HARVARD REFERENCING GUIDE

‘HELPING YOU AVOID PLAGIARISM’

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This is a referencing guide to the Harvard author-date referencing system. It is based on the following guides:

1. University of Birmingham (UK) Harvard Referencing Guide
2. University of Manchester (UK) Harvard Referencing Guide
3. Cardiff University (UK) Harvard Referencing Guide
4. Central Queensland University (AUSRALIA) Harvard Referencing Guide

This document can be found on Blackboard. Open Blackboard, go to the Academic Success Unit: Study guides. Click on and open The British University Harvard Referencing Guide.
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OVERVIEW

What is referencing?
When you write an assignment at university, you are required to refer to the work of other authors. Each time you do so, it is necessary to identify their work by making reference to it—both in the text of your assignment and in a list at the end of your assignment. This practice of acknowledging authors is known as referencing.
References must be provided whenever you use someone else’s opinions, theories, data or organisation of material. You need to reference information from books, articles, videos, computers, other print or electronic sources, and personal communications. A reference is required if you:
• quote (use someone else’s exact words)
• copy (use figures, tables or structure)
• paraphrase (convert someone else’s ideas into your own words)
• summarise (use a brief account of someone else’s ideas).

Why should you reference?
References enhance your writing and assist your reader by:
• showing the breadth of your research
• strengthening your academic argument
• showing the reader the source of your information
• allowing the reader to consult your sources independently
• allowing the reader to verify your data.

Should you reference public domain information?
Public domain information is information that is so widely known that it is considered everybody would be aware of its source. The general public use public domain information freely. Where authors or sources are so widely known, specific citation may not be required. Check with your lecturer on this issue.

The quick guide to referencing
Robert Harris designed these simple flowcharts to assist students to cite their research properly.
Did you think of it?

No

Is it common knowledge?

Yes

No

Cite it.

Do not cite it.

(Source: Harris 2001, p. 155)
AVOIDING PLAGIARISM incl. referencing, paraphrasing, using quotations, technical tips and using websites.

What is plagiarism and how can you avoid it?

Plagiarism is the intentional use of someone else’s ideas, words or concepts in your assignment work. It is considered serious misconduct at University and should be avoided at all times. The British University in Dubai (BUiD) has a policy on plagiarism and you are strongly encouraged to familiarise yourself with it. The policy is in the student handbook and available on Blackboard within Academic Success Unit.

Committing plagiarism can carry very serious penalties for students, including expulsion from a university. Regrettably, students have been known to commit offences of plagiarism by not understanding what acceptable paraphrasing, summarizing or quoting techniques are. This is discussed later in this guide.

The best way to avoid being accused of plagiarism is to acknowledge the resources upon which you have based your ideas.

Which referencing system should you use?

This guide explains the Harvard system of author-date referencing. Unlike some other referencing systems, the Harvard system is NOT proprietal. Thus, universities tend to develop their own Harvard guides to help students use standard procedures. This BUiD Harvard guide was developed based on guides from our partner universities namely University of Birmingham, University of Manchester and Cardiff University. Some information was also obtained from Central Queensland University pertaining to specialised sources.

Principles of author-date referencing

There are two parts to the author-date system of referencing.

• the author and the date are referred to in the text or main body of your writing (called embedded or in-text referencing)
• all of the resources referred to in the body of the writing are included in the reference list at the end of the assignment. All information is included in this list: author, date, title of publication, publisher and where it was published.

The other features of author-date referencing include:

• a specific order in which this information should be structured
• the in-text reference which should be placed (cited) in such a way that it causes minimal disruption to the flow of your writing—this usually means at the very end or the very beginning of your sentences (see ways of citing below).

When you cite sources of information in the text of your assignment—regardless of whether you quote, copy, paraphrase or summarise—you should include:
Ways of citing
There are two ways of citing references: author prominent and information prominent.

Author prominent
This way gives prominence to the author by using the author’s surname (family name) as part of your sentence with the date and the page number in parentheses (round brackets).

Quotation example
Cowie (1996, p. 91) argues that “socialism rejected the liberal ideals of individualism and competition”.

Paraphrase example
Cowie (1996) suggests that unlike capitalism, socialism promotes the good of the whole before the good of the individual.

Information prominent
The other way of citing references gives prominence to the information, with all the required referencing details in parentheses at the end of the citation.

Quotation example
It has been argued that “socialism rejected the liberal ideals of individualism and competition” (Cowie 1996, p. 91).

Paraphrase example
Unlike capitalism, socialism promotes the good of the whole before the good of the individual (Cowie 1996).

Some signal verbs that help with author-prominent referencing

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Paraphrasing

Paraphrasing means to restate accurately and succinctly in your own words something you have read. If your work does not refer to specific ideas on particular pages of a resource but to general themes mentioned throughout the resource, page numbers need not be shown.

**General theme**
Studies (Tanner 1999) indicate that the economic structure of Australia today is far more unpredictable and unstable than it was thirty years ago.

**Specific idea**
Tanner (1999, p. 22) claims that the introduction of the GST in the Australian economic structure has not impacted the price of fuels.

**Paraphrase or use quotations?**
It is preferable that you **paraphrase** (put ideas in your own words) as too many **quotations** (using the exact words) can lead to a poorly written assignment. A general rule in academic circles is that no more than 10% of an assignment should be in the form of direct quotations. No matter whether you use quotations or paraphrase another’s words, you always need to give references—both in the text and in the reference list.

**Using direct quotations**
Quotations should be used sparingly, selected carefully, used in context, integrated into your text and reproduced **exactly** (including the words, spelling, punctuation, capitalisation and paragraphing of the original writer). The word [sic] (meaning so or thus) can be inserted in a quotation when the original text is incorrect with regard to grammar, spelling or gender. For example:

- According to Bloggs (2006, p. 21), the alarming growth in obesity levels in Australia can be attributed to “cendentary [sic] lifestyles, time saving household devices and the rapid growth of the fast food industry”.
- Smith (2006, p. 21) raises a contentious issue in the discipline debate with the belief that “when a child is at school, he [sic] must comply with the school rules unquestionably”.

**A quotation is used if:**
- misinterpretation would result from a change to the words
- a major argument needs to be recorded as evidence
- it is important to comment on, refute or analyse the ideas expressed
- it is a particularly elegant or forceful phrase.

**Short quotations**
Short quotations (fewer than 30 words) should:
- be incorporated into your sentence without disrupting the flow of your paragraph
- have double quotation marks
- have the full stop after the citation
- keep the same font size.
Incorporating a quote as part of your sentence—information prominent
Many of our teacher trainees at British University in Dubai lacked the skill or did not how to pursue the knowledge that would enable them to make comparisons and evaluations because they are constantly “wrestling with the dilemma of how to balance or relate real knowledge with personal knowledge” (Calderhead 1987, p.55).

Incorporating a quote as part of your sentence—author prominent
All students were required to maintain a school experience portfolio in all their school experiences. The benefits of keeping a teaching practice portfolio have been expounded by many. Bird and Owais (2004, p.359) argue that “[t]eaching portfolios promote self-reflection, which in turn promotes better learning environments”.

The square brackets around the ‘t’—[t]—are used to indicate that in the original quotation the word ‘teaching’ began with a capital T.

Long quotations
Long quotations (more than 30 words) should:
• be introduced in your own words
• begin on a new line
• be fully indented by default (i.e. 1.27 cm) from the left margin
• be in single line spacing
• use a smaller font for the quotation, that is, change from size 12 to size 11.

Separate the quotation from the lead-in statement with one blank line. The lead-in statement ends with a colon (:). Separate the quotation from the text that follows it with one blank line. This is illustrated below.

Example
Friere (1998, p. 3) summarises the effects of reducing literacy to a set of tools or skills when he states that:

[m]erely teaching men to read and write does not work miracles: If there are not enough jobs for men who are able to work, teaching more men to read and write will not create them.
When literacy is considered as a social practice, the relationships that exist between language use and the production and maintenance of cultural and ideological hegemony are uncovered.

Quotation marks
Quotation marks are not used for longer quotations. When using an information prominent long quotation, the full stop will be included after the last sentence of the quotation before the citation as shown below.

When literacy is reduced to set of tools or skills, the impact can be detrimental:

[m]erely teaching men to read and write does not work miracles: If there are not enough jobs for men who are able to work, teaching more men to read and write will not create them. When literacy is considered as a social practice, the relationships that exist between language use and the production and maintenance of cultural and ideological hegemony are uncovered. (Friere 1998, p.3).

Words omitted from quotations
To omit words from quotations, use an ellipsis (…). The quotation must still keep the same sense.
Barton (1994, p. 7) describes literacy as a “set of practices which people use in literacy events … and that literacy practices are situated in social relations”.

If the quotation does not begin at the start of a sentence, an ellipsis should be used to convey this to the reader. For example:

Students may adopt a more dominant understanding of literacy because of the emphasis they place on literacy as a means of achieving “… equality of opportunity and the possibilities of liberty and democracy” (Rockhill 1994, p. 4).

**Double quotations**

For a double quotation—that is, a quotation within a quotation—use double quotation marks inside single quotation marks:

‘The first words of Melville’s *Moby Dick* are “Call me Ishmael” and these words are full of significance’ was the first statement in Smith’s memorable speech (Johns 1995, p. 43).

**The square brackets in quotations**

Sometimes in quotations it is necessary to insert a word that explains the meaning of another word in that quotation. Place the explanation in square brackets.

‘The curriculum of the national schools in the 1870s included reading, writing, arithmetic, drill [physical exercises] and music’ (Cowie et al. 1996, p. 21).

**Page numbers**

Page numbers should be used when you directly quote material (word for word) from the original publication. This includes tables or figures. Page numbers should also be provided for indirect quotes and paraphrasing where the summarised material appears in specific pages, chapters or sections.

The following examples illustrate the use of page numbers

One page referred to Wells 1992, p. 4

Pages that are not in sequence Smith 1996, pp. 1, 4 & 6

Pages that are in sequence Jones & Mackay 1998, pp. 25–26

Pages from a web site Kelly & McWhirter 1997, p. 1 of 2

**Acronyms and initialisms**

- **Acronyms** are initial letters pronounced as a word. Examples are TAFE, QANTAS, and so on. These must appear both in-text and in the reference list.
- **If a work contains numerous references to a particular resource with a long title, for example, Royal Society for the Prevention of Cruelty to Animals, the initialism may be used, RSPCA. Other examples are BUiD, NSW and USA.**

The first citation in-text must include both the full title and the acronym or initialism, and thereafter the acronym and initialism will suffice. Write these **without full stops**.

**Example**

The Royal Society for the Prevention of Cruelty to Animals (RSPCA) has a policy on removing injured animals. The RSPCA is permitted to enter a property at any time following a report of complaint (RSPCA 1999).

In the reference list, both the long title and the acronym or initialism must be included, for example:

**Latin Term Meaning**

- *et alia* or *et al.* These terms mean *and others* and is used for four or more authors to shorten the in-text citation. The entry in the reference list must show all the authors. The term *et al.* is not italicised.
- *[sic]* The term means ‘thus’ or ‘this is how it was written’. This is used when there is a spelling or grammatical error or when sexist language is used in the original source quoted. This term *[sic]* appears immediately after the original error. It is not italicised and appears in square brackets.
- *c.* This term denotes *circa* and means *approximately*. This is used when the approximate date is all that is known. It is not italicized and ends with a full stop.

**Specialist terms or foreign words**

Specialist terms that have been coined to give a particular meaning with a field need to be in single quotation marks the first time they are mentioned such: ‘Green buildings’, Ethical Research’, ‘Reflective Teaching’ etc.

Foreign words need to be given within single quotation marks too for instance: The word plagiarism originated from the Latin word ‘plagiarius’ which literally means kidnapper.

**Secondary Sources**

Secondary sources are instances of indirect referencing that also MUST be acknowledged. This refers to sources cited within your readings that you also want to cite. You are strongly advised to track and locate the secondary sources so that you can read and develop your own understanding and interpretation.

However, if these sources cannot be found, then you may use them as secondary sources. It is recommended that you paraphrase rather than quote if using secondary sources. Please limit your secondary sources to 5% of your entire sources. Too many secondary sources will indicate that you are not an active academic reader. See page 24 for example on using secondary sources.

**WEBSITES – Friend or foe?**

**Evaluating web sites for educational use**

Take care to evaluate the quality and trustworthiness of any electronic information you wish to use in an academic assignment. The standard of reliability and validity for information on web sites is often not as high as for articles in published materials. Anyone can place information on the WWW, often without any review process.

Reliable sources generally include:
- refereed articles in online journals
- articles from databases selected by the university
• articles published by universities, government departments, business organisations, reputable lobby groups.

**Adopt a cautious approach!**

**Consider the following:**

1. What is the purpose of the web site? Ascertain the purpose (to inform, to persuade, to sell). If you know the motive behind the web page, you can judge it better.

2. Is there an author/sponsor? If you cannot find an author or an organization responsible for publishing the site, then it most probably is not reliable. Is the author qualified to write about this topic? What is the author’s expertise? Is the sponsor reputable? Are opinions being presented as facts? Try to differentiate fact from fiction. Authenticity is not always easy to confirm, so test one source against another. Make sure there is no bias evident. Check that the person presenting the information does not have a vested interest in proposing the particular viewpoint.

3. Are references or bibliographies included?

4. How current is the information?

5. When was the web site last updated?

6. Is the information well written, free of spelling, punctuation and grammatical errors?

**Using Search Engines for Internet Research**

Search engines provide a way of doing research on the Internet, and they can be effective tools. However, to use them effectively for research, you need to be aware of their strengths and weaknesses, as well as how and when to use them.

**What a Search Engine is not**

Search engines are not an authoritative resource for all the information on the Internet. Experts estimate that maybe one third of the Web is indexed in search engines. Search engines do not search documents in special formats, such as online databases. Just because you did not find something through a search engine, does not mean it does not exist on the Internet. Furthermore, there is plenty of valuable information that does not make it online at all, or was published prior to the mid-1990s when the Web became popularized. To be most effective in your research, use search engines in conjunction with other research methods -- specialized web sites, books, magazines, public library, people, telephone, email, etc.

**When to use a Search Engine.**

Search engines are most useful for finding information when you have a clear idea of what you're looking for, but no idea where to begin looking. If you have a good idea where the information will be, for instance a government agency or newspaper, go to a site that organizes that type of entity, not a search engine (Yahoo is good for this).
How to use a Search Engine.
The more specific you are with your search terms, the more productive your research will be. It is worth your while to learn and use the special search techniques that search engines provide to help focus your search so you end up with more relevant material. The techniques include: including or excluding search terms, exact phrase searching (using quotation marks), proximity searching, and other tools. Each search engine works a little differently, so be sure to check out their Search Tips or Help or Advanced Search options, so you know how they are set up.

Legitimate online research involves much more than 10 seconds with Google and copy-pasting links to wikipedia.

Legitimate research is called re-search for a reason: repetitive and continuous searching, filtering, and citing of articles, all with a critical and skeptical mindset. There are over 80 billion Web pages published, and much of it is drivel. To successfully sift it all, you must use reliable and consistent methods. You will need patience to see the full breadth of writing on any single topic. You will also need your critical thinking skills to disbelieve anything until validated.

If you are a student, or if you are seeking serious professional or scientific information, definitely heed these 8 suggested steps to researching online:

1. Choose a Research-Friendly Web Browser

Researching is repetitive and slow. You will want a tool that supports many open pages, and easily backtracks through previous pages. A good research-friendly Web browser offers:

   1. Multiple tab pages open simultaneously.
   2. Bookmarks/favorites that are fast and easy to manage.
   3. Page history that is easy to recall.
   4. Loads pages quickly for your computer's memory size.

2. Decide if the Topic Is 'Hard Research', 'Soft Research', or Both.

'Hard' and 'soft' research have different expectations of data and proof. You should know the hard or soft nature of your topic to point your search strategy where it will yield the most compelling research results.

A) 'Hard research' describes scientific and objective research, where proven facts, figures, statistics, and measurable evidence are absolutely critical. In hard research, the credibility of every resource must be able to withstand intense scrutiny.

B) 'Soft research' describes topics that are more subjective, cultural, and opinion-based. Soft research sources will be less scrutinized by the readers.
C) **Combined soft and hard research** requires the most work, because this hybrid topic broadens your search requirements. Not only do you need to find hard facts and figures, but you will need to debate against very strong opinions to make your case. Politics and international economy topics are the biggest examples of hybrid research.

3. **Choose Which Online Authorities Are Suitable for Your Research Topic.**

A) **Soft research topics are often about collating the opinions of respected online writers.** Many soft research authorities are not academics, but rather writers who have practical experience in their field.

B) **Hard research topics require hard facts and academically-respected evidence.**

An opinion blog will not fulfill this; you will need to find publications by scholars, experts, and professionals with credentials. The Invisible Web will often be important for hard research.

4. **Use different search engines and key words**

Now comes the primary legwork: using different search engines and using 3-5 keyword combinations. Patient and constant adjusting of your keywords are key here.

1. **Firstly, start with broad initial researching** at Internet Public Library, DuckDuckGo, Clusty/Yippy, Wikipedia, Google, Yahoo and Mahalo. This will give you a broad sense of what categories and related topics are out there, and give you possible directions to aim your research.

2. **Secondly, narrow and deepen your Visible Web searching** with Google, Cuil.com, and Ask.com. Once you have experimented with combinations of 3 to 5 different keywords, these 3 search engines will deepen the results pools for your keywords.

3. **Thirdly, go beyond Google, for Invisible Web (Deep Web) searching.** Because Invisible Web pages are not spidered by Google, you'll need to be patient and use slower and more specific search engines.

5. **Bookmark and Collect Possible Good Content.**

While this step is simple, this is the second-slowest part of the whole process: this is where we gather all the possible ingredients into organized piles, which we sift through later. Here is the suggested routine for bookmarking pages:

1. **CTRL-Click** the interesting search engine result links. This will spawn a new tab page each time you CTRL-Click.

2. When you have 3 or 4 new tabs, quickly browse them and do an initial assessment on their credibility.

3. Bookmark any tabs you consider credible on first glance.

4. Close the tabs.

5. Repeat with the next batch of links.
This method, after about 45 minutes, will have yielded you dozens of bookmarks to sift through.

6. Filter and Validate the Content.

This is the slowest step of all: vetting and filtering which content is legitimate, and which is drivelous trash. If you are doing hard research, this is also the most important step of all, because your resources MUST withstand close examination later.

1. Carefully consider the author/source, and the date of publication. Is the author an authority with professional credentials, or someone who is peddling their wares and trying to sell you a book? Is the page undated, or unusually old? Does the page have its own domain name (e.g. honda.com, e.g. gov.co.uk), or is it some deep and obscure page buried at MySpace?

2. Be suspicious of personal web pages, and any commercial pages that have a shoddy, amateurish presentation. Spelling errors, grammar errors, poor formatting, bad advertising on the side, absurd fonts, too many blinking emoticons... these are all red flags that the author is not a serious resource, and does not care about the quality of their publishing.

3. Be suspicious of any ranting, overstating, overly-positive, or overly-negative commentary. If the author insists on ranting and crying foul, or conversely seems to shower excessive praise, that could be a red flag that there is dishonesty and fraudulent motivations behind the writing.

4. Use your intuition if something seems amiss with the web page. Perhaps the author is just a little too positive, or seems a little too closed to other opinions. Maybe the author uses insults to try to make his point. The formatting of the page might seem childlike and haphazard. Or you get the sense that the author is trying to sell you something. If you get any subconscious sense that there is something not quite right about the web page, then trust your intuition.

5. Use Google 'link:' feature to see the 'backlinks' for a page. This technique will list incoming hyperlinks from the major websites that recommend the web page of interest. These backlinks will give you an indicator how much respect the author has earned around the Internet. Simply go to google and enter 'link:www.(the web page's address)' to see the backlinks listed.

7. Make a Final Decision on Which Argument You Now Support.

After spending a few hours researching, your initial opinion may have changed. Maybe you are relieved, maybe you are more afraid, maybe you’ve just learned something and opened your mind that much more. Whichever it is, you will need to have an informed opinion if you are about to publish a report or thesis for your professor.

If you have a new opinion, you might have to redo your research (or re-sift your existing research bookmarks) in order to collate facts that support your new opinion and thesis statement.
While there are over 300 free Internet search engines available today, it is not necessary to know each one of them. In fact, as a student doing Internet research, a specific few engines stand out for their breadth and depth of content, ease of use, speed of searching, and relevancy of results.

Here is a list of the best Internet search engines, as compiled from About Network editor and reader reviews.

- **Google Scholar**: a version of Google dedicated to searching literary and scientific papers online.
- **The Top 10 General Purpose Search Engines**
- **The Invisible Web, Made Visible**: Search Tools for Reference, Research Experts and Students
- **Invisible Web 'Portals'**: browse the massive world of non-spidered Web pages

Note: It is accepted that some of the electronic information which you use may not be retrievable as it is either being updated/amended or has been deleted. To guard against this possibility, print the material you are referring to or save it to a disk so that you have a permanent record.

**BIBLIOGRAPHIES & REFERENCE LISTS**

**Difference between a Reference list and a Bibliography**
The reference list only identifies sources referred to (cited) in the text of your assignment. You may also be required to provide a bibliography. A bibliography is presented in the same format as a reference list but it includes all material consulted in the preparation of your assignment. In other words, a bibliography presents the same items as a reference list but it also includes all other sources which you read or consulted but did not cite. Harvard systems generally do not need a Bibliography but if your faculty requests in, then please include one.

**Features of the reference list**

**Elements for referencing a book**
For a book, the following elements should be presented in this order:
- **Author**: Surname with capital letter, followed by comma.
- **Initials**: In capitals with full-stop after each.
- **Year**: Publication year (not printing or impression) in parentheses, followed by full stop.
- **Title**: Full title in italics. Only the first word and proper nouns should be capitalized. Follow with a full stop (unless there is a subtitle).
- **Sub-title**: Follows a colon at the end of the full title. Only proper nouns should be capitalized. Followed by a full stop.
- **Edition**: Only include if it is not a first edition. Use the number followed by “edn.”
- **Place of publication**: Give town or city, and country if there is possible confusion with the UK. Follow with a colon
Elements for referencing a journal article
For a journal article, the following elements should be presented in this order:
• surname and initials of author(s)
• year of publication in parentheses
• title of article
• title of journal or periodical in italics and maximal capitalisation
• volume number where applicable
• issue number or other identifier where applicable, for example, Winter, in parentheses
• Page number(s).

Journal article

Arranging the reference list
1. The reference list is arranged in alphabetical order according to the author’s family name. (Do not use numbers, letters or bullet points to begin each entry.)
2. Any reference that starts with a number (e.g. 7:30 Report) precedes the alphabetical listing and is listed numerically.
3. Where there is more than one author of a publication, maintain the order of their names as they appear on the title page of the publication, even if they are not in alphabetical order on the title page.
4. If a reference has no author, list it alphabetically according to the sponsoring body, for example, Ministry of Education.
5. If there is no author or sponsoring body, list alphabetically according to the title. The whole title of the resource must appear, but when listing alphabetically, ignore words such as, ‘The’, ‘A’, ‘An’ at the beginning of the reference’s title. For example, ‘The Emirati child’ should be alphabetised according to the ‘E’ in ‘Emirati’.
6. If there are two or more references by the same author, then list them in order of publication date with the oldest work first.
7. If references by the same author have been published in the same year, then list them alphabetically according to the title and add the letter ‘a’ after the first date, and ‘b’ after the second date, and so on, (e.g. 1993a, 1993b, 1993c).

Formatting the reference list
The title should be References and it should be:
• bold
• left aligned
• in the same font size as the document, 12 pt.
Note: headings are neither underlined nor punctuated.
The references contained in the list should:
• be in single line spacing
• have a blank single line space between each reference (Hint: use paragraph spacing of 12 pt)
• be left aligned
• be arranged alphabetically
• be the final page of your assignment. (Appendices are placed after the reference list.)
A sample reference list illustrating this formatting has been provided at the end of this guide on page 45.

**Minimal or maximal capitalisation?**
Some lecturers/faculties require a specific form of capitalisation in the reference list. Check to see if there is a specific requirement and follow it. If there is no requirement, the Harvard author-date system endorses minimal capitalisation.

**Minimal capitalization**
Only the first word in the titles of books, chapters and journal articles is capitalised. Authors’ names and initials, journal titles and publishing firm names are always capitalised. If the title of the article, book or chapter contains a colon, only capitalise if the first word after the colon is a proper name. For example:
For journal titles use maximal capitalisation.

**Maximal capitalisation**
For titles of periodicals (journals, magazines and newspapers), capitalise the first word and also any other word which is not ‘the’, ‘a’, ‘an’, a preposition (such as ‘for’, ‘on’, ‘under’, ‘about’) or a conjunction (such as ‘and’, ‘but’, ‘or’).

**Frequently asked questions (FAQs)**
These FAQs may provide you with information that you cannot find elsewhere in this booklet.

**Q1:** Why is the word Author sometimes used to identify the publisher?
**A1:** The word author is used when the author and the publisher are the same. This commonly occurs when referencing government publications.

**Q2:** Is the printer also the publisher?
**A2:** Not often. Do not use phrases like ‘Government Printer’ to indicate the publisher.

**Q3:** What if there are two publishers for the resource?
**A3:** Show both publishers separated by an ampersand (&).

**Q4:** Do I need to cite all the editorial offices?
**A4:** No. Cite the main editorial office responsible for producing the resource—use the first one listed on the title page. To be sure, check this on the verso page (the back of the title page).

**Q5:** Do I include the country name as well as the city/town name?
**A5:** No. However, the manual does state, that you could give the country with little known place names.

**Q6:** Is the date of publication the same as the copyright date?
**A6:** No. For some publications the copyright is held by an author who may arrange publications...
by different publishers on different dates.

Q7: What if no edition is shown?
A7: Assume it is the first edition. You do not have to include this (1st edn) in the actual reference; only 2nd or later editions need to be specified.

Q8: If the title words on the spine or cover of a book are different from those on the title page, which do I use?
A8: Use those on the title page.

Q9: Should multiple authors of an individual resource be recorded in alphabetical order?
A9: No. Record them as they appear on the title or verso page of the resource. Do not change the order.

Q10: Should I include honorifics (Dr, Prof) or professional affiliations (AMA, FRACS)?
A10: No.

Q11: Can I use the expression ‘Anon’ (anonymous author)?
A11: Avoid this unless it is required by your lecturer or faculty. Use the title of the resource to begin the reference rather than Anon.

Q12: Should I use Pty Ltd and Inc after publishing companies or corporations?
A12: No.

Q13: What do I do when there is no date of publication?
A13: Use (n.d.)

Q14: What do I do when documents have no page numbers?
A14: Use print preview to determine your own page numbers if it is soft copy. If it is a hard copy, put in your own page numbers.

Quick guide to referencing models

Hard copy books
One author 21
Two authors 21
Three authors 21
Four or more authors 21
Multiple works—same author 22
Works by different authors—same family name 22
Works by different authors—same family name—same year 22
Second or later edition with an author 22
Several sources cited at once 22
Author(s) sponsored by an institution, corporation or other organisation 23
No author but a sponsoring body or title 23
No author and second or later edition 23
Edited work—role of the editor is significant 23
Chapter in an edited work 23
One volume of a multi-volume work 23
One issue in a series 23
No date can be established 24
Approximate date can be established 24
Referring to a secondary source within a primary source 24
Referring to two secondary sources within a primary source 24
Author is also the publisher 24
Electronic books
Note: The above principles also apply to electronic copies of books.
E-book from library e-book resources 24

Hard copy journal articles
One authors 25
Two authors 25
More than three authors 25
No author 25
No volume number/issue number 25
From a university readings book 26
Magazine 26

Online or electronic journals
Journal article from a database 26
Journal article from a website 26
Journal article from course online materials 26

Hard copy—newspaper articles
Newspaper article with an author 26
Newspaper article without an author 27

Electronic copy—newspaper articles
Newspaper article with an author (online newspaper) 27
Newspaper article with no author (online newspaper) 27

Hard copy university provided study materials
Study Guide (author known) 27
Study Guide ((author unknown) 28
Text reprinted in a university resource readings 28
Tutorial/workshop handout (unpublished) 28
Lecture notes (unpublished) 28
Lecture material—non-print (e.g. whiteboard notes) 28

Electronic copy university provided study materials
Study Guide CD 28
Course Resources Online (Library) 28
Blackboard lecture notes/slides 29

Other documents on The World Wide Web
Web pages with organizations as authors 29
Web pages with individual authors 30
Document on the WWW (author/sponsor given but not dated) 30
Document on the WWW (no author/sponsor) 30
Radio transcript from a website 30
Web blogs 30
Youtube 30
Podcast 30

Conferences
Full conference proceedings 30
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Online conference paper 30
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Dissertation/Thesis 31
Online dissertation/thesis 31

Official Reports
Command paper 31
Government report 31
Online report 31

Market Research Report
Mintel papers 32
Online Mintel Papers 32

British Standards
British Standards 33
British Standards online 33

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Image in a book 33
Online image from a database 34
Online image from a website 34

Video/Audio
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Television
TV Programme 34
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Advertisements
TV advertisement 34
Newspaper advertisement 34
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Interviews 34
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Brochure 35
Handbook 35
Microfiche 35
Dictionary 35
The Koran 35
Foreign-language material 35
Translated works 35

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Tables 36
## HOW TO LIST IN DETAIL

### Hard copy books

<table>
<thead>
<tr>
<th>Authors</th>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the references list</th>
</tr>
</thead>
</table>
**Note:** When an author has two or more initials, the entry would look like this:  
|          | or Elder (1995, p.14) claims that “….” | |
**Note:** Use an ampersand (&) within the parenthesis, but use ‘and’ for author prominent referencing. |
|          | or Yeric and Todd (1989, p. 17) suggest that “…”. | |
**Note:** Use an ampersand (&) within the parenthesis, but use ‘and’ in author prominent referencing. |
|          | or Yeric, Todd and Muller (1999, p. 28) stated that “…”. | |
**Note:** Use *et al.* in all in-text entries for four or more authors. Include all of the authors in the reference list. |
<p>|          | or Jones et al. (1999, p. 34) suggested in their comprehensive study that “…”. | |
| Multiple works – same | University research (Brown 1982, 1988) has indicated that | Brown, P. (1982). <em>Corals in the Capricorn group</em>. |</p>
<table>
<thead>
<tr>
<th>Possible sentence</th>
<th>Example</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new approach to the concept of leadership has been taken…. (Boatright 2006). or</td>
<td>A new approach (Boatright 2006, p. 5) to leadership is “…..”</td>
<td>Boatright, J. (2006). Ethics and the conduct of business. 5th edn. New Jersey:Pearson Prentice Hall.</td>
</tr>
<tr>
<td>Author(s) sponsored by institution, corporation or other organisation</td>
<td>Recent theories (Centre for Continuing Studies 1987) expose the link … or It has been suggested that “…” (Centre for Continuing Studies 1987, p. 23).</td>
<td>Centre for Continuing Studies. (1987). <em>Methods of learning</em>. London:Harper Collins.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No author(s) name appears (but there is a sponsoring body or title)</td>
<td>A recent study (British Retail Consortium 2008) suggests … or A recent study (Family policies 1996) shows that … <em>Note: Cite the sponsoring organisation, the newspaper or the title.</em></td>
<td>Sponsoring body example</td>
</tr>
<tr>
<td>No author</td>
<td>Selling a house is….<em>(Marketing strategy 2001)</em> When selling a house, it is important that “….” <em>(Marketing strategy 2001, p. 90).</em></td>
<td>Title example</td>
</tr>
</tbody>
</table>
Many of the Scottish kings were landed gentry before … (Grant 1982).

“The birthrate is declining and the population is aging” (ed. Healey 2005, p. 12)


No date can be established

Cosgrove (n.d.) states that total sales measures are often…. Cosgrove (n.d., p. 13) found that ‘….’


Note: Please limit undated sources.

The date can be established but only approximately

In a draft policy release, the Queensland Education Department (c. 1995) suggests …

or “Disciplining a child should not invoke …” (Queensland Education Department c.1995, p. xxii).

Queensland Education Department. (c. 1995). Draft policy on school discipline. Gladstone:QED.

Referring to an author (secondary source) read about in another publication (primary source)


or Cole (1992, p. 9), in reporting Simpson’s study, highlights that in 1975, …


Note: Cole is the author who will appear in the reference list. Try to locate the secondary source if possible.

Referring to two secondary sources within a primary source

Findings from studies (Reich 1971; Johnson 1982, cited in Singer 1997, p. 90).…


Note: Singer is the author who will appear in the reference list.

Author is also the publisher

Learning with the whole brain is said to… (Manchester Business School 2004)

According to the Manchester Business School (2004, p. 32), “whole brain learning is….”


Electronic Books

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-book from library e-book resources</td>
<td></td>
</tr>
<tr>
<td>Note: Only if book has not been published as hard copy at all.</td>
<td>defined as “…”.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

## Hard copy journal articles

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>
### Article reproduced in a university readings book


or

Greenland (1995, p. 27) argues that “…” |

---

### Magazine


or

According to McVeigh (2001, p. 20) the increase in the rate of youth suicide is “of great concern to those employed in the social welfare sector”. |

---

**Note:** Always evaluate information found in magazines for ‘scholarliness’—including bias, validity, trustworthiness of the authors etc. Magazines are not generally considered scholarly pieces of work for research.

---

### Online or electronic journals (that are only e-journals).

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

---

### If journal exists as a hardcopy, then please reference as hardcopy even if you read the softcopy.

### Hardcopy—newspaper articles

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

or

Smith (2008, p. 5) reported that….. |

---

**Author is name of reporter or journalist.**

| In the *Advertiser* (23 October 2001, p. 10) … | *Advertiser* (2001). ‘Federal election: new Chip in |
Reform to tax laws was mentioned as “…” (Advertiser 23 October 2001, p. 10).

Note: At graduate study level, you are strongly encouraged not to use newspaper articles without an author. You should seek to locate a more acceptable scholarly representation of the information you wish to use.

Electronic copy—newspaper articles

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

Note: In this case the name of the newspaper is substituted for the name of the sponsoring body.

If the newspaper exists as hard copy, then please reference as hard copy.

Hard copy - university provided study materials

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarly, Hallinan (2000, p. 66) reported that “…”.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Tutorial/workshop handout (unpublished)</td>
<td>The roots of cultural identity… (Teaching in multicultural environments 2010, p. 2)…</td>
</tr>
<tr>
<td>Lecture material – non-print (e.g. whiteboard notes or verbal explanations)</td>
<td>Iyer (2010) demonstrated the features of teacher development as…</td>
</tr>
</tbody>
</table>

**Electronic copy of university provided study materials**

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>
Other documents on the World Wide Web (WWW)

Indicate page numbers by using, for example, p. 3 of 4 in in-text referencing. To see the page numbers, click on File then Print Preview while in Internet Explorer. When referencing documents from the WWW, always apply this principle: Author and date, name of document, accessed date, URL.

<table>
<thead>
<tr>
<th>Examples of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document on the WWW (no author/sponsor)</strong></td>
<td>As stated in “Harvard style” (2003), … <strong>Note:</strong> Always check the validity of a site that has no author or sponsor. The use of such sites is highly discouraged. <strong>‘Harvard style’.</strong> (2003). <em>Citing or referencing electronic sources of information</em> [online]. [Accessed 3 June 2003]. Available at: <a href="http://www.unisanet.unisa.edu.au/learningconnection/students/Lguides/harvard-referencing.pdf">http://www.unisanet.unisa.edu.au/learningconnection/students/Lguides/harvard-referencing.pdf</a>. <strong>Note:</strong> Sometimes there may be an editor’s name given on the page—reference this like you would an edited work.</td>
</tr>
</tbody>
</table>
### Web blogs


### YouTube videos


### Podcast


### Conferences

<table>
<thead>
<tr>
<th>Example of how to refer the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full conference proceedings</strong></td>
<td>The conference (Institute for Small Business Affairs 2002)…..</td>
</tr>
<tr>
<td><strong>Individual conference paper</strong></td>
<td>Llyod (2002) highlighted….</td>
</tr>
<tr>
<td><strong>Online full conference proceedings</strong></td>
<td>The conference (IEEE Computer society 2009)…..</td>
</tr>
<tr>
<td><strong>Online conference paper</strong></td>
<td>A recent paper (Pellizoni et al 2009)…</td>
</tr>
</tbody>
</table>
### Paper presented at a meeting (unpublished)


**Note:** No titles are italicized as this paper is unpublished.

#### Dissertations/Theses

<table>
<thead>
<tr>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dissertation/Thesis</strong></td>
<td>Research by Saxton (1994).…</td>
</tr>
<tr>
<td><strong>Online dissertation/thesis</strong></td>
<td>Saxton (1994) argues that….</td>
</tr>
</tbody>
</table>

#### Official Reports

<table>
<thead>
<tr>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Command Paper</strong></td>
<td>The latest advice (Department for Education and Skills 2005)…</td>
</tr>
<tr>
<td><strong>Government Report</strong></td>
<td>The NHS states (National Health Service 2003)…</td>
</tr>
<tr>
<td><strong>Online Report</strong></td>
<td>The latest advice (Department of Health 2007)…</td>
</tr>
<tr>
<td>Example of how to refer to the resource in-text</td>
<td>Model to follow in the reference list</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>

**British Standards**

<table>
<thead>
<tr>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

**Maps**

<table>
<thead>
<tr>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

**Note:** When you are referencing online maps make sure you note the author and not just the search engine, for example Tele Atlas produce Google maps not Google themselves. |
### Images

<table>
<thead>
<tr>
<th>Images in a book</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online image from a database/website</td>
<td>Dali’s Madonna (1958) is a…</td>
<td>Dali, S. (1958). <em>Madonna</em>. Oil on canvas [online]. [Accessed 10 July 2009]. Available at <a href="http://www.oxfordartonline.com">http://www.oxfordartonline.com</a>. Note: If you are referencing an image from a website make sure you reference the actual site and not the search engine used such as Google images.</td>
</tr>
</tbody>
</table>

**NOTE:** All online sources should be referenced as hard copies unless they ONLY exist as online publications.

### Video/Audio

<table>
<thead>
<tr>
<th>Video/Audio</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

### Television
| --- | --- | --- |

**Advertisements**

<table>
<thead>
<tr>
<th>TV Advertisement</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Newspaper Advertisement</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Internet Advertisement</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

**Specialised Sources**

<table>
<thead>
<tr>
<th>Formal Email</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Personal communication/interviews</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: Personal communications, such as interviews, conversations, letters and personal email messages, are not usually included in a reference list.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pamphlet</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Brochure (author is also the publisher)</th>
<th>Example of how to refer to the resource in-text</th>
<th>Model to follow in the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Description</td>
<td>Source</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Koran</td>
<td>Consider the words of Luqman as reported by God in the Qur'an: “Oh my son! If it be anything equal to the weight of a grain of a mustard seed, and though it be in a rock, or in the heavens, or in the earth, Allah will bring it forth” (Holy Qur'an, 31.16).</td>
<td>For translations use this model: Cleary, T. (2004). <em>The Qur’an: A New Translation</em>. Translated from the Arabic. CA: Shambhala Publications.</td>
</tr>
</tbody>
</table>
Figures & Tables

If you have used figures and tables exactly or adapted from a source, then treat them as quotes giving the surname, year and page number. The source(s) must appear on your reference list. Follow the examples below:

Sample format for Tables

<table>
<thead>
<tr>
<th>KM Processes</th>
<th>Contingency Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Task Uncertainty</td>
</tr>
<tr>
<td>Combination</td>
<td>Low</td>
</tr>
<tr>
<td>Socialization for Knowledge Discovery</td>
<td>High</td>
</tr>
<tr>
<td>Socialization for Knowledge Sharing</td>
<td>High</td>
</tr>
<tr>
<td>Exchange</td>
<td>Low</td>
</tr>
<tr>
<td>Externalization</td>
<td>Low</td>
</tr>
<tr>
<td>Internalization</td>
<td>Low</td>
</tr>
<tr>
<td>Direction</td>
<td>High</td>
</tr>
<tr>
<td>Routines</td>
<td>Low</td>
</tr>
</tbody>
</table>

Low Cost – LC, Differentiation – D

Table 1: Contingency factors and KM Processes
(Al Amri 2011, p. 40) or (Adapted from Al Amri 2011, p. 40).

Sample format for Figures

![Figure 1: The Clinical Supervision Cycle](Smyth 1984, p. 13) or
(Adapted from Smyth 1984, p.13)

If you created the figure or table using your own data/information, then no citation is required but titles ARE required.
Sample reference list: The references page should NOT have a chapter heading.

References


Bibliography

Note: Some faculties may request a bibliography. All your sources from the reference list plus additional readings that were not referred to should be included in the bibliography.

Format should be same as reference list and all items should be listed in alphabetical order.
SUMMARY

POINTS TO KEEP IN MIND…

- When using other people’s work, always acknowledge them no matter who they are!

- Handle websites and search engines with care – they are easy to access and easier to copy but you still need to RESPECT the author/originator/developer of the work.

- Paraphrase to show your understanding, your thoughts and your ideas but you still need to reference if they are not your own ideas!

- Avoid long quotations.

- Be wary of secondary sources – as much as possible try to locate the source so that you are not merely saying what one writer said about another.

- Get into the habit of proper citing – **author & date** are the minimum requirements.

- Ensure that your reference and bibliography lists are comprehensive. If your list has less than **THREE** original texts, then it is **NOT ENOUGH**.

- Be consistent in the way you cite and reference. In the Harvard system, consistency is the key to good referencing.

- Seek help or guidance if in doubt or puzzled by the technicalities.

- Test your drafts with software or tutors/lecturers.

- The last thing you or the university wants is an allegation of plagiarism and a case of academic dishonesty.

- Finally, have confidence in your own work and ability – it is **YOUR** work we want to read and assess.

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