

**The Sociology Department
University of Essex**

Referencing & Essay Presentation

Departmental style guide

A guide to some key aspects of your written work and its presentation

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1.0 Understanding referencing (what, why & when)

1.1 Understanding key terms

Academic writing requires us to present and discuss the ideas and arguments of others as a necessary context to our own thinking. It is essential that when you draw on the work of others, whether by directly quoting from their work, commenting on their work, or by drawing on their work, this is acknowledged. *Referencing* is the convention via which we do this, and includes both an *in-text reference* with brief source information, and an *end of text reference* with full publication details, as follows:

▪ In-text references

In-text referencing relates to the act of drawing upon and acknowledging the work of other authors in your own writing. This may be to give a context to the topic you are discussing, to exemplify or build upon a point you are making, or to take issue with an alternative perspective. Whichever the reason, it is very important that the identity of the original source is clear. This is equally important regardless of data type: e.g. the origins of images and tables etc must be acknowledged in the same way as books and articles.

Referencing within the text therefore requires you to do two things: to indicate the author/s of the idea/material you are using, and to give the date of the source publication. Direct quotes also require a page reference.

See also section 3.

▪ List of references (end of text)

A full list of all the sources mentioned in your work (titled 'References') giving publication details should be included at the end of your assignment, organised alphabetically by author surname. The set-out of the list should adhere to a specific referencing convention (here *Harvard*) which specifies precisely what information should be contained in each entry and how it should be formatted.

See also sections 4 & 5 below.

▪ Plagiarism

Plagiarism relates to the act of reproducing or otherwise utilising the words or ideas of others *as if they were your own*, i.e. without citing them by name or properly referencing your sources.

Plagiarism may be the result of straightforward cheating, but can also result from sloppy referencing practices or weak study skills in other respects (e.g. in note-taking or paraphrasing). Whether its origins are intentional or

accidental though, plagiarism is regarded as ‘intellectual theft’ and taken very seriously in the academic world.

University policy states that responsibility for understanding how to avoid plagiarism always lies with the student. You are therefore strongly advised to familiarise yourself with the explanatory pages in this guide (sections 1.0-3.0, pp 4-14) which provide a *when*, *when not* and *why* guide to referencing, and with the University Policy on plagiarism and supporting web pages here: <http://www.essex.ac.uk/plagiarism/>

Submitting the same work twice ('self-plagiarism')

In the university context, submitting the same work twice (e.g. copying a paragraph across from one essay to another because you believe it is relevant to both) is also regarded as plagiarism, even though the work is your own. It is OK to draw on the same material for different pieces of work, but keep in mind that you are using it in a different context (i.e. to answer a different question), Think about the specific point you wish to make in relation the question you are currently answering, and *apply your material to that purpose*.

On the rare occasions it may be appropriate to cite yourself (perhaps, for example, when an assignment has two components and you wish to cross-reference), ensure you include a full reference, both in-text and in your final list of references, just as you would any other author.

1.2 Why is referencing so important?

Referencing is often (mistakenly) thought of in the context of avoiding plagiarism alone, but in fact it has a number of important intellectual functions:

- **Demonstrating your knowledge of a subject:** your ability to draw appropriately on the work of others is one way of demonstrating your familiarity with the subject area. This in turn lends authority to your writing, establishing that you are ‘qualified’ to contribute to the academic debate.
- **Demonstrating breadth of reading (scope and contrast):** referencing allows you to present *a range of arguments* in relation to the subject area, and to compare and contrast differing positions as a context to your own. It is a way of ‘situating’ your own argument in response to a question.
- **Providing evidence:** referencing allows you to illustrate and/or to present evidence in support of the arguments you put forward. In this way, used well, citation lends weight to the conclusions you reach.

- **Acknowledging authorship of original ideas:** good referencing practices allow you to utilise and further develop the ideas of other authors without the charge of plagiarism.
- **Allowing your reader to locate and verify:** accurate referencing enables your reader to follow-up the material to which you refer, either for the purpose of verification or simply out of interest to research further.

1.3 Incorporating the ideas of others

There are **3 principal means** of incorporating the work of others within your own writing:

- **Quoting (see also 3.2, p.10):** using someone else's *exact* words. Quoting should be used sparingly and mostly by way of exemplifying or reinforcing a point you have already made yourself, or introducing one you are about to make. Only quote when the material quoted is especially pertinent, memorable, evocative or pithy. In all other cases, if the point being made remains an important one, find a way to say it in your own words (i.e. paraphrase).
- **Paraphrasing (see also 3.3, p.12):** expressing someone else's ideas in your own words. Paraphrasing is not a matter of altering odd words in an otherwise structurally unchanged sentence or paragraph. Good paraphrasing comes first and foremost from a good understanding of the original text. Concentrate on understanding what you are reading first; then, with the original text put aside, explain it as *you* understand it and as applied to the particular point you are seeking to make.
- **Summarising:** there is inevitable overlap between 'summarising' and 'paraphrasing' but they are not the same thing. Summarising means *to give a brief account of* the main points of an argument, whilst paraphrasing - whilst it may entail a degree of abbreviation - relates specifically to the act of restating something in other words - your own words.

1.4 When to reference and when not?

This is an issue that students sometimes struggle with at first. You may understandably reason: "if everything I know on a subject comes from other people – from books, lectures and so on – surely it follows that I must also have to *reference* everything?"

It is necessary to make a distinction between the following:

- **Common knowledge** - information that is very well-established and generally accepted such as facts and dates for example, an understanding of which is shared by everyone, or at least by all those working in a particular field.
- **Individual perspectives** - ideas, theories and arguments put forward by individual writers that are specific to them and must therefore be attributed as such.

Material that counts as common knowledge *may occasionally* be included in your writing without the need to seek a particular reference to support it. Such material may even include ideas (as opposed to facts e.g. dates), where these are well-enough established and mutually understood, and discussed in no more than an introductory context.

Example: In response to an essay question about, say, Marx and *Alienation*, or Durkheim and *Anomie*, it would be legitimate to introduce these central concepts quite generally in your introduction, without reference to this author or that. This is because, regardless of where in your reading you personally first encountered them, there is a shared understanding within the academic field as to what is meant by these concepts - as they were *originally conceived and employed*.

Beyond your introduction however and certainly once you are involved in more analytical discussion, debating such questions as the perceived strengths and weaknesses of the concepts or their continued relevance today (questions that are bound to give rise to diverse views), referencing becomes crucial.

Similarly, it would be perfectly acceptable to refer to the sorts of basic statistical methods that appear in an introductory textbook without the need to attribute them.

Example: in discussion of your methodological approach to a research question, it would be acceptable to make a statement such as 'I used multiple regression to analyse the data' without the need to add (Field, 2011:22) to indicate that this is where you first encountered the concept of *multiple regression*. What is meant by such a term is sufficiently well established, albeit possibly new to you.

It can be tricky in the early days though, on new acquaintance with a subject area, to distinguish reliably between common knowledge and individual perspectives. If in any doubt, it is always best to include a reference. The worst that will happen is that your writing may seem a little clumsy in places (where *over*-referenced) and your tutor may point this out to you. You will however avoid the charge of plagiarism in the immediate term and your writing style will become more sophisticated in this respect with time and increasing experience.

2.0 About the Harvard referencing system

2.1 Understanding the Harvard system (versus other systems)

A number of different referencing systems exist, each providing a set of conventions on *how* to set out in-text references and an end-of-text list of references.

Different systems may be more suited to a particular academic discipline or publication, or simply preferred by them. You will encounter other systems in the course of your studies, and those of you on combined degree programmes may be required to use more than one.

The Harvard System is one commonly used in the Social Sciences and it is the system adopted here. The precise layout of references used in the guide - since even within Harvard some variation in style exists - further conforms to the house style of *Sociology*, the Journal of the British Sociological Association; an advantage of this particular style being that it pares the use of punctuation down to an absolute minimum.

2.2 The basic principles of the Author/Date system

A few things you should know before you start.

The Harvard system is also known as an AUTHOR/DATE system. The author/date system requires that when you draw on the work of other authors, they must be acknowledged *twice* within your assignment:

- **In text:** in brief form, where the *author surname* and *date* (and *page number/s* when you are quoting), set out together in brackets, must accompany your citation at the immediate point at which it appears in your work.

- **In the list of references at the end of your work:** where *full* details for each source cited in your work must be included, organized alphabetically by author surname.

Understanding the elements that are always required in a reference, and setting these elements out consistently each time, is the key to good practice. The precise ways in which different writers or house styles set out their references may vary in the small detail, but the same basic elements are always present among those using Harvard, and the practice of any one writer or within any one house style will always be consistent.

Once you have a firm understanding of the basic elements required in a reference, and a style consistently adopted, the principles entailed in setting out a reference may be extended more easily to less common source types (see also 5.14, p.27).

3.0 How to format in-text references Harvard-style

In-text referencing is kept brief; sufficient only to identify the author of the idea/s you are using, and to direct your reader to the full source information located in the list of references at the end of your work (see 4.0 and 5.0).

The basic format for in-text references is as follows:

(Author surname, Year)

e.g. (Smith, 2012)

Or, when you are 'quoting', including the page number/s:

(Author surname, Year: Page number/s)

e.g. (Jones, 2013: 17-18)

3.1 Important notes that apply to all in-text references

- Author initials are *not* required in-text, only in the list of references.
- Page numbers are always required when you quote. If a quotation continues over more than one page, include both, linked by a hyphen (see second example above).

- When paraphrasing, the inclusion of a page number is also recommended if the ideas being discussed are very specific ones that can be clearly located within the text. If however you are simply discussing the broad subject matter of a text, page numbers are not necessary and your reference will be set out as in the first example above.
- Detail is important! Note the consistent use of punctuation (commas and colons) to separate elements.
- Avoid unnecessary repetition. Where the author's name is already included in your text, it need not be repeated in brackets (see examples in 3.2).
- In-text references (inside brackets) *are* included in your word count.

3.2 Quoting

Shorter quotations (a single sentence or a section of a sentence) can be built into your own text. Note: it is generally good practice to keep quotations short; this way the emphasis is on your own understanding of an idea, with the quotation used to illustrate or offer supporting evidence.

Underlying this universalistic account is the essentialist assumption that 'sex precedes gender' (Delphy, 1993: 5).

OR, alternatively...

Underlying this universalistic account, Delphy argues, is the essentialist assumption that 'sex precedes gender' (1993: 5).

Longer quotations (two or more lines) should be single-spaced and indented. As a general rule, avoid the frequent inclusion of lengthy quotes, or your work may begin to feel rather 'derivative' (over-reliant on other people's words). Usually you will find that it is only a smaller section of the quote that is of particular interest in its original form. Look instead for ways to build the section into your own writing.

Prosser and Schwartz, discussing the use of photography in fieldwork, comment on the importance of the camera as 'extra-somatic memory'. They continue:

The ability of the camera to record visual detail without fatigue suggests that 'camera notes' may be superior to the field notes recorded by tired social scientists. Even when we become weary and muddled the camera can continue...' (1998:122)

Note how the writer's text introduces the quote so that it serves to *expand upon* and *reinforce* the point being made (hence also the use of a colon at the end of the introductory sentence).

Quoting from text in other languages

Your research for any piece of work should be conducted primarily in English. International students in particular should avoid reverting to own language sources. All Sociology modules provide extensive reading lists to draw upon. Start your research with these, and also use them (together with other library searches) to find further readings.

On the rare occasions that a text you wish to quote from only exists in a second language, with no formal translation available, you should reference in the same way as you would for an English language text and then provide a translation yourself, either in brackets immediately following the quote, or beneath it (for an indented quotation). For longer pieces of text, the original language version could alternatively be included as an appendix.

Quoting from ebooks where page numbers are missing

An in-text referencing issue may arise with some *proprietary* ebooks (e.g. Amazon's Kindle) where the layout and page numbering of the print edition the ebook is based upon have been removed to 'optimise' the text for the new medium. In such cases either no page numbering remains or a unique location number system may replace it.

The use of a location number to quote from such an adapted text results in a citation that looks something like this:

Smith argues that "....." (Smith, 2003: Kindle location 2632).

Here the quotation is accurately referenced by the writer with the information available, but the reader – with print edition in hand - has no easy way to follow it up, since location number 2632 has no relationship to the page numbering of the hard copy.

NOTE - not *all* ebook services remove text page numbering; *ebrary* and *Google Books* for example mimic the pagination of the print edition. As a rule, if the eBook is paginated, it is highly likely the numbering corresponds either directly or closely to the print edition (fortunately, most of the ebook systems the Albert Sloman library subscribes to *do* provide the print edition page numbers).

As a matter of good practice, in the absence of page numbering:

Include after any location number (where one is given) the following further information:

- Chapter number and/or subheading (where these exist)
- Paragraph number

Example

In-text

...‘we shall be working and *thinking* in SimCity for a long time’ (Starr, 1994: Simulation in reality, para.11)

Reference

Starr P (1994) Seductions of Sim: Policy as a simulation game. *The American Prospect* 17:19-29.

3.3 Paraphrasing

Most of the time, when presenting other people’s ideas, you will be *paraphrasing* them – that is, using *your own words* to introduce and discuss them, or to show how they contribute to the point you are making. It can take time to find a comfortable and fluent writing style when discussing other people’s work. Focusing on really *understanding* the ideas you are drawing on though is key to being able to write about them easily in your own words.

Be sure not to simply alter occasional words (Version A, below) as this is still effectively copying. And remember, referencing is just as important when you paraphrase as it is when you quote. You are still using somebody else’s ideas.

Example: below is an extract from an original text, ‘Myths and Realities of the American Family’ by Elaine Tyler May¹, followed by two very different attempts at paraphrasing: Version A (*unsuccessful*) and Version B (*successful*)

Original text

‘Because women’s wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.’
(May, 1991: 588-589)

¹ May ET (1991) Myths and Realities of the American Family in P Aries and G Duby (eds) *A History of Private Life* (Volume V: Riddles of Identity in Modern Times). Belknap Press, Cambridge, Mass.

Paraphrase - version A

(This version is highly derivative: there is too much borrowing of sentence structure and wording. May is not mentioned at all. Constitutes plagiarism)

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child-care remain woefully inadequate in the United States.

Paraphrase - version B

(May's ideas are fully acknowledged and accurately represented in the writer's own words. A quotation is incorporated and properly cited).

Women today still earn less than men – so much less that many single mothers and their children live near or below the poverty line. May argues that this situation stems in part from “the fiction that men earn the family wage” (1991: 587-9). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (1991: 589). This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities.

3.4 Formatting secondary references/citations

A *secondary reference* is an idea or quotation by one author that you have found mentioned in a work by another author and would like to use yourself, although you have not read the original. In this instance, you need to acknowledge the original author as usual, since the idea you are paraphrasing or quoting belongs to them, but you must also state where you found it.

Examples

Basaglia (1981) seems to have noted the contradiction of the reforms stating that ‘the law can only ever be the result of the rationalisation of a revolt’ but he goes on to add that ‘it can also succeed in diffusing the message of a practice, rendering it a collective heritage’ (in Scheper-Hughes and Lovell, 1986: 173).

In the above example, a reference to Basaglia without acknowledgement of Scheper-Hughes and Lovell would imply – wrongly – that you are familiar with the original work and citing directly. Note also, that in your list of references, it is Scheper-Hughes and Lovell who will appear, not Basaglia, since they are responsible for the actual source text, as opposed to the quote found within it.

This rule of acknowledging the location where you find material remains the case even when you are simply paraphrasing, rather than quoting. In the following example, the writer refers to Bourdieu, but this is taken from a discussion of his ideas by Fulcher and Scott in their introductory text book *Sociology*, so the reference should be to their book, as indicated:

Bourdieu argues that exam success is dependent as much on what he calls 'cultural capital' – the hidden inherited advantage that comes from having been brought up within the dominant culture – as on any more objective sense of subject knowledge; because, he says, exams themselves are based on standards of excellence determined by that culture (in Fulcher and Scott, 2007: 325)

3.5 Referencing work by multiple authors

When referencing work by multiple (more than 2) authors, it is acceptable in-text to abbreviate, using the first author surname only followed by 'et al', as illustrated below (note though that author names should be given in full in your end-of-text list of references):

In-text reference: Pettinger et al (2005) argue that...

End-of-text reference:

Pettinger L, Parry J, Taylor R and Glucksmann M (eds) (2005) *A New Sociology of Work?* Oxford: Blackwell Publishing.

3.6 Referencing reprinted works

If the book you are referencing is a reprint of an older original, especially in the case of classic texts, it is good practice to indicate the date of first publication, as shown below (i.e. inset within [square brackets] alongside the date of the reprint). (See also 5.1, p.17).

Example

'...The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise' (Mills, 2000 [1959]: 3)

4.0 How to set-out a list of references Harvard-style

4.1 Important notes that apply to ALL entries

References should be *set out alphabetically by author surname*, and comprise one *single integrated list* regardless of source type. Websites and films for example should not be listed under separate headings.

The information required for each source type and the order in which it is set out is consistent and precise, ensuring that no information is omitted and that readers can follow it up easily should they wish. This also helps *you*, in that it creates a memorable pattern that will become familiar over time.

Where the information you need is missing, *be as precise as the available information allows*. Remember that your purpose is i) to identify your source as clearly as possible, and ii) to enable your reader to locate it as easily as possible.

The use of punctuation in reference lists (commas, colons, full stops) is similarly precise. It may vary slightly between different authors or publications using the Harvard system, according to their preference or house style, but it will always be internally consistent within a single publication and this should be the case within your own work too.

Your end-of-text *References* list and any appendices used are *excluded* from your word count.

4.2 Important notes that apply to ONLINE/ELECTRONIC sources

Many different types of written material co-exist online and referencing conventions vary accordingly. Understanding *what type of written material* you are accessing is an essential first step in referencing online sources accurately.

Two key questions to ask yourself:

- *Is the source material 'born digital' or simply hosted online?*
- *Is the source material capable of being changed – is it 'live'?*

- **Material born digital or 'live':** unlike conventional printed text, most material written specifically for the web, such as the basic content of web pages, blogs and wikis, is capable of changing daily or indeed of being removed entirely; in other words, it is 'live'. For this reason when referencing web-based material, in addition to giving its online location (web address or 'URL'), it is also necessary to specify the date on which *you viewed the source* online,

allowing for the possibility that it may no longer exist there in precisely the same form. Web-based sources should therefore typically end as follows:

www.availableontheweb.com. Accessed: Day Month Year.

- **Material hosted online:** sometimes though, the Internet is simply a *host* for material originally published in print and available elsewhere - in a conventional library for example. These kinds of sources, where clearly identified as such, may simply be referenced as for their respective hard-copy versions. Examples include:
 - Books and journal articles: some books and many journals can now be accessed via the web. Even if you access them this way though, you need only give the original (hard copy) publication details. You should not include a web address.
 - Google Books: many of the books hosted on Google Books relate to conventional texts available in libraries and may be referenced as such. However, an increasing number of books are born digital so be mindful of this.
 - Government papers, and other policy documents: where these are already published in their final form and in PDF format. Such documents will usually have their publisher information contained within them.

5.0 Reference List examples by SOURCE TYPE

Note: the examples given in this section do not represent a comprehensive list of source types, but cover the main academic sources that you will encounter in your essay work, and a number of other more general source types that may be useful to you in your journal/project work.

5.1 BOOKS

Basic book format for single and multiple authors

AUTHOR NAMES: the basic conventions for author names are consistent across source type. Surname first, followed by initials. Up to six authors may be listed, their names separated by commas (except the final two, linked by 'and'). The abbreviation 'et al' may be used where there are more than six authors, in place of the remaining names.

BOOK TITLES: book titles are in upper/title case and in *italics*. Title subtexts (typically following a colon) are in lower/sentence case, except for the first letter.

Author A (Year of publication) *Book Title: Capital first letter only for subtext*. Place of publication: Publisher.

Author B and Author C (Year of publication) *Book Title*. Place of publication: Publisher.

Busfield J (1996) *Men, Women and Madness: Understanding gender and mental disorder*. Basingstoke: Macmillan.

Cox P and Hobley A (2014) *Shopgirls: The true story of life behind the counter*. London: Hutchinson

Edited books

EDITED BOOKS: add (ed) or (eds) immediately after author name/s to indicate.

Author A (ed) (Year of publication) *Book Title*. Place of publication: Publisher

Author B and Author C (eds) (Year of publication) *Book Title*. Place of publication: Publisher

Morris L (ed) (2006) *Rights: Sociological Perspectives*. London: Routledge.

Moog S and Stones R (eds) (2009) *Nature, Social Relations and Human Needs: Essays in honour of Ted Benton*. Basingstoke: Palgrave Macmillan.

Further editions and reprints

NEW EDITION NUMBERS: if the book you use is not the first edition, add the new edition number e.g. 2nd edn, immediately after *Book Title*, as shown in the first example below. This is important because a new edition number may entail quite significant changes to the text.

REPRINTED BOOKS: as suggested for *in-text references* (see 3.6), when referencing reprints of classic texts indicate the original date of publication, as shown in the second example below (i.e. inset within [square brackets]).

Author D (Year of publication) *Book Title*. 4th edn. Place of publication: Publisher.

Author E (Year of current publication [Original year]) *Book Title*. Place of publication: Publisher.

Pink S (2007) *Doing Visual Ethnography*. 2nd edn. London: Sage.

Mills C W (2000 [1959]) *The Sociological Imagination*. Oxford: Oxford University Press

Online books or e-books

Note: the term 'e-book' may include books available in print and hosted online, but there are also increasing numbers of books available only on the Internet. If in any doubt as to a book's status, continue to make explicit where and when you found it online, as detailed below..

Author A (Year of publication) *Book Title*. Place of publication: Publisher.
www.foundontheweb.com. Accessed: Day Month Year

Cookson J and Church S (eds) (2007) *Leisure and the tourist* [e-book]. Wallingford: ABS Publishers. Google Books. Accessed: 9 June 2008.

Young M (2007) *Poverty: Rights, social citizenship and legal activism* [e-book]. Vancouver: UBC Press. Google Books www.books.google.co.uk. Accessed: 30 September 2012.

5.2 CHAPTERS in EDITED BOOKS

CHAPTER TITLES: chapter titles in edited books are in lower/sentence case with the exception of the first letter and any proper nouns. Title subtexts for chapters, as for books, are in lower/sentence case, except for the first letter, and typically follow a colon.

Note: unlike chapter author, editor names are set out initial first followed by author surname. Note also in the second example, that L Pettinger is both chapter author *and* an editor of the book itself.

Author A (Year of publication) Title of chapter: Capital first letter only for title subtext.
In E Author and G Author (eds) *Book Title*. Place of publication: Publisher, page numbers.

Nixon S (2001) Re-signifying masculinity, from 'new man' to 'new lad'. In D Morley & K Robins (eds) *British Cultural Studies*. Oxford University Press, 373-386.

Pettinger L (2005) Friends, relations and colleagues: The blurred boundaries of the workplace. In L Pettinger, J Parry, R Taylor and M Glucksmann (eds) *A New Sociology of Work?* Oxford: Blackwell Publishing, 39-55.

5.3 JOURNAL ARTICLES

The format for journal articles is similar to that for chapters in edited books: article titles are in lower/sentence case with the exception of the first letter and any proper nouns, *Journal Title* in upper/title case and italicized. If the journal edition information also gives 'season', include after Issue, within the same brackets. Note: Volume(Issue): ends with a colon, to indicate the page numbers which follow.

Print journals

Author A (Year of publication) Article title. *Journal Title*. Volume(Issue): page numbers

McGoey L (2007) On the will to ignorance in bureaucracy. *Economy and Society*. 36(2): 212-235.

Roper M (2007) Between the psyche and the social: Masculinity, subjectivity and the First World War veteran. *Journal of Men's Studies*. 15(3): 251-271.

Online journals or e-journals

As for books, the term *e-journal* may include journals available in print but hosted online (example 1) but an increasing number are available only on the Internet (example 2).

Author B (Year) Article title: Capital first letter only for title subtext. *Journal Title* Volume(Issue): page numbers. www.foundontheweb.com.

Blackburn R (2006) Finance and the fourth dimension. *New Left Review* (39): 39-70. <http://www.newleftreview.org/II/39/robin-blackburn-finance-and-the-fourth-dimension>.

Pettinger L and Lyon D (2012) No way to make a living.net: Exploring the possibilities of the web for visual and sensory sociologies of work. *Sociological Research Online* 17(2). <http://www.socresonline.org.uk/17/2/18.html>.

5.4 MULTIPLE TEXTS by the SAME AUTHOR OR EDITOR

Occasionally you may use more than one source text by the same author or editor - or the same *principal* author/editor - and these may also include different works published within the same year (note: such texts may be of any nature e.g. books, chapters in edited collections, journal articles etc).

In such circumstances, the following conventions for ordering sources in a reference list apply:

Where there are multiple entries by the same author/s published in different years.

- List monographs and single editors first, in date order.
- List co-authored/edited works with *the same principal author* as above next, ordered according to the surname of the second author (prioritised over date).

Where there is more than one work by the same author/ editor published in the same year.

- List according to the order you have cited them in your work, and differentiate them in your reference list by adding a lower case letter (a,b,c) directly after the year, making sure your in-text references correlate.

References

Smith H (2011)
 Smith H (ed) (2014)
 Smith H and Jones R (2009)
 Smith M (2006)
 Taylor B (2008a)*
 Taylor B (2008b)
 Taylor B and Jones M (2014)
 Taylor B and Peters P (eds) (2011)

**Example in-text: As Taylor argues '...your quote here' (2008a: 6-7)*

5.5 GOVERNMENT/POLICY DOCUMENTS and RESEARCH REPORTS (published papers)

NOTE: The kind of papers indicated here are published documents, very often hosted online but in their final form and in PDF format (i.e. will not be subject to amendment). For this reason an 'Accessed' date is not necessary. Note also that the 'author' may be an organisation rather than a person, as in the first example.

Organisation/Department (Year) *Title of Report*. Place of publication: Publisher.

Author A and Author B (Year) *Title of Report*. Place of publication: Publisher.

Department for Communities and Local Government (2012) *Evidence Review of the Costs of Homelessness*. London: Department for Communities and Local Government.

Thiel D and Gillan K (2010) Factors affecting participation in assisted voluntary return programmes and successful reintegration: a review of the evidence. *Home Office Research Report* 29.

5.6 ACTS OF PARLIAMENT

Acts of Parliament published after 1963 should be referenced as follows:

Title of Act and year (chapter number of the Act abbreviated to 'c'). Place of Publication: Publisher.

Higher Education Act 2004 (c.8). London: HMSO.

Offender Rehabilitation Act (c.11). The National Archives (legislation.gov.uk).

Note, it is not necessary to include the chapter number in-text. However when quoting or paraphrasing a specific section and paragraph, the section details should be included, for example as follows:

...s.10(4)(6) of The Higher Education Act 2004 states that...

For Acts of Parliament prior to 1963, the regal year and parliamentary session are also included:

Title of the Act and year (Year of reign of the monarch at the time the Act was introduced, the monarch's name which may be abbreviated, the chapter number of the Act abbreviated to 'c'). Place of publication: Publisher.

Homicide Act 1957. (5&6 Eliz.2, c.11). London: HMS

5.7 PhD THESES & DISSERTATIONS (and other unpublished papers)

It is fine to include among your references unpublished work such as a PhD thesis, just so long as you are clear about its status and reference it as such.

Author A (Year) *Thesis/Dissertation Title*. Degree statement. Degree awarding body.

Gigoux C (2010) *Colonizing Images: The politics of representation in the Archipelago of Tierra del Fuego*. Unpublished PhD thesis. University of Essex.

Turton J (2003) *Child Sexual Abuse - Understanding female offenders*. Unpublished PhD thesis. University of Essex.

5.8 DEPARTMENTAL TEACHING DOCUMENTS

(Readers, Lecture/PowerPoint slides and Handouts)

Readers

A reader is a collection of writings (usually extracts from academic texts), brought together to support teaching and learning in a specific module.

The writings contained in a reader are almost always individually available in hard copy in the library or capable of being sourced online, and they can be referenced exactly as you would if you accessed the full source text this way (i.e. an extract from a book can be referenced as detailed in 5.1; or an extract from a chapter in an edited collection, as detailed in 5.2).

Readers should give the full source information for the articles or extracts they contain (although you may still need to reformat slightly in accordance with this guide). If such information is missing however, or too incomplete to fully identify, ask your class tutor.

Lecture slides, PowerPoints and Handouts

Think carefully about referencing directly from these kinds of documents (i.e. documents created by academic staff specifically for teaching purposes). Where their content is concerned with the straightforward objective of introducing you to a subject and the literature surrounding it (rather than presenting a specific

argument on the teacher's part), it may not be particularly 'quotable' in its own right, but better to regard it as a spring-board for further reading of your own.

You should *not* however cite from your *own* lecture or class notes, even where you regard these as an accurate transcript of a point made by your lecturer/tutor, since such content is not traceable in the same way as a PowerPoint or handout produced by them would be.

Where you do cite from teaching materials, the following conventions apply. Note that the *source type* is indicated in square brackets.

Author A (Year of lecture) Lecture title (capital first letter only) [Lecture]. *Module Title*. Date.

Author B (Year of presentation) Presentation title [PowerPoint]. *Module Title*. Date.

5.9 NEWSPAPER/MAGAZINE ARTICLES

Where no author name is available, use the Newspaper Title as the author instead.

Print newspaper/magazine articles

Author A (Year of publication) Title of article. *Title of Newspaper or Magazine*. Day and/or Month. Page number/s.

Cooper K and Pati A (2012) Pioneering community stands proud. *The Guardian* 26 September, 35.

O'Kelly L (2012) Flexible woman and cardboard man. *The Observer (The New Review)*. 30 September. 8-11.

Online versions

Author A (Year of publication) Title of article. *Title of Newspaper or Magazine*. Day and/or Month. www.foundontheweb.com. Accessed: Day Month Year.

Allison E (2012) Disabled prisoners' lives put at risk by poor care and treatment in jail. *The Guardian* 18 September.

<http://www.guardian.co.uk/society/2012/sep/18/disabled-prisoners-lives-risk-treatment-jails>. Accessed: 24 September 2012.

Samuels T (2012) Let's call a truce in the battle of the sexes. *The Independent* 7 July. <http://www.independent.co.uk/life-style/love-sex/men-women/lets-call-a-truce-in-the-battle-of-the-sexes-7912245.html>. Accessed: 26 September 2012.

5.10 WEBSITES and WEB PAGES

NOTE: be sure to refer also to 4.2, p.15: 'Important notes that apply to reference list entries for ONLINE /ELECTRONIC sources'

A difficulty in referencing the content of web pages is that key referencing elements may sometimes be missing or hard to identify. In such circumstances, *be as precise as the available information allows*:

- If no named *Author*, treat the organisation responsible for the website as the author; where neither is apparent, use the website title. Where no title is apparent, use the URL (web address).
- For *Year*, give the date on which the website was created/copyrighted or otherwise 'last updated' (often given in the footer of the web page). In the absence of any date, indicate (no date).

Where the author is known

Author (Year created or last updated) *Website Title*. www.foundontheweb.com. Accessed: Day Month Year.

Novack G (1993) Alienation. *Marxist Internet Archive*. <http://www.marxists.org/archive/novack/works/history/ch15.htm>. Accessed: 24 September 2012.

Where author is unknown

Website Title (Year created or last updated) www.foundontheweb.com. Accessed: Day Month Year.

Marxist Internet Archive (1993) www.marxists.org/. Accessed: 24 September 2012.

Virtual Training Suite (for Sociology) (2011) <http://www.vtstutorials.co.uk/tutorial/sociology>. Accessed: 1 October 2012.

5.11 TV and RADIO PROGRAMMES

Title of Programme (Year of transmission) Name of Channel or Station. Day and month of transmission.

Title of episode (Year of transmission) *Title of Series*. Series/episode number (where available). Name of Channel or Station. Day and month of transmission.

Referencing an episode of a series

Lost in care (2009) *Dispatches (Britain's Forgotten Children series)*. Channel Four Television. 11 May.

Stephen Lawrence: Time for justice (2012) *Panorama*. BBC One Television. 3 January.

Referencing TV programmes hosted online ('watch again')

Lifers (2012) Channel 4 Television. 25 June.
<http://www.channel4.com/programmes/lifers/4od>. Accessed: 26 September 2012.

The Anti-Social Network (2012) BBC Three Television. 31 July.

Referencing radio programmes hosted online ('listen again')

Black is a Country (2012) Episode 2. BBC Radio Four. 12 January.
<http://www.bbc.co.uk/programmes/b0196tcy>. Accessed: 26 September 2012.

Sick Society? (2012) *Analysis*. BBC Radio Four. 24 September.
[http://www.bbc.co.uk/iplayer/episode/b01mw15s/Analysis Sick Society](http://www.bbc.co.uk/iplayer/episode/b01mw15s/Analysis_Sick_Society). Accessed: 26 September 2012.

5.12 PODCASTS (downloadable audio/video clips)

Podcasts can be treated much as online TV/Radio programmes (above). If no named presenter is given, treat the podcast title as the author. In the absence of a podcast title, use its subject matter as a title.

In the absence of a *specific date* for the podcast, use the year the host website was created or 'last updated' (as for websites, above).

Author/presenter A (Year) *Title of podcast* [podcast]. www.foundontheweb.com. Accessed: Day Month Year.

Allen C (2012) *Policing the Crisis*. [podcast].
<http://www.podology.org.uk/#/podcasts/4556339393>. Accessed: 10 October 2012.

Bauman Z (2010) *Selves as object of consumption - A lecture from the Jewish State Museum of Tolerance Centre, Vilnius, Lithuania* (Audio, 30/09/10). The Bauman Institute, University of Leeds
<http://www.sociology.leeds.ac.uk/bauman/collection/audio-visual-archive>.
 Accessed: 24 September 2012.

Christakis N (2012) *The Health Transition* [podcast]. The Christaki Lab | Harvard University.
http://christakis.med.harvard.edu/pages/teaching/subnav/podcasts_current.html#.
 Accessed: 10 October 2012.

5.13 IMAGES (e.g. photographs)

Where the artist/photographer is unknown, use image title instead. Where there is no title, use image description or subject matter. Your own images need not be referenced, although for sake of clarity you should still indicate ownership e.g. (own collection)

Note: where the image cited is located within a book, it is the book / book author that should be included in the end-of-text list of references, rather than the artist/photographer cited in-text (unless they are the same person) i.e. the image should be treated in the same way as a secondary citation (see 3.4, p.13).

Artist/photographer (Year) <i>Title of Image/Photograph</i> [medium]. Place of publication: Publisher (if available).

Lyon D (2009) *The View from 5A* [photographic collage]. Social Sciences Building, University of Essex.

Images hosted online

Artist/photographer A (Year) <i>Title of Image</i> [medium]. www.foundontheweb.com . Accessed: Day Month Year.

<i>Note: if the photograph is part of an online collection, add the title of the collection (in upper/title case and italics) after the photograph title.</i>

Lyon D and Back L (2012) *The Fishmongers' Hands* [photograph].
<http://www.socresonline.org.uk/17/2/23.html>. Accessed: 1 October 2012.

Yaroslava (no date) *C. Wright Mills at Work* [series of photographs]. *The Sociological Imagination*. <http://sociologicalimagination.org/archives/10282>. Accessed: 1 October 2012.

5.14 Referencing OTHER SOURCE TYPES (not covered in this guide)

This guide has not set out to cover *all* source types, but sufficient hopefully to establish the all-important principle; that, regardless of type, every reference entry is governed by the need to do two things, with as greater clarity as possible:

i) *Identify the source*, and ii) *ensure that it can be located easily again by your reader*.

With increasing familiarity with the basic elements of constructing a list of references Harvard-style, combined with a healthy dollop of common sense, you should be able to apply this principle to new source type scenarios with a reasonable hope of success!

6.0 Further sources of help

Endnote and Reference Manager

Endnote (<http://endnote.com>) and Reference Manager (<http://www.refman.com>) are powerful software tools for storing and managing your references. In your early undergraduate years and for conventional essays, such tools are largely unnecessary. For longer pieces of work though, such as BA Projects and Masters Dissertations, you may find them very useful and there is nothing to stop you experimenting early.

Endnote is provided by the University and available on all lab computers.

One-to-one support

Referencing gets easier with rehearsal and you will have plenty of opportunity for that!

At times though when you are still in doubt (and there are times when we all are), please don't hesitate to seek help. Drop into the Resource Centre (5A.307/315) and see the Student Support Officer (contact details p.23). A collection of good reference books can also be found there.

Essay Presentation

Why be concerned about it?

The formatting of your essays conveys an immediate first impression: it says that you are serious about your academic work and care about how it is received. Thoughtful formatting also ensures that your work is readable and provides space for comment during the marking process.

This guidance is not intended to be overly prescriptive: there is scope for the presentation of your work to retain an individual feel. Its aim is rather to alert you to some aspects of shared good practice and the reasons behind them.

Departmental guidance on formatting and style

Occasionally you may find that individual class teachers have particular views on how they would like to see your work set out. In the absence of other advice however, the following guidance is recommended:

- **FONT STYLE and SIZE:** choose a serious font style to reflect the academic context of your work, and a large enough font size to ensure your work is easy to read (usually font size 12, but 11 may be sufficient when rounder fonts are employed). Some suggestions are given below:

Font	Font size
Times New Roman	12
Cambria	12
Verdana	11
Arial	11

- **USE of ACADEMIC LANGUAGE:** avoid the use of slang or colloquial language in your academic writing (i.e. chatty, conversational language more characteristic of speech); likewise the use of abbreviated terms such as *till*, *won't* and *haven't*. These seem like small details but contribute to an overall impression of your work as serious or otherwise. Remember an essay is a formal piece of work
- **LINE SPACING:** use 1.5 text spacing for the main body of your text (with the exception of longer quotes and list of references, see below) to enable ease of reading and room for in-text comment by the person marking your work.

- **MARGINS:** leave a 3 cm margin on the right-hand side of your work to allow space where necessary for any in-text comments by your tutor.
- **TEXT ALIGNMENT:** the main body of text in your essay should either be 'aligned left' or 'justified' (aligned both sides). Justified text is popular for its tidy appearance, but can be more difficult to read as it has the effect of *stretching* your text to fit both margins. Alignment to the left is therefore recommended.
- **PARAGRAPHS:** leave one clear space (i.e. a double return) between paragraphs to indicate the beginning of a new one. Providing you do this, no further indication (e.g. indentation of opening line) is necessary.
- **SUB-HEADINGS:** are mostly *not* used in essays, although the department does not have a strong policy in this respect and they may suit some types of assignment more than others. Longer work such as your SC111 Journal or 3rd Year Project, whose content is more typically divided into sections or chapters, may benefit from their addition.

Where you do opt to use sub-headings, the following guidance applies: avoid the mistake of using too many; make sure the headings you choose are *useful* ones, and used consistently throughout your work to give it a meaningful structure; align them left and indicate them in bold or italics.

Note: some students find sub-headings helpful in *drafting* an essay (removing them prior to submission) as a means of organising their work and keeping their argument on track. If you do likewise, be sure that the late removal of sub-headings doesn't disrupt the flow of your work (i.e. where it was dependent on the sub-headings for meaning). You may need to consider adding some linking text in places to compensate.

- **QUOTATIONS:** shorter quotations (one line only) should be embedded within the main body of your text and indicated by 'single inverted commas'.

Longer ones (2+ lines) should be formatted as a block, single-spaced and indented, and follow a colon (see 3.2, p.10). Note: when set out this way, no further indication (e.g. inverted commas or italics) is necessary.

- **REFERENCES:** your in-text references and your final list of references should be set out in accordance with the 'Department Style Guide'. Its formatting should be single-spaced, with a clear space between each new entry.

And finally, before you hand your work in...

- **READ YOUR WORK ALOUD:** there are of course differences between the way we speak and the way we write. Nonetheless, if your written work doesn't make sense spoken aloud, there is a problem with it. Make sure though that you read out exactly what you have written, pausing at every comma and *only at every comma*. A sentence you wrote with one intended meaning may now appear to say something quite different, or possibly even make little sense at all!
- **FINAL EDITING:** ensure that you have gone through your essay one last time to check for spelling and grammatical errors. Finally, double-check your work against the requirements of this style guide.
- **PAGE NUMBERING:** insert page numbers into your work at the bottom of each page (omitting title page).
- **WORD COUNT:** at the end of your work insert a word count (*excluding* the content of your list of references and any Appendices).
- **TITLE PAGE:** your essay *must include* a title page (note: this is *in addition to* the printed cover sheet that is attached to hard-copy essays when they are handed in). Your title page should include the following information:

Name: *(in capitals)*

Registration No:

Module Code and Title:

Class Teacher:

Full Title of Essay:

Degree Course and year: *(eg year 1)*

Academic Year: *(e.g. 2014-15)*

Contact information

If you would like further help with any aspect of citation and referencing, or with essay formatting, please be in touch.

Call in to the Sociology Department's Student Resource Centre (5A.307/315) or contact Rowena Macaulay, Student Support Services Officer, by email or phone to arrange a time.

Further downloadable academic skills advice is also available online from the Resource Centre web pages.

Email: rowena@essex.ac.uk

Tel: 01206 87-3743

Website:

<https://www.essex.ac.uk/sociology/current-students/resource-centre.aspx>