



Referencing Style

a. Which referencing style does my department use?

This is a quick guide to Harvard referencing. **This guide is not intended to be exhaustive; merely a brief overview and quick reference point for the Harvard style.** For more detailed help with referencing use the online resource **Cite Them Right**, which you can access through the [library pages](#). There is also **RefWorks**, an online tool. If you would like help using either, contact your school's **academic liaison librarian**.

b. How do I reference?

The Harvard referencing style is a **two stage process**: referencing within your assignment i.e. **in-text** and a supporting **reference list** at the end:

1. **In-text** you include just the **author's surname** (or name of organisation) and **year of publication** (see **pages 2 – 4** for examples from sample essays). Also include **a page number** if you are quoting or using a point from a **specific page**.
2. In your **reference list**, which you attach to the end of your assignment, you include the **full details** on how to find the source (see **page 5** for details and **page 6** for the full reference list of the examples from the essay extracts).

This style of referencing makes it easy for the reader to follow your points without the interruption of lengthy publishing details in your paragraphs. The two stage process is explained in this guide and examples are given on how to structure a reference list of some of the most common sources used by students in St Mary's faculties: books, chapters in edited books, journal articles, government publications, web articles, images and audio-visual material.

c. Why should I reference?

When writing your assignments you will give definitions, explain concepts and put forward arguments which are based on the ideas of the authors that you have read. To avoid being accused of **plagiarism** (intellectual theft: pretending someone else's ideas are your own) you must cite all the sources that you have used in your assignment. This means all ideas must be referenced, including diagrams, figures and images.

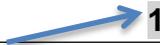
Additionally, referencing is helpful to your readers. It allows them to find and read the sources you have used in your work. It also indicates to the person marking your work how widely you have read. Accurate referencing also shows your reader your analysis; **do not simply add references to the end of paragraphs** or else your reader will not be able to distinguish between the parts of your sentences and paragraphs that paraphrase authors' ideas and the parts that are your own analysis and arguments.

This guide will show you how to reference correctly.

Stage 1: in-text referencing

Read the essay extracts to see how in-text referencing is used.

a. How do I cite a source with one author?

 **1**
Watkins (2010) states that grade-focused teaching practices impact negatively on learning. Such approaches promote only test-taking skills rather than developing higher order cognitive skills and independence (Watkins, 2010). This view is supported by

 **2**
Remember, the **author's surname only (not the initials)** and **year of publication (not date)** should be given in your work. Some students get confused about the use of **brackets**. Brackets should be used as in ordinary writing, to show that the information within them should not be read as part of the main sentence. If you decide to use the author's name as part of your sentence you will need to add the publication year in brackets immediately after the name, as in **1** above. If you decide not to incorporate the author's name into your sentence put both the surname and year in brackets at the end of the sentence, as in **2** above, **before the full stop**.

b. When do I need to include a page number?

If you are directly **quoting** from a source, this should **always include a page number**, as in **i.** below. This is true for all written source types. Use **quotation marks** to start and end the quotation and add the **page number** to your in-text citation after the year, using **p.** to indicate the page or **pp.** (pages) if the quote straddles 2 pages. See Section **f.** to decide whether to use quotes or to paraphrase.

Additionally, when paraphrasing, if an idea is on a particular page or a couple of pages, and you think the reader might be interested in pursuing it further, you should include the page number(s), as in **ii.** below. However, if the point is discussed throughout the article, there would be no need for a page number.

i. Although the two education agendas, “the utilitarian-pragmatic and the liberal-Enlightenment”, appear to be different, this is merely superficial (Moore, 2012, p. 54).

ii. Moore (2012, pp. 54-55) suggests that initially, modern arguments about state education appear to differ from those made by liberal Victorians, but that this is not actually the case. He argues that these educational agendas appear to share a common root.

c. How do I cite a source with two or three authors?

Follow the same process as with one author adding ‘**and**’ before the last surname and using brackets appropriately (see **a.** above) depending on whether or not you decide to incorporate the names into your sentence.

This suggests that the type of learning promoted by the education system matches the philosophical principles of a liberal education. Here, personal autonomy is the aim and education's role is to help widen students' horizons (Callan and White, 2003).

d. How do I cite a source with four or more authors?

Follow the same process as before but this time include only the first author (the first surname you find listed) and add the Latin term '**et al.**' which means 'and others'. This is used to avoid breaking up your sentence with a long list of names (many academic texts have several authors who have worked collaboratively on the research).

In secondary schools, setting impacts on both academic and personal outcomes of pupils (Francis et al., 2017). It is argued that teacher expectation contributes to ...

You will need to list all the authors' names in the reference list (see page 6).

e. How do I cite the work of different authors from separate sources who express similar views?

You will come across points in your readings that support the same ideas as another author's work. Cite all the authors that you have read. As well as being helpful for your reader, in making connections between authors' messages, you are demonstrating your ability to analyse and synthesise information. Put the sources (surname and year) in **chronological** order, separating works by inserting a **semicolon** after the year.

Studies reveal that in some schools subject content is reduced to a focus only on elements that are to be tested (Sturman, 2003; Watkins, 2010; Smyth and Banks, 2012), non-examined subjects are marginalised and greater lesson time is devoted to test preparation (Sturman, 2003; Smyth and Banks, 2012). This suggests ...

In the above example, three authors provide evidence for the first part of the sentence but only two of the original three for the second. It is important to insert the references into the relevant part of the sentence so that your reader (and marker) can distinguish between specific points made by different groups of authors.

f. Should I be paraphrasing or using quotations?

The majority of the above extracts show examples of **paraphrasing** – expressing an author's ideas in your own words. For most subjects you should aim to paraphrase as it demonstrates your understanding of the texts you have read and can present a more convincing account of your learning than an assignment crammed with quotations. Depending on your subject area, however, (e.g. **English, philosophy**) quotations could be the main form of evidence you use in your critical analysis.

Use **quotations** when you wish to highlight the actual words used by the author. You may wish to quote an author's definition of a concept or quote a phrase that is particularly effective in illustrating the author's viewpoint.

Therefore, it is well documented that the education system's high stake testing regime, of which GCSEs are a fundamental part, reproduces inequality by advantaging students from higher socioeconomic groups whose cultural capital enables them to access the curriculum more readily. This is an asset that Bourdieu (1986, p. 48) describes as "the best hidden and socially most determinant educational investment". The curriculum ...

If you are using a longer quotation (more than a sentence or longer than a few lines) you should **indent** it. You do not add quotation marks to the indented quotation as the formatting indicates that it is a quote.

ellipsis (3 dots): to show you have missed out part of the quote

The education system, driven by government policy, informs students that successful learning is the key to a rewarding existence. Gove's foreword to the latest education White Paper proclaims:

Throughout history, most individuals have been the victims of forces beyond their control ... But education provides a route to liberation from these imposed constraints. Education allows individuals to choose a fulfilling job, to shape the society around them, to enrich their inner life. It allows us all to become authors of our own life stories.
(DfE, 2010, p. 6)

This interpretation suggests that the type of learning promoted by the education system matches the philosophical principles of a liberal education. However, ...

g. How do I cite a work that an author mentions but I haven't read myself?

This is known as **secondary referencing**. You can use an idea without having read the original work as long as you cite both authors in-text (but do try to find time to read the relevant section of the original work yourself rather than relying on someone else's interpretation of an idea). You mention the idea and state whose work you read it in by writing '**cited in**'. In your reference list (explained in detail in Stage 2) you give the referencing details only of the author whose work you have read.

The National Curriculum and the assessment system which validates it are not neutral; they are "always part of a selective tradition, someone's selection, some group's vision of legitimate knowledge" (Apple, 1993, cited in Moore, 2012, p. 87).

In the above example the student has read Moore's work but has not read Apple's. Only the details of Moore's work will appear in the reference list (see page 6 for the full reference list of all the examples from the sample essay).

h. How do I cite images and audio-visual material?

The process remains the same for **pictures** and **photographs** as in **a**, **c** and **d** above: give the artist's/photographer's name and the year of production.

For **DVDs**, **films** and **broadcasts**, give the **full title** and **year** of broadcast (release, for DVDs and films). The **title** must be written in **italics**. In your reference list place the source alphabetically by **title**.

In *Beyond the Hills* (2012) the futility of the community's self-imposed zealous work ethic is pointedly mocked by Mungiu's use of ...

Stage 2: the reference list

In the second stage of Harvard referencing you list the details of all the sources you have cited in-text in **alphabetical** order by author surname. The details and formatting are slightly different for each type of source (book, journal article, web article etc.). It is important that you stick to the conventions for each as they make it easier for your reader to quickly identify the types of sources you have used. **Be consistent** with your use of **commas, spaces, full stops, brackets** and **italics**.

Checklist: Turn to **page 6** to find **examples** of all the points covered in this checklist:

- **Names**

- ✓ Arrange the list into **alphabetical** order by author **surname**. List films/ broadcasts/plays by **title** (for performed plays add the author). Do not separate your list into different groups according to source:
- ✓ Include all authors that you have cited in-text, remembering to list the names of those who were classed as 'et al.'
- ✓ After the surname of each author insert a comma and add their initial(s) followed by a full stop.
- ✓ Give the year in round brackets.

- **Titles**

- ✓ Use *italics* for **titles** for all sources but:
 - for a chapter in an edited book you include both the title of the chapter you read and the title of the book - use *italics* for the title of the book only.
 - for journal articles you include both the title of the article you read and the title of the journal - use *italics* for the title of the journal only.
 - for newspaper articles you include both the title of the article you read and the title of the newspaper - use *italics* for the title of the newspaper only.

- **Publishing details**

End your reference with the relevant **details to help locate your source**:

- ✓ for books & play scripts: write the place of publication first, followed by the publisher's name. Separate the two with a **colon**. For **plays** such as Shakespeare, produced as edited books, include the **editor's** name too in your reference list. Add the numbers for act, scene and line at the end.
- ✓ for online sources give the full URL (the web page address that you accessed, not just the website's homepage). End your reference with the date (day, month and year) you viewed the page in **round brackets**.
- ✓ for journal articles give the volume number. Follow this with the issue number in **round brackets**. Add the page(s) of the article. For **online** versions of **print journals**, reference in this same way, as if they were print.
- ✓ for newspaper articles give the day, month and add page numbers to the end. For online newspapers give the URL and add the date accessed in **round brackets**.
- ✓ for films, after the year state 'Directed by' and give the **director's name**, followed by the type of medium in **square brackets**. Give the place of distribution and film studio / distribution company, separated by a **colon**.
- ✓ for DVDs, after the year give the type of medium in **square brackets**. Give the producer. Add the publisher or distributor's name to the end.
- ✓ for plays, after the year state 'Directed by' and give the **director's name**, followed by the theatre name, location and date seen in **square brackets**.
- ✓ for broadcasts, after the year give the broadcasting organisation and channel, followed by the date, separated by a **comma**.

Here is a full reference list including all sources from the essay extracts used in this guide. For **online books and journals** that look like printed versions (they have page numbers and publishing details), reference them as if they were printed copies.

References

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<i>Beyond the Hills</i> (2012) Directed by C. Mungiu [DVD]. Romania, France, Belgium: Artificial Eye.	→	DVD
Billington, M. (2014) 'King Lear – review', <i>The Guardian</i> , 24 January. Available at: http://www.theguardian.com/stage/2014/jan/24/king-lear-olivier-theatre-review (Accessed: 30 June 2014).	→	newspaper article online
Bourdieu, P. (1986) 'The Forms of Capital', in Richardson, J. G. (ed.) <i>Handbook of Theory and Research for the Sociology of Education</i> . London and New York: Greenwood Press, pp. 39 -57.	→	chapter in edited book
Branston, G. and Stafford, R. (2010) <i>The Media Student's Book</i> . 5 th edn. Routledge: London.	→	e-book referenced as printed book
Callan, E. and White, J. (2003) 'Liberalism and Communitarianism', in Blake, N., Smeyers, P., Smith, R.D., Smith, R. and Standish, P. (eds.) <i>The Blackwell Guide to Philosophy of Education</i> . Oxford: John Wiley and Sons Ltd, pp. 123- 148.	→	chapter in edited book
DfE (2010) <i>The Importance of Teaching: Schools</i> , White Paper. Available at: http://www.education.gov.uk/schools/toolsandinitiatives/schoolswhitepaper/b0068570/the-importance-of-teaching/sos-foreword (Accessed: 05 February 2013).	→	government publication online
Francis, B., Archer, L., Hodgen, J., Pepper, D., Taylor, B., and Travers, M. (2017) 'Exploring the relative lack of impact research on 'ability grouping' in England: a discourse analytic account', <i>Cambridge Journal of Education</i> , 47 (1), pp. 1-17.	→	journal article
Lekholm, P. (2012) <i>NHS – Nye Bevan speaks about National Health Care</i> . Available at: http://www.youtube.com/watch?v=CCAYUxY0Cm0 (Accessed: 30 June 2014).	→	YouTube video
<i>MINT: The Next Economic Giants</i> (2014) BBC Radio 4, 06 January.	→	radio broadcast
Moore, A. (2012) <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i> . 2 nd edn. Abingdon: Routledge.	→	book (later edition)
Nzima, S. (1976) <i>Hector Pieterse in the arms of Mbuyisa Nkita Makhubu, his sister, Antoinette Musi, running alongside</i> . Available at: http://www.gutenberg-e.org/pohlandt-mccormick/PM.c1p1.html (Accessed: 07 December 2013).	→	Photograph online
<i>Our Country's Good</i> by Timberlake Wertenbaker (2013) Directed by Max Stafford-Clark [St. James Theatre, London, 07 February].	→	performed play
Rowntree, D. (2018) <i>Statistics without Tears: An Introduction for Non-Mathematicians</i> . 2 nd edn. London: Penguin.	→	book (later edition)
Shakespeare, W. (2000) <i>Othello</i> . Edited by Gray, C. Essex: Heinemann. 1.3: 156.	→	classic play script
Smyth, E. and Banks, J. (2012) 'High stakes testing and student perspectives on teaching and learning in the Republic of Ireland', <i>Educational Assessment, Evaluation and Accountability</i> , 24 (4), pp. 283-306.	→	journal article
Sturman, L. (2003) 'Teaching to the test: science or intuition?', <i>Educational Research</i> , 45 (3), pp. 261-273.	→	journal article
Watkins, C. (2010) 'Learning, Performance and Improvement', <i>INSI Research Matters</i> , 43, pp. 1-15.	→	journal article
Wertenbaker, T. (1998) <i>Our Country's Good</i> . York: Methuen Drama.	→	play script