Academic Writing Guide
APA 6th edition

Table of Contents

Glossary

Academic Integrity

> Refers to valuing honesty in learning, submitting assignments, and exams that are a student's own work except where appropriately referenced. It also includes not facilitating other students to cheat on assignments and exams. For more information see the Academic Integrity Policy on your Learning Portal.

Academic Misconduct

> Refers to student behaviour that undermines the academic integrity of the learning and assessment processes, including (but not limited to):
>
> - plagiarism, collusion, and failing to properly acknowledge sources
> - taking unauthorised material into exams
> - permitting another student to copy answers in an examination
> - exchanging notes in an exam
> - inappropriately obtaining prior knowledge of an exam's contents.

Academic Writing

> Written work that you are required to produce by your lecturers or tutors as part of your assessment, in your chosen field of study. This includes essays, assignments, reports and projects. See the Academic Skills section in the Learning Portal.

Assessment

> Assessment is the process of gathering a range of evidence and forming a judgement as to whether a student has achieved a specified level of knowledge, skill and competency in a clearly identified outcome in a unit of study/competency.

Bibliography

> A bibliography cites works for background or for further reading (American Psychology Association, 2010). APA 6th ed. style generally requires reference lists, not bibliographies (see under *Reference list*).

Brief

> The instructions or outline of information provided by your lecturer, that you are required to follow for your assignment.

Citing/Referencing

> The accurate acknowledgement of the sources used in the preparation of your academic writing. Citations and references must be accurate and in the appropriate format, providing the reader with information they can use to get the source they need. See Part 3 of this guide.

Cohesive Writing

Writing that is cohesive holds together well because there are links between sentences and paragraphs. Writing which is cohesive works as a unified whole, is easy to follow, and keeps the reader on topic. Ask your Academic Skills Lecturer for assistance with using cohesive structures in your text.

Course of Study

Refers to a course which leads to the granting of an academic award once all requirements are met.

Critical Thinking

A disciplined process of thinking actively and asking questions about what you see, hear, and experience while evaluating, categorising, and finding relationships between different aspects of a topic.

Digital object identifier or DOI

A digital object identifier (DOI) is a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a persistent link to its location on the Internet.

Digital Resources

Resources and databases available online which contain a range of different types of material, such as journal articles, electronic books, web pages, or authored Internet pages.

Essay

A text type (or genre) of academic writing that is formally structured around an introduction, the main body, and a conclusion. A reference list will also be required on a separate page after the conclusion of your essay. See the Academic Skills section in the Learning Portal.

Genre

Genre categorises and describes text structures and language features which are used in communities of practice to achieve different purposes (for example an essay, a consultation report, a business or information report, or a reflective journal).

In-text References

The acknowledgement of the source of information you have used in the body of your essay.

Learning and Academic Skills (LAS)

This refers to the additional support services available to students who may require assistance with their study program and also to those who like to get the most out of their studies. The support services assist students to address areas such as academic skills, presentation skills, note-taking skills, researching, academic integrity, and English language skills.

Learning strategies

The ways in which learners try to understand and remember new information, e.g. techniques for learning new vocabulary or theories in a field of study.

Paraphrasing

When you paraphrase you write the ideas of an author in your own words. The meaning of the information must remain the same, and the source of the idea(s) needs to be acknowledged.

Periodicals/Serials

Publications that are produced at regular intervals, such as magazines, journals, and newspapers.

Plagiarism

The representation of another person's work as your own without correct acknowledgment of the source. This means that if you submit the work of someone else as your own, or take written material off the web and submit it without acknowledging the source, then you will be penalised for plagiarism. Students should refer to their institute's Academic Integrity Policy in order to understand more about what plagiarism constitutes and the consequences of plagiarism.

Presentation

A talk that is delivered by a student or a group of students to a lecturer and other students on a prepared topic that is often assessed (marked) as part of the total grading of the subject.

Reference list

A list of all the sources of information from which you have quoted or paraphrased in the text of your report or assignment. These sources (e.g. books, articles, or other information) are listed in alphabetical order at the end of your assignment or report as per the instructions contained in this guide under *Referencing.* Refer to the Academic Skills section in the Learning Portal.

Report

A report aims to inform as clearly and succinctly as possible. Exactly what you include in your report and how you present it will vary according to your discipline and the specific purpose of the report. Refer to your lecturer for detailed instructions on the report writing style appropriate for your college and refer to the Academic Skills section in the Learning Portal.

Self-directed learning

A process in which individuals take the initiative in formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

Text types

Used to explain the different genres in written academic English. Refer to the section on text types in this guide.

Uniform Resource Locators or URLs

Used to map digital information on the Internet.

Part 1: Academic Study Skills

1.1 Expectations

The award of a degree is based on the demonstration of knowledge. However, the emphasis at tertiary level education is **not** on the simple **reproduction of knowledge**, but rather on

- understanding;
- thinking critically;
- applying knowledge;
- academic integrity.

This must be shown in your academic performance, particularly in your academic writing. At undergraduate level, it is expected that your academic writing should be

- clearly focused on the set topic and deal fully with its central concerns;
- the result of wide research and critical thinking;
- a reasoned argument (when required);
- competently presented;
- all your own work; it is generally accepted that no more than 10% is directly quoted, but check with your lecturer to find out the specific requirements for your assignments.

(Adapted from Ballard & Clancy, 1992)

1.2 Writing assignments

For each piece of written work, it is recommended that you

1. analyse the question and identify the aims of the work;
2. brainstorm and draft a first plan;
3. conduct the necessary reading/research;
4. further plan the essay or report structure;
5. write a first draft;
6. reflect on and get feedback on the first draft;
7. revise the first draft;
8. check the final draft for both content and referencing;
9. submit the assignment.

Each of these steps is now discussed in more detail in Part 2.

Part 2: The Process of Academic Writing

It is important, from the outset, to understand that academic writing at the tertiary level requires particular skill and as such it needs to be learned and improved upon. Like any other skill, it is something that needs practice and constant reflection.

Please take every opportunity to get feedback from your lecturers and academic (skills) support staff, as well as using these notes as your guide to the process of submitting written work for assessment at your college.

2.1 Analysing the question, identifying the aims of the work

It is important, when starting an assignment, to have a clear idea of what is to be achieved. This can best be done by analysing the *brief* or *instructions* provided to you.

The correct understanding of the aims of the assignment will influence your overall approach and provide you with a 'checklist' to ensure that you have achieved all of the aims.

If in doubt, ask your lecturer.

In a research or project report you list the aims/purpose near the beginning of the report or essay. An accepted way of confirming the aims of an assignment is to briefly state the purpose and describe the scope of the work in the introduction.

When analysing questions, you will encounter a number of common instructions that you will need to interpret correctly. Remember that the question words may be qualified by words that follow, and therefore, the emphasis may be changed in the question. Also remember that question words may have different meanings depending on the discipline in which they are used.

Look at the list of key words that appear frequently in assignments, reports, and essays, in *Common instructions and their meaning*.

2.1.1. Critical analysis

When analysing the brief or assignment, you may need to

- clarify any assumptions that you are making or carrying forward;
- explore the subject from different angles;
- question the findings of your research to discover the strengths and weaknesses of the subject area;
- ensure that critical elements to the subject are defined;
- keep in mind to support all of your conclusions with the evidence on which they are based;
- outline your conclusions to the aims/purpose set out in the introduction.

2.1.2 Marking criteria

The general list below outlines the criteria taken into account when an assignment is marked at your college. The weighting of each of these may vary depending on the subject and type of assignment. Please discuss the specifics with your lecturer. Marking criteria may include

- answering the question;
- breadth/level of research;
- depth of understanding;
- running the assignment through a text matching piece of software
- in-text referencing and reference list;
- critical analysis and critical thinking;
- expression, format and style;
- spelling and grammar;
- adherence to word count;
- quality of introduction and conclusion;
- timely submission;
- other elements specific to a given subject.

2.1.3 Common instructions and their meanings

Question Word	*Meaning*
Account for	Give reasons for, report on
Analyse	Examine in very close detail, identify important points and main features
Argue	Consider the subject from one point of view and present and analyse considerations for this point of view
Apply	Utilise, employ in a particular situation
Assess	Decide the importance and give reasons
Calculate	Determine, weigh reasons carefully, work out
Characterise	Describe the qualities and features
Classify	Arrange into groups/categories
Comment on	Explain the importance of
Compare	Describe similarities and/or differences, and indicate the relevance
Consider	Think about carefully, weigh the pros and cons, advantages and disadvantages, take into account
Contrast	Describe differences, indicate whether the differences are significant

Question Word	Meaning
Critically analyse	Divide, describe, discuss, examine, explain, identify components and the relationship between them, draw out and relate implications, discover essential features or meaning
Criticise	Discuss and point out faults, weaknesses, gaps and areas for improvement
Critically evaluate	Weigh arguments for and against something, assessing the strength of the evidence on both sides. Use criteria to guide your assessment of which opinions, theories, models or items are preferable
Deduce	To come to a conclusion through a process of considering general principles and available information
Define	State the precise meaning of a word or concept, or describe the nature or basic qualities of something
Demonstrate	Show clearly by giving proof or evidence
Describe	Give a detailed account of the characteristics and features of a subject, say what something is like
Design	Plan a system including information on its use and function
Determine	Find out something, calculate, make a decision
Devise	To work out, to plan
Differentiate between	Find out how something is different, identify the distinguishing features/ characteristics between two or more items
Discuss	Consider the subject from different points of view, and present and analyse considerations for and against
Distinguish between	Describe the differences between
Elaborate	Discuss in detail with reasons and examples
Elucidate	Explain and make clear
Enumerate	Name and list, and explain
Estimate	Calculate, judge, predict
Evaluate	Judge features or criteria of a subject and explain your opinion of its value
Examine (critically)	Act as a judge or critic and give an opinion, look at carefully, consider
Explain	Give details, make clear, stating the why and how, and using examples
Express	Show, describe, explain
Extrapolate	Infer (draw conclusions) from what it known
Give an account of	Describe
Hypothesise	To propose a supposition which can be used as a basis for testing conclusions
Identify	Point out and name
Illustrate	Give examples, use diagrams, statistics etc. to support and explain the points that you are making in your answer

Question Word	Meaning
Indicate	Show, explain
Infer	Conclude something from facts or reasoning
Interpret	To make clear the meaning of something and its implications
Investigate	Plan, inquire into and draw conclusions about
Justify	Provide the reasons for your conclusions, explain satisfactorily
List	Put in sequence, catalogue, mention
Mention	Describe briefly
Name	Identify
Observe	Watch closely and give an account of events
Outline	Give a short description of the main points
Predict	Suggest what may happen based on information
Propose	To suggest a plan, idea or action for people to think about and decide on
Prove	To show by logical argument
Quantify	Express or measure the amount or quantity of
Recommend	Give reasons in favour
Recount	Retell what happened
Reflect on	To think carefully, analyse, and evaluate
Relate	Give an account of, emphasise the relationship between two things
Review	To survey and critically examine a subject
Show	Indicate, give evidence of, make clear, demonstrate, illustrate
Speculate	Form an opinion without having complete knowledge, suggest
State	Express carefully, fully, clearly
Suggest	Mention as a possibility, state as an idea for consideration, propose
Summarise	Give the main points of a given topic
Synthesise	Combine elements or aspects to make a whole
To what extent	Consider how far something is true, or contributes to a final outcome. Consider also ways in which the proposition is not true
Trace	Follow the order of different stages in an event or process
Verify	Make sure that something is accurate or true, check

(Adapted from Jordan, 1992; Cottrell, 2008, BOSTES, 2012).

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2.2 Brainstorming and drafting a first plan

After deciding what the purpose of the assignment is, start collecting ideas related to the topic, write them down in no particular order, and afterwards group ideas. Use mind maps, flowcharts, etc.

2.3 Conducting your reading and research

Assignments are set in order to assess the extent to which you have understood part of the course. As such, it is reasonable to expect a lecturer to have covered the skills and knowledge necessary for a student to complete and pass an assignment. However, you are expected to collect and study information about the subject from numerous sources in addition to studying the material presented. Indeed, this extra studying is normally what distinguishes an excellent result from an ordinary final result.

It is important that you ask your lecturers for help and advice with assignments, particularly if any of the following situations apply:

- You feel that the central concept or idea has not been adequately explained.
- The required format or structure of the assignment is unknown to you or it has not been adequately specified.

Reading and research should, therefore, only take place when

1. the question has been analysed; and/or
2. you have asked the lecturer for clarification; and/or
3. the aims of the assignment are completely understood.

Starting your research before this could result in you wasting a lot of time.

2.3.1 Using the library for research

Your library provides services and resources to support and enhance your research and learning on campus, by flexible and online delivery. In addition, to book collections at each campus, online library resources are available via the student portals, in your library pages. The online databases Gale, EBSCO, ProQuest, and others, provide access to a large number of full text journals, newspapers, and other materials. Workshops in these databases are available through the library. Please contact your Librarian for more detail on these workshops, or for general database questions.

Both the library staff at each campus and the information available online (including instructional videos) are valuable sources of advice for your research strategies and can assist you in locating relevant books, journals, and other resources. The wider your research, the more informed your assignment and the arguments within it will be.

2.4 Further planning the structure of an assignment

Within Laureate International Universities – Australia, there are eight main purposes of a written academic assessment and these, with the addition of three less common ones, are outlined in the table below. Each one has a particular text type or genre (format/style) that should be followed. The majority of these text types are referred to in your Academic Skills pages (under *Resources*) online.

The following table outlines which text type is used for the various types of written assessment (model examples of these text types will be available in the Academic Skills section in your Learning Portal).

2.4.1 Some appropriate text types/genres and their uses

	Purpose	Text type/genre	Used regularly?
1.	To tell what happened. To document a sequence of events and evaluate their significance in some way.	RECOUNT	Yes
2.	To tell how to do something.	PROCEDURE	Yes
3.	To construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener.	NARRATIVE	No
4.	To present information about something.	REPORT	Yes
5.	To tell how and why things occur.	EXPLANATION	Yes
6.	To argue a case.	EXPOSITION	Yes
7.	To look at more than one side of an issue, to explore various perspectives before coming to an informed decision.	DISCUSSION	Yes
8.	To evaluate a literary text.	RESPONSE	No
9.	To explain a historical event.	ACCOUNT	No
10.	To evaluate learning experiences.	REFLECTIVE JOURNAL	Yes
11.	To synthesise and critically evaluate findings and evidence from credible sources related to the topic under consideration.	LITERATURE REVIEW	Yes

At an early stage in your written assessment, you should analyse the question to identify the appropriate text type required.

These text types determine the most appropriate style of writing for the assignment. The structure of each text type is influenced by a particular combination of factors including the relationship between reader and writer, and the use of appropriate grammar and vocabulary.

At Laureate International Universities - Australia, your lecturer may give you appropriate models or examples of these text types. They may go through the structure and development of chosen genres and give advice as to the best ways to begin structuring your work.

2.5 Writing a first draft

You should not look upon the first attempt as being the perfectly formed, final submission. A draft is a way in which you can develop the delivery of the required information and arguments to satisfy the criteria of the assignment in the relevant text type/genre.

You will find that during the process you will be constantly adding and removing information, moving paragraphs within the text, changing your arguments and conclusions. The aim is to continually refine and improve your submission and just as importantly, you should always think, question, analyse, and learn.

As a guide it is good to do the following when writing a draft:

- Keep the aims in mind by working on your introduction. Remember the introduction should tell the reader what your assignment is trying to achieve.
- Give each main point or new idea a paragraph of its own.
- Explain each point.
- Back up each explanation with evidence of research that you have done.
- Always explain how each point is related to your major aims/arguments.
- Check that you have not moved away from the original aims of the assignment.

2.6 Reflecting and gaining feedback on the first draft

Do not do this immediately. Go back to your assignment after a 12 or 24 hour period and you may see it in a completely different way. Errors in content or structure are likely to become obvious to you.

Do not be afraid to show your work to a lecturer or a member of the academic skills staff, as they will be more than happy to offer advice in their areas of expertise.

2.7 Revising and checking final drafts

Based on the feedback, the relevant changes should be made and your final submission will start to take shape.

Once the revisions are completed, you should check that you have done the following:

1. Have you met the aims of the assignment?
2. Is the purpose reflected accurately in your introduction?

3. Is everything that you have included relevant?
4. Have you provided evidence for all of the points that you are making?
5. Does your argument/presentation of information progress in a logical order?
6. Are you writing in the appropriate style (informal/ formal/ academic)?
7. Is all spelling and grammar correct?
8. Are all sources correctly referenced?

2.8 Checking referencing

There are many systems of referencing, and all are very specific and detailed. Laureate International Universities – Australia, uses APA 6th edition as well as Harvard; make sure that you follow your course's style of referencing. **This guide covers the APA 6th edition referencing** which is outlined in Part 3: Referencing guide. It may help to print out this guide and keep it in front of you as you write.

2.9 Submitting your assignment

To submit your assignment, please follow these procedures:

1. Ensure that the assignment is submitted by the due date and time specified. Students must always check the procedures for submitting their assessments. Failure to submit on time may lead to a reduction in marks. Refer to your lecturer if you are unsure. Always ask – do not just assume (refer to the Assessment Policy and Procedure).

2. If you require more time to complete your assignment, consult your lecturer at least one week before the due date to enquire about an extension of time.

3. Follow the written procedures for the required presentation of your assignment.

Remember, marks can be easily lost by submitting work that does not follow the guidelines of your course. Refer to your lecturer, Learning and Academic Skills (LAS) Lecturer or Librarian if you are unsure.

Part 3: Referencing guide

Referencing acknowledges the thoughts and ideas expressed by other people within your paper. To meet recognised academic standards, material for all assignments must be referenced correctly to identify the source. Laureate International Universities – Australia require that students comply with the APA 6th edition or Harvard referencing style. **This guide covers the APA 6th edition style.**

Referencing is used for three reasons:

1. to indicate to the reader the sources of your information and background ideas;
2. to show that your arguments are properly supported;
3. to avoid plagiarism.

APA 6th edition requires you to reference in two ways:

1. within the text (**in-text referencing**); *and*
2. by giving a list of references at the end of your work (**reference list**).

3.1 In-text referencing

In the text of your paper, source material is to be briefly acknowledged. This directs the reader to the reference list at the end of the paper. The reference list in turn directs the reader to the actual texts for verification of what has been written or to read more fully an author's argument. APA 6th ed. encourages the provision of page numbers, where they exist, to meet both of these purposes.

There are two types of in-text referencing that need to be kept in mind as you write your paper – *direct quotations* (also known as direct referencing or direct citations) and *paraphrasing* (also known as indirect referencing or indirect citations).

- *Direct quotation* is the exact use of an author's own words (including quoted facts, figures, graphical and other visual information). Short quotations must be placed in quotation marks, and long quotations shown as specified in the '*Long quotations*' section.

- *Paraphrasing* in contrast, means the rephrasing of an author's ideas using your own words and sentence structures without changing the original meaning, while still citing the original source.

Direct quotations and paraphrasing are provided when referring to information from both published and unpublished works. Limit your use of direct referencing as the process of converting other's concepts and words into your own words creates and demonstrates deeper learning. As a general rule, not more than 10% of any paper should consist of direct quotations.

3.1.1 Directly quoted text or idea (book or journal)

A direct quotation is the exact use of an author's words from a publication or from a speech, such as a lecture.

Short quotations

A short quotation is incorporated into a sentence without disrupting the flow of the text, and quotation marks are used. It will include the author/s surname, the year of publication and the page number/s, as demonstrated in the following examples.

Source as part of the sentence (direct voice)

Innes and Warburton (2005, p. 69) reported that "employment in the TCF sector fell by more than 40 per cent over the ten years to June 2001".

OR

Source at the end of the sentence (external voice)

"Employment in the TCF sector fell by more than 40 per cent over the ten years to June 2001" (Innes and Warburton, 2005, p. 69).

Long quotations

A long quotation (40 words or more) is set out as a block quotation, using a separate indented paragraph. Single spacing is used for the block even if (as is usually the practice) the rest of the text uses wider spacing. You need to double space the paragraph at the beginning and end to highlight it as a quote, but you do not need quotation marks if you have indented it. Make sure all quotations are grammatically linked with the words that precede them.

The reference precedes the quotation (source as part of the sentence) or follows the quotation with the author, year of publication and page number/s in brackets (source at the end of the sentence after the final punctuation mark).

Source as part of the sentence

Morley-Worner (2001) observed that academic writing demonstrates knowledge and understanding, and includes critical analysis and reflection, and that:

> *You will also gain a sense of the complexity of being an apprentice writer in an academic culture, or rather cultures, where expectations may vary from discipline to discipline, even subject to subject and where you can build a repertoire of critical thinking and writing skills that enable you to enter the academic debates, even to challenge.* (p. 6)

OR

Source at the end of the sentence

> *First, the formation of the joint teamwork is of ultimate importance to the relationships between hotels, restaurants, and their suppliers. These hospitality firms should focus on the selection of appropriate staff to serve as the joint team members, empower the team members with decision-making responsibility, and motivate them to work effectively on behalf of bilaterally organisational interests.* (Shi & Liao, 2013, p. 119)

3.1.2 Paraphrasing

Paraphrasing (or indirect quoting) refers to using an author's ideas but without an exact quotation. You must still give the correct reference. The author and year of publication and page number/s must be provided for any idea you express which has come from a source other than your own creation.

Source as part of the sentence

> Well-known strategic therapist Madanes (1990, p. 9) treated all symptoms as voluntary and under the control of the client.

Source at the end of a sentence (paraphrased: indirect and external voice)

> A strategic therapist would treat all symptoms as voluntary and under control of the client (Madanes, 1990, p. 9).

Note: Inserting page numbers in-text is necessary for direct quotations and strongly recommended for paraphrases.
Note: 'p.' is the abbreviation for page, and 'pp.' is the abbreviation for pages.
Note: The full stop comes after the brackets at the end of the quote (see above).

If you wish to outline somebody's argument or describe his or her study but do not wish to quote word for word, leave no doubt what you are doing.

> Fruzzetti (2006, pp. 18-24) made the point that . . . and he suggested that . . .

> Corey (2005, p. 184) made a useful distinction between . . .

Make sure your words make it clear that you are paraphrasing, condensing, or otherwise giving a modified version of someone else's work. If possible indicate where it ends and where your own material begins, as the following example demonstrates.

> However, Corey (2005) may not have considered the following points . . .

Note that the page number is not necessary in this reference to Corey, as you are now evaluating his overall ideas and, therefore, this cannot be narrowed down to specific page numbers. The distinction here is that this sentence is a reference to the whole resource, rather than a quotation or paraphrase of part of the resource.

Note: When paraphrasing, always acknowledge the source and always make it clear when you are summarising someone else's text.
Note: APA 6th edition uses past tense or past perfect when discussing a researcher's work.

3.1.3 Variations for books

We have tried to include a number of important variations to the above referencing procedures. However, with new media constantly growing, this list may not be exhaustive. The following guidelines can be used for both paraphrasing and direct quotations.

No author

When a book has no author, the in-text citation consists of the sponsoring organisation, followed by the year and page number (if available). If neither the author nor sponsoring body are known, the first few words of the title are used followed by the year and page number.

When a work's author is designated as Anonymous, the in-text reference at the end of sentences should be Anonymous followed by a comma and the date: (Anonymous, 2015, p. 34).

Direct quotation where author is unknown but the institute/sponsoring organisation is:

"Echinacea consists of the dried underground parts of . . ." (British Herbal Pharmacopeia Part 1, 1976, p. 73).

Paraphrase where author and sponsoring organisation is unknown

In this case cite the first few words of the title, and include the year. Use double quotation marks around the title of an article, a chapter or a web page and italicise the title of a periodical, a book, a brochure, or a report.

("Elements of design: colour", 2010).

. . . the book *Elements of design* (2010)

Multiple authors

Two to five authors

Cite the names in the order in which they appear on the title page. When the names are within the referencing brackets, insert an ampersand ('&') between the last two authors. When the names are part of the sentence (i.e. not within the referencing brackets), insert 'and' between the last two authors. Note that all authors need to be named the first time you refer to them within your paper and also in the reference list at the end of the paper (before any appendices if needed). For three or more authors, the second and subsequent times, only include the surname of the first author followed by et al. (see below).

Two authors

When there are 2 authors, cite the 2 authors every time when you reference:

APA 6th edition

It appears then that there is a pseudo-self that develops through a person's experience in life, obscuring the essential self. "In you there is . . . the real unique self you were meant to be" (Jansen & Newman, 1998, pp. 33-34).

Note: If you use a direct quote, but leave out a section within a sentence, use a series of three spaced dots (called an ellipsis) to indicate a section is missed. This is demonstrated in the preceding example.

Three – five authors

If there are between three – five authors, use all authors' names the first time you cite this reference. Thereafter, the in-text citation shows only the name of the first author, followed by 'et al.' (meaning 'and others').

Reinders, Moore and Lewis (2008, p. 115) contended that generally "an expository essay explains points, an argument essay shows two or more viewpoints on the same topic and an analytical essay looks at all the details of something and shows how they fit together".

Subsequent citations: Reinders et al. (2008, p. 155) also stated . . .

Note: All authors need to be named in the reference list, and they must also be named the first time you refer to them in the body of the text.

Six or more authors

Cite only the name of the first author followed by et al. followed by the publishing date. However, if, for example, you want to use two publications where the first two authors are the same but the third one is different, then include up to the first different author. So, in-text

Craig, Spaans, Aidinlis, Boyd, Rochecouste & Renwick (2015)
Craig, Spaans, Kessel, Bardoel, Aidinlis & Reneman (2015)

the reference will look like: Craig, Spaans, Aidinlis, et al. (2015) and Craig, Spaans, Kessel, et al. (2015)

Note: In the reference list, when there are eight or more authors, include the first six names, then insert three spaced dots (spaced ellipsis points) and add the last author's name.

More than one work by the same author

If you are referring to more than one publication by the same author in different years, reference in date order.

> Corey (2001, p. 37, 2005, p. 39).

If the same author has published two or more works in the same year, then distinguish these by attaching a lower-case letter of the alphabet to the publication date. The order in the reference list is determined by the alphabetical order of the titles, ignoring words such as 'The' and 'A'.

> Referring to creative visualisations, Roberts (2002a, p. 5) stated that ". . .".

> In the author's further research of creative visualisations, Roberts (2002b, p. 65) proposed the aim of visualisation is "to . . ."

Secondary Reference (A work cited in another source)

Secondary references refer to the work of one author being cited in another author's work. If you read an author's work in another publication, you must reference the source from which you have read the material. This ensures you have made it clear that you have not read the original work.

> McLarty (n.d., cited in Grellier & Goerke, 2010, p. 89) argued that "by questioning why we learnt something and why something happened we can learn more about it".

OR

> "By questioning why we learnt something and why something happened we can learn more about it" (McLarty, n.d., cited in Grellier & Goerke, 2010, p. 89).

Note: It is Grellier and Goerke that will appear in your reference list and not the reference for McLarty.
Note: n.d., meaning *no date*, is used when there is no date of publication

References including a range of sources

References may include a range of sources, where you have read similar ideas/theories. Note that in the following example the authors are listed in date order. Also note that page numbers are not required, as no quotation or paraphrase is being made.

> Several studies in past decades have sought to explain the same point (see, for example, Jones, 1956; Harring, 1969; Saunders, 1976; and Johnson, 1988).

Note the semi-colons between references.

3.1.4 Website Referencing

Either the author (if known – see example 1 below) or the organisation responsible for the site (if there is no specific author – see example 2) is given from material sourced from the Internet. If neither is available, then reference the title, not the URL, and date.

> Fritz Perls believed he could cure a person's fear of flying in five minutes (Bry, 1972).

> According to the Association of Academic Language and Learning (AALL), members "play a valuable role in their institutions by providing teaching both inside and outside curricula to assist students in developing appropriate academic skills. . ." (AALL, 2015, para. 2).

Note: If possible and visible, provide page or paragraph numbers.

3.1.5 Film, television or radio program

For a film: Include the Director's name, year of release, and full title: In Van Sant's *Good Will Hunting* (1997) . . .

3.1.6 Verbal quotes or lecture notes

Personal communication (e.g. emails, lecturer information, personal interviews, unpublished lecture notes) to support arguments can be included in academic writing but only if it has scholarly relevance. In reflective writing, you may be required to include personal communication. **Note that personal communications are not included in the reference list as they do not provide recoverable information.**

Paraphrase

> When University Lecturer D. Sapientia (personal communication, February 2, 2015) highlighted the issues on language, it became clear that not only . . .

Direct quotation

> D. Sapientia (personal communication, February 2, 2015) stated: "Language brings thought to life"

Statements made on videos (e.g. YouTube, DVDs) should also be referenced. Page numbers may not be required for direct quotes from web references, lectures or recordings, as there may be no (official) pages.

Note: If, in a class, a lecturer provides material from other authors, you need to reference the authors and not the lecturer.

3.1.7 Common knowledge

While you must acknowledge all ideas and words expressed by a theorist, certain terms and expressions used regularly within an academic field are considered 'common knowledge'.

For example, if you write that a massage therapist needs to comply with Infection Control Policies, you do not need to reference that concept unless it is part of a broader argument made by a writer or practitioner. Similarly, suppose you were to write a sentence such as the following:

> The term 'non-comedogenic' appeared on moisturisers during the 70s and 80s.

You would not have to give a reference for the two-word expression above, which is now well known in the field of beauty therapy. Note that you highlight the use of the generic expression by using single quotation marks (the first time you use it but thereafter no quotation marks) as opposed to double quotation marks, which are used only for a direct quote. Contact your course lecturer or Academic Skills Lecturer if you are unsure as to what constitutes common knowledge within your field.

3.2 Reference list

An important purpose of the reference list is to enable readers to locate sources. Therefore, details must be correct and complete. Every in-text entry requires a related reference list entry (with the exception of personal communication and some classical works). Equally, every reference list entry requires at least one related in-text reference. Each in-text citation and the related reference list entry should be identical in spelling and year. A work is listed only once in the reference list, regardless of how many times it is cited in text. Works not cited in the text should not appear in the reference list.

In compiling your APA 6th edition reference list, you should

- list references on a new page (or pages) with a heading titled 'References';
- include books, journal articles, online sources, etc. in one alphabetical listing;
- order entries alphabetically by family name of author or name of organisation;
- list works with no author or no organisation under the first significant word of the title;
- include all punctuation marks and italics as demonstrated in the examples.

3.2.1 Referencing for books

For books, the order of presentation is as follows:
- author's last name followed by a comma
- author's initials followed by a full stop
- year of publication (in brackets) followed by a full stop

- title of publication (in italics) followed by edition (in brackets, if needed) followed by a full stop
- place of publication (if outside of the US: city - or if not available the state - and country. If in the US: city and abbreviated state)
- publisher, with colon between place and publisher, followed by a full stop.

The following examples demonstrate how to reference a book with one or more authors.

Book with single author

Fletcher, C. (2013). *Skills for study. Level 3.* Cambridge, UK: Cambridge University Press

Book with two authors

Grellier, J. & Goerke, V. (2006). *Communication skills toolkit. Unlocking the secrets of tertiary success.* Melbourne, Australia: Cengage Learning.

Book with three or more authors (up to six): use all names – not 'et al'.

Fisch, R., Weakland, J. & Segal, L. (1982). *The tactics of change: Doing therapy briefly.* San Francisco, CA: Jossey-Bass.

Author/s of an essay in a book compiled by an editor/s

Where there is an editor(s) type (Ed(s).) after the editor's name and initials. Note that the name of the book, which is the main publication, is italicised, not the essay/chapter within the book. Be sure to adhere to the punctuation and layout as set out below.

Smith, J.S. (1997). How to write a book. In Williams, J. (Ed.). *Writing skills.* Sydney, Australia: O'Grady's Publications.

An edited collection, no author

It is also possible to reference the book containing a collection of essays as follows:

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage

Edition other than the first

Grellier, J. & Goerke, V. (2010). *Communication skills toolkit. Unlocking the secrets of tertiary success* (2nd ed.). Melbourne, Australia: Cengage Learning.

E-Books

E-Books come in different forms, e.g. Kindle, HTML, etc., and can be referenced as follows (include the complete URL at the end):

Bouwer, J. B. (2013). *E-Books, the way of the future?* [Kindle]. Retrieved from https: . . .

3.2.2 Referencing for journal articles

For journal articles, the order of presentation is as follows:

- author's last name followed by a comma then initials, with associated full stops, spaces and commas
- year of publication (in brackets) followed by a full stop
- title of article in normal print followed by a full stop
- title of journal and comma and volume all italicised. This is followed by the issue number in brackets if applicable, followed by a comma, space then page numbers hyphenated (note that for journal articles, page numbers are specified without accompanying abbreviations (p. or pp.), followed by a full stop – all non-italicised.

Booker, L. D. B. N. &. S. A. (2008). The relevance of knowledge management and intellectual capital research. *Knowledge and Process Management, 15*(4), 235-246

May, J. S. (2003). Profile of a successful student. *Studying in the 21st Century*, *6*(2), 23-32.

Note: If you have sourced material published by the same author in the same year, then use a/b etc.to label them -e.g. Foucault (1983a), Foucault (1983b) and Foucault (1983c), - in the text of your assignment. In your Reference List also use a/b etc. to label them and order the references in the series order, not alphabetically by title. If resources are by the same author but for different years, then sort these resources by date.

3.2.3 Referencing for website material

sFor website material, the order of presentation is as follows:

- author's last name followed by a comma
- author's initials with associated full stops, spaces and commas
- year of publication (in brackets) followed by a full stop
- title of document (in italics) followed by a full stop
- retrieved from the web page without full stop (or, if available doi colon number).

Check that the web page URL takes the reader to the resource. Where the resource is a journal article, the referencing follows the same format as a journal article reference, followed by the same terms as above.

Examples:

Foster, R. L., O'Driscoll, M. (2010). Current concepts in the conservative management of the frozen shoulder. *Physical Therapy Reviews, 15,* 399-404. doi:10.1179/174328810X12786297204710

PACFA (2001). *PACFA Minimum Requirements*. Retrieved from http://www.pacfa.org.au/scripts/minimum.asp?pagemode=MININDEX

Where no author is provided in a web site reference, begin the reference with the name of the organisation (in which case the organisation is the author). If there is no author or organisation, begin the reference with the title of the article.

3.2.4 Referencing for multimedia

Video material - DVD

Producer's name, followed by the year of production and full stop, then the title in italics with full stop, type of video format and running time, the place, then the production company.

> American Psychological Association (Producer). (2000). *Responding therapeutically to patient expressions of euphoria*. [Video file].Retrieved from http://www.apa.org/videos/

Audio material – Single episode from a television series

> Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Executive producer), *House*. New York, NY: Fox Broadcasting.

3.2.5 Referencing for other sources

CD Rom publications

Treat the main title like a videorecording of an individual program. Treat sections within the CD-ROM like chapters in a book. Show the medium and the computer platform after the title.

> Cameroon: Chronology (1995). *World reference atlas*. [CD-ROM]. Macintosh version 1, London, Great Britain: Dorling Kindersley.

Government reports, conference proceedings, newspapers, magazines, and radio programs, as well as a complete list of other examples, can be found in the Ready Reference in the next section.

4.0 References: Ready Reference

Books	In-text Example	Reference List Example
Single author	The purpose of an assignment is clear from the start (Morley-Worner, 2009, p. 11). **or** Morley-Worner (2009, p. 11) had the following to say about academic writing . . .	Morel-Worner, T. (2009). *Academic writing is … A guide to writing in a university context*. Broadway, Australia: CREA. **Book titles are in italics (in this case no place of publication is available, only the state).**
Two authors	**Use an ampersand (&) within the parentheses or 'and' when giving the authors' names in the text.** Crosby and Salazar (2006, pp. 34-50) suggested... (Crosby, & Salazar, 2006, pp. 34-50)	Crosby, R., & Salazar, L. (2006). *Research methods in health promotion*. San Francisco, CA: Jossey-Bass.
Three or more authors	**If there are more than two authors, use all authors' names the first time you cite this reference. Thereafter, the in-text citation shows only the name of the first author, followed by 'et al.' (meaning 'and others').** Reinders, Moore and Lewis (2008, p. 175) stated . . . A recent publication (Reinders et al., 2008, p. 175) stated that . . .	Reinders, H., Moore, N., & Lewis, M. (2008). *The international student handbook*. Hampshire, UK: Palgrave MacMillan. **All authors' names are to be provided in the order in which they appear in that particular publication.**

Books	In-text Example	Reference List Example
Multiple authors for a single citation or paraphrase	**If there are multiple authors all supporting the same argument and you are paraphrasing, they are to be placed in chronological order separated by semi-colons.** The desired telos for the modern researcher is to search for the truth by evaluating data and then improving some aspect of knowledge or practice (Zickmund, 2000; Merriam-Webster, 2014)	**All authors 'names are to be provided in the reference list in alphabetical order.**
No author	**Cite the sponsoring organisation or the title in place of the author where the author is unknown. Do not use anonymous.** 'Echinacea consists of the dried underground parts of . . .' (British Herbal Pharmacopeia Part 1, 1976, p. 73). **or** In the British Herbal Pharmacopeia Part 1 (1976, p. 73) it was claimed that . . . '	*British herbal pharmacopeia Part 1.* (1976). West Yorks, United Kingdom: British Herbal Medicine Association.
Editor single	(Porter, 1986, p. 99)	Porter, J. F. (Ed.), (1986). *The control of human fertility* (2nd ed.). Melbourne, Australia: Blackwell Scientific. **Ed. is used to denote editor, ed. is used for edition.**
Editors two or three	(Cauchi, Gilbert, & Brown, 1984, p. 44)	Cauchi, M. N., Gilbert, G. L., & Brown, J. B. (Eds.) (1984). *The clinical pathology of pregnancy and the newborn infant.* London, United Kingdom: Edward Arnold. **Eds. is used to denote editors.** **All editors' names are to be provided in the citation in the order they appear in the publication.**

Books	In-text Example	Reference List Example
Editors four or more	**If there are more than three editors you only need to put the first editor's name followed by et al. which means and others.** A recent case study (Sambrook et al., 2001, p. 19) showed that . . .	Sambrook, P., Schrieber, L., Taylor, T., & Ellis, A. (Eds.) (2001). *The musculoskeletal system.* Edinburgh, United Kingdom: Churchill Livingstone. **Eds. is used to denote editors.** **All editors' names are to be provided in the citation in the order they appear in the publication.**
Editions (second and subsequent)	Studies in history . . . (Carr, 2008, p. 13).	Carr, E. H. (2008). *What is History?* (3rd ed.). Camberwell, Australia: Penguin Group. **(ed.) is used to denote edition** **An edition number is only necessary for 2nd and subsequent editions.**
Book chapter contribution	Include all authors in the order they appear in the chapter. Anti-inflammatory plant constituents have shown . . . (Polya, Polya & Kweifio-Okai, 2002, pp. 1-5).	Polya, G. M., Polya, Z., & Kweifio-Okai, G. (2002). Biochemical pharmacology of anti-inflammatory plant secondary metabolites. In D. K. Majumdar, J. N. Govil, & V. K. Singh, (Eds.), *Series recent progressing medicinal plants*, *Vol 8 – Phytochemistry & pharmacology II (pp. 1-22)*. USA: Stadium.
Pamphlet/Brochure	Case studies have shown . . . (BioResearch, 2007, p. 9).	BioResearch (2007). *Getting started with bioresearch homoeopathic complexes* [Pamphlet], Queensland, Australia: BioResearch.
Thesis	Conclusions drawn about natural therapies . . . (Canaway, 2007, p. 59).	Canaway, R. (2007). *A study of the naturopathic profession in Melbourne.* (Master's Thesis), Melbourne, Australia: The University of Melbourne.

Books	In-text Example	Reference List Example
Table/Image	Table 1.2: Massage types (Mathers, 2005, p.13). **Massage Type / 2002 / 2003 / 2004** Swedish / 100 / 145 / 199 Reflexology / 74 / 88 / 112 Shiatsu / 50 / 43 / 55 In table 1.2 massage types . . . (Mathers, 2005, p.13).	Mathers, S. (2005). *Massage statistics.* Adelaide, Australia: Poppy Press.
Publication date unavailable	Van Doorn (n.d., p. 200) described Weesp as a city . . .	**If no date is available, write n.d. in the parentheses.** Van Doorn, H. H. (n.d.). *Over the Vecht.* Schiedam, The Netherlands: Scriptum Publishers.
Secondary reference **(A work cited in another source)**	Therapeutic massage is . . . (Anderson & Ramsdale, 2004, cited in Buller, 2006, p. 77).	Buller, M. (2006). *Massage techniques.* Victoria, Australia: Penguin Books. **Provide the details of the reference from where you sourced the information.**
No publisher	Celloids are in accordance with the principles of homoeopathy (Jacka, 1998, p.3).	Jacka, A. (1998). *Alfred Jacka's prescribing strategies.* Victoria, Australia.
Dictionary	As quoted ". . . " (Concise English-Chinese Chinese-English dictionary, 1999, p. 78) . . .	*Concise English-Chinese Chinese-English Dictionary* (1999). New York, NY: Oxford University Press.
Information found in more than one source	**Cite all sources in chronological order separated by semi-colons.** Research shows that by evaluating data and then improving some aspect of knowledge or practice . . . (Zickmund, 2000; Merriam-Webster, 2014) **Note that page numbers are not required, as no (in-) direct quotation is being made.**	**All authors' name and full reference details would be provided individually in alphabetical order in the reference list.**

Books	In-text Example	Reference List Example
Multiple works by the same author with different years	**Give the name of the author followed by the dates of their studies in chronological order, separated by commas.** Studies on acupuncture (Deadman, 1998, p. 78, 2007, p. 90) have shown . . .	Deadman, P. (1998). *A manual of acupuncture*. Hove, Great Brittain: Journal of Chinese Medicine Publications. Deadman, P. (2007). *A manual of acupuncture*. Hove, Great Brittain: Journal of Chinese Medicine Publications. **Order chronologically in the alphabetised reference list.**
Two or more works by the same author and date	**To distinguish between the different works add a lower case letter to the date beginning with a then b then c and so on.** In his first study Hoffman, (1998a, p. 74) found this to be true. However, further studies (Hoffman, 1998b, p. 23) did not draw the same conclusion.	Hoffman, K. (1998a*). Research in health science.* St Louis, MO: Mosby Elsevier. Hoffman, K. (1998b). *Health science.* New York, NY: Elsevier. **Order chronologically in the alphabetised reference list.**
Two or more works where the first author is the same and the date is the same and there are more than two authors	**To distinguish between the different works add a lower case letter to the date beginning with a then b then c and so on.** According to (Palmer et al., 2004a, p. 56) this was the right thing to do. However this was found to be incorrect (Palmer et al., 2004b, p. 43) due to rises in body temperature.	Palmer, J., Ford, P., Sombok, O., & Lowan, D. (2004a). *Basal body temperature*. London, The United Kingdom: Old Moon Press. Palmer, J., Ford, P., Sombok, O., & Lowan, D. (2004b). *Body temperature*. Edinburgh, The United Kingdom: Poppy Press.

Electronic Books	In-text Example	Reference List Example
Online Book	(Adams, 2004, p. 26)	Adams, B. (2004). *The theory of social revolutions.* Retrieved from http://gutenberg.org/catalog/world/readfile?fk_files=44092 (Original work published 1913)

Newspapers	In-text Example	Reference List Example
Newspaper article (with author)	(Burstin, 2005, p. 38)	Burstin, F. (2005, April 29). Seasons' disorders. *Herald Sun*, p. 3
Online Newspaper article	(Davies, 1996)	Davies, P. (1996, June 18). Key mistake stopped MFP. *The Australian*. Retrieved from http://www.australian.aust.com/hied/columns/dav18jn.htm
Newspaper article (no author)	. . . in The Australian (September 1, 1996, p. 34)	A culture of resentment is predicted (1996, September 1). *The Australian*, p. 34.

Magazines	In-text Example	Reference List Example
Magazine Article	(Chamberlin, 2008, p. 27)	Chamberlin, J. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology, 39* (5), 26-29.
Online Magazine Article	(Hurley, 2013)	Hurley, B. (2013, November). Crowdsourced design growing full steam as DesignCrowd clocks $10m in projects. *Business Review Weekly*. Retrieved from http://www.brw.com.au/p/entrepreneurs/crowdsourced_design_growing_full_O0EIAAcOfReIg57LSnaARN.

Print Journals	In-text Example	Reference List Example
Journal article (with author)	There are a number of websites available for herbalists… (Wilkinson, 1996, p. 36).	Wilkinson, J. (1996). The internet as a research and information tool for herbal medicine. *British Journal of Phytotherapy, 6* (2), 34-45. *Volume* → 6 *issue* → (2) **You only give a volume number and issue number if there is one (some journals will only have a volume number, some may have an issue number only and some may have the season recorded, or they may be in combination).** **All volume and or issue details are to be provided in the reference list as they appear in the publication.** **Journal article titles are in sentence case.**
Journal article (no author)	The growth of genetics in the future… (Transplantation into the next century: genetic engineering and xenotransplantation, 1999, p. 1004).	Transplantation into the next century: genetic engineering and xenotransplantation (1999). *Clinical and Experimental Pharmacology and Physiology, 26* (12), 1004.

Electronic Journals	In-text Example	Reference List Example
Full text from an online journal with a Digital Object Identifier (DOI)	(Herbst-Damm & Kulik, 2005, p. 226)	Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24,* 225-229. doi: 10.1037/0278-6133.24.2.225
Full text from a journal without a DOI (when DOI is not available)	Many illnesses have a genetic component (Allison, 2004, p. 1595).	Allison, A.C. (2004). Two lessons from the interface of genetics and medicine. *Genetics*, *166* (2)*,* 1591-1599. Retrieved from www.genetics.org/content/166/4/1591.full
Abstract or full text journal from an online database with a DOI	(Brockerhoff et al., 2008, Abstract) or (Eskritt & Mcleod, 2008, p. 54)	**If the article referred to is only cited as an abstract this must be stated as follows:** Brockerhoff, E. G., Jactel, H., Parrotta, J. A., Quine, C.P., & Sayer, J. (2008). Plantation forests and biodiversity: Oxymoron or opportunity? [Abstract]. *Biodiversity and Conservation, 17*, 925-951. doi: 10.1007/s10531-008-9380-x **If the article referred to is a full text journal article this must be stated as follows:** Eskritt, M., & Mcleod, K. (2008). Children's note taking as a mnemonic tool. *Journal of Experimental Child Psychology, 101,* 52-74. doi: 10.1016/jecp.2008.05.007

Abstract or full text journal from an online database without a DOI	*Scutellaria lateriflora* reduced sleep latency in health individuals… (Wolfsen & Hoffman, 2003, Abstract). **or** *Scutellaria lateriflora* reduced sleep latency in health individuals . . . (Wolfsen & Hoffman, 2003, p. 26).	**If the article referred to is only cited as an abstract this must be stated as follows:** Wolfsen, P., & Hoffman, D. (2003). An investigation into the efficacy of *Scutellaria lateriflora* in healthy volunteers. *Alternative Therapies in Health and Medicine, 9* (2).Abstract retrieved from PubMed 8 November, 2005. **If the article referred to is a full text journal article this must be stated as follows:** Wolfsen, P., & Hoffman, D. (2003). An investigation into the efficacy of *Scutellaria lateriflora* in healthy volunteers. *Alternative Therapies in Health and Medicine, 9* (20)*,* 26. Retrieved from Alt Health Watch 18 November, 2010. **All italicised words in the article title should be written as they appear.**
Journal article that appears online before print publication	Adult marine lungs have shown airway remodelling due to IL-1 (beta) (Lappalainen et al., 2005, p. 132). Note: all 4 authors' surnames need to be mentioned when citing first time.	Lappalainen, U., Whitsett, J., Tichelaar, J., & Bry, K. (2005). IL-1 (beta) causes pulmonary inflammation, emphysema and airway remodelling in the adult marine lung. *American Journal of Respiratory Cell and Molecular Biology.* Retrieved from www.ncbi.nlmnih.gov/pubmed/15668323

Websites	In-text Example	Reference List Example
Web page (with author)	As Fitch (2005) claimed . . .	Fitch, P. (2005). *Recovering body and soul from post-traumatic stress disorder.* Retrieved frompamelafitch-rmt.com/docs/soul.pdf
Web page (no author)	'Huge numbers of women around the world now use thermography' (Complementary and Ecological Medicine, 2007).	Complementary and Ecological Medicine (2007). Retrieved fromwww.healthyconcept.com
Web page (corporate author or sponsoring body)	'A twenty-nine-year pioneer in natural medicine, Bastyr . . .' (Bastyr University, 2007).	Bastyr University (2007). *Welcome to Bastyr University.* Retrieved from naturopathicstudent.org/chapters
Web page (no date)	According to the Australian Institute of Sport . . . (Australian Institute of Sport, n.d.).	Australian Institute of Sport (n.d.). Retrieved from www.ausport.gov.au/ais/
Mobile websites	**As for traditional web pages (above)**	**As for traditional web pages (above)**

Government Publications	In-text Example	Reference List Example
Government report	(Queensland Parliament, 2007, p. 77) (Review of Engineering Education Steering Committee, 1996).	Queensland Parliament (2007). *Members Ethics and Parliamentary Privileges Committee,* Annual Report, no. 83. Canberra, Australia: Australian Government Publishing Service. **or** Review of Engineering Education Steering Committee (1996). *Educating engineers for Australia*, exposure draft report (Prof. P. Johnson, Chair). Retrieved from http://www.deetya.gov.au/index.htm
Standard	(Standards Australia, 2002, p. 5)	Standards Australia (2002). *Australian Standard: Emergency Control Organization and Procedures for Buildings, Structures and Workplaces,* AS 3745.

Social Media	In-text Example	Reference List Example **If the author's name is available, list the last name first followed by initials. If only the screen name is available, list the screen name.**
Facebook	He also stated that he was "humbled" to have received the Nobel Peace Prize (BarackObama, 2009b).	BarackObama. (2009b, October 9). Humbled. http://my.barackobama.com/page/community/post/obamaforamerica/gGM45m In *Facebook* [Facebook update]. Retrieved from http://www.facebook.com/posted.php?id=6815841748&share_id=154954250775&comments=1#s154954250775 **This looks like Barack Obama wrote this, put it as a post under a screen name (here BarackObama, without a space).**
Twitter	President Obama announced the launch of the American Graduation Initiative (BarackObama, 2009a).	BarackObama. (2009a, July 15). Launched American Graduation Initiative to help additional 5 mill. Americans graduate college by 2020: http://bit.ly/gcTX7. In *Twitter* [Twitter post]. Retrieved from http://twitter.com/BarackObama/status/2651151366
Linked In	(Schiller Palmisano, 2012)	Schiller Palmisano. N. (n.d.). In *LinkedIn* [Profile page]. Retrieved July 12, 2012, from http://www.linkedin.com/profile/edit?trk=hb_tab_pro_top **It's not possible to tell what date a LinkedIn profile was published, so only the retrieval date is included.**
Weblog/Blog	Apologies were made to . . . (Norton, 2009).	Norton, A. (2009). Andrew Norton: Observations from Carlton's lone classical liberal. [Weblog post]. Retrieved from www.networkedblogs.com/...andrew_norton_observations_from_ca... **For a response to a post, use the label [Weblog comment], e.g.** MiddleKid. (2007, January 22). Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log comment]. Retrieved from http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php **Note that in these social media references titles are not italicised.**

Miscellaneous Sources	In-text Example	Reference List Example
Personal communication and e-mail	Tetsuya Wakuda believes there is no secret to being a great chef and stated that "It's all about taste, everyone agrees on that" (T. Wakuda, personal communication, April 18, 2001).	This is not recoverable data so it not included in the reference list.
Class handouts	(M. Reed, 2012, p. 14)	Reed, M. (2012, February 20). [Lecture notes Human Development]. Copy in possession of JNI, Sydney, Australia. **If a copy is not retrievable, there should not be a reference list citation.**
Video recordings	(Learning to Live, 2000)	*Learning to Live* (2000). [Videorecording].London, United Kingdom: Fine Films Inc.
Motion picture	(Super Size Me, 2004)	*Super Size Me* (2004). [Motion picture]. New York, NY: Fortissimo Films.
Television	(Stateline, 2005)	*Stateline (*2005, April 29). [Television program]. Melbourne, Australia: ABC Television.
Radio program	(Life Matters, 2009)	Life Matters (2009, May 12). [Radio program]. Melbourne, Australia: ABC Radio National.
Radio program transcript	(Smith, 1996)	Smith, H. (1996). Medicine in Chaucer's time. Ockham's Razer, ABC Radio National transcripts. Retrieved from http://www.abc.net.au/rn/science/ockham/or110896.htm
DVD	(American Psychological Association, 2000)	American Psychological Association (Producer). (2000). *Responding therapeutically to patient expressions* [DVD]. Retrieved from http://www.apa.org/videos/
CD-ROM	(Maciocia, 2005)	Maciocia, G. (2005). *The foundations of Chinese medicine.* [CD-ROM]. Beijing, China: Elsevier.
Translated work	Tzu (2003, p. 61) claimed that after a great war . . .	Tzu, L. (2003).*Tao Teh Ching (*J. Wu, Trans.). Boston, MA: Shambhala.

Miscellaneous Sources	In-text Example	Reference List Example
Video posts	The mesh network . . . (Simplecoat, 2008)	Simplecoat (2008). *Inside one laptop per child: Episode 3.* [Video file]. Retrieved fromwww.youtube.com/watch?V=7KIHZxYJbWY
Podcasts	(Van Nuys, 2007) (Chesney, 2007)	Van Nuys, D. (Producer). (2007, December 19). *Shrink rap radio* [Audio podcast]. Retrieved from http://www.shrinkrapradio.com/ **Or a podcast with a writer/presenter and a podcast number** Chesney, M. (2007, September 13). *Gender differences in the use of complementary and alternative medicine (No. 12827)* [Audio podcast]. Retrieved from University of California Television website: http://www.uctv.tv/ondemand
Apps (Application Software)	(TCM Clinic Aid, 2012)	TCM Clinic Aid (2012). [Mobile devices application].
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6.0 Appendix 1: Referencing Tools

Some tools and resources which may help you with referencing are listed below.
Please make sure to always check your work before submitting as some tools are more accurate than others.

APA style formatting examples on the internet:

www.apastyle.org
http://blog.apastyle.org

APA 6th edition is a well-recognised style, and is included in most referencing tracking software applications.
Examples:

      www.stylewizard.com/apa6index.html
      www.zotero.org
      www.mendeley.com
   www.citeulike.com

There are also online tools such as reference generators which can simplify the creation of your reference list (once again, check your course's guidelines before submitting your work):

      www.bibme.org
      https://reffor.us/

Inbuilt citation makers

Many programs now have inbuilt citation makers to simplify referencing:

Major library catalogues – search for the book in the catalogue, then search for a 'citation' function option:

ProQuest | **ProQuest Central**
Basic Search | Advanced ▾ | Publications | Browse | About
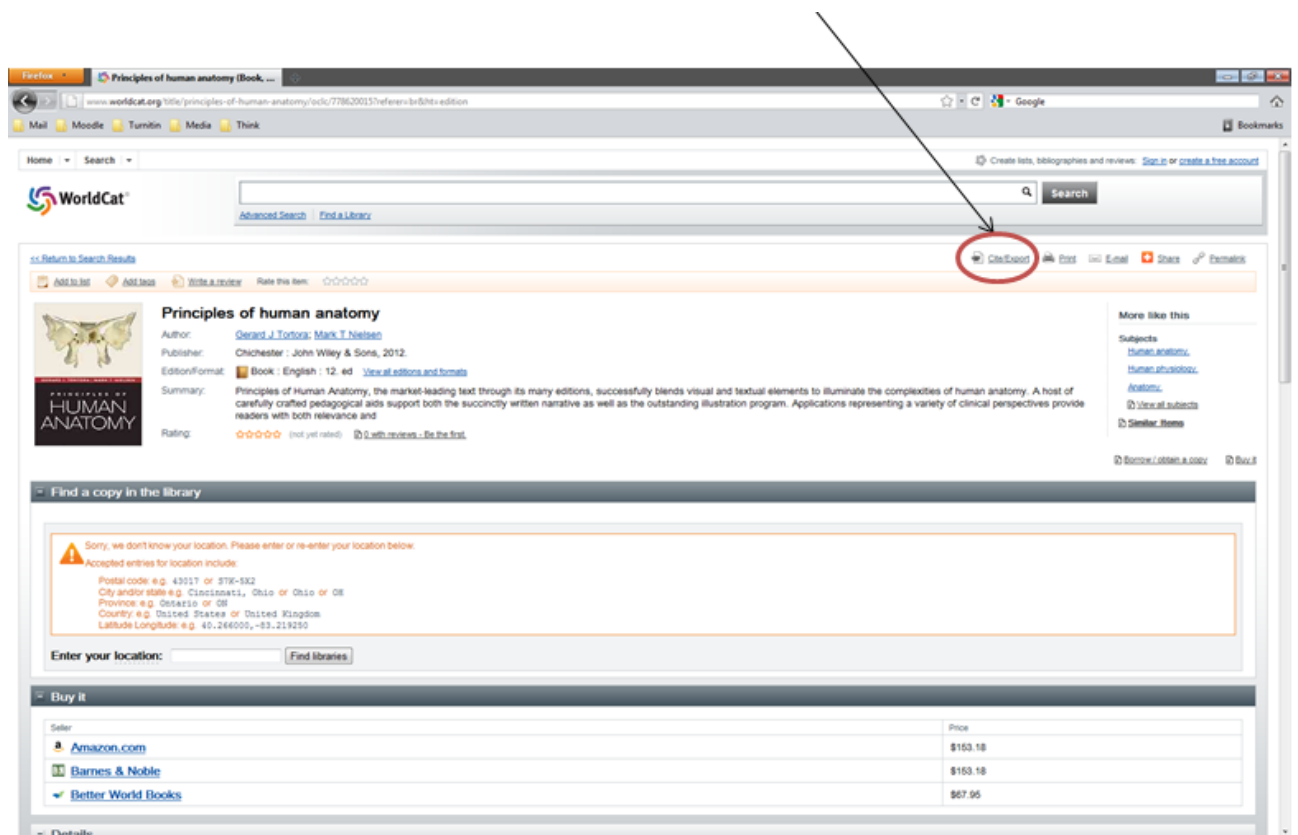
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⊟ **Abstract (summary)** Translate

To evaluate the overall effectiveness of a human anatomy course taught to distance-based and campus-based pharmacy students. A retrospective analysis of students' grades and course evaluations from 2003 through 2006 was conducted. No significant differences in student performance by pathway were found for the 2003-2005 academic years (p > 0.05). However, distance-based students' percentage and letter grades were significantly higher in 2006 (p = 0.013 and p = 0.004 respectively). Comparison of course and instructor evaluations showed that students in the distance course held similar or more positive perceptions of the course than their campus peers. Similar performance by campus and distance students enrolled in a human anatomy suggests that a distance-based course can be used successfully to teach human anatomy to pharmacy students.

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