Librarians for MBA students

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Referencing Basics with Cite|Write
REFERENCING : WHY

✓ Ensures academic integrity
sharing of your research sources with your reader, acknowledgement of the authors you use

✓ Part of academic writing
in both note taking from sources and in the using of your sources in your work

✓ Something you’re marked on
contributes to your overall marks. Inadequate referencing can be considered plagiarism, which has serious repercussions at uni.
In assignment writing

No matter what style, a single reference to a source will consist of two parts: the in text citation and the reference list.

Referencing is an important part of academic assignments. It has been shown that a good understanding of referencing leads to better marks, due to improved integration of research and an increased ability to avoid plagiarism. It is also important to your reader than they are able to note and retrieve the sources you have used in your essay. This is achieved by including all the details of your sources in your reference list.

These days, university students have access to a vast array of information sources. According to White (2012, p.20), traditional resource sources, such as books and journal articles, still attract high amounts of usage in academic circles. Other experts counter that, because of ease of access and use, electronic sources will eventually out mode these traditional paper-based forms (Department of Referencing Skills, 2012, para. 4). Currently electronic sources, for the most part, bear a striking similarity to traditional paper sources they are based on, as seen in ebooks. While some people continue to prefer the experience of reading from a paper based book, "ebooks offer increased equity of use and thus, can be an important part of library collections for undergraduates" (Brown, 2012, p. 40).

Other sources are quick to point out that there is a wealth of reliable literature found online, particularly in the government sector (Department of Referencing Skills, 2012, para. 6). Many sources agree that the solution to this issue lies in educating students to judge the authority of their information sources before deciding to use them (Green, 2012; Black and Bally, 2012). This is even true of sources typically considered safe, such as book and articles from library databases (Green, 2012, p.30).

While it seems that the future of information formats is not easily predicted, the skills involved in referencing will continue to be an important part of academic practice. Particularly, students will need to take responsibility for developing their abilities to evaluate information quality, with the support of teaching staff.

References


In text citation

✓ Appears in the text of your essay, with a corresponding entry in the reference list

Someone else’s idea (Author Date Page).

...while other sources note “learning to reference is not as hard as students often believe” (Taylor, 2006, p.340).
Reference list entry

Appears at the end of your assignment and includes the full details of the source referred to

List alphabetically by author’s name

**APA**

Referencing is an important part of academic assignments. It has been shown that a good understanding of referencing leads to better marks, due to improved integration of research and an increased ability to avoid plagiarism. It is also important to your reader than they are able to note and retrieve the sources you have used in your essay. This is achieved by including all the details of your sources in your reference list.

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Many undergraduate students enjoy doing their research on the Internet. However, it’s important to remember that while some academic resources are available online, much of the information available for free on the Internet is not suitable for assignments. Green (2012, p. 75) points out that for many students, it is hard to tell the difference between a suitable and an unsuitable source. Furthermore, that many websites skew the facts and agendaize information creates further concern for those fostering the learning of undergraduates (Black and Bally, 2012, p.70).

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References


Cite | Write
www.citewrite.qut.edu.au/

QUT’s referencing guide - extensive examples & FAQs

Books
- Journal articles
- Newspaper articles
- Online materials
- Creative works
- Public documents

Figures
- QUT Resources & Personal Communications

Authors?
Publication details?
DOIs?
Page numbers?
You need to

✓ Know the details of the research sources you have used
✓ Know what referencing style you are using in each unit
Sources of research

Learning to recognise the different types of research sources is a basic skill of referencing.
Sources of research

**The author:** this could be an individual or a group of people

**The title:** the name of the source

**The date:** usually, the year the source was created
Sources of research

As well as an **AUTHOR**, **YEAR** and **TITLE**, research sources will have other descriptive details that are particular to that type of research source.
REFERENCING: WHAT

**Styles**

- Established ways of formatting your referencing using punctuation
- You will be told which styles to use by teaching staff

APA

Cite Write
3 minute activity: Find the details!
Authors: Ralf Borndorfer, Marika Karbstein, Marc Pfetsch
Date: 2012

Title: Models for fare planning in public transport

Journal title: Discrete Applied Mathematics

Volume & Issue: 160 (no issue listed)

Page numbers: 2591-2605

Access date: TODAY!

DOI: doi:10.1016/j.dam.2012.02.027
When to reference

1. “Directly quoting text” or reusing a table, image or graph (even if changing)

2. When paraphrasing some writing (i.e. rewriting a paragraph or sentence in your won words) - an excellent way to use resources

3. When broadly summarising some writing (referring to a whole chapter, article, book in terms of the author’s ideas)
FAQs (see Cite | Write)

- No author? - use the title
- Corporate Author - Use organisation, can shorten after first use
- 3 or more authors -
  - After the first use use “Author et al.” in text
Example of summary & paraphrase citations

A number of researchers in strategic management have developed coaching models, designed to improve management’s ability to understand and respond to staff career aspirations (Lee, Sandahl, & Otazo, 2017; Richards, 2018). Their training techniques are based on the research described above indicating that coaching improves with experience. Lee et al. (2012) conducted their coaching with managers in the hospitality industry, but claim that other professionals who work with new staff could benefit from a similar program.

References
