

REFERENCING EXERCISES

Exercise 1

Seven publications in various formats are described below.

Express the reference details for each in the Harvard style and compile a list of references.

A book with the title 'Occupational Health and safety', published in Sydney in 2004 by McGraw-Hill, with authors M Stewart and F. Heyes. This is the second edition.

An article by J.R. Savery and T.M. Duffy, called 'Problem based learning: an instructional model and its constructivist framework', published on pages 31 to 38 in the journal 'Educational Technology', volume 35, number 5, in 1995.

A videorecording of a television documentary called 'Embers in the sun', produced in 1999 by the Australian Broadcasting Corporation in Sydney.

A Web page with the title 'Telstra conferencing – video overview', found at the address: <http://www.telstra.com.au/conferlink/videoconf.htm> on 10 July 2013. No date on it but Mozilla gives it a last modified date of 4 July 2004.

Exercise 2

The following references have mistakes. Correct them.

1

Chan, W.M. 2013. Modern economic studies. Hong Kong: the Hong Kong Polytechnic University Press.

2

Chan, W.M. (2013). What's New: Recent Developments in Economic Studies. Journal of Business Studies 10 (3), 63-75

7

Chan, W.M. (2012, December 10). E-learning and economic studies. Online Journal of Business Studies. Retrieved June, 2013 from the World Wide Web: <http://www.ojbs.edu/chan2012-12-10.htm>

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Exercise 3

Here is an extract from an academic book:

Many students believe that correctness is what matters most in writing: being able to use the correct grammar, spelling and punctuation is seen as a formula for academic success. A perfectly correct example of language can be boring and ineffective

Source: Wallace, A, Schirato, T & Bright, P 1999, Beginning university: thinking, researching and writing for success, Allen & Unwin, St Leonards, NSW.

(This extract is from p. 177.)

Eight activities follow. They are all examples of how a number of fictitious students have used the text extract. Examine each example and decide whether each is **Correctly cited or Incorrect**

Activity 1

The highlighted section is the text extract reproduced exactly as it appears in the original. The words not highlighted are the student's own words

Focusing too narrowly on correctness does not necessarily make for good writing. Many students believe that correctness is what matters most in writing: being able to use the correct grammar, spelling and punctuation is seen as a formula for academic success. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 2

Direct quote is highlighted. Student has added in text citation with page number

Wallace, Schirato and Bright (1999, p. 177) consider that many students are overly focused on correctness and comment that 'A perfectly correct example of language can be boring and ineffective'

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)

- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 3

Highlighted words have been changed from the original. In text citation provided by student

Wallace, Schirato and Bright (1999, p. 177) note that many students consider that being correct is what counts most in writing: knowing how to use the right grammar, spelling and punctuation is viewed as a recipe for succeeding at university.A faultless example of language can be uninteresting and weak, they suggest.

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 4

Highlighted section is the student's paraphrase of the text extract.

Focusing too narrowly on correctness does not necessarily make for good writing. According to Wallace, Schirato and Bright (1999, p. 177) correctness, that is, using correct grammar, spelling and punctuation is seen as the formula for academic success by many students. Language can be boring and ineffective even though it may be perfectly correct, they declare. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 5

Highlighted section is the student's paraphrase of the text extract.

Good writing has several characteristics. Many students may be too narrowly focused on correctness, assuming that correct grammar, spelling and punctuation are the key to succeeding at university. Correctness alone does not necessarily make writing interesting or powerful. The style of writing must be appropriate to the purpose and the audience.

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 6

Highlighted section is the student's paraphrase of the text extract.

Good writing has several characteristics. Wallace, Schirato and Bright (1999, p. 177) suggest that many students may be too narrowly focused on correctness, assuming that correct grammar, spelling and punctuation are the key to succeeding at university.Correctness alone does not necessarily make writing interesting or powerful, the authors explain. The style of writing must be appropriate to the purpose and the audience

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 7

Highlighted section is the student's summary of the text extract.

Focusing too narrowly on correctness does not necessarily make for good writing. Both native and non-native English speaking students can sometimes be overly focused on correctness, though correct language can nevertheless be dull. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)

Activity 8

Highlighted section is the student's summary of the text extract.

Focusing too narrowly on correctness does not necessarily make for good writing. Wallace, Schirato and Bright (1999, p. 177) suggest that both native and non-native English speaking students are overly focused on correctness, though correct language can nevertheless be dull. Though correctness is important, good writing is above all appropriate to its audience and purpose.

- A. **Correctly cited** (correctly cited; paraphrased or summarised using the student's own words or quoted selectively and correctly)
- B. **Incorrect** (plagiarism of the author's words, which is using a direct quote without acknowledgement or plagiarism of the author's ideas or information which is presenting such material without acknowledgement or correctly cited but does not fully demonstrate understanding and engagement with the text; too close to the original)