones, for example, Jones, Larsen, Green and Matthews, the names of all the authors should be given in both cases to avoid confusion.**	Jones, P, Smith, A, Hudson, T, Etherton, J, Connelly, W & Gardener, J 1999, *Business management for the new era*, Wyland Publishing, Adelaide. **Note:** **Use et al. in all in-text entries. Include all of the authors in the reference list.**
Multiple works—same author	University research (Brown 1982, 1988) has indicated that … *or* Recent reports (Napier 1993a, 1993b) indicate that … **Note:** **When using two studies by the same author in different years, paraphrasing is essential. Place in chronological order—oldest first.** Ideas by Napier (1993b) were implemented … . **Note:** **You may use direct quotes when using the sources separately.** **Add a, b, c, etc. to differentiate between works in the same year by using the alphabetical order of the title.**	Brown, P 1982, *Corals in the Capricorn group,* Central Queensland University, Rockhampton. Brown, P 1988, *The effects of anchors on corals,* Central Queensland University, Rockhampton. Napier, A 1993a, *Fatal storm*, Allen & Unwin, Sydney. Napier, A 1993b, *Survival at sea*, Allen & Unwin, Sydney.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Works by different authors—same family name	A recent report (Smith 1998) shows that … *or* It was recently found that '…' (Smith 1999, pp. 47–48). **Note: The year of publication will differentiate between the two authors.**	Smith, J 1998, *The world's polluted oceans*, Pacific Publishers, Sydney. Smith, R 1999, *Evolution and religion*, Firth's Publishers, Adelaide.
Works by different authors—same family name—same year	A. Carter (1999) proposed that class size seriously limited creativity in the lower school. Further investigation proved there were notable weaknesses in this claim (Carter, T 1999). **Note: As a general rule, it is advisable to paraphrase in this instance.**	Carter, A 1999, *Issues in Australian education*, Cherokee Publications, Brisbane. Carter, T 1999, *Creativity in the classroom*, Watkins & O'Hara Publishers, Darwin.
Second or later edition with an author	Group dynamics has been identified as … (Johnston 1993). *or* A recent theory (Johnston 1993, p. 5) on group dynamics states that '…'.	Johnston, K 1993, *Surviving the first year experience*, 2nd edn, Macmillan, Melbourne.

Several sources are cited at once **Note: Do *not* overdo this!**	Bradford (1992), Curtis (1983), and Graham (1997) all agree … <center>*or*</center> Recent studies (Bradford 1992; Curtis 1983; Graham 1997) agree that … **Note:** **Paraphrasing is essential if you are going to cite the essence of what the authors all agree upon. Alphabetise according to the name of the first author in each source. Separate entries by using semicolons.**	Bradford, C 1992, *Genre in perspective: a whole language approach*, Bookshelf, Gosford. Curtis, A 1983, *Practical math for business*, Houghton Mifflin, Boston. Graham, A 1997, *Managing more postgraduate research students*, Oxford Centre for Staff Development, Oxford. **Note: Each author will appear as a separate entry in the reference list.**
Author(s) sponsored by institution, corporation or other organisation	Recent theories (Centre for Continuing Studies 1987) expose the link … <center>*or*</center> It has been suggested that '… ' (Centre for Continuing Studies 1987, p. 23).	Centre for Continuing Studies 1987, *Methods of learning*, Harper Collins, Sydney.
No author's name appears (but there is a sponsoring body or title)	A recent study (Australian Defence Force 1996) suggests … <center>*or*</center> A recent study (*Family policies* 1996) shows that … **Note: Cite the sponsoring organisation, the newspaper or the title.**	**Sponsoring body example** Australian Defence Force 1996, *The boat people issue*, Australian Government Publishing Service, Canberra. **Title example** *Family policies* 1996, Australian Government Publishing Service, Canberra.
No author and 2nd or later edition	Designing a house is … (*Practical design* 1992) <center>*or*</center> When designing a house, it is important that '…' (*Practical design* 1992, p. 90).	*Practical design* 1992, 2nd edn, South Australian Design Press, Adelaide.

Edited work—role of editor is significant	Current essays edited by Danaher (1998) suggest … *or* Current essays (ed. Danaher 1998) suggest … *or* Danaher (ed. 1998, p. 87) indicates that '…'.	Danaher, P (ed.) 1998, *Beyond the Ferris wheel*, CQU Press, Rockhampton.
Chapter in edited work	There is a connection between … (Byrne 1995). *or* According to Byrne (1995, p. 84), '…'.	Byrne, J 1995, 'Disabilities in tertiary education', in L Rowan & J McNamee (eds), *Voices of a margin*, CQU Press, Rockhampton.
One volume of multivolume work	It would appear that armed conflict in Asia did not cause … (eds Dawson & Browning 1986). *or* Dawson and Browning (eds 1986, p. 32) stated that '…'.	Dawson, P & Browning, MC (eds) 1986, *The world at war*, vol. 3, *The Asian conflict*, Penguin, Harmondsworth.
One issue in a series	'The kings of Scotland were …' (Grant 1982, p. 34). *or* Many of the Scottish kings were landed gentry before … (Grant 1982). 'The birthrate is declining and the population is aging' (ed. Healey 2005, p. 12)	Grant, E 1982, *World bibliographic series: Scotland,* vol. 34, Clio Press, Oxford. Healey, J (ed.) 2005, *Issues in society: population*, vol. 224, Spinney Press, Balmain.
No date can be established	Bridging courses are studied by students who have not previously … (Lansdown n.d.). *or* Lansdown (n.d., p. 13) found that '…'	Lansdown, M n.d., *Bridging courses*, Central Queensland University, Rockhampton.
The date can be established but only approximately	In a draft policy release, the Queensland Education Department (c. 1995) suggests … *or* 'Disciplining a child should not invoke …' (Queensland Education Department c.1995, p. xxii).	Queensland Education Department c. 1995, *Draft policy on school discipline,* Author, Gladstone.

Referring to an author (primary source) read about in another publication (secondary source)	Simpson's observations in 1975 (cited in Cole 1992) led to … . *or* Learning is a process of association and development … (Simpson 1975, cited in Cole 1992). *or* Cole (1992, p. 9), in reporting Simpson's study, highlights that in 1975, …	Cole, P 1992, *Teaching and learning,* Cap Press, Yeppoon. **Note: Cole is the author who will appear in the reference list. Try to locate the primary source if possible.**
Referring to two primary sources within a secondary source	Findings from studies (Heath 1989; Johnson 1972, cited in Morris 1998) indicate that …	Morris, M 1998, *Critical reflection on distance education*, Goprint, Brisbane. **Note: Morris is the author who will appear in the reference list.**
Author is also the publisher	Learning with the whole brain is said to … (Central Queensland University (CQU) 2004). *or* According to Central Queensland University (CQU) (2004, p. 32), 'whole brain learning is …'.	Central Queensland University (CQU) 2004, *Immigrants into a new time*, Author, Rockhampton.

Electronic books

	Examples of how to refer to the resource in-text	**Model to follow in the reference list**
E-book from CQU library e-book resources	Macroeconomics has been defined as … (Barro 1997). *or* According to Barro (1997, p. 3), macroeconomics has been defined as '…' .	Barro, RJ 1997, *Macroeconomics*, 5th edn, viewed 17 February 2006, http://purl.library.cqu.edu.au/EBOOKS/339-0289-29960

Hard copy journal articles

	Examples of how to refer to the resource in-text	Model to follow in the reference list
One or more authors	Growing concern regarding … (Peterson & Schmidt 1999). *or* Peterson and Schmidt (1999, p. 90) maintain that '… '.	Peterson, J & Schmidt, A 1999, 'Widening the horizons for secondary schools', *Journal of Secondary Education*, vol. 3, no. 8, pp. 89–106.
No author	The competitiveness of solar power has been … ('Building theories on sand' 1999). *or* 'Solar power may be a competitive … ' ('Building theories on sand' 1999, p. 521).	'Building theories on sand' 1999, *Science*, vol. 285, p. 521.
No volume or issue number	Sprague and Shameen (1999) indicate that alternatives to continual economic growth … . *or* It has been suggested that '[g]rowth at all cost is no longer a viable option' (Sprague & Shameen 1999, p. 50).	Sprague, J & Shameen, A 1999, 'Boosting growth, courting disasters?', *Asiaweek*, 31 July, pp. 50–51.
Article reproduced in a university readings book	Inequality amongst social groups is caused predominantly by prejudice (Greenland 1995). *or* Greenland (1995, p. 27) argues that '…'	Greenland, H 1995, 'On the road to prejudice', *Australian Magazine*, pp. 22–27, in Central Queensland University (CQU) 1999, *LAWS53287: Working with communities: resource materials*, Author, Rockhampton.
Magazine	Social welfare workers Australia wide have indicated a need to address the issues surrounding the rising suicide rate (McVeigh 2001). *or* According to McVeigh (2001, p. 20) the increase in the rate of youth suicide is 'of great concern to those employed in the social welfare sector'.	McVeigh, T 2001, 'Death wish', *Australian Magazine*, 12–13 May, p. 20. **Note : Always evaluate information found in magazines for 'scholarliness'—including bias, validity, trustworthiness of the authors etc. Magazines are not generally considered scholarly pieces of work for research.**

Online or electronic journals

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Journal article from a database	Recommendations about the optimal size of a small business included … (Mulgan 2000). *or* Mulgan (2000, p. 10) recommends that '…'.	Mulgan, R 2000, 'Perspectives on "the public interest"', *Canberra Bulletin of Public Administration*, no. 95, March, pp. 5–12, (online ProQuest).
Journal article from a website	'Plagiarism is one of the biggest problems in academia at present' (Kennedy 2004, p. 2). *or* Kennedy (2004) suggests that plagiarism in universities is very common.	Kennedy, I 2004, 'An assessment strategy to help forestall plagiarism problems', *Studies in Learning , Evaluation, Innovation and Development*, vol. 1, no. 1, viewed 7 October 2005, http://www.sleid.cqu.edu.au/viewissue.php?id=5
Journal article from CQU Course Resources Online	Isolation is a key factor in … (Kendall 1998). *or* Kendall (1998, p. 217) indicates that 'isolation thus becomes intrinsic …'.	Kendall, CN 1998, 'Teen suicide, sexuality and silence', *Alternative Law Journal,* vol. 23, no. 5, Central Queensland University Course Resources Online (LAWS11045).

Hardcopy—newspaper articles

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Newspaper article with an author	… has become a major source of public concern in recent weeks (Condren 1999). *or* Condren (1999, p. 1) reported that '…'.	Condren, P 1999, 'Swiss prepare charges', *Weekend Australian*, 30–31 July, p. 1.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Newspaper article without an author	In the *Advertiser* (23 October 2001, p. 10) … *or* Reform to tax laws was mentioned as '…' (*Advertiser* 23 October 2001, p. 10). **Note: At undergraduate study level, you are strongly encouraged not to use newspaper articles without an author. You should seek to locate a more acceptable scholarly representation of the information you wish to use.**	*Advertiser* 2001, 'Federal election: new Chip in politics', 23 October, p. 10. **Note: In this case the name of the newspaper is substituted for the name of the sponsoring body.**

Electronic copy—newspaper articles

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Newspaper article with an author (online newspaper)	The banking industry's vital networks have … (Davies 1996). *or* The banking industry is said to have '…' (Davies 1996, p. 1).	Davies, P 1996, 'Key mistake wreaks havoc', *Australian*, 18 June, p. 1, viewed 12 August 1997, http://www.australian.aust.com/hied/columns/dav18jn.htm
Newspaper article with an author (electronic database)	Businesses in Australia have improved their … (Gottliebsen 2004). *or* Gottleibsen (2004, p. 3) stated that '…'.	Gottliebsen, R 2004, '1964–2004 and beyond', *Australian*, 28 July, p. 3, (online Factiva).
Newspaper article with no author (online newspaper)	In the *Advertiser* (30 September 2005, p. 21) … **Note: Always check the validity of a site that has no author or sponsor. The use of such sites is discouraged.**	*Advertiser* 2005, '23m won but no prize claimed', 30 September, p. 21, viewed 30 September 2005, http://www.theadvertiser.news.com.au/sectionindex1/0,5934,national%20news%5ENATIONAL%5ETEXT%5Etheadvertiser,00.html

	Examples of how to refer to the resource in-text	**Model to follow in the reference list**
Newspaper article with no author (electronic database)	In the *Advertiser* (23 October 2001, p. 10) … **Note: Always check the validity of a site that has no author or sponsor. The use of such sites is discouraged.**	*Advertiser* 2001, 'Federal election: new Chip in politics', 23 October, p. 10, (online Factiva). **Note: In this case the name of the newspaper is substituted for the name of the sponsoring body.**

Other documents on the World Wide Web (WWW)

Indicate page numbers by using, for example, p. 3 of 4 in in-text referencing. To see the page numbers, click on **File** then **Print Preview** while in **Internet Explorer**. When referencing documents from the WWW, always apply this principle: Author and date, *name of document*, viewed date, URL.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Document on the WWW (author/sponsor given but not dated)	According to Greenpeace (n.d.), genetically modified foods are … *or* Greenpeace (n.d., p. 1 of 2) recommends that 'fewer genetically …'.	Greenpeace n.d., *The future is GE free*, viewed 28 September 2005, http://www.greenpeace.org.au/ge/farming/canola.html **Note: The title of a webpage is treated like the title of a book. It is written in italics in the reference list.**
Document on the World Wide Web (no author/sponsor)	As stated in 'Harvard style' (2003), … **Note: Always check the validity of a site that has no author or sponsor. The use of such sites is highly discouraged.**	'Harvard style' 2003, *Citing or referencing electronic sources of information*, viewed 3 June 2003, http://www.unisanet.unisa.edu.au/learningconnection/students/Lguides/harvard-referencing.pdf **Note: Sometimes there may be an editor's name given on the page—reference this like you would an edited work.**
Conference proceedings from a website	The status of refugees … (Callaghan & Martin 2004). *or* Callaghan and Martin (2004, p. 4 of 10) state that refugee 'injustice …'.	Callaghan, S & Martin, B 2004, 'Igniting concern about refugee injustice', paper presented at the *Education and Social Action Conference*, 6-8 December 2004, viewed 5 May 2005, http://www.uow.edu.au/arts/sts/bmartin/pubs/04esa.html
Radio transcript from a website	Smith (1998) indicates that lavender has healing properties. *or* Smith (1998, p. 2 of 3) highlights lavender as having '…'.	Smith, H 1998, 'Medicine in Chaucer's time', *Ockham's Razor*, ABC Radio National Transcripts, viewed 1 September 1998, http://www.abc.net.au/rn/science/ockham/or110896.htm

Government sponsored web sites

Note:

- Many Federal Government websites now indicate that the copyright belongs to Commonwealth of Australia regardless of the office or department to which the website refers.
- Many Queensland Government websites now indicate their copyright as being The State of Queensland.
- Always check the website for copyright details on Government sites.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Australian Bureau of Statistics online **Note: Use ABS in subsequent entries**	The number of children living with only one of their natural parents doubled between 1988 and 1998 (Australian Bureau of Statistics (ABS) 1998). *or* 'Out of Australia's 4.6 million children aged under eighteen, …' (Australian Bureau of Statistics (ABS) 1998, p. 1 of 2).	Australian Bureau of Statistics (ABS) 1998, *4442.0 One in four children do not live with both natural parents*, viewed 25 July 2002, http://www.abs.gov.au/ausstats/abs%40.nsf/e5cb0b45f4547cc4ca25697500217f47/28f203d3e10ef834ca2568a90013628c!OpenDocument
Government media releases **Note: Use CSIRO in subsequent entries**	According to the Commonwealth Scientific and Industrial Research Organisation (CSIRO) (1997–2004), sheep weighing has always been an … *or* According to the Commonwealth Scientific and Industrial Research Organisation (CSIRO) (1997–2004, p. 5 of 12), 'the benefits of the new sheep weigher technology …'.	Commonwealth Scientific and Industrial Research Organisation (CSIRO) 1997–2004, *Revolutionary sheep weigher on trial*, media release Ref PRO 4_168, 15 Sept 2004, viewed 16 September 2004, http://www.csiro.au/index.asp?type=mediaRelease&id=sheepweigher&style=mediaRelease
Government report	The success of new teaching techniques in engineering laboratories has been documented (Engineering Education Steering Committee 1996). *or* 'Engineering laboratories now employ …' (Engineering Education Steering Committee 1996, p. 10 of 120).	Engineering Education Steering Committee 1996, *Educating engineers for a changing Australia: draft report*, viewed 28 August 1996, http://www.uow.edu.au/pwrsysed/project/review.htm

Hard copy government or legal documents

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Legislation **Note: See section above on Government documents**	It must be realised that intent must be established before a prosecution can proceed concerning underage drinking (Queensland Government 1962, s. 12, ss. 5). *or* Intent must be established before a prosecution can '…' (Queensland Government 1962, s. 12, ss. 5).	Queensland Government 1962, *Queensland State Liquor Act*, Author, Brisbane. **Note: Author refers back to the sponsor who is also the publisher.**
Government publication	'The total number of Australians who …' (Australian Bureau of Statistics (ABS) 1999, p. 2). *or* It was further noted that … (ABS 1999). **Note: Common title/acronym or initialism must also be added. Subsequent entries use only the common title/acronym or initialism.**	Australian Bureau of Statistics (ABS) 1999, *Regional statistics*, Cat. no. 1313.8, Author, Canberra.
Government report	A government report (Royal Commission into Aboriginal Deaths in Custody (RCADC) 1990) found that … . *or* It has been reported that '…' (Royal Commission into Aboriginal Deaths in Custody (RCADC) 1990, p. 456). **Note: Subsequent entries use only the common title/acronym or initialism.**	Royal Commission into Aboriginal Deaths in Custody (RCADC) 1990, *Report of the inquiry into the death of Ronald Mack*, by Commissioner DJ O'Shea, Australian Government Publishing Service, Canberra.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Government publications and regulations **Note: This information is taken from pp. 222–227 and you are strongly advised to read the section regarding this in the *Style manual for authors, editors and printers*.**	When citing government, legal or standards documents, it is recommended that for citing divisions of Acts and Ordinances, use s. or ss. for citing sections. For example: • in ss. 4-7 of the *Copyright Act 1968* • the Copyright Act, ss. 4-7 • in s. 4 of the Casino Control Ordinance. When citing regulations, use r. and rr. For example: • the Copyright Regulations, rr. 18-19 • the Commonwealth's Copyright Regulations, r. 18 • in r. 4 of the Copyright Regulations. When citing legal authorities, the following details are necessary: name of case • year or volume number or both • abbreviated name of the report series • the page on which the report of the case begins. For example: The State of New South Wales v. The Commonwealth (1915) 20 CLR 54	
Standards	According to the Standards Association of Australia (1997), …	Standards Association of Australia 1997, *Australian standard: pressure equipment—manufacture*, (AS4458-1997), Standards Australia, North Sydney.
Patents	Tan and Arnold (1993) formalised and protected their ideas … *or* Tan and Arnold (1993, n.p.) protected their ideas by '…'	Tan, IS & Arnold, FF (US Air Force) 1993, *In situ molecular composites based on rigid-rod polyamides*, US patent 5 247 057.
Note: The manual is unclear as to how to indicate where the information comes from when there are no page numbers evident on a document. Use your common sense in this instance. Some suggest you use n.p. to indicate there is no page number.		

Hard copy university provided study materials

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Study Guide (author known)	Reports by Hallinan (2000) indicate that … *or* Similarly, Hallinan (2000, p. 66) reported that '…'.	Hallinan, P 2000, *EDED48102 Development and disability: study guide*, Central Queensland University, Rockhampton.
Study Guide (author unknown)	A recent report (Central Queensland University (CQU) 2000) has suggested that … *or* Findings from a 1999 study indicate that '…' (Central Queensland University (CQU) 2000, p. 5).	Central Queensland University (CQU) 2000, *EDE48201 Development and disability: study guide*, Author, Rockhampton.
Text reprinted in a university resource readings	In a review of the situation, Aries (1962, p. 35) indicates that '…'. *or* Education in Australia in the 1900s did not encourage '…' (Aries 1962, p. 35).	Aries, P 1962, *Centuries of childhood,* pp. 31–47, in Central Queensland University (CQU) 2000, *EDED48911 Images of childhood: resource materials*, Author, Rockhampton.
Tutorial/workshop **handout (unpublished)**	The importance of aerobic exercise … (The respiratory system 2000). *or* Aerobic exercise is valuable because of its '…' (The respiratory system 2000, p. 1).	The respiratory system, Tutorial handout distributed in the unit, HHM72160 Human anatomy, Central Queensland University, Gladstone on 2 March, 2000. **Note: No italics nor quotation marks are shown because class handouts are unpublished sources.**

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Lecture notes (unpublished)	Thompson (2001) found that the first teaching day may result in mixed emotions for many first year teachers. *or* It has been found that beginner teachers, on their first day in the class room, will '… ' (Thompson 2001, p. 1).	Thompson, R 2001, The first day experience, Lecture notes distributed in the unit, EDED48314 Professional practice III, Central Queensland University, Bundaberg on 21 April 2001.
Lecture material—non-print (e.g. whiteboard notes)	In a lecture, *SCI52613 Introductory science*, presented at Central Queensland University, Mackay, on 17 April 2001, Dr J. Watson suggested that '…'.	**Note: This should not be included in the reference list. Treat it the same as personal communication and indicate 'who' (author) and 'where' (date) in the sentence in the body of your essay.**

Electronic copy university provided study materials

Study guide CD	Arithmetic is a branch of mathematics that requires a knowledge of … (Mathematics Learning Centre (MLC) 2004). *or* According to the Mathematics Learning Centre (MLC) (2004, n.p.), arithmetic can be defined as '…'	Mathematics Learning Centre (MLC) 2004, 'Transition mathematics 1', *MATH40236: Transition Mathematics 1A*, (CD-ROM).
Course Resources Online (CQU Library)	Isolation is a key factor in … (Kendall 1998). *or* Kendall (1998, p. 217) indicates that 'isolation thus becomes intrinsic …'.	Kendall, CN 1998, 'Teen suicide, sexuality and silence', *Alternative Law Journal,* vol. 23, no. 5, Central Queensland University Course Resources Online (LAWS11045).
Central Queensland University e-Courses (Blackboard)	Isolation is a key factor in … (Kendall 1998). *or* Kendall (1998, p. 217) indicates that 'isolation thus becomes intrinsic …'.	Kendall, CN 1998, *Teen suicide, sexuality and silence*, Central Queensland University e-Courses.

Specialised sources

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Conference paper (hard copy)	Women have contributed significantly to … (Edwards & Graham 1993). *or* Edwards and Graham (1993, p. 77) contend that '…'.	Edwards, K & Graham, R 1992, 'The all female expedition: a personal perspective', *Gender on ice: proceedings of a conference on women in Antarctica*, 8–12 January 1993, Australian Antarctic Foundation, Canberra, pp. 75–81.
Paper presented at a meeting (unpublished)	The escalating abuse of pre-school aged children has become a major societal concern (Lanktree & Briere 1991). *or* Lanktree and Briere (1991, p. xxi) indicate that '…'.	Lanktree, C & Briere, J January 1991, Early data on trauma symptom checklists for children, paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego. **Note: The title is not italicised as this paper is unpublished.**
Brochure (author is also the publisher)	Guidelines such as those found by the Research and Training Centre of Independent Living (RTCIL) (1993) have become standard procedures. *or* According to guidelines developed by the Research and Training Centre of Independent Living (RTCIL) (1993, p. iv), '…'	Research and Training Centre of Independent Living (RTCIL) 1993, *Guidelines for reporting and writing about people with disabilities*, Author, New York.
Pamphlet	It has been established that encouraging workers over the age of 55 to … (Centrelink 1999). *or* Centrelink (1999, p. 10) concluded that '…'.	Centrelink 1999, *Bonus for working seniors*, Author, Brisbane.
Video	Similarly, in *Harry Potter and the philosopher's stone* (2002), … *or* The use of lighting to create mood was evidenced in … (*Harry Potter and the philosopher's stone* 2002).	*Harry Potter and the philosopher's stone* 2002, video recording, Warner Home Video, New York.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Movie	The use of animation to create mystery and intrigue were … (*Harry Potter and the philosopher's stone*). *or* In the movie *Harry Potter and the philosopher's stone* (2002) animation … .	*Harry Potter and the philosopher's stone* 2002, motion picture, Warner Bros, New York.
Television broadcast	The idea was first presented in 'Emission impossible' (1999).	'Emission impossible' 1999, *Four Corners,* television broadcast, ABC Television, 8 November. **Note: Often, transcripts of television broadcasts will appear on the web site of the sponsoring body. It is often a better idea to gain the transcript—especially if you wish to use a direct quote from the broadcast.**
Television advertisement	'Coke adds life' (Coca-Cola Amatil 1986), is the slogan used by …	Coca-Cola Amatil 1986, *Coca-Cola at the beach*, television advertisement, Cruise Advertising, Brisbane.
Microfiche (without a reference number)	Mundy (1980, p. 42) explained that …	Mundy, G 1980, *Ideology and the mass media*, microfiche, The Library, Social Sciences and Humanities Division, Australian National University, Canberra.
Microfiche (with a reference number)	Rallis (1995, p. 11) believes that …	Rallis, SF 1995, *Dynamic teachers: leaders of change*, Sage Productions, London, ERIC Microfiche ED 388626.
Interview on radio	Norris (1997) described the melting of the ice packs in the Antarctic …	Norris, D 1997, *The greenhouse report,* radio broadcast, ABC Radio National, 6 January.

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Personal communication	In a telephone conversation on 17 July 1999, the current Director of Nursing at … , Dr Petty, highlighted the … *or* Evidence given by the Director of Nursing at … , suggested that … (Petty, H 1999, pers. comm., 17 July) … *or* In an email communication on 10 June 1995, The Director of … , Mary Wren, indicated that …	**Note: Personal communications, such as conversations, letters and personal email messages, are not usually included in a reference list.**
Email message, conversation via bulletin board or electronic discussion group	In an email from J. Henderson on 19 June 1999, the findings of the report were …	**Note: Cited as personal communication in-text This is not included in the reference list.**
Handbook e.g. drug handbook	Correct drug dosage amounts and common allergic reactions to drugs are crucial to choosing the correct drug for a patient (*MIMS Annual Australian Edition* 1975).	*MIMS Annual Australian Edition* 1975, IMS Publishing, Crows Nest.
Newsbroadcast on radio	The discovery was first announced on *4BU News* (14 February 2000).	**Note: You should obtain the broadcast transcript from the sponsor's website. See online radio and news broadcasts.**
Thesis (unpublished)	Herbert-Cheshire (unpub.) argues that *or* Marine life found in the local area … (Herbert-Cheshire unpub.)	Herbert-Cheshire, L 1997, Living by the sea, BA Hons Thesis, Central Queensland University. **Note: The title is not italicised as this has not been published.**

	Examples of how to refer to the resource in-text	Model to follow in the reference list
Audio cassette	In *Plum blossom* (1990), it is claimed that entertainers live a very complex life. *or* Entertainers find that because of the nature of their work, … (*Plum blossom* 1990).	*Plum blossom* 1990, sound recording, White Swan Audio and Video Publishing House, cassette WS8871.
Atlas (with an editor)	The position of the new city is to be in south-east Queensland (ed. Eales 2003, Map 34).	Eales, S (ed.) 2003, *The Jacaranda atlas,* 3rd edn, John Wiley & Sons, Brisbane.
Atlas (with no editor)	The position of the new city is to be in south-east Queensland (*The Jacaranda atlas* 2003, Map 34).	*The Jacaranda atlas* 2003, 3rd edn, John Wiley & Sons, Brisbane.
Dictionary	*The Australian concise Oxford dictionary* (1999, p. 1425) defines a throw-away society as one which …	*The Australian concise Oxford dictionary* 1999, 3rd edn, Oxford University Press, South Melbourne.
The Bible	These particular lines (Psalm 23: 6–8) refer the reader to …	**Note: Bible references are not included in a reference list.**

Evaluating web sites for educational use

Take care to evaluate the *quality* and *trustworthiness* of any electronic information you wish to use in an academic assignment. The standard of reliability and validity for information on web sites is often not as high as for articles in published materials. Anyone can place information on the WWW, often without any review process. Reliable sources generally include:

- refereed articles in online journals

- articles from databases selected by the university

- articles published by universities, government departments, business organisations, reputable lobby groups.

Adopt a cautious approach!

Consider the following:

1. What is the purpose of the web site? Ascertain the purpose (to inform, to persuade, to sell). If you know the motive behind the web page, you can judge it better.

2. Is there an author/sponsor? If you can not find an author or an organisation responsible for publishing the site, then it most probably is not reliable. Is the author qualified to write about this topic? What is the author's expertise? Is the sponsor reputable? Are opinions being presented as facts? Try to differentiate fact from fiction. Authenticity is not always easy to confirm, so test one source against another. Make sure there is no bias evident. Check that the person presenting the information does not have a vested interest in proposing the particular view point.

3. Are references or bibliographies included?

4. How current is the information?

5. When was the web site last updated?

6. Is the information well written, free of spelling, punctuation and grammatical errors?

Note: It is accepted that some of the electronic information which you use may not be retrievable as it is either being updated/amended or has been deleted. To guard against this possibility, print the material you are referring to or save it to a disk so that you have a permanent record.

Sample reference list

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