Welcome! Before we start…

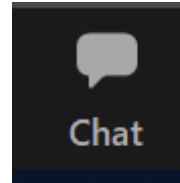1. **Sign in** with your **first and family name** so we can check you off the register
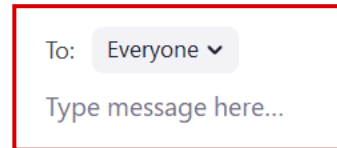
2. **Mute** your **microphone** & **video**

3. **Open** the **Chat,** and **say hello**

4. Keep **Chat** option on for **'Everyone'**

In this workshop we will cover:

- basic referencing practices

- examples of different referencing styles

- writing in-text and reference list entries

- varying your use of in-text referencing

- the importance of checking your formatting

- where to find useful resources & support

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Referencing

Would you believe this statement?

Students who sit in blue chairs are more successful in exams.

Activity adapted from: Bretag et al. (2007)

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Referencing (cont.)

What about this one?

A survey of 200 students at UniSA found that students who sat in blue chairs scored 10% higher grades.

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Referencing (cont.)

Is this more reliable?

A survey of 200 students at UniSA found students sitting in blue chairs did 10% better in exams (Smith et al., 2003, p. 38). This is supported by Lee and Brown (2001, p.19) whose survey at New York University found students sitting in blue chairs scored 7% higher in exams.*

Activity adapted from**:** Bretag et al. (2007)

*All in-text references used in these workshop slides follow APA unless indicated otherwise.

What is referencing?

"Referencing is a standard practice used in academic writing to show your reader *which ideas* you have gathered from other sources and *where* those ideas came from" (UniSA, 2018, p. 2).

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Why reference?

Acknowledges the ideas of others

Allows you to use these ideas to build an argument

Shows the range of ideas and approaches you have found and thought about
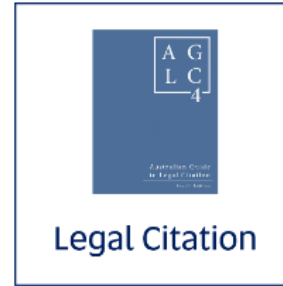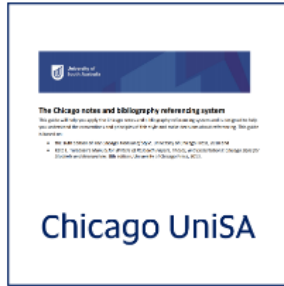
Reflects standard academic practice and values

Confirms that you have used expert and reliable sources

Prevents circumstances where plagiarism can occur
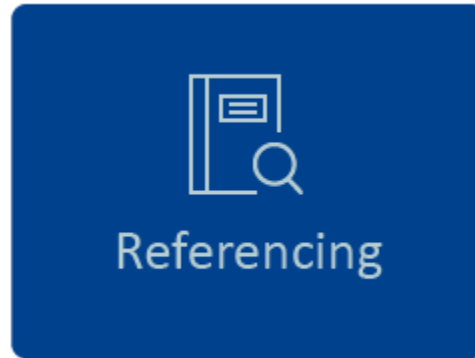
What type of referencing are you required to use?

APA 7

Chicago UniSA

Harvard UniSA

IEEE

Legal Citation

MLA

Two components of 'author/date' referencing

Referencing

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In-text citations

…. undesirability of literal fidelity" (Stam, 2005a, p. 4).

Film adaptations of novels are frequently "castigated and held to an absurdly rigorous standard of fidelity" (Stam, 2005b, p. 15). If key scenes from a novel are pruned for film, audiences often react negatively. However, fidelity is not an appropriate measure for evaluating a film adaptation's success, as numerous scholars concur (Desmond & Hawkes, 2006; Leitch, 2008; McFarlane, 1996; Miller & Stam, 2004). Judging film adaptations is ultimately, Whelehan (1999) contends, "an inexact science dogged by value judgments about the relative artistic worth of literature and film" (p. 4). A fan of a novel might denigrate a film adaptation which alters the original book in some fashion, but their response is highly subjective and fails to take into account the practices and realities of film production (McFarlane, 2007).

References

Desmond, J., & Hawkes, P. (2006). *Adaptation: Studying film and literature*. McGraw-Hill.

Leitch, T. (2008). Adaptation studies at a crossroads. *Adaptation*, *1*(1), 63–77.

McFarlane, B. (1996). *Novel to film: An introduction to the theory of adaptation.* Oxford University Press.

Miller, T., & Stam, R. (Eds.) (2004). *A companion to film theory*. http://www.scribd.com/doc/27285834/A-Companion-to-FIlm-Theory

Stam, R. (2005a). Introduction: The theory and practice of adaptation. In R. Stam & A. Raengo (Eds.), *Literature through film: Realism, magic, and the art of adaptation* (pp. 1-52). Blackwell Publishing.

Stam, R. (2005b). *Literature through film: Realism, magic, and the art of adaptation*. Blackwell Publishing.

Whelehan, I. (1999). Adaptations: The contemporary dilemmas. In D. Cartmell & I. Whelehan (Eds.), *Adaptations: From text to screen, screen to text* (pp. 3–19). Routledge.

There are several ways to in-text reference

Referencing

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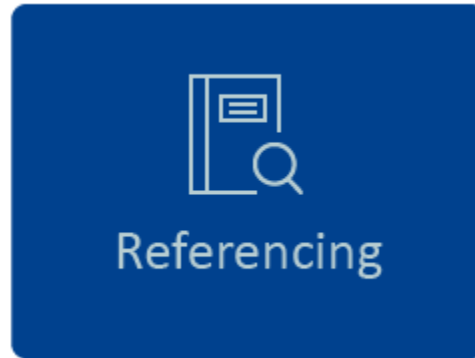
How do these in-text references differ?

Example 1

Problem-solving negotiation is essentially a type of bargaining (Haigh, 2004, p. 34).

Example 2

According to Haigh (2004, p. 34), problem-solving negotiation is essentially a type of bargaining.

Example 3

Haigh (2004, p. 34) describes problem-solving negotiation as essentially being a type of bargaining.

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Information first

Example 1

Problem-solving negotiation is essentially a type of bargaining (Haigh, 2004, p. 34).

- The author is acknowledged in the bracketed reference only

- Emphasis in the sentence is on the information

Author first

Example 2
According to Haigh (2004, p. 34), problem-solving negotiation is essentially a type of bargaining.

- Highlights the author's perspective or authority in the body of the sentence

- Emphasis in the sentence is more on the author

- Use sparingly

Author first (cont.)

Example 3
Haigh (2004, p. 34) describes problem-solving negotiation as essentially being a type of bargaining.

- The author is included in the body of the sentence

- Emphasis in the sentence is on the author

Reporting verbs

When using 'author first' in-text references, you need to choose a verb to report the information.

For example…

Haigh (2004, p. 34) describes problem-solving negotiation as essentially being a type of bargaining.

Haigh (2004, p. 34) states problem-solving negotiation is essentially a type of bargaining.

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Reporting verbs (cont.)

How do these reporting verbs position the authors?

Haigh (2004, p. 34) suggests problem-solving negotiation is essentially a type of bargaining.

Haigh (2004, p. 34) argues problem-solving negotiation is essentially a type of bargaining.

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Reporting verbs (cont.)

- Use a range of [reporting verbs](#) when using 'author first' referencing

- Match the reporting verbs to the way the author is expressing their idea, and your interpretation

FAQ: one author cited in another's work

Imagine you want to paraphrase this idea by Kemmis et al. which you have read in an article written by Jones (2009, p. 38):

Basically, education is understood as preparation for work (Kemmis et al., 1983).

From:
Jones, T.M. (2009). Framing the framework: discourses in Australia's national values education policy. *Educational Research for Policy and Practice*, *8*, 35-57.

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FAQ: one author cited in another's work (cont.)

The original text by Jones (2009, p. 38):

Basically, education was seen as preparation for work (Kemmis et al., 1983).

Your paraphrased writing might look like this (APA 7):

In other words, schools were considered a training ground for joining the workforce (Kemmis et al., 1983, as cited in Jones, 2009).

From:
Jones, T. M. (2009). Framing the framework: Discourses in Australia's national values education policy. *Educational Research for Policy and Practice*, *8*, 35-57.

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Q & A

The reference list

Referencing

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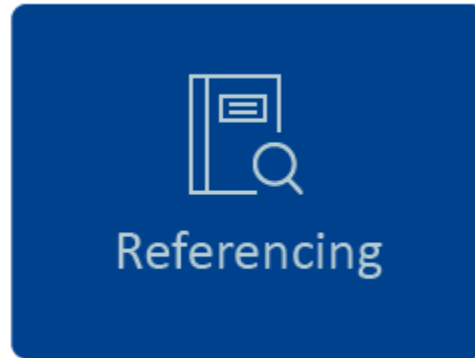
What is included in a reference list?

The main elements required for all references are the:

- ✓ **author**
- ✓ **year**
- ✓ **title**
- ✓ **publication information**

A reference list is:

- a single list of full bibliographic details for all sources referred to in assignment

- is titled **References**

- arranged alphabetically by author family name (or title/sponsoring organisation where a source has no author)

Reference list format (APA 7)

Hanging first line →

Single line spacing required →

Leave space between each entry →

References

Bowker, N., & Tuffin, K. (2002). Users with disabilities' social and economic development through online access. In M. Boumedine (Ed.), *Proceedings of the IASTED International Conference on Information and Knowledge Sharing* (pp. 122–127). ACTA Press.

Durie, M. (2003). *Ngā kāhui pou: Launching Māori futures*. Huia Publishers.

Hazledine, T., & Quiggan, J. (2006). Public policy in Australia and New Zealand: The new global context. *Australian Journal of Political Science, 41*(2), 131–143.

Ministry for Primary Industries. (2012). *Rural communities*. http://www.mpi.govt.nz/agriculture/rural-communities

APA 7

Australian Taxation Office (ATO). (2021). *Dealing with disasters.* Commonwealth of Australia. https://www.ato.gov.au/general/dealing-with-disasters/

Finding information you need

Routledge
Taylor & Francis Group

Fear-Potentiated Startle: A Review from an Aviation Perspective

Wayne L. Martin, Patrick S. Murray, Paul R. Bates, and Paul S. Y. Lee

Aviation and Logistics, University of Southern Queensland, Brisbane, Australia

Pilot performance following unexpected critical events has been either ineffective or inappropriate in some recent aircraft accidents. The deleterious effects of startle have been identified as causal or contributory in these events. The startle reflex, fight or flight reaction, and stress response are discussed. Threat has the effect of potentiating startle effects and has significant deleterious effects on cognition. This could contribute to poor performance following an unexpected critical event in aviation. Training strategies for improved performance, which would expose pilots to unexpected critical events more often, and develop greater self-efficacy, are discussed.

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ARTICLE

Fear-Potentiated Startle: A Review from an Aviation Perspective

Martin, Wayne L. ; Murray, Patrick S. ; Bates, Paul R. ; Lee, Paul S. Y.

The International journal of aviation psychology, 2015-04-03, Vol.25 (2), p.97-107

" .... The deleterious effects of startle have been identified as causal or contributory in these events... "

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| EXPORT TO EXCEL | ENDNOTE DESKTOP (RIS) | ENDNOTE WEB | CITATION | E-MAIL | BOOKMARK |

PRINT

Harvard UniSA

AGLC

APA (7th edition)

Chicago/Turabian (16th edition)

MLA (7th edition)

Martin, Murray, P. S., Bates, P. R., & Lee, P. S. Y. (2015). Fear-Potentiated Startle: A Review from an Aviation Perspective. *The International Journal of Aviation Psychology, 25*(2), 97–107. https://doi.org/10.1080/10508414.2015.1128293

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This is an automatically generated citation. Please check citations for accuracy and make corrections before using.

Martin, W. L., Murray, P. S., Bates, P. R., & Lee, P. S. Y. (2015). Fear-potentiated startle: A review from an aviation perspective, *The International Journal of Aviation Psychology, 25*(2), 97-107. https://doi.org/10.1080/10508414.2015.1128293

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Useful resources

The basics of referencing

Paraphrasing & integrating sources

Referencing style guides

Turnitin

Academic Integrity

Workshops & more help

The UniSA Referencing site www.unisa.edu.au/referencing

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Access this PPT presentation + more

Go to Study Help > Workshops & more help > Referencing – what's involved?

Referencing - what's involved?

☐ Access this PowerPoint presentation

☐ Learn more about 'author/date' referencing

☐ Practise with interactive resources

True or false?

Put in your in-text references as you write.   **TRUE**

A point made in a paragraph could be stronger if supported by more than one source.   **TRUE**

Reference list entries should be listed in the order in which they appear in your assignment.   **FALSE**

Electronic sources should be listed separately in reference list.   **FALSE**

Any source you reference in the body of your assignment should also be in your list of references.   **TRUE**
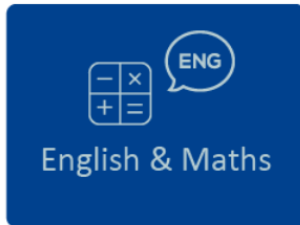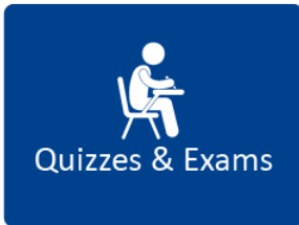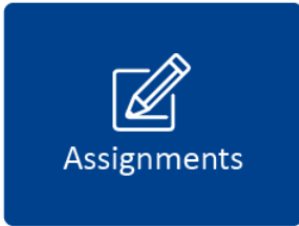
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Learning support at UniSA

Learning Advisers provide resources and advice on areas such as:

- Understanding different assignment tasks
- Academic writing
- Referencing and academic integrity
- Adapting to university study

❑ Explore Study Help online resources

❑ Talk to a Learning Adviser (in person, Zoom or phone) - Book an appointment online or contact Campus Central

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References

Bretag, T., Crossman, J., & Bordia, S. (2007). *Communication skills for international students in business.* McGraw-Hill, Australia.

Jones, T.M. (2009). Framing the framework: Discourses in Australia's national values education policy. *Educational Research for Policy and Practice*, *8*, 35-57. https://doi.org/10.1007/s10671-008-9058-x

University of South Australia (2018, December). *Harvard referencing guide UniSA.* https://lo.unisa.edu.au/pluginfile.php/1396048/mod_resource/content/5/HRG%202018%20Dec.pdf

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