APA
Referencing Style

a. Which referencing style does my department use?

This is a quick guide to APA referencing. **This guide is not intended to be exhaustive; it is merely a brief overview and quick reference point for the APA style.** For more detailed help with referencing use the online tool **Cite Them Right**, which you can access through the library pages, or **the Publication Manual of the American Psychological Association** (APA, 2020), of which copies are available in the main library. If you would like help using Cite Them Right, contact the **Academic Liaison Team**. There may be individual variations between departments using the APA referencing style and the referencing instructions outlined in this booklet. Always check your departmental guidelines as well.

b. Why should I reference?

When writing your assignments you will give definitions, explain concepts and put forward arguments which are based on the ideas of the authors that you have read. To avoid being accused of **plagiarism** (intellectual theft: pretending someone else's ideas are your own) you must cite all the sources that you have used in your assignment. This means that all ideas that you have used in your work must be referenced, including diagrams, figures and images.

Referencing is helpful to your readers. It allows them to find and read the sources you have used in your work and it indicates to the person marking your work how widely you have read. Accurate referencing also helps your reader to distinguish between the parts of your sentence that paraphrase the author's ideas and the parts that are your own analysis. **Do not simply add all the references you have used within a paragraph (or section of your work) at the end of the paragraph** as your reader will not be able to distinguish between specific points made by different authors and your own evaluations. **c. How do I reference?**

The APA referencing style is a two stage process: referencing within your assignment i.e. **in-text referencing** and a supporting **reference list** at the end:

1. **In-text** you include just the author's surname (or name of organisation) and year of publication (see **pages 2 – 6** for examples of extracts from academic work). Also include a page number if you are quoting or using a point from a specific page.
2. In your **reference list** at the end of your assignment, you include the full details on how to find the source (see **page 7** for details and **page 8** for the full reference list of the extract examples).

This style of referencing makes it easy for the reader to follow your points without the interruption of publishing details in your paragraphs. The two stage process is explained in this guide and examples are given on how to structure a reference list with some of the most common sources students use.

Stage 1: in-text referencing

Read the essay extracts to see how in-text referencing is used.

a. How do I cite a source with one author?

1.   Watkins (2010) states that grade-focused teaching practices impact negatively on learning. Such approaches promote only test-taking skills rather than developing higher order cognitive skills and independence.

2.   Grade-focused teaching practices impact negatively on learning, as such approaches promote only test-taking skills rather than developing higher order cognitive skills and independence (Watkins, 2010).

Remember, the **author's surname only (not the initials)** and **year of publication (not date)** should be given in your work. Some students get confused about the use of **brackets**. Brackets should be used as in ordinary writing, to show that the information within them should not be read as part of the main sentence. If you decide to use the author's name as part of your sentence you will need to add the publication year in brackets immediately after the name, as in example 1 above. If you decide not to incorporate the author's name into your sentence put both the surname and year in brackets at the end of the sentence, as in example 2 above, **before the full stop**.

b. How do I cite a source with two authors?

Follow the same process as with one author, but depending on whether or not you decide to incorporate their names into your sentence you use either '&' or 'and' between the authors' surnames. Use brackets appropriately (refer to the information on how to use brackets in section **a.** above). When you decide to incorporate the authors' names into your sentence (as part of the narrative), you should use 'and' between the authors. When you don't incorporate the authors in your text and the full reference is between brackets, you use '&' between the authors. See examples 1 and 2 below.

1.   This suggests that the type of learning promoted by the education system matches the philosophical principles of a liberal education. Here, personal autonomy is the aim and education's role is to help widen students' horizons (Callan & White, 2003).

2.   Callan and White (2003) suggest that the type of learning promoted by the education system matches the philosophical principles of a liberal education.

c. How do I cite a source with three, or more authors?

When you list three or more authors include only the first author (the first surname you find listed) and add the Latin term 'et al.' (an abbreviation of 'et alia', which means 'and others'), as in example **1** below. Note the full stop after 'et al.' Always include this, as this term is an abbreviation! Et al. is used to avoid breaking up your sentence with a long list of names (many academic texts have several authors who have worked collaboratively on the research). Also note that et al. means that the subject is plural and that the verb you use needs to be in the plural form too, as in the example below.

> Black et al. (2006) argue strongly against teachers focusing on assessment as measurement in place of helping students to develop learning autonomy.

If a source has three or more authors, you will need to list all authors' names in the reference list, up to 20 authors. If there are more than 20 authors, only mention the first 19 and the last author in your reference list (see the Franko et al. example in the reference list on page 8).

d. How do I cite the work of different authors from separate sources who express similar views?

You will come across points in your readings that support the same ideas as another author's work. Cite all the authors that you have read. As well as this being helpful for your reader, you are demonstrating your ability to analyse and synthesise information, by making connections between authors' messages. Put the sources in **alphabetical** order by the first author's surname, separating sources by inserting a **semicolon** after the year, as in the example below.

> Studies reveal that in some schools subject content is reduced to a focus only on elements that are to be tested (Smyth & Banks, 2012; Sturman, 2003; Watkins, 2010), non-examined subjects are
>
> marginalised and greater lesson time is devoted to test preparation (Smyth & Banks, 2012; Sturman, 2003). This suggests that …

Make sure that you separate your statements based on content, referring to the right authors. In the above example, three authors provide evidence for the first part of the sentence but only two of the three for the second. It is important to insert the references into the relevant part of the sentence and not simply adding them at the end of your paragraph (or piece of text). This is so that your reader (and marker) can distinguish between specific points made by different groups of authors.

f. How do I cite sources that are written by the same (group of) author(s)?

- If an author (or group of authors) has published work in different years, the year of publication will identify them individually, as in fragment 1 below. In your reference list (explained in detail in Stage 2), in this instance, order the sources by year of publication. If there are two authors with the same surname (e.g. White) but with different initials, order them in your reference list according to initials (e.g. White, A.L. will come before White, G.H.), regardless of the year of publication.
- If an author (group) has published two or more works in the same year, identify them individually using 'a', 'b', 'c' etc., as in fragment 2 below. Assign these suffixes (a, b, c etc.) in your reference list as well, ordering the material alphabetically by title. Also use suffixes when you use the sources of

two authors with the same surname (but with different initials, e.g. White, A.L. and White, G.H.) who have published in the same year.

1. Brown (2006) mentions that in developing countries, people are more focused on … It is also described that people in developing countries are less stressed and feel less pressure to succeed in daily tasks (Brown, 2008).

2. Farrington and Lee (2008a) mention that blogs and podcasts are more often used than Wikis. The use of technologies like these is described as beneficial and productive in the telecommunication world (Farrington & Lee, 2008b).

g. When do I need to include a page number?

If you are directly **quoting** from a source, you should **always include a page number**, as in the example below. This is the case for all written source types. Use **quotation marks** to start and end the quotation and add the **page number** to your in-text citation after the year, using **p.** to indicate the page or **pp.** (pages) if the quote straddles 2 pages. See Section **h.** to decide whether to use quotes or to paraphrase.

Additionally, when paraphrasing, if an idea is on a particular page or a couple of pages, and you think the reader might be interested in pursuing it further, you could include the page number(s). However, if the point is discussed throughout the article, there would be no need for a page number.

Davey (2014, p. 65) describes depression as "a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being". He outlines that people with depressed mood often feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable or restless.

h. Should I be paraphrasing or using quotations?

The majority of the extracts above show examples of **paraphrasing** – expressing an author's idea in your own words. For most subjects you should aim to paraphrase as it demonstrates your understanding of the texts you have read and can present a more convincing account of your learning than an assignment crammed with quotations. Depending on your subject area, **quotations** could be the main form of evidence you use in your critical analysis (e.g. for English and Philosophy). **For the majority of subjects however, they should be used selectively and sparingly**. Use quotations when you wish to highlight the actual words used by the author. You may wish to quote an author's definition of a concept or quote a phrase that is particularly effective in illustrating the author's viewpoint.

> • Therefore, it is well documented that the education system's high stake testing regime, of which GCSEs are a fundamental part, reproduces inequality by advantaging students from higher socioeconomic groups whose cultural capital enables them to access the curriculum more readily. This is a system that Bourdieu (1986, p. 48) describes as "the best hidden and socially most determinant educational investment". The curriculum …
>
> • Confusing the issue is the overlapping nature of roles in palliative care, whereby "medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone in the team" (Csikai & Chaitin, 2006, p. 112).

Always make sure that your text 'flows' when you merge a quotation in your text, as in the examples above. When incorporating quotations, the usual grammar and punctuation rules still apply.

If you are using a longer quotation (40 or more words) you should display it in a freestanding block of text and **indent** it. You do not add quotation marks to the indented quotation as the formatting indicates that it is a quote. At the end of the block quotation, cite the quoted source and the page number(s) between brackets **after the final punctuation mark**.

ellipsis (3 dots): to show you have deliberately missed out part of the quote

> The education system, driven by government policy, informs students that successful learning is the key to a rewarding existence. Gove's foreword to the latest education White Paper proclaims:
>
> > Throughout history, most individuals have been the victims of forces beyond their
> > control … But education provides a route to liberation from these imposed constraints. Education allows
> > individuals to choose a fulfilling job, to shape the society around them, to enrich their inner life. It allows
> > us all to become authors of our own life stories.
> > (DfE, 2010, p. 6)
>
> This suggests that the type of learning promoted by the education system matches the philosophical principles of a liberal education.

i. How do I cite a work that an author mentions but I haven't read myself?

This is known as **secondary referencing**. You can use an idea without having read the original work as long as you cite both authors in-text (but do try to find (time to read) the relevant section of the original work yourself rather than relying on someone else's interpretation of an idea). You mention the idea and state

whose work you read it in by writing '**as cited in**'. In your reference list (explained in detail in Stage 2), you give the referencing details **only of the author whose work you have read**.

- The National Curriculum and the assessment system which validates it are not neutral; they are "always part of a selective tradition, someone's selection, some group's vision of legitimate knowledge" (Apple, as cited in Moore, 2012, p. 87).
- Apple (as cited in Moore, 2012) describes that The National Curriculum and the validating assessment system are not neutrally constituted: traditionally, legitimate knowledge is selected according to the vision of a group or person.
- Parker and Wilcox (as cited in Moore, 2012) mention that …

In the above examples, the student has read Moore's work but not Apple's and not that of Parker and Wilcox. Only the details of Moore's work will appear in the reference list (see page 8).

j.   How do I cite images and audio- visual material?

The process remains the same for **pictures** and **photographs** as **a, c, d** and **e** above: give the artist's/ photographer's name(s) and the year of production.

The image below by Kitto (2015), showing the process of … , explains that …

The answers to additional referencing questions and more examples can be found in the Publication Manual of the American Psychological Association (APA, 2020), of which copies are available in the main library.

Stage 2: the reference list

In the second stage of APA referencing, you list the details of all the sources you have cited in-text in **alphabetical** order by author surname. The details and formatting are slightly different for each type of source (book, journal article, web article etc.). It is important that you stick rigidly to the conventions for each as they make it easier for your reader to quickly identify the types of sources you have used. **Be consistent** with your use of **commas**, **spaces, full stops**, **brackets** and **italics** and **pay attention how these are used in the different sources**. The checklist below is not exhaustive and just gives citing instructions for some of the most common sources you will use. Refer to the reference list on page 8 and to Cite Them Right (see page 1) for more examples of sources.

Checklist

Turn to **page 8** to find **examples** of all the points covered in this checklist:

- **Names**
  - ✓ Arrange the list into **alphabetical** order by author. If there is more than one author, stick to the first author given and do not change the order in which the authors are listed. Do not separate your list into

different groups according to source. Alphabetize letter by letter. Remember that 'nothing precedes something', e.g. Brown, J.R. precedes Browning, A.R.

✓ Include all authors that you have cited in-text, and list the names of those who were classed as **'et al.'** If a source has more than 20 authors, list the names of the first 19 authors, followed by 3 full stops and then list the last author's name (see the reference list for an example).

✓ After the surname(s), give the author(s) initial(s), followed by a full stop. If there are two authors, use '&' between the authors and place a comma before the '&'. If there are three or more authors, insert a comma after the surname of each author and also before the '&' before the last surname

- **Date**
  ✓ For <u>books</u>, <u>chapters in edited books</u> and <u>journal articles</u>, give the year (not date) in round brackets.
  ✓ For <u>newspaper articles</u>, give the year, followed by the date (e.g. 2018, October 20).

- **Titles**
  Use *italics* for **titles** for all sources but:
  ✓ for a <u>chapter in an edited book</u> you include both the title of the chapter you read and the title of the book - use *italics* for the title of the book only.
  ✓ for <u>journal articles</u> you include both the title of the article you read and the title of the journal - use *italics* for the title of the journal only.
  ✓ for <u>newspaper articles</u> you include both the title of the article you read and the title of the newspaper - use *italics* for the title of the newspaper only.

- **Publishing details**
  End your reference with the relevant **details to help the reader locate your source**:
  ✓ for <u>books</u>: write the publisher's name**.**
  ✓ for <u>journal articles</u> give the volume number in *italics*. Follow this with the issue number (if there is one) in round brackets. Add the page(s) of the article, **without p. or pp**. Include the digital object identifier (DOI) number as a URL if one is assigned; use small letters instead of capitals. If no DOI is assigned and you retrieved the article online, include the (non-underlined) webpage URL for the journal http://
  ✓ for <u>newspaper articles</u> give the (non-underlined) URL of the webpage when the online version of the article is available by search. For print copies, give the page numbers with p. or pp. (depending on whether there is one or more than one page).

Here is a full reference list including all sources from the essay extracts used in this guide and some other examples.

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The right margin annotations:

→ DVD/video
→ Journal article (without doi)
→ Chapter in edited book
→ Newspaper article (online)
→ Journal article (with doi)
→ Book
→ Doctoral dissertation
→ Chapter in edited book
→ Authored report, from nongovernmental organisation
→ Book
→ Governmental publication
→ Two books by the same authors, published in the same year
→ Journal article, more than twenty authors (with doi)
→ Photograph
→ Book
→ Book (electronic version)
→ journal article (without doi)
→ Journal article (with doi)
→ Journal article (with doi)