

Reference Tips and Techniques

An illustration of an open book with a light blue cover and white pages. The pages are filled with horizontal lines representing text. Two gray rectangular shapes are placed on the pages, one on each side. The words 'Tips and' are written in a large, bold, black, rounded font across the center of the book's pages.

2005

Dawn Kumm

Updated to conform to APA format (5th edition)

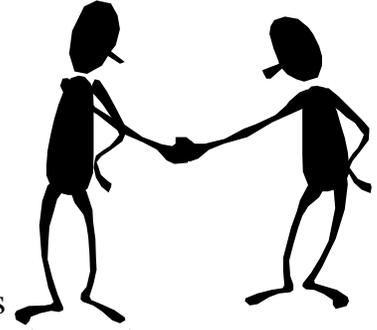
Contents

Page No:

Introduction	2
Why reference?	2
The problem with plagiarism	3
How to quote	3
Where to look in the book	5
What to put where – examples:	9
• Books	9
• Journals	11
• Magazines	12
• Newspaper articles	12
• Dictionaries	13
• Encyclopaedias	13
• Unpublished material	13
○ Unpublished paper	13
○ University lecture notes	14
○ Unpublished special study	14
○ Unpublished thesis/dissertation	15
• Government publications	15
• Personal communications	15
• Other materials	
○ Internet	16
○ Video cassettes	17
○ Audio cassettes	17
○ e-mails	17
○ CD ROMs	17
• Reference List	18

Introduction

Of all the academic tasks tackled by students the one which appears to cause the most frustration and confusion is the art of referencing work correctly. To add to the confusion, most departments and/or lecturers have their favourite methods to which the student must conform at all costs!



In the University of Fort Hare Faculty of Education we follow the American Psychological Association (A.P.A.) method, with a few changes, where necessary, to suit our own needs.

This booklet aims at providing easy-to-follow examples of all the sources you are likely to consult while researching your assignments or theses. The model used shows how to reference both in the reference list and in the text of your essay. In addition, some deviations from the norm are given in the paragraph “How to quote.”

Why reference?

There are a number of very important reasons why you are required to reference your sources. You do so:



- to differentiate between your own original ideas and those acquired from other authors
- to clearly identify the source from which information or ideas were taken and
- to accurately indicate where the information can be found, in order to
 - allow your readers to verify your information and
 - find further information on the subject, and
- because if you do not reference you will be committing **plagiarism!**

The problem with plagiarism

Plagiarism means using someone else's words or ideas and attempting to pass them off as your own. For example, taking van Tassel-Baska's quote:

"Programs for the gifted should accommodate individual differences" (see page 11)

The following would all be examples of plagiarism:

Programmes for gifted children should be adapted to accommodate their individual differences.

OR

Gifted children should be allowed to follow programmes which accommodate their individual differences.

OR

I feel that programs for the gifted should accommodate individual differences.

Academically, plagiarism is seen as **theft** and to be caught plagiarising has a negative impact on your academic credibility and reputation. In addition, if you fail to acknowledge the source of your information your assignment will very probably be returned to you with a mark of 0% and will not count towards your D.P. requirements.



How to quote

There are a number of ways to refer to another author's work in your text:

- quotations may be direct or indirect.
- direct quotations must be enclosed by quotation marks:
"From birth a baby learns from his environment, and how to react with it" (Burns, 1986, p.140).
- indirect quotations do not use the author's actual words:
Burns (1986, p.140) points out that from the time he is born, a baby ...



- ☑ quotations may be broken by your own words:
“Programs for the gifted”, and, in fact, for all children, “should accommodate individual differences” (van Tassel-Baska, 1989, p.15).

Portions of a sentence may be quoted:

“Programmes for the gifted” should be appropriate to the needs of the child and should take into account “individual differences” (van Tassel-Baska, 1989, p.15).

- ☑ Long direct quotes (40 words and over) should be indented instead of using quotation marks:

Many writers employ the term ‘reward’ when discussing positive reinforcement. There is nothing wrong with this, but it is important to remember that ‘reward’ is not synonymous with ‘reinforcement’. For example, a reward could be given, without any effect on behaviour. (Burns, 1986, p.67).

- ☑ Omissions in quotations are shown by using three ellipsis points (...):
Although these children may not be maladjusted in a strictly clinical sense ... they present a formidable challenge to their parents and day-care providers” (Krantz, 1994, p.248).

- ☑ Any italics, underlining or bold words in the original must be retained:
“It is vital that you *plan ahead* to ensure that you manage to get all your assignments completed by due date” (Robertson, 2001, p.3).

- ☑ If you wish to emphasise a point in a quotation using, for example, italics, use the words ‘italics mine’ in brackets at the end of the quotation:
“The pineapple industry stands to lose more that *R1,2 million* (italics mine)” (Stewart, 2002, p.1).

- ☑ Other authors quoted directly in the source you are using:
“It is only recently that fathers have become a source of study in the families of children with disabilities” (Lamb as cited in Kirk *et al*, 1993, p.28).

- ☑ Other authors quoted indirectly in the source you are using:
Lamb (as cited in Kirk *et al*, 1993, p.28) points out that fathers have only recently been included in the study of families with children with disabilities.

Note that the source shown in your reference list will be the book by Kirk *et al* and not Lamb.

Where to look in the book

Example of a title page - one author- (see page 9):

**CHILD
DEVELOPMENT**
A TEXT FOR THE CARING PROFESSIONS

title

ROBERT B. BURNS

author

CROOM HELM

publisher

London & Sydney

place

NICHOLS PUBLISHING COMPANY
New York.

Note: when 2 place
names are given, use
the first.

Example of an imprint page - one author:

date

©1986 Robert B. Burns

Croom Helm Ltd, Provident House, Burrell Row,

Beckenham, Kent, BR3 1AT

Croom Helm Australia, 44-50 Waterloo Road,
North Ryde, 2113, New South Wales
Reprinted 1987

British Library Cataloguing in Publication Data

Burns, Robert B.

Child development: a text for the caring
professions

1. Child development.

1. Title

155.4 BF721

ISBN 0-7099-3232-4

ISBN 0-7099-3233-2 Pbk

First published in the United States of America 1986 by
Nichols Publishing Company, Post Office Box 96,
New York, NY 10024

Library of Congress Cataloging in Publication Data

Burns, R.B.

Child development.

Includes index.

1. Child development. 1. Title.

HQ767.9.B87 1986 305.2'3 85-21583

ISBN 0-89397-236-3

Phototypeset by Words & Pictures Ltd., Thorton Health, Surrey
Printed and bound in Great Britain
by Billing & Sons Limited, Worcester.

Example of a title page - edited book - (see page 10):



Example of an imprint page - edited book:

Copyright © 1997 Dap Louw, David Edwards, Don Foster, Andrew Gilbert, Anet Louw, Gary Norton, Cornelis Plug, Ann Shuttleworth-Jordan and Judora Spangenberg

Published by Heinemann Higher & Further Education (Pty) Ltd
PO Box 781940
Sandton
2146

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise without the prior written permission of the publishers.

Second edition, first impression 1997



date

ISBN 1 86853 1740

While every effort has been made to contact and acknowledge copyright holders of material and photographs reproduced in this book, this did not always prove possible. Copyright holders are therefore requested to contact the publisher in those cases where formal permission was not obtained, so that the matter may be rectified.

Illustrations by Sally Guthrie, Burgen Thorne and Liza van Riet
Typesetting and reproduction by Positive Proof cc
Cover photo by Paul Close
PO Box 784
Rivonia
2128
Phone: 468-1205

What to put where



In the following paragraphs the information will consist of examples of the source as it should appear in your reference list, followed by examples of the reference, as it should appear in your text.

Books

A. Entire books

1. One author:

Note: more than one publication by the same author in the same year must be indicated as follows:

Burns, R.B. (1986a)

Burns, R.B. (1986b)

Reference list:

Burns, R.B. (1986). *Child Development. A text for the caring professions*. London: Croom Helm.

Text:

As Burns (1986, p.150) pointed out, there are many ways to define intelligence.

OR

There are many definitions for intelligence (Burns, 1986, p.150).

OR

“Intelligence has been defined in many ways, ...” (Burns, 1986, p.150).

2. Two authors:

Reference list:

Palmer, J. & Pettitt, D. (1993). *Topic work in the early years*. London: Routledge.

Text:

Palmer and Pettitt (1993, p.16) write about the place of topic work in the curriculum.

OR

There is a place for topic work in the curriculum (Palmer & Pettitt, 1993, p.16).

OR

“... a topic will not cover all areas of the curriculum at once” (Palmer & Pettitt, 1993, p.16).

Note: when two author's names are part of the sentence use 'and', when in brackets use '&'.

3. Three or more authors:

Reference list:

Clarke-Stewart, A., Friedman, S. & Koch, J. (1985). *Child development. A topical approach*. Singapore: John Wiley.

Text:

One of the environmental factors, according to Clarke-Stewart *et al* (1985, p.235) is ...

OR

... the effect of nutrition on a child's growth (Clarke-Stewart *et al*, 1985, p.235).

OR

Nutrition is "the major means by which the surroundings affect individual growth" (Clarke-Stewart *et al*, 1985, p.235).

For three or more authors use 'et al' in the text only for the second and all subsequent quotations. For more than 6, use *et al* from the first reference.

B. Article/chapter in edited book:

Reference list:

New, R.S. (1999). An integrated early childhood curriculum: Moving from the what and the how to the why. In C. Seefeldt (Ed.). *The early childhood curriculum. Current findings in theory and practice* (3rd ed.) (pp. 265-287). New York: Teachers College Press.

Note: Take note of the way in which later editions of books are referenced.

Text:

New (1999, p.265) discussed an integrated curriculum for early childhood.

OR

The integrated curriculum (New, 1999, p.265) typically means ...

OR

"an integrated curriculum designed for young children ..." (New, 1999, p.265).

Journals and magazines

A. Academic journal

1. One author

Reference list:

van Tassel-Baska, J. (1989). Appropriate curriculum for gifted learners. *Educational Leadership*, 46(6), 13-15.

Text:

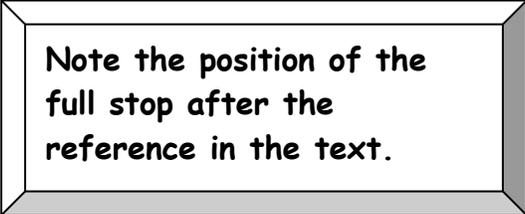
van Tassel-Baska (1989, p.15) argued that programmes for gifted children should differ.

OR

Gifted children should be allowed to follow differentiated programmes (van Tassel-Baska, 1989, p.15).

OR

“Programs for the gifted should accommodate individual differences” (van Tassel-Baska, 1989, p.15).



Note the position of the full stop after the reference in the text.

2. More than one author

Reference list:

Hammill, D.D., Leigh, J.E., McNutt, G. and Larsen, S.C. (1981). A new definition of learning disabilities. *Learning Disability Quarterly*, 4, 336-342.

Text:

Hammill *et al* (1981, p.337) pointed out that the lack of agreement ...

OR

The lack of agreement concerning a definition of L.D. (Hammill *et al*, 1981, p.337) ...

OR

This is “one of the most frequently cited criticisms levelled against the L.D. field” (Hammill *et al*, 1981, p.337).

B. Magazine article

Reference list:

Bristow, D. (2000). A tale of two villages. *Getaway*, November 2000, 160-164.

Text:

“... South Africans are sure to rediscover the quaint, quiet charms of Stormsriver” (Bristow, 2000, p.164).

OR

Bristow (2000, p.164) was sure that South Africans will “rediscover the quaint, quiet charms of Stormsriver.”

OR

Bristow (2000, pp.160-164) described the charms of the Stormsriver area.

C. Newspaper article

1. Journalist named

Reference list:

Stewart, G. (2002). Coast road closure chokes Eastern Cape industries. *Daily Dispatch*, 14 October 2002, p.1.

Text:

Stewart (2002, p.1) stated that the pineapple industry is going to be affected ...

OR

The effect of the closure of the coastal road on the pineapple industry (Stewart, 2002, p.1).

OR

“The pineapple industry stands to lose more than R1,2 million” (Stewart, 2002, p.1).

2. No journalist named

Reference list:

Matrics begin exams. (2002, 14 October). *Daily Dispatch*, p.1.

Text:

33 Grade 12 question papers will be written this year. (Matrics begin exams 2002:1).

Dictionaries

Reference list:

The Concise Oxford Dictionary. 7th Ed. 1982. S.v. 'behaviourism'. Oxford: University Press.

Text:

a "study of human actions by analysis into stimulus and response" (The Concise Oxford Dictionary, 1982, s.v. 'behaviourism').

OR

According to the Concise Oxford Dictionary (1982, s.v. 'behaviourism') behaviourism refers to a "study of human actions by analysis into stimulus and response."

Note: S.v. stands for *sub verbo* which means under the word. The lower case 's' is used in the text as it follows a comma.

Encyclopaedias

Reference list:

Shaw, E. (1980). Animals: Intelligence and behavior. In *The New Book of Knowledge*, (Vol.1, p. 287). Danbury: Grolier.

Text:

"The primates are the most adaptable of all animals" (Shaw, 1980, p.287)

OR

Shaw (1980, p.287) stated that "primates are the most adaptable of all animals"

OR

Experiments have shown the primates are most able to adapt themselves to their environment (Shaw, 1980, p.287)

Note: Where no author is given in an encyclopaedia, reference in the same way as you would a dictionary.

Unpublished material

A. Unpublished paper presented at meeting/conference/seminar

Reference list:

Motlathledi, T.P. (2001, October). *Performing arts (dance) for the mentally handicapped in developing countries aiming at social integration*. Conference: Promoting the resilience of the individuals with intellectual disability in Africa. East London.

Text:

“The focus for these learners is dance rather than creative movement.”
(Motlhatlhedhi, 2001, p.7)

OR

Motlhatlhedhi (2001, p.7) discussed the use of dance in teaching the mentally handicapped.

OR

Learners are encouraged to exercise through the use of dance. (Motlhatlhedhi, 2001, p.7)

B. University lecture notes

Reference list:

Robertson, S. (2001). Guidelines to the writing, presentation and assessment of assignments. Department of Education, Rhodes University, East London.

Text:

“It is vital that you *plan ahead* to ensure that you manage to get all your assignments completed by due date” (Robertson, 2001, p.3).

OR

Robertson (2001, p.3) emphasised the importance of time management when it comes to writing assignments.

OR

It is important to plan ahead in order to complete your assignments in time (Robertson, 2001, p.3).

C. Unpublished special study

Reference list:

Chambers, T. (2002). *Taking schoolwork home: An investigation into the study of homework in the intermediate phase*. Unpublished special study. Education Department, Rhodes University, East London.

Text:

“Effective homework should allow for individual differences” (Chambers, 2002, p.5).

OR

According to Chambers (2002, p.5), to be effective, homework should take into account individual differences.

D. Unpublished thesis/dissertation

Reference list:

Von der Marwitz, J. (1992). *Aids and the protection of the nurse in the clinical field*. Unpublished master's thesis, University of Port Elizabeth.

Text:

“Treatment of the HIV infection is mainly by the use of chemotherapeutic agents” (Von der Marwitz, 1992, p.26).

OR

Von der Marwitz (1992, p.26) stated that chemotherapeutic agents are used most often in the treatment of HIV.

OR

A number of strategies are used to treat HIV, among these are chemotherapeutic agents (Von der Marwitz, 1992, p.26).

Government publications

Reference list:

Department of Education. (2001). *Early Childhood Development White Paper*. Pretoria: Government Printer.

Text:

“Approximately 40% of young children in South Africa grow up in conditions of abject poverty”. (Department of Education, 2001, p.3).

OR

According to the ECD White Paper (Department of Education, 2001, p.3) almost half of South Africa's children are brought up in an environment of poverty.

Personal communications

Reference list:

Not included in the reference list.

Text:

B. Carlson (personal communication, September 29, 2002) warned us against plagiarism.

OR

“Plagiarism is totally unacceptable.” (B. Carlson, personal communication, September 29, 2002).



Other materials

A. Internet

1. Document. Author and date given.

Note: Ensure that the quotations you use from the internet come from a reputable source.

Reference list:

Mertler, C.A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved September 10, 2002, from <http://ericae.net/pare/getvn.asp?v=7&n=25>.

Text:

“There are two types of rubrics: holistic and analytic” (Mertler, 2001).

OR

Mertler (2001) discussed holistic and analytic rubrics.

OR

In the discussion of holistic and analytic rubrics (Mertler 2001), the following ...

2. No author, no date.

Reference list:

Maternal Deprivation Syndrome. (n.d.). Retrieved April 10, 2002, from <http://healthcentral.com/peds>.

Text:

“The problems leading to FTT are complex” (“Maternal Deprivation Syndrome”, 2002)

3. University website.

Reference list:

Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures*. Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

Text:

“The shaping of a future for education depends on the choice of a past” (Chou *et al*, 1993).

B. Video-cassettes

Reference list:

Achmat, Z. (1992). *The Multilingual Classroom* (video-recording). The National language project.

Text:

Classrooms are becoming a meeting place for children from all language groups (Achmat, 1992).

OR

Professor Agnihotri stated that a great deal of his knowledge of multi-lingual schools came from “the rural areas of India” (Achmat, 1992).

C. Audio-cassettes

Reference list:

Understanding Outcomes-based Education. (1998). (Audio-cassette).
SAIDE. Oxford University Press and Ulwazi Educational Radio.

Text:

Outcomes based education aims at producing “learners who can think critically and creatively” (Understanding Outcomes-based Education, 1998).

D. e-mails

Reference list:

Not included in reference list.

Text:

Nola advised that the latest anti-virus update was available (N.Summers, personal e-mail, October 21, 2002).

F. CD-ROMS

Reference list:

People and the Sea: Fishing and Whaling ([Oceans CD-ROM 1995]
Microsoft Incorporated.)

Text:

“The fishing industry worldwide throws away 25 percent of its total catch” (People and the Sea, 1995).

A reference list is NOT a bibliography. All sources, which appear in the text, must be shown in the reference list, in alphabetical order, and sources in the reference list must be acknowledged in the text.

Reference List

Achmat, Z. (1992). *The Multilingual Classroom*. (video-recording). The National language project.

Bristow, D. (November 2000). A tale of two villages. *Getaway*, 160-164.

Krantz, M. (1994). *Child Development. Risk and Opportunity*. Belmont: Wadsworth Publishing Company.

Mertler, C.A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved September 10, 2002, from <http://ericae.net/pare/getvn.asp?v=7&n=25>

Motlhatlhedhi, T.P. (2001, October). *Performing arts (dance) for the mentally handicapped in developing countries aiming at social integration*. Conference: Promoting the resilience of the individuals with intellectual disability in Africa. East London.

