

# Research Capacity Building Workshop

## 9. Using citation and referencing conventions



# Online Forum



Go to the address: <http://dutmoodle.dut.ac.za/moodle/>

Click on the category *RPS Research Capacity Building*, and click on course *Research Matters*.

Materials are posted there online after workshops.

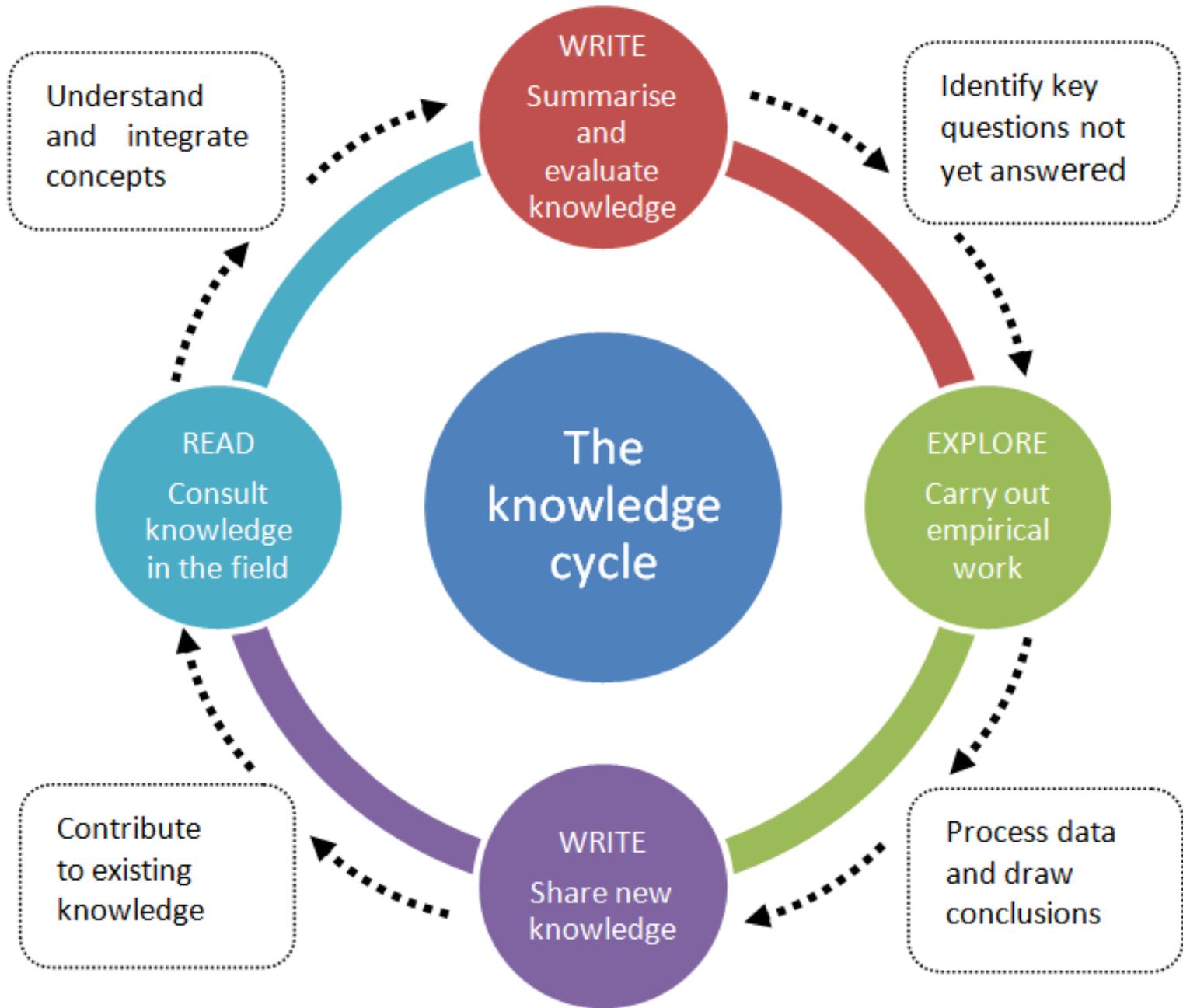
To log in:

User ID: staff or student number

Password: research

Once on *Research Matters*, go to the “Social forum”, and respond to the message **USING CITATION AND REFERENCING CONVENTIONS: Mar 23 2012.**

# WE ARE HERE



# Why might these practices “fail” a PhD?



1. Submit an incomplete, poorly formatted bibliography.
2. Use phrases such as “some academics” or “all the literature” without mitigating statements or references.
4. Fill the bibliography with references to blogs, online journalism and textbooks.
5. Use discourse, ideology, signifier, signified, interpellation, postmodernism, structuralism, post-structuralism or deconstruction without reading the complete works of Foucault, Althusser, Saussure, Baudrillard or Derrida.
6. Assume something you are doing is new because you have not read enough to know that an academic wrote a book on it 20 years ago (Brabazon, 2010: 2-6).

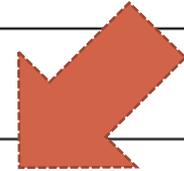
Brabazon, T. 2010. How not to write a PhD thesis [Online]. *Times Higher Education*, 28 January 2010. Available: <http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=410208&c=1> [Accessed 1 June 2011].

# Essential functions which define research



## SYSTEM OF FUNCTIONS UNDERPINNING THE RESEARCH PROCESS

Functions	Research...
Contextual	...must be contextualised.
Ideational	...needs knowledge content.
Interactive	...constructs knowledge in interactions.
Social	...is governed by research conventions.
Reflexive	...is regulated by feedback.



# Punctuating citations



## *Inverted commas:*

- Use EITHER single or double throughout, not both. The only time you use both is for a citation within a citation. Double inverted commas are standard use in a thesis. The single inverted comma (i.e. apostrophe) is used mainly in contractions, e.g. don't, isn't, can't.

## *In citations:*

- At the end of a sentence, the full stop goes inside the inverted commas (e.g. “ .”) when the inverted commas contain a full sentence, but outside (e.g. “ ”.) when they contain short phrases or single words.

# Placement of references



When inserting a long list of authors, do this at the *end* of the sentence, if possible, so as not to disrupt the sentence flow.

e.g.

This is because discourses are often shaped by contexts which were relevant at the time of their conceptualisation and may become irrelevant as they progress on the continuum of time, complicated by consequences of struggle (Heugh, Siegrühn & Plüddemann, 1995; Naicker & Balfour, 2009; Webb & Kembo-Sure, 2000; Weedon, 1987, p. 24).

# Programme



- Preliminary exercise
- Where we are in *The knowledge cycle*
- When to cite/not cite
- How to handle incomplete citations
- Formatting long citations
- Overuse of verbatim citation
- Multiple authors and use of *et al.*
- Inclusion of researcher publications and artefacts

# When to cite/not cite



Generally:

- Avoid too many verbatim citations: they add unnecessary length, and suggest that the writers
  - have not understood the text and/or
  - have not mastered advanced prose.
- Avoid “cutesy” proverbs, sayings and aphorisms at the beginning of each chapter (this is a high school habit which dies hard).

More importantly, *why* are you citing? That will determine *whether* you need to cite and *what* you need to cite.

# Why are you citing? *Research Reading Skills Part 1*

suggested some purposes the literature serves.



## [General reference: author list and/or paraphrase of contents]

- contextualises your research in terms of the body of knowledge available.
- summarises research in the field.
- gives insight into the disciplinary matrix of the field.
- models research orientations and methodologies.
- demonstrates knowledge of the field or area.

## [References to specific points or verbatim passages]

- can be used to reference a fact or opinion.
- can be used as evidence to support your argument.

## [All modes, from general reference to specific verbatim extracts]

- demonstrates you have mastered certain research conventions.
- acts as an exemplar of scholarly writing.

# References giving an overview



Read the extract (Appendix A) at the following address:

<http://dutmoodle.dut.ac.za/moodle/mod/resource/view.php?id=3719>

See how the author has used very few direct citations as these would not be appropriate in an overview. General use of key references in a field gives the impression of knowledge of a field.

# Reference to a specific point



If you are including a reference as **evidence** that something happened or is the case, you *must* cite the source.

e.g.

A “teachable moment” is an unplanned moment in teaching where learners display an interest and desire to learn, or make inquiries on a related topic that may not have been planned for in the lesson (Havighurst, 2011).

In References List:

Havighurst, R.J. 2011. *The teachable moment* [online.] Available: [http://en.wikipedia.org/wiki/Teachable\\_moment](http://en.wikipedia.org/wiki/Teachable_moment) (Date accessed: 07/07/2011).

**WIKIPEDIA – VERBOTEN!**

# Reference to a specific point contd.



- Do *not* use Wikipedia (for *any* citation); use a peer-refereed journal or scholarly source.
- Include the page number.

Example reworked:

A “teachable moment” is an unplanned moment in teaching where learners display an interest and desire to learn, or make inquiries on a related topic that may not have been planned for in the lesson (Spalding & Phillips, 2007:954).

In References List:

Spalding, N.J. & Phillips, T. 2007. Exploring the use of validity to trustworthiness [online]. *Qualitative Health Research*. <http://qhr.sagepub.com/cgi/content/abstract/> (Date accessed: 17/7/2011).

# How to handle incomplete citations



Incomplete citations can be worked into the text, e.g.

The focus is on the process of writing, and “the emphasis ... is not so much on the medium (accuracy) but on the communication mode (fluency)” (Widdowson, in Chick ms).

Horowitz (1986: 789) therefore advocates that instructors ensure that their students’ writing falls within “a specified range of acceptable writing behaviours dictated ... by the academic community”.

# Avoid contorted prose



While incomplete citations can be worked into the text, contortions such as the following should be avoided:

Various statistical information presented by Webb & Kembo-Sure (2000, p. 5) clearly indicate that the cognitive development of many Black South Africans was far below its full potential due to the “lack of knowledge of the language used in instruction” (Brock-Utne, 2005, p. 549), negatively affecting English proficiency thus “preventing them from using it as an instrument of meaningful access to education” (Webb & Kembo-Sure, 2000, pp. 5-7).

# Long citations



Long citations (more than 3 lines) are indented (e.g. 1 cm left and right) and single spaced. In long citations the full stop goes **AFTER** the final bracket of the citation, e.g.

[V]alues are the human goals that we use to give our lives their particular form. They are embodied in our practice and their meaning can be communicated in the course of their emergence in practice (Whitehead 1989).

# Long citations contd.



Long citations should not start with an incomplete sentence, e.g.

As Alexander says:

...the radical intelligentsia is at pains to make the point that the difference between pre-industrial Europe and ancient Africa was an accident of geography, in particular the fact of the impenetrable equatorial forests, the belt of pestilence north and south of the equator and the 'recent' aridity of the Sahara Desert (2009: 4).

He adds that the high cultures of Africa did not display those marked differences.

# Direct and indirect speech



A verbatim citation (long or short) should never be introduced with “that”, as “that” introduces *indirect* speech.

Incorrect:

Schön states **that**:

Our knowing is ordinarily tacit, implicit in our patterns of action in our feel for the stuff with which we are dealing. It seems right to say that our knowing is in our action (1995: 49).

# Overuse of verbatim citations



Read the extract (draft chapter) at the following address:

<http://dutmoodle.dut.ac.za/moodle/mod/resource/view.php?id=3718>

Respond to the message in the Social forum headed: “Overuse of verbatim citations”.

# Multiple authors and use of *et al.*



The general rule is that the first time a reference to multiple authors is made, *all* authors are named. (Make sure it falls at the end of a sentence!)

After that, the first author followed by “et al.” is used (*et al.* is usually in italics).

e.g.

In fact the static concept of “academic discourse” violates the very principles of infinitely diverse “situated practice” (Cazden *et al.* 1996) which the models produced here support and explain by making the context in which composing is situated part of the variables in a systemic social process.

# Inclusion of researcher publications/ artefacts



A list of prior publications related to the work in the thesis should be included in the Preface.

## **PREFACE**

This research represents original work by the author, its only prior publication (by the same author) being in peer-refereed conference and journal papers. Where use was made of the work of others it has been duly acknowledged in the text.

## **PRIOR PUBLICATIONS ARISING FROM THIS STUDY**

Pratt, D.D. 2005. Social mechanism and software design: the use of a stochastic social-process algorithm in the design of a writing tutor program. Proceedings of the *3rd International Conference on Computer Science and its Applications (ICCSA-2005)*. San Diego, California, USA, June 27-30 2005.

# Some final tips



- Do not finalise your bibliography until you have one completed thesis draft document!
- Convert your references to text before final printout (but save a version with the fields intact).
- Don't EVER use Wikipedia in references or citations.
- Your Bibliography should be sorted alphabetically by author (then date), and NOT divided into books, articles, Acts, etc.