

# Referencing

A crucial part of your academic studies will often include reading extensively around your subject and integrating other people's research and opinions with your learning. You need to use 'evidence' from the literature to support your arguments and answer questions. As part of this process you need to make sure the reader knows where you are getting your information and how it relates to your own ideas and conclusions.

When using ideas, research, data, evidence, facts, diagrams etc. from other sources they need to be clearly distinguished from your own ideas. They must be carefully acknowledged to give credit to the authors and allow the reader of your work to trace the original resources if they wish to. Referencing will help you in this process.

Acknowledge the sources you have used by citing them within the text of your work and also in a list of references at the end of your assignment.

There are many different referencing styles and you must use the style recommended by your School or Module.

Keep a note of all the sources that you use as you go along so that it is easy to acknowledge them in your work. You might wish to keep your references in referencing software such as [RefWorks](#) (which is free for all students to use). You can use RefWorks to produce your reference list or bibliography in the style required by your School or Module.

Important points to remember (unless the style your School uses, tells you otherwise.):

- Always check your handbook or ask your tutor which referencing style you need to use for each module.
  - You may have to adopt different referencing styles for different modules (using RefWorks makes this process easier).
- Be consistent with the style used in any piece of work
  - Do not start using Harvard and then switch to MLA or APA for example.
- Be clear and consistent
  - You must add as much information as is required. Make sure the details are correct, so that someone else can find your sources.
- Different types of material are presented differently
  - Make sure you know which information is needed for different types of references e.g. internet sources often need the URL (web address) and date accessed; journal articles need volume and often issue number.

## Different ways to reference within your assignments

If you read the following sentence:

"Students often find it difficult to understand what 'strict relevance' really means in academic writing."  
in this book:

Haggis, T. (1998) *Knotty problems in English*. London: Penguin.

There are four possible ways of using this text in an assignment:

- i) Students experience a number of specific problems with academic English. One of these problems is understanding the idea of relevance (Haggis 1998).
- ii) Students experience a number of specific problems with academic English. Haggis (1998) suggests that one of the problems is understanding the idea of relevance.
- iii) Students experience a number of specific problems with academic English. For example, "students often find it difficult to understand what 'strict relevance' really means in academic writing" (Haggis 1998, p. 20).

- iv) Students experience a number of specific problems with academic English. For example, Haggis (1998, p. 20) suggests that "students often find it difficult to understand what 'strict relevance' really means in academic writing".

i) and ii) are examples of paraphrasing. The original idea (from Haggis 1998) has been used but the student has written the text in their own words. The source of the original idea has been acknowledged.

iii) and iv) are direct quotations. The student has quoted the exact original words, taken directly from Haggis 1998 and so uses quotation marks “ ”. The author of the original words must also be acknowledged.

### **Longer direct quotations**

Long direct quotations are usually included as a separate statement and indented. For example:

This report will explore the issues around the use of drugs to treat bacterial infections. Rang et al. (1999, p. 4) suggest that:

During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease has been dramatically reduced.

Be careful to avoid "stitching together" lots of direct quotes from different sources. This may show that you have gathered a range of ideas relevant to your essay, but it cannot demonstrate your own writing abilities or show that you have any understanding of the subject. You should always use quotes sparingly.

### **Secondary referencing**

Sometimes you may come across a mention of another author's work in the source you are reading, which you would like to make reference to in your own document; this is called secondary referencing. For example you might read the following sentence in the 1998 book above by Haggis:

Jordan (1997) has discussed how study skills are not acquired instinctively but must be learned.

In your assignment you could write:

Jordan (1997 cited in Haggis 1998, p. 25) writes that study skills need to be learned because they are not innate.

Or

It has been noted (Jordan 1997 cited in Haggis 1998, p. 25) that study skills need to be learned because they are not innate.

The reference list at the end of your document should only contain works that you have read yourself. So your reference list would only contain the details of the work by Haggis:

Haggis, T. (1998) *Knotty problems in English*. London: Penguin.

If you are considering citing a secondary reference it is recommended that instead you read the original work for yourself rather than rely on someone else's interpretation. However, sometimes you will not be able to get a copy of the original work and so occasionally it may be necessary.

## **FAQs about referencing**

### **How do deal with a source with multiple authors?**

If a reference has two authors include both e.g. (Smith and Richardson 2013) but if it has more than two authors give only the first name followed by et al. e.g. (Johnston et al. 2012).

### How should I deal with page numbers? How should I cite a source without page numbers?

When quoting sections of text or referring to particular sections of a document you must give the page numbers with your reference. Include the page numbers after the date within the brackets and use a comma to separate the date and page numbers. Abbreviations include: page (p.) pages (pp.) section (s.) and sections (ss.). If no page number is available (for example it has been taken from a web page use (n.p.)

### What should I do if I have two or more sources by the same author?

If the sources which you wish to reference are from different years you must ensure that you include the date in the in-text citations. For example in the text:

According to Shaw (1994) ... This was further echoed by Shaw in a later work (2007) ...

In the bibliography enter the two items by the same author.

If you have two or more sources from the same author, from the same publication year, the convention is to add lower case letters after the publication date to distinguish the sources. For example, in the text:

This argument was proposed by Cairney (2013a) ... According to Cairney (2013b) ...

In the bibliography enter as follows:

Cairney, P. (2013a) Book Review: Comparing Devolved Governance. *Parliamentary Affairs*, 66 (3), pp. 677-684.

Cairney, P. (2013b) What is evolutionary theory and how does it inform policy studies? *Policy & Politics*, 41 (2), pp. 279-298.

### Can I cite personal communications (e.g. emails) or lecture notes?

Many students ask how to cite personal communications such as tutor comments or emails, letters, lectures, tutorials, meetings with supervisors etc.

Citing personal communication is generally discouraged and some modules/lecturers do not allow you to cite lectures or tutorials. If you think it is important to refer to course material, ask your module tutor whether this is permitted. If this is allowed, you will find examples in the [Harvard Stirling University](http://libguides.stir.ac.uk/Harvard-Stirling) Guide on the Library Web pages: <http://libguides.stir.ac.uk/Harvard-Stirling>.

### What is the Difference Between a Reference List and a Bibliography?

A 'Reference List' includes the details of only the sources you have referred to in your work.

A 'Bibliography' may include additional sources that you have consulted but not actually mentioned or referred to in your work.

Most undergraduate and taught postgraduate work requires a 'reference list' only and should not contain additional references that are not cited. However, requirements vary between modules and you should always check your module handbook or ask your module tutor if you are uncertain what to do.

RefWorks Tip: RefWorks uses the term 'Bibliography' for creating any list of references whether it is a 'reference list' or 'bibliography' as defined above.

# Harvard Stirling University Referencing Style (HSU)

The School of Education recommend using the Harvard Stirling University referencing style (HSU)

The following brief information will help you to get started using HSU but you should consult the [Harvard Stirling University Guide](#) on the Library web pages (<http://libguides.stir.ac.uk/Harvard-Stirling>) for more detailed guidance, additional reference types and updates. The full guidance includes information about how to reference many different sources including Twitter, blogs, DVDs, government publications, conference papers and abstracts. If you wish to reference a source which is not included in the guidance, please ask at the Information Centre in the Library, or email [library@stir.ac.uk](mailto:library@stir.ac.uk)

## Harvard Stirling University Selected Education examples

### Book, non edited (print and electronic)

Paterson, L. (2003) *Scottish education in the twentieth century*. Edinburgh: Edinburgh University Press.

### Book, edited (print and electronic)

Bryce, T.G.K., Humes, W.M., Gillies, D. and Kennedy, A. eds. (2013) *Scottish education: referendum*. 4th ed. Edinburgh: Edinburgh University Press.

### Chapter in book (print and electronic)

Mercier, C. and Dowling-Long, S. (2015) Enriching RE through music and art. In: S. Elton-Chalcraft, ed. *Teaching religious education creatively*. London: Routledge, pp. 91-112.

### Journal article (print and electronic)

DelliCarpini, M. (2012) Building computer technology skills in TESOL teacher education. *Language Learning and Technology*, 16 (2), pp. 14-23.

### Newspaper article accessed via a library subscription service

Cameron, L. (2015) Mandarin lessons to be offered at primary school age. *The Herald*, 27 July, p. 246. Available: Nexis UK [Accessed: 31 July 2015].

### Newspaper article accessed online

McKenna, K. (2015) How one small Scottish school could shake up education. *The Guardian*, 17 May. Available: <http://www.theguardian.com/commentisfree/2015/may/17/one-small-school-shake-up-scottish-education> [Accessed: 31 July 2015].

### Website

Scottish Educational Research Association (2005) *Scottish Educational Research Association Ethical Guidelines for Educational Research*. SERA. Available: <http://www.sera.ac.uk/documents/Publications/SERA%20Ethical%20GuidelinesWeb.PDF> [Accessed: 31 July 2015].

## Report (electronic, for a print report remove date accessed and url)

Scottish Government (2015) *Creating a fairer Scotland employment support: a discussion paper*. Edinburgh: Scottish Government. Available: <http://www.gov.scot/Resource/0048/00481121.pdf> [Accessed: 31 July 2015].

## Other formats and further help

For advice about referencing other formats, please contact the Information Centre in the Library, or email [library@stir.ac.uk](mailto:library@stir.ac.uk)

# Example bibliography / reference list

Bryce, T.G.K., Humes, W.M., Gillies, D. and Kennedy, A. eds. (2013) *Scottish education: referendum*. 4th ed. Edinburgh: Edinburgh University Press.

Cameron, L. (2015) Mandarin lessons to be offered at primary school age. *The Herald*, 27 July, p. 246. Available: Nexis UK [Accessed: 31 July 2015].

DelliCarpini, M. (2012) Building computer technology skills in TESOL teacher education. *Language Learning and Technology*, 16 (2), pp. 14-23.

McKenna, K. (2015) How one small Scottish school could shake up education. *The Guardian*, 17 May. Available: <http://www.theguardian.com/commentisfree/2015/may/17/one-small-school-shake-up-scottish-education> [Accessed: 31 July 2015].

Mercier, C. and Dowling-Long, S. (2015) Enriching RE through music and art. In: S. Elton-Chalcraft, ed. *Teaching religious education creatively*. London: Routledge, pp. 91-112.

Paterson, L. (2003) *Scottish education in the twentieth century*. Edinburgh: Edinburgh University Press.

Scottish Educational Research Association (2005) *Scottish Educational Research Association Ethical Guidelines for Educational Research*. SERA. Available: <http://www.sera.ac.uk/documents/Publications/SERA%20Ethical%20GuidelinesWeb.PDF> [Accessed: 31 July 2015].

Scottish Government (2015) *Creating a fairer Scotland employment support: a discussion paper*. Edinburgh: Scottish Government. Available: <http://www.gov.scot/Resource/0048/00481121.pdf> [Accessed: 31 July 2015].

## RefWorks

RefWorks or other bibliographic software can help you to record and manage your references and produce a 'reference list' or 'bibliography' in the style required for your module. The accompanying 'Write-N-Cite' software helps you to cite your references within your Word document.

[Login](#) to RefWorks or find out more about it at <http://libguides.stir.ac.uk/refworks>.