Referencing

Learning Enhancement Team
Develop strategies to improve your:

- study skills
- mathematics and statistics
- academic writing
- use of English

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What is referencing?

References give details about where the information or ideas in your written work come from. Sometimes references are called citations. References appear in your text with the information or ideas you have used from other sources. The example text below shows how references might appear in the body of a written piece of work when the Harvard referencing system is used. The references are shaded:

According to the literature reviewed in the previous section (Smith and Jones, 2010; Brown, 2005; Green et al., 2001), there appear to be a number of factors which influence this phenomenon. Smith and Jones (2010) maintain that their recent study provides interesting data in relation to this question. While support for their findings is provided by Brown (2005), Green et al.’s (2001) study appears to contradict their findings. This research aims to explore this issue further.
You also need to include a list of all the sources you have used in a reference list at the end of your work. Sources are listed alphabetically by author or organisation name. The way that you present the sources in your reference list depends on what kind of sources they are (book, journal article, website and so on). More detailed information on this is available in the tables at the end of this guide (pp. 8-12). Below is an example of a reference list using the Harvard referencing system:

References


Why reference correctly?

- It gives credit to the author(s) you have read.
- It shows your ideas are based on previous research.
- Shows you have read widely.
- Allows your reader to follow up on sources.
- It’s “good academic practice”.
- You are likely to lose marks if you don’t.
When should we reference?

You **DO** need to reference when you:

- Include information or ideas that you have read, seen or heard in other sources.
- Quote directly.
- Explain another author’s ideas in your own words (paraphrase).
- Summarise the ideas of several authors in your own words.
When to reference?

You reference to acknowledge other people’s work. This could take the form of:

– words
– ideas
– findings
– data
– diagrams, images, photos, etc
– books, articles, and printed sources
– web pages, databases and electronic sources
– published and unpublished sources, eg lecture notes.
You **DON’T** need to reference when you:

- Present your own ideas, arguments or analysis.
- Include statements that are considered “common knowledge”.
How to reference

There are two main ways of referencing:

- In-text references
- Numerical Footnotes or Endnotes

Referencing

In-text Referencing systems

Numeric Footnotes / endnotes
Which style should I use?

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

Whichever style you use- be consistent
Referencing

In-text referencing

As Spradley states: “There are as many ways to do ethnography as there are ethnographers” (Spradley, 1979, in Damen, 1997: 58). The highly structured and complex organization of ethnographic research, as practiced by professional anthropologists, has been popularised without being trivialised by pragmatic ethnographers. The pragmatic ethnographic approach to culture learning involves simulating the processes of exploring, describing and understanding an unknown culture by means of actual ethnographic inquiry, contrastive analysis of real cultural groups, and contact with real bearers of the culture. It is simulation and role-play taken out of the classroom and practiced in the real world of the cultural traveller. It is a theory grounded in practice. Such a practical approach approximates to “natural” ways of dealing with new cultures.

The bringing of cultural patterns and themes under scrutiny, together with methods of learning and discovery should shed light on the nature of culture and the difficulties, hazards, and rewards of gaining knowledge of the cultural worlds of others. (After Damen, 1987: 54)

Spradley (1979) defines ethnography in its modern guise as a “body of knowledge that includes research techniques, ethnographic theory, and hundreds of cultural descriptions.” The central task of the ethnographer is

Numeric referencing

a simile which recalls many a picture in the lyric, though no exact parallel is to be found!

The poet was acquainted with Walther as is shown by l. 1690: ‘láz von der minne die dich lázt,’ which goes back to Walther, 67, 28: ‘lip, lá die minne du dich lázt’ the most telling line of the poem in which Walther renounces the pleasures of this earth.

swer wider disen vieren strebet (i.e., sêle, lip, êre, guot)
der lebet niht, er widerlebet (ll. 1769 ff.)

is neatly turned from Tristan, 32:

die pflegent niht, sie widerpflegent,

where those who widerpflegent are people who daz quote z’übele wegent.

There is a close connexion between some of the passages in the moral and passages in Der welsche Gast, a poem that in many ways has a similar didactic purpose. See ll. 1195 ff.:

al dasselbe ist um die minne,
ob sie undermaht die sinne;
sie blendet wise’s mannes muot
und schendet sêl, lip, êre, guot.

Thomasin insists that no right-minded gentleman should ask favours

2 Der Spiegel (Mone, Schauspiele des Mittelalters, Karlsruhe, 1846), 1, 235 has also borrowed the line from Walther.
Referencing

• In-text systems include
  – Harvard or ‘author/date’ system.
  – MLA
  – APA
In-text systems (Harvard)

- In-text systems consists of two parts:
  - A short reference in the text, in brackets. It is positioned next to the material that you are acknowledging.
  - A full entry in the reference list at the end of the assignment.

As Spradley states: “There are as many ways to do ethnography as there are ethnographers” (Spradley, 1979, in Damen, 1997: 58). The highly structured and complex organization of ethnographic research, as practiced by professional anthropologists, has been popularised without being trivialised by pragmatic ethnographers. The pragmatic ethnographic approach to culture learning involves simulating the processes of exploring, describing and understanding an unknown culture by means of actual ethnographic inquiry, contrastive analysis of real cultural groups, and contact with real bearers of the culture. It is simulation and role-play taken out of the classroom and practiced in the real world of the cultural traveller. It is a theory grounded in practice. Such a practical approach approximates to “natural” ways of dealing with new cultures.

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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

– 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

Referencing

- In-text
- Numeric Footnotes
- Numeric Endnotes

- MHRA
- Cambridge
- Turabian
- OSCOLA
- IEEE
Footnotes and Endnotes

• Footnotes are marked with a number in the text (either superscript or in square brackets) and 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 Sciences, each text keeps the same number and appears only once at the end, numbered in the order they appear in the text
The aim of this paper is to explore some thematic and other affinities between three of the most ambitious German dramatic works of the nineteenth century: Grillparzer’s *Das goldene Vließ*,¹ Wagner’s *Der Ring des Nibelungen*² and Hebbel’s *Die Nibelungen*.³ The measure of their ambitiousness is that in all three cases the attempt to address in dramatic form certain fundamental issues of human nature and human destiny leads to their bursting the bounds traditionally set upon that form, those of a single self-contained action to be represented within the normal time limits of theatrical performance. All three, in accordance with the tradition of elevated ‘classical’ drama, set their timeless themes (which may well also carry

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² In Richard Wagner, *Die Musikdramen*, ed. by Joachim Kaiser (Hamburg: Hoffmann und Campe, 1971; repr. Munich: dtv, 1978). This edition is cited as *MD*. Very useful too is *Wagner’s ‘Ring of the Nibelung’: A Companion*, ed. by Stuart Spencer and Barry Millington (London: Thames and Hudson, 1993). The poetic text of the *Ring* appeared in a small private printing in 1853, before Wagner began work on the musical setting, which was not completed until 1874; on the changes to the text of *Götterdämmerung* in the final version, see below, p. 64.

³ In Friedrich Hebbel, *Sämtliche Werke*, ed. by R. M. Werner, 12 vols (Berlin: Behr, 1904–07), iv. This edition is cited as *W*. The three parts (*Der gehörnte Siegfried, Siegfrieds Tod, Kriemhilds Rache*) are line-numbered continuously.
GaN heteroepitaxial layers grown on sapphire are often unintentionally n-doped [1]. Understanding and hence controlling this unintentional doping in GaN is key to the optimization of III-nitride-based electronic devices such as heterostructure field-effect transistors [2]. Carrier densities in unintentionally-doped material were originally assessed using Hall measurements, assuming a uniformly-doped GaN layer, and were found, within this assumption, to be in excess of $10^{16}$ cm$^{-3}$ [1]. Temperature-dependent [3,4] and depth-profiling [5] Hall measurements, however, suggest that much of the unintentional n-type conductivity arises from a region adjacent to the GaN/sapphire interface, with material further from this interface exhibiting no measurable conductivity. This finding has more recently been confirmed using scanning capacitance microscopy (SCM) [6]. Furthermore, secondary ion mass spectrometry (SIMS) studies of similar samples reveal an increased concentration (in excess of $10^{18}$ cm$^{-3}$) of oxygen, an n-dopant, in this near-interface region [7].

The unintentionally-incorporated oxygen has been attributed to two possible mechanisms: (a) diffusion of oxygen from the sapphire substrate [7], and (b) incorporation of impurities existing in precursor gases [8]. Unintentional doping is usually observed in c-plane GaN/sapphire samples, which have been grown by the initial formation of three-dimensional (3D) islands followed by their coalescence to form a two-dimensional (2D) film (3D–2D growth) [8]. It is possible to avoid measurable unintentional

References

Ways of incorporating referencing into your text:

– “Direct quotations must be indicated with quotation marks, and be referenced with a page number” (Jones, 2008:48).

– It is also possible to paraphrase in your own words, as long as a reference is included (Jones, 2008).

– Jones(2008) also suggests you use the author’s name in the sentence if you want to draw attention to the fact that it is an opinion, rather than a fact.
What is plagiarism?

• Passing off someone else’s words, ideas or research as your own.

• Failing to fully acknowledge which sources have been used to produce a piece of coursework.
What is plagiarism?

“Plagiarism is the unacknowledged use of another person's work”.

It may include “poor academic practice which is unintentional”.

(UEA Plagiarism policy 2010-11)
What is plagiarism?

Deliberate:

• Copying work in whole or part

• Downloading essays from the Internet.

• Cutting and pasting different sources together.
What is plagiarism?

Accidental:

• Not referencing the ideas of others.

• Not changing enough of the original for it to be truly in your own words.

• Not making it clear with quotation marks when you’re using the exact words of the original
How can plagiarism happen accidentally?

- Not knowing the rules
- Not understanding the rules
- Poor academic practice:
  - Note-taking
  - Writing
  - Referencing
  - Time management
Levels of Plagiarism: Minor/Unintentional

Plagiarised Language:
- Failing to use quotation marks (‘…’) when copying the exact words of the original source.
- Poor paraphrasing.
- Translating a source from another language without referencing it, or acknowledging that it is a translation of a quotation.
Levels of Plagiarism: Minor/Unintentional

• Inaccurate, incomplete or misleading referencing

  Make sure what you say you did IS what you did.

• Collusion and poor work habits:
  – Working with another student unless you have been clearly told that it is a group exercise/project
  – accepting too much assistance when writing something up
  – poor note-taking
## What are the penalties?

<table>
<thead>
<tr>
<th>Level</th>
<th>Example</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Poor Academic Practice:</strong></td>
<td>• No penalty.</td>
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<tr>
<td></td>
<td>• Referencing/attribution of work not clear.</td>
<td>• Student given the opportunity to</td>
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<td></td>
<td>• Inappropriate paraphrasing.</td>
<td>resubmit.</td>
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<td></td>
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<td>• Student will be offered additional</td>
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<td></td>
<td>support to prevent reoccurrence.</td>
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<tr>
<td>2</td>
<td><strong>Bad Academic Practice:</strong></td>
<td>• Marks deducted- the work will be</td>
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<tr>
<td></td>
<td>• Failure to reference and/or quote correctly.</td>
<td>assessed excluding the plagiarised</td>
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<td></td>
<td>• Copying segments of other students’ work.</td>
<td>material.</td>
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<td></td>
<td>• Copying material from websites, books or</td>
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<td></td>
<td>other publications.</td>
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<tr>
<td>3</td>
<td><strong>Clear breach of academic practice:</strong></td>
<td>• The work will receive 0%.</td>
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<td></td>
<td>• Fabricated references or quotations.</td>
<td>• The case will be referred to the</td>
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<td></td>
<td>• Whole works copied (from other students or</td>
<td>Senate Student Discipline Committee.</td>
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<td>publications).</td>
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<td></td>
<td>• Commissioning and submission of work which</td>
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<td></td>
<td>has been acquired from another source.</td>
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</table>

*Adapted from UEA Policy on Plagiarism and Collusion*
How can I avoid plagiarism?
How can I avoid plagiarism?

• Use referencing systems consistently.
• Manage your time well.
• Take effective notes.
• Check that your ideas have not been published by someone else.
• Mind mapping, ‘free’ writing
In-text referencing

Paraphrasing

1. If a manager wants to foster motivation, s/he needs to understand what factors can demotivate individuals (Peterson 2007).

1. Peterson (2007) points out that some teams may be stimulated to achieve great success while other project teams may remain uninspired.
How to paraphrase

Make sure your paraphrase

• Captures the main point(s)
• Does not misrepresent the original text
• Is sufficiently different from the original
• Is referenced
Some ways to paraphrase

- Using synonyms
- Changing the verb form
- Changing the part of speech
- Reversing positives and negatives
- Reversing the order of information

You will need to use a combination of techniques when you are paraphrasing.
Using in-text citations

• “Direct quotations must be indicated with quotation marks, and be referenced with a page number” (Jones, 2008:48).

  Or (Jones, 2008, p.48).

• It is also possible to paraphrase in your own words, as long as a reference is included (Jones, 2008).
Using in-text citations

• **One sentence:** Smith and Brown (2010) suggest that blah blah blah.

• **More than one sentence:**

  In a recent study Pearson (2010) made the controversial claim that ... A range of evidence was used ... This is important because ...

  In a recent study Pearson made the controversial claim that ... A range of evidence was used ... (2010). This is important because ...
Using in-text citations (continued)

• **More than one study**: A common understanding of this issue has emerged from a number of recent studies that all make the point that ... (Smith and Jones, 2010; Jones, 2005; Green et al., 2001).
Reporting

- Central reporting (strong author focus)
  Jones (2008) suggests you use the author’s name in the sentence if you want to draw attention to the fact that it is an opinion, rather than a fact.

- Non-central reporting (weak author focus)
  Recent research into quoting and paraphrasing demonstrates that non-central reporting places less emphasis on the author than central reporting (Jones, 2008; Smith, 2011).
Reporting verbs

• If you agree with what the quotation is saying: point out, confirm,

• If you see it as a statement of fact: state, demonstrates

• If you disagree with what the quotation is saying claim, assume
How to use quotation

• Don’t leave quotes to “stand alone”.

• You don’t need to quote a whole sentence. Use ellipsis (…) to indicate where you have left words out.

• Quotations need to fit grammatically with your text. Change determiners (and tense endings where necessary (eg I -> [s/he]; like -> like[s])

• Short quotations should be integrated into your own paragraph.
How to use quotation

• Longer quotations and things you wish to emphasise should be laid out separately from your paragraph (indent them from the left, too)

• Include a reference which gives the page number where the quotation can be found

• Avoid using too many quotes (especially long ones).

• **Always** use quotation marks (‘…’) if you are using the exact words from a text.