

# **Proofreading, referencing and bibliographies**

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# Proofreading

*4 key questions to ask yourself:*

- Is it relevant?
- Is it clear?
- Is it objective?
- Does it make sense?

# What to proofread for

- Content (ie *what* you are saying)
  - Is it relevant?
  - Does it make sense?
- Language (how you are saying it)
  - Is it clear?
  - Is it objective?
  - Does it make sense?

# Tips for effective proofreading

- read your work aloud
  - *if it sounds strange to you, it will probably sound strange to someone else: stop and work out what the problem is*
  - *if it sounds monotonous or too fragmented, try altering the sentence lengths (this will alter the rhythm)*
  - record yourself and play it back while you read silently
- cover the page below the line you're reading
- use your fingers (like when children learn to read)
- try reading it backwards as well as forwards

# Tips for effective proofreading

- Use **colour coding**
  - for content
  - for connections between content
  - for connections between content and main research question + hypothesis
  - for language (eg Subject-Verb-Object)
- Give yourself time
- Do more than once
  - as you go along
  - when everything's finished
- Take a break when you're getting tired/bored

# Language

- Subject/verb agreement esp when many words between them
- Missing –s
- Tenses (be consistent)
- Pronouns /determiners (*he, she, it, they, this, that...*)
  - check they are (a) correct and (b) it is clear what they apply to
  - *this* + noun
- Prepositions (*to, for, from, between...*)
- Articles (*a, an, the*)
- *Less/fewer*
- Relative clauses
- Punctuation (read aloud)
- British English or American English?

*Grammar & spellcheckers are NOT a substitute for proofreading.*

# Presentation

- Font + font size
- Line spacing
- Extra space between paragraphs
- Start new chapters on a new page
- Check Contents page, section numbering (etc) is consistent with what you've actually done
- Don't have subheadings near the foot of page
- Page numbering
- Referencing
- Reference list/Bibliography

# Which referencing style should I use?

- Check School handbook
- Ask your supervisor
- Check main publications in your discipline for the commonly used styles

# In-text systems (Harvard)

*The two parts of the system work together.*

- The **in-text** part consists of:
  - the author's surname
  - date of publication
  - a page number (for direct quotation)
- The **full entry** in the **reference list**,
  - alphabetically by author's surname
  - all information must be
    - complete
    - listed in a conventional way.

# The Harvard system

Other aspects to be aware of:

- There are **small variations** within the Harvard system, which **don't matter** as long as you are **consistent**:  
(Webster ,2008, p.48)      (Webster, 2008:48)
- If you have read something quoted in another book, you must make this clear through **secondary referencing**  
(Webster, 2008, cited in Jenkins, 2009:22).
- If there are more than two authors of a source, you can shorten the in-text reference using 'et al'.  
(Webster, Jenkins and Magyar, 2008)  
(Webster et al, 2008)

# Footnotes and Endnotes

- Footnotes
  - marked with a number in the text (either superscript or in square brackets)
  - give the full information at the bottom (or foot) of the page.
- Endnotes are the same, but the full information is at the end of the essay/article/chapter.
- Differences to be aware of:
  - The first entry in **footnotes** is given in full. It can be shortened after that.
  - Each new **footnote** has a new number, even if it's the same text
  - With many **endnote styles**, especially in the (Health) Sciences, each text
    - keeps the same number
    - appears only once at the end, listed in the order they appear in the text

# Incorporating research

- **Central reporting**

*Ellis (2000) provides a review of gender issues; Longwe (1997); illustrates how gender is embedded in these social institutions; According to Sen (2000: 32), “ ...*

- **Non-central reporting**

*Several studies have highlighted gender issues, such as Asian tourism (Shah and Gupta 2000)...*

- **Non-reporting**

*Despite the advantages of the approach (Chambers 1994a)... PRA promotes consensus whilst ignoring power relations (Bevan 2000).*

# Bibliographies/reference list

- How it's referenced depends on type of source
  - Book
  - Journal article
  - Website
- The reference list is not usually divided by type of source.

# Further reading

UEA Learning Enhancement Team:

[www.uea.ac.uk/dos/let](http://www.uea.ac.uk/dos/let)

[www.uea.ac.uk/plagiarism](http://www.uea.ac.uk/plagiarism)

Jackson, H. (2005). *Good Grammar for Students*. London. Sage.

Kirton, B & Macmillan, K. (2007). *Just Write*. London. Routledge.

Swan, M. (2005). *Practical English Usage* (3<sup>rd</sup> edition). Oxford. OUP.

Truss, L. (2003) *Eats, Shoots & Leaves*. London. Puffin.