



CHRISTIAN HERITAGE COLLEGE

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# **Style Guide**

**[Harvard Style only]**

## **Christian Heritage College Style Guide**

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**THIS GUIDE SUPERSEDES VERSIONS OF THE CHC STYLE GUIDE PUBLISHED  
PRIOR TO 2008.**

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**This edition of the CHC Style Guide was prepared by a sub-committee of the Academic Board: Peter Price, Patty Overend and Sam Hey.**

**We would appreciate receiving your comments regarding suggestions or revisions for future editions of the Style Guide. Please email these to the College at [enquiries@chc.edu.au](mailto:enquiries@chc.edu.au).**



# Preface

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The CHC *Style Guide* is based on the Australian Federal Department of Finance and Administration 6th edition *Style Manual* (Snooks & Co. 2002), an Australian variation of the Harvard system, and the 5th edition of the *Publication Manual* of the American Psychological Association (APA). The APA *Publication Manual* is available in the Reference Section of the CHC Library. It is available for short-term loan by external students, or chapters may be copied. There is extensive information about both systems available on the Internet (useful websites are listed in Chapter 10, on page 116 of this guide).

The capacity to communicate is an intrinsic part of our creation in the image of God. In the Gospel and its applications to human life and society, Christians have something particularly worthwhile to say to each other and to the world, and so excellence in communication skills should be the mark of the educated Christian.

This Style Guide provides information on the styles formally approved by the college. The Schools of Business, Ministries, and Education and Humanities require students to use the Harvard system as described in this booklet. The School of Social Sciences requires students to use the APA style. If you have questions about style that are not covered in this booklet, please consult the lecturer concerned.

This guide is designed to assist you to be accurate and consistent in your referencing. Remember that the idea of referencing is to provide accurate and complete information about the source you used to obtain information, so that the reader may also refer to that source.

The style used throughout this style guide, except in descriptions of APA style, is based on the Australian Government version of the Harvard system (Snooks & Co. 2002). Style examples are indicated in Courier New font (note that this is for clarity in giving examples, and students should not switch to Courier font when citing sources in their assignments). Note that while some examples given in this guide are genuine, many are fictional.

## NOTE

APA style is comprehensively described in the latest edition of the APA *Publication Manual*. This guide incorporates a few modifications to APA style to suit Australian readers:

- ◆ British/Australian spelling
- ◆ Australian date format (day, month, year, without punctuation between elements)
- ◆ Australian punctuation format (all punctuation marks, including full stops and commas, placed outside closing quotation marks; no comma before the last element in a series, except to avoid ambiguity)
- ◆ Rules for citing Australian and overseas place names.

Note that ‘the author of a thesis, dissertation, or student paper produces a “final” manuscript’ (APA 1994, p. 331). For this reason, some advice regarding APA style in this guide varies somewhat from the prescriptive APA stipulations that are designed to aid writers preparing articles for submission to scholarly journals.

## **New in this Style Guide**

Minor editorial changes have been made to the 2009 edition. The Style Guide has been made available for electronic download in a number of versions.

## **New in Style Guide 2009**

In addition to minor editorial changes, the following amendments were made to the 2007-2008 edition:

- ◆ Notes about general advice for reference lists in Harvard and APA styles has been added to the beginnings of Chapters 5 and 7, respectively.

The editors sincerely thank all students and faculty members who provided valuable feedback on previous versions of the CHC Style Guide. Many suggestions and comments have led to amendments to the guide over many years, which we feel have improved this new version. We welcome further comments and suggestions for the next guide.

# 1. Writing at Tertiary Level

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Most university assignments require an analytical style, rather than a descriptive one. It is most unlikely that the simple reporting of facts will ever be sufficient. Usually, the concepts under consideration will have to be explained or interpreted. Merely presenting unrelated or unexplained material, however relevant that material may be, is insufficient. The relationships within the material and between that material and the topic must be clearly explained.

## 1.1 Preparation

Preparation of an assignment should not be attempted without a clear understanding of what is to be said. Consider the following steps:

- ◆ Carefully study the assignment question.
- ◆ Gain a clear understanding of what is required in the assignment.
- ◆ Understand the 'directive' words: *analyse, compare, contrast, examine* (see Section 1.3 for more information).
- ◆ Determine the key concepts of the topic.
- ◆ What are the explicit and implicit issues inherent in the question?
- ◆ Are there any sub-questions?
- ◆ Can you use the main question and any sub-questions to break the assignment down into bite-size parts?
- ◆ How do these parts relate to each other?
- ◆ How do they relate to the topic as a whole?
- ◆ How can these relationships be examined in an essay?
- ◆ Will this correspond to the assessment criteria?

A careful analysis of these component parts will help to bring about an understanding of what is required in the assignment as a whole. This is also an important reason for reading widely, as wide reading will lead to a clearer understanding of the topic under discussion, and this in turn will lead to a clearer and more lucidly written essay. Attempting to write without really knowing clearly what to say will usually result in convoluted logic, tangled sentence structures and an assignment that is extremely difficult to understand. Woolly thinking can only produce woolly writing; only clear thinking will produce lucid writing. The writing process is enormously helpful in clarifying what to say; however there are no short cuts around the hard work of precise thinking and planning.

Assignments are marked not only on content, but according to the criteria the lecturer has set. Therefore, it is essential that these criteria are kept in mind as assignments are written. Marks will be lost if the work does not meet the criteria for the assignment.

## 1.2 Academic Genres

There are a number of different types of assignment commonly required of undergraduate students, including:

- ◆ Essays
- ◆ Reports
- ◆ Book reviews
- ◆ Annotated bibliographies

Table 1 provides brief descriptions of these academic genres. Students are encouraged to look up the websites cited after each description relating to a genre they are writing, for further advice.

*Table 1. Summary of Academic Genres*

Genre	Description
Essay	‘The English word “essay” comes from the Old French word “assaier”, meaning “to test” or “to try”. ... Writing an academic essay involves the ... process of evaluating, of weighing up a topic - you examine a statement, or a concept, or a situation to test its value, to find its strengths and weaknesses. When you have weighed up the facts you should come to some conclusion on what you've found.’ (Curtin University 2006)
Report	‘A report is a structured written presentation directed to interested readers in response to some specific purpose, aim or request. There are many varieties of reports, but generally their function is to give an account of something, to answer a question, or to offer a solution to a problem.’ (Curtin University 2006)
Business Report	‘Business reports are required in disciplines such as accounting, finance, management, marketing and commerce. Often the type of assignment set is a practical learning task requiring you to apply the theories you have been studying to real world (or realistic) situations.’ ‘In business, the information provided in reports needs to be easy to find, and written in such a way that the client can understand it. This is one reason why reports are divided into sections clearly labelled with headings and sub-headings.’ (University of Wollongong 2000)
Business Case Study	‘Case studies are written summaries of real-life business situations based upon data and research. In reading a case study a picture of what has happened to a company over a period of time can be gained. These could include events such as organisational change and strategy decisions within an organisation as well as outside factors and influences. A case study can be a shortened, second hand version of a real-life situation.’ (University of Auckland Library 2006)

Genre	Description
Book Review	‘A book review is a reaction paper in which strengths and weaknesses of the material are analyzed. A book review is not a retelling of the text. Students are often assigned book reviews as practice in careful analytical reading. Book reviews should focus on the book's purpose, content, and authority. The reviews include a statement of what the author has attempted to convey, an evaluation of how well the author has conveyed his/her idea(s), and presentation of evidence to support this evaluation.’ (East Carolina University 2006)
Annotated Bibliography	‘An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.’ (Cornell University 2006)

Source: University of Wollongong 2000.

A useful comparison of two of the most common academic genres has been provided on the Unilearning Website (University of Wollongong 2000), shown in Table 2.

Table 2. Comparing Reports and Essays

Reports	Essays
The purpose of a report is to convey specific information to provide the reader with information.	The purpose of an essay is to show how well you have understood the question and are able to answer it.
A report usually contains a description of events/results of research.	University essays usually require some form of argument in response to the essay question.
A report may often contain conclusions and recommendations	An essay will contain a conclusion, but including recommendations is rare.

Source: University of Wollongong 2000.

Detailed instructions regarding the structure of specific academic genres are beyond the scope of this guide. Lecturers will provide information about what is expected for an assignment. Students are encouraged to read expert guidance on specific genres required for assignments; for example, Charles Darwin University (2003a) has a very useful set of web pages about the main academic genres and how to write them.

### 1.2.1 Essays

If the recital of facts does not make an essay, neither does the recital of opinions. Essays should not merely be uninformed opinion on a subject, nor is it sufficient to simply present the views or opinions of other people without, in some way, analysing those views or synthesising several views into a whole argument. Rather, an essay should demonstrate effective research, wide reading and opinions formed out of a sound understanding of the subject. The essay should provide a carefully reasoned and logical case, including supporting evidence, that clearly and specifically answers the questions or issues to be addressed. An essay question might call for the evidence for or against a given argument to be considered and for a decision about whether or not the evidence justifies the conclusions that have been drawn from it. Often the very assumptions that undergird the conclusions other people have drawn will need to be examined.

Gathering information is only the first step in writing an essay. Evidence needs to be sifted and analysed in the light of the question to be answered. The relevance of the information and how it fits into the argument must be decided. The grade awarded for the work will depend on the extent of the student's reading, the judgements made in selecting relevant information from the research, and effective thinking about how that information relates to the topic.

A good essay develops an argument, rather than presenting opinions or prejudices. Personal prejudice or partiality should never be allowed to distort judgements about the evidence. It is important to be willing to look at all the arguments, not just one side, and to be ready to revise an opinion if necessary.

### 1.3 Directive Words

The essay question or assignment description will include directive words which will indicate the sort of thinking and writing expected by the lecturer. Table 3 contains a list of directive words with definitions and examples, to assist students in writing assignments.

*Table 3. Directive Words*

<b>Word</b>	<b>Definition</b>	<b>Example</b>
Analyse	Establish the essence or important features of something by breaking it down into its component parts and examining each part in detail.	Analyse the marketing strategy advocated by the new general manager.
Argue	Put forward the reasons and evidence for a particular viewpoint.	Argue the case for euthanasia.
Compare	Look for and discuss those qualities and characteristics that are similar in the subject you are discussing. Sometimes it is appropriate to note differences in passing but the focus should remain on similarities.	Compare the effects of the two solvents on the three test materials.
Contrast	Look for and discuss those qualities and characteristics that are different in the subject you are discussing. Sometimes it is appropriate to note similarities in passing, but the focus should remain on differences.	Contrast the achievements claimed by the two scientists.
Criticise	Exercise your judgement, based on the evidence that you present, as to the truth or persuasiveness of the issues. When you criticise you must present points for and against, not just against.	Criticise the character development in the novel.
Define	Provide the meaning of a concept or phenomenon in clear, precise terms; also show that the distinctions implied within the definition are necessary.	Define the meaning of the term 'phenomenology'.
Describe	Provide a vivid, detailed 'word picture' of the characteristics of the subject or phenomenon.	Describe the main features of rotational cropping.
Discuss	Give a complete or detailed examination of a topic by means of argument, debating the pros and cons of the subject.	Discuss the significance of global warming.
Enumerate	Give a list or outline, specify and describe.	Enumerate the principles of the internal combustion engine.
Evaluate	Form a judgment (i.e., make your own view explicit on the basis of the evidence) about something by presenting the advantages and disadvantages relevant to that situation.	Evaluate the contribution of automobiles to city pollution.
Examine	Present the case in depth and investigate the implications.	Examine the contribution of the porter to the plot structure of Macbeth.

<b>Word</b>	<b>Definition</b>	<b>Example</b>
Explain	Interpret the topic in all its detail, in particular by presenting an account of the causes that appear to be relevant in understanding the present situation.	Explain why US government decided in 1971 to abandon the gold standard
Illustrate	Use concrete examples to explain your argument, and if possible use appropriate diagrams. Being asked to illustrate a particular issue means to do more than provide a diagram or drawing.	Illustrate how constitutional reform could improve the political rights of citizens.
Interpret	Attempt to get at the meaning of an issue and make it clear. This will usually involve you making a judgement.	Interpret the claim made by Henry Ford that 'history is bunk'.
Justify	Prove or demonstrate the truth or falsity of a claim, or why certain decisions or actions were taken.	Justify the conclusion drawn by the Chief Justice that the legal arguments were unsound.
Narrate	Tell the story or give an account of an event or experience.	Narrate the events leading to the outbreak of the conflict.
Outline	Indicate the main principles or key features of an issue in a systematic manner. The emphasis should be on structure and relationship with the minor details being left out.	Outline the principles of powered flight.
Prove	Provide evidence or use logical reasoning to demonstrate the truth or falsity of a claim or issue.	Prove that what goes up must come down.
Relate	Show how things are connected to each other.	Relate the key findings of the royal commission to its terms of reference.
Review	Give a general survey of the material by emphasising the key points. This can also involve a critical analysis of the material.	Review the main arguments for capital punishment.
Sketch	Provide an overview of the main points with just enough detail to enable the object of discussion to be clearly identified.	Sketch the motivations of the key protagonists in Hamlet.
State	Specify the issue or view clearly and concisely without providing examples or details.	State the assumptions and reasoning underlying the new government's policy on intellectual property.
Summarise	Bring together the main points in a concise manner, leaving out explanatory details and other non-essential information.	Summarise the arguments over uranium mining.
Trace	Identify and describe the development of something from a given origin.	Trace the key events leading to the outbreak of the 1914-18 World War.

Source: Charles Darwin University 2003b, *Directive Words*.

## 1.4 Information Sources

Once you have your assignment or research topic, begin to gather information from authoritative reference sources. The Librarians will be happy to show you how to use the various research tools within the library and may suggest other sources of information. There are excellent teach-yourself videos at VC005.3 and CD-ROMs at 371.30281/1 and CD378.1702812/1 in the college Library and many free online tutorials available on the Internet. Take the time now to develop the information literacy skills that will serve you a lifetime. Important new resources are now available to you through electronic services which provide many learning and reference tools as well as access to the Internet, where you can often discover an abundance of information.

To make full use of your time at college it is a good idea to become familiar with as many types of resources as possible. This will help you save time now and also develop skills to keep you up-to-date in your field after you graduate. It is best to think of the information world as a pathway. With your assignment topic in hand, begin at the Reference section where you can use dictionaries and encyclopedias to define your topics and refine your search. Then proceed to your text book and the recommended readings provided by your lecturer to give you a solid foundation upon which to build. Then delve further into the topic by using the online library catalogues and the resources of the main collection, possibly even the audiovisual and CD-ROM collections. Finish off by getting right up-to-date on the topic by using library periodicals or journals, then newspaper articles, journal articles, and current research from the worldwide web. Depending on the resources available and the length requirements of your assignment, you may find it necessary to widen or restrict the scope of your topic. To refine your search it can be helpful to consider questions of who, how, when, where, and why.

All sources of information are not equivalent or equal, especially when selecting material to cite in academic writing. Table 4 lists several types of source document in order of credibility for the purposes of supporting academic writing. In general, cite documents higher in the table rather than those lower down:

Table 4. Hierarchy of Source Documents for Academic Writing

Order	Description	Example(s)
1.	Peer-reviewed publications	Journal articles, conference papers
2.	Research-based writing leading to a recognised degree such as Masters degree or doctorate	PhD theses, Masters dissertations
3.	Non peer-reviewed academic <sup>1</sup> publications	Books written by academic authors
4.	Non-published academic writing	Conference papers
5.	Other writing by an author with a doctorate or professorship <sup>2</sup> in the field	Online articles by academic authors
6.	Books by non-academic writers	
7.	Non-academic periodical writing under an editor	Magazines, newspapers
8.	Collaborative online writing, subject to peer review and editing	Wikipedia
9.	Self-published works	Self-published books
10.	Non-edited writing for a wide audience	Newsletters
11.	Personal writing	Blogs, forum posts, comments on online articles, emails

**Notes.**

1. 'Academic writing' refers to 'the academy' – the worldwide community of universities and other recognised higher educational institutions, including CHC.
2. In the U.S., most lecturers have the title 'professor'; in the UK and Australia denotes a position of higher status, and thus greater credibility to an author.

## 1.5 A Working Reference list

As you examine each source, make a separate note of each fact or quotation you might want to use in your assignment. Unless you are very good at manipulating text with your word processor, it might be wise to use index cards when preparing notes. Be sure to fully identify the source of the information, which will be invaluable when you complete your list of references (include all required pieces of information, such as the page number on which the information appears). Try to summarise the information in your own words (paraphrasing); use quotation marks if you copy the information exactly. Give each listing a simple descriptive heading. This will provide the authoritative basis for your assignment's content and documentation. By arranging and rearranging the listings and using your descriptive headings, you may well discover a certain order or different categories, which will help you prepare an outline. You may find that you need additional information, or that some of the listings may not be appropriate and should be set aside or discarded.

## 1.6 Preparing and Using Outlines

Using an outline can help you organise your material and can also help you discover connections between pieces of information that you were not aware of when you started the assignment. It can also make you aware of information that is not really relevant to the assignment or material that you have duplicated.

A **Working Outline** might be only an informal list of topics and subtopics for the assignment. The working outline can be revised as you discover new material and get new ideas that ought to go into your paper. Most word processing programs have outlining features with automatic formatting that make it easy to create and revise outlines. It is a good idea to keep copies of old outlines in a computer folder, in case new versions of the outline lead you in false directions that you later abandon.

A **Final Outline** should enhance the organisation and coherence of your research paper. Material that is not relevant to the assignment as revealed in your outline should be deleted; other weak sections may need to be expanded to create a sense of balance in your argument and presentation. A final outline can be written as a topic outline, in which you use short phrases to suggest ideas, or as a sentence outline, in which you use full sentences.

## 1.7 Assignment Presentation

The following are CHC standard format requirements for student assignments:

### 1.7.1 Pagination and Page Presentation Issues

- ◆ Number your pages consecutively throughout the manuscript, preferably in the footer of each page.
- ◆ Include student name, unit code and assignment title (abbreviated if appropriate) in the footer or header of the paper. A 9-point font or similar is recommended.
- ◆ Include a title page listing:
  - ◆ your name and student number
  - ◆ your program of study (e.g., BBus, BA/BEd (Secondary), GDSCS)
  - ◆ unit code and title
  - ◆ lecturer's name (include the lecturer's correct title)
  - ◆ assignment title and number
  - ◆ due date
  - ◆ word count
- ◆ Each page must have 3 cm left-hand and right-hand margins; if the assignment is bound, allow 1 cm extra for binding.
- ◆ Line spacing in text should use **1½ or double spacing**, with the exception of block quotations, which should be single-spaced.
- ◆ Recommended typefaces are **Arial (11-point)**, **Garamond (12-point)**, **Tahoma (10-point)** or **Times New Roman (12-point)**. Fonts should be chosen for readability and clarity. Do not use decorative, script or artistic fonts.
- ◆ **Full paragraph justification should be used**, unless your lecturer specifies otherwise.
- ◆ **APA style** requires new paragraphs to be indented five to seven spaces (normally one tab stop), with no extra space between paragraphs.
- ◆ **Harvard** requires no indent for new paragraphs, and a double space between paragraphs.
- ◆ Print on only one side of each page.
- ◆ The word count should not include block (long) quotes.
- ◆ The reference list should start on a new page and the title 'References' should be centred.
- ◆ An **Appendix** is used to provide useful or essential information for the reader that is not part of the writer's main argument or work. In long works such as reports or dissertations, appendices may contain interview transcripts, copies of documents such as permission forms and letters of introduction used in conducting a study, and so on. Each appendix should start on a new page with a

centred title. Label appendices, using capital letters, in the order in which they are referenced in text, as ‘Appendix A’, ‘Appendix B’, etc.

- ◆ Individual reference list entries are single spaced, with extra space between entries. Use ‘hanging indent’ alignment for reference list entries.

#### Useful formatting tips:

- ◆ To avoid splitting text elements that should be together at a line break, insert a non-breaking space instead of an ordinary space. In Microsoft Word, type ‘Ctrl-Shift-Space’ simultaneously.
- ◆ When typing long URLs, insert a space after a slash or before a full stop, at the most appropriate position for the line length.
- ◆ Keyboard shortcuts can speed up repeated formatting actions. Some useful shortcuts in Microsoft Word are:

Insert page break	Ctrl-Enter
Copy selected text	Ctrl-C
Paste copied text	Ctrl-V
Save document	Ctrl-S
Save document with new name (Save As...)	F12
Em dash (see Section 2.8.6)	Ctrl-[subtract key on numeric keypad]
Non-breaking space	Ctrl-Shift-Space

#### 1.7.2 Tables

Use tables to summarise large amounts of textual data that would be unclear or confusing if presented in text; the information is presented in rows and columns. Each table must be referred to in the text. Note, however, that the information in the table should not be duplicated in the text; instead, summarise or comment on the data.

- ◆ Tables should be labelled, and numbered consecutively (with Arabic numerals) throughout the paper: ‘Table 1’, ‘Table 2’, etc.
- ◆ Each table needs a short, descriptive title. See examples below for style and placement of titles, for APA and Harvard styles. Note that APA style does not include vertical rules in tables.
- ◆ The data follow the table number and title.
- ◆ It is appropriate to use font formatting, different line weights or shading to present data in a table more clearly. See sample pages in Sections 5.7 and 7.7 for examples.

**APA:**

Table 1.  
*Responses by Intervention and Control Groups to Parent-Child Attachment Survey Before and After Intervention*

Attachment Level	Test		Increase (decrease)
	Pretest	Posttest	
<b>Intervention Group</b>			
Strong	16	21	5
Moderate	19	20	1
Weak	12	6	(-6)
Total	47	47	
<b>Control Group</b>			
Strong	12	13	1
Moderate	21	22	1
Weak	13	11	(-2)
Total	46	46	

**Harvard:**

Table 1. Responses by Intervention and Control Groups to Parent-Child Attachment Survey Before and After Intervention

Attachment Level	Test		Increase (decrease)
	Pretest	Posttest	
<b>Intervention Group</b>			
Strong	16	21	5
Moderate	19	20	1
Weak	12	6	(-6)
Total	47	47	
<b>Control Group</b>			
Strong	12	13	1
Moderate	21	22	1
Weak	13	11	(-2)
Total	46	46	

**1.7.3 Figures**

Figures are illustrations other than tables, and are typically graphic representations such as photographs, images, graphs, or line-drawings.

- ◆ Figures should be labelled, and numbered consecutively (with Arabic numerals) throughout the paper: ‘*Figure 1*’, ‘*Figure 2*’, etc. The label should appear below the actual figure, be italicised, and have a full stop after the number.
- ◆ Each figure needs a caption, on the same line as the label, which is ‘a concise explanation of the figure’ (APA 1994, p. 160). The caption is not italicised.
- ◆ APA: Caption is left aligned, is not capitalised and is followed by a full stop.
- ◆ Harvard: Caption is centred, is capitalised and has no following full stop.

**APA:**

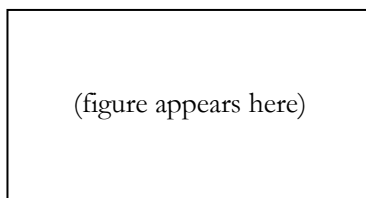


Figure 1. Monthly forecast for sales of widgets in 2002.

**Harvard:**

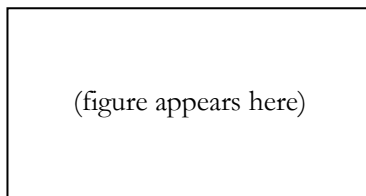


Figure 1. Monthly Forecast for Sales of Widgets in 2002

## 1.8 Plagiarism

Any assignment submitted as part of college work must be the original work of the student who submits it. Although the thinking which goes into preparing the assignment will be based on research and reading, the paper submitted should constitute the student's own ideas, or an evaluation and critique of the ideas of others, and should be written in the student's own words. The ideas and words of others that have been used in forming opinions must be acknowledged where they occur in the text.

**The college defines plagiarism as the action or practice of using someone else's ideas or phrasing and representing them as your own, either on purpose or through carelessness, without acknowledgment.** 'Ideas or phrasing' includes written or spoken material, from whole papers and paragraphs to sentences, statistics and graphs, and even phrases. 'Someone else' can mean an author of a book or journal, an electronic resource such as material found on the worldwide web or another student. Plagiarism also relates to work that is produced co-operatively between two or more students without the lecturer's consent.

### 1.8.1 Types and Degrees of Plagiarism

The term 'plagiarism' includes a variety of academic misdemeanours, ranging from comparatively minor paraphrasing errors to outright theft of another person's work. Note that each of the following is an example of plagiarism, and so similar cases may be dealt with as such by the college:

*A student copies a paragraph from an online article, changes a few words so that it is not a verbatim quote, and then acknowledges the source. This is known as 'sham paraphrasing'. Even a key phrase copied from another writer must be placed in quotation marks, to show that it was not written by the student.*

*A student paraphrases from another article, but does not cite the source. This is 'illicit paraphrasing'. Ideas taken from another author's work must be acknowledged as such.*

*Two students collaborate on an assignment, and then submit two copies of the work that are identical, in part or in whole. Unless a lecturer has clearly and explicitly stated that collaboration is expected on a piece of assessment, assume that it is not permitted.*

*A student copies entire sentences or paragraphs verbatim from a text without acknowledging the source. This is 'verbatim copying', and is a serious breach of academic standards of honesty.*

*A student submits an assignment that was previously submitted for another subject. This is known as 'self-plagiarism', 'recycling' or 'double-dipping'. If you have an assignment to write that is similar to an assignment already written and submitted for another unit or course, check with the lecturer about reusing any of that material.*

*A student submits an assignment that was written by (and perhaps purchased from) someone else. This is 'ghost writing'; a student who does this is guilty of clear dishonesty.*

*A student copies from another student's assignment or another person's text without the person's knowledge. This is known as 'purloining', and is a serious breach of academic honesty.*

(For a similar discussion, see Macquarie University's 2001 *University Policy on Plagiarism*.)

### 1.8.2 Examples of Plagiarism

The following examples of incorrect use of quoted or paraphrased sections are based on the following excerpt from Sire's (1988, p. 24) book *The Universe Next Door*:

During the period from the early Middle Ages to the end of the seventeenth century, very few challenged the existence of God or held that ultimate reality was impersonal or that death meant individual extinction. The reason is obvious. Christianity had so penetrated the Western world that, whether people believed in Christ or acted as Christians should, they all lived in a context of ideas influenced and informed by the Christian faith. Even those who rejected the faith often lived in the fear of hellfire or the pangs of purgatory. Bad people may have rejected Christian goodness, but they knew themselves to be bad by basically Christian standards—crudely understood, no doubt, but Christian in essence. The theistic presuppositions which lay behind their values came with their mother's milk.

*Verbatim copying:*

During a very long time, very few challenged the existence of God or held that ultimate reality was impersonal or that death meant individual extinction. The reason is obvious. Christianity had so penetrated the Western world that, whether people believed in Christ or acted as Christians should, they all lived in a context of ideas influenced and informed by the Christian faith (Sire 1988).

This entire paragraph is almost a direct quote from Sire, yet there are no quotation marks and the original source is not mentioned. Note that merely including the citation (Sire 1988) at the end of this paragraph is not sufficient; every paragraph, sentence or phrase that is a verbatim quote must be enclosed by quotation marks. The above is a clear example of dishonest writing which is not allowed at any university.

*Sham paraphrasing:*

Very few people, from the early Middle Ages to the end of the seventeenth century, challenge the existence of God, or hold that ultimate reality is impersonal or that death means individual extinction (Sire 1988).

This paragraph includes key phrases in Sire, such as ‘from the early Middle Ages to the end of the seventeenth century’ and ‘death [means] individual extinction’, which therefore should be inside quotation marks. By leaving these marks off, the writer is giving the (false) impression that all the words are his or hers, and that they are paraphrased from Sire’s original text. This is also dishonest, and constitutes plagiarism. Note that by trying to make the text fit, the writer has done damage to Sire’s original meaning. It would be far better to quote Sire verbatim in this case.

*Illicit paraphrasing:*

Since the Western world had up to that time been immersed in Christian thought, between the Middle Ages and the 17<sup>th</sup> Century people basically believed that God was real, and that death was not the ultimate end of an individual life.

This paragraph succinctly paraphrases Sire’s ideas, but the source of the ideas is not acknowledged. It is normal practice to write about ideas already expressed in another writer’s work. However the source(s) of these ideas must be acknowledged, both in text and in the reference list.

*Appropriate citation:*

As Sire (1988, p. 24) explained, for many centuries after the Middle Ages, most people assumed that God truly existed. ‘Bad people may have rejected Christian goodness, but they knew themselves to be bad by basically Christian standards—crudely understood, no doubt, but Christian in essence’ (p. 24).

This example contains a paraphrase and a quotation, both appropriately attributing the ideas to Sire’s writing. Note that since the paraphrased section is based on the writing of Sire specifically from page 24, the in-text citation includes the page number. The second in-text citation does not include the author’s name or the publication date, since it is clear that the quoted text is taken from Sire (1988), previously cited in the same paragraph (see Section 3.2.1).

### **1.8.3 Penalties for Plagiarism**

The penalty for plagiarism is usually determined by the lecturer concerned, working within faculty and college policy. Plagiarism is considered cheating and may involve failure or repeating of the assignment, it could mean failure for the entire unit of study or course, or in very serious cases could lead to exclusion from the college. Ignorance is no excuse, and carelessness is just as bad as purposeful violation. Honesty and integrity are at the heart of all academic discourse, and any violation of these principles has to be dealt with firmly and appropriately. It is the expressed goal of the college to help students to become responsible members of their Christian and academic communities.

## **1.9 Using Inclusive and Unbiased Language**

### **1.9.1 Gender-Specific Pronouns**

Most gender problems can be avoided without the use of the awkward ‘he/she’ or ‘him/her’ construction by rephrasing a sentence so that the singular pronoun is avoided. For example, use ‘teachers’, in place of ‘a teacher’. An occasional ‘he or she’ is all right, but after a while it becomes too demanding of the reader’s attention, and the device becomes more important than the message. Where a singular pronoun is

necessary, use either the masculine or feminine consistently enough to avoid confusion. One way to avoid other clumsy constructions is to use plural pronouns 'they', 'them' and 'their'. Note that there is considerable difference of opinion among academics on this point. If in doubt, check with your lecturer.

### **Options for avoiding gender-specific pronouns**

Note the following advice regarding use of gender-neutral pronouns to fix a clumsy sentence such as 'Every candidate must provide copies of the application to his/her referees':

- ◆ Recast the sentence in the plural:  
Candidates must provide copies of the application to their referees.
- ◆ Leave the pronoun out altogether:  
Every candidate must provide copies of the application to referees.
- ◆ Recast the sentence to avoid pronouns:  
Copies of the application must be provided to referees.
- ◆ Repeat the noun:  
Every candidate must provide copies of the application to the candidate's referees.
- ◆ Use the alternative pronouns *his or her* or *his/ her* (or *her/his*):  
Every candidate must provide copies of the application to his or her referees.  
Every candidate must provide copies of the application to his/her referees.
- ◆ Use the gender-free pronoun *you*.  
You must provide copies of the application to your referees.
- ◆ Use the gender-free pronoun *they*.  
They must provide copies of the application to their referees.

(Snooks and Co. 2002, p. 59)

### **1.9.2 Sexist Terminology**

A responsible, sensitive writer will never make demeaning assumptions about gender role. Whether words such as 'chairman' are sexist and hurtful, and whether their substitutes such as 'chairperson' are unnecessary and cumbersome, are arguments about which there are various opinions, but if we can avoid the argument or offence via the use of substitutes, it is worthwhile to do so.

### **1.9.3 References to individuals' names**

Since naming systems other than those in English-speaking countries may place a family name before given name(s), the terms 'given name' and 'family name' should be used in place of 'Christian name', 'first name', 'forename' or 'surname' (Snooks & Co. 2002, p. 58).

### **1.9.4 Avoidance of Stereotypes**

Write about individual people, rather than referring to groups in a stereotypical way. The following comment is from the University of Colorado at Boulder's (2002) online *Style Guide*:

Remember the prime directive: Write about people as individuals, not as members of some stereotypical group. ... Do not, therefore, write about

engineering students as if they were all male. Do not write about professors as if they all dress in tweed and can't remember where they parked their cars.

### 1.9.5 References to ethnic groups

When referring to specific ethnic groups, make sure the term you use 'really represent[s] the population in full' (Snooks & Co. 2002, p. 56). The following terms are recommended:

- ◆ *Indigenous* – Aboriginal and Torres Strait Islander people (but avoid 'non-indigenous' as it is seen as divisive). Avoid use of the term 'native'.
- ◆ *Immigrants* – People newly from other nations.
- ◆ *LOTE* ('language other than English') – in preference to 'NESB' ('non-English speaking background').
- ◆ *Aboriginal and Torres Strait Islander peoples*
- ◆ *Aboriginal peoples*
- ◆ *Australian Aboriginals*
- ◆ *Torres Strait Islanders*
- ◆ *Aborigine* – When referring to an individual.
- ◆ *Aboriginal* – When referring to an individual; also used as the adjective. Always capitalised when referring to Australia's original inhabitants.
- ◆ *aboriginal* [No capital letter] – When referring to original inhabitants of nations other than Australia.

## 1.10 Academic Writing and Ethics

There are a few situations in which students will need to consider ethical issues in their assignment or dissertation writing. Students writing about other people and their behaviour or opinions, and students who collect data from or about other people must be careful to conduct themselves in an ethical manner, before, during and after the data collection phase.

### 1.10.1 Privacy and Data Collection

The basic principle of privacy legislation in Australia is that information collected for a purpose may not be used for any other purpose, unless permission is given by the person to whom the information relates. Regarding collection of data for academic purposes, data may only be used for that purpose, and must not be shared with others or used in any other way.

In general, do not reveal the identity of individuals who have provided data for your writing. Use pseudonyms to refer to individuals, and provide other information, such as the school they attend or the company they work for, only if it could not be used to identify them. If you feel that including the identity of an interviewee is important, seek that person's permission in writing before submitting an assignment. Check with your lecturer or project supervisor if you have questions about these principles in specific cases.

### 1.10.2 Disclosure of Information

Information collected as part of a research study or for other academic writing may only be disclosed where that disclosure is required by law, or if it is necessary for the health and safety of either the person from whom the data was collected, or of another person (National Health and Medical Research Council 1999, p. 61). A student who believes that such a situation exists should discuss it with the lecturer immediately, whilst maintaining the confidentiality of the information collected.

Assignments which are of a reflective or personal nature will sometimes require students to write about their personal lives and opinions. The confidentiality of such information will be maintained by the lecturer. The information would only be disclosed to others in rare situations, such as those described in the previous paragraph.

### **1.10.3 Human Research Ethics Committee Approval**

Approval from the Human Research Ethics Committee (HREC) of the College is required for postgraduate research conducted as part of a course of study. Details of the procedures and policies regarding this are provided by Course Coordinators and Supervisors. Undergraduate students collecting data and writing research-based assignments as part of their coursework studies do not normally require HREC approval. These matters are overseen by the relevant lecturer.

## **1.11 Pursuing Truth in Academic Writing**

Christian Heritage College supports and encourages the pursuit of truth in writing. The Bible is regarded by the College as the source of all ultimate Truth, to be held up as the standard for expressions of reality, both the physical universe and the unseen world of the spirit. Nevertheless, it is recognised that within and beyond the range of Christian expression there is a wide variety of sincerely held viewpoints, which should be considered and debated in an atmosphere of collegiality and humility as Christian writers and thinkers continually seek to know more of the truth.

As members of an academic community, all writers, including students and faculty, should expect that their work will be subject to appropriate scrutiny at various levels and for various purposes, against criteria which include:

- ◆ academic integrity and honesty; evidence of humility and the pursuit of the truth
- ◆ standards of the mechanics of writing (spelling, punctuation, grammar, sentence construction, etc.)
- ◆ arguments which are logical and supported by appropriate evidence
- ◆ critical engagement with scholarly perspectives and opinions
- ◆ originality

### **1.11.1 Writing About Sensitive or Controversial Topics**

Christian writers, including students, write at times about topics that may involve the expression of views which do not agree with views commonly held by Christians. For example, a student enrolled in a Youth Studies course may interview 'street kids' about their views of the Church: it would not be surprising to collect statements in such a study which included obscene language and other potentially offensive language. This may require careful handling, in order not to cause offence or other problems with those reading the work. The following guidelines should be adopted for such topics:

- ◆ As in all academic writing, include material which advances your main points by illustrating or supporting your own statements.
- ◆ Do not shy from accurate expression of the truth merely because it may not agree with a reader's viewpoint; nevertheless, do not include potentially offensive or controversial statements merely to shock or titillate the reader.
- ◆ Use offensive language or terminology in your writing only when it is justified to quote another person verbatim; do not use such language in your own expression of your views.
- ◆ Use an asterisk (\*) as a substitute for each letter in a word that is considered to be profane, vulgar or obscene in polite society. Include the first letter of such a word only if it is necessary to indicate which profanity was expressed..

### 1.11.2 Referring to Sexual Matters, Including Sexual Orientation

Of all the views held by Christians, those on sexuality are possibly the most strongly held and the most controversial when discussed with other Christians, or to other readers outside the Church. In a spirit of striving to avoid offence whenever possible, writers should approach such topics with care and sensitivity. Write with civility and courtesy; avoid needless offence to any person. Focus on the issues in your writing, rather than *ad hominem* arguments—‘play the ball, not the person’. Guidelines for such discussion in academic writing include:

- ◆ Describe such matters using clear language which is restricted to factual statements as far as possible, rather than statements of opinion.
- ◆ Use correct medical or scientific terms where relevant, rather than vulgar or colloquial equivalents, except when the particular terminology is the subject of discussion, or when quoting a statement by another person.
- ◆ Use the terms ‘gay male’, ‘lesbian’, ‘bisexual’ and ‘transgender’, where relevant to describe persons of particular sexual orientation. Avoid the term ‘homosexual’ when referring to a person (see also APA 2003; Gay and Lesbian Alliance Against Defamation 2006, for more detail on use of these and related terms).
- ◆ Use the term ‘gender’ rather than ‘sex’ to refer to a person as male or female.

## 1.12 Reviewing Your Work

Clear and concise writing is a great virtue in scholarship. Polishing up the final product can take your work to a more professional level. It is worth the extra effort to improve your final result.

Critically reviewing and proof reading your work is the final process in assignment writing. Some questions need to be asked:

- ◆ Does the assignment answer the question?
- ◆ Is the argument clear and logical?
- ◆ Is the paper structured to help the reader follow the argument?
- ◆ Are there any sentences or phrases which are ambiguous, obscure or liable to misinterpretation? If so, they need to be re-written.
- ◆ Is there any unnecessary wordiness, repetition and circumlocution (arguing in circles) that can be removed?
- ◆ Is there any slang, jargon or vagueness which could be replaced to aid clarity?
- ◆ Is the assignment padded with any unnecessary or long quotations, irrelevant or repetitive information, or unnecessarily long sentences?
- ◆ Are the sentences short and simple? It is best to truncate long, rambling sentences.
- ◆ Has the use of point or note form writing been avoided? Point form content needs to be re-written into sentences, unless the lecturer concerned has indicated that point form is appropriate.
- ◆ Do paragraphs relate to each other? The assignment should flow smoothly.
- ◆ Does the content fulfil the assessment criteria?

## 1.13 Submitting the Assignment

Points to note:

- ◆ Firstly, check that you have addressed the assignment topic or question.
- ◆ Check the length of your assignment. It should be within 10% of the specified word length.

- ◆ Use white A4 (photocopy size and quality) paper.
- ◆ **Do not** use plastic display sleeves for essay-type assignments.
- ◆ The original document should be submitted, not a photocopy.
- ◆ **It is absolutely essential that you keep a copy of your assignment and preparation notes.** Save computer files in at least two places regularly. **Do not** rely on floppy disks as the only place for storing an assignment. Floppy disks are notoriously unreliable and a number of students have irretrievably lost important work for this reason. Parts of an assignment not prepared electronically (such as interview notes) should be photocopied (but hand in the original).
- ◆ All assignments are submitted with a new assignment cover sheet. Assignments submitted in several parts, and assignments which are resubmitted may be submitted with the same cover sheet.
- ◆ Submit the assignment with a CHC or CMC assignment cover sheet (available from your lecturer, from College Reception, or from the CHC website). Make sure you fill in all the information, and **sign the Declaration** on the front. The CMC assignment cover sheet should be used for units offered by the Citipointe Ministry College; all other assignments are submitted using the CHC cover sheet.
- ◆ Staple the assignment inside the cover sheet, with a single staple in the top left-hand corner. Other materials, such as computer disks, should be clearly labelled with the student's name and securely attached to the cover sheet. Large assignments should have the cover sheet attached to the front.
- ◆ Lodge CHC assignments in the assignment slot located in the CHC foyer; Lodge CMC assignments in the box located in the Citipointe Church reception foyer. Do not forward assignments directly to lecturers.
- ◆ If mailing assignments: address the envelope to the address of the School which offers the unit (Table 5).

*Table 5. Mailing Addresses for Assignments*

<b>CMC</b> (units offered by the School of Ministries)	<b>CHC</b> (all other units)
ASSIGNMENTS CMC PO BOX 2111 MANSFIELD DC QLD 4122	ASSIGNMENTS CHC PO BOX 2246 MANSFIELD DC QLD 4122

- ◆ Ensure that the envelope has a postage stamp of at least \$1.50 value; note that postage may be more than this for a weighty assignment. If acknowledgment of receipt of an assignment is required, enclose a stamped, self-addressed DL size envelope, with the unit and assignment title printed on the back. This will be signed, dated and returned when the assignment is received.

### 1.13.1 Electronic Submission of Assignments

Assignments may be required to be submitted electronically; for some assignments electronic submission will be optional. In such cases, it is important to note the following:

- ◆ It is expected by the College that every assessment piece submitted electronically is **virus-free**, and has been scanned by anti-software on the student's computer before submission.
- ◆ Disks and other portable storage devices such as USB flash drives must be **labelled** with the student's name and securely attached to the assignment cover sheet.
- ◆ Lecturers will have access to Microsoft Office programs to open assignments. Files produced using other programs (such as Open Office or Photoshop) should

be saved in a common file format (e.g., Microsoft Word, JPEG). If in doubt, check with the lecturer that he or she has the necessary software needed to access the file.

- ◆ Edit large files such as photographs, videos or sound files to reduce the file size: remove unnecessary sections of the file and use appropriate compression when saving the file.
- ◆ Remove other files from portable storage devices, so that a lecturer is certain which file or files are for assessment.
- ◆ Realise that marking assignments can take some time. Do not expect submitted storage devices to be returned quickly so that you can use them for other purposes.
- ◆ **Do not email assignments** without the lecturer's permission. Attachments should be no bigger than 1 Mb in total. Note that email communication is not secure, and so if attachments are not encrypted, others such as hackers may have access to your files.
- ◆ A student's submitted assignment must be entirely that student's work. Unless a lecturer has expressly given permission for sharing of files with other students, **do not share assignments** in electronic form with another student. If a lecturer has asked for assessment items to be prepared collaboratively, sharing of such files should only include the allowed part or parts of such an assignment. No other files should be on the shared storage device, to avoid the possibility of inappropriate access to your other data.

### 1.13.2 Electronic Security

Since most assignments will be prepared and stored using a computer, it is necessary for every student to have in place procedures to maintain electronic security of data. Specifically, your data must be kept safe from the following dangers:

- ◆ accidental loss
- ◆ hardware or software failure
- ◆ viruses, worms and other malicious software
- ◆ theft of files, software, disks or hardware
- ◆ other unforeseen crises

It is each student's responsibility to protect files and to maintain backup copies of all essential documents, including assignments. As a minimum, diligently adopt the following procedures:

- ◆ install and keep up to date anti-virus, anti-worm and anti-spyware software
- ◆ keep daily backup copies of every document you have produced (Word, Excel, HTML, PowerPoint files, etc.)
- ◆ keep weekly or monthly backup copies of essential documents in an alternative physical location (e.g., in a locker, at a relative's house, in your car)
- ◆ label all portable storage devices (flash drives, USB sticks, burned CDs, etc.)
- ◆ password-protect or encrypt sensitive files which are saved on portable devices

## 2. The Mechanics of Writing

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Tertiary students are expected to display a high standard of proficiency in the mechanics of writing. In an effort to cultivate a standard of academic excellence, every college program has compulsory assessment criteria related to the mechanics of writing. It is the responsibility of students to become aware of the resources available to help refine and further develop their writing skills, in addition to the resources pertinent to the discipline they are studying.

### 2.1 Spelling

Writing with modern word-processors has changed the game of spelling somewhat, but not entirely. Spell-checkers are capable of discovering misspelled words for us and suggesting alternatives. Studies show, however, that papers written with the help of a spell-checker are only slightly better than papers written without a word-processor. The reason seems to be that a word-processor makes text look so professional that we are apt to overlook misspelled words. Never blame a spell-checker for failing to catch a misspelled word in your paper. That is **your** responsibility!

The standard for spelling at CHC is British/Australian spelling. You can use your spell-checker to assist you with this. When searching library catalogues or the worldwide web, note that you may need to search under both standards. One example that is significant for Social Science students is the spelling of ‘counselling’ or ‘counsellor’—the British/Australian spelling doubles the ‘l’ while the American spelling does not. Note two other common differences from American spelling: Australian spelling uses ‘-ise’, rather than ‘-ize’ (as in *realise*), and ‘-our’ not ‘-or’ (as in *colour*).

Note: When using direct quotations or referring to titles of works, do not change any spelling, but quote verbatim (word for word).

### 2.2 Capitalisation

#### 2.2.1 General Rules

##### Capitalise:

- ◆ The first word of every sentence.
- ◆ The first-person singular pronoun, ‘I’.
- ◆ The first, last, and important words in a title.
- ◆ ‘Words derived from proper names’ (Burchfield 1998, p. 129), including nouns, verbs and adjectives, when the connection to the original name is relevant. *Platonic, Freudian, Shakespearean, Christian, Hellenic, Homeric, Marxist, Newtonian, Wesleyan*
- ◆ Abbreviations of units of measurement derived from a person’s name, and litres (since ‘l’ may otherwise be confused with ‘1’). kW (kilowatt), N (Newton), mL (millilitre)
- ◆ Abbreviations of prefixes for metric units ‘mega’ and above. M (mega), G (giga), T (tera), P (peta), E (exa)
- ◆ Proper nouns - names of people, companies, newspapers, books, days of the week, months of the year, historical events like World War I, races, nationalities, ethnicities, languages, religions, church organisations, movements, sects, institutions, names of courses, brand names, countries and recognised geographical names.

Alexander the Great, Microsoft, the Courier-Mail, Asian, Aboriginal, French, Jewish, Christian, Islam, Roman Catholic Church, Protestantism, Marxism, Amish, Brisbane City Council, Bachelor of Arts, Surf (laundry detergent), the Netherlands, the Three Sisters

**Do not capitalise** a word such as ‘school’ or ‘college’, where that word is used in its generic sense, including in subsequent references to a particular body or organisation (Snooks & Co. 2002, p. 123).

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As stated in *The New Fowler’s Modern English Usage*, ‘The general rule is that capitalization makes a word more specific and limited in its reference: contrast *a Christian scientist* (man of science) and *a Christian Scientist* (member of the Church of Christ Scientist)’ (Burchfield 1998, p. 128). Do not capitalise terms which, though they were derived from a proper noun, have come into common usage in English as adjectives.

french chalk, herculean, roman numerals, venetian blinds, brussels sprouts, catholic tastes, congregational singing, orthodox belief, northern England

### 2.2.2 Christian and Religious Terms

Capitalise proper nouns pertaining to deities and sacred texts. Traditionally, many Christian terms have been capitalised; current common usage is to avoid ‘deferential capitalisation’, and to use capitals only in specific contexts. As a general rule, decide whether you are using a term as a proper noun or title, or in a generic or adjectival sense. Capitalise the names of God, scriptures, and so on, when they are used as a title, or when referring to a recognised body of work:

God, Jesus Christ, Holy Spirit, El Shaddai, the Bible, Allah, the Koran, the Gospel of John, the Epistles, the Pauline Letters, the Holy Scriptures

When religious terms are used generically (other gods) or adjectivally (the gospel writers), capitals are not used. However, it should be noted that there are diverse opinions among believers about the capitalisation of many terms that occupy a central position in the Christian and other faiths. You should judge each instance according to both its specific context and your own personal convictions. Above all, as in all matters of writing style, be consistent. The following phrases include examples about which there might be differing opinions regarding the use of capitalisation:

the Gospels, scripture, Jesus is our redeemer, the Christian ethic, biblical injunction, God’s words of encouragement, the Word of God

Current practice is moving away from capitalisation of divine pronouns: ‘In the past, the capital letter assigned to God was often extended to the attendant pronouns—*He, Him and His; You and Your; Thou, Thee and Thine*—but this is now less common’ (Snooks & Co. 2002, p. 127). Each writer should decide whether or not to capitalise these words, again according to context and personal convictions. Once again, the overarching principle to follow is to be consistent in your writing.

## 2.3 Place Names

The following advice describes appropriate use of place names for Australian writing, modifying the usual APA style which originated in the USA. This should be followed

for CHC assignments, including when referencing the place of publication of a cited document.

- ◆ Assume that Australian capital cities are well-known to the reader, but other places are not.
- ◆ Refer to Australian capital cities by name, without state or country. For all other Australian cities, state the name and the state or territory.
- ◆ Do not refer to Australian suburbs. Instead, refer to the cities in which they lie (e.g., 'Melbourne' not 'Carlton, Victoria').
- ◆ Refer to New Zealand cities by name and country.
- ◆ Spell out 'New Zealand' and the names of Australian states in text, but abbreviate them in references (see Table 6).
- ◆ Refer to all US cities by name and state or territory, without country; abbreviate states' names (see Table 7). Spell out 'WA' as 'Washington State' if there is any danger of confusion with Western Australia (see example in Sections 5.2.2 & 7.2.2).
- ◆ Refer to all other cities by name and country.  
(Mathematics Education Research Group of Australasia [MERGA] 1999, p. 2)

Note the following exceptions, for major cities that are well known:

- ◆ The following locations can be listed without a state abbreviation or country because they are major cities that are well known for publishing:

Amsterdam	Baltimore	Boston	Chicago
Jerusalem	London	Los Angeles	Milan
Moscow	New York	Paris	Philadelphia
Rome	San Francisco	Stockholm	Tokyo
Vienna			

(APA 1994, p. 176)

## 2.4 Initials of Given Names

There are differences between APA and Harvard styles in the handling of personal initials.

### 2.4.1 In text

For use of initials in the body of an assignment, the following recent advice to Australian writers is adopted:

When using initials for people's given names, it was standard practice in the past to follow each initial with a full stop and a space. The trend towards reduced punctuation has, however, overtaken this convention: unpunctuated, unspaced presentation of initials is now the norm in directories and is increasingly common in other types of publications.... This practice is recommended for all types of publications. (Snooks & Co. 2002, p. 158)

D Stathis, AA Milne, JRR Tolkien

J-P Sartre, Somerset W Maugham

In-text citations do not often include initials. Where initials are required, follow the advice in Chapters 4 (Harvard) and 6 (APA).

### 2.4.2 In Reference Lists

APA style currently retains full stops and spaces after personal initials; Harvard style at CHC as from 2003 adopts the new convention of using no spaces or full stops:

Jackson, D. F. (1983). *The American revolution: How it began*. New York: Great American.

Jackson, DF 1983, *The American Revolution: How it Began*, Great American, New York.

## 2.5 Abbreviations

Abbreviations should be used sparingly throughout your paper. Always indicate what an abbreviation means the first time it is used, by showing the name in full, followed by the abbreviation in brackets. An example would be Minnesota Multiphasic Personality Inventory (MMPI). Thereafter, use the abbreviation.

Abbreviations for books of the Bible are listed in Section 2.5.5. Abbreviations for place names are found in Section 2.5.4.

### 2.5.1 Abbreviations With Full Stops

- ◆ Common Latin terms - etc. (et cetera - and so forth), i.e. (id est - that is), e.g. (exempli gratia - for example), et al. (et alii - and others)
- ◆ Reference abbreviations - Vol. 1, 2nd ed., p. 6, pp. 6-8
- ◆ Time indications - a.m., p.m.

### 2.5.2 Abbreviations Without Full Stops

- ◆ Titles - Mrs, Mr, Ms, Ps (Pastor), Dr, Rev, St (for Saint), Sr, Jr. The plural of Mr is Messrs (We invited Messrs Lloyd, O'Hara and Taylor.); the plural of Dr is Drs (We consulted Drs Anway, Alexander and Price.); the plural of Mrs is Mmes.
- ◆ Initials of names - JRR Tolkien, AA Milne (except in APA reference lists)
- ◆ Abbreviations with more than one capital letter - RSPCA, GPO
- ◆ Degrees - PhD, MD, BA, MEd
- ◆ Names of familiar institutions - CHC, SES
- ◆ Countries - USA, UK
- ◆ Names of states and territories - NT, NSW
- ◆ Corporations - IBM, CNN
- ◆ Famous people - QEII, JFK
- ◆ Very familiar objects - TV, VCR, CD-ROM
- ◆ Contractions (abbreviations which include at least the first and last letters) - Dept, Pty
- ◆ Mathematical units - 15 kg, 15 m. Note that a space is required between the number and the abbreviation, and there is no 's' after these abbreviations even when the plural is indicated. A full stop is not used with metric unit abbreviations, except at the end of a sentence.
- ◆ Long, common phrases - IQ (Intelligence Quotient), rpm (revolutions per minute)
- ◆ Year indications - AD (*Anno Domini* [in the year of our Lord]), BC (Before Christ). Note that some writers use BCE (Before the Common Era) and CE (the Common Era) as substitutes for these terms. However, CHC uses the labels 'BC' and 'AD'.

### 2.5.3 Words not to be Abbreviated

**Do not abbreviate:**

- ◆ Words such as *through* (*thru*), *night* (*nite*). Note that the abbreviated style of communication commonly used in emails, Short Message Service (SMS) text messages and instant messaging is not acceptable in formal writing.
- ◆ The word ‘and’ with an ampersand (&). The exception to this is when separating names of joint authors for an in-text citation that is within brackets, and in the reference list.
- ◆ A title not attached to a name; i.e., *see the doctor* - not *see the Dr.*
- ◆ Days of the week or months of the year (in the normal flow of text).
- ◆ Words at the beginning of a sentence.
- ◆ People’s names, unless those abbreviations have come to be accepted as nicknames for those individuals.

#### 2.5.4 Place Name Abbreviations

Do not abbreviate ‘New Zealand’ or Australian states’ names when used in text; do abbreviate in references (see Table 6).

*Table 6.* Abbreviations of Australian States and New Zealand

Australian Capital Territory	ACT
New South Wales	NSW
Northern Territory	NT
Queensland	QLD
South Australia	SA
Tasmania	TAS
Victoria	VIC
Western Australia	WA
New Zealand	NZ

**Note.**

Notice the capital letters and the absence of full stops.

Table 7. Abbreviations of U.S. States and Territories

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
American Samoa	AS	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Canal Zone	CZ	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Pennsylvania	PA
Hawaii	HI	Puerto Rico	PR
Idaho	ID	Rhode Island	RI
Illinois	IL	South Carolina	SC
Indiana	IN	South Dakota	SD
Iowa	IA	Tennessee	TN
Kansas	KS	Texas	TX
Kentucky	KY	Utah	UT
Louisiana	LA	Vermont	VT
Maine	ME	Virginia	VA
Maryland	MD	Virgin Islands	VI
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY

### 2.5.5 Bible Abbreviations

Refer to Table 8 for abbreviations for books of the Bible, and Table 9 for examples of abbreviations of major versions of the Bible.

Table 8. Abbreviations for Books of the Bible

OLD TESTAMENT		NEW TESTAMENT	
Genesis	Gen.	Matthew	Matt.
Exodus	Ex.	Mark	Mark
Leviticus	Lev.	Luke	Luke
Numbers	Num.	John	John
Deuteronomy	Deut.	Acts	Acts
Joshua	Josh.	Romans	Rom.
Judges	Judg.	1 & 2 Corinthians	1 & 2 Cor.
Ruth	Ruth	Galatians	Gal.
1 & 2 Samuel	1 & 2 Sam.	Ephesians	Eph.
1 & 2 Kings	1 & 2 Kings	Philippians	Phil.
1 & 2 Chronicles	1 & 2 Chron.	Colossians	Col.
Ezra	Ezra	1 & 2 Thessalonians	1 & 2 Thess.
Nehemiah	Neh.	1 & 2 Timothy	1 & 2 Tim.
Esther	Esther	Titus	Titus
Job	Job	Philemon	Philem.
Psalms	Ps.	Hebrews	Heb.
Proverbs	Prov.	James	James
Ecclesiastes	Eccles.	1 & 2 Peter	1 & 2 Pet.
Song of Songs	Song.	1, 2 & 3 John	1, 2 & 3 John
Isaiah	Isa.	Jude	Jude
Jeremiah	Jer.	Revelation	Rev.
Lamentations	Lam.		
Ezekiel	Ezek.		
Daniel	Dan.		
Hosea	Hos.		
Joel	Joel		
Amos	Amos		
Obadiah	Obad.		
Jonah	Jonah		
Micah	Mic.		
Nahum	Nah.		
Habakkuk	Hab.		
Zephaniah	Zeph.		
Haggai	Hag.		
Zechariah	Zech.		
Malachi	Mal.		

Table 9. Abbreviations of Bible Versions

Amplified Bible	AB
King James Version	KJV
New International Version	NIV
New King James Version	NKJV
Revised Standard Version	RSV
Jerusalem Bible	JB
The Message	TM

For a useful list of Bible version abbreviations, refer to the online list English Bible Versions (2006) at <[www.geocities.com/bible\\_translation/english.htm](http://www.geocities.com/bible_translation/english.htm)>.

### 2.5.6 Scientific Names and Common Names

In botany and related fields, species of living organism are assigned scientific names which are unique to a species or variety. If a common name for that species exists, when first referring to the species indicate the common name in brackets after the full scientific name. For later references, the common name is used alone.

*First mention:*

Polemonium foliosissimum var. molle (Greene) Anway  
(Towering Jacob's Ladder) (see Integrated Taxonomic Information  
System 2006)

*Successive references:*

Towering Jacob's Ladder

## 2.6 Italics

*Italics* are used to distinguish certain words from others within the text. Underscoring signifies the same thing as italics; therefore it would be incorrect to use both within the same text.

N.B. Previous editions of the APA *Publication Manual* specified the use of underscoring, except for 'final' documents produced on a word processor or typeset, such as student assignments, for which italics were used instead (APA 1994, pp. 331-336). According to the fifth edition, 'Authors are instructed to use the italics function on their word-processing software instead of underlining whenever possible.' (APA 2003a).

Italics are used for titles of books, introduction of new terms and labels (the first time only), statistical symbols (*t* test), and volume numbers in reference lists (APA 1994, pp. 80-82).

Italics do not include punctuation marks (end marks or brackets, for instance) next to the words being italicised unless those punctuation marks are meant to be considered as part of what is being italicised.

Generally, italicise the titles of things that can stand by themselves. Thus we differentiate between the titles of novels and journals, say, and the titles of poems, short stories, and articles. The titles of these shorter pieces would be surrounded with quotation marks (for Harvard system) when the publication to which they pertain is also listed.

In writing the titles of newspapers, do not italicise the word 'the' even when it is part of the title (the *New York Times*), and do not italicise the name of the city in which the newspaper is published unless that name is part of the title: *the North Queensland Times*, but the *London Times*. Other titles that we would italicise include journals, magazines, plays, musicals, theatre, television and radio programs,

names of vehicles, foreign words or phrases if they are not commonly accepted, pieces of art, famous speeches, pamphlets and brochures. We do not italicise the titles of sacred works: the Bible, the Koran. Nor do we italicise the titles of books of the Bible or common foreign words or phrases such as 'bon voyage' or 'etc.'. When an exclamation mark or question mark is part of a title, make sure that that mark is italicised along with the title.

It is important not to overdo the use of italics to emphasise words. After a while, it loses its effect and the language starts to sound like something out of a comic book. Noises or sounds are often written in italics: *Grrrr!* went the bear. However you would say 'the bear growled' because 'growled' reports the nature of the sound but does not try to reproduce it.

Please note that entire quotes should not be italicised in student assignments.

## 2.7 Numbers

The recommendation here is meant primarily for standard academic prose. Business and technical writing sometimes goes by a different set of standards, and writers of those kinds of text should consult a manual dedicated to those standards. (The *APA Publication Manual* has an extensive section devoted to the use of numbers in technical papers.)

Numbers expressed in figures:

- ◆ Numbers 10 and above - 12, 50
- ◆ Numbers below 10 that are compared with numbers 10 and above - the 4th and 11th grades
- ◆ Measurements - 3 cm, 5 mL
- ◆ Decimals, percentages, and fractions - 2.4, 5%, 4¼. Use a zero before the decimal point for numbers less than one - 0.64
- ◆ References to written numerals - The flashcard showed a figure 4.
- ◆ Finances: Tickets cost \$8.50. They spent \$1.1 million. Include a comma to separate thousands in financial figures (\$25,750), but in other contexts put a space to separate groups of three digits (12 600 350).
- ◆ Ranges - Between 18 and 25 students
- ◆ Scores - The Soccerroos won the final game by a score of 3 to 1.
- ◆ Refer to dates in the order day, month, year, without commas (30 September 1959). Avoid ordinals when writing dates, such as 30th September or 30<sup>th</sup> September.
- ◆ Time - 9:15 a.m. If you use the word "o'clock" spell the number - seven o'clock
- ◆ Numbers of participants in a study - 3 subjects
- ◆ References to a numbered series - Grade 8, Table 3, chapter 5, page 43
- ◆ Scripture references - 1 Corinthians 13:1
- ◆ To make plurals out of numbers add 's' only with no apostrophe - the 1990s
- ◆ Do not combine words and numerals when one number follows another.

Numbers expressed in words:

- ◆ Numbers below 10 (except when comparing them with numbers 10 and above) - six colours, nine books
- ◆ Any number that begins a sentence or title - *Three Blind Mice*
- ◆ Common fractions - one fifth of the class

- ◆ Political and military units (for numbers of one hundred or less) - Seventh Precinct, Fifty-third Regiment, Third Battalion, Eleventh Artillery

## 2.8 Punctuation

Once again, one of the most important things to remember is to be consistent.

### 2.8.1 The Comma ,

Use a comma:

- ◆ To separate the elements in a series (three or more things), except the last two (the green, orange and yellow gerberas). Note that a comma should be used before 'and' or 'or' in a list, if needed to avoid ambiguity: He ate breakfast: cornflakes, toast and jam, and coffee.
- ◆ Before a conjunction (and, but, for, yet, or, so) to connect two ideas (The weather was too hot, so they went to the beach).
- ◆ To set off introductory elements, as in: However, there are other matters...
- ◆ To set off parenthetical elements, as in: The research, which had been conducted externally, raised further questions. By 'parenthetical element', we mean a part of a sentence which can be removed without changing the essential meaning of the sentence. It basically means 'added information'.
- ◆ When both a city's name and that city's state or country's name are mentioned together. (Lucy lived in Brisbane, Queensland, for 20 years.)
- ◆ To separate coordinate adjectives. Basically, if you can put an 'and' between the adjectives, a comma will probably belong there (the professional, experienced researcher).
- ◆ To set off phrases that express contrast: The puppy was cute, but very messy.
- ◆ Between a name and a title when the title comes after the name: Brian Millis, College Principal.

NOTE: for long numbers, the international convention is to use spaces between the groups of three digits (5 456 783), but the APA system specifies commas (5,456,783). For sums of money spaces are recommended (\$14 682), except where there is a potential risk of falsification. In such instances, for security reasons either the spaces may be eliminated or commas may be used (\$14682 or \$14,682).

Do not use a comma:

- ◆ Between a subject and its verb: Believing in the rule of law means...
- ◆ Between a date and the year: 30 September 1959.
- ◆ Between a name and suffix: Bob Smith Jr., Sandy Scott II
- ◆ After the street number in addresses: 322 Wecker Road.

### 2.8.2 The Semicolon ;

Use a semicolon:

- ◆ To separate closely related independent clauses. My grandmother seldom goes to bed early; she is afraid she will miss out on something. The semicolon allows the writer to imply a relationship between balanced ideas without actually stating that relationship. (Instead of saying ‘because my grandmother is afraid she will miss out on something’, we have implied the ‘because’. Thus the reader is involved in the development of an idea – a clever way of engaging the reader’s attention.)
- ◆ To separate elements in a series which themselves contain commas (Books were required for Counselling, Social Sciences and Welfare; Business and Management; and Education and Humanities.)

### 2.8.3 The Colon :

Use a colon:

- ◆ Before a list.
- ◆ Between a grammatically complete introductory clause (one that could stand as a sentence) and a final clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter. They have agreed on the outcome: Informed participants perform better than do uninformed participants (APA 1994, p. 64).

NOTE: Apart from such uses, do not use a colon before a direct quote.

### 2.8.4 The Slash or Oblique /

A slash is used to indicate a choice between the words it separates. The slash can be translated as ‘or’. There is no space between the slash and the letters on either side of it.

Do not use ‘and/or’ constructions. Write a phrase instead:

Monday, Tuesday, or both; not Monday and/or Tuesday.

There *is*, however, a space when the slash is used to indicate a line-break in quoted poetry: ‘The woods are lovely, dark, and deep / but I have promises to keep.’ (This way of quoting poetry is limited to four or five lines of verse, within the normal flow of text.)

A more recent use of a slash is in a Uniform Resource Locator (URL) for a worldwide web address (<http://webster.comnet.edu/grammar.htm>). Be especially sure not to include spaces and not to confuse the slash with its backward cousin, \ , used to show computer file locations on drives.

### 2.8.5 The Hyphen -

At CHC fully justified text is generally preferred. Words are not to be hyphenated at the end of lines.

The main uses of hyphens are to:

- ◆ Create compound words: six-year-old, out-of-date.
- ◆ Add prefixes to words. The general rule here is when a prefix comes before a capitalised word or the prefix is capitalised, use a hyphen: non-English.
- ◆ Nearly always separate the prefixes ‘self-’, ‘all-’, and ‘ex-’: ex-husband.

- ◆ Separate repeated letters when the prefix ends with the same letter that the prefixed word begins with: anti-intellectual, co-operation.

### 2.8.6 The Dash (Em Rule) —

The em rule (so named as it is about the width of a capital ‘M’) may be used as set out in the following examples:

- ◆ To mark parenthetical elements, a pair of em rules can be used to isolate a parenthetical expression within a sentence:

‘National policies may change the decision-making environment—water licensing reform is an example—or provide guidance on suitable areas for government investment.’

Em rules are a good choice if the break is reasonably abrupt or if a word or phrase from the preceding clause is expanded on. Parentheses could be used, but they would give less emphasis to the bracketed text.

(Snooks & Co. 2002, pp. 106-107)

- ◆ To clarify a statement, or to collect a complex list of elements, that could otherwise lead to confusion or ambiguity. For example:

Curiosity, reverence for nature, pleasure in conversation within a small circle of friends, respect for the privacy of the individual—all these qualities could, it was thought, be developed in anyone.

In Microsoft Word, to type an em rule, type ‘Alt-Ctrl-Num-’ (‘num-’ refers to the ‘minus’ key on the numeric keypad on the keyboard).

### 2.8.7 The Apostrophe ’

An apostrophe is used to create contractions and possessive forms, but **not** plurals.

The apostrophe shows where a letter or letters have been left out of a contracted verb, for example: “I am” = “I’m”, “I would” = “I’d”, “I will” = “I’ll”. Contractions **should not** be used in academic writing. An exception would be when quoting someone’s words in a transcript. Do not confuse “they’re,” short for “they are,” with the homophones “there” or “their”.

An apostrophe also indicates the possessive. The placement of the apostrophe depends on whether the noun that shows possession is singular or plural. Generally, if the noun is singular, the apostrophe goes before the s: dog’s tail. If the noun is plural, the apostrophe goes after the s: dogs’ tails. However, if the word is pluralised without an s, the apostrophe comes before the s: children’s books.

Remember that *it’s* means ‘it is’ or ‘it has’. **Confusing *it’s* (the contraction of ‘it is’) with *its* (the possessive of ‘it’) is perhaps the most common error in writing.**

(Correct: The dog chewed *its* bone. *It’s* a new day.) Since contractions are rarely used in academic writing, there will be few occasions to use *it’s*.

It is no longer considered necessary or correct to create the plural of years or decades or abbreviations with an apostrophe. 1980s, PhDs, IQs, CDs.

Apostrophes are not used to form plurals of ordinary nouns. photos, videos.

However, an apostrophe is used to form the plurals of letters and digits: A’s, 6’s.

Apostrophes are not used in Australian place names involving possessives (Snooks & Co. 2002, p. 86): Kings Cross, the Devils Marbles, St Marys.

Similarly, apostrophes are not used when a plural noun is ‘descriptive rather than possessive’, or for expressions of time (Snooks & Co. 2002, p. 87): drivers

licence, girls grammar school, visitors book, six weeks time, three months wages, graduates procession.

*But* for singular time references an apostrophe is needed: a day's journey, the year's cycle.

### 2.8.8 The Full Stop (US: Period) .

Use a full stop:

- ◆ At the end of a sentence that makes a statement.
- ◆ At the end of an indirect question.
- ◆ Only once at the end of a sentence, even if the sentence finishes with an abbreviation.

### 2.8.9 The Quotation Mark “ ” ‘ ’

Note that APA requires double quotation marks for most situations; Harvard requires the use of single quotation marks.

Verbatim quotes of another writer's words must be enclosed by quotation marks. Direct quotes should only be included when:

- ◆ They will enrich the assignment.
- ◆ They are crucial to your argument.
- ◆ The phrasing is particularly apt.
- ◆ The idea could not be expressed any more clearly or simply.
- ◆ They are relevant and necessary to support or illustrate your argument.
- ◆ They will not disrupt the flow of the essay.

See Section 3.4 for examples of quoting and paraphrasing.

Use quotation marks:

- ◆ To set off the title of an article or chapter in a periodical or book when the title is mentioned in text. Note that titles of stand-alone documents (books, journals, newspapers etc.) are italicised: Smith, in *'The Research Process'* in *Journal of Psychological Reasoning* stated...
- ◆ To introduce a word or phrase considered slang, to show an invented or coined expression.
- ◆ When a quoted section is less than five lines (APA style: less than 40 words) and can be placed within the text.

Do not use quotation marks for block quotations exceeding five lines (APA: 40 words) in length. Type the quoted section in a new paragraph, indented five spaces (normally one tab space) from the left-hand margin.

NOTES:

- ◆ If quotation marks appear within the text of a quotation that already has quotation marks around it (a quote within a quote). In Harvard style the quote will have single quotation marks, so the inner quotation should be set off with double quotation marks. In APA style the quote will have double quotation marks around it, and the quote within that quote will have single quotation marks.  
"in marketing your product or service you must identify the 'uniqueness' of that product or service"  
'in marketing your product or service you must identify the "uniqueness" of that product or service'

- ◆ A period should appear outside the final quotation mark ‘unless the quoted material is a full sentence and stands completely alone—that is, without any “he said” or other carrier expression’ (Snooks & Co. 2002, p. 115).

As noted by Wigley (2003), “in marketing your product or service you must identify the ‘uniqueness’ of that product or service” (p. 45).

As noted by Wigley (2003, p. 45), ‘in marketing your product or service you must identify the “uniqueness” of that product or service’.

“In marketing your product or service you must identify the ‘uniqueness’ of that product or service.”

‘In marketing your product or service you must identify the “uniqueness” of that product or service.’

### 2.8.10 Square Brackets [ ]

Use square brackets sparingly:

- ◆ Square brackets enclose explanatory words or phrases within quoted language.
- ◆ When you have changed a word to make the material fit into your sentence, enclose that changed word within square brackets. You may change the capitalisation of the first word of a direct quote without formally identifying the change.
- ◆ ‘[The School of Education] specified that...’ (where the original quote was ‘They specified that...’)
- ◆ Within quotations, enclose ‘*si*’ within brackets, to denote misspelled or inappropriately used words (note that this does not apply to American spellings in an American work). Always quote another writer’s words verbatim in a direct quote.
- ◆ The child wrote ‘I done [*sic*] my homework.’
- ◆ When you have italicised words within quoted language that was not italicised in the original, you can note that change in brackets included within the sentence or paragraph.  
‘The *original* [*italics added*] results indicated that...’
- ◆ Use square brackets to enclose parenthetical material inside already bracketed text. (The control group [n = 6] showed higher ability.)

### 2.8.11 The Ellipsis ...

The ellipsis consists of three evenly spaced dots with spaces between the ellipsis and surrounding letters or other marks; Microsoft Word will usually add an ellipsis as a single character if three full stops are typed in a row. It is used when words are omitted when quoting material (see example in Section 3.4). The ellipsis can also be used to indicate a pause in the flow of a sentence and is especially useful in quoted speech.

### 2.8.12 The Exclamation Point !

In academic writing, an exclamation point is used rarely, if at all. The exclamation point denotes the end of an emphatic declaration, or command; for example: ‘No!’ . If an exclamation mark is part of an italicised or underscored title, make sure that the exclamation mark is also italicised or underscored.

### 2.8.13 Brackets (US: ‘Parentheses’) ( )

If the material is important, use some other means of including it within your text without using brackets, even if it means writing another sentence.

Use brackets to include material that you want to de-emphasise or that would not normally fit into the flow of your text but you want to include nonetheless. If the material within brackets appears within a sentence, do not use a capital letter or end-mark to punctuate that material, even if the material is itself a complete sentence. If the material within your brackets is written as a separate sentence (not included within another sentence), punctuate it as if it were a separate sentence.

#### **2.8.14 Spacing**

Use one space after colons, commas, semicolons, and after punctuation marks that separate parts of a reference citation.

The current policy for both APA and Australian Government styles is to use one space between sentences (APA 1994, p. 244; Snooks & Co. 2002, p. 117).

‘Unlike manual typewriters, word-processing software uses fonts that result in proportional spacing, so additional spacing around periods is no longer necessary’ (APA 2001).

‘In typewritten ... material, it was customary to place two spaces after a colon, semicolon, full stop or other sentence-closing punctuation. Programs for word processing and desktop publishing offer more sophisticated, variable spacing, so this practice of double spacing is now avoided because it can create distracting gaps on a page’ (Snooks & Co. 2002, p. 117).

#### **2.8.15 Paragraphs**

A paragraph should generally consist of three to seven sentences developing a single idea. A new paragraph should be commenced when the subject under discussion changes. Connecting words or phrases are used to show how the argument flows from one point to the next. Long paragraphs will lose the reader and should be divided into shorter sections. In academic writing a single sentence is rarely used as a paragraph.

#### **2.8.16 Personal Pronouns**

Personal pronouns should be avoided in academic writing. The subject of the assignment is the topic, not the writer. Personal pronouns include: *I, me, my, mine, you, your, yours, we, us, our, ours*. Also avoid the term ‘the writer’. Always write in the third person unless the assignment specifically calls for personal experience or opinion.

# 3. Referencing (Author-Date Systems)

## 3.1 Introduction

Part of your professional development is to become familiar with the way resources are referenced in your profession. To be honest and respectful of the intellectual property of others it is important to accurately record the information sources you have used. Whether you are using the ideas of another person without acknowledgment, removing books from a library without checking them out, or removing oranges from a fruit shop without paying for them, it is still theft.

The idea behind referencing is to give readers the information they would need if they wanted to read a resource you had used. There are two main ways of referencing: author-date referencing systems and footnote or endnote systems. The two referencing systems described in some detail in this style guide (Harvard and APA) are both author-date systems. Footnote and endnote referencing systems are described briefly in Chapter 9.

Students studying coursework units are required to use the appropriate style for the School to which their **unit** belongs, as indicated in Table 10. Postgraduate applications, theses, etc. must also be prepared using the style adopted by the **School to which the study is attached**.

Table 10. Referencing Systems at CHC

<i>Referencing System</i>	<i>CHC School</i>	<i>Unit prefixes</i>
APA style	School of Social Sciences	HB, SO, WE, YO, LA100
Harvard system	School of Business School of Christian Studies School of Education & Humanities School of Ministries	All other units

Author-date reference systems comprise two components:

- ◆ In-text citations—generally providing author’s name and date of publication
- ◆ List of references—listing every source document referred to in the text

These components are described separately for the Harvard and APA systems, in Chapters 4 to 8 of this guide (see Table 11).

Table 11. Chapter Organisation: Referencing Systems

Harvard	Chapter 4	In-text citations
	Chapter 5	Reference list entries
APA	Chapter 6	In-text citations
	Chapter 7	Reference list entries
	Chapter 8	Further Information on APA Style

## 3.2 Using Author-Date Referencing Systems

### 3.2.1 In-Text Citations

Each time a reference is made (citation) to another document, certain details must be supplied according to the rules set out in Chapters 4 to 8, to enable a reader to find the same text, if desired.

**Author:** the family name(s) of a source's author(s) should be either integrated into the text, or placed in brackets immediately following a reference to the source document or its ideas. Note that the author's name should be shown as family name only; do not cite an author's given name or initials.

**Date:** the year of publication (N.B. not the date of printing or reprinting) is placed immediately after the author's name, in brackets. If no date of publication is available, use 'n.d.' in place of the date. It is not necessary to repeatedly cite the publication date when referring to the same source document in a book review or a single chapter, when it is clear which document is being cited; in such cases, cite the date with the first citation.

**Page:** where reference is made to a particular part of a source, the page number(s) should be cited. In particular, direct quotations must indicate the page(s) in the original source. If you summarise the original writer's work as a whole, page numbers are not needed. However, **if you summarise a specific idea or parts of the work, you must cite page numbers.** Use 'p' for a single page or 'pp' for multiple pages, followed by a full stop and a single space before the number(s); indicate contiguous page ranges with a hyphen, and separate non-contiguous pages with a semi-colon (pp. 24–27; p. 33).

**Section title and paragraph number:** when citing a document without page numbers, such as a web page, indicate the section title, if available, and the paragraph symbol (¶) followed by the number of the paragraph.

### 3.2.2 References

A reference list is an alphabetical listing at the end of an academic paper of all the resources which are cited in the text. Each source cited during the paper needs to be included, accurately, in the reference list, in order to avoid plagiarism.

Some referencing systems require a bibliography: a list of books consulted during the writing of the paper, including those that were not cited in the text. **The requirement for CHC assignments is a reference list, under the heading 'References'. This list includes every work cited and no others. In other words, in-text citations and the reference list must match exactly. Each in-text citation must match an entry in the reference list, and each entry in the reference list must refer to a citation in the text.**

It is important to include all relevant information for each source in the reference list. This should include the following details, as applicable:

1. **name(s)** of author(s), editor(s), compiler(s) (family name and initials – in academic writing given names are not used)
2. **year** of publication
3. **title** of publication and **subtitle** if any (all titles must be italicised)
4. **volume number**, if any
5. **edition**, if other than first
6. **type of medium** (for non-print sources)
7. **article title** (for journal and encyclopedia articles)
8. **place of publication** (abbreviations for place names are found in Section 2.5.4).
9. **publisher**

10. **page number(s)** (for journal articles and other short works within larger works)
11. **date of access** (for online electronic sources)
12. **site address** (for Internet sources)

- ◆ The reference list begins on a new page, under the heading '**References**'. The references should be listed in alphabetical order. Consider author's names such as McAfee and Macwerner literally (Macwerner would come first).
- ◆ For two or more references with the same author, list first whichever one has the earliest publication year, and single author citations precede multiple author citations. If there is **no** author, the title moves to the author position, and the entry is alphabetised by the first significant word of the title.
- ◆ In instances where you have two or more references that contain the same author and year, differentiate them by placing a, b, c, d, etc. after the year (see Sections 4.8 & 6.8).
- ◆ All references should be single-spaced and with a hanging indent.
- ◆ **Note:** Internet sources cannot be listed simply by quoting the URL in the reference list. Specific rules apply; refer to Sections 5.4.1 & 7.4.1.

### 3.2.3 Secondary Citations: Reference Lists

When a secondary citation has been made in-text, the reference list should only show the 'secondary source', that is the document which you have cited. Do not include an entry for the primary, original source in the reference list. The in-text reference will include the name of the primary author, as well as the secondary author (Sections 4.17 & 6.17).

## 3.3 Differences between APA Style and Harvard Systems

### 3.3.1 In-Text Citations

- ◆ When citing author's name and date inside brackets, APA requires a comma after the author's name; Harvard omits the comma.

**Harvard:**

'Most readers prefer plain English' (Lewis 1997, p. 9).

**APA:**

"Most readers prefer plain English" (Lewis, 1997, p. 9).

- ◆ In APA, verbs referring to an original author's work are in **past** tense; in Harvard, verbs are in **present** tense.

**Harvard:**

Lewis (1997, p. 9) also advises ...

**APA:**

Lewis (1997, p. 9) also advised ...

- ◆ Where the author's name is integrated into the text before a direct quotation: In APA, page numbers are included at the end of the quotation; in Harvard, they are placed with the date before the quotation.

**Harvard:**

As Lewis (1997, p. 9) states, 'Most readers prefer plain English'.

**APA:**

As Lewis (1997) stated, "Most readers prefer plain English" (p. 9).

- ◆ Where initials are needed to distinguish between primary authors with the same family name, APA style uses full stops and spaces after initials; Harvard does not.

**Harvard:**

RG Gunn (1975) researched the genealogy of the Caithness clans. This work was later taken up by J Gunn (2003).

**APA:**

R. G. Gunn (1975) researched the genealogy of the Caithness clans. This work was later taken up by J. Gunn (2003).

### 3.3.2 Reference Lists

- ◆ Between elements of a reference entry, APA style uses full stops, brackets around the date, and a colon before the place of publication; Harvard uses just commas except before the date.
- ◆ For authors' initials, APA style uses full stops and spaces after each initial; Harvard uses no full stops and no spaces between initials.
- ◆ For article and book titles, APA style capitalises only the first word of title and subtitle, and any proper nouns; Harvard style requires capitalisation of all major words.
- ◆ APA requires the place of publication to be placed before the publisher's name; Harvard has the publisher's name first, then the place. Regarding the publisher's name, 'give the name of the publisher in as brief a form as is intelligible.... Omit superfluous terms, such as *Publishers, Co.*, or *Inc.*, which are not required to identify the publishers. Retain the words *Books* and *Press*' (APA 1994, p. 188).

**Harvard:**

Jackson, DF 1983, *The American Revolution: How it Began*, Great American, New York.

**APA:**

Jackson, D. F. (1983). *The American revolution: How it began*. New York: Great American.

- ◆ When listing the title of a journal or encyclopedia article, APA style uses no quotation marks; Harvard uses single marks.
- ◆ APA requires that volume, number and pagination for journal articles be listed without labels; Harvard requires abbreviations for volume, number and pagination; see examples below:

**Harvard:**

Milne, AA 1926, 'English Rules for Secondary School Students', *English Teachers' Journal*, vol. 34, no. 5, pp. 24-29.

**APA:**

Milne, A. A. (1926). English rules for secondary school students. *English Teachers' Journal*, 34(5), 24-29.

### 3.4 Using Direct Quotations and Paraphrases

Adding support for your ideas in academic writing is generally achieved by inclusion of either direct quotations or paraphrases of text written by other writers. It is important to understand how to use each correctly, and why misuse of them is regarded as plagiarism (see Section 1.8 for examples of common errors).

The following examples of citations of various sorts use the following text, taken from Sire (1988, p. 24):

During the period from the early Middle Ages to the end of the seventeenth century, very few challenged the existence of God or held that ultimate reality was impersonal or that death meant individual extinction. The reason is obvious. Christianity had so penetrated the Western world that, whether people believed in Christ or acted as Christians should, they all lived in a context of ideas influenced and informed by the Christian faith. Even those who rejected the faith often lived in the fear of hellfire or the pangs of purgatory. Bad people may have rejected Christian goodness, but they knew themselves to be bad by basically Christian standards—crudely understood, no doubt, but Christian in essence. The theistic presuppositions which lay behind their values came with their mother's milk.

#### *Long Quotations:*

The above paragraph shows a block quote of more than five lines (Harvard) or 40 words (APA), which is indented five spaces (normally one tab space) from the left-hand margin, is single-spaced, and has no quotation marks surrounding it (see also Section 2.8.9).

#### *Direct Quotations:*

##### **Harvard:**

'Bad people may have rejected Christian goodness, but they knew themselves to be bad by basically Christian standards—crudely understood, no doubt, but Christian in essence' (Sire 1988, p. 24).

According to Sire (1988, p. 24), during times in which 'Christianity had ... penetrated the Western world', people 'lived in a context of ideas influenced and informed by the Christian faith'.

##### **APA:**

"Bad people may have rejected Christian goodness, but they knew themselves to be bad by basically Christian standards—crudely understood, no doubt, but Christian in essence" (Sire, 1988, p. 24).

According to Sire (1988), during times in which "Christianity had ... penetrated the Western world", people "lived in a context of ideas influenced and informed by the Christian faith" (p. 24).

#### *Paraphrases:*

##### **Harvard:**

For many centuries from the Middle Ages onwards, most people accepted from childhood the existence of God and their basically sinful nature (Sire 1988, p. 24).

##### **APA:**

For many centuries from the Middle Ages onwards, most people accepted from childhood the existence of God and their basically sinful nature (Sire, 1988, p. 24).

For incorrect use of this passage constituting plagiarism, see examples in Section 1.8.

**N.B. Paraphrases and page numbers:** Though some styles do not require that page numbers are cited when paraphrasing another writer's words, it is strongly recommended that page numbers be included where they will assist the reader to locate a specific idea in a cited author's work. Note this statement from the *Publication Manual* (APA 1994, p. 97): 'When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text.'

The following example illustrates how these elements are typically used in text:

***Harvard:***

'Style requirements ... are intended to facilitate clear communication' (APA 1994, p. 23). Lewis (1997, p. 9) also advises writers to use plain English. Similar advice is found in other style guides (e.g., Snooks & Co. 2002; MERGA 1999).

***APA:***

"Style requirements ... are intended to facilitate clear communication" (APA, 1994, p. 23). Lewis (1997, p. 9) also advised writers to use plain English. Similar advice is found in other style guides (e.g., Snooks & Co., 2002; MERGA, 1999).

NOTE: Where details of author, date or page are not available (e.g., electronic sources), certain rules apply as described in the relevant sub-sections.

# 4. Harvard System: References in Text (In-Text Citations)

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## 4.1 Overview: Chapters 4-7

Chapters 4 and 5 include style requirements for CHC papers prepared according to the Harvard system; Chapters 6 to 8 contain style requirements for the APA style at CHC. Sample papers prepared according to the two systems are included in Sections 5.7 (Harvard) and 7.7 (APA). Note that the style used throughout this guide is Harvard; the exception is in Chapters 6-8 inclusive, for which the APA style is used.

## 4.2 A Work by a Single Author

Cite the author's family name, date of publication and page number(s), as shown in the examples in Section 3.3.

**Note:** This general form is used for the following types of source document, and any other which is written or produced by a single person:

- ◆ book
- ◆ journal article
- ◆ conference paper
- ◆ newspaper article
- ◆ chapter in edited book
- ◆ article in reference book, such as dictionary or encyclopedia
- ◆ online article
- ◆ lecture
- ◆ pamphlet
- ◆ radio or TV broadcast
- ◆ artwork
- ◆ photograph
- ◆ musical score

In-text references to documents in the list above will look very similar. Note that corresponding entries in the reference list (see Chapter 5 of this guide) will indicate details that are specific to each type of source document.

For in-text citations of documents authored by more than one person, groups, and so on, see the following entries in this chapter.

### 4.3 One Work by Multiple Authors

**Two authors:** always cite both names. When inside brackets, use an ampersand (&) in place of the word ‘and’.

**Harvard:**

This effect is noted by Gamgee and Took (2000).

OR: This effect is noted in many settings (Gamgee & Took 2000).

**Three authors:** always cite all names. Separate the first two names with a comma. When inside brackets, use an ampersand (&) in place of the word ‘and’.

**Harvard:**

Charles, Jacobsen and Richards (2001)

OR: (Charles, Jacobsen & Richards 2001)

For all references to documents with **more than three authors**, cite only the family name of the first author followed by ‘et al.’.

**Harvard:**

Bright et al. (1997) seek to prove...

Franks et al. (1988) focus our attention...

Refer to Sections 5.2.2, 5.2.3 and 5.2.4 for details of reference list entries for works with multiple authors.

### 4.4 Groups or Organisations as Authors

**First citation:** use the full name of the group author or sponsoring organisation. If the same author is mentioned later in your paper, you may abbreviate long organisation titles in brackets, after their first mention:

(Department of Education, Science and Training [DEST], 2002)

In its 2002 report, the Department of Education, Science and Training (DEST) ...

**Subsequent citations:**

**Harvard:**

(DEST 2002)

### 4.5 Works with no Stated Author

Cite the title in place of the author’s name. Place the title of an article or chapter in single quotation marks; if there is no article or chapter title, type the title of a periodical, book or similar source in italics. Note that in-text citations require normal capitalisation of all major words in titles.

*Document with no author given:*

**Harvard:**

(*Obesity Society Monthly* 1999)

*Article within a document; no author given:*

**Harvard:**

(‘Study Finds Link Between Obesity and Gender’ 1982)

Long titles may be abbreviated for citations subsequent to the first mention:

**Harvard:**

(‘Study Finds Link’ 1982)

## 4.6 First Authors with the Same Family Name

Where reference is made within one paper to works by primary authors with the same family name, include each first author’s initials in all text citations. Harvard style requires initials before the family name in-text, but after the family name in brackets. The following examples show how to refer to two documents by different authors with the family name ‘Smith’:

This theory was proposed by JM Smith (1975); however, its details have been challenged by later researchers (Smith, AB & Hackett 2000).

## 4.7 More Than One Work by the Same Author

Cite the author’s name followed by the relevant publication dates, in chronological order. Separate dates with commas:

(Lye11 1983, 1985, 1995)

## 4.8 Works by the Same Author(s) in the Same Year

Distinguish between works by the same author(s) published in the same year in-text and in the reference list by appending letters ‘a’, ‘b’, ‘c’, etc. to the year of publication, according to alphabetical order in the reference list.

In a series of experiments (Fuller 1999a, 1999b, 1999c)...

## 4.9 Journal Articles

In general, follow the same guidelines as for previous examples (i.e., cite author, date and page number(s)). The title of the journal only appears in the reference list.

Cite the author of an article, not the editor of the journal in which it appears.

Refer to Sections 4.2, 4.3 and 4.4 for examples of in-text references to works with one or more authors.

Refer to Section 5.3.1 for information about reference list entries for journal articles.

## 4.10 Encyclopedia Articles

Cite the author of the article if known. Cite the title of the article or alphabetical entry if the author’s name cannot be determined. Cite the date of publication, and page number(s) as needed.

When citing online encyclopedias, such as *Wikipedia*, that can be edited at any time by anyone, cite the full date and time of access. This is necessary because such articles can and do change very frequently. See Section 5.3.6 for reference list entry examples.

*Encyclopedia article, no author—title of article cited instead*

(‘Elementary Forces: Friction’ 1997, p. 197)

*Online encyclopedia article with open authorship; time and full date of access added*  
(‘Intelligent Design’ 12:45 pm 17 January 2006)

## 4.11 Internet Sources

Be wary of quoting or paraphrasing text from the Internet: virtually any person can state their views on any topic, without any support from experts whatsoever. A useful criterion for selection of online material is: what credibility or standing does the author have to make this statement? For example, on online, peer-reviewed journal article written by a world leader in the field would be a very credible source. On the other hand, an anonymous comment on a blog would almost never be cited in an academic paper.

In general, follow the guidelines for print-based citations. Where possible, cite the author and date of an article; page numbers are usually not available. Do not cite the URL (web address) in the body of your writing; this wastes space, and this information is found in the reference list (see Section 5.4).

- ◆ **Author:** If no individual author’s name is given, cite instead the organisation on whose web site the article appears. If no organisation or individual author is available, use the title of the article or page, in italics, in place of the author’s name. If no title can be found in the body of a web page, look in the top bar of the browser window. If the title is ‘new page 1’ or similar, state ‘No title’ in place of the title.
- ◆ **Date:** If no date is mentioned, use ‘n.d.’ instead. Most web pages now have a copyright note in the footer; use this date as the date of publication if no other date is provided. If there is a range of dates, such as ‘1999-2003’, use the most recent date. Where there is more than one undated work by the same author, include the title of the work to identify it.
- ◆ **Page number(s):** HTML web pages do not have page numbers, so do not cite them. Do not cite page numbers from a printout, since the pagination may change with different print settings. If you cite an online article in Portable Document Format (PDF) which includes page numbers, then cite them as appropriate.
- ◆ **Paragraph number(s):** The following advice (APA 2003b, ¶ 3) should be adopted where page numbers are not available:  
For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation ‘para’. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material.

To insert a paragraph symbol (¶) in Microsoft Word, click ‘Insert > Symbol’, click the ‘Special Characters’ tab, then ‘Paragraph’, then ‘Insert’.

*Internet article, corporate author, no date*

According to ChristianityWorks (n.d.), learning to ride a snowboard is an analogy for modern life.

*Internet article, no page numbers*

According to Brooks (2006, ¶ 6), ...

*Internet article, no page numbers; reference to titled section of article*

**Harvard:**

Christian writers differ on this point (e.g., Thornton 2004, ‘Eschatology’, ¶ 2) ...

*Internet article, no author—title of article cited instead, date provided*

**Harvard:**

Internet growth may be starting to slow (*MIDS Internet Growth Graphs* 2000).

For details of reference list entries for Internet and other online sources, see Section 5.4.

#### 4.11.1 Forums, Blogs and Podcasts

Online material of various types which are not subject to expert review or editing is becoming more and more common. These include online forums, blogs and audio and video podcasts. Such material may be cited in academic writing, provided that (a) it is relevant to the current topic, (b) the author is credible in that context and (c) such citations are used to support, rather than to establish, a key point.

Details of the following cited material from genuine documents are contained in examples in Section 5.4.3:

*Blog article by professional journalist*

**Harvard:**

The following comment by the *Herald Sun's* columnist Andrew Bolt illustrates this view: 'We can't use religion any more to help to civilise students in state schools and hammer home a common morality in what still is an overwhelmingly [*sic*] Christian country' (Bolt 2006, ¶ 4).

*Podcast of address by academic*

**Harvard:**

It was claimed by Rev Ivan Head in a lecture at Sydney University that Jesus was 'a teacher for his own times, rather than ... a source of "universal wisdom"' (Head 2006).

## 4.12 Audio & Visual Resources

In-text citations for audio and visual resources will include two elements. The two elements must **exactly** match the corresponding elements in the reference list entry. In Harvard the first element is the title of the work (see Section 5.5). The second element is the date.

- ◆ **Harvard:** Cite the **title of the work** in place of an author's name.
- ◆ **Date:** In general, cite the date of **production**. In the case of a radio or television broadcast not available via other sources (e.g., libraries or archived recordings), cite the transmission date, in full.

#### 4.12.1 Movie

*In-text reference to a movie*

**Harvard:**

Corporate greed has often been explored by Hollywood (*Wall Street* 1987).

In the movie *Wall Street* (1987), ...

#### 4.12.2 Television program

*In-text reference to a television series*

**Harvard:**

Australian cultural influences are often apparent in local television programs (*Australian Idol* 2005).

#### 4.12.3 Radio broadcast

*In-text reference to a radio broadcast*

**Harvard:**

Elgar's work regularly features in popular classical concerts (*Last Night of the Proms*, 5 December 2001).

#### 4.12.4 Graphic Images

Any graphic image included in an assignment or other academic work must be referenced. Such elements are increasingly incorporated into electronic works, including web sites, PowerPoint files or other written works. Note that using another person's photograph or other graphic without acknowledging the source is just as dishonest as not citing the source of a piece of text or an idea.

As in the case of other citations, cite the name of the person or entity who produced a graphic, and the date of publication or production, next to the graphic. If a work contains images from a single source, a statement at the beginning of the document will be sufficient acknowledgement in-text. Note that an entry in the reference list is also required (see Section 5.5.5). See the web page *Use of Microsoft Copyrighted Content* (Microsoft 2006) for information about the use of Microsoft Clip Art for various purposes.

If you produce an image yourself (such as a photo taken with a digital camera), it is recommended to cite yourself as the source, to avoid any confusion about whether an external source was involved in the image.

If the work is a web page, PowerPoint file or other visual medium, it is acceptable to use a smaller font and a muted colour for the in-text reference, to avoid unnecessarily intrusive or distracting citations on the page. The citation may be rotated and placed on the left or right of the graphic, if desired. A graphic that has its source incorporated graphically does not need an additional citation, provided the source and date are clearly shown.

*In-text reference to a photograph from a website*

**Harvard:**

[Placed under or next to the graphic:] (Lone Pine Sanctuary 2006)

*In-text reference to a clipart graphic inserted from software library*

**Harvard:**

(Microsoft Clip Art Gallery 2003)

*In-text reference to a photograph taken by the author*

**Harvard:**

(Smith 2006)

### 4.13 Dramatic Works & Poetry

When referencing works in the humanities somewhat different treatment may be needed, compared to other works. In many instances, when citing literary works, you may be referring both to the author's original words, **and** to comments or notes by

the editor of the volume. In each case, both in-text citations and reference list entries must be consistent in directing the reader to the appropriate writer's words.

#### 4.13.1 Citing Original Works in Editions or Anthologies

Unlike normal referencing by page numbers, 'references to plays and poetry are often more precise if given in terms of acts, scenes, lines, verses, and so on' (Snooks and Co. 2002, p. 228). This is particularly the case with classical literature, such as Shakespeare's plays, which are organised with consistent line numbers, no matter which edition is used.

When referring to the original author's words (such as text from a Shakespearean play or a poem from an anthology), cite that author's name in-text (Shakespeare, *Macbeth*, act 3, scene 1, line 12). In the case of classical works, there may be no date to cite in-text; the date of the original work is not the same as that of the edition being used. There should be a corresponding entry in the reference list beginning with the original author's name, which will also include the editor's name.

Note that each example provided here has a corresponding entry in Section 5.6.1.

- ◆ When citing the original text of a play or other dramatic work, cite the playwright's name, date of original publication if available, and the play's title before act, scene and line numbers, as appropriate. Note in this example from *Pygmalion* that the original text is not divided into scenes, nor are lines numbered:

*A specific part of a play; no line numbers*

**Harvard:**

'Remember that you are a human being with a soul and the divine gift of articulate speech: that your native language is the language of Shakespear [*sic*] and Milton and The Bible; and dont [*sic*] sit there crooning like a bilious pigeon' (Shaw 1916, *Pygmalion*, act 1).

- ◆ When citing a play which has defined line numbers, separate quoted sections which span more than one line in the original work with a slash '/', separated by spaces on either side:

*A specific part of a play; line numbers available*

**Harvard:**

'You blocks, you stones, you worse than senseless things!  
/ O you hard hearts, you cruel men of Rome' (Shakespeare, *Julius Caesar*, act 1, scene 1, lines 34-35).

- ◆ When citing poetry, be guided by the poet's divisions of the work (stanzas, verses, lines, etc.) when citing a passage. Separate quoted sections which span more than one line in the original work with a slash '/', separated by spaces on either side. Note that in the case of poems, it is unlikely that a date of original publication is available; in the example below, the date is provided by the editor. Cite the poet's name and the poem's title before verse or line numbers, and so on, as appropriate:

*A specific part of a poem*

**Harvard:**

'My idle days? Ripe was the drowsy hour; / The blissful cloud of summer-indolence' (Keats 1848, *Ode on Indolence*, verse 2, lines 5-6).

#### 4.13.2 Citing Editor's Notes to an Original Work

When referring to an **editor's notes** to a work, rather than to the work itself, cite the editor's name rather than the original author's name, both in-text and in the reference

list. There should be a corresponding entry in the reference list beginning with the editor's name. If you also cite the original work, the original author's name will begin a separate entry in the reference list (see Section 5.6.1).

*Editor's notes to a major classical work*

**Harvard:**

In Shakespeare's *Julius Caesar* 'One of the tribunes tells the people ... that they are "blocks" and "stones"' (Hulme 1965, p. xi).

*Editor's notes in an anthology of poems*

**Harvard:**

'The mood of this poem [*Ode on Indolence*] is linked, reactively, to the pressure which Keats was under to make himself financially eligible to be Mrs Brawne's son-in-law' (Cook 1990, p. 603).

## 4.14 Public Oratory

Oral communication of various types may be cited in academic work, provided that the speaker is an authority on the subject matter. If possible, refer to published extracts, transcripts, audio or video recordings, and so on, to enable the reader to access the cited material if desired. Unpublished public addresses of various types may be cited in text, but there will be no entry in the reference list since the data is not publicly retrievable.

### 4.14.1 Speeches and Sermons

For unpublished addresses, cite the name and position of the speaker and their organisational affiliation, and the venue and full date of the address. If it is available, cite a published version of the address – this will be noted in the reference list with full details.

*Unpublished sermon*

**Harvard:**

'Jesus Himself is often called the "Master Teacher"' (Ps H Blackman, Highway Christian Church, 11 November 2003).

This example includes full details of the speaker, venue and date. This is necessary since there will be no entry for this address in the reference list.

*Public speech, published audio recording*

**Harvard:**

'Counsellors and chaplains are needed today more than ever' (Partridge 2006).

This example includes only the speaker's family name and the date in the in-text citation; since it is a published speech, full details are available in the reference list (see a corresponding reference list example in Section 5.3.7).

### 4.14.2 Lectures

When citing an unpublished lecture, cite the academic title, name and position of the lecturer, the title of the lecture and the venue and date. If the lecture is part of the delivery of a university or similar subject, include the code or title of the subject.

*Public lecture, published*

**Harvard:**

'This positions the hearer in certain ways which may be seen as pejorative' (Smallwood 2006).

*CHC class lecture*

**Harvard:**

'Being a Christian and a teacher does not necessarily mean that you can teach Christianly' (Dr R Herschell, Week 2 lecture, ED433, 15 October 2004).

## 4.15 Books of Readings

Cite the author of a photocopied article as if citing the original source document. Where a lecturer's name appears as the author, cite that name. If no author is indicated (as for general notes or comments pertaining to a unit), use the CHC school's name as the author. Note that students are expected to read widely when preparing a paper, and should find and cite sources beyond those provided by the unit lecturer.

*Book of Readings article, named author:*

**Harvard:**

(Graham 2002, p. 23)

*Book of Readings, text not part of article, lecturer named as author*

**Harvard:**

(Alexander 2004, p. 79)

*Book of Readings, no named author*

**Harvard:**

(CHC School of Business 2005, p. 50)

## 4.16 The Bible and Other Sacred Works

Use standard abbreviations for in-text citations of books of the Bible (a list of these appears in Section 2.5.5), or other sacred works. Cite the book, chapter and verse(s), as appropriate. The titles of books of the Bible are capitalised, but not italicised. Titles of other sacred texts, such as the Koran or the Apocrypha are not abbreviated. Note that only abbreviated names of books require full stops:

John 17:3

Ex. 23:9-14

If the book of the Bible is clear from the context, only the chapter and verse need to be cited:

Matthew lists the beatitudes (5:3-12)

If you directly quote from a sacred work, the in-text reference should include the version or translation of that work. If you refer to a passage without directly quoting it, do not include the version:

*Quoted passage of Scripture*

**Harvard:**

'Love is patient, love is kind' (1 Cor. 13:4, NIV)

N.B. Since this is a direct quote, there will be a corresponding reference list entry for the New International Version of the Bible (see Section 5.2.10).

*Passage of Scripture cited, but not directly quoted*

**Harvard:**

Jesus told the parable of the Good Samaritan (Luke 10:33)

N.B. Since the passage is not quoted directly, no version is stated, and there will be no corresponding reference list entry.

Examples of abbreviations for major versions of the Bible are shown in Section 2.5.5.

See Section 5.2.10 for instructions on reference list entries for sacred works.

### 4.16.1 Strong's Numbers

When referring to a word in the Bible in the original Hebrew or Greek language, it will be helpful to the reader to include the word number from Strong's Concordance, which has become a standard reference work for this purpose.

Strong's Numbers are numbers given to words in the Bible by Dr. James Strong for his *Exhaustive Concordance*, first published in 1890. With the advent of handheld computers, using Strong's Numbers has never been easier. (Olive Tree Bible Software n.d.)

The word in the original language will usually include characters not in the English alphabet. It is acceptable to include the original characters if possible; always include an Anglicised version of the original word, in italics. Insert the relevant Strong's number in brackets with the word 'Hebrew' or 'Greek' after the word in the original language. In the following example, the Greek word *theos* is included in text using Greek characters, with the Anglicised version in brackets before the Strong's number:

**Harvard:**

The names of God in Scripture include *elohiym* (0430 Hebrew) in the Old Testament, and Θεος (*theos*; 2316 Greek) in the New Testament.

Online versions of Strong's Concordance are available on many websites, including the following:

- ◆ Blue Letter Bible (<http://www.blueletterbible.org>)
- ◆ HTML Bible (<http://www.htmlbible.com>)
- ◆ Tim Greenwood Ministries (<http://www.tgm.org/bible.htm>)

## 4.17 Secondary Citations

If you cite the ideas or words of an author quoted by another author, this is a secondary citation. In the reference list, cite only the primary source; that is, the document containing the quote. For example, suppose Williams (1998) quotes from Piaget's (1924) writing. In text, you could quote Piaget's words thus:

**Harvard:**

According to Piaget (1924, cited in Williams 1998, p. 48), 'children at this stage are not capable of recognising logical relations'.

Support for this view is plentiful in the literature (Piaget 1924 [cited in Williams 1998]; Thompson 1997). The reference list will contain an entry for Williams, but not Piaget (see Section 3.2.3).

## 4.18 Personal Communications (including emails)

Use personal communications to support your writing where the person you are quoting is an expert in the relevant field, and it is not possible to find equivalent published statements in the literature. You should acquire permission from the person before quoting them in your work. List initial(s) and family name, organisation and position, followed by 'pers. comm.' and full date. Email messages are treated as personal communications. Personal communications are not listed in the reference list, since the quoted text will not be available to the reader.

**Harvard:**

(N Ritchie 2006, Promotions Coordinator, Christian Heritage College, pers. comm., 2 February)

## 4.19 Interviews

Interview transcripts are not normally available to the reader, and so are not referenced in the same way as a published text, but are treated similarly to personal communications. The context of the interview must be made clear in the text, to indicate when and how the interviews took place, and the interviewer's identity. The in-text reference after a quote should include the name of the interviewee, the type of communication and the date of the interview. There is no corresponding entry in the Reference list.

Note that quotations of interviewees must follow the usual conventions for quoted materials, including in general quoting statements verbatim, indicating if the writer has made any changes (such as omitting a section or inserting words to clarify meaning). See Section 1.11.1 for advice on quoting offensive language.

If extensive use is made of interview transcripts in the body of a piece of writing such as a research dissertation, relevant passages should be included as an appendix (see Section 1.7.1). It is preferable to indicate the location of a quoted passage in the original by referring to a labelled section in the transcript, such as a numbered question. If this is not available, then line numbers should be added to the appendix and used in in-text citations. To add line numbers using Microsoft Word:

- ◆ make sure that the appendix to which line numbers are to be added is a separate section of the document
- ◆ Via the program menu, click 'File > Page Setup... > Layout > Line Numbers...'
- ◆ Tick 'Add line numbering'; select 'Start at 1', 'Count by 5', 'Reset each section'

Do not add line numbers to the body of an assignment.

*Interview cited; no line numbers*

**Harvard:**

In response to Question 6, the participant stated 'I thought he was my friend, but it weren't [sic] true' (N. Jones, personal interview, 12 March 2005).

*Interview cited; transcript available in Appendix with line numbers used*

**Harvard:**

One participant stated 'We never thought that, no, ... not for a minute' (Appendix C, line 26).

### 4.19.1 Ethical Considerations

Note that care must be taken to meet the ethical requirements of interviewing, including the requirements of the College and the subject. Remember that those who are being interviewed must be fully informed of the nature of the interview, the

proposed use and storage of interview materials, audio and video recordings and transcripts, and ways in which concerns can be expressed if they arise.

Interviews may be conducted as part of the assessment for an undergraduate unit. In such cases, ethical considerations should be addressed **prior to** the collection of any data via discussion with the lecturer. Note that interviews that are likely to be of a controversial nature may not be approved, for ethical reasons.

Interviews which are part of research in postgraduate study should not be commenced until approval for the study has been given by the Human Research Ethics Committee of the College. This is a general requirement for all postgraduate research; guidelines will be provided by the relevant Course Coordinator.

# 5. Harvard System: Reference Lists: ‘References’

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**Note:** The correct heading for the list of references in an academic paper is ‘References’.

## 5.1 General Advice: Harvard System

- ◆ Between elements of a reference entry, Harvard style uses commas except before the date.
- ◆ For authors’ initials, Harvard uses no full stops and no spaces between initials.
- ◆ For article and book titles, Harvard style requires capitalisation of all major words.
- ◆ Harvard has the publisher’s name first, then the place. Regarding the publisher’s name, ‘give the name of the publisher in as brief a form as is intelligible.... Omit superfluous terms, such as *Publishers, Co.*, or *Inc.*, which are not required to identify the publishers. Retain the words *Books* and *Press*’ (APA 1994, p. 188).

## 5.2 Books and Whole Works

### 5.2.1 One author

Things to note:

- ◆ Leave off any titles or degrees associated with a name (e.g., PhD, Sir or Saint).
- ◆ If the year of publication is not indicated in the front material of the book, use the most recent copyright date.
- ◆ If an author is responsible for more than one book or other publication in your reference list, list the author each time.

In the following example, note the use of the US state abbreviation:

**Harvard:**

Peterson, EH 2000, *A Long Obedience in the Same Direction: Discipleship in an Instant Society*, Inter-Varsity Press, Downers Grove, IL.

### 5.2.2 Two Authors

List authors’ names in the same order as in the document. Use ‘&’ to separate the names, without a comma. (Note that this example also demonstrates how to refer to Washington, USA, when it might be confused with Western Australia; see Section 2.5.4.)

**Harvard:**

Lambert, IR & Wilkinson, DE 2003, *Finding Your Way in Christianity: Modern and Postmodern Perspectives*, Truscott Press, Bellevue, Washington State.

### 5.2.3 Three to Six Authors

List authors’ names in the same order as in the document. Use ‘&’ to separate the final two names.

**Harvard:**

Scatchi, DH, Baker, J & Knight, MP 2003, *Meercat Population Studies in Perspective*, Majority Press, Nairobi, Kenya.

#### 5.2.4 More than Six Authors

List authors' names in the same order as in the document. For source documents with more than six authors, Harvard requires that all names be listed. When citing a document which had input from a contributing committee, cite the editor's or corporate author's name only, rather than the names of all contributors.

**Harvard:**

Jones, BJ, Michaels, EF, McDougall, D, Jones, J, Freer, G, Seth, TT & Zuubier, HO 2001, *Group Collaboration on Professional Articles: Common Pitfalls*, North Queensland Press, Townsville, QLD.

#### 5.2.5 Anonymous Book

For documents for which no author's name can be determined, use the document's title in place of author's name. Alphabetise the listing according to the title, ignoring articles such as 'A', 'An', or 'The'. Do not use 'Anonymous' or 'Anon'.

**Harvard:**

*Plagiarism: Cheating the University* 2000, University of NSW, Sydney.

#### 5.2.6 Corporate Author

Place the name of a government department or other organisation in place of the author's name. Note that if the organisation is also the publisher, then use 'Author' as the publisher's name.

**Harvard:**

Commonwealth Scientific and Industrial Research Organisation 1989, *Collection Protocols for Research on Native Frogs*, GoPress, Brisbane.

NOTE: the first in-text mention of this author would show the organisation's name in full, followed by the abbreviation 'CSIRO' in brackets. Subsequent in-text mention would use the abbreviated form only (see Section 4.4).

#### 5.2.7 Edited Book; Compilation

If your citations primarily refer to the work of the editor, to the editor's notes or introduction, etc., use the editor's name, followed by the abbreviation, as shown:

**Harvard:**

Harrison, BE (ed.) 1953, *Counseling the Institutionalized*, Marginal Books, Boston.

(NOTE: This example illustrates the use of American spellings in the listing of an American publication: spellings should not be changed in the reference list.)

If there is more than one editor:

**Harvard:**

Harrison, BE & Williams, MRP (eds.) 1957, *Counseling the Underprivileged*, Marginal Books, Boston.

If the reference is a bibliography or other kind of compilation of resources, use the abbreviation 'comp.' (for compiler) after the author's name.

### 5.2.8 Books Other Than First Edition

Indicate editions subsequent to the first edition after the title, as shown in the following examples:

**Harvard:**

Blommestein, P van 1998, *IT for Business Managers*, 2nd edn, Technical Press, Brisbane.

*Revised edition*

**Harvard:**

Percy, S 2005, *Themes in English Literature*, rev edn, Wordsmith Press, Brisbane.

NOTE: see Section 8.2.1 regarding the handling of authors' names with prefixes.

### 5.2.9 Translation

If you refer primarily to the translation itself, use the author's name as the primary resource, followed by the name of the translator and the rest of the usual bibliographical information. Use the date of the translation, not that of the original work. Place the English translation after a foreign title in brackets.

**Harvard:**

Borges, JL 1962, *Ficciones* (Fiction), trans. A Kerrigan, Grove Press, New York.

If, on the other hand, your discussion centres on the translator's work, their choice of words, alterations to the text, etc., use the translator's name as the primary resource, followed by the name of the original author.

**Harvard:**

Pepin, RE (trans) 1994, *The Satires* by L Sergardi, Lang, New York.

### 5.2.10 The Bible or Other Sacred Text

Sacred texts are listed as anonymous works, with a title entry. **N.B.** Only include a reference list entry for a sacred text if you have directly quoted from it in the body of your paper, in which case you must supply publication details of that particular version. However, if you refer to a passage without quoting it directly (e.g., Jesus told the parable of the Good Samaritan [Luke 10:33]), then cite the book, chapter and verse in-text, but do not include an entry in the reference list. See Section 4.16 for instructions for in-text citations of Scripture.

**Harvard:**

The Holy Bible: Revised Standard Version 1962, New American Library, New York.

### 5.2.11 Unpublished Dissertation

As with other formats, include all the information you can, including the format of the work, in this case a dissertation. In Harvard the title is placed inside single inverted commas, and not italicised.

**Harvard:**

Marshall, L 1998, 'Patterns of Response to Counselling by Retirees', PhD thesis, University of Queensland.

### 5.2.12 CHC Publication

Note that articles contained in CHC (or other university) books of readings should be treated as primary sources (refer to the relevant section of this chapter). In other words, if you cite articles from a book of readings, cite the original source, not the CHC publication.

Where you are citing material that is **not** part of an original article, and a CHC lecturer's name appears as the author, cite that lecturer as the author, and the book of readings as the title:

**Harvard:**

Pohlmann D 2004, *YO201 The Cultural World of Young People: Book of Readings*, Christian Heritage College, Brisbane.

Where no author is named, cite CHC and the relevant school:

**Harvard:**

CHC School of Christian Studies (ed.) 2005, *CS100 Christian Discipleship: Book of Readings*, Christian Heritage College, Brisbane.

## 5.3 Short Works or Parts of Larger Works

### 5.3.1 Periodical (Journal/Newspaper/Magazine) Article

To cite an article, regardless of the source, provide as much relevant information as possible, including volume and issue numbers. The details required, in order, are:

1. **name(s)** of author(s) of the article (family name and initial(s))
2. **year** of publication
3. **title of article** (APA: no quotation marks; Harvard: single quotation marks)
4. **title of periodical** (in italics)
5. **volume** number
6. **issue** (or part) number
7. **page number(s)**

If the resource you have used is published without volume and issue numbers, use the complete date (25 December 1993).

If the page numbers on which an article appears are not sequential, list the pages with commas between non-sequential pages (pp. 3, 6-9). The in-text citation will indicate the exact source (page number) of the citation.

### 5.3.2 Scholarly Periodical Article

Harvard indicates volume and issue number, and page numbers with the abbreviations 'vol.', 'no.' and 'pp.'. The title of the publication itself is in italics. Harvard indicates the article title inside single inverted commas.

**Harvard:**

Smith, AB 2000, 'Grammar Rules for Secondary School Students', *English Teachers' Journal*, vol. 34, no. 5, pp. 24-29.

### 5.3.3 Chapter in Edited Book

- ◆ List the entry under the name of the article's author, not the editor.

- ◆ Type the book title in italics, and place the title of the article inside single quotation marks. Place the page numbers of the chapter after the title.
- ◆ Place initials of editor(s) *before* family name(s).
- ◆ Place the title of the book, followed by ‘ed.’ or ‘eds.’ before the editor(s) name(s). See the following example for details.

**Harvard:**

Myell, MJ 2001, ‘Young Children’s Development of Algorithmic Understanding’, in *Twenty-First Century Mathematics Teaching* (pp. 94-113), ed. BD McLean, Macmillan, New York.

### 5.3.4 Conference Paper

Type the title of the conference or proceedings in italics, and place the title of the paper inside single quotation marks.

*Conference paper in published proceedings*

**Harvard:**

Overend, P 2001, ‘Curriculum Development in the Solomon Islands’, in *Proceedings of the Fifth Conference of Pacific Education* (pp. 63-79), ed. HR Jones, Pacific Education Association, Honiara.

*Unpublished paper presented at a meeting*

Indicate if the paper was presented at a conference, symposium or similar, replacing the word ‘meeting’ in the following examples as applicable:

**Harvard:**

Herschell, RM June 2001, *Teaching Christianly*. Paper presented at the meeting of the Queensland Board of Teacher Registration, Brisbane.

### 5.3.5 Newspaper or Magazine Article

Nowadays newspapers and magazines usually include the author’s name (a by-line) for their articles. If there is no author’s name mentioned, use the title of the article in place of the author’s name. Include the full date, as shown below.

*Newspaper article with no named author*

**Harvard:**

‘Rivendell Summit Launches Peace Mission’ 2002, *Courier-Mail*, 1 April, p. 1.

*Newspaper article with named author*

**Harvard:**

Peters, G 2002, ‘Study Proves Boys are More Aggressive’, *Courier-Mail*, 31 March, pp. 43, 46.

### 5.3.6 Article or Entry in a Reference Book, Dictionary or Encyclopedia

Cite as per a journal article. When the author of an entry or article is named, use that name, and not that of the book’s editor. If there is no named author, but the editor is stated, use that name. If no author or editor is named, list the title of the reference book instead:

*Article with named author*

**Harvard:**

Feinberg, J 1992, ‘Freedom and Behavior Control’, *Encyclopedia of Bioethics*, Free Press, New York.

*Entry with named author in dictionary with named editor*

**Harvard:**

Martin, RP 1982, 'Epistle to the Philippians', *New Bible Dictionary*, 2nd edn, ed. JD Douglas, Inter-Varsity Press, Leicester, UK.

*Entry with unnamed author in encyclopedia with named editor*

**Harvard:**

Klugh, EJ (ed.) 1996, *Encyclopedia of the Guitar*, 3<sup>rd</sup> edn, Forte Press, Los Angeles.

*Dictionary; no named author or editor*

**Harvard:**

The Australian Concise Oxford Dictionary, 2<sup>nd</sup> edn, 1992, Oxford University Press, Melbourne.

*Online encyclopedia with open authorship (see Section 4.10 for in-text reference example)*

**Harvard:**

'Intelligent Design' 2006, *Wikipedia*,  
[http://en.wikipedia.org/wiki/Intelligent\\_design](http://en.wikipedia.org/wiki/Intelligent_design)  
[Accessed 17 January 2006].

### 5.3.7 Lecture, Speech or Sermon

An entry for an oral address will appear in the reference list only if a published version is available, thus giving a reader opportunity to seek out the original material. See Section 4.14 for details of in-text references for published and unpublished oral works.

*Lecture, published transcript:*

**Harvard:**

Jackson, F 2000, 'Understanding Creation Science', public lecture, transcript, Westside Baptist Church, Brisbane, 12 March.

If no title for the lecture or talk is available, label the presentation (such as 'Address', 'Lecture', 'Keynote Speech', 'Reading', etc.), but do not italicise or put it in quotation marks.

*Public speech, published audio recording:*

**Harvard:**

Partridge, J 2006, Political campaign speech, audio recording, Caloundra Civic Centre, 5 June, <http://www.liberal.org/caloundra/20060605.mp3> [accessed 19 August 2006].

For CHC lectures or tutorials, include the unit code and the title of the lecture.

*Lecture, audio recording podcast:*

**Harvard:**

Alexander, C 2006, 'Defining Generic Structures of Texts', audio recording, ED114 lecture, Christian Heritage College, 25 July, <http://ed114.podcastheaven.com/week2.mp3> [accessed 17 November 2006].

### 5.3.8 Unpublished Paper

Unpublished works are not usually cited in an academic paper. However, there may be justification for citing notes provided in a lecture, or similar unpublished works by a credible source.

**Harvard:**

Gallagher, E 2006, 'Enduring Themes in Western Literature', unpublished paper.

### 5.3.9 Pamphlet or Brochure

Treat flyers, pamphlets, brochures and the like as you would a book or article. If there is no author's name given, use the document title; if the document is not dated, type 'n.d.' in place of the date.

Indicate the type of document after the title:

**Harvard:**

'Drug Proofing your Teenager', Pamphlet, n.d., Drug Arm, Brisbane.

## 5.4 Electronic/Online Resources

Electronic sources include compact disks, electronic journals or other sources on the Internet. Remember that citations of online resources must be fully and accurately referenced. Note that even though Internet sources are freely available and may be effortlessly copied into a document, it is regarded as plagiarism if such use is not correctly attributed.

Because the technology is so recent, spelling conventions for many information and communication technology terms have not yet been fully established. Use the following forms, noting use of upper and lower case, and hyphens:

- ◆ CD-ROM
- ◆ download
- ◆ email
- ◆ home page
- ◆ Internet (not ‘the web’ or ‘the Net’)
- ◆ online
- ◆ upload
- ◆ website
- ◆ web page
- ◆ worldwide web

NOTE: Microsoft Word’s dictionary may highlight some of the spellings listed here as errors.

The basic form for referencing an electronic source follows the principles listed for print sources:

1. **name(s)** of author(s)
2. **date** of publication
3. **title** of publication
4. **publisher/organisation**
5. **edition**, if other than first
6. **type of medium**
7. **date item retrieved**
8. **name or site address** on Internet (as applicable)

### 5.4.1 Internet Source

(See Section 4.11 for corresponding instructions for in-text references to Internet sources.) Style guides for referencing electronic resources vary widely from university to university. Advice in this section regarding Harvard style rules are based on a number of online sources—particular features include a description of each offline source (e.g., CD-ROM) after the title, and the date of access of online sources at the end of the reference, in square brackets.

- ◆ ‘Break a URL (Uniform Resource Locator) that goes to another line after a slash or before a full stop. Do not insert (or allow your word-processing program to insert) a hyphen at the break’ (APA 2001).
- ◆ Include the Internet protocol, such as ‘http://’, at the beginning of a URL, as several Internet protocols exist. Note that URLs are case-sensitive: be careful to type them exactly. If you are using your web browser and word processor at the same time, you can copy the URL of an online source document into your reference list.
- ◆ Microsoft word will often auto-format URLs, making them into active hyperlinks. This should not be done in print documents; you should ‘undo’ the auto-formatting (keyboard shortcut: Ctrl-Z) if this occurs.
- ◆ Since Internet documents frequently change or are deleted, record the date that you accessed an online document in the reference.

APA offers the following pertinent advice for referencing Internet sources, useful for all writers:

Regardless of format..., authors using and citing Internet sources should observe the following two guidelines:

1. Direct readers as closely as possible to the information being cited; whenever possible, reference specific documents rather than home or menu pages.
2. Provide addresses that work. ...

The URL is the most critical element: If it doesn't work, readers won't be able to find the cited material, and the credibility of your paper or argument will suffer. The most common reason URLs fail is that they are transcribed or typed incorrectly; the second most common reason is that the document they point to has been moved or deleted.

(APA 2001)

The following examples illustrate various types of Internet resource:

*Web page with author and date*

**Harvard:**

Queensland Government 2001, *Queensland Government - Your Gateway to Government Services*, <http://www.qld.gov.au/> [Accessed 15 January 2002].

*Web page, no author*

**Harvard:**

*Style Manual* 2001, [http://www.finance.gov.au/infoaccess/style\\_manual.html](http://www.finance.gov.au/infoaccess/style_manual.html) [Accessed 15 January 2002].

*Web page, no author or date*

**Harvard:**

*Waste Wise for Kids* n.d., [http://www.wodonga-ps.vic.edu.au/Events/Wastewise/Kids/for\\_kids.htm](http://www.wodonga-ps.vic.edu.au/Events/Wastewise/Kids/for_kids.htm) [Accessed 10 December 2001].

#### 5.4.2 Online Full-Text Article

Treat online articles as you would a printed article. However, note that online documents do not have page numbers, except for documents such as Adobe Acrobat (PDF) files. Include as much of the publication date as is available, as shown in the examples below. Where volume, issue numbers or both are provided, cite them in the reference list entry.

*Journal article; 3 authors, publication date includes month, volume number provided*

**Harvard:**

Thomas, BD, Snape, AF & Harding, PM July 2001, 'Principles of Human Resource Management', *Journal of Australian Management*, vol. 5, <http://www.aims.com.au/jam/2001/july.htm> [Accessed 26 January 2001].

*Journal article; PDF file, publication date includes day and month, volume and issue number not available*

**Harvard:**

Thomas, BD 21 October 2001, 'Personnel Management', *Australian Journal for Human Resource Managers*, PDF file, <http://www.ajhrm.org.au/ajhrm/2001/oct.pdf> [Accessed 11 November 2001].

### 5.4.3 Forums, Blogs and Podcasts

Articles of these genres generally have a shorter lifespan than online articles which are subject to expert review. The following examples contain details of actual online material, also cited in Section 4.11.1:

*Blog article*

**Harvard:**

Bolt, A 2006, 'It's Howard's chaplains vs the tribes of multiculturalism', online article, [http://blogs.news.com.au/heraldsun/andrewbolt/index.php/heraldsun/comments/its\\_howards\\_chaplains\\_vs\\_the\\_tribes\\_of\\_multiculturalism/](http://blogs.news.com.au/heraldsun/andrewbolt/index.php/heraldsun/comments/its_howards_chaplains_vs_the_tribes_of_multiculturalism/) [Accessed 5 November 2006].

*Podcast*

**Harvard:**

Head, I 2006, 'Jesus', podcast, The RIHSS Key Thinkers Public Lecture Series, University of Sydney, 11 September, <http://www.usyd.edu.au/news/84.html?newscategoryid=5&newsstoryid=1266> [Accessed 5 November 2006].

### 5.4.4 CD-ROM Source

Treat CD-ROM encyclopedia articles similarly to printed articles:

*CD-ROM encyclopedia article, author named*

**Harvard:**

Jackson, DA 1997, 'The American Revolution', *Encarta Encyclopedia*, CD-ROM, Microsoft, Boston, MA.

*CD-ROM encyclopedia article, no given author*

**Harvard:**

'Gravity' 1997, *Encarta Encyclopedia*, CD-ROM, Microsoft, Boston, MA.

For other CD-ROM sources, use the following model:

**Harvard:**

*The New Zealand Symphony Orchestra*, CD-ROM 2000, Radio New Zealand, Wellington, NZ.

### 5.4.5 Software

APA specifies that the titles of software should not be italicised; follow this advice in Harvard also.

**Harvard:**

Price, T & Price, P 1999, *Hi-Flyer Maths - Decimals*, v. 1.02, Computer software, Hi-Flyer Software, Brisbane.

## 5.5 Audio & Visual Resources

Refer to Section 4.12 for corresponding notes about in-text referencing.

### 5.5.1 Movie

Cite the principal contributors (generally producer, director or both) in place of authors, and name and place of distributors in place of publisher's details. Place the type of medium (motion picture) after the title. Harvard starts with the title.

**Harvard:**

*The Psychology of Neo-Nazism: Another Journey by Train to Auschwitz*, motion picture, 1965, Films for the Humanities, Princeton, NJ, M Cousins, & D Forrest, (Directors).

### 5.5.2 CD

Cite the artist(s) in place of authors, and name and place of distributors in place of publisher's details. Place the type of medium (CD audio recording) after the title.

*Individual track on audio CD, approximate recording date*

**Harvard:**

Oxford Camerata c1999, 'Palestrina: Agnus Dei from Missa Papae Marcelli', *Agnus Dei*, CD audio recording, Naxos, Hong Kong.

*CD liner notes*

**Harvard:**

Anderson, K 1999, *Agnus Dei*, audio CD liner notes, Naxos, Hong Kong.

### 5.5.3 Video Recording

Cite the principal contributors (generally producer, director or both) in place of authors, date of production, and name and place of distributors in place of publisher's details. Place the type of medium (video recording) after the title. Harvard starts with the title.

*Video recording of feature film*

**Harvard:**

*Wall Street*, video recording, 1987, Twentieth Century Fox Films, Beverly Hills, CA, O Stone, (Director).

*Video recording of feature film in DVD format*

**Harvard:**

*Master and Commander: The Far Side of the World*, DVD video recording, 2003, Twentieth Century Fox Films, Beverly Hills, CA, P Weir, (Director).

*Television series*

**Harvard:**

*Australian Idol*, television series, 2005, Grundy Television, Sydney, G Beness (Executive Producer).

*Single episode from a television series*

**Harvard:**

'The Deep' 2001, in *Blue Planet*, television program, BBC, London, A Fothergill (Series Producer).

### 5.5.4 Radio/TV Broadcast

A radio or television broadcast is listed in Harvard style as 'radio program' or 'television program', respectively. List the date of transmission, rather than date of production: in Harvard style place the day and month at the end of the entry. As for movies and video recordings, Harvard omits the name(s) of principal contributor(s), and starts with the title.

**Harvard:**

*Last Night of the Proms* 2001, television program, ABC Television, Brisbane, 5 December.

If you cite the transcript of a program instead of the actual broadcast of a program, add the word 'Transcript', with commas after the date. Include the full date of broadcast and the name of the broadcaster.

*Radio broadcast; part of series, transcript available online*

**Harvard:**

'Jesus and the New Christianity According to Funk' 2000, transcript, *The Spirit of Things*, ABC Radio National, 1 October  
<http://www.abc.net.au/rn/relig/spirit/stories/s196417.htm> [Accessed 29 January 2003].

### 5.5.5 Artwork/Photograph

Cite the artist's name first. If the date the work of art was created is available, add the date after the artist's name. Cite the gallery or collection where the art work resides. Online art works or photographs are cited as websites. Untitled works should have a brief description of the image in brackets in place of a title. Multiple graphics from the same source with the same subject may be referenced with a single reference list entry, with a suitable description of the works. See Section 4.12.4 for details of in-text references for graphic images.

*Painting in art gallery*

**Harvard:**

Fletcher, B 1887, *Evicted*, painting, Queensland Art Gallery, Brisbane.

*Photograph in museum*

**Harvard:**

Sheeler, C 1927, *Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company*, photograph, Metropolitan Museum of Art, New York.

*Photograph available online*

**Harvard:**

National Aeronautics and Space Administration 2004, *International Space Station Imagery*, photograph, <http://spaceflight.nasa.gov/gallery/images/station/cr ew-10/html/jsc2004e55182.html> [Accessed 28 November 2006].

*Photograph cited in PowerPoint file or similar*

**Harvard:**

Lone Pine Sanctuary 2006, *Untitled* [koala photograph], <http://www.koala.net/index.htm> [Accessed 28 November 2006].

*Clipart graphic inserted from software library*

**Harvard:**

Microsoft Clip Art Gallery 2003, *Untitled* [gymnast graphic], Microsoft Corporation.

*Photographs taken by author*

**Harvard:**

Smith J 2006, *Untitled* [photographs of classroom displays], unpublished photographs.

## 5.6 Dramatic Works, Poetry & Music Scores

### 5.6.1 Dramatic Works & Poetry

Reference list entries must always correspond to in-text citations. In other words, the author's name which appears in an in-text citation must begin a corresponding entry in the reference list. In each case, the author's name in the in-text citation must begin a reference list entry. Section 4.12 includes examples of in-text citations to either an original work or to an editor's comments on that work; this section gives the corresponding reference list entry to each example.

If you cite both an original author of a work and the editor of the volume in which it appears, there will be **two** entries in the reference list, one under each name. The reference list entry for the original author will include the dates of both the original work's publication where available, and the publication date of the volume being cited.

#### Reference List Entries for Original Author:

- ◆ List original author's name, followed by the original publication date if available.
- ◆ List title of original work. If the title of the original work is the same as that of the entire volume, put it in italics (refer Shaw and Shakespeare examples below). If the titles are different, see the treatment of *Ode on Indolence* in the Keats example below.
- ◆ List inclusive page numbers, where relevant, after the volume's title.
- ◆ List the editor's name, followed by the publication date of the volume. Note that in Harvard the volume title precedes the editor's name .
- ◆ List publisher details.

*Edited original work; original author cited in body of paper*

#### **Harvard:**

Shaw, GB 1916, *Pygmalion: A Romance in Five Acts*, ed. DH Laurence 1957, Penguin Books, London.

*Edited original work; original author cited in body of paper; no original date of publication*

#### **Harvard:**

Shakespeare, W, *Julius Caesar*, ed. HM Hulme 1965, 2<sup>nd</sup> edn, Longman, London.

*Original work in collection or anthology; original author cited in body of paper*

#### **Harvard:**

Keats, J 1848, 'Ode on Indolence', in *The Oxford Authors: John Keats* (pp. 283-284), ed. E Cook 1990, Oxford University Press, Oxford, UK.

*Modern published play; no editor*

#### **Harvard:**

Williamson, D 1992, *Money & Friends*, Currency Press, Sydney.

#### Reference List Entries for Editor:

- ◆ Treat as an edited book (refer Section 5.2.7).

*Edited major classical work; editor's notes cited in body of paper*

#### **Harvard:**

Hulme, HM (ed.) 1965, *Julius Caesar* 2<sup>nd</sup> edn, Longman, London.

*Edited collection of poems; editor's notes cited in body of paper*

**Harvard:**

Cook, E (ed.) 1990, *The Oxford Authors: John Keats*, Oxford University Press, Oxford, UK.

### 5.6.2 Music Score/Song Lyrics

Treat a video or audio recording of a performance as indicated previously. If your reference is to the music score, song lyrics, or the like, use the formats below. Note that in the case of a source from an identified collection the name of a specific item is enclosed within quotation marks; the name of the album or collection is italicised. Include the date of publication of the written work, rather than a performance date. Indicate the medium after the title, separated by commas.

*Song lyrics; no writers' initials or date*

**Harvard:**

Topham & Twigg n.d., *Pray*, song lyrics, All Boys Music.

*Musical score from stage show*

**Harvard:**

Bock, J, Stein, J & Harnick, S 1964, 'Anatevka', musical score, in *Fiddler on the Roof*, Warner Chappell, New York.

## 5.7 Sample Paper: Harvard Style

The following pages show an example paper and list of references, prepared in Harvard style. The same paper is shown prepared in APA style in Section 7.7. Annotations indicate points of interest, with cross-references to sections of this guide. Note that this paper is for example purposes only, and is completely fictional, including the cited 'sources'.

<p style="text-align: center;"><b>Issues in Education: Retaining Good Teachers</b></p> <p>Two words appear in almost every list of adjectives for the occupation of teaching: 'challenging' and 'rewarding' (e.g., Davidson 1998; Jamieson 1999; Michaels, Harrison &amp; Thompson 2003; New Zealand Education Institute [NZEI] 1998; <i>Teachers Under the Spotlight</i> 2001). As Schmidt et al. (2000, p. 45) note, 'no career invokes more heartache, more fatigue and at the same time more rewards, than teaching'. All teachers, it seems, are aware of these two aspects of their chosen career. However, it appears that many teachers find that the challenges outweigh the rewards, and leave the profession early in their career. Considering the considerable time, effort and money involved in training a teacher, this is clearly a waste; as Wright (2003, pp. 16-17) states:</p> <p style="padding-left: 40px;">That teachers are faced with challenges few other adults, even professionals, would be prepared to bear, is virtually without question. What is of concern, however, is the fact that having made the decision to pursue a teaching career, and then having spent at least four years at college whilst suffering the usual privations of a university student, approximately one out of every three public school teachers leaves the profession within the first five years on the job. Governments and departments of education worldwide ... [have] to deal with this crisis in public education.</p> <p><b><i>Comparisons Between Christian and Public School Teachers</i></b></p> <p>Most Christian teachers believe that they are called to teaching ('He Himself gave some to be ... teachers' [Eph. 4:11, NJKV]). Despite this, there is much evidence that teachers in Christian schools also often leave their career early. There is a marked difference in the profiles of staff member ages in the two education systems, Christian and public.</p> <p>A recent investigation of demographic profiles in the Christian and public school sectors (Baker &amp; Richards 2002) shows a significant difference in the numbers of teachers in their 20s and 30s (Table 1).</p> <p style="text-align: center;">1</p>	<p>Level 1 Heading: <b>Bold text, centred</b></p>
	<p>Corporate author; first citation [4.4]</p>
	<p>Reference to source document with no named author [4.5]</p>
	<p>Reference to source with six or more authors [4.3]</p>
	<p>Harvard: Quotes surrounded by single quotation marks [3.3.1]</p>
	<p>Harvard: Present tense verb to refer to cited work [3.3.1]</p>
	<p>Long quote: indented on left, smaller font, single spacing, no quotation marks [2.8.9]</p>
	<p>Ellipsis: text omitted from original [2.8.11]. Square brackets: text inserted for clarity [2.8.10]</p>
	<p>Level 2 Heading: <b>Bold italic text, smaller font, left aligned</b></p>
	<p>Scripture reference [4.16]; brackets within brackets [2.8.10]</p>
	<p>Harvard: First line of paragraph not indented; extra space between paragraphs [1.7.1]</p>
	<p>In-text reference to table, placed before the table itself [1.7.2]</p>
	<p>Page number: centred in page footer [1.7.1]</p>

Sample Papers: Harvard Style

Harvard: Table heading centred, not italicised, capitalised, positioned above table [1.7.2]

Table 1. Percentages of Teachers of Each Age Group in Australian Schools

Age Groups	Schooling System	
	Christian Schools	Public Schools
20-29	14	29
30-39	33	20
40-49	21	19
50-59	20	18
60+	12	14

Note. From DFS Baker & MI Richards, 2002, *Australian School Demographics in Perspective*, p. 135.

The data in Table 1 support the proposition that teachers in Christian schools are more likely to remain in teaching, and less likely to change schools, than their counterparts in public schools. This and similar points have been made by authors including Jamieson (1999) and Adams, Grantham and Islesworth (2001). This notion is also reinforced by data such as those included in Figure 1, showing that among teachers in Christian and public schools there are significant differences in levels of job satisfaction (Adams, Grantham & Islesworth 2001; NZEI 1998) and morale (Michaels, Harrison & Thompson 2003).

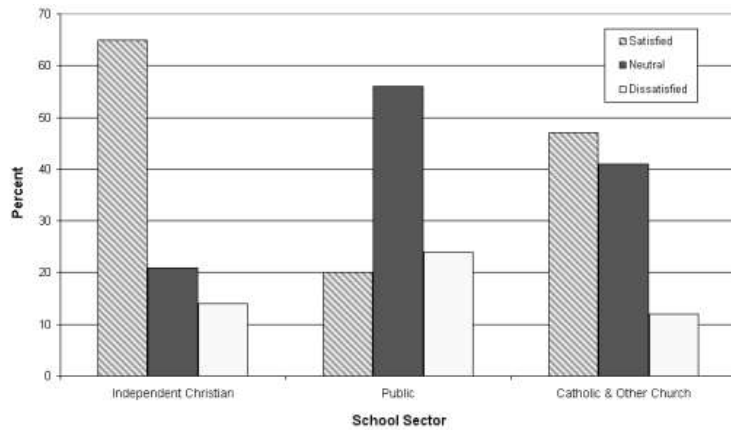


Figure 1. Levels of Job Satisfaction Among Teachers, by School Sector  
The data shown in Figure 1 match Jamieson’s (1999, p. 5) observation that the independent Christian school sector is thriving in Australia.

Spanned header: centred over sub-headers

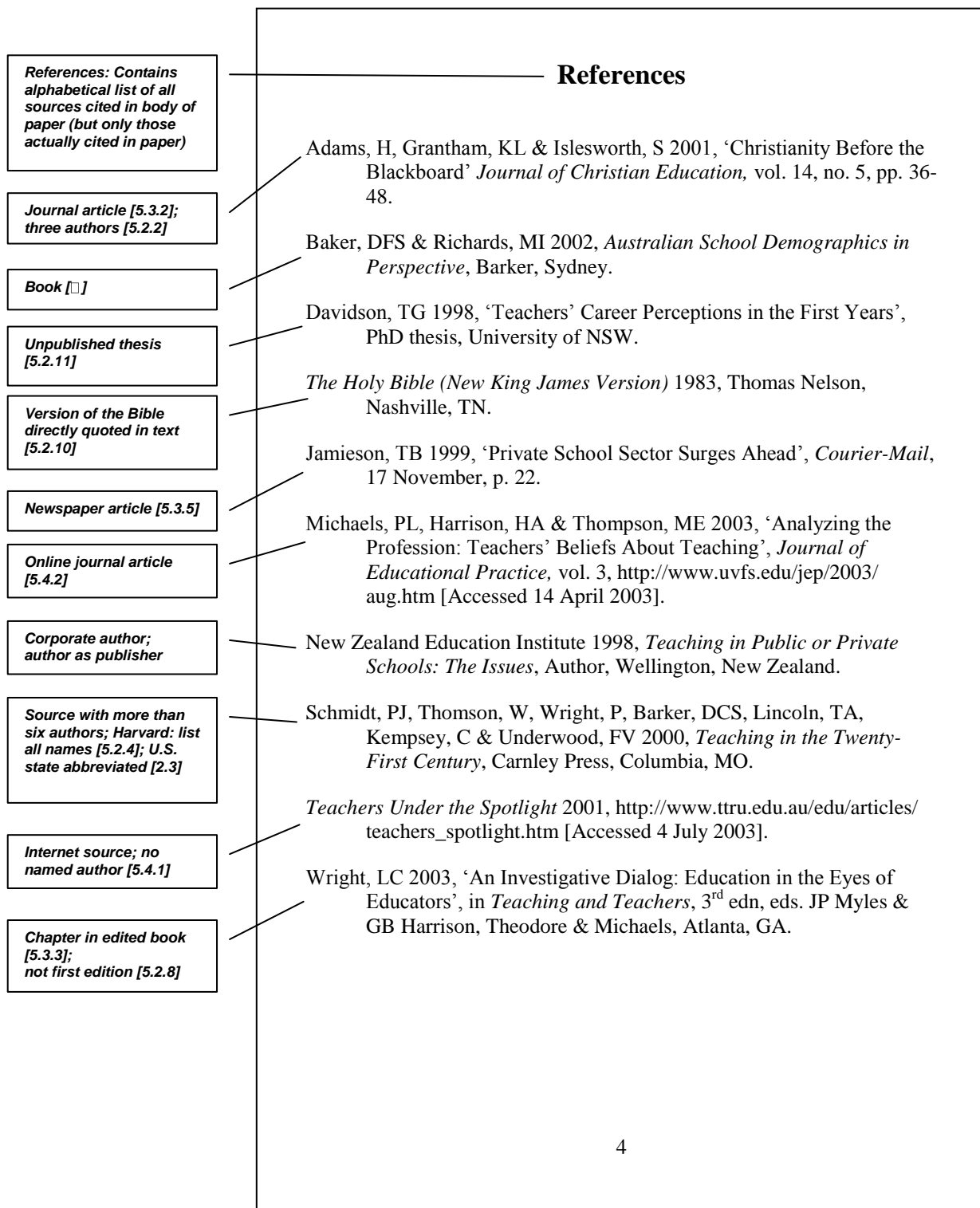
Harvard: Vertical and horizontal rules

***Interviews with Practising Teachers***

Eight short interviews were conducted at an independent Christian school, during which teachers were asked about their reasons for entering the profession and how likely they felt that they would retire or resign in the next five years. It was evident that while several teachers were indeed planning to resign within 5 years, most saw their career as a long-term commitment. As stated by a Year 3 teacher, 'I know it will sound like a cliché, but I really see this as a ministry. I had a prophecy in ... at a home cell meeting in 1991, and never once since then have I doubted that I was called by the Lord to teach children' (M Rierdon, personal interview, 17 June 2006).

**Number below 10 in words; (also number starting a sentence) [2.7].**

**Citation of interview [4.19].**



## 9. Footnotes and Endnotes

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In-text referencing is the standard for most academic writing, because of its relative ease in both writing and reading. However, footnotes (including citations at the bottom of each page) have not gone entirely the way of the dinosaurs. In fact it is ironic that footnotes were declared outmoded just before the era of the word-processors which make using footnotes easier. For writers in some of the humanities disciplines such as music, art, religion, theology, and history, footnotes are still widely in use. At CHC you should only use footnotes if you have been specifically instructed to do so.

Using either footnotes or endnotes, writers refer their readers to citations and reference lists by means of a superscript number<sup>1</sup> at the end of a sentence, phrase or clause containing the language or idea requiring citation. No space appears before the superscript number.

The author's name will appear in normal order (not reversed), separated from the other information with a comma. Publication data (City: Publisher, year) appears in brackets, and no full stop is used until the very end of the citation.

Word processing software such as Microsoft Word enables automatic handling of footnotes and endnotes.

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<sup>1</sup> Footnotes appear thus, at the bottom of the page. Endnotes are listed at the end of the chapter, article or other document.

# 10. Bibliography of Useful Resources

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[NOTE: The following list uses the Harvard style.]

The following titles contain further information on referencing and academic writing:

American Psychological Association 2003, *APA Style: Removing Bias in Language: Sexuality*, <http://www.apastyle.org/sexuality.html> [Accessed 11 October 2006].

*Assignment Tutor: Learn to Write Excellent Assignments* (CD-ROM) 1997, Education Support Programmes, Brisbane.

Australian Government Publishing Service 1994, *Style Manual for Authors, Editors and Printers*, 5th edn, Australian Government Publishing Service, Canberra.

*Bible Tools* n.d., Tim Greenwood Ministries, <http://www.tgm.org/bible.htm> [accessed 5 November 2006].

Blue Letter Bible 2002, *Blue Letter Bible*, <http://www.blueletterbible.org> [accessed 5 November 2006].

Creame, P & Lea, MR 1997, *Writing at University: A Guide for Students*, Open University, Buckingham, England.

Curtin University of Technology 2004, *Online Learning @ Humanities: Academic Genres*, <http://cedar.humanities.curtin.edu.au/TeachingMat/OLLD/AcademicGenres/1-0.cfm> [accessed 5 November 2006].

Dewey, R 2003, *APA Research Style Crib Sheet*, <http://www.wooster.edu/psychology/apa-crib.html> [Accessed 11 January 2005].

Dwyer, J 2000, *The Business Communication Handbook*, 5th edn, Prentice Hall, Sydney.

Flinders University of South Australia Library 2001, *Author-date (Harvard) Referencing Guide*, <http://www.lib.flinders.edu.au/resources/sub/healthsci/referencing/contents.html> [Accessed 3 February 2006].

Gay & Lesbian Alliance Against Defamation 2006, *Media Reference Guide*, <http://www.glaad.org/media/guide/style.php> [Accessed 11 October 2006].

Harvard Graduate School of Education 2004, *HGSE Style Guide*, <http://www.gse.harvard.edu/resources/styleguide.html> [Accessed 11 January 2005].

Hurt, J 2004 *HTML Bible*, <http://www.htmlbible.com> [accessed 5 November 2006].

Li, X & Crane, N 1993, *Electronic Style: A Guide to Citing Electronic Information*, Meckler, Westport.

Library & Information Service, Curtin University of Technology 2006, *Harvard Referencing 2006*, PDF file, <http://library.curtin.edu.au/referencing/harvard.pdf> [Accessed 3 February 2006].

Library & Archives Canada 2004, *Information and documentation -- Bibliographic references -- Part 2: Electronic documents or parts thereof*, <http://www.collectionscanada.ca/iso/tc46sc9/standard/690-2e.htm> [Accessed 11 January 2005].

Murison, E & Webb, C 1991, *Writing a Research Paper*, University of Sydney.

*Tertiary Report Writing* (video), 1996, VEA, Bendigo, VIC.

- University of Colorado at Boulder 2002, *Style Guide*, <http://www.colorado.edu/Publications/styleguide/inclusive.html> [Accessed 11 October 2006].
- University of Queensland Library 2005, *Cybrary Harvard Style UseIt*, <http://www.library.uq.edu.au/training/citation/harvard.html> [Accessed 11 January 2005].
- University of Southern Queensland Library 2004, *Referencing Guides*, [http://www.usq.edu.au/library/infoabout/ref\\_guides/default.htm](http://www.usq.edu.au/library/infoabout/ref_guides/default.htm) [Accessed 17 January 2005].
- University of Sydney 2006, *Academic Text Types/Genres*, [http://www.usyd.edu.au/stuserv/learning\\_centre/AWfull.shtml](http://www.usyd.edu.au/stuserv/learning_centre/AWfull.shtml) [accessed 5 November 2006].
- University of Western Australia Library 2006, *Citing Your Sources - Harvard style*, [http://www.library.uwa.edu.au/education\\_training\\_and\\_support/guides/how\\_to\\_cite\\_your\\_sources/citing\\_your\\_sources\\_-\\_harvard\\_style](http://www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style) [Accessed 3 February 2006].
- University of Wollongong 2000, *Unilearning Website*, <http://unilearning.uow.edu.au/> [accessed 5 November 2006].
- Wallace, A & Schirato, T 1999, *Beginning University: Thinking, Researching and Writing for Success*, Allen & Unwin, St. Leonards, NSW.
- Webb, C 1995, *Essay Module: Independent Learning Resources*, University of Sydney.
- Wikipedia 2006, *Academic Writing*, [http://en.wikipedia.org/wiki/Academic\\_writing](http://en.wikipedia.org/wiki/Academic_writing) [accessed 5 November 2006].

# 11. References

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[NOTE: The following list uses the Harvard style.]

- American Psychological Association 1994, *Publication Manual of the American Psychological Association*, 4th edn, American Psychological Association, Washington, D.C.
- American Psychological Association 2001, *APA Style Homepage*, <http://www.apastyle.org> [Accessed 16 January 2003].
- American Psychological Association 2003a, *APA Style.org: Changes in the Fifth Edition*, <http://www.apastyle.org/chapter3.html> [Accessed 3 February 2006].
- American Psychological Association 2003b, *Citations in Text of Electronic Material*, <http://www.apastyle.org/electext.html> [Accessed 3 February 2006]. Burchfield, RW 1998, *The New Fowler's Modern English Usage*, revised 3<sup>rd</sup> edn, Oxford University Press, Oxford, UK.
- Charles Darwin University 2003a, *Assignments*, <http://learnline.cdu.edu.au/studyskills/as/as.html> [Accessed 5 November 2006].
- Charles Darwin University 2003b, *Directive Words*, [http://learnline.cdu.edu.au/studyskills/as/as\\_es\\_to\\_de\\_di.html](http://learnline.cdu.edu.au/studyskills/as/as_es_to_de_di.html) [Accessed 5 November 2006].
- Cornell University 2006, *How to Prepare an Annotated Bibliography*, <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm> [Accessed 5 November 2006].
- Curtin University 2006, *StartUp – Study Skills: Writing Skills*, <http://startup.curtin.edu.au/study/writing/index.html> [Accessed 5 November 2006].
- East Carolina University 2006, *How Do I? Write a Book Review*, <http://www.ecu.edu/cs-lib/reference/display.cfm?id=78> [Accessed 5 November 2006].
- English Bible Versions* 2006, [http://www.geocities.com/bible\\_translation/english.htm](http://www.geocities.com/bible_translation/english.htm) [Accessed 3 February 2006].
- Integrated Taxonomic Information System 2006, *Polemonium foliosissimum var. molle*, [http://www.itis.usda.gov/servlet/SingleRpt/SingleRpt?search\\_topic=TSN&search\\_value=529738](http://www.itis.usda.gov/servlet/SingleRpt/SingleRpt?search_topic=TSN&search_value=529738) [Accessed 5 November 2006].
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- Sire, JW 1988, *The Universe Next Door*, 2<sup>nd</sup> edn, InterVarsity Press, Downers Grove, IL.

Snooks & Co. 2002, *Style Manual for Authors, Editors and Printers*, 6<sup>th</sup> edn, John Wiley & Sons, Brisbane.

University of Auckland Library 2006, *Case Studies*, [http://www.library.auckland.ac.nz/subjects/bus/topicguides/case\\_studies.htm](http://www.library.auckland.ac.nz/subjects/bus/topicguides/case_studies.htm) [accessed 5 November 2006].

University of Colorado at Boulder 2002, *Style Guide*, <http://www.colorado.edu/Publications/styleguide/inclusive.html> [Accessed 11 October 2006].

University of Wollongong 2000, *Unilearning Website*, <http://unilearning.uow.edu.au/> [accessed 5 November 2006].