

GUIDE TO REFERENCING YOUR WORK

All PGCE trainees are required to use this guidance, in line with the policy of the Faculty of Education, in order to set out citations and reference lists.

Referencing is an important part of any academic writing. It is the process of referring to texts and ensuring that the reader has the necessary information to locate them. Referencing can be viewed in two ways: as a writing convention and as an important part of the way an effective piece of academic writing is constructed. Good referencing involves accurate citation of academic sources as an essential part of the structure of written academic argument. Referencing is therefore a vital aspect of assignments. A full understanding of how to reference accurately, and why it is important, will ensure that you do not inadvertently plagiarise. (For details of the University of Cambridge policy on plagiarism see the end of this section.)

It is very important that you follow this guidance and that you use the conventions as laid out in this section; if you do not do so your work will not meet the required standard.

References consist of two parts, the citation and the reference list:

- The citation is included as part of a sentence in a text: it is signalled by an author's surname and the year of publication of their text, for example, (Wyse, 2005). A citation may or may not include a direct quote but where it is a quote the page number should also be given, for example, (Wyse, 2005, p. 63).
- The information about the citation is located in an alphabetical list, called a reference list, at the end of the text which gives all the information that a reader needs if they want to read the text for themselves.

A bibliography is not the same as a reference list. A bibliography also includes texts that you have read but not cited. For this course, **you are expected to construct a reference list for each assignment. A bibliography is NOT required.**

How to write references and citations

There are two main systems for referencing: a) the *author-date system*; b) the *humanities style* (notes and bibliography). The humanities style provides bibliographic citations in notes which may or may not be accompanied by a bibliography. This system is often used by scholars of literature, history, and the arts (The University of Chicago, 2003). The author-date system uses citations in the text (the author's surname and year of publication) with full information about the source provided in an alphabetic reference list.

The author-date system has been used by the physical and natural sciences for a long time and is now increasingly used in the social sciences and humanities. The guide for the author-date system which is increasingly used by the social sciences is *The Publication Manual of the American Psychological Association* (APA) (American Psychological Association, 2009). The APA manual is usually referred to by its edition number so currently the abbreviated name is APA 6th. It is helpful to have an agreed in-house style in order to reduce the time that can be wasted if there is lack of agreement (most publishers and journals have an in-house style for this reason). The Faculty of Education referencing style is strongly influenced by the APA style because the publication manual is particularly thorough and generally clear. Many highly ranked education journals use APA style.

The list below shows you exactly how to set out different types of references in your reference list and how to write citations in the main body of the text.

Quotes

The main reason for having a direct quote is if it is particularly important to your argument and you want to emphasise that the author of the quote has something really significant to say. Notice that a long quote of 40 or more words should be indented, with author, date and page number placed either in the introductory text or immediately following the quote. You do not need quotation marks for a quote of this kind. Here's what the first part of this paragraph would look like when laid out as a long quote:

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A quote of less than 40 words should have double quotation marks and should not be indented. Single quotation marks are used for quotes within quotes. They are also used for direct speech and turns of phrase.

The Citation

This section shows how you should set out citations in essays, a thesis, and in many academic journals. One important general principle to think about is that a citation should not disrupt the grammar of the sentence that it is located within. This is true for quotations as well, even if an indented quote of 40 words or more is used.

Single author

The basic form of author-date citation:

.. that we currently consider as legitimate elements (Villarreal, 2008).

Sometimes the author's name is used within the grammar of the sentence:

Villarreal (2008) calls this transition the shift from...

Two authors

Both authors' names should be cited each time:

... which are the influences on technology use in classrooms (Ruthven & Hennessy, 2002)

Notice the use of the & sign in the example above. However, when citing as part of a sentence the full word 'and' is used:

Ruthven and Hennessy (2002) offered a model of...

Three to five authors

When a source has three, four or five authors cite all authors the first time:

... which are the various aspects of technology integration (Hennessy, Ruthven, & Brindley, 2005)

For subsequent citations of the same source use the name of the first author followed by et al. (not italicised and with a full stop after al):

... and an increasing amount of activity (Hennessy et al., 2005)

Six or more authors

Use the surname of the first author followed by et al. for all citations (not italic, full stop after 'al'). In the reference list provide names for six authors (if more than six authors insert ellipsis ... after the sixth author followed by the last author).

Two or more sources in relation to a point

Authors are listed in date order:

... strategy learning could result in better approaches to study by students (Crawford, Nicholas, & Prosser, 1998; Trigwell, Prosser, & Waterhouse, 1999; Trigwell & Prosser, 2004).

unless the same author is listed more than once in which case the surname is listed only once, followed by the respective years of publication.

(Trigwell & Prosser, 2004, 2005, in-press)

Sources

If you cite a text cited by someone else it is known as a secondary source. The term *secondary source* is used in a different way in APA style to the way it is understood in other disciplines (primary sources are usually regarded as manuscript collections, archives, contemporary accounts, diaries, personal interviews, etc.: "source material contemporary with the period or thing studied; designating an original document, source, or text rather than one of criticism, discussion, or summary" (Oxford University Press, 2010, online). In the APA style secondary source means referring to a source that you did not read, instead relying on someone else's account. This is something to be avoided if possible, but if necessary then it must be clearly cited in the following way:

In relation to the teaching of reading the phrase 'the great debate' has been attributed to Chall (as cited in Wray and Medwell, 1994)...

The reference list gives the secondary source, which in this case would be:

Wray, D., & Medwell, J. (1994). *Teaching primary English: The state of the art*. London: Routledge.

It is unwise to use secondary sources unless the text is very important to your argument and it is not possible to get an inter-library loan. You should read texts yourself first-hand because the author of the secondary source may have misread the text and is likely to interpret it in a different way from yourself. You learn more by reading things yourself.

The Reference List

The reference list must appear at the end of your text. It should start on a new page and be titled References. Here are some basic rules:

- Each source you cite in the text must appear in the reference list;
- Each entry in the reference list must be cited in your text;
- List references in alphabetical order and, for multiple references for the same author, in date order;
- References must have a hanging indent (see format of references at the end of this section).

When compiling your reference list you need to check each citation to ensure it matches its entry in the reference list. You also need to ensure that any references that are not cited in the text are deleted. Use the formats below to set out the different kinds of reference.

Reference Examples:

Book

First Edition:

Wyse, D. (2006). *The good writing guide for education students*. London: Sage.

Subsequent editions:

Wyse, D. (2007). *The good writing guide for education students* (2nd ed.). London: Sage.

Edited books

Giblets, K.N., & Homey, J.N. (Eds.). (1993). *Children's behaviors: behavior modifications and interventions*. San Francisco: Jonessy-Blithum.

Chapter in an edited book

Note the way that the names of the editors are not reversed as they are for all other names in references.

Trouche, L. (2005). An instrumental approach to mathematics learning in symbolic calculators environments. In D. Guin, K. Ruthven, & L. Trouche (Eds.), *The didactical challenge of symbolic calculators: turning a computational device into a mathematical instrument* (pp.137-162). New York: Springer.

Journal article

Ruthven, K., & Hennessy, S. (2002). A practitioner model of the use of computer-based tools and resources to support mathematics teaching and learning. *Educational Studies in Mathematics*, 49(1), 47-88.

Hennessy, S., Ruthven, K., & Brindley, S. (2005). Teacher perspectives on integrating ICT into subject teaching: commitment, constraints, caution, and change. *Journal of Curriculum Studies*, 37(2), 155-192.

Journal article in press

Ruthven, K. (in press). Herschel's heritage and today's technology integration: a postulated parallel. *Teaching Mathematics and Computer Science*. [add volume / issue numbers if known]

Electronic version

i) Increasingly electronic documents will have a unique Digital Object Identifier (DOI). This number offers a permanent means of locating a document (whereas a URL can change) and should be included in references wherever it is available. It is added after the final full stop

by cutting and pasting to the end of the journal article reference (or other electronic source reference) like this: doi: 10.1080/1462

ii) If the DOI is not available then you should give all possible details of the document used and include the internet address at the end of the reference details: Retrieved from <http://.....>(it is not necessary to provide the retrieval date). No full stop follows the DOI or URL.

Newspaper article

Cassidy, S. (2005, December 2). Ignoring ministers is secret of a primary school's success. *The Independent*. Retrieved from <http://www.independent.co.uk/news/education/educationnews/ignoring-ministers-is-secret-of-a-primary-schools-success-517799.html>

Magazine article

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Conference Paper Presentation or Poster

Wyse, D. (2005, April). Two tears for the primary curriculum. Paper presented at the *How Special are Subjects?* conference, Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA), London.

Lecture

This format is probably the most appropriate if you want to cite something from one of your lectures. In your list of references:

Whitebread, D. (2004, 18 November). *Understanding Learning*. Lecture presented as part of PGCE Early Years and Primary Education Course, University of Cambridge, Faculty of Education.

NB It is wise to use lecture material to inspire your wider reading rather than rely solely on referenced content to support academic argument in an assignment. Assignment guidelines ask that you draw on a range of reading materials and sources and at M Level you should be relying on a judicious mix of texts and journal articles in the first instance.

Conference Symposium

Wyse, D. (2009, September). Reform of the primary curriculum in England since 1988. In I. Menter (Chair), *Curriculum Reform in Four Nations – a Home International Policy Symposium*. Symposium at the British Educational Research Association (BERA) annual conference, University of Manchester.

Report

Becker, H. J. (2001). *How are teachers using computers in instructions? Meetings of the American Educational Research Association: National Survey Report*. Irvine, CA: Center for Research on Information Technology and Organizations, University of California Irvine.

Report by organisation

Office for Standards in Education (OFSTED). (1999). *The annual report of Her Majesty's chief inspector of schools, standards and quality in education 1997/98*. London: Her Majesty's Stationary Office (HMSO).

Dissertation

Cooley, L. A. (1995). Evaluating the effects on conceptual understanding and achievement of enhancing an introductory calculus course with a Computer Algebra System. Unpublished doctoral dissertation, New York University, New York, NY.

School Policy

School X (2008). A Policy on Everything. Unpublished manuscript.

Treat school policies as unpublished work. If there is a named author then they should be noted, if not the school is the author. Use 'School X' to maintain confidentiality.

Computer software

HyperRESEARCH (Version 2.8) [Computer software]. Randolph, MA:ResearchWare, INC.

Film

Warner, A., Williams, J. H., Katzenberg, J. (Producers) & Adamson, A., Jenson, V. (Directors). (2001). *Shrek* [Motion Picture]. United States: DreamWorks.

Video

Oracy Video (Producer) & Baddeley, G. (Editor). (1992). *Learning together through talk* [Videocassette]. United Kingdom: Hodder and Stoughton.

Classical Work

Reference list entries not needed for major works such as ancient Greek, Roman, or major religious texts. If original date of publication is known then it should be included: Joyce (1922/1986). Other appropriate formats are: Joyce (1986 version); or with translation date (Plato, trans. 1933)

Joyce, J. (1986). *Ulysses*. London: Penguin (original work published 1922).

Law

The citation and referencing of legal materials has its own complex set of conventions that use footnotes. The Faculty of Education guidance is that a statute does not need to be listed in the reference list but should be cited similarly to this (including the year of enactment):

The Education Reform Act 1988 established the power of the Secretary of State for Education to determine a national curriculum.

If you are referring to a particular section then sections numbers should be provided so that the reader can locate them.

Using Zotero

Zotero is an online tool for sorting and managing reference materials, and for compiling citations and reference lists quickly and easily (for this, the integration with Word is particularly impressive). It runs on a Firefox web browser - which is easily downloadable if you don't already have it - and we urge you to consider using it. For information about Zotero, access the CamTools Assignments site. Zotero has numerous output styles that you can select using the tools menu. The one that you need to select for assignments is 'American Psychological Association' (APA). If you are not sure how to set this up please refer to Zotero Help.

Further support

For further support with referencing, look at the CamTools Assignments site. Additionally, and for general guidelines for academic writing, you might find it helpful to look at:

Wyse, D. (2007). *The Good Writing Guide for Education Students* (2nd ed.). London: Sage.

Plagiarism

**A summary of the University's definition of plagiarism:
The unacknowledged use of the work of others as if it were your own.**

Full details of the University-wide statement on plagiarism can be found on:
<http://www.admin.cam.ac.uk/univ/plagiarism>

Statement on plagiarism

The General Board, with the agreement of the Board of Examinations and the Board of Graduate Studies, has issued this guidance for the information of candidates, Examiners, and Supervisors. It may be supplemented by course-specific guidance from Faculties and Departments.

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person's language and/or ideas as if they are a candidate's own), by:

- **quoting verbatim** another person's work without due acknowledgement of the source;
- **paraphrasing** another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- **using ideas** taken from someone else without reference to the originator;
- **cutting and pasting** from the Internet to make a pastiche of online sources;
- **submitting someone else's work** as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from **colluding** with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture hand-outs and other students' work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment. Faculties or Departments should issue written guidance on the relevant scholarly conventions for submitted work, and also make it clear to candidates what level of acknowledgement might be expected in written examinations. Candidates are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If a candidate has any outstanding queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University's Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

<http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html>

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