

APA

Referencing

Sixth Edition

The
Student Learning Centre
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THE UNIVERSITY OF AUCKLAND
STUDENT LEARNING CENTRE

Referencing

Referencing of all material used in research is an academic requirement. Failure to reference any source used is considered a form of plagiarism and is a serious academic offence.

“APA” is a publishing style developed by the American Psychological Association to help writers prepare manuscripts for editing and publication. One aspect of this style is **referencing** – APA referencing is most commonly used in the social sciences, in education, and in business, as well as other disciplines.

APA referencing is an “author, date” system and there are two separate parts to the referencing process:

- the references in the text of your work and
- the reference list at the back.

In the text of your writing you cite the author and date of the work you used; this is called **in-text referencing**. This enables readers to locate your source from the alphabetical **reference list** at the end of your work. As one reason for listing references is to allow the reader to find your source, referencing information must be complete and accurate.

Each **reference list** entry usually contains the following information:

- author,
- year of publication,
- title,
- publishing data.

The official guide to the APA system of referencing is the “Publication Manual of the American Psychological Association”. Copies of the most recent edition (currently the sixth edition) are held in the reference section of the library and the SLC. Changes from the fifth edition are marked with an asterisk * Many staff are also familiar with APA referencing - if you are in any doubt, ASK!

Referencite is a University of Auckland website offering help with all aspects of referencing. Check it out at: www.cite.auckland.ac.nz

Whenever you read and take notes or photocopies from **any** reference material (pages from books, journal and newspaper articles, etc.), copy the full reference information onto your copy immediately.

If you can't reference it, you can't use it!

Frequently asked questions

Why do we have to reference?

In a nutshell – because you do! It is an academic requirement of the University. It shows the lecturers that you have read the recommended readings for the course and provides evidence of individual research outside the required readings. It is also unethical (and possibly illegal) to pass off the intellectual property of others as your own. Referencing is how you acknowledge the work of other people.

Are some types of reference material better than others?

Yes. Most journal articles have gone through a rigorous process of peer reviewing before they are published and are therefore considered to be of higher standing than other material. Opinion pieces in newspapers, magazines and on the Internet should be used sparingly, knowing that they represent one person's opinion on a subject. Web sites are not always reliable or objective; it is important to carefully evaluate the credibility of information from these sources before using it.

How do we reference lecture notes, emails and interviews?

Lecture material, including your notes and any handouts, is considered a "personal communication". In the APA system, personal communications are referenced in the text only: there is no entry on the reference list. Personal communications include: lecture material, class handouts, email, letters, and interviews – basically anything that is not published and able to be retrieved by the reader. The in-text reference should include the type of personal communication, the name of the communicator (*but only if you have permission to use it*) and the date in the parentheses.

e.g., According to an Auckland principal, teachers are still confused about assessment (interview, August 23, 2009).

What about books of readings?

Books of readings or copies of published material given to you in the course of your study should be treated the same way as if you had gone to the Library and copied it yourself. In other words, treat them as a collection of originals, kindly collated for you by the lecturer. With luck, they will also have added a correct reference list at the front that you can copy.

How do you reference the Internet?

Internet material requires the same kind of referencing as any other document. You need to give the author's name, the date they wrote it, the title, and the web address (URL) so that the reader can find it. Do not use a full stop after a URL. For **electronic journal articles**, provide the URL of the journal homepage (no retrieval date required)*. If an **electronic journal article** has a digital object identifier* (**DOI**) use this rather than the URL. If the material is from a **wiki** or similar site, you do need to give a **retrieval date** as this type of information can change very rapidly. Use the format: "Retrieved month day, year, from ..." before the URL. Three sample formats are shown on the "Common Types of References" page of this booklet. For more information about referencing electronic media, check out the APA's own web site:

<http://www.apastyle.org/apa-style-help.aspx>

What if I want to add words, or emphasis, inside a quote?

If you wish to do this to make the meaning clearer, you use square brackets [].

e.g., Baker found "that they [N.Z. teachers] did not view assessment as integral to teaching and learning" (1995, in Dixon, 1999, p. 5).

Groundwater-Smith (1999) notes that learning will be "serendipitous, episodic and *almost always experiential* [emphasis added]" (p. 3).

In-text Referencing

Within your assignment, all ideas, opinions, information and quotations from other sources **must** be acknowledged. This is called in-text referencing or including references.

There are two ways of in-text referencing — quoting and citing.

You must acknowledge the **author** and **publication date** for all sources. The **page number** is also required for quotations. There are a variety of ways of including these elements into your work — the simplest is to put them in brackets after the quotation or citation, but more commonly you will need to incorporate these elements into the flow of your writing.

Quoting

This is when you are copying the author's own words. You must copy **exactly** word-for-word, including errors, different spellings and emphasis marks (e.g., bold type, italics).

If you are using a short quotation (fewer than 40 words) in your own paragraph, you should put it in double quotation marks and include a page number with the author and publication date.

According to James and Brooks (1996) students “learn best if they are active learners, not passive learners” (p. 7).

If you are using a quotation which is longer than 40 words the quote should be indented five spaces and the quotation marks left off. Use 1.5 or double spacing (as for the rest of your essay) for the indented quotation. The full stop comes *before* the brackets of the reference for an indented quote.

A passive learner is a person who:

sits and lets the information come to them without doing anything to it. They sit and listen to a talk and let the information go into their ears without questioning it, thinking about it, talking about it or making notes. (James & Brooks, 1996, p. 7)

Citing

If you are using someone's ideas, but not their exact words, then you are citing or paraphrasing.

One way to do this is to put the author's last name and the date of publication in brackets at the end of the sentence. You may include a page number in a citation but this is optional.

Active learners do things while they are learning. They ask questions, make notes, put things into their own words, draw mindmaps and talk about what they have learned (James & Brooks, 1996).

With all references, it is important to weave the quote or citation into the flow of your writing

In-text Referencing: Some Basics

1. One Work: Two Authors

Cite both names every time the reference occurs in the text.

e.g., (White & Carey, 2009).

2. One Work: Three, Four or Five Authors

Provide all the authors' surnames for the first reference. Further references need only the surname of the first author, followed by 'et al.' which stands for "and the others".

e.g., Hill, Nye, Clark and Dale (2008) state that ... (first reference in the text)

On the other hand, Hill et al. (2008) suggest ... (subsequent text references).

3. One Work: 6 + Authors

Use only the surname of the first author and 'et al.' for *all* references in the text.

4. Two or more works

You may have two or more references that give the same information. List these in alphabetical order in the brackets.

e.g., Several studies (Hill, 2002; Jones & Pitt, 2006; West, Evans & Dale, 2007) show ...

5. Omitting Part of a Direct Quotation

Use three ellipsis points (...) to show that *some* words have been omitted from the original quote.

e.g., Black and William (2005) define assessment as "activities undertaken by teachers, *and by the students in assessing themselves* [original emphasis], which provide information to be used as feedback to modify ... teaching and learning" (p. 2).

Use four ellipsis points (...) to indicate that *many* words have been omitted from the original quote, including one or more full stops.

e.g., In constructivist terms "the learner is considered to be an active participant through a process of monitoring and self regulation" (Gipps, 1994, p. 61, quoted in Dixon, 1999, p. 3).

Ellipsis points are **not** required at the beginning or end of any quotation, unless you need to emphasise that the quotation begins or ends in the middle of a sentence. This is mostly used if you are going on to complete the quote later in your writing.

6. Referencing From Secondary Sources

Sometimes, the author you are consulting quotes or cites another work which you wish to use. This is called **secondary referencing**. Although it is preferable to refer to the original or primary source of a reference, this may not always be possible.

If you are using secondary referencing you must give the reader both the *original* author and date/ page and the author and date/ page of the source *you used*.

Possible formats for the in-text reference are:

- Bingham (2009, p. 4 as quoted in Bradley, 2010, p. 40) ...
- Wilkinson (2008) states that ... (cited in Bradley, 2010)
- Bradley (2010) cites Wilson (2009) as saying ...
- ... (Moselen, 2008, p. 35, quoted in Bradley, 2010, p. 54).

The book or article that you *did* read (in these examples: Bradley, 2010) is the only one included in a reference list at the end of the assignment. Primary sources are usually required at advanced levels of study.

The Reference List

This is a list of the full bibliographic details of the sources that you have cited or quoted from in your assignment. There must be complete agreement between your in-text references and the reference list.

The list is started on a new page after the completion of the text of your assignment and should be headed "References".

Some lecturers will ask you to complete a "Bibliography". This is put together in the same way as a reference list, but it includes all the sources that you have read and not just those that you have quoted from or cited.

All items must be listed in alphabetical order by author's surname.

The four elements of a reference

1. Author's name

- Put the surname first, with initials only for first and second name, then a full stop.
e.g., Dixon, H.
- Use commas to separate authors; use an ampersand (&).
e.g., Carpenter, V., & Bell, A.
- For more than 7 authors* list the first 6 authors followed by three ellipses [...] and the last name. e.g., Carey, P., White, P., Gee, M., Grenville, K., Winton, T., Doyle, R., ... Levy, A.
- Use the full name for a group or corporate author.
e.g., Ministry of Education.
- If the reference is an edited book, put Ed. or Eds. in parentheses.
e.g., Coxon, E., Jenkins, K., Marshall, J., & Massey, L. (Eds.).
- If there is no author, the title is used in the author position.

2. Publication date

- Put the latest publication date in parentheses, followed by a full stop.
e.g., (2008).
- You may need to include day and/or month for journal or newspaper articles. e.g., (2009, April). or (2007, July 6).

3. Title

(A) Books:

- Only capitalise the first letter of the first word of the title and any subtitle. Proper nouns also have capitals.
- Put other information, such as the edition number, in parentheses () after the title.
- The title should be *italicised*. Do not italicise anything in parentheses.
e.g., *Publication manual* (6th ed.).

(B) Articles in periodicals (e.g., journals, newspapers, magazines)

- Write the article title as for books but do not underline or italicise.
- Put any other information about the form of the article in brackets [] after the title.
e.g., ... Cultural vandalism [Letter to the editor].

4. Publication Information

(A) Books

- Use the city and state (abbreviated) of publication, if the book was published in the USA, or the city, state or province (as applicable), and country, if the book was published elsewhere, followed by a colon.* Then give the name of the publisher, followed by a full stop. Leave out words such as “Publishers,” “Co.” or “Ltd.”
e.g., Palmerston North, New Zealand: Dunmore Press.
Oxford, England: Oxford University Press.
Englewood Cliffs, NJ: Prentice-Hall.
Frenchs Forest, NSW, Australia: Pearson Education Australia.

(B) Articles in periodicals

- Use the full title of the journal or magazine in upper- and lower-case letters. Next, put the volume number followed by the issue number (if any) in brackets with no space beforehand. Do not use “Vol.” or “No.”. *Italicise* title and volume, but not issue number. Then give the page numbers. Do not use “p.” or “pp.” for journals or magazines, only for newspapers and other periodicals. Separate each section with a comma.
e.g., Major, M. (1996). Study skills: A necessary evil. *Teaching and Learning*, 7(2), 17-19.
e.g., Major, M. (1996, January 11). Study skills: A necessary evil. *The New Zealand Herald*, pp. 17-19.

Formatting the list

The list must be in strict alphabetical order by the author's surname. If an author has more than one work on the list, they should be put in date order, oldest first. Repeat the author's name for each entry. The list should be 1.5 or double line spaced with a gap between each reference. The second line of the reference should be indented so that the author's name stands out. This is called a “hanging indent” and makes it easier for the reader to find the author in the list. A regular tab indent can also be used.

Gee, J. P. (1991). What is literacy? In C.M. Mitchell & K. Weiler (Eds.), *Rewriting literacy: Culture and the discourse of the other* (pp. 3-11). New York, NY: Bergin and Garvey.

McCloskey, D. N. (1987). *The writing of economics*. New York, NY: MacMillan.

Ministry of Education. (1993). *The New Zealand curriculum framework*. Wellington, New Zealand: Learning Media.

Ministry of Education. (1995). *Technology in the New Zealand curriculum*. Wellington, New Zealand: Learning Media.

Newby, M. (1989). *Writing: A guide for students*. Cambridge, UK: Cambridge University Press.

Open, N.S. (1994, June). Community care: Arguments for and against. *Psychology and Society*, 6, 7 - 11.

Note: Never underline references unless you are handwriting your work.

Common Types of References

1. Book

Boboc, M., & Nordgren, R.D. (2010). *Case studies in elementary and secondary curriculum*. Los Angeles, CA: Sage.

Giddens, A. (2001). *Sociology* (4th ed.). Cambridge, England: Polity Press.

Ministry of Education. (1993). *The New Zealand curriculum framework*. Wellington, New Zealand: Learning Media.

2. Chapter in an Edited Book

Cullen, J. (2001). An introduction to understanding learning. In V. Carpenter, H. Dixon, E. Rata, & C. Rawlinson (Eds.), *Theory in practice for educators* (pp. 47-70). Palmerston North, New Zealand: Dunmore Press.

Cullen, J., & Carroll-Lind, J. (2005). An inclusive approach to early intervention. In D. Fraser, R. Moltzen, & K. Ryba (Eds.), *Learners with special needs in Aotearoa New Zealand* (3rd ed., pp. 220-243). Palmerston North, New Zealand: Dunmore Press.

3. Electronic Book

Kelley, P. (2008). *Making minds: What's wrong with education, and what should we do about it?* [NetLibrary version]. Retrieved from <http://www.netlibrary.com>

4. Journal Article

Francis, D. (1995). The reflective journal: A window to pre-service teachers' practical knowledge. *Teaching and Teacher Education*, 11(3), 229-241.

5a. Electronic Journal Article without Digital Object Identifier (DOI)

Alvestad, M., Duncan, J., & Berg, A. (2009). New Zealand ECE teachers talk about Te Whāriki. *New Zealand Journal of Teachers' Work*, 6(1), 3-19. Retrieved from <http://www.teacherswork.ac.nz/twjjournal.php>

5b. Electronic Journal Article with Digital Object Identifier (DOI) [see page 3]

Bricker, D. (1995). The challenge of inclusion. *Journal of Early Intervention*, 19(3), 179-194. doi:10.1177/105381519501900301

6. Web Pages

Felder, R.M., & Solomon, B.A. (1996). *Learning styles and strategies*. Retrieved from <http://www2.nscu.edu/unity/lockers/users/felder/public/ILSpaage.htm>

Ministry of Education. (2003). *Te whatu pōkeka: Kaupapa Māori assessment for learning: Early childhood exemplars*. Retrieved from <http://www.educate.ece.govt.nz/~media/Educate/Files/Reference%20Downloads/TeWhatuPokeka.pdf>

Nunley, K.F. (n.d.). *Working with styles*. Retrieved from <http://www.help4teachers.com/learningstyles.htm>

7. Wiki

Toko School. (2010). *Writing* [Wiki]. Retrieved June 10, 2010, from <http://tokoschool.wetpaint.com/page/writing>

8. Newspaper/ Magazine Articles/ Letters to the Editor/ Articles with no author

Bartlett, P. (2011, December 15). It's an outrage [Letter to the editor]. *The Dominion Post*, p. A11.

Madden, J. (2002, July 10). Professor's job tied to Monash reputation. *The Australian*, p. 3.

Roger, W. (2000, May). Man alone. *North & South*, 171, 32-40.

Quality education won't come cheaply. (2010, March 12). *The Dominion Post*, p. 6. [if there is no author]

9. Conference Papers (Unpublished)

Boddy, G., & Neale, J. (1997, October). *Why do students leave?* Paper presented at the First Year Experience in Tertiary Education Conference, Auckland University of Technology, Auckland, New Zealand. [reference published conference proceedings as a book or edited book]

10. Doctoral or Master's Thesis

Dixon, H. (1999). *The effect of policy on practice: An analysis of teachers' perceptions of school based assessment practice* (Unpublished master's thesis). Massey University, Palmerston North, New Zealand.

11. Dictionary or Encyclopedia (with large editorial board)

Hanks, P., et al. (Eds.). (1989). *Collins pocket English dictionary*. London, England: Collins.

12. Video/DVD

Howe, D. (Producer), & Newman, G. (Director). (1988). *Sensitive communication* [Video]. Auckland, New Zealand: Society for the Intellectually Handicapped.