



Marjon APA Referencing Guidance

“Referencing is the process of acknowledging other people’s work when you have used it in your assignment or research...It provides the link between what you write and the evidence on which it is based.” (Pears & Shields, 2016, p. 1)

Plymouth Marjon University institutional guidance on referencing is to encourage the use of the APA referencing style.

For guidance on using the APA referencing style students are encouraged to review this document and to go online and review institutional resources at <http://sites.marjon.ac.uk/handbook/referencing-scholarship/>. Course tutors and Study Skills Advisors can also be consulted and for additional guidance students are advised to seek out the definitive APA guidance in the publication cited below or look online for advice on using the APA referencing style.

APA (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association. [[Marjon library catalogue link](#)]

Key features of this document *(see p2 for clickable Table of Contents or click the titles below)*

Table of Contents

What is Referencing

How to include citations in the main text

Citing multiple authors in the reference section

Referencing more efficiently
(using technology to reduce the stress of referencing)

Reporting Verbs
(better integration of citations into your own text)



A Quick Referencing Guide

Table of Contents

Table of Contents	2
Referencing at Marjon	4
What is Referencing?	4
Why referencing is important?	4
What should I reference?	4
How will referencing impact my grades?	5
What is APA style?	6
Why do we use the APA referencing style at Marjon?	6
So what has changed?	6
About this Guide	7
In-text citations	8
Paraphrasing (Indirect Quotes)	8
Direct Quotes	9
Producing In-Text Citations in APA	11
Summary of In-Text Citation Examples	12
Development Task (In-Text Citations)	12
Creating A Reference Section	13
Creating a Reference Section: The Basic Rules	13
Journal Articles	14
Journal article: 1 author	14
Journal article: 2 authors	14
Journal article: 3-7 authors	14
Journal article: >7 authors	14
Electronic Journal Article: Articles with DOI assigned	14
Electronic Journal Article: without an obvious DOI assigned	15
More Information on electronic sources	15
Books	16
Book: 1 author	16
Book: 2-7 authors	16
Book: > 7 authors	16
Editors instead of authors	16
Chapter in an edited book	16
New Editions	16
More information on listing books	16
Other Sources	17
Internet site (with author, date, title and source)	17

Newspaper Article	17
Movie/Film	17
Even More Sources	17
Summary of information needed for selected sources	18
Summary of Multiple Authorship in Reference List	18
Development Task (Reference Lists)	19
Further APA Style Resources	20
Library Resources	20
Marjon Referencing Support Online	20
Google Slide Set on APA Referencing Style	20
Online Resources	21
Referencing Efficiently	22
Google Scholar	22
Discovery	22
Citethisforme	23
Mendeley	23
Further Writing Support	24
Reporting Verbs/Signal Phrases/Attributive tags	24
Development Task: Reporting Verbs	24
Recommended Resources	24
Transition Words: Creating a better narrative	25
Quick Reference Guide	26

Referencing at Marjon

What is Referencing?

When completing an assessment in Higher Education your own thoughts and ideas should be built upon those of other writers and researchers. It's essential that you engage with and identify this previous work and that you acknowledge those sources of information by:

- **Acknowledging the source within the text** by citing the author's last name and date of publication in parentheses (brackets), e.g. (Stevens, 2011)
- **Give full details of each item in an alphabetical reference list at the end of your assignment.**

According to the co-authors of 'Cite Them Right', Graham Shields and Richard Pears, referencing is:

"...the process of acknowledging the sources you have used in writing your essay, assignment or piece of work. It allows the reader to access your source documents as quickly and easily as possible in order to verify, if necessary, the validity of your arguments and the evidence on which they are based. You identify these sources by citing them in the text of your assignment (called citations or in-text citations) and referencing them at the end of your assignment (called the reference list or end-text citations). The reference list only includes the sources cited in your text. It is not the same thing as a bibliography, which uses the same referencing style, but also includes all material, for example background readings, used in the preparation of your work." (<http://www.citethemrightonline.com/Basics/what-is-referencing>)

This guide will indicate what information you need and how you should record each different type of source.

Why referencing is important?

The main reasons are:

- To demonstrate to a reader that you have engaged with a wide range of up-to-date sources and opinions.
- To allow a reader of your work to find and check the sources you have used.
- To enable the reader to check the accuracy of the information you've given.
- Good referencing will assist in avoiding accusations of plagiarism. You will lose marks if you don't acknowledge sources.

What should I reference?

The level of referencing will depend on the nature of the piece of work you are writing: a coursework essay for a first-year module will probably require less than a third-year

dissertation, for example. There's no maximum level of referencing, but in general, the work that is awarded the best grades often has a greater number of well chosen sources than work that is deemed to be at a lower level.

Repeated paragraphs without a reference will not suggest that a submission is adequately underpinned by supporting literature. One citation per paragraph is often recommended as a guide for undergraduate essays although the work that gets the highest grades, especially in years two and three, will often have more. If you have any worries about the number of references required, seek advice from your module tutor.

As a general minimum, you should include a reference when:

1. You quote or paraphrase from a primary source or secondary work;
2. You make use of a statistic;
3. You paraphrase or otherwise refer to the ideas or writings of a named or identifiable author.

For most modules you will not be required to give references for facts that are generally well known (common knowledge). Where facts are contested, and you are taking sides in an argument, you must then indicate the source of your own ideas, and if appropriate acknowledge the opposing camp(s) with references as well.

How will referencing impact my grades?

Those reading your essays or reports will want to know that you have read widely, and considered and analysed the work of others. Use of the right type and amount of sources along with good presentation will help you achieve a better grade. The difference can sometimes be that of a grade boundary or between five and ten percent of the total. The table below includes extracts from the [Marjon generic grade descriptors](#) that relate most to the use of supporting literature.

Grade Boundary	Relevant Descriptors
80–89% Exceptional work	Demonstrates thorough, critical understanding of current knowledge
70–79% Excellent work	Shows evidence of extensive, relevant reading which includes up-to-date research
60–69% Very good work	Shows effective and competent use of literature Demonstrates a wide reading base
50–59% Good work	Makes good use of relevant literature
40–49% Fair work	Shows evidence of relevant reading
35–39% Weak work	Demonstrates some evidence of reading Weaknesses in organisation and presentation

What is APA style?

The APA citation style (6th Edition) is a [parenthetical](#) author-date style, so you need to put the author's last name and the publishing date into parentheses (in brackets) wherever another source is used in the narrative.

The APA format consists of in-text citations and a reference list, along with guidelines for formatting the paper itself. Both the in-text citations and the reference list can be created easily with the help of various software and online tools.

Find out more about APA here - <http://www.apastyle.org/learn/faqs/what-is-apa-style.aspx>

Why do we use the APA referencing style at Marjon?

Aside from the APA format there are many different citation styles out there (e.g. Harvard, AMA, MLA) and when academics submit papers to journals they often have to learn and use a range of styles. Most Universities however, have a chosen style that is required when submitting assessment work for your course. The APA style guide (6th ed.) covers both referencing and guidance on the formatting of documents. Although the guide has some great advice on formatting documents, here at Marjon we have only adopted the referencing guidance across the institution, you'll need to speak to your tutors to discuss the formatting of documents.

Prior to 2018, Marjon had adopted a Harvard style for its institutional guidelines but in 2018, change was made to APA. This change was made in consultation with staff and students and was driven by the need for a style that is standard across all forms of software and platforms allowing students and staff to be as effective and efficient in producing references and citations as possible.

So what has changed?

We changed from a Marjon-specific version of Harvard referencing, which meant that you couldn't use any generic support materials to help you. Essentially, it was making life difficult for you! So the move to APA makes things much simpler – you'll be able to export references and citations from many of the resources you'll use for your research, including Discovery and Google Scholar.

In terms of specific changes, the differences are actually very slight:

Journal references

The old way:

Seagar, M. (2009) 'Chocolate and flowers? You must be joking!' Of men and tenderness in group therapy. *Group Analysis*. Vol. 42, No. 3: 250-271.

The new APA way:

Seager, M. (2009). 'Chocolate and flowers? You must be joking!' Of men and tenderness in group therapy. *Group Analysis*, 42(3), 250-271.

Book references

The old way:

Nottingham, J. (2016) *Challenging learning: theory, effective practice and lesson ideas to create optimal learning in the classroom*. London, England: Routledge.

The new APA way:

Nottingham, J. (2016). *Challenging learning: theory, effective practice and lesson ideas to create optimal learning in the classroom*. London, England: Routledge.

So very similar but note there are some minor punctuation differences, and APA makes use of a hanging indent to allow for easier reviewing of the reference list.

About this Guide

This guide contains advice and guidance on the key elements of using APA referencing style. The first section is focussed on [producing citations](#) to use in-text and the section that follows explains [how to create references for the final "Reference Section"](#). We've also included a one sided crib sheet that we advise students to have on their desks for quick reference and a series of other resources designed to make the process of referencing as easy as possible.

Find this document and more Marjon Referencing Resources at:
<http://sites.marjon.ac.uk/handbook/referencing-scholarship/>

In-text citations

You need to include an in-text citation when you refer to, summarise, paraphrase, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your reference list. See the example below for how this might look in a published article.

Functionally, building on the work of Ramaprasad (1983) and Sadler (1989), the aim of feedback is to enable the gap between the actual level of performance and the desired learning goal to be bridged (Lizzio & Wilson, 2008). Significantly, for many, however, it is only feedback if it alters the gap and has an impact on learning (Draper, 2009; Wiliam, 2011). Feedback can have different functions depending on the learning environment, the needs of the learner, the purpose of the task, and the particular feedback paradigm adopted (Knight & Yorke, 2003; Poulos & Mahony, 2008). Many distinguish between a cognitivist and a socio-constructivist view of feedback, with much emphasis currently being placed on the latter framework. The cognitivist perspective is closely associated with a directive telling approach where feedback is seen as corrective, with an expert providing information to the passive recipient.

Sample extract from: Evans, C. (2013). Making sense of assessment feedback in Higher Education. *Review of Educational Research*, 83(1), 70–120. <http://doi.org/10.3102/0034654312474350>

There are a number of ways of presenting in-text citations and they are broadly in two categories of paraphrasing (indirect) and direct quotes.

Paraphrasing (Indirect Quotes)

An indirect reference alludes to ideas or facts that have been written by an author which you have not quoted verbatim (word for word) but have been summarised in your own words. In many disciplines this method of referring will form the greater part of your referencing. If you have any doubts about how to do this please refer to materials available via Academic Skills on Learning Space.

There are essentially two ways of doing this:-

Example 1: Morris, Jones, Smith, Cassidy, Grey and Timms (2010) emphasise the importance of using a sketchbook in order to develop as an illustrator.

Example 2: A sketchbook is important in order to develop as an illustrator (Morris, Jones, Smith, Cassidy, Grey & Timms, 2010)

Note: for sources with more than 7 authors the abbreviation “*et al.*” (in italics) can be used in the in-text citation, e.g. (Anderson *et al.*, 2009, p.7).

Direct Quotes

A direct reference involves direct quotation from the work of an author. Quotations of one sentence, or less than forty words, can be incorporated in the body of the text in double quotation marks. Please note that you must always provide a page number for a direct quotation.

Example 1: "Black waterproof Indian ink is the first choice of most illustrators" (Morris, Jones, Smith, Cassidy, Grey & Timms, 2010, p.69).

Example 2: Morris, Jones, Smith, Cassidy, Grey and Timms (2010, p.69) assert that "black waterproof Indian ink is the first choice of most illustrators".

As explained in the extract below, taken from the APA blog, there are other ways of achieving this within the APA guidelines as well.

1. According to Palladino and Wade (2010), "a flexible mind is a healthy mind" (p. 147).
2. In 2010, Palladino and Wade noted that "a flexible mind is a healthy mind" (p. 147).
3. In fact, "a flexible mind is a healthy mind" (Palladino & Wade, 2010, p. 147).
4. "A flexible mind is a healthy mind," according to Palladino and Wade's (2010, p. 147) longitudinal study.
5. Palladino and Wade's (2010) results indicate that "a flexible mind is a healthy mind" (p. 147).

Extract from: McAdoo (2010) "How to Cite Direct Quotations"
<http://blog.apastyle.org/apastyle/2010/03/how-to-cite-direct-quotations.html>

Some other conventions you need to adopt include:-

- **Direct quotes that are 40 words or longer should be presented differently.** They should be in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin. Type the entire quotation on the new margin, maintain double-spacing throughout and the parenthetical citation should come after the closing punctuation mark.

Example:

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

- Use three dots ... to indicate where you have omitted words from the quotation:
Example: “It is important to ... argue rationally in a civilised society” (Andrews, 2011, p.1).
- Use [square brackets] to enclose words that you have added, or changed:
Example: “It is important to be able to argue [and behave] rationally in a civilised society” (Andrews, 2011, p.1).
- **Direct quotes that cross two pages can make use of pp.**
e.g. Jones's (1998) study found the following:
Students often had difficulty using APA style, especially when it was their first

time citing sources. This difficulty could be attributed to the fact that many

students failed to purchase a style manual or to ask their teacher for help.

(pp. 199-200)

Producing In-Text Citations in APA

Single and multiple authors rules **apply to all APA-style citations that you use**, regardless of the type of work (book, article, electronic resource, etc.).

1 author	Every citation: (author’s last name, publication year) e.g. (Jones, 2018)
2 authors	Every citation: (Author 1 & Author 2, year) Use “&” within parentheses. Write out the word “and” when authors’ names are used in the text. “...thus, leading to higher rates of HIV infection (Smith & Cox, 2014). “According to Smith and Cox (2014), the higher rates of HIV ...”
3-5 authors	First use: (List all authors [separate names with commas], publication year) (Freeman, Hardy, & Willis, 2018) Subsequent use: (List first author + et al., publication year) (Freeman et al., 2018) Note: et al. means “and others”. et (not an abbreviation, no full stop) is Latin and al. is an abbreviation for the Latin alia (“others”) and therefore always uses a period. In the citation, a comma separates et al. from the date.
6 or more authors	First use: (first author + et al., + date) (Williams et al., 2003) Note: comma separates et al. and date
Corporate author (e.g. Organisation or Government Dept.)	If individual authors are not listed, use the organisation as the author. To define an abbreviation within a citation for a corporate author that you will cite several times, enclose the abbreviation in square brackets. (Institute of Economic Affairs, 2009) (Department of Health and Human Services [DHHS], 2007)
Internet site	Use same author–date format. If no individual author for a Web page is given, list the organisation as the author. The date to use from a web page is sometimes difficult to determine. DO NOT put a web address in the text of the paper. (Planned Parenthood, n.d.) (Stearns, 2009) (National Health Statistics, 2003)
More than one work by same author or group	Use a comma to separate years of multiple works. (Shelter, 1999, 2004, 2007) (Peacock, Tibbs, & Slocum, 1989, 1992)
More than one work – different authors	Use semicolons to separate different works within the same parentheses. Citations are alphabetised by first author within the parentheses. Findings from several research studies have supported this hypothesis (Adey, 1999; Coe & Kin, 2006; Long, Vic, Trout, & Gamble, 2001; Wing et al., n.d.; Xavier, Malton-Ruiz, McBride, Healy, & Keefer, 1999)

Summary of In-Text Citation Examples

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Jones (2018)	Jones (2018)	(Jones, 2018)	(Jones, 2018)
One work by two authors	Smith and Cox (2014)	Smith and Cox (2014)	(Smith & Cox, 2014)	(Smith & Cox, 2014)
One work by three to five authors (add 4 & 5 within commas)	Freeman, Hardy, and Willis (2018)	Freeman et al. (2018)	(Freeman, Hardy, & Willis, 2018)	(Freeman et al., 2018)
One work by six or more authors	Williams et al. (2003)	Williams et al. (2003)	(Williams et al., 2003)	(Williams et al., 2003)
Groups (readily identified through abbreviation) as authors	National Institute for Health and Care Excellence (NICE, 2017)	NICE (2017)	(National Institute for Health and Care Excellence [NICE], 2017)	(NICE, 2017)
Groups (no abbreviation) as authors	University of Oxford (2017)	University of Oxford (2017)	(University of Oxford, 2017)	(University of Oxford, 2017)

Development Task (In-Text Citations)

- Download or print off an article from a peer-reviewed, published journal.
- Find the initial section that sets the scene and examines the research that underpins the article. This could be called the Introduction, overview, literature review or similar.
- Skim read through the section highlighting every time that an underpinning source has been used in the work.
- Look through these in-text citations and think about the way in which they have been integrated into the text.
 - How many are there?
 - Are they direct or indirect?
 - What reporting verbs have been used to synthesise them into the writing of the authors?
 - How do they help create a narrative?
 - Repeat this with another article or text book section.

Creating A Reference Section

The Reference Section is always towards the end of an essay and is best started on a new page. Only sources cited in the paper should be included in a Reference List.

Creating a Reference Section: The Basic Rules

- Reference list entries should be in **alphabetical order** by the last name of the first author of each work. [MS Word has a function that can help sort lists alphabetically.](#)
- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called **hanging indentation**.
- **Authors' names are inverted (last name first)**; give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses (...) after the sixth author's name. After the ellipses, list the last author's name of the work.
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- Present the journal title in full.
- Maintain the punctuation and capitalisation that is used by the journal in its title.
 - For example: ReCALL not RECALL or Knowledge Management Research & Practice not Knowledge Management Research and Practice.
- Capitalise the first letter of all major words in journal titles (known as title case). [MS Word has a function and shortcuts \(shift + F3\) that can help you change the case of words.](#)
- When referring to books, chapters, articles, or webpages, capitalise only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Italicise titles of longer works such as books and journals.
- Do not italicise, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- **Please note:** This guide outlines some of the most common types of sources used. If your source is not in this guide then please refer to the [Publication Manual of the American Psychological Association](#) which provides many examples of how to cite common types of sources. The guide itself, however, does not provide rules on how to cite all types of sources as there are simply too many. Therefore, if you have a source that APA does not include, APA suggests that you find the example that is most similar to your source and use that format.

The following pages outline a number of common sources and how to lay out the information in the Reference Section.

Journal Articles

Journal article: 1 author Author, A. A. (Year). Title of article. *Title of Journal*, volume number(issue number), pages.

Example

Seager, M. (2009). 'Chocolate and flowers? You must be joking!' Of men and tenderness in group therapy. *Group Analysis*, 42(3), 250-271.

Notes

There's no space between the volume number and the issue number in parentheses (27 and 2, respectively, in this example)
Journal Title has main words in capitals

Journal article: 2 authors Author, A. A. & Author, B.B. (Year). Title of article. *Title of Journal*, volume number(issue number), pages.

Example

North, C., & Brookes, A. (2017). Case-based teaching of fatal incidents in outdoor education teacher preparation courses. *Journal of Adventure Education and Outdoor Learning*, 17(3), 191-202.

Journal article: 3-7 authors

List first 6 authors + & + 7th author.

Author, 1., Author, 2., Author, 3., Author, 4., Author, 5., Author, 6., & Author, 7. (Year). Title in sentence style caps: Cap first word after internal punctuation. *Journal Title in Headline Caps and Italics*, 2, 124-129.

Example

Chell, E., Spence, L. J., Perrini, F., & Harris, J. D. (2016). Social entrepreneurship and business ethics: Does social equal ethical?. *Journal of Business Ethics*, 133(4), 619-625.

Journal article: >7 authors **List first 6 authors + ..., + last author.** (Remainder of format is the same as above)

Example

Abarca-Gómez, L., Abdeen, Z. A., Hamid, Z. A., Abu-Rmeileh, N. M., Acosta-Cazares, B., Acuin, C., ... Agyemang, C. (2017). Worldwide trends in body-mass index, underweight, overweight, and obesity from 1975 to 2016: a pooled analysis of 2416 population-based measurement studies in 128· 9 million children, adolescents, and adults. *The Lancet*, 390(10113), 2627-2642.

Electronic Journal Article: Articles with DOI assigned Format is the same as for print articles but add the DOI
What's a DOI? Digital Object Identifier, a unique alphanumeric identifier that acts as a persistent link to content on the Web. Usually

found on the abstract page, sometimes near the copyright date, or on the citation page in a database.

Example: doi: 10.1007/s10802-006-9049-4 or
<https://doi.org/10.1038/nature21707>

Example

Hughes, T. P., Kerry, J. T., Álvarez-Noriega, M., Álvarez-Romero, J. G., Anderson, K. D., Baird, A. H., ... & Bridge, T. C. (2017). Global warming and recurrent mass bleaching of corals. *Nature*, 543(7645), 373. doi: 10.1038/nature21707

Notes

doi is lowercase and followed by a colon, no space after colon.

No retrieval date is needed.

No punctuation after DOI number

Electronic Journal Article: Use the URL from the original journal webpage without an obvious DOI assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number(issue number if available). Retrieved from
<http://www.journalhomepage.com/full/url/>

Basilakos, A., Rorden, C., Bonilha, L., Moser, D., & Fridriksson, J. (2015). Patterns of poststroke brain damage that predict speech production errors in apraxia of speech and aphasia dissociate. *Stroke*, STROKEAHA-115. Retrieved from
<http://stroke.ahajournals.org/content/early/2015/04/23/STROKEAHA.115.009211.short>

More Information on electronic sources https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

Books

Book: 1 author Author, 1. (Year). *Title in italics and sentence style caps: Capital letter also for subtitle.* City, ST: Publisher.

Example

Nottingham, J. (2016). *Challenging learning : theory, effective practice and lesson ideas to create optimal learning in the classroom.* London: Routledge, Taylor & Francis Group.

Notes

use of edition - not the first one, non-italicised, give example

Book: 2-7 authors **List first 6 authors + & + 7th author.**

Author, 1., Author, 2., Author, 3., Author, 4., Author, 5., Author, 6., & Author, 7. (Year). *Title in italics and sentence style caps.* City, ST: Publisher.

Example

Burns, T., & Sinfield, S. (2016). *Essential study skills: the complete guide to success at university* (2nd ed.). London: SAGE.

Book: > 7 authors **List first 6 authors + ..., + last author.** (Remainder of format is the same as above)

Editors instead of authors Capel, S. A., Leask, M., & Younie, S. (Eds.). (2016). *Learning to teach in the secondary school: a companion to school experience.* London: Routledge, Taylor & Francis Group.

Chapter in an edited book Sharpe, T. J., & Creed, R. T. (2007). Developmental disabilities. In S. J. Parish & H. Hu (Eds.), *Advances in serving vulnerable populations* (pp. 33-67). Medfield, OR: Walnut Press.

Notes

Editors names are not inverted.

New Editions Any edition other than the first needs to be identified as follows:

Burns, T., & Sinfield, S. (2016). *Essential study skills: the complete guide to success at university* (2nd ed.). London: SAGE.

More information on listing books https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html

Other Sources

Internet site (with author, date, title and source) Author, A. (date). Title of document [Format description]. Retrieved from <http://URL>

Examples

Krauss, A. (2018, July, 14). The flaws of randomised controlled trials and the reproducibility crisis [blog]. Retrieved from <http://blogs.lse.ac.uk/businessreview/2018/07/14/the-flaws-of-randomised-controlled-trials-and-the-reproducibility-crisis/>

Stroke Association (2012). Life after stroke. Retrieved 15 January 2018, from <http://www.stroke.org.uk/factsheet/life-after-stroke>.

Newspaper Article Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from <http://www.someaddress.com/full/url/>

Example

O'Connor, A. (2015, August 9). Coca-Cola funds scientists who shift blame for obesity away from bad diets. *New York Times*. Retrieved from <https://well.blogs.nytimes.com/2015/08/09/coca-cola-funds-scientists-who-shift-blame-for-obesity-away-from-bad-diets/>

Movie/Film Producer, A. (Producer), & Director, A. (Director). (Release Year). *Title of motion picture* [Motion Picture]. Country of Origin: Studio.

Example

Bender, L. (Producer), & Tarantino, Q. (Director). (1994). *Pulp fiction* [Motion Picture]. United States: Miramax.

Electronic Sources

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html

Social Media

How to cite various forms of "Social media" in APA style - <http://blog.apastyle.org/apastyle/social-media/>

Summary of information needed for selected sources

	Author / Director	Year of publication	Title of article, chapter, paper	Title of publication	Issue information (volume)	Place of publication	Publisher	Edition	Page number(s)	URL	Date accessed
Book	X	X		X		X	X	X			
Chapter from a book	X	X	X	X		X	X	X	X		
Journal	X	X	X	X	X				X		
Electronic Journal	X	X	X	X	X				X	X	X
Webpage	X	X		X						X	X

Summary of Multiple Authorship in Reference List

Single author: Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science, 11*, 7-10.

2 authors: Use the ampersand (&) rather than "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality and Social Psychology, 66*, 1034-1048.

3 to 7 authors: commas separate author names, while the last author name is preceded again by ampersand (&).

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology, 65*, 1190-1204.

>7 authors: After the 6th author's name, use an ellipses (...) in place of the author names. Then provide the final author name. There should be no more than seven names. Avoid use of "and" or "&".

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin, L. H. (2009). Web site usability for the blind and low-vision user. *Technical Communication, 57*, 323-335.

Development Task (Reference Lists)

- Identify five different sources of information that you could use in an essay. Include one source from each of the categories above.
- Review the source detail and build a short reference list that includes all five sources.
- When you think you've finished swap it with another student's reference list and review each others for good practice and errors in presentation.
 - When reviewing check your understanding against the APA guidelines.
 - Pay attention to detail.
 - If there are errors, outline what the correction should be.

Further APA Style Resources

Library Resources

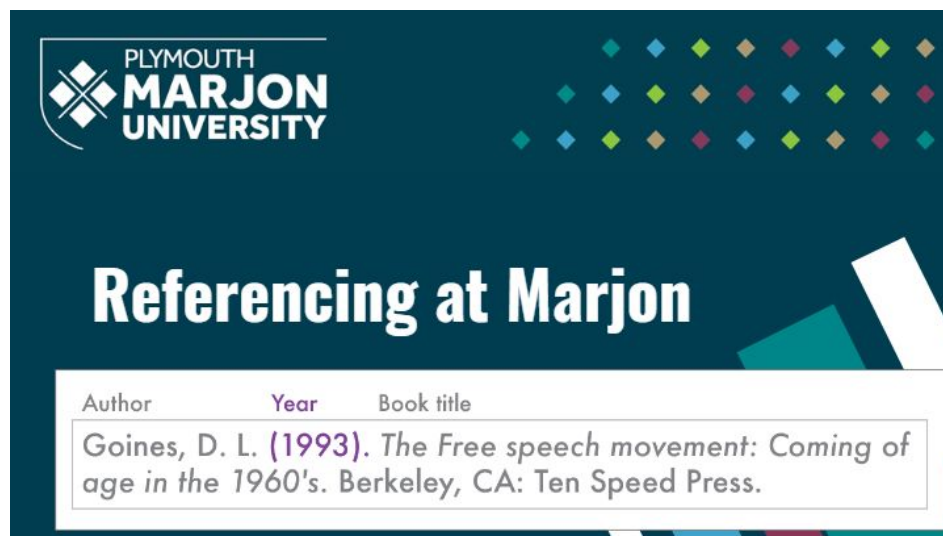
American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, DC. [[find it here in the library catalogue](#)]

Pears, R. & Shields, G. (2016). *Cite them right: the essential referencing guide*. (10th Ed.). London: Palgrave. [[find it here in the library catalogue](#)]

Marjon Referencing Support Online

For access to this hyperlinked, navigable document and many more resources
<http://sites.marjon.ac.uk/handbook/referencing-scholarship/>

Google Slide Set on APA Referencing Style



[Click the image or here to view the slides](#)

Online Resources

[Referencing and Scholarship at Marjon](#)

Find this document and much more support at this link

[What is APA style](#)

An overview from the APA style blog pages

[APA Style Blog](#)

The official companion to the Publication Manual of the American Psychological Association, Sixth Edition, run by a group of experts who work with APA Style every day.

[Marjon Library Guide to APA style](#)

An overview of APA style from EBSCO and accessed via Marjon Search Engine

[APA citation style guide from bibguide](#)

A resource that includes lots of advice on using APA style for referencing

[The Purdue Owl Online Writing Lab](#)

An excellent resource outlining lots of advice on using APA style for referencing

[Frequently Asked Questions from the APA website](#)

Quick answers to common questions about using APA style.

[APA Style Tutorial](#)

Basic rules of APA style from the APA website.

[Referencing and avoiding plagiarism](#)

An overview on the Palgrave Study Skills website

[ReciteWorks](#)

If you aren't using Mendeley this could be useful in checking you've captured all citations in the ref list

Referencing Efficiently

If you ever find yourself typing out all of the elements of a citation or reference then you're probably not being the most efficient with your time. The tools that follow outline a number of ways that you can be smart about producing your references. Make yourself familiar with these four and you'll be able to choose the right tool at the right time depending on the type of project you're working on.

NOTE: Each of the tools that follows is a quicker method of producing a reference than typing the whole thing out yourself. **You still need to know what a well presented reference looks like in APA style and will still have to review and edit some entries prior to submission.**

Google Scholar



Google Scholar can help create a reference really quickly. Run a search in Scholar and then beneath each returned item there are a few links offering actions like exporting, saving, and more. Click on the quotation marks and you'll be presented with the citation detail in several formats. APA is one of those options.

<https://scholar.google.co.uk/>

Engagement through partnership: Student learning in higher education
C. Bryson - 2016 - Taylor & Francis
... In C. Rust (Ed.), Improving student learning the Journal for Academic Development Volume 16, 2016
Article: Technology-enhanced learning and teaching
☆ 99 Cited by 332 Related articles All 3 versions

Learning Analytics Methods, Benefits and Systematic Literature Review
JT Avella, M Kebrtchi, SG Nunn, T Kanai - Online Higher education for the 21st century continues to embrace learning analytics (LA). The problem is that the attention from clearly identifying requirements and
☆ 99 Cited by 33 Related articles All 5 versions

Using technology for teaching and learning: A critical review of the role of evidence in informing practice
L Price, A Kirkwood - Higher Education Research & Development, 33(3), 549-564
... three sources of data foreground some important and learning with ... about the use of evidence in teaching and learning with technology ... Higher
☆ 99 Cited by 79 Related articles All 11 versions

[HTML] Self-regulated learning strategies in higher education learning environments
J Broadbent, WL Poon - The Internet and Higher Education, 15(1), 1-13
... classes, the online environment exceeds standards at the ... Self-regulated learning strategies affect learning outcomes by assisting learners to acquire ...

Cite

MLA Price, Linda, and Adrian Kirkwood. "Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice." *Higher Education Research & Development* 33, 3 (2014): 549-564.

APA Price, L., & Kirkwood, A. (2014). Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*, 33(3), 549-564.

Chicago Price, Linda, and Adrian Kirkwood. "Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice." *Higher Education Research & Development* 33, no. 3 (2014): 549-564.

Harvard Price, L. and Kirkwood, A., 2014. Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*, 33(3), pp.549-564.

Vancouver Price L, Kirkwood A. Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*. 2014 May 4;33(3):549-64.

BibTeX EndNote RefMan RefWorks

Discovery



Discovery searches most of the Marjon Library's paid-for databases. This is where you can use multiple filters to search for high quality information from validated sources. It also has a "Cite" feature once you've found your source.

<https://www.marjon.ac.uk/student-life/library/>

Result List Refine Search 2 of 1,890

Citation Format

NOTE: Review the instructions at EBSCO Support Site and make any necessary corrections before using. Pay special attention to personal names, capitalization, and dates. Always consult your library resources for the exact formatting and punctuation guidelines.
Accessed July 17, 2018.

APA (American Psychological Assoc.) References
Price, L., & Kirkwood, A. (2014). Using Technology for Teaching and Learning in Higher Education: A Critical Review of the Role of Evidence in Informing Practice. *Higher Education Research And Development*, 33(3), 549-564.

Chicago/Turabian: Author-Date Reference List
Price, Linda, and Adrian Kirkwood. 2014. "Using Technology for Teaching and Learning in Higher Education: A Critical Review of the Role of Evidence in Informing Practice." *Higher Education Research And Development* 33, no. 3: 549-564. FRIC: FRSC0host (accessed July 17 2018).

Export to Bibliographic Management Software (EndNote, ProCite, Reference Manager, RefWorks, BibTeX, etc.)

Using Technology for Teaching and Learning in Higher Education: A Critical Review of the Role of Evidence in Informing Practice

Author(s): Price, Linda, Kirkwood, Adrian
Source: Higher Education Research and Development, v33 n3 p549-564 2014. 16 pp.
Availability: Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia, PA 19106. Tel: 800-354-1420; Fax: 215-625-2940; Web site: <http://www.tandf.co.uk/journals>
URL: <http://dx.doi.org/10.1080/07294360.2013.841643>

Tools

- Google Drive
- Add to folder
- Print
- E-mail
- Save
- Cite
- Export
- Create Note
- Permalink
- Share

Citethisforme



Cite This For Me is a Free online service for generating in-text citations and full references. Search for the source, edit the detail if needed, copy and paste into your document. Register and you can also save sources for another day.

www.citethisforme.com/

Mendeley



Mendeley is free reference management software that can do many tasks related to the use of published research. It can help store, annotate and manage articles plus it has a plug-in that allows you to create citations and references in MS Word.

<https://www.mendeley.com/>

or this video on generating citations

https://youtu.be/zkrVbBSrK_w

Further support on the use of Mendeley is available on the MELT pages here <http://sites.marjon.ac.uk/elearninghelp/category/help-for-students/mendeley/>

Further Writing Support

Reporting Verbs/Signal Phrases/Attributive tags

While an understanding of the mechanics of referencing is important, a related skill is the use of reporting verbs to integrate (or synthesise) these references into your own work. The words that link your own work with that of published authors are invariably known as reporting verbs, signal phrases or attributive tags. [Google these phrases](#) and you'll find a wealth of resources that can help develop your own vocabulary in this area.

There are many useful signal words and phrases and here are some examples:

Acknowledges	Confirms	Describes	Explains	Informs	Points out	Reflects	Signals
Adds	Connects	Develops	Expresses	Insists	Prepares	Refutes	Specifies
Admits	Considers	Discusses	Extrapolates	Introduces	Presents	Reiterates	Speculates
Advances	Contends	Discloses	Finds	Maintains	Promises	Rejects	States
Affirms	Contradicts	Discounts	Focuses on	Means	Proposes	Relates	Submits
Agrees	Contrasts	Discovers	Grants	Narrates	Proves	Remarks	Suggests
Alludes	Creates	Disputes	Highlights	Negates	Purports	Replies	Supports
Analyses	Declares	Documents	Hypothesises	Notes	Questions	Reports	Supposes
Argues	Defines	Emphasises	Illuminates	Notices	Recognises	Responds	Theorises
Asserts	Delineates	Endeavours to	Illustrates	Observes	Recommends	Reveals	Thinks
Attests	Demonstrates	Establishes	Implies	Offers	Recounts	Sees	Wishes
Balances	Denies	Estimates	Indicates	Organises	Refers	Shows	Writes

Development Task: Reporting Verbs

Reporting verbs such as those above can be used in different ways.

Look through the table above and decide which of the following uses it would be best suited to (they may be of use in more than one category!):

- **Neutral phrases** e.g.: comments, notes
- Verbs to suggest that an **idea may not be fully accepted**: contends, speculates
- Phrases for **adding information** to an idea you're establishing: adds, confirms
- Words to **introduce counter-arguments** or alternate views: argues, contends
- Verbs related to **future actions/solutions**: proposes, predicts

Recommended Resources

Academic Phrasebank - Referring to sources

<http://www.phrasebank.manchester.ac.uk/referring-to-sources/>

Reporting Verbs for Sport and Exercise Science

www.benjanefitness.com/studyskills/reportingverbs

Transition Words: Creating a better narrative

The goal of academic writing is to convey complex, technical information in a way that makes the information accessible to the reader. Transitions help you achieve this goal by linking your ideas together in a smooth, logical progression and enhancing the reader's ability to process the information presented.

Transitions can be a single word, a brief phrase, a full sentence, or a complete paragraph. Effective writing uses transitions between sections of lengthy papers, between paragraphs, and within paragraphs. See [The Academic Phrasebank](#) for more help with word and phrase choice

Function	Examples of Transitions:
Illustration	thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as
Contrast	despite, on the contrary, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, although this may be true, surely, notwithstanding, indeed...but
Addition	in addition to, furthermore, moreover, besides, too, also, both-and, another, equally important, again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.
Time	since, afterward, before, then, once, next, last, at length, formerly, rarely, usually, finally, soon, meanwhile, later, ordinarily, generally, in order to, subsequently, previously, immediately, eventually, concurrently, simultaneously
Concession	although, at any rate, at least, still, thought, even though, granted that, although it may be true, in spite of, of course.
Comparison showing similarity	similarly, likewise, analogous to
Emphasis	above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.
Details	specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
Examples	for example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
Consequence or Result	so that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, due to, as a result, in other words, then.
Summary	altogether, in other words, in particular, in short, in simpler terms, in summary, that is, to put it differently, to summarise therefore, finally, consequently, thus, in conclusion, in brief, as a result, accordingly
Suggestion	for this purpose, to this end, with this in mind, with this purpose in mind, therefore.
Concluding	therefore, thus, so, and so, hence, consequently, finally, on the whole, all in all, in other words, in short

Quick Reference Guide

Referencing at Marjon: A quick guide to APA

Referencing in the text

The paraphrasing (indirect) method of referencing text	<p><i>This is used for ideas or facts that have been written by another author which you have not quoted verbatim but have summarised in your own words. There are two common ways of doing this:</i></p> <p>Example 1: Pears and Shields (2016) highlight that you can take a number of practical steps in order to study more effectively.</p> <p>Example 2: Studying more effectively involves taking a number of practical steps (Pears and Shields, 2016)</p>
The direct method of referencing text (short)	<p>Shorter quotations (phrases/sentences less than 40 words) should be incorporated into the body of the text in single quotation marks. The page number should also be included in this case. Use sparingly, work that uses mostly indirect quotes is usually better.</p> <p>Example: Lipoproteins are "particles that transport triglycerides and cholesterol in the blood." (Shaw <i>et al.</i>, 2003, p. 68)</p>
The direct method of referencing text (long)	<p>Quotations longer than 40 words are set out separately, indented from left and right margins and single spaced. You don't need to use quotation marks, but it may be advisable to separate the text from your own work. Don't forget the page number! Use sparingly.</p> <p>Example:</p> <p style="padding-left: 40px;">Almost half of the total deaths related to chronic disease are attributable to cardiovascular diseases. Obesity and diabetes are also on the rise. This trend is worrisome as they are both strong risk factors for vascular disease...</p> <p style="text-align: right;">(Bouchard <i>et al.</i>, 2003, p. 7)</p>

Completing the reference section (examples)

A book	Rowling, J.K. (2001). <i>Harry Potter and the sorcerer's stone</i> . London: Bloomsburg Children's.
A book with more than one author	Dishman, R.K., Heath, G.W., & Lee, I-M. (2013). <i>Physical Activity Epidemiology</i> . (3rd ed.). Champaign, IL: Human Kinetics.
Journal article	Chell, E., Spence, L. J., Perrini, F., & Harris, J. D. (2016). Social entrepreneurship and business ethics: Does social equal ethical?. <i>Journal of Business Ethics</i> , 133(4), 619-625.
Chapter in a book	Sharpe, T. J., & Creed, R. T. (2007). Developmental disabilities. In S. J. Parish & H. Hu (Eds.), <i>Advances in serving vulnerable populations</i> (pp. 33-67). Medfield, OR: Walnut Press.
Corporate author	American College of Sports Medicine (2009). <i>ACSM's exercise management for persons with chronic diseases and disabilities</i> (3rd ed.). Champaign, IL: Human Kinetics
Internet references	Krauss, A. (2018, July, 14). The flaws of randomised controlled trials and the reproducibility crisis [blog]. Retrieved from http://blogs.lse.ac.uk/businessreview/2018/07/14/the-flaws-of-randomised-controlled-trials-and-the-reproducibility-crisis/

Summary of multiple authorship in reference List

Single author	<p>Last name first, followed by author initials.</p> <p>Berndt, T. J. (2002). Friendship quality and social development. <i>Current Directions in Psychological Science</i>, 11, 7-10.</p>
2 authors	<p>Use the ampersand (&) instead of "and."</p> <p>Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. <i>Journal of Personality and Social Psychology</i>, 66, 1034-1048.</p>
3 to 7 authors	<p>Commas separate author names, while the last author name is preceded again by ampersand (&).</p> <p>Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. <i>Journal of Personality and Social Psychology</i>, 65, 1190-1204.</p>
>7 authors	<p>After the 6th author's name, use an ellipses (...) in place of the author names. Then provide the final author name. There should be no more than seven names. No use of "and" or "&".</p> <p>Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin, L. H. (2009). Web site usability for the blind and low-vision user. <i>Technical Communication</i>, 57, 323-335.</p>

For full referencing guidance visit: www.marjon.ac.uk

For a direct link to this quick guide and to find this whole document and many other resources visit the Marjon referencing support page here:

<http://sites.marjon.ac.uk/handbook/referencing-scholarship/>