MIDLANDS STATE UNIVERSITY

ACADEMIC REFERENCING USER GUIDE

CHICAGO

Communication Skills Centre

MSU 2020

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Preamble

Different forms of write-ups are produced in university learning, the common being essays/assignments, reports, thesis/theses, research papers and they in most cases rely on information from other people, as published or unpublished documents. Following good academic practice, students and any producers of such write-ups are expected to appropriately acknowledge any ideas, words, or work of other people. This entails that when creating authentic pieces of academic write-ups, we are expected to;

- Undertake research on what is already known i.e. published or written.
- Analyse the research in the context of the work to be produced.
- Compare and/or contrast existing knowledge against our own findings/thoughts/opinions.
- Synthesise and create write-ups in which information is appropriately presented for the expected audience.
- Acknowledge **all** contributing sources appropriately.

Students produce academic write-ups and work is produced primarily for assessment as well as for use by fellow students or even by seasoned academics. As such, not only is it necessary to acknowledge sources appropriately but it is also expected that acknowledgement be made using a consistent style. The use of style guides helps in achieving appropriateness as well as achieve this consistency.

In academic writing, it is a norm to use other people's words, work, thoughts, ideas etc. or to demonstrate divergent thinking. In doing so, it is vital that we indicate whose words and work we are using or have used. Any reader would benefit from seeing just how the other person's work contributes to ours.

Failure to acknowledge, omissions or any errors to demonstrate that we are using other people's words, work etc. not only are we misleading the reader that the ideas, words, works were originated by others; we are also giving an impression that the words or ideas written are our own when they are not. This is a violation of good scholarship and any intentional violation or unintentional, is deemed academic misconduct.

Purpose of this guide

This guide has been designed primarily for students undertaking undergraduate and postgraduate studies at Midlands State University. The purpose is to guide students and researchers alike, in developing referencing skills when producing their various academic write-ups. This guide provides some information on how to use common referencing styles such as Harvard, the American Psychological Association (APA), Chicago or the IEEE. The university has no one prescribed referencing style; various departments recommend certain styles and students need to find out from their respective departments the recommended styles. This guide offers information on these popular styles used, from which the presented variations are the recommended standards.

What is Academic Referencing?

Academic referencing is a system used to acknowledge or demonstrate that one has used other scholars' ideas and material in their own work. Every academic write-up is expected to be appropriately referenced especially when presenting direct quotations, paraphrases and even when presenting summarises of someone else's ideas, theories or data. Failure to acknowledge sources of information renders the producer of a write-up guilty of plagiarism. Plagiarism is academic misconduct which is a very serious academic offense. To avoid plagiarism that information from books, journals, magazines, the internet, newspapers, conference papers, TV/radio programmes, dissertations or theses should be acknowledged properly.

It should be noted that plagiarism is a punishable offense and serious instances of plagiarism may lead students to dismissals from the university. This is not only unique to MSU but a code applicable to all universities around the globe. Instead of perfecting ways of plagiarizing, students should instead perfect referencing skills.

Why Reference?

Proper referencing is the central key to good scholarship as well as intellectual exchange. Below are some of the key reasons why we have to reference or cite;

- Avoid plagiarism.
- Show respect for ideas, thoughts etc. of others.
- Helps the reader to distinguish our ideas or thoughts from published/unpublished materials contributing to our work.
- Allows the reader to verify our claims.
- To establish credibility and authority of our thoughts i.e. authenticating our work.
- Share the blame (should we get certain issues wrong).

What are the instruments of citation?

Direct quotations

Presentation of borrowed ideas, thoughts, etc. verbatim. Short direct quotations (less than three lines) are shown using quotation marks, single (' ') or double (" "). You are however expected to be consistent. Long direct quotations (more than three lines) are indented i.e. you carry out indentation/indention which is the leaving out of justified space on the left margin or on both margins. Text font size is usually reduced from say 12pt to 10pt. quotation marks are not used on indented material.

Ellipses/ellipsis

This is the use of three dots to indicate deliberate omission of text, words or phrases without changing the idea on direct quotations. Ellipsis can be placed at the beginning, somewhere at the middle, end of a statement or in all the three cases.

Et al, ibid, nd., Anon, ed./eds.

Et al. means 'and other scholars' used usually with sources authored by multiple authors.

Ibid (short for **Ibiden)** a term used in the Chicago Style in certain circumstances where a source is cited on more than one occasion, in place of a shortened version of a source's details. 'Ibid.' should only be used to refer to the source directly preceding the footnote.

nd. When a writer cannot locate the year of publication /nd./ is used for /no date/.

Anon. This is short for /Anonymous/ used when the name(s) of the author on the source cannot be located.

ed./eds. This is short for /editor/ or /editors/ used for edited books. The editor referred to here is not the 'technical' person who has helped authors bring about a text to print but a researcher or researchers who may have collected information to have it published under their name or guidance.

Paraphrase

Paraphrasing is the presentation of scholars' ideas from the point of view of the writer. In other words, the writer uses his/her own expression and language. This usually allows personal interpretations of borrowed ideas to be noted.

Summary

A summary is a shorter version of the original text. Both direct citations and paraphrases are used in coming up with a summary.

Lists of References

- A Reference List (Chicago usually uses the term Bibliography) are a collection of **ALL** sources which may have been used in a given write-up. You are expected to draft a List of References following the guidelines below;
- Sources should be presented on a fresh page.
- Don not number sources e.g. 1, 2, 3 or a, b or c; instead arrange sources in alphabetical order.
- Usually no subheadings are required for instance do not arrange books alone, newspapers on their own etc. Use the alphabetical ordering system by pinning the surnames of sources that appear in your write-up. Differences in types of sources is usually noted by use of respective punctuation such as italicising book titles, names of journals and names of newspapers and leaving plain titles of all journal, newspaper articles, chapter titles in edited books, titles of dissertations etc.

What to cite

What is usually cited is material written, oral, or electronic usually;

- Words,
- Text
- Visual
- Graphic
- Maps
- Conversations
- Broadcasts

Common knowledge within a field or disciplines needs no acknowledgement as no single author may be credited with the knowledge.

When to cite

- When we acknowledge ideas, thoughts that are not ours. Readers should be in a position to distinguish our ideas, thoughts, findings etc. from those that we have borrowed from others.

- Within the written work, we need to indicate where we have used external sources and the inclusion of a Reference List/Bibliography or References.

- In oral presentations, provide the audience with a handout of References or List of References on the last slide(s).

- 'During an oral presentation, we can acknowledge sources we are using by the use of phrases, for example, "As Gandhi puts it …" or "According to …". We can show a direct quotation by saying "Quote … Unquote" or by signaling with "rabbit's ears" or "air quotes". In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full List of References or Bibliography on a handout or on the final slide(s).'

How to cite

When referencing or citing, it should be very clear what exactly we are citing i.e. whether paraphrasing or directly quoting. The reader needs to be very clear just what it is that we owe to someone else. Phrases like 'According to…' 'Marx says…' etc. help in introducing references as well as distinguishing the material being referenced or acknowledged. You should also be very clear on which referencing style being used. You need not mention it anywhere in your document, but how you reference may tell the reader whether you are using the Harvard style or Chicago.

Given the infinite set of sources available to students, in this guide examples of common sources are given. Below are how sources may be acknowledged using Chicago referencing model. The model was developed in 1906 by the University of Chicago Press. It permits the use of both in text citation system and/or footnotes or endnotes where references are numbered and author's date referencing may also be used at the same time. The style also includes use of content notes **(See Appendix 1)**. All intext citations, whether paraphrases or direct quotations are expected to carry page numbers.

The Chicago referencing style is numerically based, as, in the intext, citations are numbered as well as name-date options are acceptable and used at the same time with footnotes or endnotes. Hence, it is considered a numeric/number referencing style. Numbers are used to indicate the citations made within the body of the text hence the term numeric. Footnotes are used to account for the small numberings appearing in the intext. Like the name-date or author-date conventions/styles it has two stages in text and end text.

Footnotes may also include additional explanatory notes, divergent additional ideas or asides the reader may need to appreciate better the point(s) being raised in a paragraph; which if used in the body of the write-up may create a refocus of primary points being advanced (*See Appendix 1*).

Generally, Chicago requires the following;

- Author names i.e. Surnames
- Title of book(s)
- Title of newspaper/journal article(s)
- Publication year(s)
- Publication month and date (in case of newspapers)
- Publisher's name e.g. Longman, Sage etc.
- City of publication (where the publisher/offices are located)
- Date of access (for online retrieved sources
- Page numbers
- URL or DOI (for some online sources)

Book 1 Author

Intext + Paraphrasing;

Hall presents the awkwardness of conversations between a patient and doctor[1].

The author's name is presented and the citation is numbered strategically, in most cases the small number is placed either at the end of a sentence or phrase capturing the cited ideas. Footnotes are then placed below the page where the citation appears. The numberings as they appear in the text, in that respective page, are accounted for by providing full details of the source as indicated below. You are expected to be consistent with any chosen format of source-information presentation. The numbers (7-10 or 12 in the **Footnotes** below) are the page numbers to which the citation refers. Page numbers should not be used in the **Bibliography**.

Footnotes

1. M. R. Hall, *The* Coroner, Basingstoke, Pan Books, 2009, 7-10.

or

1. M. R. Hall, *The Coroner* (Basingstoke: Pan Books, 2009), 7-10.

Subsequent footnote

2. Hall, *The Coroner*, 12.

or

2. Ibid.

or 2. Ibid., 16.

If the subsequent citation is from the same author it will be acknowledged as in the example above or as (2. Ibid.) [If citation is from the same page or (2. Ibid, 8.) [where the actual page is stated]

This is the place where footnotes will appear

Bibliography

Hall, M. R. *The Coroner*. Basingstoke, Pan Books, 2009.

Kathleen, T. *How Institutions Evolve: The Political Economy of Skills in Germany.* Cambridge, Cambridge University Press, 2004.

Intext + direct quotations;

  a. Short quotation

As Neville states, "you should cite all sources and present full details of these in your list of references."[2]

  b. Long quotation

Neville comments that:

> It can sometimes be difficult, if not impossible, to avoid using some of the author's original words, particularly those that describe or label phenomena. However, you need to avoid copying out what the author said, word for word. Choose words that you feel give a true impression of the author's original ideas or action.[3]

Footnotes

  2. C. Neville, *The Complete Guide to Referencing and Avoiding Plagiarism*, 2nd ed. (Maidenhead: Open University Press), 37.

  3. Neville, *Complete Guide*, 58.

or

  2. C. Neville, *The Complete Guide to Referencing and Avoiding Plagiarism*, 2nd ed., Maidenhead, Open University Press, 37.

  3. Ibid., 58.

  Bibliography
  Neville, C. *The Complete Guide to Referencing and Avoiding Plagiarism*, 2nd ed., Maidenhead, Open University Press.

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Book with multiple authors

Footnotes

9. J. M. Swales and C. B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*, 2nd ed., Ann Arbor, University of Michigan Press, 2004, 14.

10. S. Moore et al., *The Ultimate Study Skills Handbook,* Maidenhead, OU Press, 2010, 26.

Bibliography

Moore, S., Neville, C., Murphy, M. and Connolly, C. *The Ultimate Study Skills Handbook*, Maidenhead, Open University Press, 2010.

Swales, J. M., and Feak, C. B. *Academic Writing for Graduate Students: Essential Tasks and Skills*, 2nd ed. Ann Arbor, University of Michigan Press, 2004.

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Edited Book 1 editor

Footnotes

    11. M. R. Hall (ed.), *The Coroner*, Basingstoke, Pan Books, 2009, 7-10.

or

    12. T. Kathleen (ed.), *How Institutions Evolve: The Political Economy of Skills in Germany.* Cambridge, Cambridge University Press, 2004, 10.

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Hall, M. R. (ed.), *The Coroner*. Basingstoke, Pan Books, 2009.

Kathleen, T. (ed.), *How Institutions Evolve: The Political Economy of Skills in Germany.* Cambridge, Cambridge University Press, 2004.

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Book with multiple editors

Footnotes

    13. R. Barker, Kirk, J. & Munday, R. J. (eds.) *Narrative analysis. 3rd ed*., Bloomington, Indiana University Press, 1988, 19.

    14. K. Soles & W. Bhatia, (eds.) *How to write good essays*, London, Sage, 2006, 89.

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Barker, R., Kirk, J. & Munday, R.J. (eds.) *Narrative analysis. 3rd ed*., Bloomington, Indiana University Press, 1988.

Soles, K. & Bhatia, W. (eds.) *How to write good essays*, London, Sage, 2006

Paul, L. M., Simons, G. F., & Fennig, C. D. (eds.) *Ethnologue: Languages of the World, Seventeenth edition*, Dallas Texas, SIL International, 2013,

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Chapter in an edited book

The difference between **a chapter in an edited** book and **an edited book** is that, in an edited book (see examples above), the book chapters do not specify who contributed which chapter. In an edited book, each chapter has a specific title with contributing author(s) also indicated.

Footnotes

15. J. Marenbon, "The Medievals," in H. B. Christopher (ed.) *The Oxford Handbook of Causation*, Oxford, Oxford UP, 2009, 40-54.

Bibliography

Marenbon, J. "The Medievals," in H. B. Christopher (ed.) *The Oxford Handbook of Causation*, Oxford, Oxford UP, 2009.

Miller, D. "Introduction: Why some things matter," Miller, D. (ed.) *Material cultures – Why some things matter*, London, University College London Press, 1998.

Moran, M. J. "Engineering Thermodynamics," Kreith, F. & Goswami, D. Y. (eds.) *The RC handbook of mechanical engineering*, Boca Raton, CRC Press, 2007.

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Journal article 1 Author

Usually in the intext (paraphrase and direct quotations) books and article presentations are similar. One cannot spot the difference and the reader is merely interested in knowing who authored and not necessarily which type of source. The same applies even for multiple authored journal articles.

Footnote

16. S. Chung, "The Modality of the Textual Institutionalisation of Literary Studies: Towards a Sociology of Literature," *Sociological Research Online* 16(3), Accessed Aug 2, 2013, http://www.socresonline.org.uk/16/3/3.html, 2011.

Bibliography

Chung, S. "The Modality of the Textual Institutionalisation of Literary Studies: Towards a Sociology of Literature," Sociological Research Online 16(3), Accessed Aug 2, 2013, http://www.socresonline.org.uk/16/3/3.html, 2011.

Harzing, A. "Are our referencing errors undermining our scholarship and credibility? The case of expatriate failure rate," *Journal of Organisational Behaviour,* 6(9), pp.27-43, 2001.

van der Merwe, N. "Antiquity of the smoking habit in Africa," *Transactions of the Royal Society of South Africa,* 60(2), pp.147-150, 2005.

Journal article multiple authors

Footnotes

17. A. Archakis & V. Tsakona "Parliamentary discourse in newspaper articles: The integration of a critical approach to media discourse into a literacy-based language teaching programme," *Journal of Language and Politics* 8(3) 360, 2009.

18. J. Mills, A. Bonner & K. Francis, "The development of constructivist grounded theory," *International Journal of Qualitative Methods* 5(1), 2006, 70, Accessed 6 October 2016, http://www.ualberta.ca/11qm/backissue/5_1/pdf/mills.pdf.

Bibliography

Archakis, A. & Tsakona, V. "Parliamentary discourse in newspaper articles: The integration of a critical approach to media discourse into a literacy-based language teaching programme," *Journal of Language and Politics* 8(3), pp.359- 385, 2009.

Mills, J., Bonner A. & Francis, K. "The development of constructivist grounded theory," *International Journal of Qualitative Methods* 5(1), 2006, pp. 66-100, Accessed 6 October 2016, http://www.ualberta.ca/11qm/backissue/5_1/pdf/mills.pdf.

Newspaper articles

Footnotes

19. L. Mkandawire, "Nyaminyami: debasing a people's god," *The Herald*, 16 August 2012, p3.

20. *The NewsDay*, "Tonga life style," [Online] *The NewsDay*, 2 September 2014, Accessed 2 October 2016, www.newsday.co.zw.

Bibliography

Mkandawire, L. "Nyaminyami: debasing a people's god," *The Herald*, 16 August 2012, p3.

The NewsDay "Tonga life style," [Online] *The NewsDay*, 2 September 2014, Accessed 2 October 2016, www.newsday.co.zw

[**NB:** Where a newspaper story carries no specific name or mere 'Own Correspondent' the name of the newspaper becomes the organisational author.]

Dissertations/Theses

A dissertation or thesis is **ALWAYS** authored by a **single** person. However, a dissertation is supervised as such the supervisor(s) name(s) may be shown but in acknowledging them you are expected to merely work with the researcher's (not supervisor(s) name(s)). In the intext the,

Footnote

21. E. Jakaza, "Appraisal and evaluation in Zimbabwean parliamentary discourse and its representation in newspaper articles," (unpublished PhD Thesis), Cape Town: University of Stellenbosch, 2013.

Bibliography

Jakaza, E. Appraisal and evaluation in Zimbabwean parliamentary discourse and its representation in newspaper articles, (unpublished PhD Thesis), Cape Town, University of Stellenbosch, 2013.

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Organisational/Institutional Sources/Reports

These sources are usually reports, notices and various documents produced by organisations or institutions in their operations. In the intext you are expected to indicate the name of the organisation or institution. For instance, government or government departments publications such as Ministries, (do not cite the name of the Minister), Reserve Bank of Zimbabwe (do not cite the Governor or international organisations such as the United Nations (do not cite the Secretary General). Hence in the intext they pay appear as;

Footnotes

22. Reserve Bank of Zimbabwe "The 2016 Monetary Policy," Harare, Government Printers, 2016, 17.

23. A. Tibaijuka, "Report of the Fact-Finding Mission to Zimbabwe to assess the Scope and Impact of Operation Murambatsvina," UN Report on Human Settlement in Zimbabwe, 2005. Available at http://www.un.org/News/dh/infocus/zimbabwe/zimbabwe_rpt.pdf

Bibliography

Reserve Bank of Zimbabwe "The 2016 Monetary Policy," Harare, Government Printers, 2016.

Tibaijuka, A. "Report of the Fact-Finding Mission to Zimbabwe to assess the Scope and Impact of Operation Murambatsvina," UN Report on Human Settlement in Zimbabwe, 2005. Available at http://www.un.org/News/dh/infocus/zimbabwe/zimbabwe_rpt.pdf

World Bank, *Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa,* Washington, D.C., World Bank, 2008.

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Additional Aspects

- **Same scholar/author different years of publication in the same document**

  The intext specifies the respective footnotes as exemplified above.

  Bibliography

  Horowitz, A. *Necropolis,* London, Walker, 2009.

  —. *Oblivion,* London, Walker, 2012.

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- **Same scholar(s)/author(s) with more than one source in the same year as used in the same write-up.**

  Bibliography

  Eco, U. On semiotics and pragmatism: Interview by Chong-Min Hong, David Lurie and Jiro Tanaka, *The Harvard Review of Philosophy,* 1999a, pp.14-17.

  Eco, U. Theory of signs and the role of the reader, *The Bulletin of the Midwest Modern Language Association* 14 (1), 1999b, pp.35-45.

  Eco, U. *A theory of semiotics,* Bloomington, Indiana University Press, 1999c.

  [NB: Alphabetical letters in small caps a, b, c, etc. are used against years of publication to distinguish one publication from others in the same year.]

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- **Conference Presentations & Lectures**

  Bibliography

  Eco, U. "Semiotics in the next millennium," Lecture given at the 7th International Congress of the IASS-AIS, October 6, 1999.

  Viriri, A. "Language planning in Zimbabwe: The conservation and management of indigenous languages in Zimbabwe." Paper presented at ICOMOS 14th General Assembly & Scientific Symposium at Victoria Falls, October 30, 2003.

Appendix 1.

The Zimbabwean government`s post-2000 appropriations of white owned prime land[4] for redistribution to the black majority had little resonance with the minority Tonga people, including peasants[5] and its own supporters. These people resided in the arid and poverty stricken district of Binga in northwestern Zimbabwe.[6] The Tonga were reluctant to move into white owned commercial farms in the neighboring Lupane`s Kana Block as well as Hwange and Umguza Districts. In so doing, they resisted subscribing to the ruling ZANU (PF) party`s hegemonic articulations of the ownership of prime land by blacks as the ultimate signifier of the country`s sovereignty and a final act of decolonization. The ruling party defined these land redistributions as the country`s Third *Chimurenga* or Third Liberation Struggle.[7]

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[4] Zimbabwe`s post-2000 land reform has generated a broad corpus of literature. See Amanda Hammar, Brian Raftopoulos and S. Jansen, eds., *Zimbabwe`s Unfinished Business: Rethinking Land, State and Nation in the Context of Crisis*, Harare: Weaver Press, 2003; Sam Moyo and Paris Yeros, eds., *Reclaiming the Land: The Resurgence of Rural Movements in Africa, Asia and Latin America*, London: Zed Books, 2007; Mahmood Mamdani, "Lessons of Zimbabwe: Mugabe in Context," *London Review of Books*, 10, 23 (December 2008); Ian Scoones, *et al.*, *Zimbabwe`s Land Reform: Myths and Realities*, Harare: Weaver Press, 2010.

[5] The term peasant has multiple meanings but in this dissertation, I am using it to refer to people in rural areas whose livelihoods are based on agricultural production in small land holdings. In most cases these people rely on unpaid family labor. For a detailed discussion of peasants see Allen F. Isaacman, "Peasants and Rural Social Protest in Africa," *African Studies Review,* 33, 2, 1990,1-120.

[6] Binga District is part of the Zambezi Valley.

[7] *Chimurenga* is a Shona word which means war. The term assumed popular usage in Zimbabwe as a synonym for the country`s liberation wars. The First *Chimurenga* refers to the primary resistance struggles waged against the imposition of colonial rule in the 1890s. This was followed by the Second *Chimurenga* in the form of the 1970s-liberation struggle that led to the attainment of independence in 1980. See also Ezra Chitando, "'In the Beginning was the Land': The Appropriation of Religious Themes in Political Discourses in Zimbabwe," *Africa*, 72, 4 (2005); Blessing Miles-Tendi, "Patriotic History and Public Intellectuals critical of Power," *Journal of Southern Africa Studies*, 34, 2 (2008),206.

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Saidi, U. *A pocket guide to academic referencing*, Harare: Africa Institute for Culture Peace, Dialogue & Tolerance, 2018.

University of Chicago Press *The Chicago Manual of Style. 15th Edition*. Chicago, University of Chicago, 2003.

Wringe, C. *The effective Teacher: Effective Teaching of Modern Languages*, London, Routledge, 1989.