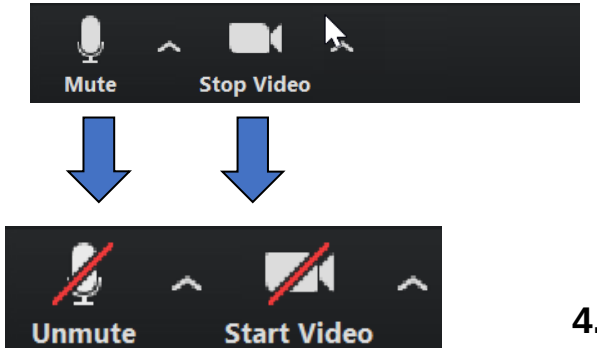
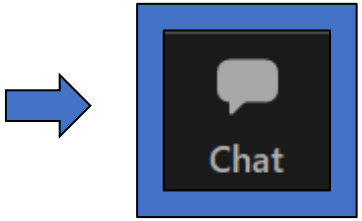
Welcome! Before we start…

1. **Sign in** with your **first and family name** so we can check you off the register

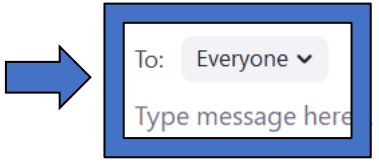
2. **Mute** your **microphone** & **video**



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



4. Keep **Chat** option on for **‘Everyone’**



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The Basics of Referencing

Learning Advisers

Student Engagement Unit (SEU)

In this workshop we will cover:

- basic referencing practices
- how to write in-text and reference list entries
- how to vary 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, Crossman and Bordia (2007)

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Referencing

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, Crossman and Bordia (2007)

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Referencing

Is this more reliable?

A survey of 200 students at UniSA found students sitting in blue chairs did 10% better in exams (Smith, Jones & Black 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, Crossman and Bordia (2007)

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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

Two components of ‘author/date’ referencing

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In-text citation	Reference list
…. 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, p. 9) contends, 'an inexact science dogged by value judgments about the relative artistic worth of literature and film'. 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, p. 26).	Desmond, J & Hawkes, P 2006, *Adaptation: studying film and literature,* McGraw-Hill, Boston. Leitch, T 2008, 'Adaptation studies at a crossroads', *Adaptation,* vol. 1, no. 1, pp. 63–77. McFarlane, B 1996, *Novel to film: an introduction to the theory of adaptation,* Oxford University Press, New York. Miller, T & Stam, R (eds) 2004, *A companion to film theory,* Blackwell Publishing, viewed 30 October 2012, <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*, Blackwell Publishing, Malden, pp. 1-52. — 2005b, *Literature through film; realism, magic, and the art of adaptation*, Blackwell Publishing, Malden. Whelehan, I 1999, 'Adaptations: the contemporary dilemmas', in D Cartmell & I Whelehan (eds), *Adaptations: from text to screen, screen to text,* Routledge, London, pp. 3–19.

There are several ways to in-text reference

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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

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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

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Author first

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

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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 as essentially being a type of bargaining.

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Reporting verbs

How do these reporting verbs position the authors?

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

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

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Reporting verbs

- 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

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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:

'Basically, education was seen as preparation for work' (Kemmis et al. 1983, p. 40).

Jones, TM 2009, 'Framing the framework: discourses in Australia's national values education policy', *Educational Research for Policy and Practice*, vol. 8, pp. 35-57.

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FAQ: one author cited in another's work

The original text by Jones:

'Basically, education was seen as preparation for work' (Kemmis et al. 1983, p. 40).

Your paraphrased writing might look like this:

In other words, schools were considered a training ground for joining the workforce (Kemmis et al., cited in Jones 2009, p. 38).

Jones, TM 2009, 'Framing the framework: discourses in Australia's national values education policy', *Educational Research for Policy and Practice*, vol. 8, pp. 35-57.

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Q & A

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The reference list

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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**

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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)

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Reference list format

- ✓ Single line spacing required
- ✓ Leave a space between each entry
- ✓ No indentation required

References

Judd, D, Sitzman, K & Davi, GM 2010, *A history of American nursing: trends and eras*, Jones and Bartlett, London.

Sandler, MP, Patton, JA, Coleman, RE, Gottschalk, A, Wackers, FJ & Hoffere, PB 1999, *Diagnostic nuclear medicine*, Williams & Wilkins, Baltimore.

Whittemore, R 2009, 'How can nursing intervention research reduce the research-practice gap?', *Canadian Journal of Nursing Research,* vol. 41, no. 4, pp. 7–15.

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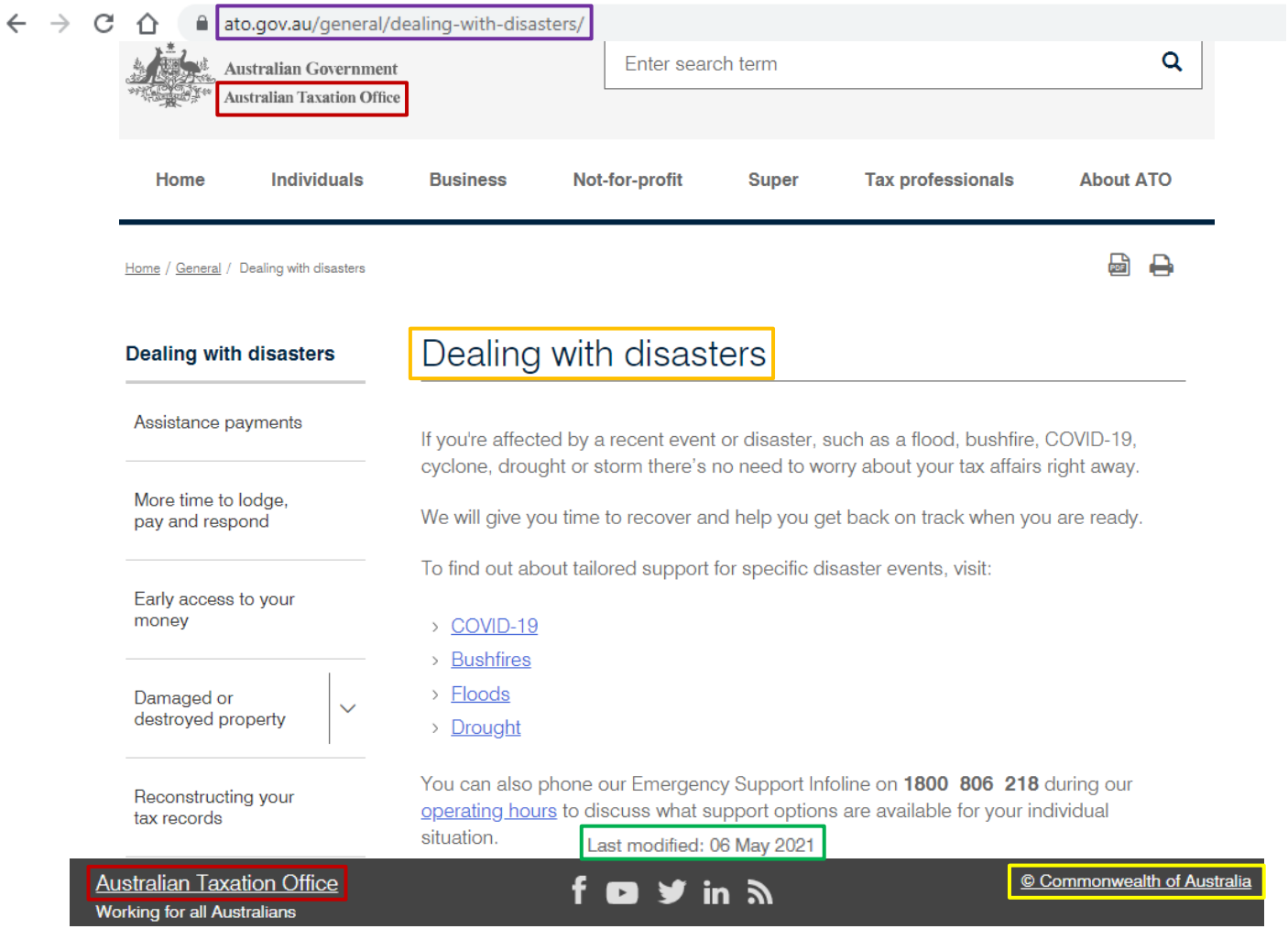

Australian Taxation Office (ATO) 2021, *Dealing with disasters,* Commonwealth of Australia, viewed 9 July 2021, <https://www.ato.gov.au/general/dealing-with-disasters/>.

Finding information you need

THE INTERNATIONAL JOURNAL OF AVIATION PSYCHOLOGY, 25(2), 97–107
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DOI: 10.1080/10508414.2015.1128293

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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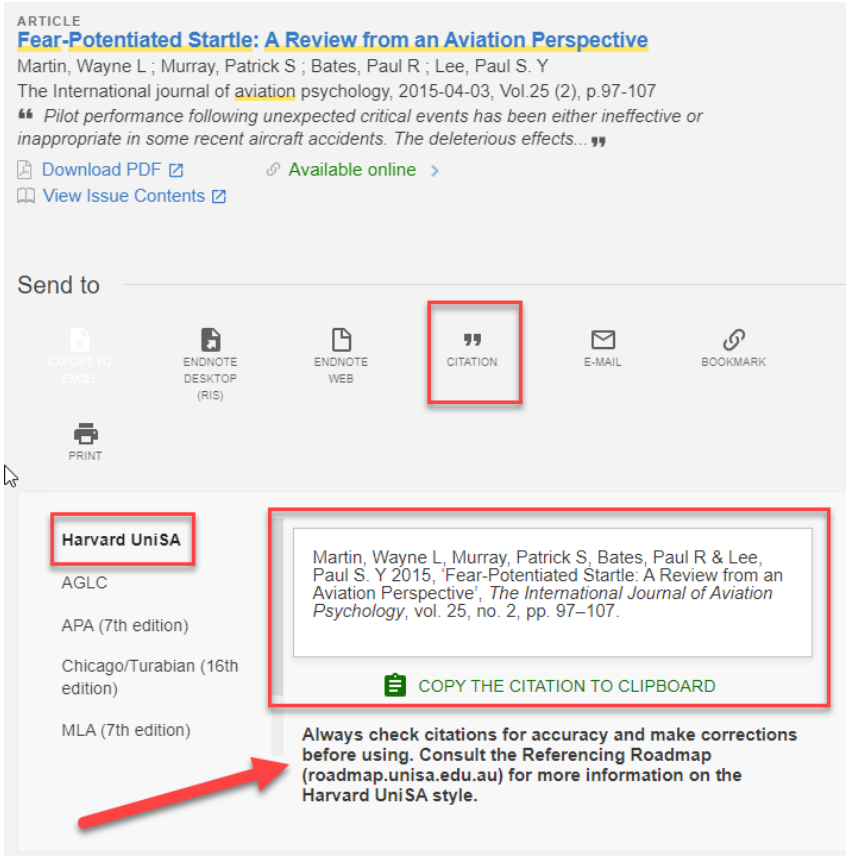
Check citation formatting



Martin, WL, Murray, PS, Bates, PR & Lee, PSY 2015, 'Fear-potentiated startle: a review from an aviation perspective', *The International Journal of Aviation Psychology,* vol. 25, no. 2, pp. 97-107.

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Useful resources

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

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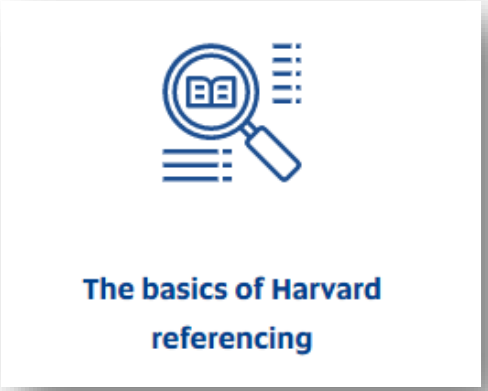
Useful resources

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

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True or false?

Put in your in-text references as you write.

TRUE

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True or false?

If you use one source several times in a paragraph, you only need to reference it once at the end of the paragraph.

FALSE

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True or false?

A point made in a paragraph is stronger if supported by more than one reference.

TRUE

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True or false?

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

FALSE

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True or false?

Electronic sources should be listed separately in reference list.

FALSE

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True or false?

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

TRUE

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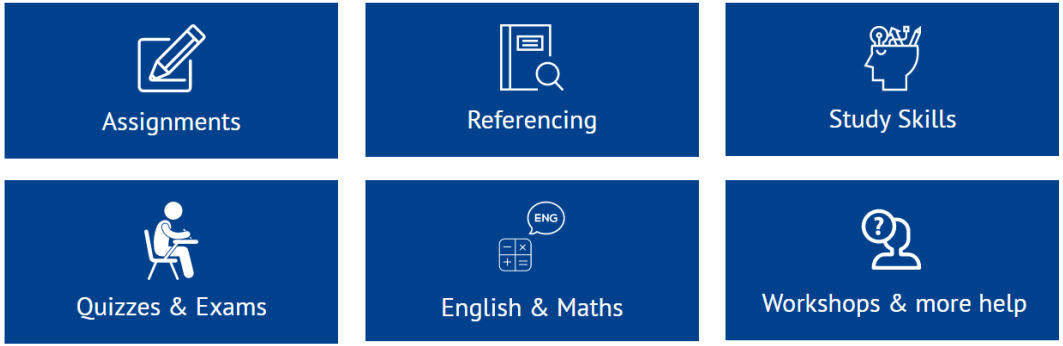
Learning support at UniSA

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
- ❑ Drop in to see a Study Help PAL online
- ❑ Talk to a Learning Adviser (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, TM 2009, 'Framing the framework: discourses in Australia's national values education policy', *Educational Research for Policy and Practice*, vol. 8, pp. 35-57.

University of South Australia 2018, *Harvard referencing guide*, UniSA, viewed 14 October 2020, <https://lo.unisa.edu.au/course/view.php?id=3839>.

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