



University of  
South Australia

# The Basics of Referencing

*Learning Advisers*

*Student Engagement Unit (SEU)*

# 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



# Referencing

**Would you believe this statement?**

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



Activity adapted from: Bretag et al. (2007)

# 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.



Activity adapted from: Bretag et al. (2007)

# 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).

# 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

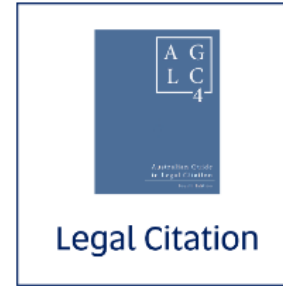
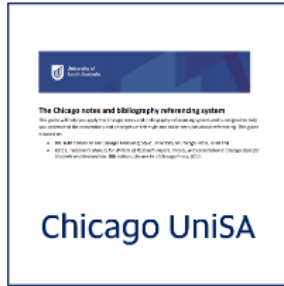
Reflects standard academic practice and values

Confirms that you have used expert and reliable sources

Prevents circumstances where plagiarism can occur

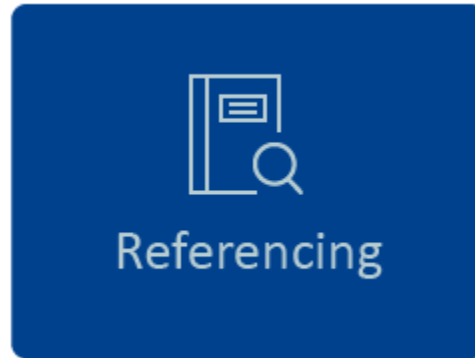


# What type of referencing are you required to use?





# Two components of 'author/date' referencing



## In-text citations

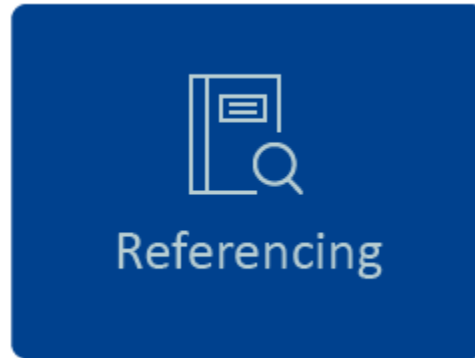
... undesirability of literal fidelity” (Stam, 2005a, p. 4).

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



# 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.

# 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.



# 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.

# 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.

# 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):

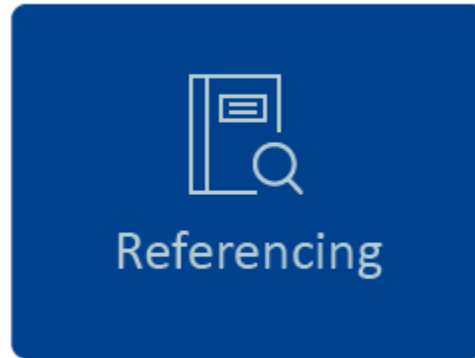
In other words, schools were considered a training ground for joining the workforce (Kemmis et al., 1983, as cited in Jones, 2009).

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.

# Q & A



# The reference list



# 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)

## 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>

Hanging first line



Single line  
spacing required



Leave space  
between each  
entry



# APA 7

## Dealing with disasters

## Dealing with disasters

- Assistance payments
- More time to lodge, pay and respond
- Early access to your money
- Damaged or destroyed property
- Reconstructing your tax records

If you're affected by a recent event or disaster, such as a flood, bushfire, COVID-19, cyclone, drought or storm there's no need to worry about your tax affairs right away.

We will give you time to recover and help you get back on track when you are ready.

To find out about tailored support for specific disaster events, visit:

- > [COVID-19](#)
- > [Bushfires](#)
- > [Floods](#)
- > [Drought](#)

You can also phone our Emergency Support Infoline on **1800 806 218** during our [operating hours](#) to discuss what support options are available for your individual situation.

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# Finding information you need

THE INTERNATIONAL JOURNAL OF AVIATION PSYCHOLOGY 25(2) 97-107





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## 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.

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>

# 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](http://www.unisa.edu.au/referencing)



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# Access this PPT presentation + more

Go to [Study Help](#) > Workshops & more help > [The basics of referencing](#)



- Access this PowerPoint presentation
- Learn more about 'author/date' referencing
- Practise with interactive resources

[The basics of referencing](#)

# 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

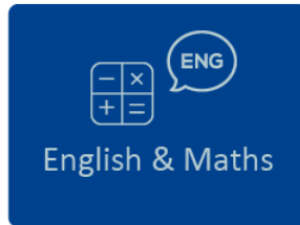
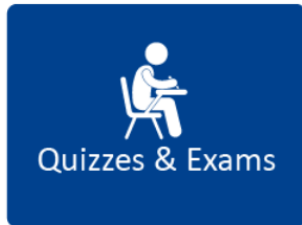
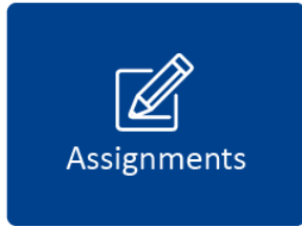
Any source you reference in the body of your assignment should also be in your list of references.

TRUE

# 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](#)



# 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](https://lo.unisa.edu.au/pluginfile.php/1396048/mod_resource/content/5/HRG%202018%20Dec.pdf)