**Slide 1: What is referencing?**

Referencing is a practice that has been undertaken for hundreds of years. There is evidence that referencing existed as early as the 17th century. The examination of texts from different cultures will show us that referencing conventions vary in different contexts. In some cultures, who came up with a particular idea is really important and they have to be acknowledged. This can be observed in Western academic settings. In other cultures, how creatively an idea is communicated is given importance. It is possible to demonstrate both in our writing. We can tell a logical and critical story about a topic and this can be done creatively. We can make this more credible by including what others have said about the same topic. By doing this we also enable a discourse with the authors of the original idea. Whichever way it is done, referencing allows interaction to take place between the writer and others who have written about a similar topic. Moreover, by identifying the voice of others, we make our own voice or position clear.

**Slide 2: Becoming a member of a community**

Each discipline in the University is made up of a community. When we enrol in a study program whether it is Education, Applied Linguistics, International Studies or Media Studies, we become a member of that community. This community is called a Community of Practice and all of its members will do things in a particular manner such as writing in a certain style or employing particular referencing conventions. Although we may have used referencing in a specific manner in the past or maybe even not have used it at all, in our current context we have to follow what our Community of Practice recommends. As members of our Community of Practice, we work towards building and refining an understanding of the world we live in through the many practices we undertake including referencing.

**Slide 3: Disciplinary knowledge and writing**

The information that we obtain from texts we read are usually discipline specific. Although the core ideas may be the same, where the text is published and the language it is written in can impact on the way the information is communicated. This goes back to the earlier idea about how referencing is undertaken differently in different cultures. Sometimes we may come across texts published in a different language that is relevant to what we are writing. The referencing conventions in these texts may vary from what we are usually used to. If we use the information from these texts in our writing, we have to acknowledge this in the convention that is recommended by our Community of Practice. So what we will be doing is using the information we obtained from another culture to suit the cultural practices of our own community.

**Slide 4: Referencing and the texts we read**

The weekly readings we are assigned in our courses are not facts to be memorised but perspectives to consider and evaluate. Rather than memorise and recount the debates that occur in the texts we read, we need to learn to engage in the conversation so that we can explore, test and develop our understanding. When we are asked to do an assignment at University, our task is to read widely, analyse, reflect on and evaluate everything in order to form our own perspective while remaining attentive to the perspective of others. Fundamental to this is demonstrating that we can engage in the process of ‘critical thinking’. Being ‘critical’ does not mean being negative or criticising what is being said about something. It is a process of careful and deliberate examination of ideas, reasoning, assumptions, positions, perspectives and their implications. This helps ensure that our understanding and actions are based on ideas that are sound.

**Slide 5: Referencing and writing**

Referencing is therefore a reflection of how we have engaged with the ongoing academic conversation: the back and forth between *the writer* and other authors in the field*.* Referencing is the tool that we use in writing to:

* show our readers who we have engaged with in order to consider an issue;
* explain the ideas and perspectives we think are relevant for understanding an issue;
* position ourselves on an issue by explaining how *our* understanding confirms, contests, or extends the ideas developed by others; and
* demonstrate that our position is based on the credible findings of others.

Referencing in our writing also demonstrates our continuous development as a student as they show our readers how well we have engaged in the relevant and important literature on a topic.

Importantly, referencing also serves to acknowledge the hard work of other members in our Community of Practice. They spend a lot of time and effort investigating issues so that the world can benefit from their findings and perspectives. These researchers and thinkers have to be acknowledged for their efforts when we use and build on their ideas in our own work. While we need to evaluate their perspectives critically, we also need to respect their contributions.

**Slide 6: Examples of referencing**

Look at the two texts. Which of these provide the reader with a good reflection of the academic conversation the writer is engaging it? Which of the texts lends credibility to what the writer is saying? Which of the texts offers the reader the opportunity to further explore particular aspects of the discussion? Which of the texts demonstrates the writer’s acknowledgement of scholars who have investigated the phenomenon discussed in the paper?

Text B

When discussing the role of culture in conflict management, it is important to consider where people in the conflict come from. Those people from Western contexts are more prone to decisions or reactions that involve only themselves whereas others from Asian contexts operate as a group. In a conflict, an Asian person’s reaction would be centred on their goals and responsibilities to the group. This aspect of culture needs to be kept in perspective by the person managing the conflict.

Text A

Two dimensions of cultural variability are relevant for communication behaviour in conflict management. The first of these is the well-researched individualist–collectivist dimension (see Hofstede 1980; Hui 1988; Triandis 1995), according to which individualists focus on individual goals, needs and rights more than community concerns. On the other hand, collectivists value in-group goals and concerns, with priority given to obligations and responsibilities to the group. According to the seminal work of Hofstede (1980), Australia and other Western nations measured high on individualism, whereas East Asian nations such as Singapore and Thailand measured high on collectivism. This is confirmed in more recent studies of values, with Western nations clustering nearer to the individual pole and most East Asian nations toward the social pole (Smith, Trompenaars & Dugan 1995) and similarly separated along the conservatism–egalitarian dimension (Smith, Dugan & Trompenaars 1996).

Source adapted from: Brew, FP & Cairns, DR 2004, ‘Do culture or situational constraints determine choice of direct or indirect styles in intercultural workplace conflicts?’, *International Journal of Intercultural Relations*, vol. 28, pp. 331-352.

**Slide 7: Why Text A?**

Which of the two texts did you choose? If you chose Text A, then you are on the right track. In Text A:

Text A

Two dimensions of cultural variability are relevant for communication behaviour in conflict management. The first of these is the well-researched individualist–collectivist dimension (see Hofstede 1980; Hui 1988; Triandis 1995), according to which individualists focus on individual goals, needs and rights more than community concerns. On the other hand, collectivists value in-group goals and concerns, with priority given to obligations and responsibilities to the group. According to the seminal work of Hofstede (1980), Australia and other Western nations measured high on individualism, whereas East Asian nations such as Singapore and Thailand measured high on collectivism. This is confirmed in more recent studies of values, with Western nations clustering nearer to the individual pole and most East Asian nations toward the social pole (Smith, Trompenaars & Dugan 1995) and similarly separated along the conservatism–egalitarian dimension (Smith, Dugan & Trompenaars 1996).

**1.** The writer introduces the ideas they think are relevant for the issue they’re discussing.

**2.** The reader gets a picture of the research ‘context’ and is able to identify which authors are important, and how well-established these concepts are. Citing these sources also adds credibility to the discussion, as they demonstrate the writer understands the area.

**3.** The writer also demonstrates the extent to which these concepts and authors ‘agree’ with each other. This establishes a body of knowledge that the writer can then build on.

Although Text B puts forward a coherent argument, it is not clear if the assertions are based solely on cultural stereotypes or perhaps the writer’s own personal opinion. The assertions would be more credible and convincing if they drew on established theories or research findings.

The reader also cannot determine the disciplinary context for the discussion, that is, the particular scholars and perspectives the discussion draws on. The reader is therefore not able to meaningfully engage with what is said or follow up on the points raised.

**Slide 8: How do we organise our reading and note-taking to ensure good referencing practices?**

\*This slide adapted from Monash resource

It is a good idea to get into the habit of recording all the information about a source at the time that we are taking notes from it. The most common problems in referencing are caused by forgetting where an idea was found or losing the odd scraps of paper on which the referencing information was written. We should think of referencing as a critical part of our learning and not just something to be added on at the end.

**Slide 9: When do we reference?**

When we refer to other people’s ideas in our writing, we have to reference it. We have to include an in-text reference whether we paraphrase, summarise or quote someone’s ideas or thoughts. In-text citations need to be accompanied by a full reference, placed in the list at the end of our written assignment.

Look at the following examples of in-text references:

Paraphrase (a more detailed description of an idea, in our own words)

[Goto (2003)](http://www.sciencedirect.com/science/article/pii/S0147176704000483#bib6) found that Hong Kong employees were more cautious with a Hong Kong superior but more confrontational with superiors from the US and mainland China, which Chan and Goto (2002) attributed to the ingroup or outgroup distinction.

Summary (brief overview of the main point/findings of a text)

At least two intercultural studies on conflict and negotiation ([Chan & Goto 2003](http://www.sciencedirect.com/science/article/pii/S0147176704000483#bib6); [Drake 1995](http://www.sciencedirect.com/science/article/pii/S0147176704000483#bib11)) found that people did not choose a conflict style in line with their cultural values when in conflict with others from different ethnicities to themselves.

Quote (restatement of a point, using the author’s exact words)

[Chan and Goto (2003, p. 25)](http://www.sciencedirect.com/science/article/pii/S0147176704000483#bib6) found that choice of conflict resolution style by Hong Kong Chinese was ‘contingent on the ethnic identity of the other party in that they only adhered to expected norms when dealing with other Hong Kong Chinese’, not with mainland Chinese or Americans.

**Slide 10: Where do we place the in-text citations?**

We do not just place all our citations at the end of our sentences because we are expected to. In-text citations have important roles to play. The location of our in-text citation in the discussion, can communicate particular messages. For instance, if we place our citation at the beginning of a sentence we are drawing the reader’s attention to *who* said a particular idea. By doing this we give the author of that idea prominence. For example:

If we place the citation at the end of a statement, then we are drawing the reader’s attention to the information, thus giving it prominence. For example:

The reader’s attention is drawn to whose idea this is.

**Author prominence**

[**Chan and Goto (2003, p. 25)**](http://www.sciencedirect.com/science/article/pii/S0147176704000483#bib6) **found** that choice of conflict resolution style by Hong Kong Chinese was ‘contingent on the ethnic identity of the other party in that they only adhered to expected norms when dealing with other Hong Kong Chinese’, not with mainland Chinese or Americans’.

**Information prominence**

The choice of conflict resolution style by Hong Kong Chinese was ‘contingent on the ethnic identity of the other party in that they only adhered to expected norms when dealing with other Hong Kong Chinese’, not with mainland Chinese or Americans’ ([**Chan and Goto 2003, p. 25)**](http://www.sciencedirect.com/science/article/pii/S0147176704000483#bib6) .

The reader’s attention is drawn to the information

There is no fixed rule to specify when we would give the author or information prominence. We have to be the judge of that and decide what is it that we want our readers to focus on.

**Slide 11: Resources to help you with your referencing**

The general referencing convention used in UniSA is the UniSA Harvard Referencing style. However, schools have particular styles that they expect their students to use. It is always good to confirm with our tutors about the referencing convention we have to use. There are many referencing resources that will be useful for this course. These can be accessed by clicking on the icons.





**Slide 5:**

