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CELT
Centre for Enhancement in
Learning and Teaching

Handbook for Written Coursework.

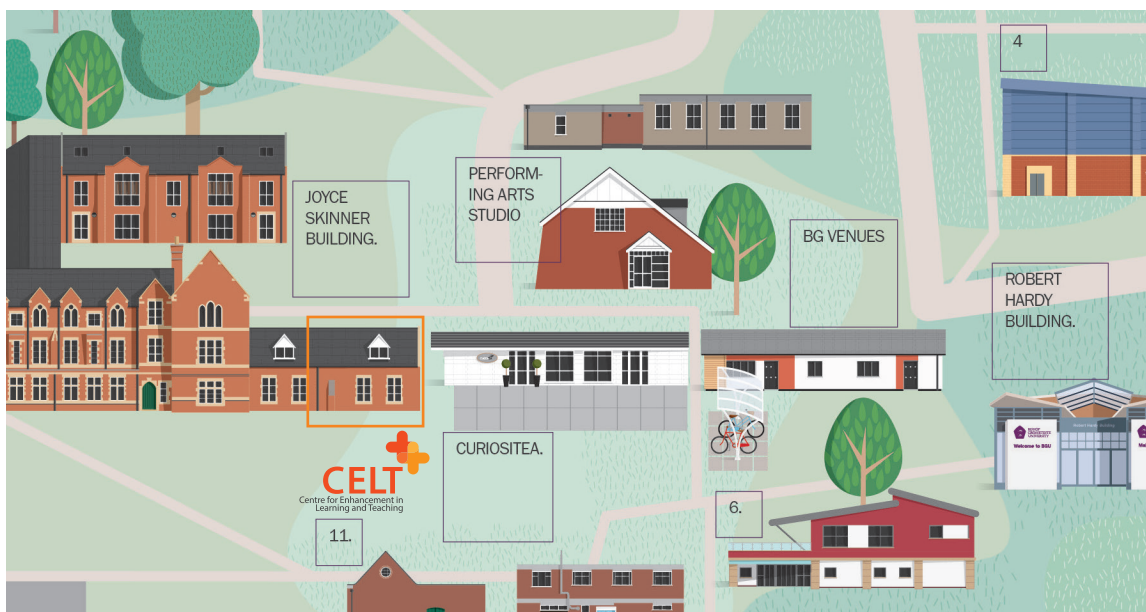## (APA 6th Referencing Style)

LD
Learning Development

CELT
Centre for Enhancement in Learning and Teaching

The Centre for Enhancement in Learning and Teaching (CELT) at BGU is dedicated to supporting and developing your learning experience. It is based in the CELT building, in which there are also study spaces for you to work on assignments or discuss projects with friends.

CELT comprises three units that work together to support your learning in different ways:
Our **Learning Development** tutors offer guidance and support for key academic skills, including essay writing, planning assignments, and referencing. They provide resources for you to access via Blackboard, a range of skills workshops, and one-to-one support. For more information, email **learningdevelopment@bishopg.ac.uk**.

The **Digital Learning** team support you in using technology to enhance your learning experience. They can offer help with Blackboard and Turnitin, as well as new and exciting digital practices. For further details, email **digitallearning@bishopg.ac.uk**.

Our **Student Engagement Facilitator** can work with you to develop projects that enhance the learning experience of students here at BGU. If you are interested in having a say and getting involved with how the university works, get in touch at **studentengagement@bishopg.ac.uk.**

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Welcome

This handbook is intended to be an introduction to academic writing and a tool to support you in producing your coursework assignments. It covers a number of different elements that will help you to produce high-quality academic coursework, including presentation, style, and referencing.

Learning to write academically can be like learning a new language; there are various 'rules' to learn along the way. However, as with learning a new language, it becomes much easier with practice. This handbook will introduce you to the 'rules' of academic writing so that you can practise them in your own learning.

How to use this handbook

The best way to use this handbook is as a reference text. It is designed for you to refer to whichever section you need, when you need it. You may not need to read it from cover to cover; you can use the contents and index to find what you are looking for. You should also use it to double-check your assignments, particularly references, before submitting them.

If you are new to the process of academic writing, you may also find it useful to read the introductions to each section. These explain the basic information and principles of presentation, style, and referencing in academic work.

Remember: these guidelines are designed to cover all courses. If you have specific questions relating to the conventions or requirements of your particular course or assignment, your first port of call should be your course tutor.

If you have a query but cannot find the answer in the handbook, email your course tutor for clarification. Alternatively, you can contact the Learning Development Tutors with any queries at learningdevelopment@bishopg.ac.uk.

Some 'golden rules' of academic writing

• Be as clear as possible in your writing. Aim for clarity in terms of structure, style, and expression.
• Make it easy for your reader to award you marks. This is why accurate formatting and tidy presentation matters.
• Be consistent in any stylistic choices that you make.
• Focus on avoiding mistakes that make your writing sound too informal.
• Take good notes and plan carefully to avoid any issues of academic misconduct.
• Edit and proofread your work carefully before submitting it. Do not underestimate the value of this part of the process!

Common errors

There are certain things to avoid, as these can make your writing seem informal and are not considered to be appropriately academic. These include:
• **Unclear pronouns.** Sometimes pronouns (e.g. he, she) can be useful to avoid sounding repetitive, but it must be clear who they refer to. In particular, 'you' and 'they' can be unclear if used incorrectly, so be careful if you decide to use these.
• **Contractions** (e.g. don't, didn't, you're etc.) Formal academic writing always requires that you write these out in full (i.e. do not, did not, you are etc.).
• **Conflicting tenses**. Different styles of academic work will require different tenses, but you must be careful about mixing these up too much.
• **Slang, colloquialisms, or clichés.** These sound too informal, and you risk your marker misunderstanding what you mean. Try to find a more formal way to express your ideas.
• **Unnecessary language, or 'deadwood'.** Try not to use more words than are necessary to make your point – this is what can push you over the word limit!

GLOSSARY OF ACADEMIC TERMINOLOGY

This resource is designed to give you advice on some of the key terms that you might come across in this handbook and in your academic assignments. If you want more guidance on any of these terms, or any other terms that are not listed here, you can contact **learningdevelopment@bishopg.ac.uk** or book a 1:1 appointment with a Learning Development Tutor at **http://appointments.bishopg.ac.uk**.

Term	Definition
Analyse	To break down a piece of information to consider and explain what is significant about it. Use phrases like "This suggests…" or "This demonstrates…" and explain clearly what the information tells you about the topic.
APA 6th Style	A specific referencing style used as standard at BGU. This is the format you should use for your citations (in-text) and your reference list.
Appendix/Appendices	Additional information included alongside your assignment. Typically these are not included in the word count, but make sure to check your assignment brief or with your tutor.
Argument	Your line of reasoning, point of view, or answer to the question.
Assertion	A statement of belief typically unsupported by fact or reason.
Block quotation	A quotation that is over two lines long. These should be formatted differently from shorter quotations (see C2.2).
Citation	A signal in the text that you are using another source. In APA 6th, this should be 'in-text'. A citation indicates that the information has come from another source, and also directs the reader to where they can find the information for themselves in the reference list.
Common knowledge	General information which most people could reasonably be expected to know, e.g. 'The Battle of Hastings happened in 1066' or 'The Beatles were made up of Paul McCartney, John Lennon, George Harrison, and Ringo Starr'. This information typically does not need to be cited or referenced.
Critical thinking	Forming a reasoned judgement based on the evidence that you have, while also considering its strengths and weaknesses.
Ellipses	Three dots used to show where you have intentionally cut words from a quotation, usually to make your point clearer.

Evaluate	To assess the value of a position, idea, or piece of evidence, considering the strengths and weaknesses to reach a conclusion.
Evidence	Something that you include to support your argument. This might be a quotation, a fact, or statistical data, among many other things.
Paraphrase	To explain another scholar's view(s) in your own words, rather than quoting them directly.
Plagiarism	Presenting someone else's ideas or writing as your own, without giving them credit. This might be done deliberately (e.g. copying and pasting text without quotation marks or a citation) or accidentally (e.g. forgetting to use citations correctly).
Quote / Quotation	Material lifted directly (i.e. word-for-word) from another source of information.
References / Reference list	A list of all your sources with the details of how and where to locate them.
Secondary referencing	Citing a work or author when you have not been able to consult the original work, but have found the information in a secondary text.
Source	Material that you consult for information on your topic.
Summary	A brief statement or outline of the main points.
Synthesise	To combine or connect different elements, such as drawing together the works of different authors saying similar things.

SECTION A: PRESENTATION

SECTION A: PRESENTATION

A1 Why does presentation matter?

Presentation may seem like a secondary consideration compared to researching and writing your assignments, but it can influence the way that your marker reads your work. Good presentation means that you are putting forward your work in the best possible light. Just as you would dress smartly for an important job interview, you want your work to make a good impression. It also means that when you come to reuse the work, for example in exam revision, it is clear and easy for you to use.

BGU has certain presentation conventions that you should follow when preparing and submitting your written coursework. These conventions are outlined in this section. Following these general guidelines will help your work to be uniform and consistent. If there is anything specific to your assignment that is not covered in these guidelines, the best approach is to:

• Check the assignment brief
• Consult with your tutor
• Make logical decisions and be consistent

A2 Technical conventions

A2.1 Title page

Coursework that is submitted electronically should include a front page with your student number only (e.g. B1234567). Any coursework that is not submitted electronically should include a dedicated title page in a plain font without the use of bold, italics (except for book titles) or pictures. Check with your course tutor about whether your assignment has any specific instructions for the title page, for example a dissertation.

Bishop Grosseteste University

Name of Programme

Module title and number

Assignment title

Date of submission

Student ID

Word count

A2.2 Sample essay presentation

Is whole class teaching an effective strategy for teaching Phase Four Phonics?

Systematic Synthetic Phonics (SSP) is a system used in schools to help pupils to learn how to read and write fluently from a young age (Buckley & Bird, 2001; Jolliffe, Waugh & Cars, 2012; Lloyd & Wernham, 2012). The system teaches pupils to recognise and use all of the main English letter sounds, helping them to work out new words and progress their knowledge and skills. The influential *Independent Review of the Teaching of Early Years Reading* (Rose, 2006) highlighted that in order for pupils read to sufficiently well, they have to develop good word recognition and effective language comprehension skills in which phonics play a crucial role (Jolliffe et al., 2012). Wyse and Goswami (2008) suggest that this review provided:

> no reliable empirical evidence that synthetic phonics offers the vast majority of beginners the best route to becoming skilled readers (p. 691).

However, the teaching of SSP has become a requirement in English schools, monitored through testing at age six (DfE, 2011).

This assignment will draw on research and practical experience to explore a range of teaching strategies used in the teaching of phase four phonics in year one and will argue that whole class teaching is the most effective in this

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context. The teaching of phonics is divided into six phases, with phase four focusing on the consolidation of the forty two phonemes and graphemes learnt throughout the previous three phases (DfES, 2007a). It also concentrates on the 'blending and segmenting' skills (Jolliffe et al., 2012, p. 111) needed in order to read, spell and sound-out polysyllabic words and words including adjacent consonants (DfES, 2007b Lloyd & Wernham, 2012).

Fresch (2007) and Westwood (2008) emphasise that whole class teaching is a well-used approach that has credibility for teaching phase four phonics throughout year one. It provides teachers with the authority to determine what needs to be taught when, how long it will take and how the sessions will need to be delivered. The effectiveness of this strategy has been evident on placement, as, although phonics lessons have been planned in advance, the teacher has the flexibility to change her plans in order to meet the specific needs of her pupils to ensure that they gain full understanding and knowledge of the phase. Williams (2013) observes that whole class teaching can help to unite a class of learners, providing children with opportunities to collaborate with one another throughout the learning process. Further, Jones and Bradford (2013) argue that a whole class approach can be openly inclusive, in that pupils are introduced to the same content at the same time.

A2.3 Sample reference list

Use this as a model for the presentation of reference lists. Note that it is in alphabetical order by surname and does not separate different types of source. Some referencing software may format your reference list with a hanging indent as per APA 6th guidelines. This is a permissible means of formatting your work.

References

Buckley, S., & Bird, G. (2001). *Memory development for individuals with Down Syndrome: An overview.* Hampshire: The Down Syndrome Educational Trust.

Department for Education. (2011). New phonics check will identify thousands of children needing extra help. Retrieved from https://www.gov.uk/government/news/new-phonics-check-will-identify-thousands-of-children-needing-extra-reading-help

Department for Education and Skills. (2007a). *Letters and sounds: Notes of guidance for practitioners and teachers*. London: DfES.

Department for Education and Skills. (2007b). *Letters and sounds: Principles and practice of high quality phonics*. London: DfES.

Fresch, M. J. (2007). Teachers' concerns about spelling instruction: A national survey. *Reading Psychology*, *28*(4), 301-330. doi: 10.1080/02702710701545510

Jolliffe, W., Waugh, D., & Cars, A. (2012). *Teaching systematic synthetic phonics in primary schools*. London: Sage Publications.

Jones, R., & Bradford, H. (2013). *Teaching English, language and literacy*. (3rd ed.). Oxon: Routledge.

Lloyd, S., & Warnham, S. (2012). *The phonics handbook: A handbook for teaching reading writing and spelling*. Essex: Jolly Learning Ltd.

Rose, J. (2006). *Independent review of the teaching of early reading*. London: DfES.

Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. Australia: ACER Press.

A2.4 Footnotes, endnotes, *ibid*., and *op cit*.

Footnotes and endnotes are not typically used in APA 6th, although footnotes can be used to provide additional content or to acknowledge copyright permission. Similarly, *ibid*. and *op cit*. are not normally used; however, you may come across them when reading material which uses a different referencing system. *Ibid*. (from Latin, meaning 'in the same place') is a term which refers to an immediately preceding cited work. *Op cit*. (from the Latin *opere citato*) means 'in the work already cited'.

A2.5 Maintaining the anonymity of workplaces, schools, and settings

To respect the confidentiality of your setting, you should refer to it with a pseudonym consistently throughout the text, including in citations and references, for example: Bigtown Primary, Zebra Nursery, or Leafy Children's Centre.

A2.6 Lists

Lists may be ordered (numbered) or unordered (bullet points). There should be one clear line of white space separating lists from blocks of text and they should be indented 1cm from the left.

A2.7 Illustrations, tables, and figures

There is no fixed formula that dictates how to insert graphics into text documents. However, these guidelines may help:

- Ask yourself whether the usefulness of an illustration justifies its inclusion.
- Do not try to wrap text around pictures (i.e. insert graphics on a new line).
- Align illustrations centrally and avoid leaving too much white space.
- Provide a clear descriptive title.
- Use references such as 'see figure 1' in the text so that pictures can be placed more freely than if they have to be adjacent to the text they refer to.
- If an illustration requires supplementary text (e.g. labels for the axes of graphs) provide these in the main body of the text or in a dedicated legend so as to make it easier to resize pictures within text documents.

Where an illustration, diagram, or figure is cited or reproduced, you must include a citation and reference for the source, in the same way that you would cite a direct quotation (see **C2.1**).

A2.8 Contents pages

If a piece of work is split into chapters or subsections, or contains appendices or similar documents, it should have a contents page that indicates the names and page numbers of the different components. Pay attention to vertical as well as horizontal alignment and use text formatting consistently. Also, be sure to double-check that section headings match those on the contents page.

A2.9 Appendices

Appendices are used to provide copies of supporting material that cannot be referred to in the reference list, e.g. lesson plans, journal entries, or copies of children's work. The reader would not be able to find these sources for themselves, so you must include them as an appendix instead. However, you should only use an appendix if you make direct reference to the material in the text.

Generally speaking, an essay does not contain appendices. However, they may form part of a report, portfolio, or dissertation. Each appendix should have a clear title. If there is more than one appendix, label each one with a capital letter (i.e. Appendix A, Appendix B etc.) in the order that it is mentioned in the text.

Appendices should be inserted after the reference list. Each appendix should begin on a new page, although they should continue the overall sequence of page numbers. Remember to note titles and page numbers of appendices on the contents page.

A2.10 Word count

The length of your assignment should typically be within +/- 10% of the specified word limit. The in-text citations are included within this, but the reference list is not. If you have queries about what is included in the word count for a particular assignment, you should contact your tutor to clarify.

If you find that you regularly write well under the word count, this may be a sign that you could develop your points further. If, on the other hand, you tend to write well over the word count, try to practise making your writing more concise.

A2.11 Printing

Assignments which are submitted in hard copy may be printed either double- or single-sided in black ink. If you have an assignment which requires printing by the Reprographics department, make sure to leave plenty of time to get this done.

A3 Presentation advice for different assignment types

Essays: An essay is a piece of written work on a specific subject and of a specified length. Essays do not normally need illustrations and you should avoid physically splitting the text into sections or subheadings. They do not usually require appendices.

Reports: Reports give you more scope to explore different approaches to questions of methodology, structural approach, and presentation. In this situation, it is often appropriate to use subheadings to describe sections that serve a distinct purpose within the report. They can also be useful as a way of making the structure clearer. It is possible to include appendices and to cross-reference between these and the main body of the report. In addition, reports are more likely to contain visual supplements such as tables, graphs, or illustrations.

Dissertations: Dissertations are structured into chapters or sections, e.g. the introduction; literature review; methodology; report of findings; analysis and discussion of findings; conclusion. Appendices can also be included and cross-referenced within the text. However, as the structure of a dissertation can vary considerably according to subject, consult your assignment brief or course tutor for specific details.

Portfolios: Portfolios should be well organised with a contents page and page numbers. You may include appendices, but only include relevant material; there is little point in submitting documents that you have not discussed. Items for inclusion should be accompanied by appropriate commentary. Once again, requirements can vary according to subject, so check with your assignment brief or course tutor for details.

Presentations: You may be asked to produce and deliver a presentation on a subject, accompanied by a printed copy of the notes or slides. Microsoft Powerpoint is a standard package for producing presentations; other software is available, but you should double-check that it is compatible with university systems before using it. The specific requirements for submission will vary depending on the assignment, but you should typically include references for the material that you consult.

Posters: If you are asked to produce a poster for submission, you should still include the same information as you would in an essay or report. Unless you are given specific design instructions in your assignment brief, the format of the poster is up to you. Think carefully about your choice of colours, font, and font size to ensure that the work is clear and readable to a viewer. You should still include references for the material that you consult.

A4 Use of Terms

A4.1 Specific terminology

When using terms or phrases that only make sense in a specific intellectual or professional context, single quotation marks can be useful for indicating that they are being used in an unconventional way, or that you do not mean to personally endorse the application of a term, for example, 'edutainment'.

A4.2 Foreign words

Any foreign words that have not been adopted wholly by the English language should be italicised. For example, the word cache would not be italicised, but *volkerwanderung* would.

A4.3 Acknowledging diversity

Always check your use of words and phrases to ensure that your language is inclusive and acknowledges diversity. Try to avoid gender specific or discriminatory language where this could be interpreted as sexist or racist or may cause offence.

We cannot assume confidently that a given profession or activity is the preserve of one or another gender or race. To do so is contrary to the agenda established by law and by the constitutions of organisations such as BGU. Where possible, you should try to reflect this in your writing.

For further information, the BGU policy documents on Diversity and Equality can be found on the BGU website, via Student Life > Student Admin > Student Policies and Forms.

A4.4 Writing numbers

Numbers should be written in words for numbers below and including ten. For numbers above ten, you should use figures, e.g. 57. You can also use words for indefinite amounts, such as 'one in a million'.

In non-technical contexts, use commas in numbers of more than four figures, e.g. 4,596.

You do not need to use an apostrophe to make numbers (both words and figures) into plurals, e.g. the sixties or the 1970s.

A5 Submission of work

Your assignment brief should specify clearly whether or not your work is to be submitted electronically. If it does not, please check with your course tutor.

Before work can be accepted, you must acknowledge and include a statement that confirms the work is your own and is referenced properly. This statement must be ticked as part of the electronic submission process. Alternatively, it forms part of the Assignment Submission Sheet that has to accompany work that is not submitted electronically; this sheet is available from the Assignment Hand-in Office, the Library, or through Blackboard.

Some courses may require you to submit an Assignment Submission Checklist and previous targets with your assignment. You should refer to your module handbook and assignment brief to check this; if you are not sure, consult with your course tutor.

When your work is submitted (electronically or non-electronically), you will receive a receipt; you should keep this safe.

Further details about arrangements for the submission of work are included in the Code of Practice for the Assessment of Students. This can be found on the BGU website, via Student Life > Student Admin > Assessments.

A5.1 Electronic submission

For work which is submitted electronically, you must include your student number and module code in the submission title box (e.g. B0123456ENG123) to enable your work to be accessed and marked.

Guidance on how to submit your work is included in each module on Blackboard. Additional support with submitting work electronically, including reducing file size and downloading and printing PDF copies of marked assignments, can be accessed via the Library and Learning Development areas of Blackboard.

You are responsible for accessing, downloading, and printing copies of electronically marked assignments before the end of the academic year in which they were submitted.

A5.2 Non-electronic submission

Any work that is submitted non-electronically should be submitted in a plastic folder with a clear front, so that the title page can be viewed clearly. However, do not use a plastic sleeve for each page, as this makes it difficult for tutors to annotate the work. If you have to include memory sticks or other additional items, details about how these are to be submitted should be provided in the assignment brief.

You can submit hard copies by post, but the item must be posted so that it reaches the Assignment Hand-in Office before 4pm on the deadline day. You must also obtain a proof of postage slip in case it goes astray. The proof of postage slip should prove that you intended the work to arrive in time; do not rely on first class post being delivered the following day. Guaranteed next day delivery before 1pm is recommended for your peace of mind.

In the event of snow, you should check Blackboard for any special instructions.

SECTION B: ACADEMIC STYLE

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B1 What is academic style?

Writing in an academic style means writing in a way that meets accepted academic conventions and rules. It does not necessarily mean writing in an overly complicated way! Good academic style:

• Expresses ideas clearly
• Uses technical language in the correct context
• Is not overly wordy
• Keeps sentences and paragraphs at a reasonable length
• Paraphrases, summarises, and synthesises
• Supports ideas with evidence
• Is accurate in terms of grammar and expression

One of the most effective ways to learn good academic style is to read academic texts and pay attention to how they are written. If you come across a text that you like, think about what it is that makes it work. On the other hand, if you find a text difficult to read, consider why this might be. This can give you some ideas about what to aim for and what to avoid.

B2 Paragraph structure

Paragraphs that are too long or too short can detract from the argument that you are making. You should aim to focus on one main idea per paragraph and ensure that you provide sufficient evidence and explain it in depth. The following can work as a basic paragraph template in many cases:

Point: state the point you want to make clearly and explicitly.

Evidence: provide evidence to support this point, e.g. case studies, theorists, sources, experience, statistics, data. The type of evidence you use will depend on your discipline and the assignment in question.

Explanation: explain what the evidence tells you. Consider why it is important and state explicitly how it links back to the original question or assignment topic.

This is a basic structure, but it can be a useful starting point. The more confident you become in structuring your ideas, the more likely you are to find a style that works best for you.

There is no 'right' number of paragraphs to aim for. Instead, try to plan your assignment around the main ideas that you want to address, to ensure that there is enough space for you to discuss them in sufficient depth.

B3 Sentence structure

As with paragraphs, the best sentences express ideas clearly and succinctly. If you feel unconfident in terms of constructing sentences, consult an introduction to grammar and punctuation such as:

   - Collins. (2011). *Webster's easy learning: Grammar and punctuation*. Glasgow: HarperCollins.
   - Straus, J., Kaufman, L., & Stern, T. (2014). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes* (11th ed.). San Francisco: Jossey-Bass.

Remember that while in ordinary speech, it is often acceptable to speak in incomplete sentences, academic style should be written in complete, precise sentences that are structurally and grammatically correct.

In general, some of the most important things to consider are:

   • Is the sentence complete?
   • How long is the sentence? If it is over two lines long, consider whether it is worth splitting it into two shorter sentences.
   • Is the sentence punctuated correctly?

If you are not sure how to tell if your sentence structure is correct, try reading it aloud. If it does not sound quite right, try to pinpoint what it is about it that feels wrong, then see if you can find a way to fix it.

B4 Vocabulary

Your choice of words is important in terms of how clearly you express your ideas. The vocabulary that you use helps to set the tone of your work, so think carefully about the words that you choose, particularly when explaining complex ideas. Remember that good academic style will be able to express complicated ideas in clear and precise language.

- You may be required to use technical language or terminology according to your subject. If you are unsure what a specific term means, ask your course tutor if they can help you to understand it.
- If you do not understand a particular word, and it is not a technical term in your discipline – do not use it!
- Be careful with using a thesaurus. It can help you to avoid sounding repetitive, but you have to take care that the word you choose expresses precisely what you need it to.
- Avoid wordiness. You should not use ten words where five will do!

B5 Grammar and punctuation

Grammar and punctuation can seem intimidating, but its role is basically to make your work read as clearly as possible. It can help emphasise certain points and tells your reader where to pause, in the same way as tone and inflection do when speaking. Reading widely and practising reading your own work aloud can help to improve your skills in grammar and punctuation. However, if you feel that you want more detailed information, it might be useful to consult a grammar guide, such as those noted above.

SECTION C: REFERENCING

SECTION C: REFERENCING

C1 Introduction to APA 6th

As you prepare and write your coursework, you will draw on the materials and work of others who work in your field. In academic writing, you must give credit at points where you do this. This is called 'referencing'.

There is a range of different referencing styles that academics use, but at BGU the chosen referencing style is called 'APA 6th'. This is the typical shorthand used to refer to a referencing style designed by the American Psychological Association (APA), which is currently in its sixth edition. You will be expected to abide by the conventions of this referencing style when giving credit to other work that you draw on. Referencing incorrectly or inaccurately can cost you marks, so it is important to become familiar with the system.

The full conventions and details of APA 6th are published in the *Publication Manual of the American Psychological Association* (6th edition).

C1.1 Citations and references

You may see both 'citations' and 'references' mentioned in different parts of this handbook. There is a small, but important, difference between the two:

- A **citation** is a signal within the text that indicates to the reader that the information has been drawn from another source. In APA 6th, this citation is written 'in-text'; this means that it is integrated within the text, typically inside brackets.
- A **reference** gives the full details of where the source that you have used can be found. This typically includes the author, title, and location/publication details. Your references will be listed at the end of your assignment, in alphabetical order by author.

Citations and references work together to give credit to the sources that you have used and provide the information to the reader as to where they could locate the same information.

C1.2 The purpose of referencing

Whether you use direct quotations within your text, or summarise, paraphrase, or synthesise another writer's ideas, it is absolutely essential to give credit to the authors consulted. Unless this is done, your work will be considered plagiarised, even if it is unintentional or accidental.

Clear, accurate referencing:

- Enables you to give acknowledgement to the authors whose ideas and opinions were used in the preparation and writing of the assignment.
- Ensures that you safeguard yourself and your work against academic misconduct (see **Section D**).
- Allows your tutors to see the research you have undertaken for the piece of work.
- Provides a way to identify and trace individual sources.
- Shows how your work is connected to existing knowledge, giving it credibility.
- Enables you to structure, support, and challenge arguments put forth by other authors.

C1.3 How to approach referencing

Referencing should not just be an afterthought; you should prepare for it right at the start of researching for your assignment. By keeping detailed notes of all the resources you consult as you go along, you will save yourself time and hassle at the end. As you research, copy down the most important information that you will need for referencing. This will typically include:

- Author
- Date of publication
- Title
- Place of publication and publisher, or DOI/URL for electronic sources
- Page numbers, where possible

You should also be clear in your notes about whether you have copied text word-for-word from the source or whether you have paraphrased/summarised it.

C1.4 Step-by-step guide to accurate referencing

1. As you write and edit, make a note where you think you will need a citation, i.e. wherever you have taken, used, or referred to material from another source.

2. Decide what kind of source it is (e.g. book, website, article). If you are not sure, go with what you think describes it best.

3. Track down the correct method of citation and reference for that type of source in this handbook.

4. If you cannot find what you are looking for, try searching online. The APA Style website and APA Style Blog are useful starting points.

5. If you are still unsure, query the source with your tutor or Learning Development (learningdevelopment@bishopg.ac.uk).

C1.5 Electronic referencing tools

There is an increasing range of electronic resources that can help keep track of references and generate citations. These can be very useful, but you should always take care to double-check any references produced by software to ensure that they are correct.

WorldCat (the Library resources catalogue) incorporates a useful referencing feature. The cite/export button is available for every item; look at the top right hand side of the screen to locate it. Clicking on it produces a number of options which relate to the format the reference will appear in. Select APA (6th edition), and the reference can be copied directly into your reference list. Remember that you will still need to check it for accuracy.

The following web-based tools can also generate references in APA 6th style:

http://www.citethisforme.com/

http://www.easybib.com/

EasyBib also have a free mobile app that makes it possible to scan the barcode of a book using the device's camera, and then generate an APA reference to be emailed. You can also enter details of items yourself.

Google Scholar has a cite button for each item listed. Click on this and a reference in APA 6th style can be copied and pasted into your reference list.

Microsoft Word has a references tab that allows you to create references and a reference list in APA 6th style.

C2 Quoting, paraphrasing, and summarising

There are two main ways in which you may draw on an author's work: via direct quotations, or paraphrasing/summarising.

Direct quotation of sources is the reproduction, word-for-word, of an author's work. When quoting directly, you must always provide an in-text citation that includes the author, year, and specific page number (where this is available). You should also indicate that it is a direct quotation with the use of 'singular quotation marks' or 'inverted commas' (except in the case of block quotations; see **C2.2**).

Paraphrasing or summarising the ideas of another author, using your own words, is encouraged, but must still include a citation. If you are summarising a whole book, chapter, or section, it will not be possible to provide a page number. However, if you are paraphrasing from a single page, it is good practice to include a page number, as this can help your reader to locate the relevant passage.

C2.1 Citing direct quotations within the text

There are two principal methods to cite a direct quotation from any type of source:

'The use of case studies has become extremely widespread in social research, particularly with small-scale research' (Denscombe, 2010, p. 52).

Or:

Denscombe (2010) states that 'the use of case studies has become extremely widespread in social research, particularly with small-scale research' (p. 52).

Both tell the reader that Denscombe is the author who is being quoted, that the book was published in 2010, and that the quotation is taken from page 52. In the second example, the name of the author is integrated into the sentence itself, so it does not appear in the brackets as well. Note that in the second example, the page numbers come after the quotation.

C2.2 Block quotations

A 'block quotation' is a direct quotation that is over two lines long when you write it out. These are formatted differently from shorter quotations. They should be:

- Separated from the main body of the text
- Indented on the left-hand side
- Single-spaced
- Written without quotation marks

If a block quotation includes another quotation within it, you should identify this with the use of "double quotation marks".

You should also note that the reference can go at the beginning:

> According to Marsen (2013):
>
> Plagiarism means copying or in some way reproducing someone else's work without giving them credit or acknowledgement. In many ways, it is a form of stealing (p.92).

Or at the end:

> Plagiarism means copying or in some way reproducing someone else's work without giving them credit or acknowledgement. In many ways, it is a form of stealing (Marsen, 2013, p.92).

You can see an example of how a block quotation works within the text in the sample essay provided in this handbook.

C2.3 Paraphrasing and summarising

If you are not using a direct quotation, but have paraphrased or summarised the ideas of another author, you must still provide a reference, for example:

> Denscombe (2010) suggests that case studies are especially suitable for small-scale social research projects (p.52).

Or:

> Denscombe (2010) reviews the key characteristics of case study research and emphasises the importance of defining the case.

Note that in the second example, the summary is of more than a single page of Denscombe's work, and so it has not been necessary to include a page number.

Paraphrasing and summarising are encouraged in your work as it shows your reader that you have understood what you have read. It can also help to save you words and maintain a flow in your writing, rather than breaking it up repeatedly with direct quotations.

C2.4 Adapting parts of a quotation (ellipses and insertions)

Sometimes you may wish to only use parts of a quotation to help express your point more clearly or succinctly. To indicate that words have been omitted from the original quotation, ellipses (three dots, i.e. …) are used in place of the words.

Ellipses will typically be used mid-sentence, but if a block quotation starts mid-sentence, they should be used at the beginning. You do not need to use them at the end of a quotation. If the original material contains an ellipsis, this must be retained; you should never delete it.

> 'Secondary research refers to … obtaining information from published sources' (Marsen, 2013, p.82).

Alternatively, you may need to insert some words into a direct quotation in order for it to make sense in the context of your assignment. In this instance, you should include the words in [square brackets], for example:

> 'This [anonymity] might mean not naming things like the specific geographical location, the name of the organisation or the specific job role of a participant' (Davis & Hughes, 2014, p.44).

Do not use ellipses or insertions to misrepresent the meaning of the original author; they should only be used to help make your point clearer.

C2.5 Using italics

When you refer to the title of a work that stands alone (e.g. a book or report) in your writing, this title should be italicised. In contrast, the titles of works that are part of a greater whole (e.g. an article, or a book chapter) are not italicised; instead, they are put inside single quotation marks. Quotations do not need to be italicised.

If you are unsure as to whether something stands alone (for example a webpage that may or may not be part of a greater website), it's best to avoid italicising.

C2.6 When not to cite

There is no need to provide a citation when:
- You are writing your own thoughts
- A fact is considered 'common knowledge'

Common knowledge is likely to be found in many places and is generally known by many people. For example, the fact that the Battle of Hastings happened in 1066 is common knowledge and does not need to be cited. In contrast, the estimation that 8,000 men died during the battle is not widely known and could be disputed, so this information would need a citation.

Common knowledge can also refer to discipline-specific information which is widely known and accepted by those knowledgeable in the subject. This sort of information may be included in lectures, without reference to a specific source.

C2.7 How should I reference?

In-text citations

Citations to all sources should be provided within the text, giving the author's surname, the year of publication, and, where necessary, a page number. There are two principal methods of doing this:

1. As additional information in brackets, e.g. '… (Smith, 2010)'

2. With the author integrated into the sentence, e.g. 'Smith (2010) states that…'

Note that, in both cases, the reference is part of the sentence, so, when using brackets, the full stop should come after the brackets. Citations link directly to the reference list at the end of your work. A citation is required each time you use another author's work, so remember to provide them when you paraphrase as well as for direct quotations. The author given in the citation should match that provided for the source in the reference list.

Reference list

The reference list appears at the end of your piece of work. One purpose of listing references is to enable readers to find the sources that you used. As a result, most entries contain the following information: author, year of publication, title, and publishing or retrieval data. Think about:

WHO wrote it? **WHEN** was it published? **WHAT** is the title? **WHERE** was it published?

The reference list should:
- Be listed in alphabetical order
- Include only those items that have been cited in the assignment (unless otherwise specified by your assignment brief/course tutor)
- Provide more detailed bibliographic details of your sources

The reference list should not:
- Be separated into different types of sources

C3 Books

C3.1 Printed books

In-text citation (Author, Year of publication, Page number if necessary)

> When writing essays it is advisable to remember that: 'A few words, carefully chosen, make the most powerful quotations' (Cottrell, 2008, p.131).

Reference list: Author's surname, INITIAL. (Year of publication). *Title of book in italics*. Place of publication: Publisher.

> Cottrell, S. (2008). *The study skills handbook* (3rd ed.). Basingstoke: Palgrave Macmillan.

In the reference list, capitalise only the first word in the title and subtitle, as well as any proper nouns. The title of the book should be italicised. If the work includes an edition number, include this in brackets after the title, as shown in the example above.

C3.2 Chapters in edited books

In-text citation: (Chapter author's surname, Year of publication, Page number if necessary)

> 'A medical model of disability prevailed … until the latter part of the 20th century' (Smith, 2008, p.142).

Reference list: Chapter author's surname, INITIAL. (Year of publication). Title of chapter. In INITIAL. Editor's surname (Ed.), *Title of book in italics* (page numbers of chapter in round brackets). Place of publication: Publisher.

> Smith, C. (2008). From special needs to inclusive education. In J. Sharp, S. Ward & L. Hankin (Eds.), *Education studies: An issues based approach* (pp.142-149). Exeter: Learning Matters.

Note that p. is used to refer to a single page (as in the in-text citation above), while pp. refers to multiple pages.

C3.3 Books with multiple authors

There are slightly different formats of citations and references depending on the number of authors of the work.

In-text citation

• For works with **two authors**: include both surnames and the publication year. When in brackets, the names should be separated by an ampersand (&), but if the authors' names are used as part of the sentence, separate them with 'and'. For example:

> Both theory and practice in Education are rooted in the modernist tradition (Usher & Edwards, 1994).

> Usher and Edwards (1994) explain that theory and practice in Education are rooted in the modernist tradition.

• For works with **three-five authors**: include all surnames and the publication year in the first in-text citation. For subsequent citations, name only the first author, followed by et al. (meaning *et alia*, 'and others') and the publication year. The same rules on using & or 'and' apply as above. For example:

> First citation: (Greig, Taylor, & MacKay, 2013)
>
> Subsequent citations: (Greig et al., 2013)

• For works with **six or more authors**: include the surname of the first author, followed by et al. and the publication year (in all citations). For example:

> (Berman et al., 2012)

Reference list:

• For works with **two authors**: include both authors with initials, separated by &:
• Surname, INITIAL., & Surname, INITIAL. (Year of publication). *Title of book in italics*. Place of publication: Publisher.

> Usher, R., & Edwards, R. (1994). *Postmodernism and education.* London: Routledge.

• For **three-seven authors**: include all authors with their initials:
• Surname, INITIAL., Surname, INITIAL., & Surname, INITIAL. (Year of publication). *Title of book in italics*. Place of publication: Publisher.

> Greig, A., Taylor, J., & MacKay, T. (2013). *Doing research with children: A practical guide.* London: Sage.

- For **eight or more authors**: include the first six authors with initials, followed by an ellipsis (…), then the final author with initials:
- Surname, INITIAL., Surname, INITIAL., Surname, INITIAL., Surname, INITIAL., Surname, INITIAL., Surname, INITIAL. … Surname, INITIAL. (Year of publication). *Title of book in italics*. Place of publication: Publisher.

> Berman, A., Snyder, S. J., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N. … Stanley, D. (2012). *Kozier and Erb's fundamentals of nursing* (2nd ed.). Frenchs Forest, Australia: Pearson Australia.

Number of authors	First citation in text	Subsequent citations in text	First citation in brackets	Subsequent citation in brackets
1	Cottrell (2008)	Cottrell (2008)	(Cottrell, 2008)	(Cottrell, 2008)
2	Usher and Edwards (1994)	Usher and Edwards (1994)	(Usher & Edwards, 1994)	(Usher & Edwards, 1994)
3, 4, or 5	Greig, Taylor, and MacKay (2013)	Greig et al. (2013)	(Greig, Taylor, & MacKay, 2013)	(Greig, et al., 2013)
6 or 7	Bexby et al. (2005)	Bexby et al. (2005)	(Bexby et al., 2005)	(Bexby et al., 2005)
8+	Berman et al. (2012)	Berman et al. (2012)	(Berman et al., 2012)	(Berman et al., 2012)

Number of authors	Reference list
1	Cottrell, S. (2008). *The study skills handbook* (3rd ed.). Basingstoke: Palgrave Macmillan.
2	Usher, R. & Edwards, R. (1994). *Postmodernism and education*. London: Routledge
3, 4, or 5	Greig, A., Taylor, J., & MacKay, T. (2013). *Doing research with children: A practical guide*. London: Sage.
6 or 7	Bexby, C., Nigel, E., Smith, K., Rodgers, G. A., Williams, H., & Robinson, J. (2005). *Referencing and plagiarism: A complete guide*. London: Sage.
8+	Berman, A., Snyder, S. J., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N. … Stanley, D. (2012). *Kozier and Erb's fundamentals of nursing* (2nd ed.). Frenchs Forest, Australia: Pearson Australia.

C3.4 E-books

For e-books, you must include the same information as with a printed book. The main difference is in the reference list, in which you should replace the publication details with sufficient electronic retrieval information.

In-text citation: (Author's surname, Year of publication, Page number if necessary)

> Learners of a second language experience different cognitive processes to those associated with acquiring a first language (Leaver, Ehrman & Shekhtman, 2005).

As with printed books, if you include a direct quotation then you should provide page numbers. If there are no page numbers, you can include a paragraph number or heading instead, where possible.

Reference list:

For the electronic retrieval information, you should include a **DOI (Digital Object Identifier)**. A DOI is a unique name assigned by the International DOI Foundation that provides a stable link to its location on the internet. In best publishing practice the DOI is available on the first page of a book or article. All DOIs start with 10. A typical DOI includes numbers and letters: e.g. doi:10.1016/j.addbeh.2009.08.001. For example:

Surname, INITIAL. (Year of publication) *Title of book in italics* [e-reader version (if applicable; this is not necessary if found through a library)]. doi: xxxxxxxx

> Leaver, B. L., Ehrman, M., & Shekhtman, B. (2005). *Achieving success in second language acquisition*. doi: 10/1017/CBO9780511610431

If you cannot find a DOI for the e-book, you can use a URL instead. If the URL is excessively long, then use your discretion to edit it to a reasonable length. If you are not sure which URL to select, use the Permalink provided by WorldCat; look at the right-hand side of the screen to locate this. For example:

> Hoodless, P. (2008). *Teaching history in primary schools*. Retrieved from http://lib. myilibrary.com/Open.aspx?id=248446

C3.5 Fiction, plays, and poems

In-text citations:
As a general convention, always place the titles of novels, plays, and poetry collections in italics (e.g. *Atonement, Hamlet, The Lyrical Ballads*) and the titles of novellas, short stories, and individual poems in single inverted commas (e.g. 'Metamorphosis', 'The Dead', 'The Tyger').

Very often, you may be using a modern version of a much older text. In these cases, use the date of the modern edition (i.e. the copy you are referring to) in your citations and references, i.e. *King Lear* (Shakespeare, 1997), not *King Lear* (Shakespeare, 1623).

• **Fiction:** (Author's surname, Publication year of version used, Page number)

> In *Surfacing* Joe is described as 'pallid as though he's been living in a cellar' (Atwood, 1972, p. 35).

• **Plays:** (Playwright's surname, Publication year of version used, Act, scene, line)

> Edmund's first soliloquy in *King Lear* (Shakespeare, 1997) establishes an important distinction between nature and social order:
>
> Thou, nature, art my goddess; to thy law
>
> My services are bound. Wherefore should I
>
> Stand in the plague of custom (Act 1, Sc.2. L.1-3).

• **Poems:** (Poet's surname, Publication year of version used, Line number)

> The opening of 'The Waste Land' (Eliot, 1999) challenges traditional views of spring as a season of optimism and rebirth:
>
> April is the cruellest month, breeding
>
> Lilacs out of the dead land, mixing
>
> memory and desire (L.1-3)

If a quotation from a play or poem is only one or two lines in length, you can embed it within your own sentence, using a / to indicate any line breaks. For example:

> The last two lines of 'Mirror' create a damning tone where 'she has drowned a young girl, and … an old woman / Rises toward her day after day, like a terrible fish' (Plath, 1961, L.17-18).

If the play or poem is not annotated with line or verse numbers, simply use the appropriate page number instead, for example:

> *Endgame* (Beckett, 2006) repeatedly draws attention to its own status as a theatrical performance:
>
> CLOV: What is there to keep me here?
>
> HAMM: The dialogue (p.27).

If at any point you refer to annotations or commentary by the editors of specific editions of fiction, plays, or poetry, you should treat these as quotations external to the fiction, play, or poem, and attribute them to the editor. For example:

> In his introduction, Daniel (1998) comments on the changing language employed by Cassius, suggesting that 'the earlier rhetorical tricks give way to a new kind of realism' (p.64) as the play develops.

Reference list: Use the same format as for printed or electronic books to format your reference list for fiction, plays, and poetry. For example:

> Atwood, M. (1972). *Surfacing*. Toronto: McLelland and Stewart.

C3.6 Anthologies and compendia

Sometimes you may use an anthology or compendium of plays or poetry. In this case, you should cite and reference these like a chapter in an edited book.

In-text citation: (Playwright's/poet's surname, Publication year of version used, Page number/ line number/act, scene, line)

> (Wilde, 1995, p.100)

Reference list: Playwright's/poet's surname, INITIAL. (Publication year of version used). Play/ poem title. In INITIAL. Editor's surname (Ed.), *Title of anthology in italics* (Page numbers of play/ poem). Place of publication: Publisher.

> Wilde, O. F. (1995). A woman of no importance. In P. Raby (Ed.), *The importance of being earnest and other plays* (pp. 93-158). Oxford: Oxford University Press.

C3.7 Reference texts (e.g. dictionaries, atlases)

In many cases for reference books, such as dictionaries, there is no obvious author or editor, and therefore these are usually cited and referenced by the title. You should still include page numbers for direct quotations.

In-text citation: (*Title of reference text*, Year of publication)

> (*The Oxford dictionary for writers and editors,* 2000)

Reference list: *Title of reference text.* (Year of publication). (Edition no.). Place of publication: Publisher.

> *The Oxford dictionary for writers and editors.* (2000). (2nd ed.) Oxford: Oxford University Press.

C3.8 Religious texts

For your first in-text citation, whether it is general or a direct quote or paraphrase, you should identify the version of the religious text that you have used. You do not then need to repeat the version name in subsequent references. For example:

> The researchers consulted the Bible (King James Version) to provide items for the development of their religious values assessment.

In the text, references to quotes or paraphrases from the Bible should include the book (abbreviated, if necessary), chapter, and verse, using a colon to separate the chapter and verse. You do not need to include a page number. For example:

> (Hebrews 13:8)
> (Ruth 3:1-18)

For other religious texts, such as the Qu'ran, use the appropriate numerical system.

Unusually, classical religious texts are **not included in your reference list** at the end of a piece of work, unless you are making a particular point about the edition or translation. If this is the case, follow the guidance for standard reference texts (see **C3.7**).

C3.9 Translated texts

If you use a text that is in a foreign language, the citation and reference can follow the basic APA Style templates, but may need some additional information to help your reader find the source. To cite a work that you have read in its original language, use the standard APA format:

In-text citation: (Author's surname, Year of publication)

> (Piaget, 1966)

Reference list: Surname, INITIAL. (Year of publication). *Title of work in original language* [English translation of title]. Place of publication: Publisher.

> Piaget, J. (1966). *La psychologie de l'enfant* [The psychology of the child]. Paris: Presses Universitaires de France.

Only cite and reference the original text if this is the version that you used. It is more likely that you might consult an English translation of a text that was published originally in another language. In these cases, the reference will need to include a credit to the translator as well. For example:

In-text citation: (Original author's surname, Year of publication)

> (Piaget, 1969)

Reference list: Original author's surname, INITIAL. (Year of publication). *Title of work as published in the version used* (Translator INITIAL, Surname, Trans.). Place of publication: Publisher.

> Piaget, J. (1969). *The psychology of the child* (H. Weaver, Trans.). New York, NY: Basic Books.

C3.10 Music scores

In-text citation: (Composer's surname, Year of publication of version used)

> The pitch ranges in the piece are challenging (Mozart, 1970).

Reference list: Composer's surname, INITIAL. (Date of publication of the version you are using). *Title of work* [Type of score]. Location: Publisher. (Original publication date, if a reprint).

> Mozart, W. A. (1970). *Die zauberflöte* [The magic flute], K. 620 [Vocal score]. Munich: Becksche Verlagsbuchhandlung. (Original work published 1791).

C4 Articles

C4.1 Journal articles

Articles with multiple authors follow the same rules as books with multiple authors, in terms of both citations and references. However, the publication information included in the reference list will differ slightly.

In-text citation: (Author's surname, Year of publication, Page number if necessary)

'Schools … need to be aware of the complexities inherent in their task' (Watson, 2014, p.19).

Reference list: Surname, INITIAL. (Year of publication). Article title. *Journal title, Volume*(Issue), pp-pp.

Watson, C. (2014). Effective professional learning communities? The possibilities for teachers as agents of change in schools. *British Educational Research Journal, 40*(1), 18-29.

C4.2 Electronic journal articles

As with e-books, electronic journal articles require the same details as hard copies but with information on how to locate them electronically. You do not need to include a retrieval date.

In-text citation: (Author's surname, Year of publication, Page number if necessary)

(Shubs, 2008, p.123)

Reference list: Author's surname, INITIAL. (Year of publication). Article title. *Journal title, Volume*(Issue), pp.-pp. doi: xxxxxxxxx

If a DOI is available for the journal article, you should use this rather than the URL. For additional information on DOIs, see **C3.4**. There are three places you are likely to find the DOI for an electronic journal article:
• In the WorldCat catalogue entry (click on the title and look under 'details')
• Underneath the abstract of an article
• On the first page of the PDF of an article

Shubs, C. (2008). Transference issues concerning violent crime and other traumatic incidents of adulthood. *Psychoanalytic Psychology,* 25(1), 122-141. doi: 10.1037/0736-9735.25.1.122

If you cannot find a DOI, use the URL. Some online databases (e.g. JSTOR) produce excessively long URLs incorporating search term information which can run to four or more lines of text. Discretion should be used in the editing of these for presentation. If you are unsure which URL to select, use the Permalink provided by WorldCat; look at the right hand side of the screen to locate this.

In addition, there may not always be a volume and/or issue number. Where this is the case, provide the information that is available.

C4.3 Newspaper articles

In-text citation: (Author's surname, Year of publication, Page number if necessary)

'With wisdom comes the knowledge of limitations, whether about one's own expertise or simply about intelligence' (Jones, 2004, p. 39).

Reference list: Author's surname, INITIAL. (Year of publication, month & day). Title of article. Newspaper name. Page number(s).

Jones, B. (2004, July 23). The wrong prescriptions for intelligence. *The Independent*, p. 39.

Remember that page numbers should be preceded by p. for a single page or pp. for a range of pages.

If the article does not have an author credited, you should use the title of the newspaper instead.

C4.4 Online newspaper articles

In-text citation: (Author's surname, Year of publication)

Competition for university places has become intense (Vasagar & Shepherd, 2010).

Reference list: Surname, INITIAL. (Year of publication, month & day). Title of article. Newspaper name. Retrieved from http://xxxxxxx

Vasagar, J. & Shepherd, J. (2010, August 19). Clearing scramble for remaining university places. The Guardian. Retrieved from http://www.guardian.co.uk/education/

Again, use the title of the newspaper if the author's name is not provided.

C5 Official sources

C5.1 Government publications

In-text citation: (Abbreviated name of department, Year of publication, Page number if necessary)

> It is important to note that 'the National Curriculum … is just one element in the education of every child' (DfE, 2013, p. 6).

Reference list: Full name of government department. (Year of publication). *Title of document*. Place of publication: Publisher.

> Department for Education. (2013). *National curriculum in England: Primary curriculum.* London: HMSO.

Sometimes the names of government departments change over time; for example, the Department for Education has changed names several times. In each case, you should use the name given on the particular document that you are referring to.

If you accessed the document on the internet, you should use the URL for the publication details. For example:

> Department for Education. (2013). *National curriculum in England: Primary curriculum.* Retrieved from https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

C5.2 Official reports

In-text citation: (Name of report, Year of publication, Page number if necessary)

> Inclusion of children with special educational needs into mainstream classes was recommended (The Warnock Report, 1978).

Reference list: Name of chairperson. (Year of publication). *Title of report* (report number if applicable). Place of publication: Publisher.

> Warnock, M. (1978). *Special educational needs – Report of the committee of enquiry into the education of handicapped children and young people.* London: HMSO.

C5.3 Acts of Parliament

In-text citation: (Title of statute, Year of enactment)

New City Technology Colleges were established and grant maintained schools introduced, reducing the influence of local authorities (*Education Reform Act,* 1988).

Reference list: *Title of statute.* (Year of enactment). Place of publication: Publisher.

Education Reform Act. (1988). London: HMSO.

C5.4 Ofsted reports

You should always maintain the school's anonymity in the text (see A2.5). However, in the reference list you should provide the actual URL for the Ofsted report.

In-text citation: (Ofsted, Year of publication, Page number if necessary)

Big Town Primary was commended on the quality of support given to children 'vulnerable to underachievement' (Ofsted, 2012, p. 1).

Reference list: Ofsted. (Year of publication). *Pseudonymous name of establishment.* Retrieved from http://xxxxxxx

Ofsted. (2012). *Big Town Primary School*. Retrieved from http://reports.ofsted.gov.uk/provider/files/2272465/urn/108028.pdf

C5.5 Speeches

The way to cite and reference a speech will differ depending on the source from which you have located it. You should therefore use the citation/reference style appropriate for that source (e.g. as a book, article, blog post etc.), not the speech itself. For example:

In-text citation:

Dr King declared, 'I have a dream that one day this nation will rise up and live out the true meaning of its creed' (Smith, 2009).

Reference list:

Smith, J. (Ed.). (2009). *Well said! Great speeches in American history.* Washington, DC: E & K Publishing.

Sometimes it can be difficult to distinguish the author of a speech, as this may differ from the orator. In these cases, you should use the individual or group identified by the source itself.

C6 Electronic sources

Many of the sources that you use will be electronic, whether e-books, online articles, or websites. When using an electronic source, you should be extra careful to ensure that it is credible. Consider the following:

- **Who** – who is the author? What are their qualifications? Who is the intended audience? Is it a reputable publisher?
- **When** – when was it written? Is it up-to-date or outdated?
- **Why** – why was it written? What is its purpose?

Further details on citing electronic resources can be found in the *APA Style Guide to Electronic References.*

When using a website, you must distinguish between whether it has an individual author (for example, a blog post), or a 'corporate author'. A corporate author means that a company, group, or institution is credited with providing the information, rather than a single named individual. Note that you should never give the URL as the author.

If a date is not provided on a website, you should write (n.d.) in the citation and reference to indicate this (see **C10.5** for more details).

You only need to include retrieval dates if the source material is likely to change over time (for example, information is continuously updated on wikis). For websites where the content is relatively stable, you do not need to include a retrieval date.

C6.1 Websites with an individual author

In-text citation: (Author's surname, Year of publication)

'The aim of education is to create autonomous learners' (McLeod, 2012).

Reference list: Surname, INITIAL. (Year of publication). *Title of article/document* [Description of format, if not just a website]. Retrieved (retrieval date, if content is likely to change) from http://xxxxxxx

McLeod, S. (2012). *Bruner*. Retrieved from http://www.simplypsychology.org/bruner.html

C6.2 Websites with a 'corporate author'

In-text citation: (Name of group/company/institution, Year of publication)

The ethics guidelines provided by the university stated that it was necessary to obtain parental consent before conducting interviews with the children (Bishop Grosseteste University, 2014).

Reference list: Name of group/company/institution. (Year of publication). *Title of article/document/page*. Retrieved from http://xxxxxxx

Bishop Grosseteste University. (2014). *Research ethics policy.* Retrieved from http://www.bishopg.ac.uk/about/foi/Pages/policies.aspx

C6.3 YouTube

In-text citation: (Speaker's surname (or screen name, if real name unavailable), Year)

> (Robinson, 2007)

Reference list: Speaker's surname, INITIAL. [Screen name]. (Year, month, day). *Title of video* [Video file]. Retrieved from http://xxxxxxx

> Robinson, K. [TED]. (2007, January 6). *Do schools kill creativity?* [Video file]. Retrieved from http://www.youtube.com/watch?v=iG9CE55wbtY

When available, you should provide the individual's real name as well as the user screen name. If the user's real name is not available, use the screen name instead.

C6.4 Twitter

The APA *Publication Manual* currently does not give specific guidance on how to cite and reference social media, although some advice is provided through the *APA Style Guide to Electronic References, Sixth Edition*. The following format is taken from the *APA Style Blog*.

In-text citation: (User surname (or username, if unclear), Year of posting)

> (Gates, 2013)

Reference list: Surname, INITIAL. [Twitter user handle]. (Year, month, day). Post [Tweet]. Retrieved from http://xxxxxxx

> Gates, B. [BillGates]. (2013, February 26). #Polio is 99% eradicated. Join me & @ FCBarcelona as we work to finish the job and #EndPolio. VIDEO: http://b-gat.es/X75Lvy [Tweet]. Retrieved from https://twitter.com/BillGates/status/306195345845665792

You should ensure that the URL provided leads directly to the specific post itself, not just the user's feed. You can find this link by clicking the time and date stamp beneath the post.

C6.5 Blogs or online discussion lists

Remember that blogs and discussion lists are someone's opinion, and therefore may not be considered to be as reasoned and objective as other sources. This does not mean that you should not use them, but they should be used alongside other, more academic, sources, and you should indicate your judgement of their validity.

Authors might use a pseudonym, alias, or username; you should use whichever name they have given for the post.

In-text citation: (Author's surname, Year of posting)

> (Byrne, 2015)

Reference list: Author's surname, INITIAL. (Year, month, day). Title of blog post [blog post]. Retrieved from http://xxxxxxx

> Byrne, R. (2015, January 21). Remind launches support for Spanish in their mobile apps [blog post]. Retrieved from http://www.freetech4teachers.com/2015/01/remind-launches-support-for-spanish-in.html#.VMEP-NKsVjQ

C6.6 Apps

You might get some information via a mobile phone app, which can make providing credit and retrieval information difficult. Instead of crediting an author, you should credit the rightsholder; this may be an individual, or it might be a group or company. The year should indicate the year that the version you used was released. The retrieval information should indicate where the app can be accessed from.

In-text citation: (Name of rightsholder, Year).

> (Coordination Group Publications, 2013)

Reference list: Rightsholder, INITIAL. (Year of version). Title of app (Version number) [Mobile application software]. Retrieved from http://xxxxxxx

> Coordination Group Publications Limited. (2013). GCSE Science lite (Version 1.0.5) [Mobile application software]. Retrieved from http://www.apple.com/iphone/from-the-app-store

C6.7 Wikis

Wikis are only likely to be considered suitable for academic use when the range of contributors is restricted in some way; for example, it is authored by a group of academics and/or is peer reviewed by subject specialists. This is why Wikipedia is **not suitable** for use in academic work, as it is free for anyone to edit.

As wikis are collaborative and have multiple contributors, it is not always possible to identify an individual author. As such, the 'author' will typically be the title of the wiki itself. One of the most important differences when referencing a wiki is to include a note of the date that you retrieved the information, as the information is subject to continual change.

In-text citation: (Author's surname OR name of wiki, Year)

> (WikiVet, 2012)

Reference list: Author's surname, INITIAL OR name of wiki. (Year). Title of article [Wiki]. Retrieved Month, Day, Year, from http://xxxxxxx

> WikiVet. (2012). Developmental biology overview [Wiki]. Retrieved May 14, 2014, from http://en.wikivet.net/Developmental_Biology_Overview_-_Anatomy_%_26_Physiology

C7 Images

You might be required to include images as part of your assignment, or you may choose to include some for illustrative purposes. Just as you would include citation and reference information for a textual source, images should be credited accordingly. This includes images that you use in posters or presentations.

If you include an image, there are two different ways of formatting the citation and reference:
1) Include the image with a caption including its title and a citation;
2) Use labels such as 'Figure 1' in the text and provide a list of figures with their details at the beginning of the work.

This second approach is more appropriate when you are including several images as part of your assignment.

C7.1 Works of art

In-text citation: (Artist's surname, Year produced)

This architectural feature was seen clearly in *Eton College* (Canaletto, 1754).

Reference list: Artist's surname, INITIAL. (Year produced). *Title of work* [Medium]. Location.

Canaletto, G. A. (1754). *Eton College* [Painting]. London: National Gallery.

C7.2 Online images and photographs

In-text citation: (Artist/photographer's surname, Year produced)

(Stroiński, 2004)

Reference list: Artist surname, INITIAL. (Role, i.e. Artist, Photographer). (Year of publication). *Title or description of image* [online image]. Retrieved from http://xxxxxxx

Stroiński, B. (Photographer). (2004). *Polish landscape* [online image]. Retrieved from http://www.sxc.hu/photo/194828

C8 Audio-visual material

C8.1 Films, videos, and DVDs

In-text citation: (Primary contributors, Year of release)

Être et Avoir (Sandoz & Philibert, 2003) movingly tells the story of a French teacher and his pupils.

Reference list: Producer's surname, INITIAL, & director's surname, INITIAL. (Year released). *Title of film* [Format]. Place of production: Production company.

Sandoz, G. (Producer), & Philibert, N. (Director). (2003). *Être et Avoir* [Video]. London: Tartan Video.

C8.2 Television and radio programmes

In-text citation: (Writer & director, Year of broadcast)

A writer with language difficulties features in this episode (Egan & Alexander, 2005).

Reference list: Writer's surname, INITIAL. (role), & director's surname, INITIAL. (role). (Year of broadcast). Name of programme [Format]. In Producer (role), *Title of series*. Place of production: Broadcaster.

Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Executive Producer), *House*. New York: Fox Broadcaster.

There may be cases, for example factual interviews, when it is more appropriate for contributions within a programme to be cited and referenced slightly differently. In this case, use the interviewee's name in the text to indicate that you are quoting or paraphrasing their views, rather than those of the programme makers.

In-text citation: (Interviewee's surname, Year of broadcast)

(Blunkett, 2004)

Reference list: Interviewee's surname, INITIAL. (Year, month, day). Interviewed on *Title of programme* [Format]. Place of production: Broadcaster.

Blunkett, D. (2004, March 5). Interviewed on *Newsnight* [Television]. London: BBC.

C8.3 Music recordings

In-text citation: (Name of group/Surname of individual artist, Year of recording, Track number)

'Oh my heart how time has flown / Feet that pass along the stone' (Gray, 2010, track 10).

Reference list: Name of individual artist/group. (Year of recording). Track title. On *Album Title* [Format]. Place of production: Production company.

Gray, D. (2010). A new day at midnight. On *The Foundling* [CD]. London: Polydor.

C8.4 Podcasts

In-text citation: (Author/broadcaster/producer's surname, Year of publication)

A throne, made from decommissioned guns, commemorates those who died in the Mozambique Civil War (MacGregor, 2010).

Reference list: Author/broadcaster/producer (role). (Year, month, day of publication). *Title of podcast* [Audio podcast]. Retrieved from http://xxxxxxx

MacGregor, N. (Author). (2010, December 19). *Throne of weapons* [Audio podcast]. Retrieved from http://www.bbc.co.uk/podcasts/series/ahow

C8.5 Live performances of plays

In-text citation: (Director's surname, Year of performance)

The performance of *As You Like It* was energetic (Normington, 2013).

Reference list: Director's surname, INITIAL. (Year, month, date of performance). *Title of play* by Name of Playwright. Theatre: Location.

Normington, A. (Director). (2013, July 22). *As you like it* by William Shakespeare. Clumber Park: Worksop

C9 Unpublished sources

C9.1 Theses and dissertations

Doctoral dissertations and Master's theses can be useful to consult, as these are often at the cutting edge of research. They can be found via databases, institutional archives, or personal websites. For additional help with locating theses, consult with your tutor or the Library staff.

In-text citations will be the same as for published books or articles, but the reference list entry will be slightly different, depending on where you locate the thesis.

In-text citation: (Author's surname, Year produced)

Crines (2010) challenges conventional assessments of the reasons for Foot's ascendancy in the Labour Party.

Reference list: Author's surname, INITIAL. (Year). *Title of thesis* (Type of document). Retrieved from Name of database. (Accession or Order Number).

Crines, A. (2010). *Michael Foot, the role of ideology and the Labour leadership elections of 1976 and 1980* (Doctoral thesis). Retrieved from EThOS. ID: uk.bl.ethos.528769

If the thesis has not been published through a database, but you have instead accessed it via an institutional archive, use the following:

Reference list: Author's surname, INITIAL. (Year). *Title of thesis* (Type of document). Name of institution, Location.

Crines, A. (2010). *Michael Foot, the role of ideology and the Labour leadership elections of 1976 and 1980* (Doctoral thesis). University of Huddersfield.

Alternatively, if you accessed the thesis from a website, use the following:

Reference list: Author's surname, INITIAL. (Year). *Title of thesis* (Type of document, Institution). Retrieved from http://xxxxxx

Crines, A. (2010). *Michael Foot, the role of ideology and the Labour leadership elections of 1976 and 1980* (Doctoral thesis, University of Huddersfield). Retrieved from http://eprints.hud.ac.uk/9646/1/acrinesfinalthesis.pdf

C9.2 Conference proceedings

If the conference proceedings are published, then you can use the guidance outlined in **C4.1** for 'Journal Articles'. If not, use the following:

In-text citation: (Author of paper, Year presented)

> Gill (2013) argues that there is a need to reconceptualise cultural understandings of academics as workers.

Reference list: Surname, INITIAL. (Year, month). *Title of paper.* Paper presented at Conference Name, Location.

> Gill, R. (2013, November). *Academic labouring in the neoliberal university*. Paper presented at the Neoliberalism Seminar Series, University of Brighton.

C9.3 Archival sources

Archival material can be particularly difficult to format into APA 6th style. At times, the author, date, or publication information may be unclear or missing. In these cases, you should:

- Consult **C10.5** about what to do when information is missing;
- Create a 'Frankenreference' (see **C10.7**);
- Adapt the information provided by the archive into the format as accurately as possible. For example, the author may be a group or company instead, or you may have to create an appropriate 'title' for the material.

Sometimes, an archive may provide the desired citation or reference for the material, in which case you may use this instead.

You may access archival sources from an institution or archive in person, or else via digital archives. This will not affect the style of the in-text citation, but may have an impact on the reference style.

In-text citation: (Surname of individual author/Name of corporate author, Year)

> His father-in-law wrote to the authorities to complain about the effects of Brockway's solitary confinement, arguing that it was 'inhumane' and 'a cruel torture' (Home Office, 1918).

If you have accessed an archival source in person, use the following:

Reference list: Author. (Year). *Title* [description of material]. Name of collection (Shelfmark/Accession No./Order No. etc.). Repository: Location

> Home Office. (1918). *War: Pacifist activities of Archibald Fenner Brockway, conscientious objector* [Manuscript]. Home Office Registered Papers (144/17490). National Archives: Kew.

Alternatively, if you access archival material online, you should also include any necessary electronic retrieval information:

Reference list: Author. (Year). *Title* [description of material]. Name of collection (Shelfmark/Accession No./Order No. etc.). Retrieved from http://xxxxxxx.

C9.4 Interviews with recording or transcript available

In-text citation: (Interviewee's surname, Year of recording)

> Some women were ostracised by their communities as a result of their pacifist views, for example one woman was asked to leave her lodgings after writing a letter to a newspaper opposing the bombing of German cities (Baston, 1997).

Reference list: Surname of interviewee, INITIAL. (Year, month, day). Interviewed by Interviewer INITIAL. Surname [description of material]. Repository, Location.

> Baston, J. (1997, July 8). Interview by R. Feld [Tape recording]. British Library Sound Archive, London.

C9.5 Documentation and policies from work, school, or setting

Sometimes you may need to include or refer to actual documents from your workplace, school, or setting. In these cases, you should still anonymise the name of the setting in the citations and reference list.

In-text citation: (Pseudonym, Year, Page number if necessary)

> The prospectus notes that: 'Healthy eating is promoted through a range of curriculum initiatives as well as by the meals and snacks prepared for children' (Leafy Nursery, 2009, p.2).

Reference list: Pseudonym. (Year). Title.

> Leafy Nursery. (2009). Healthy eating policy.

C9.6 Personal communications

Personal communications do need to be cited in the text, but they do not need to be included in the reference list, because there is no way for the reader to track them down. You should include the correspondent's initials and surname in the in-text citation, and be as accurate as possible with the date.

Permission should be obtained from the people concerned before quoting from personal correspondence. If you are conducting personal interviews, it is a good idea to seek consent from your contact in case you wish to cite the information that you obtain.

Where school placements are concerned, it is still good practice to anonymise the participants and institutions concerned.

In-text citation: (Name of contact, Personal communication, Date)

> He was a kind and loving father, although frequently absent (O. Outrim, personal communication, 18 November 2004).

C9.7 Lectures

It is not generally considered good practice to reference your course lectures directly in assignments. You should use lectures as a basis for further research, for example, by following up on a source quoted by your lecturer.

You may wish to make reference to lectures by guest speakers or talks attended elsewhere. As this information cannot be retrieved by the reader, it should not be included in the reference list. Treat this information as a personal communication (see **C9.6**) and cite it in the text only.

If you wish to cite the materials used, such as the Powerpoint presentation, and these have been made available online, you can provide an entry in the reference list using the basic format for electronic sources (see **C6**).

C10 Additional information

C10.1 Secondary referencing

Sometimes you may wish to acknowledge one author's idea or quotation when you have found it in a second author's work. This is called '**secondary referencing**'.

In this situation, the ideal solution is to try and access the original source. Sometimes this is not possible, for instance where the original work is out of print, unavailable through usual sources, or unavailable in English. If you do have to use a secondary reference, you have to provide a more detailed citation that indicates clearly where the material has been sourced from.

For example, in an article examining Theatre in Education, Helen Nicholson begins her discussion with a quote from a personal interview she conducted with Edward Bond on the performance of his play The Children. It would not be possible for you to gain access to the original interview, so a secondary reference would be appropriate.

In-text citation: (Original commenter/writer's surname, as cited in Author's surname, Year of publication)

> The first performance of *The Children* has been described by Bond (as cited in Nicholson, 2003) as 'almost a touchstone for what theatre is all about' (p. 9).

Reference list: Author's surname, INITIAL. (Year). *Title of book*. Location: Publisher.

In the reference list, you should only provide details about the secondary source, as this is the text that you actually consulted. This reference should be written according to the guidelines for books, journal articles etc. outlined above in Section **C**. The previous example, therefore, would be as follows:

> Nicholson, H. (2003). Acting, creativity and social justice: Edward Bond's "The Children". *Research in drama education,* 8(1) 9-23. doi: 10.1080/13569780308325

C10.2 Group referencing

You are encouraged to synthesise information from a range of different sources. This may involve grouping together different authors with similar points of view. Although you may not quote from them directly, all of these authors must be cited within the text in a '**group reference**'.

In a group reference, the sources should be listed in alphabetical order according to the name of the primary author, separated by a semi-colon when placed in brackets.

> There have been several studies (Cohen, 2000; Howell, 2005; Kent, 2010) which examine the diminishing influence of the Independent Labour Party in the 1930s.

Alternatively, you can include all of the authors' names in the running text, as follows:

> Cohen (2000), Howell (2005), and Kent (2010) discuss the declining influence of the Independent Labour Party on the Left.

If a source has more than one author, use the surname of the first author to determine its place in the list. Do not rearrange the authors of an individual source into any order other than that which it was published with. For example:

> Historians have explored how the personal computer was developed by enthusiasts in California during the 1970s (Campbell-Kelly, Aspray, & Ensmenger, 2013; Freiberger & Swaine, 2000).

C10.3 Works by the same author in the same year

Sometimes you may use multiple works by the same author. In these cases, you should arrange these works in chronological order in the reference list, i.e. by year, starting with the earliest.

If you are using two or more works by the same author that were written in the same year, you should arrange these in alphabetical order and assign a letter to each one. The in-text citation should also have this letter attached to it, as follows:

In-text citation: (Author's surname, Year a/b/c etc.)

> (DfES, 2007a) / (DfES, 2007b)

Reference list: Surname, INITIAL. (Year a/b/c etc.). Title. Place of publication: Publisher.

> Department for Education and Skills. (2007a). Letters and sounds: Notes of guidance for practitioners and teachers. London: DfES.
>
> Department for Education and Skills. (2007b). Letters and sounds: Principles and practice of high quality phonics. London: DfES.

Each reference should still be formatted according to the type of source, i.e. book, journal article, website etc.

C10.4 Works by authors with the same surname

If you have works by different authors who share a surname, you should differentiate between them with their initials, including in the in-text citations. This is still the case even if the year of publication differs.

In-text citation: (Author's INITIAL. Surname, Year of publication)

> Studies on immigration include I. Light (2006) and M. T. Light and Togunde (2008).

Reference list: Surname, INITIAL. (Year). *Title*. Place of publication: Publisher.

> Light, I. (2006). *Deflecting immigration: Networks, markets, and regulation in Los Angeles.* New York, NY: Russell Sage Foundation.
>
> Light, M. T. & Togunde, D. (2008). *The Mexican immigration debate: Assimilation and public policy. International review of modern sociology,* 34(2), 279-293.

Again, adapt the reference according to the appropriate source type.

If the authors also share the same first initial, include their first full name to differentiate, for example:

In-text citation:

> (Danny Thomas & Davidson, 1991) / (Dylan Thomas, 1954)

Reference list:

> Thomas, D. [Danny], & Davidson, B. (1991). *Make room for Danny*. New York, NY: Putnam.
>
> Thomas, D. [Dylan]. (1954). *A child's Christmas in Wales.* Norfolk, CT: New Directions.

Remember that the objective is to make the source you are referring to as clear as possible to the reader.

C10.5 Missing information

Sometimes sources do not include all of the information that is normally required for citations and reference lists. For instance, a document might not have a date, the author's name may be omitted, or the place of publication or the publisher may not be clear.

If this is the case – don't panic! You can still use the source, but should adapt the citation and reference to indicate that there is information missing.

What is missing?	What to do
Author's name	1) Check whether there is a 'corporate author' responsible, e.g. a company, group, department etc. 2) If not, substitute the first few words of the title in place of the author.
Date of publication	1) Write (n.d.) instead of the year of publication, in both the citation and the reference.
Title	1) Describe the document as best you can inside [square brackets].
Publication information or DOI/URL	1) Find another source if possible. 2) Cite the material as a personal communication, following the guidelines in **C9.6**.

If there is more than one element missing from the source, you should be wary of using it at all.

C10.6 Abbreviations

The following abbreviations are acceptable in the reference list for parts of books and other publications:

Abbreviation	Book or publication part
ed.	Edition
Rev. ed.	Revised edition
2nd ed.	Second edition
Ed.	Editor (singular)
Eds.	Editors (plural)
Trans.	Translator(s)
n.d.	No date given
p.	Page (singular)
pp.	Pages (plural/range)

C10.7 The 'Frankenreference'

This handbook aims to provide examples of the most commonly used sources, as well as some more unusual ones too. However, you may come across sources that do not fit neatly into any of the categories defined here. In these cases, try and select the example that is most applicable for your source and follow that format.

If, however, this is not possible, you will need to combine elements from different referencing formats. This is what the APA Style Blog (2010) calls a '**Frankenreference**'.

To create a Frankenreference, remember the four Ws of referencing:
- WHO is the author?
- WHEN was it published?
- WHAT is its title?
- WHERE was it published?

This is the information that your reader needs to be able to track down the source for themselves. Once you've gathered this information as best you can, follow the basic principles in terms of presenting references in APA 6th, for example:

> Author's surname, INITIAL. (Year of publication). Title of item [additional information, e.g. format, if necessary]. Place of publication: Publisher OR Retrieved from DOI / URL.

If you are still uncertain about how to reference a source correctly, check the APA Style Blog online or, failing that, get in touch with Learning Development at learningdevelopment@ bishopg.ac.uk. Please provide as much information as possible about your query.

SECTION D: ACADEMIC INTEGRITY

SECTION D: ACADEMIC INTEGRITY

D1 What is academic integrity?

'Academic integrity' means the system of values to which members of the academic community subscribe. As a student, you are a member of the academic community at BGU, and therefore have a personal and professional obligation to demonstrate good academic practice. This means:

- Being honest and responsible in your studies;
- Referencing accurately;
- Avoiding plagiarism.

D2 What is plagiarism?

Academic work at university level requires you to express your own ideas and opinions, while drawing on information, research, ideas, and quotations from other authors. While it is vital that you use the work of other authors, it is also essential that you distinguish clearly between your own work and that of other people. Unless a piece of information is common knowledge, you must provide a reference to the original source.

Plagiarism is essentially a form of cheating. It means using someone else's work and passing it off as your own. The BGU Code of Practice for Academic Misconduct defines it as:

'The unacknowledged incorporation in a student's work of material derived from the work, published or unpublished, of another.'

Plagiarism might include:

- Including more than a single phrase from another person's work **without using quotation marks and acknowledging the sources**.
- Summarising another person's work by simply changing a few words or altering the order of presentation **without acknowledgement**.
- Using another person's ideas **without acknowledgement** of the source.
- Copying the work of another student **without their knowledge or agreement**.
- Presenting assignments as collaborative group assessments which include the work of others that **has not been acknowledged**.
- Using ideas or information from social networking sites (e.g. blogs, discussion boards) **without acknowledgement**. Although these sites can provide an excellent environment for discussion, the same standards apply as they would to academic work.
- Buying an essay, or getting someone else to write it, and submitting it as your own work.
- Submitting work that you have previously submitted at BGU or at another institution. This is called '**self plagiarism**'.

If two or more students plan to share their work and submit it for independent assessment, this is known as '**collusion**', and is also against the code of practice. Even if the words are different, but the ideas behind them and the way they are expressed are remarkably similar, this is still considered collusion. You might recommend relevant sources to a friend or colleague, but it is important that individual assignments demonstrate independent thought, so you should not share entire bibliographies and specific quotations.

D3 Examples of plagiarism

D3.1 Quotations

The following paragraph is a quotation taken directly from a book by David Cannadine. If it appeared like this in an essay, it would be considered plagiarism, because it does not indicate that it is a word-for-word copy, and there is no mention of the original author. This wrongly makes it appear that it is the student's own work:

> The politest thing that may be said about it is that for much of his career, Churchill's oratory was far more important and interesting to himself than it was to the British political classes or to the British people in general, and that he was often rude and vituperative, bullying and overbearing, apocalyptic and irresponsible.

To include this material correctly, it should:
- Indicate to the reader that this is a direct quotation; in this case by presenting it indented and single-line spaced (as it is a block quotation);
- Attribute the text to the original author.

For example:

> Cannadine (2002) states that:
>
> The politest thing that may be said about it is that for much of his career, Churchill's oratory was far more important and interesting to himself than it was to the British political classes or to the British people in general, and that he was often rude and vituperative, bullying and overbearing, apocalyptic and irresponsible (p. 111).

Even if the quotation used was just a few words, it would still be considered plagiarism if there were no indicators to show that it has come from somewhere else. In this case, it would be included within the text inside single quotation marks, as well as the author citation, for example:

> Cannadine (2002) comments that Churchill was 'often rude and vituperative, bullying and overbearing, apocalyptic and irresponsible' (p. 111).

In both of these cases, the in-text citation would be followed up by an entry in the reference list to match, for example:

> Cannadine, D. (2002). *In Churchill's shadow: Confronting the past in modern Britain.* London: Penguin.

D3.2 Paraphrasing

It is also possible to plagiarise when paraphrasing another author's work or ideas. Although you are encouraged to paraphrase material to avoid too many long quotations, you will still need to provide citations. Failing to provide a reference for paraphrased work is one of the most common causes of plagiarism.

The following sentence is a paraphrase of Cannadine's sentence about Churchill. It would be considered plagiarism because only a few words have been changed and the structure is the same, but it is not attributed to the original author:

> The kindest comment on his career is that Churchill's speaking was more significant and exciting to him than to other people in Britain.

The following example would also be considered plagiarism, because it gives the false impression that the student has come up with the idea:

> This essay will argue that although Churchill was well-known for his speaking ability in wartime, for much of his career his speeches were less well-received.

The two examples below demonstrate **good academic practice**. The following example has been written in the student's own words, but is still attributed to the original author:

> Churchill could be insulting when speaking publicly and, despite his wartime reputation, his speeches were sometimes considered boring and insignificant (Cannadine, 2002, p. 111).

The following acknowledges the original author while also indicating that the student agrees with him:

> This essay will further explore and support Cannadine's assertion that Churchill's public speaking was not always as successful as it was during the Second World War (2002).

For more information about plagiarism and referencing work correctly, you can consult the BGU Code of Practice for Academic Misconduct, or visit the Library or Learning Development areas of Blackboard.

D4 The consequences of plagiarism

The full Code of Practice for Academic Misconduct outlines the procedures for dealing with cases of suspected academic misconduct. It can be found via the BGU website in the Policies, Procedures and Forms section.

D5 How to avoid plagiarism

Academic misconduct can seem like a daunting prospect, but the best way to avoid it is to develop and maintain good academic practices. Many cases of plagiarism are accidental, so the best defence is being careful and precise in your research and referencing.
Firstly, remember that all of the following types of material need referencing in your work, when they have been taken from another source:

• Quotations
• Paraphrasing / summarising
• Ideas
• Opinions
• Arguments
• Illustrations
• Photographs
• Maps
• Statistics
• Research data
• Information from the internet, including images

You may need to check the copyright information to find out if you can legitimately use pictures, diagrams, charts, etc. Very often, the use of copyrighted information is allowed for education purposes, but still needs to be referenced correctly. If there is no copyright statement, you should email the owner or webmaster to ask for permission, explaining that you are a student and what your assignment is about.

The Library have produced 'Copyright FAQs for Students', which gives further advice.
This is available via the student portal, or you can contact the Library directly at
library@bishopg.ac.uk.

D5.1 Good academic practice

1. **Be organised**. When conducting your preliminary reading and research, keep your notes well organised. You should note down the details of each source that you use, and be very clear when you are copying text word-for-word and where you are paraphrasing in your own words.

2. **Keep on top of your references**. Do not leave your referencing until you have finished your assignment! Note down where you have used the work of others as you produce your plan and write your assignment.

3. **Be accurate.** Use this handbook when you are writing and checking your assignment to make sure you are doing it correctly.

4. **Take particular care with online resources.** Never download or cut and paste material directly into an assignment. Remember that all internet material must be referenced fully.

5. **Follow up your sources**. Do not take information on social networking sites at face value. You should always follow up non-traditional sources and references to ensure that you are confident about the accuracy, quality, and origin of information.

6. **Remember to reference paraphrasing of ideas, opinions, and interpretations.** If you are uncertain, it is often advisable to err on the side of caution and include a reference.

7. **Use Turnitin originality reports**. When you submit an assignment electronically, Turnitin will generate an originality report. You can check this to see if there are any questions that are raised and use it to develop good academic practice. There is more guidance on interpreting originality reports through the Library or Learning Development Blackboard areas, via Turnitin Help Guides > Guides for Students.

TROUBLESHOOTING

Issue	Solution
I don't know what to classify my source as.	• Make a reasoned judgement about what kind of source the material is most similar to. • Consider how you accessed it yourself. If it was online, cite it as an electronic source.
The type of source isn't listed in the handbook.	• Consider the points above to see if you can classify it more broadly. • Search online, e.g. 'how to cite _____ in APA'. • Email learningdevelopment@bishopg.ac.uk
I've found a quotation that I want to include, but I don't have access to the original text.	• This is called a 'secondary reference'. • Follow the guidance in **C10.1**. • Ensure that it is clear that you are drawing on the work of the original text, but that the text you have consulted is a secondary one. • Do not include the original text in the reference list if you have not actually consulted it.
My lecturer mentioned a source/ quotation; how should I reference it?	• Consult your notes or any handouts/slides to check if the lecturer gave a reference. • If not, contact the lecturer to ask where you might find the information. • Do not cite the lecture itself.
I've written my citation, but don't know if I should include a page number.	• Include a page number (or range of pages) if you have used a direct quotation or are referring to a specific part of a book. • Do not include a page number if you are paraphrasing/summarising a whole section, chapter, or book. • Do not include a page number if the source does not provide one, e.g. a website.
I don't know if I've used enough references.	• There is no magic number of references that is 'enough'! • Make sure that you have included a citation each time you have used another author's words or ideas and that each different source cited has a reference. • Do not try to 'pad' your reference list to make it seem more extensive than it is.
A source that I've already used would be relevant to another assignment that I'm writing; is this plagiarism?	• Make sure that you are using the source in a different way, using different words and phrasing. • Use your originality report on Turnitin to check for self-plagiarism.

I'm not sure who the author of my source is.	• Make a reasoned judgement about what kind of source the material is most similar to. • Consider how you accessed it yourself. If it was online, cite it as an electronic source.
The type of source isn't listed in the handbook.	• Check whether you can credit it with a 'corporate author', e.g. a government department, company, institution, charity etc. • If there is no author at all, use the first few words of the title in place of the author.
I've used referencing software but it doesn't match what the handbook says.	• Check that you have entered all the information correctly. • If there is still a discrepancy, follow the guidelines presented in the handbook.
There's some really useful information on Wikipedia that I want to use.	• **Do not** cite Wikipedia as an academic source. • Check the references on the Wikipedia article at the bottom of the webpage. Use these to find the sources that Wikipedia's editors have used to provide the information.
The corporate author of my source has a very long name; can I use an acronym?	• Write the name in full the first time that you include it, followed by the acronym in brackets. • In subsequent mentions, use the acronym. • Use the full name, followed by the acronym in brackets, in the reference list.
I've written a whole paragraph that draws on the work of one author and don't know how many times to reference it.	• Use citations to distinguish clearly between the information drawn from the other source and your own ideas. • You could integrate some citations into the text (i.e. mention the author by name in the sentence). • Consider whether you could summarise the material into your own words more succinctly.
The author of my source has an unconventional name or title, e.g. William, Duke of Cambridge.	• Check how the author's name is formatted in the source. • Consider how the author's name is commonly used.

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Notes

Notes

The contents of this guide are correct at the time of going to print.