

APA

Referencing

Sixth Edition

Student Learning
Services



THE UNIVERSITY
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LIBRARIES AND LEARNING SERVICES

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 (or citations) 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 SLS. 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, including page numbers.

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, but do state 'Retrieved from' before the URL). 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. 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 (1995) found "that they [N.Z. teachers] did not view assessment as integral to teaching and learning" (quoted 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.

Either put the author's last name and the date of publication in brackets at the end of the sentence or refer to the author in your sentence, putting the year in brackets after their name.

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

James and Brooks (1996) explain that active learners do things while they are learning to enhance their learning.

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. Use the ampersand ‘&’ rather than the word *and* inside the brackets. 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 (2014) state that ... (first reference in the text)
On the other hand, Hill et al. (2014) suggest ... (subsequent text references).

3. One Work: 6 + Authors

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

4. Two or more works

List two or more sources in alphabetical order in the brackets with a semi colon to separate them e.g., Several studies (Hill et al., 2014; Jones & Pitt, 2015; 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 ... 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 sources you must give the reader both the *original* author and date and the author and date of the source *you used*, as well as the page number for *both* sources if you are quoting.

Possible formats for the in-text reference are:

- according to Bingham (2010) “....” (p. 4, quoted in Bradley, 2012, p. 40)
- “....” (Moselen, 2010, p. 35, quoted in Bradley, 2012, p. 54).
- Wilkinson (2011) states that ... (cited in Bradley, 2012)
- Bradley (2012) cites Wilson's (2010) belief that ...

The book or article that you *did* read (in these examples: Bradley, 2012) is the only one included in your reference list. Primary sources are usually required at postgraduate level.

7. Abbreviating Corporate Names

If you wish to abbreviate a corporation in your in-text references, you must first cite it in full followed by the abbreviation in square brackets. e.g., (Ministry of Education [MoE], 2014). Thereafter use (MoE, 2014).

The Reference List

This is a list of the full bibliographic details of **only** the sources that you have cited or quoted from in your assignment. Every source cited in-text must appear (once) in the reference list. Every entry in the reference list must be cited in text at least once.

The list is started on a new page at the end 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, in chronological order from oldest to newest where an author has more than one entry.

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., Gee, J. P. (note space between initials).
- Use commas to separate authors; use an ampersand (&) between the last two.
e.g., Carpenter, V., Jesson, J., & Bell, A.
- For more than seven authors list the first six followed by three ellipses [...] and the last name. e.g., Carey, P., White, P., Gee, M., Gale, P., Winton, T., Grenville, K., ... Levy, A. (no '&')
- 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., (2015).
- You may need to include day and/or month for journal or newspaper articles. e.g., (2014, April). or (2013, July 6).

3. Title of work

(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 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 (source)

(A) Books

- If the book was published **in the USA**, use the city and state (abbreviated) of publication, or, if the book was published **elsewhere**, use the city, state or province (as applicable), *and country*, 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., Englewood Cliffs, NJ: Prentice-Hall.

Los Angeles, CA: Sage.

Palmerston North, New Zealand: Dunmore Press.

Oxford, England: Oxford University Press.

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.”, “Issue” or “No.”. *Italicise* title and volume number, 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.

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 alphabetical order by the author’s surname. If an author has more than one work on the list they are listed in date order, oldest first. If more than one (by the same author) is published in the same year, add ‘a’ after the year for the first, then ‘b’ to the next, and so on e.g., 2013a, 2013b.

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.

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.

Hattie, J. A. (2012a). Know thy impact. *Educational Leadership*, 70(1), 18-23.

Hattie, J. A. (2012b). *Visible learning for teachers: Maximizing impact on achievement*. Oxford, England: Routledge.

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.

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/twjournal.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/ILSpage.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 [use retrieval date]

Allen Centre. (2012). *Displays* [Wiki]. Retrieved May 21, 2012, from <http://allencentre.wikispaces.com/Displays>

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.

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

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

Young, A. (2010, October 18). Expert gives education system top marks. *The New Zealand Herald*. Retrieved from <http://www.nzherald.co.nz> [use URL of newspaper homepage]

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.