Using Sources and Referencing

Student Learning Advisory Service
Gillingham Building G0.06
Templeman Library Services
Drill Hall Library Services
Templeman Library eJournals


Document Type: Article

Subject Terms: ADMINISTRATION of drugs – Law & legislation

Geographic Terms: CHINA


ISSN: 0000-4609

Accession Number: 79629533
Drug Management Law of the People’s Republic of China

People’s Republic of China Presidential Decree Order No. 45

Approved by the Seventh Meeting of the Standing Committee of the Sixth National People’s Congress on September 20, 1984, and amended by the Twentieth Meeting of the Standing Committee of the Ninth National People’s Congress on February 28, 2001.

The Drug Management Law of the People’s Republic of China was amended and passed by the Twentieth Meeting of the Ninth National People’s Congress Standing Committee on February 28, 2001. The amended Drug Management Law of the People’s Republic of China is hereby promulgated and is to be implemented as of December 21, 2001.
Boolean Searches

- Searching for material containing the words ‘poverty’ AND ‘crime’
- Searching for material containing the words ‘cats’ NOT ‘dogs’
- Searching for material containing the words ‘college’ OR ‘university’
Internet Resources

• Be very careful
• Don’t overuse the web – use books and journals as well
• Keep all the urls and access dates for referencing
• ALWAYS check for:
  • Authority
  • Accuracy
  • Fairness
  • Currency
  • Audience level (academic or popular?)
Academic Language

• **Citation:** the act of formally recognising, within your work, the resources from which you have obtained (any) information
  – Citations are *usually* indirect summaries

• **Quotation:** reproducing (word for word) another person’s words in your text
  - Quotes MUST be always exact/precise
Academic Language

• **Referencing**: the act of writing out a detailed record of the resource from which you have obtained information

• **Bibliography**: a list of all the resources you consulted for an assignment regardless of whether or not you actually used them
Why Do I Need to Reference?

- To develop good academic practice
- To show which ideas are not your own
- To demonstrate your reading/research
- To demonstrate understanding of the topic
- To let the reader know where the facts and ideas have come from
- To allow tutor to check details
- To avoid the charge of Plagiarism!
What Do I Need to Reference?

Basically, everything....

Any idea, fact, concept, theory, opinion, snippet, etc...

- It does not have to be an exact quotation
  - any idea or piece of information has to be referenced

- It does not have to come from a book
  - any source MUST be referenced
    - Journals, websites, CDs/DVDs, Youtube, Moodle, essays....

- You MUST show where everything has come from
  - even personal emails or conversations must be referenced

Always acknowledge the work of other people
Preparing to Reference

Referencing takes *time*:

• Spend time to save time
  – *Always* keep detailed bibliographic information
  – Do this as you go along – reading, note-taking
  – Keep records of *every* source (including Internet)

• Record *everything*
  – Title of book/journal/webpage, author, pages, etc
  – Only exception: ‘common knowledge’
    • E.g. David Cameron is Prime Minister
    • Key test: did I know this before I started this course?

*A Political Use of Psychoanalysis*

Film is fascinating, but this gives the medium a powerful political role in controlling understanding – perhaps even playing into traditional stereotypes. Cinema poses questions about the way the subconscious structures perception. (p14f) Hollywood at its best works through skilled manipulation of visual pleasure. (p16) Film is supremely voyeuristic, with the audience in darkness giving the spectator the illusion of looking into a private world. (p17)

*Lacan* argues that each child goes through a ‘mirror phase’ before they have language, in which they see their own image in a mirror as a more perfect version of themselves – an ego ideal. (p18). It is this *misrepresentation* which constitutes the first sense of ‘I’-ness.
Elements of Referencing

Style or format depends on conventions, but you will *always* need information about:

• author
• date of publication
• place of publication
• full title
• PAGE numbers
## Referencing Styles

### Author – Date
- APA (psychology)
- Harvard (mainly social sciences)
- MLA (languages)

### Footnotes
- MHRA (humanities)
- OSCOLA (law)
- Chicago (politics/IR)

### Numbered
- IEEE (computing and electronics)
- Vancouver (biomedical)

[www.kent.ac.uk/ai](http://www.kent.ac.uk/ai)
Historically, Religious Studies developed as a distinctive discipline in contrast to Christian theology. Two factors were perhaps of central importance: firstly, theology was felt to be distorted by the interests of the Church; secondly, a new generation of scholars were emerging who were far more aware of world religions and interested in exploring these in detail, not as a foil to Christianity, but as valid systems in their own right. In this sense, this new breed of scholars reflected their times: influenced by the philosophy of Husserl, they wanted a ‘detached’ or ‘objective’ understanding of a religion from the perspective of participants. Thus was born the phenomenological approach, which remains highly characteristic of Religious Studies to this day.¹

Equally important, however, was the work of William James² and Carl Jung³. James also adopted what might now be called a phenomenological approach⁴. . . .

²W. James The Varieties of Religious Experience (London: Longmans 1902)
³C. Jung Memories, Dreams and Reflections (New York: Vintage 1962)
⁴A. Grice Lib Dem support hits all-time low (2011), Lib Dem support hits all-time low [Internet] Available at http://www.independent.co.uk/news/uk/politics/lib-dem-support-hits-all-time-low-2176158.html. (Accessed on 05/01/11)
OSCOLA

For more detail see: www.kent.ac.uk/ai/styleguides.html
OSCOLA

For more detail see: [www.kent.ac.uk/ai/styleguides.html](http://www.kent.ac.uk/ai/styleguides.html)
For more detail see: www.kent.ac.uk/ai/styleguides.html
OSCOLA
Barlow and James describe the treatment of opposite-sex cohabitants by the law as 'schizophrenic', sometimes treating them as if they were married and sometimes treating it as an inferior form of relationship. They note, for example, that under the Administration of Estates Act 1925, s 46 only a spouse will automatically inherit all or some of their spouse's estate where their husband or wife dies without making a will. Although the Inheritance (Provision for Family and Dependants) Act 1975, has in recent years been amended to give cohabitants of at least two years the right to make a claim in a similar situation, this is limited to financial provision for maintenance only. Barlow and James therefore suggest that 'the law applicable in the event of the death of a cohabitant is confused and contradictory'.

---

24 S 1(1)(a) and (ba) as substituted by the Civil Partnership Act 2004, s 71 and Sch 4 Pt 2 para 15(1) and (2).
26 Barlow and James (n 23) 151.
The decision in *Mullin v Richards* 14 confirmed in English law the test of the standard of care required of child defendants, following the Australian case of *McHale v Watson*.15 The defendant in *Mullin* was a child aged 15 and Hutchison LJ said that in determining whether she had been negligent the question ... is not whether the actions of the defendant were such as an ordinarily prudent and reasonable adult in the defendant's situation would have realised gave rise to a risk of injury, it is whether an ordinarily prudent and reasonable 15-year-old schoolgirl in the defendant's situation would have realised as much.16

14 *Mullin v Richards* [1998] 1 WLR 1304 (CA).
16 *Mullin* (n 14) 1308.
OSCOLA: Primary Sources

• Cases:
Give party names, followed by the neutral citation, followed by the Law Reports citation (e.g. AC, Ch, QB). If there is no neutral citation, give the Law Reports citation followed by the court in brackets. If the case is not reported in the Law Reports, cite the All ER or the WLR, or failing that a specialist report:
Page v Smith [1996] AC 155 (HL)
Harvard Type (Author-Date Style)

Basic two stage (cross-referencing) approach:
1. In the main body of the text (in-text citation):
   - Author’s name
   - Date of publication
   - Page number (usually)
2. In the bibliography (in alphabetical order):
   - Author’s name (surname first)
   - Date of publication
   - Full title
   - Place of publication and publisher
Under the states of emergency, however, the police detained many labour leaders, and in February 1988 Cosatu was prohibited from engaging in political activities (Baskin, 1991, p.59). This led to heightened tension characterised by frequent violent clashes between protesters and the police....

In-Text Citations

*If author’s name occurs in the sentence:*
Cottrell (1999, p23) claims that students …

*If the name does not occur in the sentence:*
Students should not … (Cottrell, 1999, p23)
Secondary citations:
There was clear evidence in the research of genetic mutations appearing in the plant (White, n.d., cited in Murray and Saint, 2007, p.182).

In bibliography:
Harvard Type (Author-Date Style)

Basic Variations:

• Journal articles
  In text citation: (Mayer, 2009, p...)

• Chapters in edited book
  In text citation: (Crane, 1991, p....)

• eBooks
Harvard Type (Author-Date Style)

• Multiple authors of same publication:
  – Up to 3: list all; more than 3: first name plus et al
  – Give ALL the names in the bibliography

• Multiple sources (to drive home a point):
  – Recent research (Williams, 2007; Moltmann, 1997; Chapman, 2002) suggests that....

• Multiple publications by same author:
  – Bauman suggests contemporary culture is best described as *liquid* – mobile and provisional (2000, p8). He extended his thesis in *Culture in the Liquid Modern World* (2011)

• Multiple publications: same author, same year:
  – McGrath’s *Introduction* has yet again been revised (2010a), but he also recently published another book (McGrath, 2010b) as well as two novels
Harvard Type (Author-Date Style)

Web citations:
1. Known author shown on website
   In text: (Grice, 2011) [no page number on website]
   Grice, A. (2011), *Lib Dem support hits all-time low* [Internet] Available at
2. No named author shown on website: main website name
   In text: (BBC, 2009) [no page number on website]
   BBC (2009) *Netanyahu to form Israel cabinet* [Internet] Available at
   http://news.bbc.co.uk/1/hi/world/middle_east/7901486.stm. (Accessed on 20/02/09)
3. Web Pages with organisations as authors
   In text: (British Red Cross, 2008)
   British Red Cross (2008) *Open Gardens* [Internet] Available at
Harvard: Further Examples

• Class Handouts and Lectures
  – Tutor, Year, Lecture title, Module, location, date
  – E.g. In-text: (Le Grys, 2011)

• Moodle
  – Author, Year, title, module no., web address, date
Harvard: Further Examples

• Wikis (usually no named author)
  In text: (‘Karl Marx’, 2011)
    – Note inverted commas around article title
    – Note also the date: last updated date
  ‘Karl Marx’ (2011) Wikipedia [Internet]

• Social Networking websites (e.g. Facebook)
  In text: (KentSLAS, 2010)
  KentSLAS (2010) ‘Info’, Facebook, 21/01/11, [Internet]
Harvard: Further Examples

- Podcasts
  - Author/presenter, year, title, website, accessed date

- CDs/DVDs
  - *Avatar* (2009) directed by Cameron, J. [DVD] Los Angeles, 20\(^{th}\) Century Fox

- YouTube
Bibliography: Harvard Style

Always arrange alphabetically:

BBC (2011) Activists target Tunisian Government sites [Internet]
  http://www.bbc.co.uk/news/technology-12110892 (accessed 20/02/09)


Grice, A. (2011), Lib Dem support hits all-time low [Internet]


Snyder, L. (2011) Fluency with Information Technology (4\textsuperscript{th} edition, Boston, Pearson)
Quantitative research is most often associated with pure sciences like physics and chemistry and is the ‘how much’ of research methodology. Babbie (2001: p.37) stated that quantitative research is “where things are quantifiable, measurable, explained and finite”. Data are usually derived through testing, experimentation and calculation and the results are often reported as graphs, numbers, percentages, statistics and scales. From an epistemological point-of-view, quantitative research sits within the domain of the empiricist or positivist where:

The observer is dispassionate and independent of the object of observation. Knowledge is objective, generalisable, and can usually be used to predict and control future events (Sanderson 2001, p.198).

In contrast, the qualitative methodology is the ‘what’s it like?’ facet of research which is concerned with “images, feelings, impressions and qualities” (Bouma 2000, p.19). Researchers develop and pose their own theories and hypotheses – rather than testing and proving existing ones. Denzin and Lincoln (1998, p.26) describe how each “strategy of [research] inquiry [is connected to] … complex literature, … a separate history … and a bundle of skills”. For example, when health workers and educators research their practice ‘action research’ is often undertaken. This can be defined as “a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices” (Kemmis & McTaggart cited in Masters 1995).

Qualitative research provides an ‘ideographic’ or ideas based world view which takes into account culture, personality and other nuances related to humans and society (Babbie 2001, p37; Smith cited in Sanderson 2001, p.216). The research methodologies associated with qualitative research are concerned with elucidating new knowledge through careful and deep observation of real life. The approach is inductive and generates hypotheses, rather than testing them (Williamson, Burstein & McKemmish 2002, p.26). Unlike the empiricist/positivist worldview with its emphasis on prediction and control, Sanderson (2001, p.215) describes the emphasis as being on a mutual understanding by researcher and researched.

Both quantitative and qualitative research methods have their supporters and need not be seen as operating separately from each other. For example, in the humanities area most often associated with qualitative methods, there is also widespread use of quantitative methods. An example of this is when social workers study and measure social problems such as poverty and mental illness. Frequently, qualitative research is coded to enrich data analysis in order to provide a more comprehensive summary of theoretical ideas (Barry 1998). It is therefore …
RefWorks

Reference Management Software

• Available on all campus PCs
  – RefWorks is web-based
  – EndNote requires local software
• Download references from databases
• Build up personal “library” of references
• Insert references into MS Word documents
• Automatically formats citations, bibliographies and references according to selected style (Harvard, MHRA, Vancouver etc.)
Further Help

www.kent.ac.uk/ai

Departmental Website