



G02 REFERENCING CONVENTIONS GUIDELINE

Overseer: Dean of Studies
Approval Authority: Teaching and Learning Committee
Review Schedule: 3 yearly Next Review Due: Dec 2017

Review Table			
Date	Review Type <ul style="list-style-type: none">ScheduledPolicy amendmentAdmin update	Summary of Changes	Review person/group
07/01/11	Admin Update	Conversion from Policy Manual to new format.	Adam Niven
14/02/13	Admin Update	Sentence added	Melanie Dorn
09/12/14	Scheduled Review	Minor corrections; study level coding updated	Adam Niven

The reference system used by staff and students is based upon the Harvard System. This applies to all assignments, and to College publications and documents. This Guideline provides the conventions for referencing submission at Perth Bible College unless outlined to do otherwise within assessment item directions.

Students may also use Zotero, an electronic referencing system, and select the University of South Australia.

Introduction

Being able to use accurate and appropriate source material forms an important part of developing good research practices. Students are encouraged to develop these skills as part of their studies at PBC. Key areas that students should give attention to are:

1. Developing good referencing practices. Good referencing practices demonstrate a student's recognition of the importance of academic integrity.
2. Developing paraphrasing skills and the ability to decide between using paraphrased quotes and direct quotes.
3. Developing skills for using appropriate sources. Not all source material carries the same 'weight' in supporting an argument. Developing the skills to discern which sources are most appropriate is an important part of developing good research.
4. Developing skills for using sources in a manner congruent with the original use. Finding a set of words or a sentence to "quote" does not constitute good research. Using a quote out of context or in a manner unaware of, or against its original intention may demonstrate poor research skills.

5. Developing skills for understanding when “claims” or “facts” require some form of substantiating evidence. Whilst it is important for students to provide their voice within submissions, assumptions and generalisations presented as claims or facts should be avoided.

Reference Requirements:

As outlined in P11 Setting Assessment Items:

8.3. Breadth of Research

8.3.1. Research assignments should expect students to show evidence of broad up-to-date relevant reading, in-depth understanding and critical appraisal of the topic.

8.3.2. Research papers should normally give evidence of consulting a minimum of:

- For 500 level units: At least 5 references
- For 600 level units: At least 7 references (including 1 journal article)
- For 700 level units: At least 8 references (including 2 journal articles)
- For 800 level units: At least 12 references (including 3 journal articles)

8.3.3. All other assessment items should give clear direction of the expectations in relation to the amount students should be referencing the work of others (e.g. for an exegetical exercise, referencing 3 commentaries specific to the passage may be appropriate).

The *Reference List* for the submission should only contain the references for sources which have been used in the submission. It should not include sources a student may have accessed but has not included in the submission.

Students should be aware that meeting the minimum requirements only forms small a part of grading related to use of other source materials. Poor usage of sources to meet the requirements would impact detrimentally in this area.

References In Text (In-Text Citation)

All references are to be documented within the text by citing the author of the reference, the year of the publication and the page(s) on which the reference is found. This information is placed in brackets in a format dependant on whether the quote is a paraphrase or a direct quote. Students should always be mindful to ensure the reader can distinguish between quoted source material (direct quoted or paraphrased) and the student’s original voice.

Direct Quotations

Direct quotations are best used where: the source material is succinct in its presentation of an idea and it would not be possible to paraphrase the material or say it in a better, more succinct way; or you wish to draw particular attention to an author's comment to support your position or argue against their position.

- Direct quotes must be quoted word for word and be contained within quotation marks (“”).
- Students should indicate if any words in the quote have been excluded by using three full stops (...).
- Any changes to, or additional words used in a quote need to be included in square brackets ([]).
- Spelling mistakes or differences in spelling in the original should be indicated with the inclusion of [sic] after the miss-spelt word.
- Direct quotes of over 5 lines should be indented 1.5 cm from both left and right margins and have single line spacing.
- The full stop for directly quoted materials should be placed after the reference data.
- The basic format for in-text references of direct quotations is author's surname (in lower case except for the first letter), a single space, the year of publication, followed by a comma, p.(to denote page, or pp. to denote pages) and the page number(s). The whole is enclosed in brackets. A section of a work is denoted by the numbers of the first page and of the last page of that section separated by a dash.
- In cases of more than one reference by the same author in the same year of publication a lowercase letter is used to distinguish between sources (e.g. 1990a, 1990b). The letters are assigned in the order in which the works are first cited in the text.
- If no date is available the abbreviation for no date (n.d.) should be used.
- In cases where an author cannot be identified students should use “Anon” in place of the author surname. Where more than one source does not have an author the date is used to distinguish sources.
- In the circumstance where the source author is integral to the quoted material the author's name may be invoked to support the quote: Author (date, page) states, Author (date, page) argues, Author (date, page) suggests, etc.

Examples:

Original Text:

In the assignment you must refer to the sources from which you have gleaned your ideas. Student's sometimes think that they will get better marks if they steal another person's thoughts and present them as their own. (p.116)

There are also different forms of referencing that may be used. You will be given instructions of the format your institution prefers. Whatever format is used, it is very important that you follow those instructions to the letter. In most

assignments a special mark is allocated for the correct form of referencing and the way in which the bibliography is presented. These marks are for free: all you have to do is to check the rules for how the references and the bibliography should be set out and then double-check that you have done it in exactly that format. (p. 117)

Van Oudtshoorn, DA 2007, *A taste of glory: An introduction to theological studies*, Snowgoose Media, Perth.

Example 1 – Short direct quote from a single page.

"Whatever format is used, it is very important that you follow those instructions to the letter" (van Oudtshoorn, 2007, p. 117).

Or

Van Oudtshoorn (2007, p.117) states that "Whatever format is used, it is very important that you follow those instructions to the letter".

Example 2 – Short direct quote with section excluded from original crossing 2 pages

"In the assignment you must refer to the sources from which you have gleaned your ideas...You will be given instructions of the format your institution prefers" (van Oudtshoorn, 2007, pp. 116-117).

Or

Van Oudtshoorn (2007, pp. 116-117) states that "In the assignment you must refer to the sources from which you have gleaned your ideas...You will be given instructions of the format your institution prefers".

Example 3 – Longer direct quote with section excluded from original crossing 2 pages with additional clarifying words

"In the assignment you must refer to the sources from which you have gleaned your ideas...You will be given instructions of the format your institution prefers. Whatever format is used, it is very important that you follow those instructions to the letter. In most assignments a special mark is allocated for the correct form of referencing and the way in which the bibliography [or reference list] is presented" (van Oudtshoorn 2007, pp.116-117)

Or

Van Oudtshoorn (2007 pp.116-117) states:

"In the assignment you must refer to the sources from which you have gleaned your ideas...You will be given instructions of the

format your institution prefers. Whatever format is used, it is very important that you follow those instructions to the letter. In most assignments a special mark is allocated for the correct form of referencing and the way in which the bibliography [or reference list] is presented”

Paraphrased or Indirect Quotations

Paraphrasing or indirect quoting is the process of capturing and conveying the meaning of a sentence or paragraph in your own words without copying the words or grammatical structure of the original source. Paraphrasing needs to demonstrate that you have comprehended the source material and are able to present the ideas in your own words.

- Paraphrased quotes do not require quotation marks (“”).
- Care needs to be taken to ensure that the reader can distinguish between the ideas that belong to the source material and those which belong to the student. Generally the reference data for the source should be placed at the end of the sentence which paraphrases the source material. If more than one sentence is required, the reader needs to be able to identify where the paraphrase begins and ends.
- In the case of paraphrasing a source which has paraphrased or directly quoted another source the reader needs to be able to identify the different sources involved (i.e. the source the student is paraphrasing is a secondary source and the source which is paraphrased in that source is the primary source – readers should be able to identify this is the case; see *Example 4*).
- The full stop for quoted paraphrased materials should be placed after the reference data.
- The basic format for in-text references of paraphrased quotations is author's surname (in lower case except for the first letter), a single space, the year of publication, followed by a comma, p.(to denote page, or pp. to denote pages) and the page number(s). The whole is enclosed in brackets. A section of a work is denoted by the numbers of the first page and of the last page of that section separated by a dash.
- In cases of more than one reference by the same author in the same year of publication a lowercase letter is used to distinguish between sources (e.g. 1990a, 1990b). The letters are assigned in the order in which the works are first cited in the text.
- If no date is available the abbreviation for no date (n.d.) should be used.
- In cases where an author cannot be identified students should use “Anon” in place of the author surname. Where more than one source does not have an author the date is used to distinguish sources.
- In the circumstance where the source author is integral to the quoted material the author's name may be invoked to support the quote: Author (date, page) states, Author (date, page) argues, Author (date, page) suggests, etc.

Examples:

Original Text:

In the assignment you must refer to the sources from which you have gleaned your ideas. Student's sometimes think that they will get better marks if they steal another person's thoughts and present them as their own. (p.116)

There are also different forms of referencing that may be used. You will be given instructions of the format your institution prefers. Whatever format is used, it is very important that you follow those instructions to the letter. In most assignments a special mark is allocated for the correct form of referencing and the way in which the bibliography is presented. These marks are for free: all you have to do is to check the rules for how the references and the bibliography should be set out and then double-check that you have done it in exactly that format. (p. 117)

Van Oudtshoorn, DA 2007, *A taste of glory: An introduction to theological studies*, Snowgoose Media, Perth.

Example 1 – Single sentence paraphrase.

By giving careful attention to following the required referencing instructions of their institution, students, in most circumstances, can receive the easy marks available for complying with these requirements (van Oudtshoorn 2007, p. 117).

Or

Van Oudtshoorn (2007, p. 117) suggests that by giving careful attention to following the required referencing instructions of their institution, students, in most circumstances, can receive the easy marks available for complying with these requirements.

Example 2 – Multiple sentence paraphrase.

Van Oudtshoorn (2007, p. 117) points out that there is more than one type of referencing convention. He suggests that by giving careful attention to following the required referencing instructions of their institution, students, in most circumstances, can receive the easy marks available for complying with these requirements.

Example 3 – Multiple sentence paraphrase, separating source and student voice.

Van Oudtshoorn (2007, pp.116-117) outlines the requirement for students to identify sources from which they have formulated their ideas and points out that there is more than one type of referencing convention. He suggests that by giving careful attention to following the required referencing instructions of their institution, students, in most circumstances, can receive the easy marks available

for complying with these requirements. This position can be applied to studies at Perth Bible College where Dr. van Oudtshoorn is the Academic Dean.

Or

Van Oudtshoorn outlines the requirement for students to identify sources from which they have formulated their ideas and points out that there is more than one type of referencing convention. He suggests that by giving careful attention to following the required referencing instructions of their institution, students, in most circumstances, can receive the easy marks available for complying with these requirements (2007, pp. 116-117). This position can be applied to studies at Perth Bible College where Dr. van Oudtshoorn is the Academic Dean.

Original text:

Although it cannot be said that Barth constructs an argument that would render a mythic interpretation of theology unjustified, his point is clear: The reality of God and our relation in time to God, if true, make theology much more than myth. (p. 142)

Richardson, KA 2004, *Reading Karl Barth: New directions for North American Theology*, Baker Academic, Grand Rapids.

Example 4 – Paraphrasing from a secondary source.

Richardson (2004, p. 142) argues that whilst Barth has not completely ruled out a “mythic interpretation of theology” it is clear that for Barth, theology cannot be constrained to the mythic based on “the reality of God and our relation in time to God”.

Or

Barth (cited in Richardson 2004, p. 142) has, whilst not completely ruling out the role of myth in theology, clearly not constrained theology to the mythic.

Incorrect:

In the following examples, it is not immediately clear or apparent that the paraphrase is a summary of Richardson’s interpretation of Barth’s position.

Barth has not completely ruled out a mythic interpretation of theology it is clear that for Barth, theology cannot be constrained to the mythic based on the reality of God and our relation in time to God (2004, 142).

Or

Barth (2004, p. 142) has, whilst not completely ruling out the role of myth in theology, clearly not constrained theology to the mythic.

General References

General references are usually applied to substantiate claims and facts. In these cases often specific details such as page numbers may not be required.

- General references do not require quotation marks as their material is not directly or indirectly quoted.
- Care needs to be taken to ensure that sources used to substantiate claims and facts are valid, applicable and reliable.
- Students should consider how many, and how often general references are utilised.

Examples:

Original Text:

It is not always necessary to use the author's direct words when referring to his/her idea. You can put the idea across in your own words but remember, it is still important to acknowledge the original source of the ideas that you incorporate in the assignment. (p. 116)

Van Oudtshoorn, DA 2007, *A taste of glory: An introduction to theological studies*, Snowgoose Media, Perth.

A great sentence can be successfully incorporated into your work by direct quotation but for more than one sentence, it is usually better to paraphrase. Paraphrasing means putting the meaning into of the paragraph into your own words, without copying either the words or structure of the paragraph. (p. 8)

Yorke, J, Winter, L, Kinsella, S, & Price, C (ed) 2010, *Academic integrity at Curtin: Student guidelines for avoiding plagiarism*, Curtin University of Technology, Perth.

Example 1 – General Reference

Direct quoting is not the only way to quote a source. Paraphrasing of source material forms a legitimate way to express the ideas of others within an assignment (van Oudtshoorn 2007, p.116, Yorke, Winter, Kinsella & Price 2010, p. 8).

Multiple Authors

Where a source has multiple authors (or editors) only the first in text quote requires all authors (or editors) to be listed. After the first appearance only the first author surname is required followed by italicised “*et al*”.

Example

Original Text:

A great sentence can be successfully incorporated into your work by direct quotation but for more than one sentence, it is usually better to paraphrase.

Paraphrasing means putting the meaning into of the paragraph into your own words, without copying either the words or structure of the paragraph. (p. 8)

Yorke, J, Winter, L, Kinsella, S, & Price, C (ed) 2010, *Academic integrity at Curtin: Student guidelines for avoiding plagiarism*, Curtin University of Technology, Perth.

First quote: (Yorke, Winter, Kinsella & Price 2010, p. 8)

Subsequent quotes: (Yorke *et al* 2010, p. 15)

Reference Lists (End References)

The Harvard System for end references places the date (year of publication) immediately after the author's name, making the end reference consistent with the in-text reference.

References are arranged alphabetically by authors' surnames and then by year of publication. In cases of more than one reference by the same author in the same year of publication the lowercase letter attributed for the in text reference is used to order the sources (e.g. 1990a, 1990b).

The format of the submitted Reference List should conform to the conventions below. Whilst many examples are given below, not all circumstances will be covered. If a specific example does not cover the source used students should discuss how to correctly reference the item with their unit lecturer.

BOOKS

Author (i.e Surname), then initials Year, *Title*, Publisher, Place of publication.

The **title** is printed in *italics*. Capitalize only the first word of the title, the first word of the sub-title or any proper nouns contained in the title.

In the case of an article/chapter the **article or chapter title** is printed in normal text and within quotation marks. Capitalize only the first word of the title, the first word of the sub-title or any proper nouns contained in the title. The **journal title** is in *italics*. Capitalize all but minor words (of, for, on, the, a, etc).

Book (single author)

Hynde, D 1984, *Australian Christianity in outline*. Lancer, Homebush West, NSW.

Book (single author, later edition)

Fenna, A 2004, *Australian public policy*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

Book (More than one author)

Schuller, DS, Strommen, MP & Brekke, ML 1980, *Ministry in America*, Harper & Row, New York.

(Note: The second (and subsequent) lines of a reference are indented.)

Book (Chapter in Edited Book)

Craig, WL 2000, "Classical apologetics", in S Cowan (ed) *Five Views on Apologetics*, Zondervan, Grand Rapids.

(Note: The second (and subsequent) lines of a reference are indented.)

Book (Multiple quotes from the same author, same year).

Witmer, SA 1962a, *The Bible college story*, American Association of Bible Colleges, Fayetteville.

Witmer, SA 1962b, *Preparing Bible college students*, American Association of Bible Colleges, Fayetteville.

JOURNALS

Author (i.e Surname), then initials Year, 'Article Title', *Journal Title*, vol. #, no. #, pp. #-#.

The **article title** is printed in normal text and within single quotation marks. Capitalize only the first word of the article title, the first word of the sub-title or any proper nouns contained in the article title. The **journal title** is in *italics*. Capitalize all but minor words (of, for, etc).

Article (Journal)

Bustanoby, A 1969, "Testing for maturity", *Christianity Today*, vol. 14, no.4, pp. 22-23.

Article (Journal with only issue dates)

Miles, BS & Huberman, AM 1984 "Drawing valid meaning from qualitative data", *Educational Researcher*, May, pp. 20-30.

ELECTRONIC RESOURCES AND PUBLISHED SOURCES FROM THE INTERNET

In general, electronic resources, including published works that have been accessed via the internet, follow the same format as for a book or a journal with the inclusion of information on when and from where the source was accessed.

E-Book (single author)

Pettinger, R 2002, *Global organizations*, Capstone Publishing, Oxford. Retrieved September 28, 2004, from Net Library database.

Grenz, SJ 1994, *Theology for the community of God*, Eerdmans, Grand Rapids. Retrieved September 25, 2010 from <http://books.google.com>.

E-Journal (single author)

Kawlans, J 2010, "A marginal Jew: Rethinking the historical Jesus", *Interpretation*, vol. 64, no.4, pp. 418-420. Retrieved December 6, 2010, from ProQuest database.

Hardison-Moody, A 2010, "Getting this off my chest: Ethnography as a disruptive theological practice", *Practical Matters*, Spring, no. 3. Retrieved December 10, 2010, from <http://www.practicalmattersjournal.org/issue/3/analyzing-matters/getting-this-off-my-chest>.

OTHER INTERNET SOURCES

In general, students should follow as much as possible to follow the same format for quotes from the internet. Students should be seeking to obtain:

- Author(s)
- Date of first publication or posting **or** date the post was last updated or if no date is available use n.d.
- Title of post.
- Title of source
- Format type

Author's name (or alias) Year of post, Title (in double quotes), *Title (website/publishing sponsor)*, format (if applicable), month and date of posting. Retrieved Month Date, Year, URL

Wikipedia

Anon, 2010, "Practical Theology" *Wikipedia*, 3 December. Retrieved December 21, 2010, from http://en.wikipedia.org/wiki/Practical_theology.

Blog Site

Westlake, G 2010, "Together for humanity", *Geoff Westlake – Outreach Specialist*, weblog, October 14. Retrieved December 16, 2010, from <http://geoffwestlake.com/posts/>

General Website

Anon, 2010, *The history of Perth Bible College*, September 28. Retrieved November 12, 2010 from <http://www.pbc.wa.edu.au/about-2-2/history/>

Video or Audio

Longmann III, T 2009, "On who wrote the bible?", *Wilberforce Video*, video, September 16. Retrieved December 11, 2011, from <http://www.youtube.com/user/wilberforcevideo>

Image

Rembrandt van Rijn 1657, "The apostle Paul", *National Gallery of Art, Washington*, image. Retrieved December 16, 2010 from http://www.nga.gov/cgi-bin/timage_f?object=1198&image=2454&c=

OTHER TYPES OF SOURCES

Whilst not possible to provide an example of every possible source a student might access, students should be seeking to provide as much appropriate information as possible in relation to other sources. Information that may be relevant is:

- Author(s)
- Date of publication/performance/event/exhibition/broadcast/release
- Title of source.
- Subsidiary originators (e.g. director/producer of film, performer of song)
- Format
- Publisher details.
- Details of publisher location.
- For conferences, classes, exhibitions, performances etc: date and location.

The following examples provide direction on how to format some other sources and should be used to inform the referencing of those items not covered by an example.

Film or Video

Luther, 2003, Till, E (dir), movie, NFP Teleart Production.

Campolo, T 1992, *The kingdom of ticky-tack*, video talk, Zondervan.

Song or Audio Recording.

McKeehan, T 1992, *The Hardway*, DC Talk (performer), song, Forefront Communications Group.

Campolo, T 2006, *Wild hope*, audio sermon, 30 Good Minutes, Chicago.

CD

Free at last, 1992, DC Talk, CD album, Forefront Communications Group.

Image

Goulder, J 2010, *LD Desk*, sculpture, WA Art Gallery, exhibition December 2010.

Performance

The sound of music, 2010, Senczuk, J (dir), stage production, 8-17 October, MS Society WA.

Conference

O’Neil, M, 2010, “The justification debate: John Piper and N.T. Wright”, in Dunnill J, & Crane, A (ed) *Sharing Theological Passions*, conference, November 22, Harvest West Bible College.

ABBREVIATIONS FOR US STATES AND TERRITORIES

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
American Samoa	AS	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Canal Zone	CZ	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Pennsylvania	PA
Hawaii	HI	Puerto Rico	PR
Idaho	ID	Rhode Island	RI
Illinois	IL	South Carolina	SC
Indiana	IN	South Dakota	SD
Iowa	IA	Tennessee	TN
Kansas	KS	Texas	TX
Kentucky	KY	Utah	UT
Louisiana	LA	Vermont	VT
Maine	ME	Virginia	VA
Maryland	MD	Virgin Islands	VI
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY