RESEARCH AND ACADEMIC WRITING

Proper Citing and Referencing in Academic Writing

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Undergraduate Diploma in Business Administration

Academic work depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable reference style.

During this lecture we will cover

- the format of in-text citations
  - -paraphrasing
  - -quotations

- the layout of lists of references
- keeping a critical approach

FORMATTING GUIDELINES

Formatting is an essential aspect of academic writing that should not be overlooked.

Following proper formatting guidelines, such as Harvard style, known for its author-date format, can significantly improve the quality and clarity of your work.

In addition, adhering to these guidelines can demonstrate your attention to detail and professionalism.

Proper formatting includes consistent use of font, spacing, margins, and headings.

Citations should also be properly formatted, with the author's name and year of publication included in parentheses.

Finally, the **Reference List** should include all sources cited in the text, listed in alphabetical order by author's last name.

Why use a Referencing System?

There are three principal reasons for providing references and citations:

(a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.

(b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.

(c) To avoid plagiarism.

DECIDE IF YOU NEED TO GIVE A REFERENCE IN THE FOLLOWING CASES

(a) Data you found from your own primary research

(b) A graph from an internet article

(c) A quotation from a book

(d) An item of common knowledge e.g. exercise is good for you

(e) A theory from a journal article

(f) An idea of your own based on reading several sources

(g) A comment made by a person you interviewed for your project

CITATIONS AND REFERENCES

It is important to refer correctly to the work of other writers that you have used.

You may present these sources as either a summary/ paraphrase or as a quotation.

In each case a citation is included to provide a link to the list of references at the end of your paper.

CITATIONS AND REFERENCES….

Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view 'they are bad for road safety, the environment and road congestion' (Smith, 2009: 37).

Reference

Smith, M. (2009) *Power and the State.* Basingstoke: Palgrave MacMillan.

- Which is the citations in the example above?
- Which is a summary?
- Which is a quotation?
- What are the advantages of each?

ESSENTIAL TIPS….

To avoid plagiarism, it is important to properly cite your sources when using quotations, paraphrasing...

In addition, you need to know the author's name, source title, publication date, and page number, to include a full reference in your reference list at the end of your work

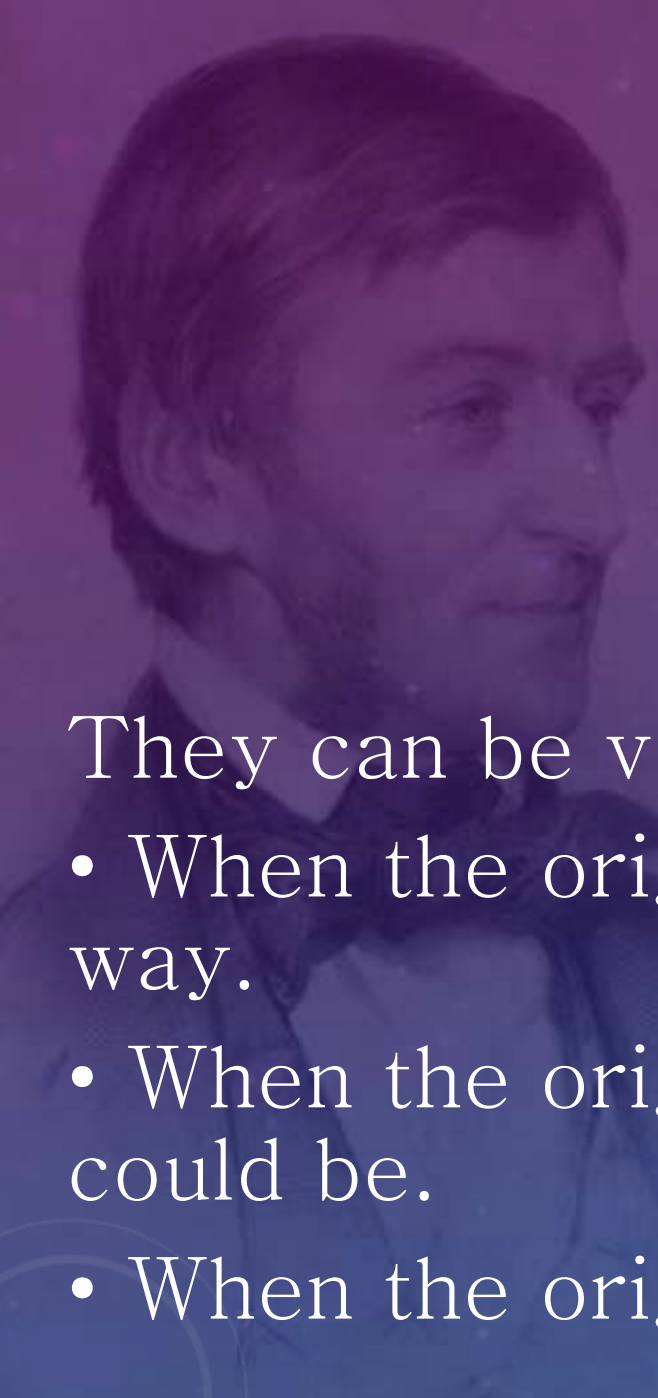
The Harvard Referencing System also provides guidelines for formatting your reference list

When to Use Quotations in Writing

- When writing, it is important to know when to use direct quotations versus paraphrasing/summarising.
- Direct quotations are word-for-word quotes from a source, while indirect quotations are paraphrased/summarised versions of the original text.
- Direct quotations are useful when you want to use the author's exact words or when the language used is particularly significant or powerful.
- Indirect quotations are useful when you want to summarise or rephrase the author's ideas in your own words.

GIVING A CITATION

A Quotation	Author's name, date of publication, page no.	(Smith, 2009: 37)
A Summary/ paraphrase	Author's name, date of publication	Smith (2009)



QUOTATIONS ARE EFFECTIVE IN SOME SITUATIONS BUT MUST NOT BE OVERUSED.

'I HATE QUOTATIONS. TELL ME WHAT YOU KNOW.'

~ RALPH WALDO EMERSON.

They can be valuable:

- When the original words express an idea in a distinctive way.
- When the original is more concise than your summary could be.
- When the original version is well-known.

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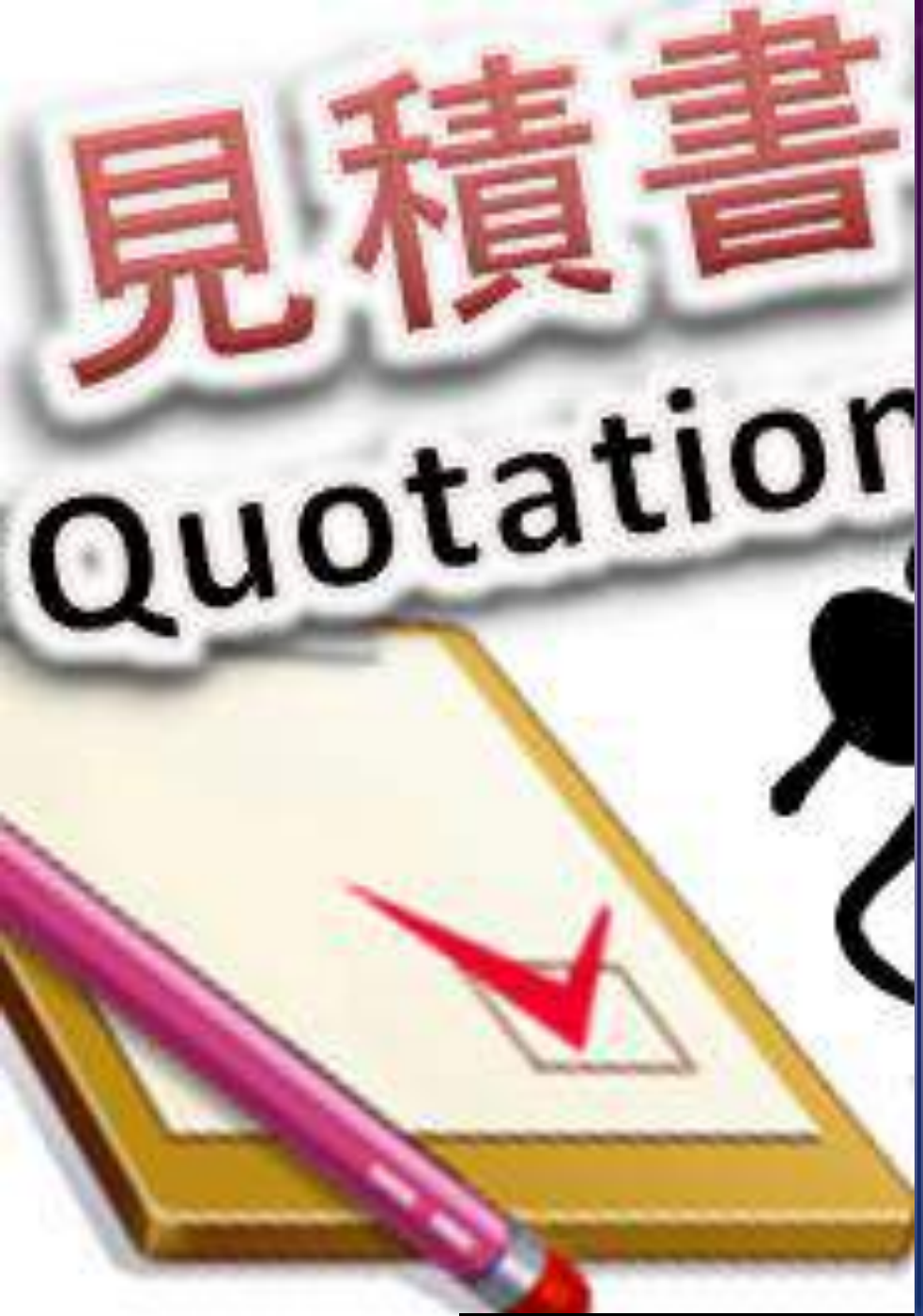

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WHEN TO USE QUOTATIONS

You should use quotations when you want to include a specific passage or phrase from a source in your writing.

This can be to support your argument, provide evidence for a point, or illustrate a concept.

It is important to ensure that the quotation is relevant to your topic and that it supports your argument.

INCORPORATING DIRECT QUOTATIONS

When using a direct quotation, it is important to introduce it with a signal phrase that provides context for the reader.

This can include simply the author's name.

A short quotation should be enclosed in single quotation marks, and the page number should be provided in parentheses after the quotation.

For example:

‘Quote goes here’ (Author's Last Name: Year, p. X).

ALL QUOTATIONS SHOULD BE INTRODUCED BY A PHRASE THAT SHOWS THE SOURCE, AND EXPLAINS HOW THIS QUOTATION FITS INTO YOUR ARGUMENT:

Introductory Phrase	**Author**	**Reference Verb**	**Quotation**	**Citation**
This view is widely shared	as Friedman	stated:	*'Inflation is the one form of taxation that can be imposed without legislation'*	(1974: 93).

(a) Short quotations (2 lines) are shown in italics by single quotation marks. Quotations inside quotations (nested quotations) use double:

As James remarked: 'Martin's concept of "internal space" requires close analysis'.

(b) Longer quotations are either indented (given a wider margin) or are printed in smaller type in italics. In this case quotations marks are not needed.

One of the many things that people need to be able to do, if their life is to be worthy of human dignity, is to have access to the legal system on terms of equality with other people … . The due process rights … are also fundamental opportunities to act and be treated as a fully equal citizen (Nussbaum, 2011: 28).

(c) Page numbers should be given after the date.

(d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points . . . to show where the missing section was:

'Few inventions . . . have been as significant as the mobile phone'.

(e) It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets [ ]:

'modern ideas [of freedom] differ radically from those of the ancient world. . .'

Let's Practise

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a) **Summary/Paraphrase**

Hoffman (2009) claims that mobile companies in Africa, India, and Asia, (bigger and more flexible than Western counterparts), have thrived by serving poorer customers and are now self-assured for further growth.

(b) **Quotation**

According to Hoffman, in these countries, having phones has a bigger impact on economic growth compared to developed countries. This is because 'the ability to make calls is being offered for the first time rather than as an alternative to existing landlines' (2009: 87).

(c) **Summary and quotation**

Hoffman (2009) points out that mobile companies in Africa, India, and Asia, (bigger and more flexible than Western counterparts), have thrived by serving poorer customers. In these countries, having phones has a bigger impact on economic growth and this is because '*the ability to make calls is being offered for the first time rather than as an alternative to existing landlines'* (2009: 87).

REFERENCE VERBS

- Summaries and quotations are usually introduced by a reference verb
- *Smith (2009)* **argues** *that . . .*
- *Janovic (1972)* **claimed** *that . . .*
- These verbs can be either in the present or the past tense
- Normally the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out-of-date, but there are no hard-and-fast distinctions

Common referring verbs

Most of these verbs follow a noun clause beginning with ‘that’.

(a) The following means that the writer is presenting a case:

argue, claim, consider, hypothesise, suggest, believe, think, state

Melville (1997) **suggested** *that eating raw eggs could be harmful.*

(b) A second group describe a reaction to a previously stated position:

accept, admit, agree, deny, doubt

Handlesmith **doubts** *Melville’s suggestion that eating raw eggs…*

(c) Others include:

assume, conclude, discover, explain, imply, indicate, maintain, presume, reveal, show

Patel (2003) **assumes** *that inflation will remain low.*

LETS PRACTISE…….

Citing Sources continued..

One common method for using secondary sources in Harvard referencing is to cite the original source and indicate that it was cited in another work.

For example:

According to Smith (2010, cited in Jones, 2015), ...

This method is useful when you want to emphasise the authority of the original source, or when the secondary source provides a unique perspective on the topic. However, it is important to ensure that you have read and understood the original source before citing it.

ANOTHER METHOD FOR USING SECONDARY SOURCES IN HARVARD REFERENCING IS TO CITE THE SECONDARY SOURCE DIRECTLY. FOR EXAMPLE:

- Jones (2015) cites Smith (2010) to argue that...

- This method is useful when you want to focus on the argument or interpretation provided by the secondary source, rather than the original source. However, it is important to note that this method may be seen as less authoritative than citing the original source directly.

ABBREVIATIONS IN CITATIONS…..

In-text citations use the following abbreviations, derived from Latin and printed in italics:

et al.: normally used when there are three or more authors.

(Important: Still the full list of names is given in the reference list.)

E.g.: Many Americans fail to vote (Hobolt et al., 2006: 137).

(ibid.) Taken from the same source (i.e. the same page) as the previous citation:

Older Americans are more likely to vote than the young (ibid.) . . .

(op. cit.) Taken from the same source as previously, but a different page.

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USEFUL TIPS IN CITATIONS

- Always try to locate and read the original source before citing a secondary source
- If the original source is not available, or if you are unable to access it, use the method that best suits your purpose and context
- Be consistent in your use of secondary sources, and ensure that you provide enough information for readers to locate the original source if necessary

THE REFERENCE SYSTEM

References are an essential part of academic writing. They allow readers to verify the information presented and provide credit to the original authors. Failure to provide proper references can result in accusations of plagiarism, which can have serious consequences. In addition to damaging, one's reputation, plagiarism can lead to legal action and even expulsion from the academic institutions.

There are several different reference systems that can be used in academic writing, including the Harvard system, APA style, and MLA style. Each system has its own set of guidelines for formatting citations and references, so it is important to choose the appropriate system for the type of work being produced. For example, the Harvard system is commonly used in Business Administration, while APA style is often used in Psychology and Social Sciences. Properly using these systems ensures that references are accurate, consistent, and easy to follow.

ORGANIZING THE LIST OF REFERENCES

- The list of references is an essential component of academic writing, as it provides readers with the sources that were used to support the arguments presented in the paper. When organizing the list of references, it is important to follow the formatting guidelines provided by the chosen reference system, such as Harvard style. The list should be arranged alphabetically by the last name of the author, and each entry should include the author's name, the year of publication, the title of the work, and the publisher or journal name.
- In addition to these standard elements, there may be additional information required depending on the type of source being cited.

For example, for a book citation, the location of the publisher and the edition number may need to be included.

For a journal article, the volume and issue number must be included.

It is important to carefully review the formatting guidelines and ensure that all necessary information is included for each source cited.

LET'S PRACTICE!

In today's competitive business landscape, companies are constantly seeking innovative strategies to gain a competitive edge. Porter's Five Forces framework is a widely recognized tool for analyzing industry dynamics. It examines the bargaining power of buyers and suppliers, the threat of new entrants, and the intensity of competitive rivalry. This analysis provides valuable insights for businesses aiming to make informed strategic decisions.

Step-by-step instructions for creating in-text citations and reference list entries:

1. Identify the author's name and publication year.
2. Determine if a page number is needed for direct quotations.
3. Create an in-text citation by placing the author's name and year in parentheses.
4. Add a corresponding entry in the reference list at the end of the document.

- In-text Citation: In today's competitive business landscape, companies are constantly seeking innovative strategies to gain a competitive edge (Porter, 1980).
- Reference List Entry: Porter, M. E. (1980) Competitive Strategy: *Techniques for Analyzing Industries and Competitors*. Free Press.

HARVARD REFERENCING STYLE EXAMPLES

•Sample reference list entry for a book, a journal article, and a website:

•Book: Author, A. (Year) *Title of Book*. Publisher.

•Journal Article: Author, A. (Year) *Title of Article*. Journal Name, Volume(Issue), Page Range.

•Website: Author, A. (Year) Title of Webpage. Website Name. URL.

•Clear formatting with author's name, publication year, title, and source details for each example.

Let's Practise

Brander, J. and Spencer, B. (1985) '*Export subsidies and international market share rivalry*'. Journal of International Economics 18, 83–100.

Cable, V. (1983) *Protectionism and Industrial Decline*. London: Hodder & Stoughton.

Conrad, K. (1989) '*Productivity and cost gaps in manufacturing industries in US, Japan and Germany*'. European Economic Review 33, 1135–1159.

Gribben, R. (2009) 'Ministers accelerate support for car industry'.
The Daily Telegraph online. Downloaded from:
www.telegraph.co.uk/finance/newsbysector/transport/4975676/Ministersaccelerate-support-for-car-industry.html [12 March 2022].

Intriligator, M. (2005) '*Globalisation of the world economy: potential benefits and costs and a net assessment*' in Gangopadhyay, R. and Chatterji, M. (eds) Economics of Globalisation.

Aldershot: Ashgate, 67–76. OECD (1998) Open Markets Matter*: The benefits of trade and investment liberalisation*. Paris: OECD.

Runciman, K. and Jenner, F. (2013) *New Markets for Old: The Inside Story of Globalisation*. New York: Curtis & Bloomberg.

The Economist (2009) 'Underpowered'. 16 April. Downloaded from:
www.economist.com/world/britain/displaystory.cfm?story_id=13497452 [29 April 2009].

Answers to: Organising the list of references

(a) (i) Cable

(ii) Brander and Spencer/Conrad

(iii) Intriligator (iv) Gribben

(v) The Economist (vi) OECD

(b) (i) Author/Date/Title/Place of publication/Publisher

(ii) Author(s)/Date/Article title/Journal title/Volume number/Page numbers

(iii) Author(s)/Date/Chapter title/Editor(s)/Book title/Place of publication/Publisher

(iv) URL of article/Date of access

(v) Magazine title/URL of article/Access date or date of issue

(vi) Name of organisation/Date/Title/Place of publication

(c) For book and journal titles

(d) For titles of books (not articles)

(e) Under the title of the publication

f) (i) (Brander & Spencer) 1985 / (Brander & Spencer, 1985).

(ii) (Cable) 1983/ (Cable, 1983).

(iii) Conrad (1989)/ (Conrad, 1989).

(iv) Gribben (2009)/ (Gribben, 2009).

(v) (Intriligator) 2005)/ (Intriligator, 2005).

(vi) (OECD) 1998/ (OECD, 1998).

(vii) Runciman & Jenner (2013)/(Runciman & Jenner, 2013).

(viii) The Economist (2009)/ (The Economist, 2009).

TAKING A CRITICAL APPROACH

- As already discussed, when writing an academic paper, it is important to take a critical approach. This means that you should not simply accept everything you read or hear as true, but rather question it and evaluate it critically. By doing so, you can identify weaknesses and gaps in existing research, and contribute to the development of new knowledge
- One way to take a critical approach is to ask questions about the sources you are using. For example, you can ask:

Who wrote this? What biases might they have? What evidence supports their claims? Are there any alternative perspectives or explanations?

By asking these types of questions, you can develop a more nuanced understanding of the topic and produce a more thoughtful and well-supported argument

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