REFERENCING
*(giving credit where it is due)*

- ACKNOWLEDGE IT
  - In-text Citation
- HELP ME FIND IT
  - Reference List
Author-Date system

The Author-Date system includes in-text citations (also known as abbreviated references) and a reference list at the end of the document. In addition, when using direct quotes or a block quote, you MUST also provide specific detail (e.g. page number) about where the information is located within the source.

‘Scholarship involves researching, understanding, and building upon the work of others. It requires that credit is given where it is due and the contributions of others in our intellectual efforts are acknowledged appropriately.’ (Director, Academic Quality and TILT, 2019, Academic Integrity).

WARNING! There is no such thing as one Harvard style!

The Author-Date system is also commonly referred to as the Harvard system; therefore ‘Harvard style’ can be used as a generic term to indicate that the style has been created using the Harvard system. It is important that you follow the style prescribed by your lecturer, as one Harvard style can be quite different from another Harvard style.
When and how do I include sources?

There are two ways to incorporate ideas from your research into your own writing. The key is to make sure that it is easy for the reader to see where you are stating your own ideas and where you are presenting ideas from your research – your in-text citation will help to do this.

A good idea is to take a look at the sources you are reading in each unit. Do they mostly use author prominent or subject prominent citations?

**What is an ‘author prominent’ citation?**

In author prominent citations, the writer’s name is used as part of your sentence. The rest of the citation (the when and where) is placed in brackets immediately after the author’s name. Author prominent citations are often preceded by phrases such as ‘according to…’ or ‘a study by’; they are often followed by reporting verbs such as discuss, show, and argue.

E.g.

**According to** Petric (2012)...

**A study by** Petric (2012) **found** that...

Petric (2012) **argues** that/shows that...

Petric (2012) **discusses**...

To learn more about how to use reporting verbs effectively in your writing, refer to: https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/academicenglishskills/grammar/reportingverbs/

**When should I use author prominent citations?**

Author prominent citations highlight the people or organisation who wrote the words or did the research. For this reason, they are often used when ideas are new, debatable, or subjective, or when the author is famous or important.
1 author

Family Name (year) OR Name of Organisation (year)

e.g. Petric (2012) discovered that some students thought it is safer to overuse direct quotes to avoid being accused of plagiarism.

OR

The World Health Organization (2012) advocated that dementia should be treated as a public health priority.

2 authors

Family Name & Family Name (year)

e.g. Hendricks & Quinn (2000) observed that students struggle to distinguish between what is common knowledge and what needs to be acknowledged.

3 or more authors

Family Name et al. (year)

e.g. Brown et al. (2008) discovered that online referencing resources were not heavily utilised even though students considered them to be of value.

Secondary sources

A source within a source: There will be occasions when you want to refer to a study that has been cited in an article you have read but you have not read the actual study. The article is the secondary source and the study is the primary source. The secondary source (article) must be cited in-text and included in the reference list. Include the year and page number (or another location identifier) to indicate where the primary source can be found within the secondary source.

Wingate & Dreiss (2009, p.15) cites Somerville & Crème when claiming that general writing classes lose sight of the writing style for each discipline.

Note: If an organization has an official acronym, write the name in full for the first citation as well as their acronym. Subsequent citations only require the acronym.

e.g. The World Health Organization (WHO, 2019) reported ...; for subsequent citations: The report identified ... (WHO, 2019).
When and how do I include sources?

**Subject prominent**

In subject prominent citations, the information from your research is presented first, with the in-text reference at the end of the sentence.

E.g.

The most common form of dementia is Alzheimer’s disease, which is thought to be a factor in about two thirds of cases (World Health Organisation, 2019).

**When should I choose subject prominent citations?**

Subject prominent citations highlight the information, research and ideas, (rather than the people) who produced them. For this reason, they are often used when ideas are well established, or can be objectively proven or tested.

Subject prominent citations may be more commonly used when presenting facts and figures, or the results of research.

**Referring to information from the same source in consecutive sentences**

There is no need to repeatedly include an in-text citation when referring to the same source in consecutive sentences. Just ensure that you make it clear (through the pronoun or possessive adjectives) that you are still referring to the same source.

Dementia is a public health issue affecting every country. The World Health Organisation (WHO, 2012) advocate that dementia should be treated as a public health priority. They have called upon member states to invest more into researching the various aspects of the syndrome. WHO estimate that there are approximately 50 million people around the world with dementia and every year they forecast around 10 million new diagnoses. Their report estimated the global cost of dementia to be US$818 billion. A similar study estimated the global economic cost of dementia at US$948 billion and forecasted an annual increase of 15.94% (Xu, 2017).

**Note:**

The third sentence uses the author’s name as part of the narrative, but this sentence does not require a full in-text citation.

If you include a direct quote, you must include an in-text citation.
Subject prominent

1 author

(Family Name, year) OR (Name of Organisation, year)

e.g. Several students stated that they thought it is safer to overuse direct quotes rather than paraphrase as a way to avoid being accused of plagiarism (Petric, 2012).

OR

As populations around the world are aging, societies need to re-examine how health systems cater for the needs of the elderly (World Health Organization, 2019).

2 authors

(Family Name & Family Name, year)

e.g. A study observed that students struggle to distinguish what is common knowledge and what needs to be acknowledged (Hendricks & Quinn, 2000).

3 or more authors

(Family Name et al., year)

e.g. The study discovered that online referencing resources are not heavily utilised even if students consider them to be of value (Brown et al., 2008).

Multiple citations

Follow the format for the authors (see options above) and list the sources chronologically from oldest to newest and separate with a semicolon.

e.g. Several studies have confirmed ... (Barmuta et al., 2011; dal Pont & Petrow, 2017; Harper & Clifford, 2019).

Secondary sources

A source within a source: For example, you want to refer to a study that has been cited in an article you have read but you have not read the actual study. The article is the secondary source and the study is the primary source. The secondary source (article) must be cited in-text and in the reference list. Include the year and page number (or another location identifier) to indicate where the primary source can be found within the secondary source.

e.g. There is a perception that general writing classes lose sight of the writing style for the discipline (Somerville & Crème, cited in Wingate & Dreiss, 2009, p.15).

Note: If an organization has an official acronym that they use, write the name in full for the first citation as well as their acronym. Subsequent citations only require the acronym.

e.g. The World Health Organization (WHO, 2019) reported ... subsequent citations; The report identified ... (WHO, 2019).
Direct quotes:

For short quotations (up to 30 words), follow the same rules as paraphrasing/summarising but add a page number. If no page number is available (e.g. some online sources), use another way to identify the place of the quote within the text, such as a paragraph number (only if numbered), the heading, or the document title (shortened, if necessary). Include single quotation marks around the text.

Subject prominent
e.g.
Referencing is considered ‘fundamental to demonstrating critical engagement and deep understanding goes far beyond paraphrasing, quoting and summarising’ (Vardi, 2012, p.924).

Hobart combines heritage charm with a modern lifestyle in a setting of exceptional beauty: ‘It’s no wonder Lonely Planet has called Hobart one of the top ten spots to visit in the world right now.’ (State of Tasmania, 2018, Hobart).

Author prominent
e.g.
Vardi (2012, p.924) considers ‘referencing as fundamental to demonstrating critical engagement and deep understanding goes far beyond paraphrasing, quoting and summarising’.

When describing the charm of Hobart, the State of Tasmania (2018, Hobart) proudly claims: ‘It’s no wonder Lonely Planet has called Hobart one of the top ten spots to visit in the world right now.’

Block quotes: Quotes that are more than 30 words should appear as a block of free-standing text. Indent the quote and reduce the font by one size. Do not include quotation marks.

Subject prominent e.g.

The main objective for undergraduate students are:

to become proficient in the skills expected of your discipline area and to demonstrate that you can communicate your knowledge in the ways expected in your field. That means you are expected to read existing material, analyse it, compare one author with another, question its validity and relevance, and synthesise your ideas using evidence you have gathered from your reading (Archee, Gurney & Mohan, 2013, p.361).

Author prominent e.g.

Archee, Gurney & Mohan (2013, p.361) believe:

As an undergraduate your primary aim is to become proficient in the skills expected of your discipline area and to demonstrate that you can communicate your knowledge in the ways expected in your field. That means you are expected to read existing material, analyse it, compare one author with another, question its validity and relevance, and synthesise your ideas using evidence you have gathered from your reading.
Common knowledge generally refers to facts that are considered widely known, i.e., information that most people would know or can be easily verified. Common knowledge can relate to information within a particular country/region, religious group, or discipline at university, etc.

E.g. ‘The University of Tasmania is the only university in Tasmania’ could be considered common knowledge for people living in Tasmania, but it may not be common knowledge to people in other Australian states or other countries.

Questions to ask yourself:

1. Is this someone’s opinion, evaluation, interpretation, results from their study, a definition or a statistic? If the answer is yes, then it is **not** common knowledge.
   - e.g. “University of Tasmania is placed in the top 2% of universities worldwide” - the source of this information needs to be cited.

2. Can this be quickly verified by at least 3 different reliable sources? A quick search can confirm that there is only 1 university in Tasmania, therefore this would not need to be cited.

3. Who is my audience? At university, certain information may be considered common knowledge within a discipline. Stalnaker (2002, p.701) describes it as “presumed background knowledge shared by participants in a conversation”. Determining what information qualifies as common knowledge is a difficult skill, but as a starting point, consider whether this information been stated in a lecture or covered in your textbook / required readings?
   - e.g. The sample paragraph below starts with a broad statement that introduces the topic. Provided the content was covered in a lecture or textbook, this may be considered common knowledge (unsupported fact/statement). When using common knowledge (unsupported facts/statements) in an essay, it needs to be supported by additional information (supported facts/statements) these sources should be cited in-text.

Dementia is a public health issue affecting every country. The World Health Organisation (WHO, 2012) advocated that dementia should be treated as a public health priority. They have called upon member states to invest more into researching the syndrome. WHO estimate that there are approximately 50 million people around the world with dementia and every year they forecast around 10 million new diagnosis. Their report estimated the global cost of dementia to be US$818 billion. A similar study estimated the global economic cost of dementia as US$948 billion and forecasted an annual increase of 15.94% (Xu, 2017).

💡 When in doubt, cite it!
What sources do I only need to cite in-text?

The following reference types are only cited in text; they do not need to be included in a reference list.

The citation systems used by the legal profession are quite different from most other citation styles. The legal styles used in Australia also differ from the ones used in other jurisdictions, e.g. USA, Canada, UK, EU. For Australia, use the following guidelines; for other jurisdictions, reproduce the name of the source exactly as shown or seek assistance from a librarian.

- **Legislation** (Acts, Regulations, Rules, By-laws, Bills, etc)
  - Use Title case.
  - Italicise titles and years (except for Bills).
  - Show the jurisdiction (Cth, ACT, NSW, NT, Qld, SA, Tas, Vic, WA) unless it is obvious from the title.
    
    e.g.  
    Housing Land Supply Act 2018 (Tas) s 10  
    South Australian Productivity Commission Bill 2018  
    Marine Safety Regulations 2012 (Vic)  
    A New Tax System (Goods and Services Tax) Act 1999 (Cth)  
    Australian Constitution s 44

- **Court decisions/Judgments/Cases**
  - Italicise the names of the parties.
  - Copy the remaining information as it appears in the source, including the brackets and parentheses.
    
    e.g.  
    Zaburoni v The Queen (2016) 256 CLR 482  
    Commonwealth v Tasmania (“Tasmanian Dam case”) [1983] HCA 21  
    Clarence City Council v Resource Management and Planning Appeal Tribunal (No 2) [2018] TASSC 51

- **Personal communication** (e.g. email, personal interviews, letters, telephone conversations), **unpublished lectures**, etc, and **other sources where the information is not obtainable by others**
  - Give the initial/s and surname of the communicator and the exact date. Use the abbreviation **pers. comm.** if it is unclear from the sentence that you are referring to a personal communication.
    
    e.g.  
    Mr C Black confirmed that…(29 Jan 2019, pers. comm.)  
    In an interview on 9 April 2018, Ms R White stated that…
E.g. Walter et al. (2019, p.93) study has demonstrated that individuals with Parkinson’s disease may improve their balance, strength and mobility with regular yoga sessions (see figure 3).

Note: You do not need an in-text citation if you designed your own table etc. It should be made clear in-text that the figure relates to the information you have gathered, etc.

Use the term ‘figure’ for all formats, (graphs, tables, etc) and number each figure sequentially.

e.g. (see figure 1), (see figure 2), etc.

1. Within Word, insert a ‘text box’
2. Insert picture within the ‘text box’
3. Add Figure number and a short caption that provides a description of the content.
4. At the bottom, provide further explanation if required.
5. Locate the figure at the end of the related paragraph or as close as possible.

Walter et al. (2019, p.93) study has demonstrated that individuals with Parkinson’s disease may improve their balance, strength and mobility with regular yoga sessions (see figure 3).

Figure 3: Breathing exercises & postures across 7 weeks

Further description if required.
Golden Rule: Acknowledge it & help me find it!

Help me find it: Reference List

- WHO wrote it?
- WHEN was it written?
- WHAT was it called?
- WHERE does it come from?

General format for a Reference List: **Author, Date, Title, Publication Details.**

Separate the elements with a comma and finish with a full stop. Arrange the reference list alphabetically by author; if listing the same author more than once, arrange chronologically.

**e.g.**

NOTE: Certain sources such as case law, legislation, and personal communication are only required to be cited in-text.
WHO is responsible?

1 author
- Family Name Initials, OR Name of Organisation,
  e.g. Rowling JK, OR World Health Organization,

2 authors
- Family Name Initials & Family Name Initials,
  e.g. Jacobs K & Malpas J,

3 or more authors
- Family Name Initials et al.,
  e.g. Angamo MT et al.,

No author
- Unknown,
  NOTE: before using Unknown make sure that it was not written for/by an organisation.

Pseudonym etc
- Family Name Initials (other name),
  e.g. Pilkington D (Nugi Garimara),

Other responsibility
- Describe their responsibility if they are not the author. Use a standard abbreviation (if known) or write it in full:
  Editor(s) – (ed), (eds), Translator – (trans), Illustrator – (ill), (ills), Director – (dir), Presenter – (presenter),
  e.g. Banakar R & Travers M (eds),

General rules
1. Name of organisation: capitalise as shown, list departments as identified in the source.
2. If Anonymous is listed as the author, treat as author.
3. Include Jr. / Sr. / etc after family name.
4. Add a ? if there is uncertainty as to authorship.
5. Prefixes such as van/de/von etc: place in front of family name but do not capitalise; arrange alphabetically by the Family Name.

NOTE: If you are referencing a part of a source with an identified author (e.g. a chapter in edited book, a foreword, etc) list the source under the author of the part.
Order of preference

1. **Exact date**
   If more than the year is provided, list the date in the following order: day month year.
   e.g. 2 Oct 2018,
   Feb 2017,

2. **Year**
   Year of publication
   e.g. 2018,

3. **Uncertain Date**
   If there is no publication date on the source (in particular web based resources) use the copyright date or ‘last updated’ of the host website, followed by a ?. List the date as shown, followed by the question mark.
   e.g. 23 Apr 2016?
   2018?,

4. **No Date**
   Before using ‘no date’, check if there is an uncertain date. If there is still no date, use the abbreviation n.d.
   e.g. n.d.,
   Warning: Use sources with no date with caution. Sources with no date are more likely to contain out of date information.

**NOTE:** If you have several sources by the same author in the same year, differentiate the sources by adding a, b, c, etc, after the date.
   e.g. Tarulevicz N, 2018a,
   Tarulevicz N, 2018b,
WHERE does it come from?

Book

Whole book
(print or electronic)

Chapter/section within a book

Include the word ‘in’

Editor’s / author’s name (see WHO for formatting)

Book title (see WHAT Title of the Source for formatting)

Publishing details (see whole book below).


e.g.


Edition:

Include any listed edition (except 1st edition).

e.g. Australasian edn, Kindle edn, 2nd edn,

Name of publisher:

Capitalize name as shown

Omit words such as Co, Inc & Ltd

e.g.
1. **Edition/version:**
   - Display as shown
   - E.g. late edn, preprint, special issue, etc

2. **Volume:**
   - Abbreviate to vol.
   - E.g. vol.21

3. **Issue number:**
   - Abbreviate number to no.
   - E.g. no.7
   - If there is no volume or issue number, add other details as shown.
   - E.g. Spring, November, article number

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**Examples:**


1. Description:
If not included in the title, add details to help describe the type of source. For untitled sources, include the description (if available), see WHAT – no title for an example.

   e.g. - PhD thesis,
       - artwork, sculpture, painting etc.
       - photograph, / image, / illustration, / graph,
       - guideline 9.3.3, / occasional paper 167,
       - media release, (if relevant, include explanation of the author’s role/position)
       - pamphlet,
       - DVD,

   e.g.  Ferguson M, & Gutwein P, 27 Nov 2018, Extra Health Funding Announced to Meet Increasing Demand, media release, Minister for Health & Treasurer, Department of Premier and Cabinet, http://www.premier.tas.gov.au.

2. Who hosts/is responsible for producing the source:
   Capitalise as shown
   If the author is the same as the creator, add ‘as author’


3. URL:
   If you can search the homepage and find the source, use the URL for the homepage. Otherwise provide the full URL.
   To keep the URL to the same line as the rest of the reference, the font may be reduced by 1 or 2 points.

General rules

1. Start the reference list on a new page.

2. Order alphabetically by author’s name;
   a) If there is more than one source by the same author, list chronologically from oldest to newest; year precedes exact date (see Doe).
   b) If the sources have the same year, 2018a precedes 2018b (see Tarulevicz)
   c) A source with a single author precedes a source with the same first author with additional authors (see Ferguson)
   d) Alphabetise prefixes that form part of the family name such as O’Brian, MacDonald & Fitzroy as cited, therefore:
      • MacDonald precedes
      • M’Arthur, which precedes
      • McDonald.
   e) For prefixes such as van/de/von that appear separate from the family name, place in front of family name but do not capitalise; arrange alphabetically by the family name.
      E.g. du Pont, PS, place alphabetically under Pont.

3. If the reference goes onto a new line, add hanging indent of 1cm.
   • Note: The URL font size can be reduced by 1 or 2 points to keep it on the same line as the rest of the reference.

4. Line spacing = 2.0 (double)

5. Add appendices on a new page after the reference list.

NOTE: Do not rely on Endnote to format your references perfectly, always check the style guide.
Dementia Australia, 2016, Information for Friends and Family, help sheet for Aboriginal and Torres Strait Islander people, as author, dementia.org.au.


Everett J et al. (presenters), 7 Dec 2012, Tasmanian Aboriginal and Convict History, video, fsstorylines, https://www.youtube.com/watch?v=2FFCoDWuPo.


Nilssen E, 2016, Untitled Objects (?), artwork, Tasmanian College of the Arts.


Additional Resources

There are several units within MyLo that can provide additional information on developing your academic writing.

- Academic and study skills development
- Turnitin & academic writing
- Scientific communication skills - scribble & babble

To find these non award units. Click on 'Discover Course Catalog' on the MyLo home page.

Go to the Study Support & Resources page (https://www.utas.edu.au/students/learning) to find which services are available to you on-campus or online.