



An Abridged Guide  
to the

# Harvard Referencing Style

Academic Learning Centre  
School of Access Education

Edition T1 2019

The Abridged Guide to the Harvard Referencing Style (author-date) is based on:

Commonwealth of Australia 2002, Style manual for authors, editors and printers, 6<sup>th</sup> edn, John Wiley & Sons Australia, Milton, Qld.

This document can be found on CQUniversity's referencing Web site at

<http://www.cqu.edu.au/referencing>

Other information about academic writing is available via the Academic Learning Centre's Moodle site.

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# Table of Contents

|   |           |
|---|-----------|
| <b>How to use this guide .....</b>  | <b>1</b>  |
| What is the purpose of this booklet? .....  | 1         |
| What is referencing? .....  | 1         |
| Why do I need to reference? .....   | 1         |
| What should I reference? .....  | 2         |
| <b>Five key steps to referencing .....</b>  | <b>2</b>  |
| <b>Section 1: What does referencing look like? .....</b>                            | <b>3</b>  |
| <i>Referencing in the assignment</i> .....  | <b>3</b>  |
| <i>Referencing at the end of the assignment</i> .....                               | <b>4</b>  |
| <b>Section 2: How do I use references in-text? .....</b>                            | <b>5</b>  |
| How to paraphrase .....   | 6         |
| <i>Steps for paraphrasing</i> .....   | <b>6</b>  |
| <i>Rules for paraphrasing</i> .....   | <b>7</b>  |
| <i>Styles of citation in-text: author prominent and information prominent</i> ..... | <b>7</b>  |
| How to summarise .....  | 8         |
| <i>Steps for summarising</i> .....  | <b>8</b>  |
| <i>Rules for summarising</i> .....  | <b>9</b>  |
| How to use direct quotations .....  | 10        |
| <i>Steps for using quotations</i> .....   | <b>10</b> |
| <i>Rules for short quotations</i> .....   | <b>11</b> |
| <i>Rules for long quotations</i> .....  | <b>12</b> |
| How to introduce quotations and paraphrased sentences .....                         | 13        |
| How to use tables, figures or images .....  | 14        |
| <i>Steps for using tables</i> .....   | <b>14</b> |
| <i>Rules for using tables</i> .....   | <b>15</b> |
| <i>Steps for using figures</i> .....  | <b>16</b> |
| <i>Rules for using figures</i> .....  | <b>17</b> |
| <b>Section 3: How to create a reference list .....</b>                              | <b>18</b> |
| Steps for creating a reference list .....   | 18        |
| Steps for adding sources to the reference list .....                                | 19        |
| <i>Referencing books</i> .....  | <b>19</b> |
| <i>Referencing journal articles and periodicals</i> .....                           | <b>20</b> |
| <i>Journal article from the Web</i> .....   | <b>20</b> |
| <i>Referencing law cases</i> .....  | <b>21</b> |
| <i>Referencing a website</i> .....  | <b>22</b> |
| <i>Rules for adding citations to the reference list</i> .....                       | <b>23</b> |
| <i>Rules about authors' names</i> .....   | <b>23</b> |
| <i>Rules for using capitalisation</i> .....   | <b>24</b> |

|  |           |
|--|-----------|
| <b>Section 4: What is Academic Integrity? .....</b>  | <b>25</b> |
| <i>How will they know I have plagiarised?.....</i>   | <i>25</i> |
| <i>Steps for avoiding plagiarism .....</i>   | <i>26</i> |
| <b>Section 5: How to create in text citations and citations for the reference list .....</b> | <b>26</b> |
| Hard copy books.....   | 27        |
| E-Books .....  | 34        |
| Hard copy journal articles .....   | 36        |
| Online or electronic journals .....  | 37        |
| Hardcopy newspaper articles.....   | 38        |
| Online newspaper articles.....   | 39        |
| Reports.....   | 40        |
| Conference papers .....  | 41        |
| Other documents on the World Wide Web (WWW).....   | 42        |
| Government documents.....  | 44        |
| Government or legal documents as hard copies .....   | 45        |
| Law cases.....   | 47        |
| University-provided study materials as hard copies .....                                     | 48        |
| University-provided electronic and multimedia study materials .....                          | 50        |
| Multimedia on the web .....  | 52        |
| Specialised sources.....   | 53        |
| <b>Appendices .....</b>  | <b>58</b> |
| Appendix A: Key terms defined.....   | 58        |
| Appendix B: Symbols and their use .....  | 60        |
| Appendix C: Acronyms (words formed from the initial letters other words) and their use.....  | 61        |
| Appendix D: Initialisms and their use. ....  | 62        |
| Appendix E: Abbreviations and their use .....  | 63        |
| Appendix F: Latin words and their use as abbreviations .....                                 | 68        |
| <b>Check your reference list .....</b>   | <b>69</b> |

# How to use this guide

## *What is the purpose of this booklet?*

This guide provides an introduction to the intricacies of referencing using the CQUniversity Harvard style of referencing.

When writing a university assignment, there are certain referencing rules you need to follow. This guide will explain what referencing is and show you how to reference using the CQUniversity Harvard referencing style.

The first four sections of this study guide assist you to become familiar with referencing and will assist you to apply the examples offered in the final section of this guide. The first section provides you with an overview of referencing. Then there are two sections offering more detailed explanations of terms and concepts that are vital for the development of your knowledge so you can become proficient in referencing in text and in the reference list. There is also an important section explaining academic integrity. The appendices offer further information about the technical language and abbreviations or acronyms used in Harvard style referencing.

Once you are familiar with some of the concepts and key words, you will find it much easier to use Section 5 of this guide, which contains examples of in-text citations and reference list. Referencing requires attention to detail, so you will need to refer to these examples and explanations a number of times as you develop your skills.

**There are variations on the Harvard style of referencing and it is important for you to use the CQUniversity Harvard referencing style.** There are also other referencing styles (e.g. American Psychological Association, Turabian, Vancouver), so before you use this booklet check your unit profile to make sure you need to use Harvard referencing in your assignment.

## *What is referencing?*

There are different types of university assignments (e.g. essays, oral presentations, reports, reflections, blogs, PowerPoint presentations, case studies). When you write an assignment you will usually be expected to include the details of any sources you have used as in-text referencing, and in a list at the end of the assignment with the title References. These processes are collectively known as 'referencing'.

## *Why do I need to reference?*

Writing an assignment will often involve research using a range of different source types (e.g. websites, journal articles, books, course readings). Each time you 'borrow' ideas, data, information or illustrations from other sources to use in your assignment you will need to reference the source.

Referencing will help you:

- Demonstrate your knowledge of a topic and provide evidence of scholarly research.
- Give credit to the author or creator of the original source of an image, idea or piece of information.
- Avoid plagiarism and its associated penalties.

## ***What should I reference?***

You must reference any source you use when writing an assignment even if you have just borrowed an idea or image, rather than copying exact words. This includes any of the following.

- **Hard copy** (paper based) sources (e.g., books, journal articles, newspapers, magazines, brochures, pamphlets and newsletters)
- **Electronic sources** (e.g. websites, videos, blogs, film clips, audio files, Moodle notes and readings)
- **Other sources** (e.g., phone conversations, interviews).
- **Visuals** (e.g. images, figures and tables).

## ***How to get more assistance with developing your referencing skills?***

The Academic Learning Centre (ALC) offers workshops focussed on referencing both online and on campus. These are advertised on our Moodle site and via emails sent to your CQUniversity email account. You can also ask the ALC by phoning 07 49707211 or emailing [alc-advice@cqu.edu.au](mailto:alc-advice@cqu.edu.au)

## **Five key steps to referencing**

### **While researching and drafting**

- Step 1.** Decide which type of source you want to use (e.g. book, website, journal etc.).
- Step 2.** Record the relevant source details (e.g. author, date, title, publisher, URL etc.).

### **In your assignment**

- Step 3.** Use the notes you have made from the sources you read to create sentences and paragraphs to provide evidence or examples that support your ideas.
- Step 4.** Ensure that details for the in-text citation (e.g. author's surname, date, page number) are correct. Make sure you follow the Harvard style guidelines.

### **At the end of the assignment**

- Step 5.** Create a reference list, and remember each item must have a corresponding item as an in-text citation.

## Section 1: What does referencing look like?

| Referencing in the assignment  | Example  |
|--|--|
| <p><i>In this example of a paragraph you can see what referencing looks like in the body of the assignment.</i></p> <p><i>Notice the inclusion of the authors name and date in most sentences. These are known as citations. They let the reader know the details about the source of the information.</i></p> <p><i>These citations acknowledge all ideas or words that belong to another person, even if it is not a direct quote.</i></p> <p><i>These citations are integrated into the sentences so the paragraph flows and is easy to read.</i></p> <p><b>Note</b> that authors' names in the citations are sometimes in the brackets and sometimes used as part of the sentence.</p> | <p>Retired Australians have been included as a campaign target for Volunteer Tourists for a number of reasons. The evolution of this group makes them attractive as they have commenced planning their retirements and are trying to do the most with their lives after their retirement, including travel.</p> <p>Research by Gibson (2002) on later life and retirement in the United States revealed that many of the participants experienced a feeling of more freedom to do what they want to do during retirement and later life. This is also evident in a report published by The Australian ('Get-up-and-go brigade are taking on the whole world' 2007, p. 29) which shows that there is a growing number of retirees who are putting on their backpacks and travelling. This point is further supported by Upe (2013, p. 3) who states that Australia has 5.5 million baby boomers and many are able to travel as they are now retired.</p> <p>In addition, as Salomon, Russell-Bennet and Previte (2013) explain, baby boomers are also much more active and physically fit than the preceding generation. These authors point out that baby boomers who are facing retirement are experiencing a shift in their retirement approach from achievement orientation to quality of life. In Australia the 55 plus age group makes up 24 per cent of the population and they have 56 per cent of the country's net wealth (Upe 2013, p. 3). They prefer to enjoy their retirement by spending their money rather than leaving it as an inheritance for their children (Salomon, Russell-Bennet &amp; Previte 2013). It is evident that the over 55s have many traits that make them suitable candidates as Volunteer Tourists including their freedom, funds and a longing for education and new experiences.</p> |

| Referencing at the end of the assignment  | Example  |
|---|--|
| <p><i>You will need to include a list of all the sources you have cited in your assignment.</i></p> <p><i>The reference list is placed at the end of the assignment.</i></p> <p><i>Each item in this list will have a correlating item in the assignment body or appendices.</i></p> <p><i>Each reference in your list will need to be set out using Harvard style.</i></p> <p><b>The reference list is</b></p> <ul style="list-style-type: none"> <li>• <i>in alphabetical order</i></li> <li>• <i>in single line spacing</i></li> <li>• <i>has a Enter at the end of reference</i></li> </ul> | <p><b>References</b></p> <p>Department of Sustainability, Environment, Water, Population and Communities 2012, <i>Salinity</i>, fact sheet, viewed 18 November 2014, <a href="http://www.environment.gov.au/water/publications/quality/factsheet-salinity-and-water-quality">http://www.environment.gov.au/water/publications/quality/factsheet-salinity-and-water-quality</a></p> <p>'Get-up-and-go brigade are taking on the whole world' 2007, <i>Australian</i>, 27 March, p. 29.</p> <p>Gibson, H 2002, 'Busy travellers: Leisure-travel patterns and meanings in later life'. <i>World Leisure Journal</i>, vol. 44, no. 2, pp. 11-20.</p> <p>'Multifaceted menace' 2007, <i>Science</i>, vol. 317, no. 5836, pp. 301–304.</p> <p>Robbins, SP, Millett, B, Cacioppe, R &amp; Waters-Marsh, T 2001, <i>Organisational behaviour</i>, 3rd edn, Prentice Hall Australia, Frenchs Forest, NSW.</p> <p>Solomon, M, Previte, J &amp; Russell-Bennett, R 2013, <i>Consumer behaviour: buying, having, being</i>, 3rd edn, Pearson Australia, Frenchs Forest, NSW.</p> <p>Stevens, LP &amp; Bean, TW 2007, <i>Critical literacy: context, research, and practice in the K-12 classroom</i>, Sage Publications, Thousand Oaks.</p> <p>Sutton-Spence, R &amp; Kaneko, M 2007, 'Symmetry in sign language poetry', <i>Sign Language Studies</i>, vol. 7, no. 3, pp. 284–318.</p> <p>Upe, R 2013, 'Baby-booming travel', <i>Age</i>, 16 February p. 7.</p> |



## Section 2: How do I use references in-text?

Here are four key techniques you can use when you want to include other authors' ideas, words, images and data in your assignment. Have a look at the following pages for more detail on each of these techniques.

### Paraphrasing

Convey the author's idea/words indirectly.

Using this option, you must use some of your own words AND change the sentence structure. A citation must be included.

#### Example 1

Jones (2016, p. 3) found that significant reductions in infection rates (15%) could be achieved when nursing staff were reminded about hand hygiene.

### Summarising

Briefly sum up another author's work (e.g. a whole chapter or project).

#### Example 2

A study by Jones (2009) found that attention to hand hygiene by nursing staff played a significant role in infection rates.

### Direct quotations

Quoting an author's words exactly as they were written, using a short or long quotation. A citation must be included (e.g. author, year, and page number).

#### Example 3

##### A short quotation:

'Reminders to nursing staff to pay extra attention to recommended hand hygiene procedures resulted in a 15% reduction in infection rates' (Jones 2016, p. 3).

### Figures and Tables

Use another author's figures and tables, or their data to support your own.

Using this option, you may copy and paste images, tables, charts, figures. You must include your own title, and caption, and a citation.



*Figure 4. A bunch of purple grapes.*

Source: Petric 2015.

## *How to paraphrase*

Instead of quoting another author's words exactly, you may paraphrase them. To paraphrase, you must change some of the words AND change the sentence structure. When you use an author's ideas but express them in different words, you are paraphrasing.

A paraphrased item is not enclosed in quotation marks because it is not a word-for-word quotation. However, it is important that the sentence structure and the vocabulary are not too similar to the original text and that you acknowledge the source of the original document with a reference. Failing to do so will result in plagiarism.

Many lecturers would prefer you to paraphrase or summarise an authors' words rather than use a direct quotation. This is because paraphrasing requires original thought, demonstrates you understand the ideas, and shows that you can integrate them into your work.

| Steps for paraphrasing   | Examples  |
|--|---|
| <ol style="list-style-type: none"><li>1. <i>Read the sentence you want to paraphrase a number of times to get the meaning of the text. Once you understand it, write it in your own words.</i></li><li>2. <i>Highlight any specialised technical words or specific terms. These must be included in your paraphrase as without these words, the meaning of the paraphrase will change completely.</i></li><li>3. <i>Underline any keywords that can be changed.</i></li><li>4. <i>Find other words and phrases that have similar meanings that can be used to replace the keywords in the text. Use a thesaurus or dictionary to help if need be.</i></li><li>5. <i>Rewrite the ideas and reorganise the structure or order.</i></li><li>6. <i>Add a lead in phrase where the author's family name becomes part of the sentence to use an author prominent citation, and the year the article was published in brackets.</i></li><li>7. <i>Choose author prominent or information prominent style (see next page for explanation).</i></li></ol> | <p><b>Original text</b></p> <p>'Improved attention to hand hygiene reduced the rate of patient infections by 15% in a twelve-month period.'</p> <p><b>Paraphrase, author prominent</b></p> <p>Jones (2016) found that in the course of a year, a significant reduction in patient infection rates was achieved as the result of an enhanced focus on the hand hygiene procedures of nursing staff.</p> <p><b>Paraphrase, information prominent</b></p> <p>In the course of a year, a significant reduction in patient infection rates was achieved as the result of an enhanced focus on the hand hygiene procedures of nursing staff (Jones 2016).</p> |

| Rules for paraphrasing   | Examples  |
|--|---|
| <ul style="list-style-type: none"> <li>• <i>The paraphrased information supports the claim made by the writer.</i></li> <li>• <i>The paraphrase must be different from the original source.</i></li> <li>• <i>Page numbers are required if referring to specific information.</i></li> <li>• <i>The citation must have a corresponding citation in the reference list at the end of the assignment.</i></li> </ul> | <p><b>Final version of student's work</b></p> <p>Nurses play an important role in the reduction of infection rates in hospitals. Jones (2016) found that in the course of a year, a significant reduction in patient infection rates was achieved as the result of an enhanced focus on the hand hygiene procedures of nursing staff.</p> <p><b>References</b></p> <p>Jones, A 2016, 'An investigation of infection rates in Australian hospitals', <i>Journal of Australian Nursing</i>, vol. 12, no. 2, pp. 34-45. Retrieved from <a href="http://www.journalofaustraliannursing.com.au">http://www.journalofaustraliannursing.com.au</a></p> |

### ***Styles of citation in-text: author prominent and information prominent***

Where you place citations depends on the emphasis you wish to apply and can be important to the argument you present.

#### **Author prominent**

When you want to emphasise the author, then you use the author's name as part of your sentence. The citation and the paraphrase would start something like this:

Sherwood (2012) concludes that ...

#### **Information prominent**

When you want to emphasise the information from an author, then your citation becomes information prominent. The citation will appear at the end of a sentence. The citation and the paraphrase will look something like this:

... as evidenced from a recent Australian study (Jones 2012).

## *How to summarise*

Instead of quoting or paraphrasing an author's words, work or ideas, you may decide to summarise them. A summary includes a condensed form of the information, keeping the main point of the text but omitting detailed examples. The original idea or meaning must be maintained. Technical words remain.

Summarising is useful when you want to use the idea expressed in the source and not the specific language used. Other advantages of paraphrasing and summarising include expressing the key point of a source in fewer words and demonstrating your understanding of the source more effectively.

| Steps for summarising  | Examples  |
|--|---|
| <ul style="list-style-type: none"><li>• <i>Read the text carefully—you may need to read the text several times. Check the meaning of terms you do not understand.</i></li><li>• <i>Underline technical and, specialised words that may be used remembering that they should not be changed.</i></li><li>• <i>Reread the text and make notes of the main points, leaving out examples and evidence.</i></li><li>• <i>Consider the main points as a whole and your purpose for using the information in relation to the structure of your assignment.</i></li><li>• <i>Think of words or phrases which have similar meaning to those in the original text.</i></li><li>• <i>If the key words are specialised vocabulary for the subject, they do not need to be changed.</i></li><li>• <i>Develop an outline using short sentences written in your words. Rearrange these sentences as you see the need for your purpose.</i></li><li>• <i>Keep reminding your reader that you are summarising the work of someone else by using their name in the summary (citation).</i></li></ul> | <p>Developing learning modules for adult learners requires the designer or educator to consider a range of appropriate strategies to match the student's preferences for learning. Duverge (2016) outlines a number of these. Firstly, appreciating that adult learners would prefer to learn independently or explore the topic themselves, is important and therefore tasks should be designed accordingly. Furthermore, adults like to know that the skills and knowledge they are expected to develop will be useful to their life or career.</p> |

| Steps for summarising  | Examples   |
|--|--|
| <p><i>Here is an example showing ideas from several sources combined into one summary.</i></p> <p><i>Notice that a semi-colon has been used to separate each source in the citation and that they are in alphabetical order.</i></p> | <p>A key study by Lee (2016) found that many new university students experience considerable anxiety when learning how to cope with the academic literacy demands of assignment writing, and this finding is well-supported in the literature (Brown 2018; Green et al. 2016; Redding &amp; Shipton 2017).</p> |

| Rules for summarising  | Examples  |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Don't</b> just give one citation at the start and one at the end of the paraphrasing as this student has done. As a result, sentence in the example <b>in bold</b> is not clearly referenced.</li> <li>• Ensure the summarised version is much shorter than the original text and that it is written in your own words.</li> <li>• Include a citation (author and date) for each source cited.</li> <li>• Provide a page number when making reference to a specific statistic.</li> <li>• Use citations correctly so it is obvious which parts of your paragraph are summaries of other authors' ideas and which parts are your own ideas.</li> <li>• Don't change the intended meaning of the original text.</li> <li>• Don't use quotation marks because this is not a direct quote.</li> <li>• Enter the complete source details in your reference list.</li> </ul> | <p>In the example below, the source of the <b>bold</b> sentence is not clear. The student needed to repeat the citation after it.</p> <p>Developing learning modules for adult learners requires the designer or educator to consider a range of appropriate strategies to match adult learners' preferences for learning. Duverge (2016) explains that adult learners would prefer to learn independently or explore the topic therefore tasks should be designed accordingly. <b>Adults like to know that the skills and knowledge they are expected to develop will be useful to their life or career.</b> Providing immediate feedback regarding errors, or alternate explanations to assist with learning new concepts is a strategy that enables adults to learn from misunderstandings (Duverge 2016).</p> |

## *How to use direct quotations*

Direct quoting is one way of showing that you have gathered information from other authors to support your point of view or thesis. Do not overuse this technique. Instead, aim to paraphrase more of the words and ideas of others to show how well you understand them and can use the source to support your point of view.

You are quoting when you use someone else's exact words in your writing. When you quote, you must indicate where the quotation begins and ends, and provide an in-text reference. The citation makes it clear whose words you are using and where you found them.

A general rule in academic work is that no more than 10% of an assignment should be in the form of direct quotations. You can use short quotations (fewer than 30 words) or long quotations (30 words or more).

| Steps for using quotations   | Example   |
|--|---|
| <ul style="list-style-type: none"><li>• <i>Read chosen texts and form ideas about your topic.</i></li><li>• <i>Make a note of the ideas using your own words.</i></li><li>• <i>Identify sentences in a journal article to support the idea. Make a note of this.</i></li><li>• <i>Incorporate the quote into the paragraph by adding a few extra words just before the quoted words to help the quote fit smoothly into the sentence.</i></li><li>• <i>Provide the page that the quote was taken from in brackets along with the author's family name and year of publication.</i></li><li>• <i>Write the full citation in the reference list. The page that the quote was taken from is given along with the year.</i></li><li>• <i>Write the full citation in the reference list at the end of the assignment.</i></li></ul> | <p>Hand hygiene of medical staff → infection rates. Especially nurses → study found 'Improved attention to hand hygiene reduced the rate of patient infections by 15% in a twelve-month period' (Jones 2016, p. 3).</p> <p>Nurses play an important role in the reduction of infection rates in hospitals. A recent study showed 'improved attention to hygiene reduced the rate of patient infections by 15% in a twelve month period' (Jones 2016, p. 3), indicating that good hygiene while at work can result in significant reductions in the rate of infection.</p> <p><b>References</b></p> <p>Jones, A 2016, 'An investigation of infection rates in Australian hospitals', <i>Journal of Australian Nursing</i>, vol. 12, no. 2, pp. 34-45. Retrieved from <a href="http://www.journalofaustraliannursing.com.au">http://www.journalofaustraliannursing.com.au</a></p> |

| Rules for short quotations  | Examples of short quotations   |   |
|---|--|---|
| <p><i>Short quotations should:</i></p> <ul style="list-style-type: none"> <li>• <i>have fewer than 30 words</i></li> <li>• <i>be incorporated into your sentence smoothly without disrupting the flow of your paragraph</i></li> <li>• <i>be enclosed in single quotation marks</i></li> <li>• <i>include the page number in the citation</i></li> <li>• <i>have the full stop after the citation if the quotation is information prominent</i></li> <li>• <i>have the full stop after the quotation if the citation is author prominent</i></li> <li>• <i>be in the same font size as the rest of the assignment.</i></li> </ul> <p><i>If the text you want to quote starts with a capital letter it is acceptable to change the upper-case letter to a lower-case letter so that it fits with the grammar of your sentence unless the word is a proper noun (i.e. Australia or Robert).</i></p> <p><b>Do not</b> correct any incorrect spelling, punctuation or grammar in the original quotation instead insert the word <i>sic</i>, italicised and in square brackets, directly after the error in the quotation.</p> | <p><b>Author prominent</b></p> <p>Unterhalter (2007, p. 5) argues that ‘gender equality in schooling is an aspiration of global social justice’.</p> | <p><b>Information prominent</b></p> <p>It has been argued that ‘gender equality in schooling is an aspiration of global social justice’ (Unterhalter 2007, p. 5).</p> |
|   | <p>In Wilson’s (2013, p. 32) report ‘the building inspector estimated that there [sic] house was a fire hazard’.</p>                                 | <p>In his report ‘the building inspector estimated that there [sic] house was a fire hazard’ (Wilson 2013, p. 32).</p>  |



| Rules for long quotations  | Example of a long quotation   |   |
|--|---|---|
| <p><i>When using quotations of more than 30 words:</i></p> <ul style="list-style-type: none"> <li>• <i>use them infrequently</i></li> <li>• <i>introduce it in your own words with the lead-in statement ending with a colon (:)</i></li> <li>• <i>separate it from the lead-in statement and from the text that follows with Enter.</i></li> <li>• <i>do not enclose it in quotation marks</i></li> <li>• <i>begin each long quotation on a new line</i></li> <li>• <i>indent it by 1.27 cm from the left margin (Ctrl + M)</i></li> <li>• <i>apply single line spacing</i></li> <li>• <i>Font size should be one size smaller.</i></li> </ul> <p><i>For a long information prominent quotation, the full stop goes after the quotation and before the citation.</i></p> <p><i>If you need to omit a word or words from a quotation, indicate this with an ellipsis (three dots). An ellipsis has a space on either side as it is a punctuation mark.</i></p> <p><i>If you need to add a word or words to a quotation, put them in square brackets [ ].</i></p> | <p><b>Information prominent</b></p> <p>Though many may recoil from making their private lives public in digital spaces, there are obvious benefits for young people:</p> <p style="padding-left: 40px;">The public life is fun. It's creative. It's where their friends are. It's theatre, but it's also community: in this linked, logged world, you have a place to think out loud and be listened to, to meet strangers and go deeper with friends. (Nussbaum 2007, p. 27)</p> | <p><b>Author prominent</b></p> <p>Rowan (2001, p. 39) summarises the effects of a limited world view when she states that:</p> <p style="padding-left: 40px;">This poses a real challenge for educators. In many cases, we are drawing on educational resources, or curriculum documents which are in themselves fairly narrow in the view of the world they represent. This helps to make this view seem natural and normal.</p> |
|  | <p>The use of emotive language can be effective in influencing audiences to believe in a certain way:</p> <p style="padding-left: 40px;">This passage attacks everyone who opposes the introduction of identity cards on personal terms. It ... makes unsubstantiated assumptions about the backgrounds and economic circumstances of opponents ... to undermine their credibility. (Cottrell 2011, p. 117)</p>   | <p>Cottrell (2011, p. 117) explains how emotive language can be used to persuade audiences:</p> <p style="padding-left: 40px;">By abusing opponents, the author encourages a division between in-groups, or 'people like them', or 'people like us'. [In addition] the passage draws on emotive subjects, referring to crime and security to win over the audience.</p>   |



### *How to introduce quotations and paraphrased sentences*

To assist with making citations part of your own writing and providing more information about the status of the information you are citing, you need to use signal words and phrases. Your choice of words can indicate whether the authors you are citing are presenting established findings, putting forward a case, making a suggestion or drawing conclusions. In addition, your work may become tedious to read if every quotation or paraphrase is introduced in the same manner. The signal word often becomes a place in writing where repetitiveness occurs. Table 1 provides examples of signal words useful for integrating other authors' ideas and words into academic writing.

Table 1: Signal words for use in-text referencing

| <i>Say or Mean</i> |         | <i>Argue</i> | <i>Explain</i> | <i>Other</i> |
|--------------------|---------|--------------|----------------|--------------|
| state              | assert  | dispute      | describe       | agree        |
| remark             | add     | disagree     | clarify        | question     |
| maintain           | confirm | question     | justify        | offer        |
| hold the view      | find    | debate       | reason         | predict      |
| point out          | affirm  | claim        | show           | identify     |
| highlight          |         | theorise     | demonstrate    |              |
| emphasise          |         | imply        |                |              |
|                    |         | contend      |                |              |
|                    |         | suggest      |                |              |

Source: Author

**Note:** You would normally use present-tense to refer to research (though there are important exceptions).

If you are citing more than one author, you will need to change the form of the verb, for example: Jones (2016) argues that ... (single author), Jones and Brown (2016) argue that ... (more than one author).

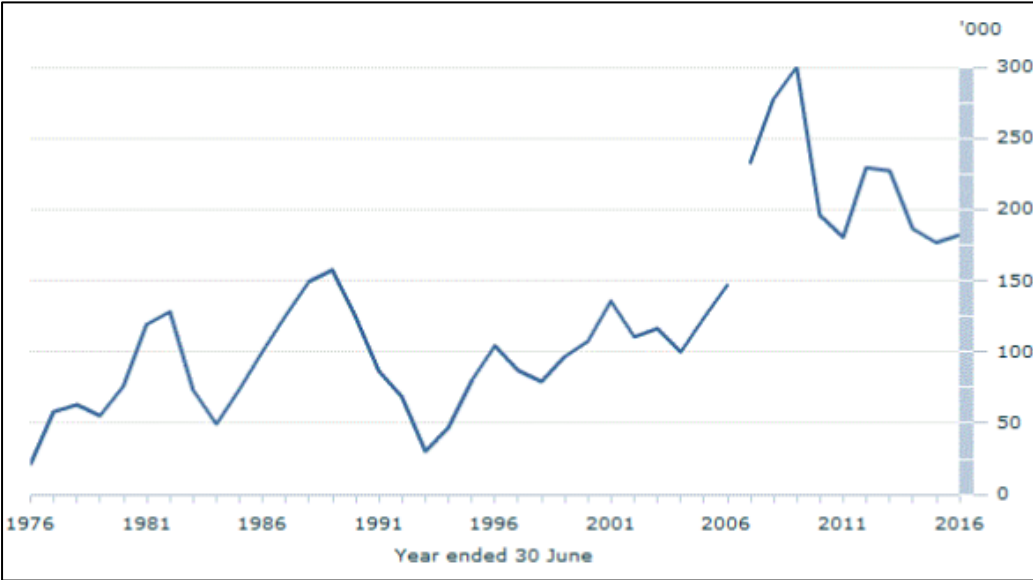
## How to use tables, figures or images


Sometimes it is useful to include reproductions or copies of items such as photos, graphs, tables, diagrams and drawings in your work. These items may be used as evidence to support academic arguments in the text. They can be used to present complex information clearly and effectively.

A table contains information that is organised using columns and rows. Figures can be maps, charts, diagrams, drawings, graphs and photographs. They must be labelled and referenced and each is done in a particular way as shown on the next few pages. Note that although tables and figures are often used in reports, they rarely appear in essays.

| Steps for using tables  | Examples   |   |   |                      |                      |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
|---|--|---|---|----------------------|----------------------|----------------------|----------------------|---|---|--------|---------|---------|---------|-------|-------|---------|---------|---------|---------|-------|-------|-----------|--------|--------|--------|-------|-------|--------------------|-------|-------|-------|-------|-------|--------------|-------|-------|-------|-------|-------|-------|---------|---------|---------|-------|------|
| <ul style="list-style-type: none"><li>Decide whether the table is useful to provide evidence or data for your report.</li><li>Ask yourself if you need to provide exact numerical data, or should compare and contrast values in a table or if the trends or patterns provided by a graph could be used in a better way.</li><li>Decide whether you need the whole table or part of it.</li><li>Refer to the table in the body of the report, integrating the table as if it were a quote or part of the paragraph will assist your reader to understand why you included it.</li><li>Lead your reader into the table with a sentence that provides the background and purpose of the table.</li><li>Think about the information you give in the label above.</li><li>Cite the source below: author, year and the original page or figure number from the source.</li><li>Include the complete source information in your reference list.</li></ul> | <p>It is evident from the data in table 3 that the number of asylum claims is dropping in Australia and the US but increasing in other countries.</p> <p>Table 2: New asylum claims lodged in selected regions by semester 2013-2014.</p> <table><tr><th rowspan="2">Regions</th><th rowspan="2">1<sup>st</sup> 2013</th><th rowspan="2">2<sup>nd</sup> 2013</th><th rowspan="2">1<sup>st</sup> 2014</th><th colspan="2">Change</th></tr><tr><th>1<sup>st</sup> 2013 – 1<sup>st</sup> 2014</th><th>2<sup>nd</sup> 2013 – 1<sup>st</sup> 2014</th></tr><tr><td>Europe</td><td>202,200</td><td>270,600</td><td>264,000</td><td>24.4%</td><td>-2.4%</td></tr><tr><td>EU – 28</td><td>176,200</td><td>220,300</td><td>216,300</td><td>22.8%</td><td>-1.8%</td></tr><tr><td>US/Canada</td><td>46,100</td><td>48,700</td><td>58,600</td><td>27.1%</td><td>20.3%</td></tr><tr><td>Japan/Rep of Korea</td><td>2,100</td><td>2,700</td><td>3,300</td><td>57.1%</td><td>22.2%</td></tr><tr><td>Australia/NZ</td><td>5,900</td><td>6,100</td><td>4,700</td><td>20.3%</td><td>23.0%</td></tr><tr><td>Total</td><td>266,300</td><td>328,100</td><td>330,600</td><td>24.1%</td><td>0.8%</td></tr></table> <p>Source: United Nations High Commissioner for Refugees (2014, p. 8).</p> | Regions                                     | 1 <sup>st</sup> 2013                        | 2 <sup>nd</sup> 2013 | 1 <sup>st</sup> 2014 | Change               |                      | 1 <sup>st</sup> 2013 – 1 <sup>st</sup> 2014 | 2 <sup>nd</sup> 2013 – 1 <sup>st</sup> 2014 | Europe | 202,200 | 270,600 | 264,000 | 24.4% | -2.4% | EU – 28 | 176,200 | 220,300 | 216,300 | 22.8% | -1.8% | US/Canada | 46,100 | 48,700 | 58,600 | 27.1% | 20.3% | Japan/Rep of Korea | 2,100 | 2,700 | 3,300 | 57.1% | 22.2% | Australia/NZ | 5,900 | 6,100 | 4,700 | 20.3% | 23.0% | Total | 266,300 | 328,100 | 330,600 | 24.1% | 0.8% |
| Regions   | 1 <sup>st</sup> 2013   |   |   |                      |                      | 2 <sup>nd</sup> 2013 | 1 <sup>st</sup> 2014 | Change                                      |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
|   |  | 1 <sup>st</sup> 2013 – 1 <sup>st</sup> 2014 | 2 <sup>nd</sup> 2013 – 1 <sup>st</sup> 2014 |                      |                      |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
| Europe  | 202,200  | 270,600                                     | 264,000                                     | 24.4%                | -2.4%                |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
| EU – 28   | 176,200  | 220,300                                     | 216,300                                     | 22.8%                | -1.8%                |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
| US/Canada   | 46,100   | 48,700                                      | 58,600                                      | 27.1%                | 20.3%                |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
| Japan/Rep of Korea  | 2,100  | 2,700                                       | 3,300                                       | 57.1%                | 22.2%                |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
| Australia/NZ  | 5,900  | 6,100                                       | 4,700                                       | 20.3%                | 23.0%                |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |
| Total   | 266,300  | 328,100                                     | 330,600                                     | 24.1%                | 0.8%                 |                      |                      |   |   |        |         |         |         |       |       |         |         |         |         |       |       |           |        |        |        |       |       |                    |       |       |       |       |       |              |       |       |       |       |       |       |         |         |         |       |      |

| Rules for using tables   | Example  |                    |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
|--|--|--------------------|-----|---|-----|--------|------|------|--------|------|-----|--------|------|----|-------|-----|----|--------|-----|------|-------|-----|----|-----|-----|-----|-------|-----|---------------------|----------------|--------------|
| <ul style="list-style-type: none"><li>• <i>Tables should have a brief explanatory title.</i></li><li>• <i>Show ‘adapted from’ and the author of the work if you use information and make a table from it or if you alter the table in anyway.</i></li><li>• <i>The font size in a table can be one size smaller than the rest of the assignment. For example; inside the table the font may be Arial 10, while the labels—the caption and source—are Arial 11.</i></li><li>• <i>Do not include the original citation, heading or caption when you copy these items, write your own as the number you give your table or figure must fit within the numbering of figures and tables in your own work.</i></li></ul> | <p>Population increase through immigration had the biggest impact on the already heavily populated states as seen in table 1 and Northern territory had the smallest increase.</p> <p>Table 2: Number of migrants by state and territory 2015-16.</p> <table><tr><th>State or territory</th><th>no.</th><th>%</th></tr><tr><td>NSW</td><td>71 161</td><td>39.1</td></tr><tr><td>Vic.</td><td>65 007</td><td>35.7</td></tr><tr><td>Qld</td><td>20 019</td><td>11.0</td></tr><tr><td>SA</td><td>9 163</td><td>5.0</td></tr><tr><td>WA</td><td>13 640</td><td>7.5</td></tr><tr><td>Tas.</td><td>1 143</td><td>0.6</td></tr><tr><td>NT</td><td>420</td><td>0.2</td></tr><tr><td>ACT</td><td>1 607</td><td>0.9</td></tr><tr><td><b>Australia(c)</b></td><td><b>182 165</b></td><td><b>100.0</b></td></tr></table> <p>Source: Adapted from ABS (2017, Figure 2.2).</p> | State or territory | no. | % | NSW | 71 161 | 39.1 | Vic. | 65 007 | 35.7 | Qld | 20 019 | 11.0 | SA | 9 163 | 5.0 | WA | 13 640 | 7.5 | Tas. | 1 143 | 0.6 | NT | 420 | 0.2 | ACT | 1 607 | 0.9 | <b>Australia(c)</b> | <b>182 165</b> | <b>100.0</b> |
| State or territory   | no.  | %                  |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| NSW  | 71 161   | 39.1               |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| Vic.   | 65 007   | 35.7               |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| Qld  | 20 019   | 11.0               |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| SA   | 9 163  | 5.0                |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| WA   | 13 640   | 7.5                |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| Tas.   | 1 143  | 0.6                |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| NT   | 420  | 0.2                |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| ACT  | 1 607  | 0.9                |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |
| <b>Australia(c)</b>  | <b>182 165</b>   | <b>100.0</b>       |     |   |     |        |      |      |        |      |     |        |      |    |       |     |    |        |     |      |       |     |    |     |     |     |       |     |                     |                |              |

| Steps for using figures  | Example  |
|--|--|
| <p><i>Steps for choosing to use figures are similar to those provided for tables in the previous section. Figures can be maps, charts, diagrams, drawings, graphs and photographs.</i></p> | <p>It is evident that migration to Australia has increased and this is adding to the diversity of the Australian population. Additionally, the ABS (2014) states that overseas migration is now the principal factor in population increases in Australia. This can be seen in the migration rates in Figure 1 below.</p>  <p>Figure 1: Net Overseas Migration in Australia 1976 to 2016<br/>Source: ABS (2017, Figure 2.2).</p> |

| Rules for using figures   | Example   |
|---|---|
| <p><i>If you copy or reproduce a figure in your report like the one above, or an image like the one to the right, follow these rules.</i></p> <ul style="list-style-type: none"> <li><i>A numbered caption that describes it or names it should be placed below the figure or image.</i></li> <li><i>The figure number is the correct number for your work, not the one used by the author. Therefore, Figure 1 on the previous page precedes figure 2 of Dame Edna on this page.</i></li> <li><i>this example on the previous pages.</i></li> <li><i>Make sure copied figures are a suitable size for your reader to view.</i></li> <li><i>Type its source below the caption: the author or artist, year and page number (if available) or original figure number are required for this citation.</i></li> <li><i>Do not include the original citation, heading or caption when you copy these items, write your own as the number you give your figure must fit within the numbering of figures and tables in your own work.</i></li> <li><i>Number all figures in the order they first appear in the text.</i></li> <li><i>Figures must be referred to in the main body of the text.</i></li> <li><i>Refer to them in the text by their number.</i></li> <li><i>Include the source in your reference list. See examples in Section 5.</i></li> </ul> | <p>Dame Edna Everage shown in Figure 2 is a fictitious character created and performed by comedian Barry Humphries. ‘She’ has been performing since the 1950s and has become ‘one of the most formidable comedy turns of the twentieth century’ (New Yorker 2015).</p>  <p>Figure 2: Dame Edna<br/>Source: Telegraph (2012)</p> |

## Section 3: How to create a reference list

At the end of your assignment you will need to include a list of all the sources you have used in your assignment. This is known as a reference list. Your reference list will need to be formatted using Harvard style.

This section contains some general guidelines you will need to follow when writing your reference list. However, there are some more specific guidelines in the form of examples in Section 5 that will show you how to reference many different types of sources.

Organising your resources is a useful skill, so while you decide what will be useful for your research and writing, it is important to generate a draft reference list to avoid losing any relevant information about the source details. This process can be time consuming, but once done it provides a useful tool for developing in-text citations. Remember to check this initial list against those used in-text and remove any unused items because a reference list should only include citations that have been used within your assignment. The reference list does NOT include all your background reading.

### *Steps for creating a reference list*

When including a source in the reference list you must provide the reader with enough information to locate that source. Figures 3, 4, 5 and 6 on the following pages demonstrate how specific sources are included in the reference list. This guide does not contain an exhaustive list of examples, so at times you will need to problem solve to decide how to reference the source you used.

**There are two key steps when writing your reference list:**

- Step 1.** Find the relevant details, shown in the following figures. Look at the following examples and those in Section 5. There is a pattern to this task.
- Step 2.** Format the details according to CQUniversity Harvard style. Each time you gather information, it will be placed in a similar order.

## Steps for adding sources to the reference list

| Referencing books  | Example   |
|--|---|
| <p>For a book, the following elements should be presented in this order:</p> <ol style="list-style-type: none"> <li>1. Author's surname (family name) and initials. Even if the source gives the author's names in full, use only initials for their given names. When an author has two or more initials the second initial stands for the middle name. In Western culture, given names are usually placed in front of the family name. If the family name has been placed first this will be indicated by a comma directly after it.</li> <li>2. Year of publication</li> <li>3. Title of book in italics and minimal capitalisation</li> <li>4. Edition, if not the original publication; for example, 4th edn</li> <li>5. Publisher</li> <li>6. Place of publication.</li> </ol> | <div data-bbox="904 357 2024 804"> <p>The diagram illustrates the components of a book reference. Labels at the top point to parts of the example reference below:</p> <ul style="list-style-type: none"> <li><b>Author's surname and initial</b> points to "Rink, J".</li> <li><b>Year of publication</b> points to "2010".</li> <li><b>Title of book in minimal capitalisation</b> points to "<i>Teaching physical education for learning</i>".</li> <li><b>Publisher</b> points to "McGraw-Hill Higher Education".</li> <li><b>Place (city) of publication</b> points to "Boston".</li> </ul> <p>Additional annotations below the reference line:</p> <ul style="list-style-type: none"> <li><b>Italics for book title</b> points to the book title.</li> <li><b>Commas between elements except author's initial and date</b> points to the comma after the year.</li> <li><b>Full stop at the end</b> points to the final period.</li> </ul> </div> <p>Figure 3: Referencing a book with one author</p> <p>Source: Author</p> |

**Note:** Place of publication refers to the city in which the publisher is located. If several cities are given on the source, use the first-listed city. If the place of publication is little-known or could be confused with another place of the same name, provide the state as well.

| Referencing journal articles and periodicals  | Example   |
|---|---|
| <p>When including a journal article in the reference list, the following elements should be presented in this order:</p> <ol style="list-style-type: none"> <li>1. Author's surname (family name) and initials. year of publication</li> <li>2. Title of article in single quotation marks and minimal capitalisation.</li> <li>3. Title of journal or periodical in italics and maximal capitalisation</li> <li>4. Volume number (vol.)</li> <li>5. Issue number (no.) or other identifier (for example, Winter)</li> <li>6. Page numbers on which the article begins and ends.</li> </ol> | <p>The diagram illustrates the components of a journal article reference. Arrows point from labels to specific parts of the example reference: 'Author's surname and initial' points to 'Triggle, N'; 'Year of publication' points to '2013'; 'Title of article in minimal capitalisation and single quotation marks' points to ''Specialist nurses reach out to young people with disabilities''; 'Italics and maximal capitalisation for the title of the Journal' points to '<i>Nursing Children and Young People</i>'; 'Volume and issue number in lower case' points to 'vol. 25, no. 6'; 'Page numbers' points to 'pp. 6-7'; and 'Full stop at the end' points to the period at the end of the reference.</p> <p>Figure 4: Referencing a journal article<br/>Source: Author</p> |

| Journal article from the Web  | Example  |
|---|--|
| <p>If you find a journal article through a standard Web search (e.g. using Google or MSN, not through a CQUniversity Library database or Library Search option), give the full details of the article as shown in Figure 1 and add the date you viewed the Web page and the Web address of the article.</p> | <p>Kennedy, I 2004, 'An assessment strategy to help forestall plagiarism problems', <i>Studies in Learning, Evaluation, Innovation and Development</i>, vol. 1, no. 1, pp. 1–8, viewed 7 October 2005, <a href="http://www.sleid.cqu.edu.au/viewissue.php?id=5">http://www.sleid.cqu.edu.au/viewissue.php?id=5</a></p> |



| Referencing law cases   | Example  |
|---|--|
| <p><i>For a case of law the following elements should be presented in the following order:</i></p> <ol style="list-style-type: none"> <li>1. Case name</li> <li>2. Year of case</li> <li>3. Volume number</li> <li>4. Law report series</li> <li>5. Starting page of the source.</li> </ol> | <div data-bbox="913 295 2033 730"> <p>This is the case name</p> <p>This is the year of the case</p> <p>Volume number</p> <p>The State of New South Wales v. The Commonwealth (1915) 20 CLR 54</p> <p>Law report series</p> <p>Starting page of the source</p> </div> <p>Figure 5: Referencing a law case</p> <p>Source: Author</p> |

| Referencing a website  | Example  |
|--|--|
| <p><i>For a website, the following elements should be presented in the following order:</i></p> <ol style="list-style-type: none"> <li>1. Name of the author/sponsor/owner of the site/ organisation/department</li> <li>2. Year of publication on the web—if no date, use n.d.</li> <li>3. Title of page/site in italics and minimal capitalisation</li> <li>4. Date you viewed the site typed in full (day, month, year)</li> <li>5. URL underlined, black font, no full stop and live.</li> </ol> | <div data-bbox="891 295 2038 778"> <p>The diagram illustrates the components of a website reference. Arrows point from labels to specific parts of the example text:</p> <ul style="list-style-type: none"> <li><b>Name of the author/sponsor/owner of the website</b> points to <u>Brizee, HA</u>.</li> <li><b>Year of publication on the Web</b> points to <u>2010</u>.</li> <li><b>Name of the page in italics and minimal capitalisation</b> points to <i>Paramedic method: a lesson in writing concisely</i>.</li> <li><b>Exact web address (URL)</b> points to <u>http://owl.english.purdue.edu/owl/resource/635/01/</u>.</li> <li><b>Date you viewed the site</b> points to <u>viewed 11 December 2014</u>.</li> </ul> </div> <p>Figure 6: Referencing a website<br/>Source: Author</p> |
| <p><b>Using URL references</b></p> <p><i>URLs are underlined and in black font; most word processing packages will automatically underline the Internet address.</i></p> <p><b>Long URLs</b></p> <p><i>To avoid very long URLs, it is acceptable to give the home page for a website rather than the exact URL of the page you are referencing if the website has a search facility.</i></p>   | <p>Australian Bureau of Statistics (ABS) 2013, <i>Australian social trends: pregnancy and work transitions</i>, 2013, cat. no. 4102.0, viewed 18 November 2014, <u>http://www.abs.gov.au/</u></p>  |

| Rules for adding citations to the reference list  | Examples  |
|---|---|
| <ul style="list-style-type: none"> <li>• <i>There should be commas between all elements except between the initials of the author(s) and the date.</i></li> <li>• <i>Font style and size is the same as for the rest of the assignment, usually Times New Roman 12 or Arial 11.</i></li> <li>• <i>Line spacing in the reference list is single even though the assignment is 1.5 or double line spacing.</i></li> <li>• <i>The title <b>References</b> is bold, left aligned, and has the same font style and size as the document.</i></li> <li>• <i>Abbreviations such as p. for page number, vol. for volume and no. for issue number are followed by a fullstop.</i></li> </ul> | <p><b>References</b></p> <p>Cottrell, S 2013, <i>The study skills handbook</i>, 4th edn, Palgrave Macmillan, Basingstoke, UK.</p> <p>Gibson, H 2002, 'Busy travellers: leisure-travel patterns and meanings in later life'. <i>World Leisure Journal</i>, vol. 44, no. 2, pp. 11-20.</p> <p>'Greek PM calls risky election' 2014, <i>Australian</i>, 10 December, p. 9.</p> <p>Oumlil, AB &amp; Williams, AJ 2011, 'Financial services and the elderly poor: development and implementation of sustainable intervention strategies', <i>Journal of Financial Services Marketing</i>, vol. 15, no. 4, pp. 274–286.</p> |

| Rules about authors' names  | Examples  |
|---|---|
| <ul style="list-style-type: none"> <li>• <i>In Western culture, given names are usually placed in front of the family name followed by a comma.</i></li> <li>• <i>Even if the source gives the author's names in full Harvard style does not include this. Use only the first letter or initials of given names of authors,</i></li> <li>• <i>When an author has two or more initials, the second initial stands for the middle name.</i></li> <li>• <i>Titles such as Doctor or Professor are not included.</i></li> </ul> | <p><b>Dana Lynn Driscoll</b> becomes <b>Driscoll, DL</b></p> <p><b>Stella Cottrell</b> becomes <b>Cottrell, S</b></p> |

| Rules for using capitalisation  | Examples   |
|---|--|
| <p><b>Minimal capitalisation</b></p> <ul style="list-style-type: none"> <li>Only the first word in the titles of books, chapters, journal articles and websites is capitalised regardless of how the titles are capitalised in the original. The exception is names or proper nouns.</li> <li>If the title of the article, book or chapter contains a colon, the first word after the colon should not be capitalised unless it is a proper noun.</li> <li>Authors' names and initials, journal titles and the names of publishing firms and businesses or organisations are always capitalised.</li> </ul> | <p>Jones, B 1999, <i>The history of rock: John Lennon</i>, Zen Publishing, London.</p> <p>Lieb, K 2013, <i>Gender, branding and the modern music industry: the social construction of female popular music stars</i>, e-book, Routledge, New York, NY.</p> |
| <p><b>Maximal capitalisation</b></p> <p>For the 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').</p>   | <p><i>The Journal of Sociology</i></p> <p>Watkins, D &amp; Langford, J 2007, 'A new phase in Australia's double tax agreements', <i>Taxation in Australia</i>, vol. 42, no. 2, pp. 30–35.</p>  |
| <p><b>Italics</b></p> <p><i>Italics is a type face that makes letters slant to the right. It is used to distinguish words from others within your text.</i></p> <p><i>Italics can be combined with minimal or maximal capitalisation to show titles, names of ships and other vehicles, scientific names, and technical terms.</i></p>  | <p>Cottrell, S 2013, <i>The study skills handbook</i>, 4th edn, Palgrave, Macmillan, Basingstoke, UK.</p>  |

**Source:** adapted from *Style Manual for authors, editors and printers* 2002, p. 134 and pp. 145—148.

## Section 4: What is Academic Integrity?

Incorrect referencing techniques (even if they are innocent mistakes) can lead to problems with 'plagiarism'. The word 'plagiarism' comes from the Latin word 'plagiarius' – meaning 'kidnapper'. Plagiarism is a form of kidnapping others' work and ideas — presenting it in an assignment without giving credit to the author(s). According to the *Oxford Student's Dictionary* plagiarism is 'the act of copying another person's ideas, words or work and pretending they are your own' (2007, p. 529). In other words, you would be plagiarising if you copied the ideas, words or thoughts of the authors of your research without acknowledging them in your paragraphs, even if you have paraphrased. This includes using another student's work, or your own previously submitted work, without acknowledging or citing it. Always act with integrity and use correct referencing techniques to make sure you don't accidentally plagiarise someone else's work.

Plagiarism is considered serious misconduct and must be avoided at all times. You should avoid plagiarism and report it because:

- Plagiarism is unethical.
- Plagiarism does not allow you to develop as an academic writer.
- Plagiarism attracts severe penalties.

### *How will they know I have plagiarised?*

While enrolled at CQUni, each time you upload an assignment it is processed through the Turnitin program. This is a program that checks for similarity between your work and others; therefore identifying possible plagiarism in your assignment. You can learn to use Turnitin to check your assignment for accidental plagiarism before you submit your final copy to your lecturer. Watch the video:

<https://moodle.cqu.edu.au/mod/page/view.php?id=61630#feedback>

If it seems you have plagiarised, you will be sent an email to advise you that plagiarism has been detected in your assignment. You will need to reply to the email and explain what happened. You may also be required to attend some academic integrity training. You may face severe academic penalties, including possibly failing and being withdrawn from the course or unit.

| <b>Steps for avoiding plagiarism</b>                                 |  |
|--|--|
| <i>Record the sources you use.</i>                                   | Before taking notes from any source, record all the bibliographic information.   |
| <i>Take careful notes.</i>   | Take carefully written notes. Develop a system to distinguish between what you have copied directly from the source, (direct quotations), what you have put in your own words (paraphrased or summarised), and your comments about the information from that source. |
| <i>Paraphrase appropriately.</i>                                     | Change words and structure of the original work keeping only technical words the same.   |
| <i>Use in-text referencing in every written draft.</i>               | Get into the habit of including the in-text (author, date) references as you write each draft of your assignment.  |
| <i>Keep your work secure.</i>  | Avoid sharing paper or electronic drafts of your work with other students.   |
| <i>Use Turnitin to check for text matching on assignment drafts.</i> | You can use the Turnitin software to check your draft assignment for evidence of matching text before submission.  |

## Section 5: How to create in text citations and citations for the reference list

This Abridged Guide to the Harvard Referencing Style provides a number of examples showing how to reference specific sources in the text of your assignment (in-text) and in the reference list. However, this guide does not contain an exhaustive list of examples so it may be necessary to examine more than one example, or a combination of examples, to identify the best way to reference a specific item. Sometimes you need to problem solve to decide how to reference the item you have used.

When adding a reference to the reference list, you must provide the reader with enough information to enable them to locate the source. The following specific examples of referencing, and the examples provided in Section 3, will help you to work out what kind of information you need to collect about your source. Find one of the examples in this guide similar to your source and gather similar information for your citation. Then if you are still unsure, you can ask the Academic Learning Centre (ALC) to assist you. Look out for ALC advertised workshops.

### *Hard copy books*

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|---|---|--|
| <b>One author</b><br><i>Include the author's family name and the year of publication.</i>   | <p>A recent study (Hinchy 2007) found that gender ...</p> <p>Hinchy (2007, p. 10) claims that '...'</p>   | <p>Hinchy, RD 2007, <i>The Australian legal system: history, institutions and method</i>, Pearson Education Australia, Frenchs Forest, NSW.</p>                  |
| <b>Two authors</b><br><i>Only use an ampersand (&amp;) when the authors' names are given within parentheses in-text. Use 'and' when the authors' names are incorporated in the text.</i><br><b>Reference list</b><br><i>Use &amp; between author's names.</i> | <p>Gender equity and indigenous youth are two points of discussion covered in detail (White &amp; Wyn 2013).</p> <p>White and Wyn (2013, p. 4) stated that 'gender equity and indigenous youth are two points of discussion covered in detail.'</p> | <p>White, R &amp; Wyn, J 2013, <i>Youth and society</i>, Oxford University Press, South Melbourne, Vic.</p>  |
| <b>Three authors</b><br><i>Use an ampersand (&amp;) between the second and third name when the authors' names are given within parentheses. Use 'and' when the authors' names are incorporated in the text.</i>   | <p>Following the process outlined will ensure that you have all the tools and assets you need to create amazing work across desktop and mobile devices (Smith, Smith &amp; Gerantabee 2010).</p>  | <p>Smith, J, Smith, C &amp; Gerantabee, F 2010, <i>Adobe Creative Suite 5 Design Premium all-in-one for dummies</i>, Wiley Publication, Hoboken, New Jersey.</p> |

|   | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>   |
|---|--|--|
| <p><b>Four or more authors</b></p> <p><b>In text</b></p> <p><i>Give only the first author's family name as listed on the source, followed by 'et al.' (meaning 'and others') and the year.</i></p> <p><b>Reference list</b></p> <p><i>Include the family names and initials of ALL the authors. Separate the authors with commas and use an ampersand (&amp;) before the last author.</i></p> | <p>Social issues including social class and gender differences and their impact on schooling are important concepts for new educators to consider (Connell et al. 2013).</p> <p>Connell et al. (2013) explains that the relationship between adolescents, parents and school communities is paramount and closely linked to social issues and ideals</p> | <p>Connell, R, Welch, T, Vickers, M, Foley, D, Bagnall, N, Hayes, D, Proctor, H, Sriprakash, A &amp; Campbell, G 2013, <i>Education, change and society</i>, Oxford University Press, Melbourne, Vic.</p>  |
| <p><b>Multiple works—same author, published in different years</b></p> <p><b>In-text</b></p> <p><i>When including two works by the same author in the same parentheses, place them in chronological order according to the date of publication (i.e. oldest to newest).</i></p>   | <p>Recent research (Brown 2014, 2015) has indicated that ...</p>   | <p>Brown, M 2014, <i>Wipeout water world: an accounting practice set using MYOB AccountRight version 19</i>, Pearson Education, Frenchs Forest, NSW.</p> <p>Brown, M 2015, <i>Pedro's Pizzas: an accounting practice set using MYOB AccountRight version 19</i>, Pearson Education, Frenchs Forest, NSW.</p> |



|  | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>   |
|--|--|--|
| <p><b>Multiple works—same author/s, same year</b></p> <p><b>In-text</b></p> <p><i>When including multiple works by the same author published in the same year, add a lower-case letter (a, b, c, etc.) to the year. The letters relate to the alphabetical order of the titles.</i></p> <p><b>Reference list</b></p> <p><i>Letters should also be included next to the year.</i></p> | <p>Marzano and Pickering (2006a) set out methods of teaching students how to build up their academic vocabulary.</p> <p>According to Marzano and Pickering (2006b), there should be emphasis placed on identifying declarative and procedural knowledge in the planning process of a unit.</p> | <p>Marzano, RJ &amp; Pickering, DJ 2006a, <i>Building academic vocabulary: teacher's manual</i>, Hawker Brownlow Education, Heatherton, Vic.</p> <p>Marzano, RJ &amp; Pickering, DJ 2006b, <i>Dimensions of learning: teacher's manual</i>, 2nd edn, Hawker Brownlow Education, Heatherton, Vic.</p> |
| <p><b>Works by different authors with the same family name</b></p> <p><b>In-text</b></p> <p><i>The year of publication will differentiate between the two authors.</i></p> <p><b>Reference list</b></p> <p><i>Be sure to place these sources in alphabetical order according to their family name, and then according to their first initial.</i></p>                                | <p>It was found that '...' (Jones 2012, pp. 47–48)</p> <p><b>or</b></p> <p>A recent report (Jones 2011) shows that ...</p>   | <p>Jones, A 2012, <i>Human geography: the basics</i>, Routledge, New York.</p> <p>Jones, K 2011, <i>Neurological assessment: a clinician's guide</i>, Churchill Livingstone, London.</p>   |

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>  |
|---|---|---|
| <p><b>Works by different authors with the same family name, same year</b></p> <p><b>In-text</b></p> <p><i>Include the authors' initials in the reference to distinguish between them. As a general rule, it is advisable to paraphrase in this instance.</i></p> <p><b>Reference list</b></p> <p><i>Be sure to place these sources in alphabetical order according to their family name, and then according to their first initial.</i></p> | <p>G Jones (2012) pointed out the importance of sustainability in the management of certain environments. The role that humankind plays in shaping ... (Jones, A 2012).</p> | <p>Jones, A 2012, <i>Human geography: the basics</i>, Routledge, New York.</p> <p>Jones, G 2012, <i>Current research in sustainability</i>, Tilde Publishing, Prahran, Vic.</p> |
| <p><b>No author</b></p> <p><i>If no author is given, cite the work by title. If the title is long, use a shortened version in the in-text reference.</i></p>  | <p>Food safety is paramount when preparing meals for human consumption (Make it safe: a guide to food safety 2010).</p>   | <p><i>Make it safe: a guide to food safety</i> 2010, CSIRO Publishing, Collingwood, Vic.</p>  |
| <p><b>No author but an authoring body</b><br/>(institution, corporation or other organisation)</p>  | <p>It has been suggested that '...' (Organization for Economic Cooperation &amp; Development [OECD] 2014, p. 23).</p>   | <p>Organization for Economic Cooperation &amp; Development 2014, <i>Leadership for 21st century learning</i>, Brookings Institution Press, Washington.</p>                      |

|  | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|--|---|--|
| <p><b>Source within a source: referring to an author</b> (primary source) read about in another publication (secondary source)</p> <p><b>In text</b></p> <p>First, cite the original source of the idea (primary reference) and follow this with the source in which you found it (secondary source).</p> <p>In such references always include a page reference, even if the information provided is a paraphrase.</p> <p>Try to use the primary source if possible.</p> <p><b>Reference list</b></p> <p>Include only the author/s of the secondary source (i.e. the source you actually read)</p> | <p>‘... the language of recovery is now widely used in mental health policy ...’ (Ramon et al. 2007, cited in Elder, Evans &amp; Nizette 2012, p. 124).</p>                             | <p>Elder, R, Evans, K &amp; Nizette, D 2012, <i>Psychiatric and mental health nursing</i>, Elsevier Australia, Chatswood, NSW.</p> |
| <p><b>Referring to two primary sources within the one secondary source</b></p>   | <p>‘The ANGLO-Celtic communication style is described as direct, dyadic and contained’ (Purdie et al. 2010, Dudgeon et al. 2000, cited in Elder, Evans &amp; Nizette 2012, p. 124).</p> | <p>Elder, R, Evans, K &amp; Nizette, D 2012, <i>Psychiatric and mental health nursing</i>, Elsevier Australia, Chatswood, NSW.</p> |
| <p><b>No date can be established</b></p> <p>Use this infrequently</p>  | <p>Lansdown (n.d., p. 13) found that ‘...’.</p>   | <p>Lansdown, M n.d., <i>Bridging courses</i>, Central Queensland University, Rockhampton.</p>                                      |

|   | <b>Examples of how to refer to the resource in-text</b>                            | <b>Model to follow in the reference list</b>  |
|---|--|---|
| <b>Approximate date only can be established</b><br><br><i>See also Section 1: Latin words and their meanings</i>  | Information security is deemed critical and Mjøl̂snes (c. 2012) suggests ...       | Mjøl̂snes, SF (ed.) c. 2012, <i>A multidisciplinary introduction to information security</i> , CRC Press, Boca Raton, Florida.  |
| <b>Several sources are cited at once</b><br><br><i>Do not overdo this!</i><br><br><i>Alphabetise according to the name of the first author in each source.</i><br><br><i>Use semicolons to separate sources. List each author as a separate entry in the reference list.</i><br><br><i>Paraphrasing is essential in order to cite the essence of what the authors all agree upon.</i> | Recent studies (Christopher 2012; Haghiran 2012; Patil et al. 2012) agree that ... | Christopher, EM (ed.) 2012, <i>Communication across cultures</i> , Palgrave Macmillan, Basingstoke, New York.<br><br>Haghirian, P 2012, <i>Successful cross-cultural management: a guide for international managers</i> , Business Expert Press, New York.<br><br>Patil, A, Eijkman, H, Bhattacharya, E & Hershey, PA (eds) 2012, <i>New media communication skills for engineers and IT professionals: trans-national and trans cultural demands</i> , Information Science Reference, Hershey, Pennsylvania. |
| <b>Second or later edition</b><br><br><b>Reference list</b><br><br><i>If it is not the original work or first edition, include the number and the abbreviation 'edn' after the title.</i>   | 'It is generally understood in Higher Education that ...' (Cottrell 2013, p. 5)    | Cottrell, S 2013, <i>The study skills handbook</i> , 4th edn, Palgrave, Macmillan, Basingstoke, UK.   |

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>  |
|---|---|---|
| <b>Second or later edition and no author</b><br><i>Note that <b>rev.</b> used in this way is an abbreviation for review or revised.</i> | This style manual was prepared for the Commonwealth Department of Finance and Administration (Style manual for authors, editors and printers 2002). | <i>Style manual for authors, editors and printers</i> , 6th edn, 2002, rev. Snooks & Co., John Wiley & Sons, Milton, Qld.   |
| <b>Edited work</b>  | One well-respected university (Nelson & Wei 2012) declares that ...   | Nelson, AR & Wei, IP (eds) 2012, <i>The global university: past, present, and future perspectives</i> , Palgrave Macmillan, New York.   |
| <b>Chapter in an edited work</b><br><i>In the reference list the author of the book chapter</i>   | Snyder et al. (2013) believe in the importance of emotion coaching ...  | Snyder, J, Low, S, Bullard, L, Schrepferman, L, Wachlarowicz, M, Marvin, C & Reed, A 2013, 'Effective parenting practices: social interaction learning theory and the role of emotion coaching and mindfulness', in RE Larzelere, AS Morris, & AW Harrist (eds), <i>Authoritative parenting: synthesizing nurturance and discipline for optimal child development</i> , pp. 189-210, American Psychological Association, Washington DC. |
| <b>One volume of multi-volume work</b>  | Developments in understanding the principal requirements of humanitarian assistance in several incidents are covered ... (Couig 2012).              | Couig, MP 2012, <i>Annual review of nursing research, vol. 30, Disasters and Humanitarian Assistance</i> , Springer Publishing, New York.   |
| <b>One issue or volume in an edited series</b>  | In Australia, there is a growing gap between rich and poor (Healey 2014).   | Healey, J (ed.) 2014, Gender discrimination and inequality, vol. 374, <i>Issues in society</i> , Spinney Press, Thirroul, NSW.  |
| <b>Book chapter available in CQUniversity Course Resources Online (CRO)</b>   | The health care system in Australia is financed ... (Willis 2009).  | Willis, E 2009, 'Chapter 1: the Australian health care system', in E Willis, L Reynolds & H Keleher (eds), <i>Understanding the Australian health care system</i> , pp. 3–60, Churchill Livingstone Elsevier, Sydney.   |

|  | <b>Examples of how to refer to the resource in-text</b>         | <b>Model to follow in the reference list</b>  |
|--|---|---|
| <b>Published learning package containing various sources</b><br><br><i>This may be a compilation of items from various sources (comp).</i> | It is important to use sources effectively (CQUniversity 2010). | CQUniversity (comp.) 2010, ESSC11004 <i>Study and research skills for Health Science</i> , McGraw Hill Australia, Sydney. |

## ***E-Books***

|  | <b>Examples of how to refer to the resource in-text</b>                                  | <b>Model to follow in the reference list</b>   |
|--|--|--|
| <b>E-book available on the Web</b><br><br><i>URLs should be active or live. They should be underlined and in black font.</i><br><br><b>Reference list</b><br><br><i>Include the word 'E-book' after the title.</i> | This book outlines the basic concepts of contemporary supply chain management (Lu 2012). | Lu, D 2012, <i>Fundamentals of supply chain management</i> , E-book, Idea Group Publishing, London, available at <a href="http://www.free-ebooks.net/ebook/fundamentals-of-supply-chain-management">http://www.free-ebooks.net/ebook/fundamentals-of-supply-chain-management</a>                                   |
| <b>E-book chapter available on the Web</b>   | Richards (2010) argues that ...  | Richards, S 2010, 'Everyday creativity in the classroom: a trip through time with seven suggestions' in RA Beghetto & JC Kaufman (eds), <i>Nurturing creativity in the classroom</i> , E-book, Cambridge University Press, Cambridge, available at <a href="http://www.cabridge.org/">http://www.cabridge.org/</a> |

|  | <b>Examples of how to refer to the resource in-text</b>                                    | <b>Model to follow in the reference list</b>  |
|--|--|---|
| <b>E-book available via ACQUIRE or Library Search</b><br><br><b>Reference list</b><br><br><i>Include the word 'E-book' after the title. No retrieval information is needed for E-books from ACQUIRE, a CQU Library database or CQU Library's Library Search service.</i>         | <p>According to Chen (2013) the two main categories of statistical information are ...</p> | <p>Chen, B 2013, <i>System parameter identification: information criteria and algorithms</i>, E-book, Elsevier Science, Burlington.</p>   |
| <b>E-book chapter available via ACQUIRE or Library Search</b><br><br><b>Reference list</b><br><br><i>No retrieval information is needed for E-book s from ACQUIRE, a CQU Library database or CQU Library's Library Search service.</i>   | <p>According to Taylor and Tindimugaya (2012), ...</p>                                     | <p>Taylor, R &amp; Tindimugaya, C 2012, 'The impacts of climate change and rapid development on weathered crystalline rock aquifer systems in the humid tropic of sub-Saharan Africa: evidence from south-western Uganda' in JJ Gurdak, JL Martin-Bordes &amp; H Treidel (eds), <i>Climate change on groundwater resources: a global synthesis of findings and recommendations</i>, E-book, pp. 17–30, CRC Press/Balkema, Leiden.</p> |
| <b>Kindle and Adobe Digital Edition</b><br><br><i>If there are no page numbers, look for the chapter heading or if there are no chapters, look for the nearest heading and its format and put in the paragraph number (e.g. Ch. 8, para. 14; or 'Our growth plan', para. 2).</i> | <p>Myers and Gulanick (2011) propose that ...</p>  | <p>Fry, S 2014, <i>More fool me: a memoir</i>, Epub—Adobe Digital Edition, available at Bookworld.</p> <p>Myers, JL &amp; Gulanick, M 2011, <i>Nursing care plans: diagnosis, interventions and outcomes</i>, Kindle version, available at Amazon.com.</p>  |



### *Hard copy journal articles*

In the reference list, include the following details in this order: author's family name, author's initial(s), year, 'article title', name of journal (in italics), volume number, issue number, page range. The volume, issue number and page range are usually printed at the top of the article, above the abstract, but they can appear elsewhere, for example on the bottom right or left hand side of the first page. Notice in the examples that follow, that journal references omit information on place of publication and publisher. Journal titles use maximal capitalisation.

|   | <b><i>Examples of how to refer to the resource in-text</i></b>  | <b><i>Model to follow in the reference list</i></b>  |
|---|---|--|
| <b><i>One or more journal authors</i></b>   | Thomson (2014, p. 8) maintains that '...'   | Thomson, H 2014, 'Suspended between life and death', <i>New Scientist</i> , vol. 221, no. 2962, pp. 8-9.   |
| <b><i>No journal author</i></b><br><i>If no author is given, cite the title of the article in your reference. If the title is very long, use a shortened form of the title in-text.</i> | Studies of mosquitoes have ... ('Multifaceted menace' 2007).  | 'Multifaceted menace' 2007, <i>Science</i> , vol. 317, no. 5836, pp. 301–304.  |
| <b><i>No volume or issue number</i></b><br><b><i>Reference list</i></b><br><i>If there is no volume or issue number, include the month or the season (e.g. Spring, Summer).</i>         | It has been suggested that 'months of political ...' (Cheng 2001, p. 1).                              | Cheng, AT 2001, 'Dateline: Taiwan: Taiwan (in) dependence', <i>Asiaweek</i> , 30 November, p. 1.   |
| <b><i>Article reproduced in a university module or readings</i></b><br><i>Use the name of the university as it appears on the copyright page.</i>                                       | The role of the midwife is ... (Brown 2005).<br>or<br>It is often believed '...' (Brown 2005, p. 24). | Brown, J 2005, 'Midwives: true believers', <i>Australian Midwifery News</i> , vol. 5, no. 3, pp. 22–26, in CQUniversity 2009, <i>MDWF20001 Professional midwifery studies: resource materials</i> , CQUniversity, Rockhampton. |



|   | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>   |
|---|--|--|
| <b>Magazine</b><br><i>Always evaluate information found in magazines for ‘scholarliness’—including bias, validity, trustworthiness of the authors etc. Magazines are not generally considered scholarly sources for research.</i> | Real estate marketing advisors are promoting the benefits of using social media to market and sell properties (Thistleton 2012). | Thistleton, R 2012, ‘Home tweet home’, <i>Business Review Weekly</i> , 22–28 March, p. 47. |

### ***Online or electronic journals***

Include the following details in this order: author’s family name, author’s initial(s), year ‘article title’, name of journal (in italics), volume number, issue number, page range. Volume, issue number and the page range are usually printed at the top of the article, above the abstract. This information can also be found in the footers of the pages.

For journal articles found on the Web (but not through CQU Library), include the date you visited the Web page and the Web address.

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|---|---|--|
| <b>Journal article from a database or from Library Search</b><br><i>Do not include a URL.</i> | Triggle (2013, p. 6) recommends that ‘...’.<br><b>or</b><br>Oumlil and Williams (2011) argue that ... | Triggle, N 2013, ‘Specialist nurses reach out to young people with disabilities’, <i>Nursing Children and Young People</i> , vol. 25, no. 6, pp. 6-7.<br>Oumlil, AB & Williams, AJ 2011, ‘Financial services and the elderly poor: development and implementation of sustainable intervention strategies’, <i>Journal of Financial Services Marketing</i> , vol. 15, no. 4, pp. 274–286. |

|   | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>  |
|---|--|---|
| <b>Journal article available on the Web</b><br><i>This applies to journal articles found through a Web search (e.g. Google) rather than through a Library database or Library Search service.</i> | Gilmore and Cuskelly (2012) suggest that stress over a period of time demands parents adapt to the needs of their child with a disability. | Gilmore, L & Cuskelly, M 2012, 'Parenting satisfaction and self-efficacy: a longitudinal study of mothers of children with down syndrome', <i>Journal of Family Studies</i> , June, p. 1, viewed 1 December 2014, <a href="https://www.questia.com/read/1G1-304941770/parenting-satisfaction-and-self-efficacy-a-longitudinal">https://www.questia.com/read/1G1-304941770/parenting-satisfaction-and-self-efficacy-a-longitudinal</a> |
| <b>Journal article available through CQUniversity's Course Resources Online (CRO)</b>   | Watkins and Langford (2007, p. 30) indicate that '...'   | Watkins, D & Langford, J 2007, 'A new phase in Australia's double tax agreements', <i>Taxation in Australia</i> , vol. 42, no. 2, pp. 30–35.  |

### **Hardcopy newspaper articles**

In the reference list omit 'The' from any newspaper title.

|  | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>  |
|--|---|---|
| <b>Newspaper article with an author</b>    | Higgins (2014, p. 3) reported that 'Australian diplomats played a key role in ...'.   | Higgins, E 2014, 'Consul key in China ice escape', <i>Australian</i> , 10 December, p. 3. |
| <b>Newspaper article without an author</b> | According to the Australian the political situation in Greece is contentious, with parties vying for power in a turbulent situation ('Greek PM calls risky election' 2014, p. 9). | 'Greek PM calls risky election' 2014, <i>Australian</i> , 10 December, p. 9.              |

|                              | <b>Examples of how to refer to the resource in-text</b>                    | <b>Model to follow in the reference list</b>  |
|------------------------------|--|---|
| <b>Book review—newspaper</b> | 'This book unfolds seamlessly and remains engaging' (Loosley 2014, p. 20). | Loosley, S 2014, 'Into the cauldron of war', review of Gallipoli by Peter FitzSimons, <i>Weekend Australian Review</i> , pp. 13–14 December, p. 20. |

### *Online newspaper articles*

|   | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>   |
|---|--|--|
| <b>Newspaper article with an author available via the Web</b><br><i>URLs should be active (underlined, correct and black.)</i>  | Towell (2014, para. 1) reported that '15,000 public servants ... will launch a campaign of civil disobedience ... over pay and conditions disputes'. | Towell, N 2014, 'Human services public servants begin industrial campaign over pay offer', <i>Canberra Times</i> , 10 December, viewed 11 December 2014, <a href="http://www.canberratimes.com.au/national/public-service/">http://www.canberratimes.com.au/national/public-service/</a> |
| <b>Newspaper article with no author available via a database</b><br><b>Note:</b> Always check the validity of a site that has no author or sponsor. The use of such sites is discouraged. | The Investor's Business Daily ('A veiled attack on free speech' 2014) discusses US government plans to place further surveillance on the press ...   | 'A veiled attack on free speech' 2014, <i>Investor's Business Daily</i> , 14 February.   |

## Reports

Use minimal capitalisation for the title of a report, but always capitalise proper nouns.

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|---|---|--|
| <b>Report (print)</b><br><i>When there are more than three authors, use only the first author's name followed by et al. in all your in-text references.</i>   | According to Kitson et al. (2013), ...  | Kitson, A, Conroy, T, Kuluski, K, Locock, L & Lyons, R 2013, <i>Reclaiming and redefining the fundamentals of care: nursing's response to meeting patients' basic human needs</i> , Research Report No. 2, University of Adelaide, Adelaide.   |
| <b>Report (online) (individual author)</b><br><i>If the author of the report is not the publisher, identify the publisher after the title (following any descriptive information about the report).</i> | Non-formal learning can occur in a variety of settings (Trewin 2003).                                 | Trewin, D 2003, <i>Measuring learning in Australia: a framework for education and training statistics</i> , Information Paper 4213.0, Australian Bureau of Statistics, viewed 12 October 2013, <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4213.02003?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4213.02003?OpenDocument</a> |
| <b>Report (online) (corporate author)</b>   | Recent data shows that an eighth of the world's population suffers from hunger (United Nations 2013). | United Nations 2013, <i>The Millennium Development Goals report 2013</i> , viewed 13 September 2013, <a href="http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf">http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf</a>   |
| <b>Government report, corporate author (online)</b>   | Recruitment of nursing staff is the main ... (Queensland Health 2013).                                | Queensland Health 2013, <i>Annual report 2012-2013</i> , viewed 5 November 2013, <a href="http://www.health.qld.gov.au/about_qhealth/annual-report/12-13/default.asp">http://www.health.qld.gov.au/about_qhealth/annual-report/12-13/default.asp</a>   |
| <b>Government report, individual authors (print)</b>  | ... in Queensland waterways (Mortimer & Cox 1999).  | Mortimer, M & Cox, M 1999, <i>Contaminants in mud crabs and sediments from the Maroochy River</i> , Environment Technical Report, no. 25, Queensland Department of the Environment, Brisbane.  |

## Conference papers

If the year the paper was presented differs from the year it was published, give the year of publication.

|   | <b>Examples of how to refer to the resource in-text</b>       | <b>Model to follow in the reference list</b>   |
|---|---|--|
| <b>Conference paper in published proceedings (print)</b>  | Ballesteros (2011) outlines the benefits of online gaming ... | Ballesteros, J 2011, 'More than just a game: perceptions of self in online play', <i>Conference Papers—American Sociological Association</i> , pp. 194–219.  |
| <b>Conference paper in published proceedings (online)</b> | The role of off-shore tutors ... (Sanderson 2013).            | Sanderson, G 2013, 'Hidden spaces in faraway places: the "lonely work" of partner institution transnational tutors', <i>Research and development in higher education: the place of learning and teaching: Refereed papers from the 36th HERDSA Annual International Conference</i> , AUT University, Auckland, pp. 424–432, viewed 12 November 2013, <a href="http://www.herdsa.org.au/wp-content/uploads/conference/2013/HERDSA_2013_SANDERSON.pdf">http://www.herdsa.org.au/wp-content/uploads/conference/2013/HERDSA_2013_SANDERSON.pdf</a> |
| <b>Conference paper online</b>                            | Ford (2013) argues that retro reflectivity ...                | Ford, G 2013, <i>22,500 traffic signs, 550 miles, 5 months, 1 system</i> , paper presented at Esri International User Conference, 6–8 July, viewed 5 November 2013, <a href="http://proceedings.esri.com/library/userconf/proc13/index.html">http://proceedings.esri.com/library/userconf/proc13/index.html</a>  |

### ***Other documents on the World Wide Web (WWW)***

Include the following details in this order: author's family name, author's initial(s), year, title of document or website, viewed date, and Web address. Remember, for online sources, the author is not always a person. Instead, it could be an organisation, a company, a government department etc. Also see note about long URLs in Section 1 of this document.

|  | <b><i>Examples of how to refer to the resource in-text</i></b>  | <b><i>Model to follow in the reference list</i></b>  |
|--|---|--|
| <b><i>Document on the WWW</i></b><br><i>URLs should be active (correct, underlined and black)</i>  | The paramedic method can be used to 'achieve user-centered [sic], persuasive, and clear prose' (Brizee 2010, p. 1).                 | Brizee, HA 2010, <i>Paramedic method: a lesson in writing concisely</i> , viewed 11 December 2014, <a href="http://owl.english.purdue.edu/owl/resource/635/01/">http://owl.english.purdue.edu/owl/resource/635/01/</a> |
| <b><i>Stand-alone documents found within the following library databases: JBI COonNECT+, MIMS Online, and ERIC</i></b><br><i>Use the home page URL of the publisher's website.</i>       | Anamorph is a form of morphine, a narcotic used for pain relief (MIMS Australia 2014).  | MIMS Australia 2014, <i>Anamorph</i> , viewed 4 September 2014, <a href="https://www.mimsonline.com.au/Search/Search.aspx">https://www.mimsonline.com.au/Search/Search.aspx</a>  |
| <b><i>Primary source on the WWW</i></b><br><b><i>Reference list</i></b><br><i>Include two dates: use the year it was published on the Web, and put the original year in parentheses.</i> | Florence Nightingale wrote to Sir Benjamin Brodie to ask him to advise Elizabeth Blackwell on her future career (Nightingale 2001). | Nightingale, F 2001 (1859), <i>Letter to Sir Benjamin Brodie</i> , February 13, viewed 12 October 2014, <a href="http://clendening.kumc.edu/dc/fn/brodie1.html">http://clendening.kumc.edu/dc/fn/brodie1.html</a>      |
| <b><i>Document on the WWW with no date</i></b><br><i>Use this infrequently</i>   | Greenpeace (n.d., p. 1) urges us to 'join together and fight for a clean, healthy future free of carbon pollution'.                 | Greenpeace n.d., <i>Climate</i> , viewed 8 December 2014, <a href="http://www.greenpeace.org/australia/en/what-we-do/climate/">http://www.greenpeace.org/australia/en/what-we-do/climate/</a>                          |

|  | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|--|---|--|
| <b>Document on the WWW with no author or authoring body</b><br><i>Always check the validity of a site that has no named author or sponsor. The use of such sites is discouraged.</i> | Use the article title in place of the author, followed by the year of publication.                              | Use the article title in place of the author, followed by the year of publication, the date you viewed the site and the web address.   |
| <b>Standards on the Web</b>  | According to Standards Australia (2007), ...  | Standards Australia 2007, <i>Australian standard: steel tubes for mechanical purposes</i> (AS 1450–2007), viewed 22 September 2014, <a href="http://www.standards.org.au/">http://www.standards.org.au/</a>  |
| <b>Radio transcript from a website</b><br><i>Producer and presenter are in author place</i>  | Malcolm and Dean (2014) explain that ...  | Malcolm, L & Dean, D 2014, 'Mind body connection', <i>All in the mind</i> , ABC Radio National, radio transcript, viewed 18 November 2014, <a href="http://www.abc.net.au/radionational/programs/allinthemind/mind-body-connection/5882006">http://www.abc.net.au/radionational/programs/allinthemind/mind-body-connection/5882006</a> |
| <b>Television transcript</b><br><i>No author. Presenter or narrator name not used</i>  | The importance of the National Economic Summit conference was explained in 'Just call me Bob: part two' (2014). | 'Just call me Bob: part two' 2014, <i>Australian story</i> , ABC TV, television transcript, 17 November, viewed 18 November 2014, <a href="http://www.abc.net.au/austory/content/2014/s4130411.htm">http://www.abc.net.au/austory/content/2014/s4130411.htm</a>  |

## Government documents

Give the organisation's name in full the first time you refer to it, followed by the abbreviation in parentheses. Use only the abbreviation in subsequent references. If the site has a search facility, include only the main page URL address. See also section titled Reports.

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|---|---|--|
| <b>Document from a government Website</b>     | The Department of the Environment (2013) provides a ratings scheme ...  | Department of the Environment 2013, <i>Repeal of the carbon tax: treatment of synthetic greenhouse gases</i> , viewed 18 November 2014, <a href="http://www.environment.gov.au">http://www.environment.gov.au</a>  |
| <b>Government report (print)</b>              | Department of Communities, Child Safety and Disability Services (2014, p. 12) states, its challenges include '...'. | Department of Communities, Child Safety and Disability Services 2014, <i>Annual report 2013–2014</i> , Queensland Government, Brisbane.  |
| <b>Australian Bureau of Statistics online</b> | The Australian Bureau of Statistics (ABS 2013) reported that the fertility rate ...                                 | Australian Bureau of Statistics (ABS) 2013, <i>Australian social trends: pregnancy and work transitions, 2013</i> , cat. no. 4102.0, viewed 22 October 2015, <a href="http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4102.0Main+Features10Nov+2013">http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4102.0Main+Features10Nov+2013</a>   |
| <b>Government media releases</b>              | According to CSIRO (2014, p. 1), 'insects originated at the same time as the earliest land-based plants ...'        | Commonwealth Scientific and Industrial Research Organisation (CSIRO) 2014, <i>Scientists reveal secrets of insect evolution</i> , media release, 6 November, viewed 22 October 2015, <a href="http://www.csiro.au/en/News/News-releases/2014/Scientists-reveal-secrets-of-insect-evolution">http://www.csiro.au/en/News/News-releases/2014/Scientists-reveal-secrets-of-insect-evolution</a> |
| <b>Government debates recorded in Hansard</b> | Senator Scullion (Australia, Senate 2014, p. 354) moved that 'the sixth anniversary of the ...'                     | Australia, Senate 2014, <i>Debates</i> , vol. S1, p. 354, viewed 18 November 2014, <a href="http://www.aph.gov.au/Parliamentary_Business/Hansard/Hanssen261110">http://www.aph.gov.au/Parliamentary_Business/Hansard/Hanssen261110</a>   |



|                          | <b><i>Examples of how to refer to the resource in-text</i></b>   | <b><i>Model to follow in the reference list</i></b>   |
|--------------------------|--|---|
| <b><i>Fact sheet</i></b> | Department of Sustainability, Environment, Water, Population and Communities (2012) claims that guidance on salinity ... | Department of Sustainability, Environment, Water, Population and Communities 2012, <i>Salinity</i> , fact sheet, viewed 18 November 2014, <a href="http://www.environment.gov.au/">http://www.environment.gov.au/</a> |

### ***Government or legal documents as hard copies***

Many abbreviations are used when citing legal documents. These abbreviations are explained in Section 1 of this document.

The first time you refer to a legal document, type the title of legislation in italics and include the date. In subsequent references, there is no need to use italics and the date can be omitted. If it is not clear from the context, then the jurisdiction (Commonwealth or state) should be given in parentheses after the title. Use (Cwlth) as the abbreviation for Commonwealth.

There is no need to include legislation in your reference list unless it is important to an understanding of the work (for example, in law units). In this case, use the subheading 'Legislation' and list all Acts cited in alphabetical order. Include the date and the jurisdiction.

|                           | <b><i>Examples of how to refer to the resource in-text</i></b>                         | <b><i>Model to follow in the reference list</i></b>       |
|---------------------------|--|---|
| <b><i>Legislation</i></b> | The custody of a child ... (Child Safety Legislation Amendment Act 2005 (Qld), s. 12). | <i>Child Safety Legislation Amendment Act 2005 (Qld).</i> |

|   | <b><i>Examples of how to refer to the resource in-text</i></b>   | <b><i>Model to follow in the reference list</i></b>  |
|---|--|--|
| <b><i>Legislation and regulations</i></b>   | <p>When citing government legal or standards documents, use the abbreviation s. or ss. for citing sections. For example:</p> <ul style="list-style-type: none"> <li>• in ss. 4–7 of the <i>Copyright Act 1968</i></li> <li>• the <i>Copyright Act 1968</i>, ss. 4–7</li> <li>• in s. 4 of the Casino Control Ordinance.</li> </ul> <p>When citing regulations, use the abbreviations r. and rr.<br/>For example:</p> <ul style="list-style-type: none"> <li>• the Copyright Regulations, rr. 18–19</li> <li>• the Commonwealth’s Copyright Regulations, r. 18</li> </ul> |  |
| <b><i>Note:</i> Acts of Parliament and legislation should be referenced as if in print even if viewed electronically.</b> |  |  |
| <b><i>Standards Australia</i></b>   | According to Standards Australia (2007), ...   | Standards Australia 2007, <i>Australian standard: steel tubes for mechanical purposes</i> (AS 1450–2007), Standards Australia, North Sydney. |
| <b><i>Patents</i></b>   | CSIRO (2005) formalised and protected the method ...   | CSIRO 2005, <i>Method for microfluidic mixing and mixing device</i> , Australian provisional patent 2005901760, filed 8 April 2005.          |

## ***Law cases***

When citing legal authorities, the following details are necessary:

- name of case
- year and/or volume number
- abbreviated name of the report series
- the page on which the report of the case begins.

There is no need to include legal cases in your reference list unless it is important to an understanding of the work. In this case, list all cases alphabetically under the subheading: Legal authorities.

|  | <b><i>Examples of how to refer to the resource in-text</i></b>   | <b><i>Model to follow in the reference list</i></b>   |
|--|--|---|
| <b><i>Law cases</i></b><br><i>To cite specific page numbers, do not use the abbreviation p. or pp.</i> | <p>The case of The State of New South Wales v. The Commonwealth (1915) 20 CLR 54 is considered an important precedent in this area of law.</p> <p>This was the opinion of the judge in The State of New South Wales v. The Commonwealth (1915) 20 CLR 54 at 57–59.</p> | <p><i>The State of New South Wales v. The Commonwealth</i> (1915) 20 CLR 54.</p>  |
| <b><i>Coroner's report</i></b>   | <p>The document provided indicates that the victim died from strangulation (Office of the State Coroner 2009).</p>   | <p>Office of the State Coroner 2009, Findings of inquest: Inquest into the deaths of Liam John Wright and Charles Michael Powell, File No(s): COR 2048/06 &amp; 2179/06, viewed 27 August 2015, <a href="http://www.courts.qld.gov.au/data/assets/pdf_file/0010/86779/cif-wright-lj-Powell-cm-20090320.pdf">http://www.courts.qld.gov.au/data/assets/pdf_file/0010/86779/cif-wright-lj-Powell-cm-20090320.pdf</a></p> |

|   | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>  |
|---|---|---|
| <p><b>Work cover Code of Practice (COP)</b><br/> COP are not statutes but are published by regulators as guides of good safety practice. As such, they are also considered by the regulators and courts in determining what is 'reasonably practicable' under the WHS statutes.</p> <p>Publishers of COP include the relevant state and territory WHS regulators and also SafeWork Australia.</p> | <p>The best practice is to place the monitor on your desk so that your eyes are in line with the bevel (edge) at the top of the monitor (SafeWork Australia [SWA] 2011).</p> <p>Accordingly, our project adheres to the latest Code of Practice (Queensland Government 2011).</p> | <p>SafeWork Australia (SWA) 2011, <i>Code of Practice: Work Health and Safety Consultation</i>, SWA, Canberra.</p> <p>Queensland Government 2011, <i>Code of Practice: Confined Spaces</i>, Workplace Health and Safety, Queensland</p> |

### ***University-provided study materials as hard copies***

The sources below should not be used too frequently. Other sources that you have located while researching are more suitable.

|  | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>   |
|--|---|--|
| <p><b>Study Guide (author known)</b><br/> Use the authors' names that appear the copyright page of the resource.</p> | <p>... to promote mental wellness, prevent illness ... (Fisher 2009).</p>   | <p>Fisher, J 2009, <i>HLTH12029 Mental health promotion: study guide</i>, CQUniversity, Rockhampton.</p>         |
| <p><b>Study Guide (author unknown)</b><br/> Use the university's name as the author</p>                              | <p>It has been claimed that 'learning to write is actually about learning to think' (CQUniversity 2014, p. 20).</p> | <p>CQUniversity 2014, <i>LNGE40049 Essay writing for university: study guide</i>, CQUniversity, Rockhampton.</p> |

|  | <b><i>Examples of how to refer to the resource in-text</i></b>   | <b><i>Model to follow in the reference list</i></b>  |
|--|--|--|
| <b><i>Text reproduced in a university module or readings</i></b><br><i>This refers to chapters or large sections of text within the university's reading material.</i>   | In a review of the materials required, ASHRAE (1950, p. 15) indicates that '...'.  | American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) 1950, <i>Thermal comfort</i> , pp. 12–20, in CQUniversity 2014, <i>BLAR11043 Building systems and services 1: resource materials</i> , CQUniversity, Rockhampton. |
| <b><i>Lecture notes (unpublished)</i></b><br><i>Do not use italics or quotation marks for class handouts as they are unpublished sources.</i>  | Thompson (2011) found that the first teaching day may result in mixed emotions for many first year teachers.                       | Thompson, R 2011, 'The first day experiences', lecture notes distributed in the unit, EDED48314 Professional practice III, CQUniversity, Bundaberg, 21 April.  |
| <b><i>Lecture material—non-print (e.g. whiteboard notes)</i></b><br><i>This should not be included in the reference list. Treat it the same as personal communication and indicate author and date in your assignment.</i> | In a lecture, SCIE11022 Introductory science, presented at CQUniversity, Rockhampton, on 17 December 2014, Voss suggested that ... |  |

### ***University-provided electronic and multimedia study materials***

The sources below should not be used too frequently. Other sources that you have located while researching are more suitable.

|   | <b><i>Examples of how to refer to the resource in-text</i></b>   | <b><i>Model to follow in the reference list</i></b>   |
|---|--|---|
| <b><i>Unit notes available on CQUniversity e-Units (Moodle)</i></b><br><i>The author of your unit notes is normally your unit lecturer.</i> | 'Operational Analysis and Effectiveness is all about the way in which organisations go about their business' (Waight 2014, p. 2).<br><br>Waight (2014) states that ... | Waight, P 2014, Module 1: Developing customer value through 'operations', unit notes, <i>MGMT20085: Operational Analysis and Effectiveness</i> , CQUniversity e-Units, <a href="http://moodle.cqu.edu.au">http://moodle.cqu.edu.au</a>  |
| <b><i>PowerPoint presentation on Moodle</i></b>   | According to Busch (2014) ...  | Busch, G 2014, 'A brief history of early childhood: How has history shaped the current context?', PowerPoint presentation, <i>EDEC11025: Advocacy, Leadership and Change in Early Childhood</i> , CQUniversity e-Units, <a href="http://moodle.cqu.edu.au/">http://moodle.cqu.edu.au/</a> |
| <b><i>Study Guide (author unknown)</i></b><br><i>Use the university name as the author</i>  | The function of maintenance must be understood (CQUniversity 2014, mod. 2, p. 4) but this must be done ...   | CQUniversity 2014, <i>ENMM20025: Maintenance Strategies Module 2: study guide</i> , CQUniversity e-Units, <a href="http://moodle.cqu.edu.au/">http://moodle.cqu.edu.au/</a>   |
| <b><i>Discussion board message posted to Moodle</i></b>   | According to Brown (2014,) ...   | Brown, T 2014, 'Re: Classroom management', electronic discussion group message', 6 September, <i>EDED11406 Teaching Reading</i> , CQUniversity e-Units, <a href="http://moodle.cqu.edu.au/">http://moodle.cqu.edu.au/</a>   |
| <b><i>Echo360 presentation</i></b>  | According to Bell (2010), leadership by numbers is not the answer.   | Bell, S 2010, <i>Academic leadership</i> , Echo360 presentation, viewed 7 July 2010, <a href="http://dmai.cqu.edu.au/FCWViewer/view.do?page=12664">http://dmai.cqu.edu.au/FCWViewer/view.do?page=12664</a>  |

|   | <b><i>Examples of how to refer to the resource in-text</i></b>   | <b><i>Model to follow in the reference list</i></b>   |
|---|--|---|
| <b><i>Video on a Moodle site</i></b>  | Tyler (2014) showed the processes of accounting as a train of linking carriage ...                             | Tyler, M 2014, <i>The adjusting process</i> , ISL lecture video, ACCT11057: Principles of Accounting, CQUniversity e-Units, <a href="http://moodle.cqu.edu.au/">http://moodle.cqu.edu.au/</a> |
| <b><i>Source referred to in a study guide</i></b><br><br><i>In text, first reference the original source of the idea (primary reference) and follow this with the source from which you read it (secondary source). In such references you must always include a page reference, even if it is a paraphrase. Try to locate and use the primary source if possible.</i><br><br><i>In the reference list include only the author/s of the secondary source (i.e. the source you actually read).</i> | Etzioni (1964 cited in CQUniversity 2014, mod. 1, p. 3) defined organisations as groupings of human beings ... | CQUniversity 2014, <i>ENMM20025: Maintenance Strategies Module 1: study guide</i> , CQUniversity, e-Units, <a href="http://moodle.cqu.edu.au/">http://moodle.cqu.edu.au/</a>                  |

## Multimedia on the web

Always evaluate information found in these sources for 'scholarliness'—including bias, validity, trustworthiness of the authors etc.

|  | <b>Examples of how to refer to the resource in-text</b>   | <b>Model to follow in the reference list</b>  |
|--|---|---|
| <p><b>Podcast or vodcast</b></p> <p><i>A podcast is a digital medium made up of a series of audio, digital radio, or PDFs that reader/viewer can download from the web. Similarly, a vodcast is a video podcast.</i></p> <p><i>Give the name of the author or presenter as well as the name of the episode (quotation marks) and the name of the program (italics). You must also identify what format it takes (e.g. audio or digital video etc.)</i></p> | <p>Accessible design benefits many students ... (Wood 2007).</p>  | <p>Williams, R 2014, 'Stabilising the climate', <i>The science show</i>, audio podcast, accessed 13 December 2014, 11:05:18 am, <a href="http://www.abc.net.au/radionational/feed/2885480/podcast.xml">http://www.abc.net.au/radionational/feed/2885480/podcast.xml</a></p> <p>Wood, D 2007, 'Accessible design in technology enhanced learning environments', <i>Take 5</i>, digital video podcast, viewed 16 December 2014, <a href="https://my.cqu.edu.au/group/learning-and-teaching/take-5">https://my.cqu.edu.au/group/learning-and-teaching/take-5</a></p> |
| <p><b>iTunes or other eStore downloads</b></p>   | <p>The lyrics of the Pixies' song, Gigantic (1988) is an early example of the alternative rock boom of the 1990s.</p> | <p>Pixies, 1988 'Gigantic', <i>iTunes</i>, audio download, accessed 29 August 2012, <a href="http://www.apple.com/uk/itunes/">http://www.apple.com/uk/itunes/</a></p>   |



## Specialised sources

|  | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>  |
|--|--|---|
| <b>Brochure or Pamphlet</b>  | Skills for Tertiary Education Preparatory Studies (STEPS) is an enabling program that provides a pathway for people wishing to gain entry to and excel in higher education (STEPS 2014, p. 1). | STEPS 2014, <i>Skills for tertiary education preparatory studies</i> , brochure, CQUniversity, Rockhampton.   |
| <b>DVD</b><br><i>For a video, replace DVD recording with video recording.</i>                      | Jersey Boys (2014) tells the story of four young men who get into trouble together before forming a band.  | <i>Jersey Boys</i> 2014, DVD recording, Warner Bros. Pictures, New York.  |
| <b>Film/Movie</b>  | Eastwood allows his characters to break the fourth wall to engage with the audience (Jersey Boys 2014).  | <i>Jersey Boys</i> 2014, motion picture, Warner Bros. Pictures, New York.   |
| <b>Television broadcast</b>  | In the episode 'Labor of Love' shown on Australian Story (2010) ...  | <i>Australian Story</i> 2010, television program, ABC, Sydney, 23 August.   |
| <b>Television advertisement</b>  | 'I bought a Jeep' (Jeep Australia 2014), even becomes the slogan for Santa ...   | Jeep Australia 2014, <i>I bought a Jeep-Santa Clause</i> , television advertisement, Cummins & Partners, Melbourne.   |
| <b>Creative work in multimedia format</b><br><i>(e.g. multiple types on the one CD or program)</i> | 'Source to Sea tells the story of a changed and changing river' (Bundaberg Media Research Group 2007, p. 1).   | Bundaberg Media Research Group 2007, <i>Source to sea: stories of Burnett River country</i> , creative work, viewed 6 October 2009, <a href="http://bmrq.cqu.edu.au/FCWViewer/view.do?page=8610">http://bmrq.cqu.edu.au/FCWViewer/view.do?page=8610</a> |
| <b>An artistic work (e.g. a painting)</b>  | The Queensland Art Gallery has great pleasure in showing <i>Evicted</i> by Fletcher (1887).  | Fletcher, B 1887, <i>Evicted</i> , oil on canvas, Queensland Art Gallery, Brisbane.   |

|  | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>  |
|--|--|---|
| <b>Photographs on the web with name of creator</b><br><i>In the reference list include two dates: use the year it was published on the Web, and the year in parentheses.</i>     | Photographer Miller (2008) captures the grace of Marilyn.  | Miller, R 2008 (1951), <i>Marilyn Monroe arrives at Greenacres</i> , digital image, Photographers Gallery, viewed 12 July 2008, <a href="http://www.photographersgallery.com/by_artist.asp?id=266&amp;per=40&amp;i=1">http://www.photographersgallery.com/by_artist.asp?id=266&amp;per=40&amp;i=1</a> |
| <b>No creator of the image given</b>   | The falling man (2006) illustrates capture of motion.  | <i>The falling man</i> 2006, digital image, Ananyah, viewed 12 July 2010, <a href="http://ananyah.com/blog/2006/03/16/the-falling-man/">http://ananyah.com/blog/2006/03/16/the-falling-man/</a>   |
| <b>Song lyric</b>  | The words to Beautiful (Mauboy et al. 2013) fit the up-tempo track ...   | Mauboy, J, Hinshaw, C, Mishan, C & Delazyn, D 2013, <i>Beautiful</i> , song lyric, Genius Media Group, Brooklyn.  |
| <b>Musical score for a stage show</b>  | The score by Bock (1964) ...   | Bock, J 1964, <i>Fiddler on the roof</i> , musical score, Warner Chappell, New York.  |
| <b>Software packages</b>   | (Thomson Reuters 2014)   | Thomson Reuters 2014, <i>EndNote X7.2.1</i> , software update, Thomson Reuters, New York.   |
| <b>Facebook</b><br><i>Social networking postings are not permanent so make sure you copy and paste the information you are citing and add to your assignment as an appendix.</i> | Cain and others (2014, 15 December) provide a number of negative views about the suspected Muslim's involvement in the siege ... | Cain, D 2014, on <i>ABC News Facebook</i> , 15 December, 3.55 pm, viewed 15 December, <a href="https://www.facebook.com/abcnews.au">https://www.facebook.com/abcnews.au</a>   |

|   | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>   |
|---|--|--|
| <b>YouTube: with creator's name</b><br><i>Take care as sometimes the creator of the resource is not the same as the uploader. In this case TED Talks is the creator.</i>  | Ken Robinson believes that the current education system hinders creativity because ... (TED Talks 2013). | TED Talks 2013, <i>Ken Robinson: how to escape education's death valley</i> , video, 10 May, viewed 14 January 2015, <a href="https://www.youtube.com/watch?v=wX78iKhInsc">https://www.youtube.com/watch?v=wX78iKhInsc</a>   |
| <b>YouTube: without creator's name</b><br><i>If the creator of the video is unknown put the poster's name in the author position and indicate that this is the poster.</i>  | This type of video posted by Darkinsidious (2007) shares stunts that may be copied by others.            | Darkinsidious (poster) 2007, <i>Slingshot fun</i> , video, 10 May, viewed 14 January 2015, <a href="http://www.youtube.com/watch?v=CCmZYce0J2E">http://www.youtube.com/watch?v=CCmZYce0J2E</a>   |
| <b>Twitter</b><br><i>Give the Tweeter's name, if known, followed by their screen name in square brackets. If the Tweeter's name is not known, use their screen name instead. In this case, it should not go in square brackets.</i><br><i>Provide the web address for the archived version of the message or page if possible (usually available by clicking on the time/date stamp at the end of the tweet).</i> | Gillard (2014) mourns the passing of Stella Young, describing her as a 'shining light'.                  | Gillard, J [JuliaGillard] 2014, 'Stella Young was a shining light for care and action on disabilities. We mourn her passing and rededicate ourselves to her spirit. JG', Tweet, 7 December, viewed 12 December 2014, <a href="http://twitter.com/JuliaGillard">http://twitter.com/JuliaGillard</a> |
| <b>Blog</b>   | Tony Abbott expressed opinions about climate change (Greenpeace Australia Pacific Blog 2014).            | Greenpeace Australia Pacific Blog 2014, 'Who brought him? Abbott's G20 blunders', blog post, 21 November, viewed 8 December 2014, <a href="http://www.greenpeace.org.au/blog/">http://www.greenpeace.org.au/blog/</a>  |


|  | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>  |
|--|--|---|
| <b>Wiki</b>  | The term philosophy means 'a love of wisdom' (The Psychology Wiki 2009, p. 1).   | The Psychology Wiki 2009, <i>Introduction to philosophy</i> , wiki, viewed 8 December 2014, <a href="http://psychology.wikia.com/wiki/Introduction_to_philosophy">http://psychology.wikia.com/wiki/Introduction_to_philosophy</a> |
| <b>Interview on radio</b>  | Tony Abbott defended the government's approach to key budget measures (Woodley 2014).  | Woodley, N 2014, <i>The world today</i> , radio broadcast, ABC News, 8 December.  |
| <b>Personal communication</b><br><i>Conversations, letters and personal email messages, are not included in a reference list.</i>      | In an email communication on 10 January 2014, the Director of Meticulous Communications, Mary Wren, indicated that ...<br><br>Byrne explained in his interview that he believed that this was a useful strategy (2012, pers. comm., 6 June). |   |
| <b>Atlas (with an editor)</b>  | The position of the new city is to be in south-east Queensland (Eales 2003, Map 34).   | Eales, S (ed.) 2003, <i>The Jacaranda atlas</i> , 3rd edn, John Wiley & Sons, Brisbane.   |
| <b>Atlas (with no editor)</b><br><i>As there is no editor the title of the atlas takes that place and is written with capital.</i>     | The monsoon trough moves south over the landmass of north Western Australia (Jacaranda atlas 2010).  | <i>Jacaranda atlas</i> 2010, 7th edn, John Wiley & Sons, Brisbane.  |
| <b>Map</b><br><i>Reference list should contain:<br/>Map publisher (origin), year of publication, created map title, scale, source.</i> | ... reading from this map (Department of Mines and Energy Queensland 1996).  | Department of Mines and Energy, Queensland 1996, <i>Dotswood</i> , Australia 1:100 000 geological series, sheet 8158, Department of Mines and Energy, Queensland, Brisbane.   |

|  | <b>Examples of how to refer to the resource in-text</b>  | <b>Model to follow in the reference list</b>  |
|--|--|---|
| <b>Encyclopaedia (with author/editor)</b>  | 'Human prehistory has a timescale ...' (Stearns 2001, p. 2)  | Stearns, P (ed.) 2001, <i>Encyclopaedia of World History</i> , Houghton Mifflin, New York.  |
| <b>Encyclopaedia article available on the Web or via a database</b>  | The renowned rebellion occurred at the Eureka goldfield (Encyclopaedia Britannica 2014) ...  | Encyclopaedia Britannica 2014, <i>Australia</i> , viewed 8 December 2014, <a href="http://www.britannica.com/">http://www.britannica.com/</a>   |
| <b>Dictionary entry available on the Web</b>   | The definition of magnetism (Oxford Dictionaries 2014) ...   | Oxford Dictionaries 2014, <i>Magnetism</i> , viewed 8 December 2014, <a href="http://www.oxforddictionaries.com/">http://www.oxforddictionaries.com/</a>                                |
| <b>Dictionary (author/s)</b>   | 'The Gibson walking splint enables a patient to be ambulatory' (Harris, Nagy & Vardaxis 2014, p. 739).   | Harris, P, Nagy, S & Vardaxis, N (eds) 2014, <i>Mosby's dictionary of medicine, nursing &amp; health professions</i> (3rd ANZ edn), Elsevier, Sydney.                                   |
| <b>Dictionary (no author)</b><br><i>If there is no author for a dictionary, there is no need to include it in your reference list.</i>   | The Australian Concise Oxford Dictionary (2011, p. 84) defines attention deficit disorder as 'any range of behavioural disorders occurring primarily in children'. |   |
| <b>Tables and figures</b><br><i>The source is shown beneath the figure, table or image.</i><br><i>Full source details should be shown in the reference list.</i><br><i>See Part 1 for other examples of these.</i> | Source: Adapted from ABS (2017, Figure 2.2).   | Australian Bureau of Statistics (ABS) 2016, <i>Migration, Australia</i> , 2014-15, cat. no. 3412.0, viewed 9 February 2018, <a href="http://www.abs.gov.au/">http://www.abs.gov.au/</a> |
| <b>How to reference an App</b><br><i>If there is no author you can substitute the title.</i>   | (Skyscape 2017)  | Skyscape 2017, <i>Skyscape Medical Library</i> , version 2.6.9, mobile app, viewed 9 February 2018, <a href="http://www.skyscape.com/">http://www.skyscape.com/</a>                     |

# Appendices

## *Appendix A: Key terms defined*

| <b>Key terms</b>                             | <b>Explanation</b>  |
|--|---|
| <b>Author</b>                                | The person, group or organisation that created the source. There may be single or multiple authors; or single or multiple editors; or organisations may be credited as authors rather than specific individuals. If the source has no designated author you may use the title instead.  |
| <b>Bibliography</b>                          | A complete list of all sources consulted when preparing a piece of work, whether cited in-text or not. It records the full publication details of each source in the same way as for a reference list. Use a bibliography only if specifically requested to do so.  |
| <b>Copy or reproduce</b>                     | Inserting an image, figure or table from a source in your own work without modifying it in any way. If you reproduce a table in your work, you should label it as a table and include a citation. Tables should be numbered sequentially with a title above and citation below. If you include data, or some columns of data, from a table in your work, you also need to include a citation. |
| <b>Labels</b>                                | If you include an image, diagram or visual in your text it is referred to as a Figure or a Table which should be numbered sequentially (e.g. Figure 1 or Table 1. These are called labels. The source of the image, figure or table should be typed under the label).   |
| <b>E-book, e-book or eBook</b>               | An E-book is an electronic version of a print book that can be downloaded and read on a computer or other digital device. However, printed copies may not exist and the eBook may be the only version of the text. You may find a complete book or chapters of the E-book. Some of these are free and other must be bought from publishers or suppliers.                                      |
| <b>In text citation or in-text reference</b> | This is a reference to other people's work given in parentheses (round brackets) in your sentence (in-text). It is a record of the author, date and sometimes page number of any sources you use. Use surnames for in-text citations (no initials). The position of the in-text reference varies depending on where you use author prominent or information prominent citations.              |

| <b>Key terms</b>       | <b>Explanation</b>   |
|------------------------|--|
|                        | An essay with few or no citations will be a cause of concern for lecturers as this may indicate plagiarism or limited research.  |
| <b>Journal article</b> | Journals are collections of articles that are published on a regular basis to report current research within a discipline. Journals are sometimes referred to as magazines, periodicals or serials.  |
| <b>Paraphrase</b>      | Paraphrasing is putting someone else's ideas into your own words. When you paraphrase, you must provide an in-text reference to show that the material comes from another source.  |
| <b>Quotation</b>       | A direct quotation is the exact reproduction of someone's words which is marked with quotation marks or other special formatting. It requires a citation.  |
| <b>Reference list</b>  | <p>The complete list of all sources cited or quoted in the text of your work. The reference list appears at the end of your work. It records the full publication details of each source and is arranged in alphabetical order.</p> <p>Every in-text reference should appear in the reference list, and every item in the reference list should be mentioned at least once in the assignment. Additionally, the references that appear in the text must have the same spellings and dates as the ones in the reference list.</p>   |
| <b>Source</b>          | The place where the information was found. Source type refers to whether the source is a book, article, website etc. and whether it is print or electronic. Referencing rules differ for each source type.   |
| <b>Summary</b>         | A brief account of another person's ideas or research in your own words. A summary of a complete work or section of a work, or a general reference to someone's work or ideas, requires a citation.  |
| <b>URL</b>             | <p>This is the abbreviation for Uniform Resource Locator. It also known as the web address. When including a URL for a source found on the web it is not necessary to include a long URL if the website has a search engine.</p> <p>Leave the URL to break or fit the line in its own way; do not use enter or a space to push the URL to a new line. If it is pushed onto a new line, the extra enter will make it impossible for the automatic alphabetiser to be used to sort the reference list.</p> <p>Look at the ALC Computing Moodle site to find out how to use the alphabetiser for your reference list.</p>  |



## Appendix B: Symbols and their use

| <b>Symbols</b>  | <b>Use in citations</b>  |
|---|--|
| <p><b>&amp;</b><br/><b>Ampersand</b><br/><i>The ampersand symbol represents the word 'and'.</i></p>   | <p>The ampersand is used to abbreviate 'and' and is used between authors' names in information prominent citations in text (in the parentheses) and in the reference list. However, when providing an in-text reference with two authors as an author prominent citation (i.e. as part of the sentence) the word 'and' is used.</p>  |
| <p><b>( )</b><br/><b>Round brackets (parentheses)</b><br/><i>Round brackets, or parentheses, come in pairs and contain material that help clarify a point, but often indicate the information within is less important than what surrounds it.</i></p>  | <p>Parentheses are used to enclose a citation within the text of an essay. The use of parentheses (a word or phrase inserted) for other purposes should be avoided in academic writing. Use wording to show the value of a piece of text rather than using parentheses. If something is not important enough to include in the main text, consider leaving it out completely.</p>  |
| <p><b>[ ]</b><br/><b>Square brackets</b><br/><i>Square brackets are used to add explanatory material to quotations, or to distinguish between multiple sets of brackets.</i><br/><br/><i>Square brackets are also used to enclose insertions in quotations made by someone other than the original author, such as sic (explained in the section about Latin words and their abbreviations). They are also used when adding extra words to quotations that help the reader to understand the meaning when you need to fit a quotation into your own sentence correctly.</i></p> | <p>If it is an information prominent citation, square brackets are used within a parentheses when adding an acronym or initialisms to your writing for the first time.</p> <p>Here are two examples:</p> <p>The impact of this program has been dramatic (World Health Organization [WHO] 2011).</p> <p>In fact, Rumelhart (1981, pp. 33-34) asserts that schemata 'are the fundamental elements upon which all information processing depends ... [and play a large role] in guiding the flow of processing in the system'.</p> <p>When editing quotations, avoid changing the quotation's meaning.</p> |



### ***Appendix C: Acronyms (words formed from the initial letters other words) and their use***

| <b>Acronyms</b>  | <b>Examples</b>  |
|--|--|
| <p><i>Acronyms are words formed from the initial letters of each word in a long name that can be said as a word. You must not create an acronym of your own. Use the existing ones that are recognised, for example, Technical and Further Education (TAFE), or Queensland and Northern Territory Aerial Services Ltd (QANTAS).</i></p> <p><i>The first time an acronym is used you must give the full name followed by the acronym in parentheses. After that the acronym may be used in place of the full name or phrase. Always use the full name or phrase in the abstract section of your document.</i></p> | <p><b>An author prominent in-text citation</b></p> <p>The first time you use a name that you want to shorten to an acronym or initialism type the name in full and then type the acronym or initialism in parentheses after it. For example:</p> <p>According to the World Health Organization (WHO 2011), this program has had a dramatic impact. This is demonstrated by the data emerging from this study (WHO 2011).</p> <p><b>An information prominent in-text citation</b></p> <p>The first time you use a name that you want to shorten to an acronym or initialism use the name in full and then type the acronym or initialism in square brackets after it. For example:</p> <p>The impact of this program has been dramatic (World Health Organization [WHO] 2011). This is demonstrated by the data emerging from this study (WHO 2011).</p> <p><b>The reference list</b></p> <p>World Health Organization (WHO) 2011, <i>Health impact assessment—glossary of terms used</i>, viewed 2 September 2014, <a href="http://www.who.int/hia/about/glos/en/index1.html">http://www.who.int/hia/about/glos/en/index1.html</a></p> |

## *Appendix D: Initialisms and their use.*

| <b>Initialisms</b>   | <b>Examples</b>  |
|--|--|
| <p><i>Initialisms are a series of capital letters made up of the initial letters of a series of words. Initialisms cannot be said as a word; for example: USA (initialism for United States of America) or NLA (initialism for National Library of Australia)</i></p> <p><i>The first time an initialism is used, give the full name or phrase followed by the initialism in parentheses. After that, the initialism may be used in place of the full name or phrase. Always use the full name or phrase in the abstract in your assignment.</i></p> | <p>In academic writing, initialisms are introduced in the same way as acronyms.</p> <p><b>An author prominent in-text citation</b></p> <p>A draft study of course choices by Department of Education, Employment and Workplace Relations (DEEWR 2008) revealed that ‘there were no significant gender differences in the reasons respondents chose to study engineering.’</p> <p><b>An information prominent in-text citation</b></p> <p>A recent government study (Australian Bureau of Statistics [ABS] 2013) reported that ...</p> <p><b>The reference list</b></p> <p>Australian Bureau of Statistics (ABS) 2013, <i>Australian social trends: pregnancy and work transitions</i>, 2013, cat. no. 4102.0, viewed 18 November 2014, <a href="http://www.abs.gov.au/">http://www.abs.gov.au/</a></p> |

## Appendix E: Abbreviations and their use

An abbreviation is a shortened form of a word. Words can be shortened in a number of ways, including omitting parts of the interior of the word, or cutting off the end of a word. If the end of the word is removed to create an abbreviation then a full stop is added. If the interior of the word is removed, leaving the last letter, no full stop is needed. Here are examples.

| <b>Abbreviations and explanations of their use in references</b>   | <b>Examples</b>   |
|--|---|
| <b>cat. no.</b><br><b>catalogue number</b><br><i>A catalogue number is used to identify an item in a record. It is used for tracking purposes.</i>   | Australian Bureau of Statistics (ABS) 2013, <i>Australian social trends: pregnancy and work transitions</i> , 2013, cat. no. 4102.0, viewed 18 November 2014, <a href="http://www.abs.gov.au/">http://www.abs.gov.au/</a> |
| <b>ch.</b><br><b>chapter</b><br><i>In an online book or a Kindle book without page numbers, look for the chapter heading and use its number if it has one, or give its title. Also give the paragraph number. If there are no chapters, use the nearest heading.</i> | In text you will type:<br><br>ch. 8, para. 14   |
| <b>c.</b><br><b>circa</b><br><i>From Latin meaning 'around' or 'about'. Used when we can only approximate the publishing date. This approximation may be made by looking at the latest entry in the reference list of the source.</i>                                | Queensland Education Department c. 1995, <i>Draft policy on school discipline</i> , Queensland Education Department, Gladstone.   |
| <b>Comp.</b><br><b>Compiler</b><br><i>The person who assembles a training or educational package is called a compiler.</i>   | Use the same format as for an edited book (following) but use (comp.) instead of (ed.).   |

| <b>Abbreviations and explanations of their use in references</b>  | <b>Examples</b>  |
|---|--|
| <p><b>ed. or eds</b></p> <p><b>editor or editors</b></p> <p><i>An editor is a person, or a number of people, who assist an author to publish. They may select and prepare material, or organise and manage contributions to a multi-author book.</i></p> <p><i>Note: when the plural, editors, is abbreviated, the interior of the word is removed, leaving the last letter, so no full stop is needed.</i></p>       | <p>You do not use 'ed.' in in-text references.</p> <p>Crisp, J &amp; Taylor, C (eds) 2005, <i>Potter and Perry's fundamentals of nursing</i>, 2nd edn, Mosby Elsevier, Sydney.</p> |
| <p><b>edn</b></p> <p><b>edition</b></p> <p><i>When books are revised and issued a second or third time (or more) publishers show the difference between versions by indicating the edition. This is necessary as the editions differ from one another as each version has different information.</i></p> <p><b>Note:</b> the interior of the word is removed, leaving the last letter, so no full stop is needed.</p> | <p>Wilson, J 2006, <i>Infection control in clinical practice</i>, 3rd edn, Bailliere Tindall, Edinburgh.</p>   |
| <p><b>Journal titles</b></p> <p><i>These may be abbreviated in catalogues when they are very long and sometimes an initialism is used. It is recommended that you locate and use the full name of the journal in your reference list. See also information about initialisms above.</i></p>   | <p>BMJ or Br Med J</p> <p>The British Medical Journal</p>  |

| <b>Abbreviations and explanations of their use in references</b>  | <b>Examples</b>   |
|---|---|
| <p><b>n.d.</b><br/><b>no date</b></p> <p><i>Used when no publication year is found. Look carefully for publication dates as they can be hard to find on websites. You may find the date by checking for a copyright link.</i></p>   | <p>Lansdown (n.d., p. 13) found that '...'.<br/>Lansdown, M n.d., <i>Bridging courses</i>, Central Queensland University, Rockhampton.</p>  |
| <p><b>no. or iss.</b><br/><b>issue number</b></p> <p><i>A journal is made up of a number of volumes<br/>Each volume is made up of individual issues<br/>Each issue of a journal is made up of articles<br/>Journal page numbers may be continuous and may not begin at Page 1 in each new issue, but follow on from the previous issue. The issue number helps to identify the exact location of the article.</i></p> | <p>Sutton-Spence, R &amp; Kaneko, M 2007, 'Symmetry in sign language poetry', <i>Sign Language Studies</i>, vol. 7, no. 3, pp. 284–318.</p> |
| <p><b>p.</b><br/><b>page</b></p> <p><i>One page referred to in a citation<br/>In-text citations require page numbers when directly quoting or when using statistics graphs, tables or images from the source. Page numbers may also be required when paraphrasing an author's words/material if referring to specific information on a particular page, paragraph or chapter.</i></p>                                 | <p>... (Priest 2006, p. 4).<br/><br/>According to Unterhalter (2007, p. 5) ...</p>  |

| <b>Abbreviations and explanations of their use in references</b>  | <b>Examples</b>   |
|---|---|
| <p><b>pp.</b></p> <p><b>multiple pages</b></p> <p><i>Used in the reference list to indicate the page range for the entire article, not just the pages you cited.</i></p>  | <p>Pages that are in sequence (Warnock 2012, pp. 25–26) ...</p> <p>Watkins, D &amp; Langford, J 2007, 'A new phase in Australia's double tax agreements', <i>Taxation in Australia</i>, vol. 42, no. 2, pp. 30–35.</p> <p>Pages that are not in sequence (Owens 2009, pp. 1, 4 &amp; 6) ...</p> |
| <p><b>para.</b></p> <p><b>paragraph</b></p> <p><i>For electronic sources that do not provide page numbers use the paragraph number instead of the page number in-text, if paragraphs are numbered.</i></p> <p><i>If neither a page number nor a paragraph number is given it is acceptable to leave it out, even for a direct quotation, as Most electronic material is searchable, so readers are able to find the quoted material themselves.</i></p> | <p>A BP spokesman reported that 'The new construction includes a containment cap with a built-in "blow-out preventer", the device that failed to cut off the oil flow' (Mann 2010, para. 4).</p>  |
| <p><b>r. and rr.</b></p> <p><b>regulation or regulations</b></p> <p><i>To aid your reader to locate the specific information you cited you should give the unit of division.</i></p>  | <p>In the text of your work, you should write:</p> <p>... the Copyright Regulations, rr. 18–19</p> <p>If it is at the beginning of the sentence, you should write:</p> <p>Regulation 18 of the Copyright Regulations (Cwlth) ...</p>  |
| <p><b>s. or ss.</b></p> <p><b>sections in legal documents</b></p> <p><i>To help your reader locate the specific section or subsection that your information comes from you should give a pinpoint reference to the relevant section or subsection.</i></p>  | <p>In the text of your work, you should write:</p> <p>Civil Proceedings Act 2011 (Qld) s. 7</p> <p>Unless it is at the beginning of the sentence, for example:</p> <p>Section 4 of the Casino Control Ordinance 1988 ...</p>  |

| <b>Abbreviations and explanations of their use in references</b>   | <b>Examples</b>   |
|--|---|
| <p><b>vol. or vols</b></p> <p><b>volume or volumes</b></p> <p><i>Sometimes books are one part of a set or series with each book in the set or series being labelled a volume.</i></p> <p><i>Journals publish a set number of volumes each year, so volume numbers are used to identify in which volume an article appears.</i></p> | <p>Corsini, RJ (ed.) 1994, <i>Encyclopedia of psychology</i>, 4 vols, J. Wiley &amp; Sons, New York.</p> <p>David, A &amp; Simpson, J 2006, <i>The Norton anthology of English literature</i>, vol. 1, <i>The Middle Ages</i>, WW Norton, New York.</p> |

## Appendix F: Latin words and their use as abbreviations

Universities are steeped in history and some of the remnants of the past include Latin words and their abbreviations. Popular abbreviations such as etc. (e.g. or i.e. should be kept to a minimum in academic writing). Below are examples of Latin words (or their abbreviations), used inside parentheses when citing in text or in the reference list.

| Latin words   | Example in citation or reference list  |
|---|--|
| <p><b>et al.</b></p> <p><b>abbreviation for 'et alia' meaning 'and others'</b></p> <p><i>Used for in-text references when there are more than three authors. There should always be a full stop after 'al.' as it is an abbreviation.</i></p> <p><i>Do not apply italics to et al.</i></p>  | <p>In-text, list only the first author's name followed by 'et al.'</p> <p>... (Robbins et al. 2001).</p> <p>The entry in the reference list must show all the authors.</p> <p>Robbins, SP, Millett, B, Cacioppe, R &amp; Waters-Marsh, T 2001, <i>Organisational behaviour</i>, 3rd edn, Prentice Hall Australia, Frenchs Forest, NSW.</p> |
| <p><b>sic</b></p> <p><b>means 'thus' or 'so'</b></p> <p><i>Used in a quotation, in italics and in square brackets. It indicates that the word directly before it is an error that appeared in the original text that has not been corrected. This is to preserve the authenticity of the quotation. This error may be incorrect spelling, punctuation or grammar.</i></p> <p><b>Note:</b> the square brackets are not italicised.</p> | <p>In his report, 'the building inspector estimated that there [sic] house was a fire hazard' (Wilson 2013, p. 32).</p>  |
| <p><b>circa</b></p> <p><b>means 'around' or 'about'</b></p> <p><b>It is abbreviated to c.</b></p> <p><i>Used when an approximate publishing date is available. This approximation may be made by looking at the latest entry in the reference list of the source you are using.</i></p>   | <p>Queensland Education Department c. 1995, <i>Draft policy on school discipline</i>, Queensland Education Department, Gladstone.</p>  |



## Check your reference list

| Check | Key point   |
|-------|---|
|       | The reference list begins on a new page. It should be the last page of your assignment; however, any appendices go after the reference list.  |
|       | Margins are set to least 2.54 cm top and bottom and left and right.   |
|       | Font style and size is same as for the rest of the assignment: usually Times New Roman 12 or Arial 11.  |
|       | Line spacing in the reference list is single even though the assignment is 1.5.   |
|       | The title <b>References</b> is bold, left aligned, and has the same font style and size as the document.  |
|       | The reference list is aligned with the left margin.   |
|       | Tap Enter after each reference (or set paragraph spacing to 12 pt After 0 pt Before).   |
|       | Numbers, letters and bullet points are not used to indicate new citations.  |
|       | The reference list is arranged in alphabetical order according to the author's family name (surname). The family name must be written in full and initials used to represent given names.   |
|       | References by the same author in different years should be ordered by year. Place the oldest work first.  |
|       | References by the same author that have been published in the same year are listed alphabetically according to the title of the book/article and a lower-case letter is added to the date, in both the reference list and in-text citations; for example: Education Queensland 2007a, Education Queensland 2007b, Education Queensland 2007c. |
|       | If there is no author or authoring body, the reference is listed alphabetically according to the title of the article itself. If a source is authored by an organisation rather than an individual, it is listed alphabetically according to the organisation's name. For example: CSIRO or Education Queensland.                             |
|       | All URLs should be underlined and black font. Most word processing packages will automatically underline a URL.   |
|       | URLs will fit in a line in their own way; do not use an enter or a space to push the URL to a new line. Long URLs can be shortened to give the home page URL but only if there is a search function available on the website.   |
|       | Any reference that starts with a number precedes the alphabetical listing and is listed numerically; for example, 3D Networks 2007, ... will appear before Anderson, J 2013, ...  |
|       | Every in-text reference must appear in the reference list, and every item in the reference list has to be mentioned at least once in the assignment. Additionally, the references that appear in the assignment itself must have the same spelling and dates as the ones in the reference list.   |

## Index

|   |           |   |           |
|---|-----------|---|-----------|
| <b>Abbreviations .....</b>  | <b>63</b> | Source within a source.....   | 31        |
| <b>Conference papers .....</b>  | <b>41</b> | Three authors .....   | 27        |
| Online .....  | 41        | Two authors .....   | 27        |
| Published proceedings in print .....                                    | 41        | Works by different authors with the<br>same family name.....            | 29        |
| Published proceedings online .....                                      | 41        | Works by different authors with the<br>same family name and same year . | 30        |
| <b>E-Books.....</b>   | <b>34</b> | <b>Hard copy books</b>  |           |
| Chapter on Discover It! .....   | 35        | Multiple works same author,<br>published in different years .....       | 28        |
| Chapter on the WWW .....  | 34        | <b>Hard copy journal articles.....</b>                                  | <b>36</b> |
| Kindle and Adobe Digital Edition .....                                  | 35        | Article reproduced in a university<br>module or readings .....          | 36        |
| On Discover It! .....   | 35        | Magazine .....  | 37        |
| On the WWW .....  | 34        | No author .....   | 36        |
| <b>Government documents .....</b>                                       | <b>44</b> | No volume or issue number .....   | 36        |
| Australian Bureau of Statistics .....                                   | 44        | One or more authors.....  | 36        |
| Fact sheet.....   | 45        | <b>Hardcopy newspaper articles .....</b>                                | <b>38</b> |
| Hansard .....   | 44        | Book review .....   | 39        |
| Media releases .....  | 44        | With an author .....  | 38        |
| Report.....   | 44        | Without an author .....   | 38        |
| Website.....  | 44        | <b>Key terms .....</b>  | <b>58</b> |
| <b>Government or legal documents as<br/>hard copies .....</b>           | <b>45</b> | <b>Latin words .....</b>  | <b>68</b> |
| Legislation .....   | 45        | <b>Law cases .....</b>  | <b>47</b> |
| Patents .....   | 46        | Coroner's report.....   | 47        |
| Standards Australia.....  | 46        | Law cases.....  | 47        |
| <b>Hard copy books .....</b>  | <b>27</b> | Work cover Code of Practice (COP) .                                     | 48        |
| Approximate date.....   | 32        | <b>Multimedia on the web .....</b>                                      | <b>52</b> |
| Book chapter in CQUniversity CRO ..                                     | 33        | eStores .....   | 52        |
| Chapter in an edited work .....   | 33        | Podcast or vodcast .....  | 52        |
| Edited work.....  | 33        | <b>Online newspaper articles .....</b>                                  | <b>39</b> |
| Editions.....   | 32        | With an author via WWW .....  | 39        |
| Four or more authors .....  | 28        | Without an author via a database.....                                   | 39        |
| Multiple works same author, same<br>year .....                          | 29        | <b>Online or electronic journals .....</b>                              | <b>37</b> |
| No author but an authoring body.....                                    | 30        | From a database or from Discover It! ..                                 | 37        |
| No date can be established.....   | 31        | From CQUniversity's CRO .....   | 38        |
| One author.....   | 27        | From WWW .....  | 38        |
| One issue or volume in an edited<br>series.....                         | 33        | <b>Other documents on the World Wide<br/>Web (WWW) .....</b>            | <b>42</b> |
| One volume of multi-volume work ....                                    | 33        |   |           |
| Published learning package with<br>various sources .....                | 34        |   |           |
| Referring to two primary sources<br>within the one secondary source.... | 31        |   |           |
| Second or later edition and no author                                   | 33        |   |           |
| Several sources .....   | 32        |   |           |

|   |           |  |           |
|---|-----------|--|-----------|
| Document .....                                    | 42        | Map .....  | 56        |
| Document with no author .....                     | 43        | Musical score .....  | 54        |
| Document with no date .....                       | 42        | Personal communication .....   | 56        |
| Primary source .....                              | 42        | Photograph with creator's name .....   | 54        |
| Radio transcript .....                            | 43        | Photograph without creator's name .....  | 54        |
| Stand-alone documents .....                       | 42        | Radio interview .....  | 56        |
| Standards .....                                   | 43        | Software packages .....  | 54        |
| Television transcript .....                       | 43        | Song lyric .....   | 54        |
| <b>Reports .....</b>                              | <b>40</b> | Tables and figures .....   | 57        |
| Government, with author .....                     | 40        | Television .....   | 53        |
| Online Government, with corporate<br>author ..... | 40        | Television advertisement .....   | 53        |
| Online with author .....                          | 40        | Twitter .....  | 55        |
| Online with corporate author .....                | 40        | Wiki .....   | 56        |
| Printed copy .....                                | 40        | YouTube—with creator's name .....  | 55        |
| <b>Specialised sources .....</b>                  | <b>53</b> | YouTube—without creator's name .....   | 55        |
| Artistic work – painting etc. ....                | 53        | <b>University-provided electronic and<br/>multimedia study materials .....</b> | <b>50</b> |
| Atlas with editor .....                           | 56        | Discussion board post on Moodle ....   | 50        |
| Atlas without editor .....                        | 56        | Echo360 presentation .....   | 50        |
| Blog .....  | 55        | Source in study guide .....  | 51        |
| Brochure or pamphlet .....                        | 53        | Study Guide author unknown .....   | 50        |
| Creative work - multimedia .....                  | 53        | Unit notes in PowerPoint on Moodle .   | 50        |
| Dictionary online .....                           | 57        | Unit notes on Moodle .....   | 50        |
| Dictionary with author .....                      | 57        | Video on Moodle .....  | 51        |
| Dictionary without author .....                   | 57        | <b>University-provided study materials<br/>as hard copies .....</b>            | <b>48</b> |
| DVD .....   | 53        | Lecture material—non-print .....   | 49        |
| Encyclopaedia with author or editor ..            | 57        | Lecture notes unpublished .....  | 49        |
| Encyclopaedia—on WWW or<br>database .....         | 57        | Study Guide—author known .....   | 48        |
| Facebook .....                                    | 54        | Study Guide—author unknown .....   | 48        |
| Film or movie .....                               | 53        | Text reproduced in a university<br>module or readings .....                    | 49        |
| How to reference an App .....                     | 57        |  |           |