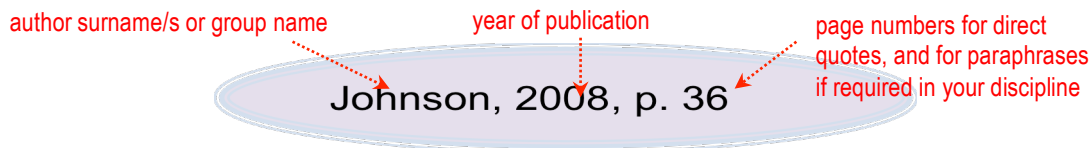


Referencing is a very important academic convention that recognises that academic writing builds on previous research. In your assignments, you are required to refer to the work of others, which you must explicitly acknowledge both in the body of your assignment (in-text reference) and in the list of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

1. Parts of the in-text reference
2. Direct quotations
3. Paraphrases and summaries
4. In-text referencing in action

1. Parts of in-text references

In APA referencing, an **in-text reference** can consist of



- (a) The 'author' can be the name(s) of the writer(s) or the name(s) of the group that serves as the author (e.g. editors, corporations, associations, government agencies, publishers). When the author is not known, then use the **title** in double quotation marks (articles, a chapter, web page) or in italics (periodical, book, brochure, report).
- (b) When the publication date is not available, write **n.d.** (no date) with full stops after the n and the d and without any spaces between the letters.
- (c) When there are no page numbers and you need to state the location of your information, use paragraph numbers e.g. **para. 9** or section titles, e.g. **Chapter 3**.

2. Direct quotations

You may use direct quotes (the exact words of the author) as evidence in your writing when those exact words carry special significance. You should NOT use too many direct quotes in your writing, as they are not highly valued. Specific rules for using direct quotes in your writing are:

- (a) **If the direct quote is less than 40 words in the text**, enclose it with double quotation marks.

Strong author example:

James (2001) claims that there is a consumerist approach emerging in higher education that is "a direct result of the expectation that students contribute a greater a proportion of the cost of their education" (p. 378).

No punctuation needed to introduce this short quote as it merges with the rest of the sentence.

Weak author example:

There are claims that there is a consumerist approach emerging in higher education that is "a direct result of the expectation that students contribute a greater proportion of the cost of their education" (**James, 2001, p. 378**).

At the end of a short quote, the full stop goes after the weak author in-text reference.

- (b) **If the quote is more than 40 words in the text**, follow the format below.

The colon introduces the quote, but no double quotation marks are used.

Strong author example:

In recent times, academic staff members have been reporting changes in university clientele and their attitude to the university learning experience. **James (2001)** reports that:

Further evidence of changing student expectations is showing up in the consumer orientation of many students. . . . Many believe a consumerist pattern of thinking among students, which they believe is a direct result of the expectation that students contribute a greater proportion of the cost of their education, is now emerging during their day-to-day interaction with students. (p. 378)

Go to a new line and indent to right

The full stop goes before the page number.

Weak author example:

In recent times, academic staff members have been reporting changes in university clientele and their attitude to the university learning experience:

Further evidence of changing student expectations is showing up in the consumer orientation of many students. . . . Many believe a consumerist pattern of thinking among students, which they believe is a direct result of the expectation that students contribute a greater proportion of the cost of their education, is now emerging during their day-to-day interaction with students. (James, 2001, p. 378)

The full stop goes before the in-text reference.

(c) You can make some modifications in direct quotations if you follow these rules:

1. When leaving out some words in the middle of the quote, use an ellipsis signal . . . (three full stops with a space before, between, and after).
2. When changing the capitalisation of a letter, use square brackets [] around the letter e.g. [J].
3. When adding words to the quote (without changing the meaning), use square brackets [] around the added words.
4. When indicating an error in the quote (e.g. spelling), insert [sic] in square brackets and italics after the error.

3. Paraphrases and summaries

Using your own words to express the ideas or opinions of other writers (i.e. paraphrases or summaries) is recommended because direct quotations should occupy less than 10% of your essay. A summary is a shortened version of the original, whereas a paraphrase is about the same length as the original. Paraphrases and summaries of the work of other writers require in-text references, but no quotation marks are needed.

Strong author example:

Long (2007) argues that recast feedback may be the most effective method to correct a second language learner's spoken errors.

Weak author example:

It is argued that recast feedback may be the most effective method to correct a second language learner's spoken errors (Long, 2007).

The full stop goes after the in-text reference

4. In-text referencing in action

There is some debate about the desirable educational goals of higher education. Saur (1997) asserts that the essential role of higher education is "to teach thought" (p. 37), and that 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:

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)

strong author
Secondary reference

Bloom's higher-order thinking skills of analysis, synthesis and evaluation (as cited in Harrison, 1999) 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). Responsible citizenship is arguably the most valuable outcome of genuine education.

Online reference with no author, so use the name of the organization (group that serves as the author)

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.

weak author
No page number needed here because the reference is a summary of the whole study. et al.
More than three authors wrote the source

weak author
At the end of a long quote, the in-text reference goes after the punctuation.

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