

*Study* **SMART**

BUILD THE SKILLS FOR YOUR SUCCESS



Research Skills

# PDF resources included in this booklet

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# Research Skills

What skills do you need to do research effectively?

## Research Skills

Research presents an opportunity to immerse yourself in something new and to learn from experts in the field. It is about acknowledging that in reading their work there's something bigger than you and then contributing to it. Check out this booklet for how you can develop your skills as a researcher.

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## STUDY SMART WEBSITE

Find this section on the Study Smart website here:

[http://westernsydney.edu.au/studysmart/home/research\\_skills](http://westernsydney.edu.au/studysmart/home/research_skills)



## Organising your reading

Keeping track of what you've read and the notes you've made can easily overwhelm you. When it comes to unit or assignment reading lists, cross off items as you read them. Organise the rest of your reading both physically and virtually. In physical terms, keep printed articles and paper notes in folders organised by subject, topic, or assignment. In virtual terms, keep your notes in a folder on your hard drive (and/or USB) and your list of readings in a Word document, or use reference management software. And always keep backups!

### Reference management software

The Library licenses a couple of reference management systems:

- Endnote Online – web-based, for all staff and students
- EndNote – downloadable software available to staff and postgraduate students



Other tools and software are available, including some free web-based options and a Reference Manager in Microsoft Word. Visit [the Library's Referencing and Citation page](#) to find out more.

If nothing else, keep a running list of your reading in a word processing document so you can easily refer back and find the correct citation.

### Things to remember:

Keep a record of everything you read, together with your notes if possible.

Record citations in the correct referencing style for your discipline (programs like RefWorks and EndNote can usually format these for you, provided you have put in the information correctly, so check for accuracy).

Import citations from database records where possible, but always check for accuracy.

Find a way of distinguishing what you've read from what you haven't read. Prioritise readings if necessary, using criteria such as currency and relevance.

Don't be overwhelmed by the amount of information out there. With careful [pre-reading strategies](#) (PDF, 256 kB) you will be able to prioritise your reading and focus on finding what's relevant for you and/or your assignment.

Regularly save electronic notes and be aware that you will lose access to electronic textbooks at the end of the semester.

### See also:

[General note-taking advice](#) (PDF, 134 kB)  
[Evaluate resources using APPEAL](#) (video, 6:26)

### References

Taylor, A., & Turner, J. (2014). *Academic reading: Handbook for students*. Learn Higher. Retrieved November 18, 2016, from <http://www.learnhigher.ac.uk/research-skills/reading/academic-reading-handbook-for-students/>

*UniStep Guide: Making the transition to university* (10<sup>th</sup> ed.). (2013). Sydney, Australia: Hub for Academic Literacy and Learning (HALL), Learning and Teaching Unit, University of Western Sydney.



## Paraphrasing and Summarising

The words 'paraphrasing' and 'summarising' are sometimes used interchangeably, but usually they are used to mean two different techniques. If you're not sure if you are required to summarise or paraphrase, check with your tutor.

A **paraphrase** is rewriting a piece of text in your own words, while retaining the meaning. It is usually similar in length to the original text.

A **summary**, in contrast, is a description of the main ideas of a text, and so it is shorter than the original text. A journal article might be summarised in a single paragraph, for example, or a whole book summarised in a few paragraphs. To summarise something – like a TV show or an article – is to condense it down to the 'bare bones'.

Both paraphrasing and summarising are important techniques in academic writing.

You'll use paraphrasing and summarising both when you take notes during your research and when you incorporate evidence from sources into your own work.

### Paraphrase vs Summary

| Paraphrase   | Summary   |
|--|---|
| Should be about the same length as the original text                     | Can be very short   |
| More detailed than summary and can include supporting ideas and examples | Communicates only the main ideas, leaving out supporting ideas and examples |
| Uses different words to the original text                                | Uses different words to the original text                                   |

Paraphrasing is both a technique for using evidence and an academic skill in itself. Sometimes paraphrasing tasks are set for assessment to see how you are going in developing your skill.

### Steps in the paraphrase process

First, make sure you understand the source itself. Check the definitions of any keywords if you are unsure.

Next, put the reading aside and make some notes from memory.

Then compare your notes with the reading to make sure you have included all the key information.

Redraft your paraphrase if necessary.

Place quotation marks around any unique phrases you have borrowed directly from the source. Note that it is OK not to change technical words, as there often will not be appropriate synonyms for these.

Make sure to note down the full details of the source so you can properly cite the material.

## Examples of some paraphrasing techniques

- Changing positive statements to negative statements and vice versa
- Changing the words and word order
- Leaving out unnecessary words and information
- Changing the sentence structure
- Preserving technical terms that don't have appropriate synonyms

Note that paraphrasing is **NOT** just changing the words around or substituting one or two words for synonyms.

Also, you cannot just look up each word individually in a dictionary or thesaurus and replace it with a similar word. You need to choose appropriate vocabulary and integrate your changes across the sentence or paragraph. Sometimes it might be tempting to use an online translation tool to produce a new version of a sentence or paragraph, but the result will usually not make sense.

## Writing a summary

Sample text from source:

*The challenge for you as a student nurse is to move beyond mastering the skills of data collection to develop your confidence in analysing and interpreting findings, identifying and clustering abnormal data and determining nursing priorities. Although beginning nurses lack the depth of knowledge and expertise that experienced nurses have, they can still learn to improve their clinical judgement skills. Etheridge (2007) found that new nurse graduates learned to "think like a nurse" and develop confidence in making clinical judgements through multiple clinical experiences with a wide variety of patients, support from educators and experienced nurses, and sharing experiences with their peers. Making the most of clinical placements by seeking opportunities to develop these skills is essential in the transition from student nurse to beginning practitioner.*

From Lewis and Foley (2014, p. 61).

How would you summarise this paragraph? Start with what's the main idea or message, or ask yourself, what is the writer trying to do? Is the writer describing something, explaining a process, or a persuading someone?

## Some examples:

*Lewis and Foley (2014) explain the importance of clinical placement in the development of clinical judgement skills.*

OR

*Student nurses face many challenges, especially when it comes to making clinical judgements, but they can overcome these with appropriate support (Lewis & Foley, 2014).*

OR

*New nurses often have difficulty making clinical judgements, but they can improve their skills in this area through experience and support, particularly during clinical placement (Lewis & Foley, 2014).*

OR

... Fill in your own

### Using a summary

Imagine that you're writing an essay. The topic is:

*'Describe some of the challenges faced by student nurses, and ways that these challenges can be overcome.'*

You have decided to discuss the essay topic in two parts: clinical challenges and personal challenges.

Here are some examples of integrating a summary of Lewis and Foley (2014) into a paragraph on clinical challenges.

*Student nurses face multiple challenges in the clinical environment. One of these is difficulty making clinical judgements, but with appropriate support students nurses can overcome this obstacle (Lewis & Foley, 2014, p. 61).*

OR

*Student nurses face multiple challenges in the clinical environment. According to Lewis and Foley (2014, p. 61), one of these is difficulty making clinical judgements, but with appropriate support students nurses can overcome this obstacle.*

Note the citation difference here – in the first example the citation is fully in parentheses at the end of the sentence, whereas in the second example the author names are used in the sentence itself, with the phrase 'according to...', and the year of publication in parentheses as per APA style. Both are correct uses of in-text citations in APA style.

However, you might want to use a more specific idea or example from this text, in which case you should consider writing a paraphrase instead of a summary.

Note: Under APA guidelines you are not required to give a page number unless you are directly quoting from the source, however if you paraphrase or summarise a specific section of the text you should consider including the page number.

See the University Library's [Referencing and Citation guides](#) for assistance with different styles.

### References

Lewis, P., & Foley, D. (2014). *Health assessment in nursing*. Philadelphia, PA: Wolters Kluwer / Lippincott Williams & Wilkins.





## Narrative literature review process

This guide takes you through the basic process of conducting a literature review. Apart from the usual steps required to complete a written assignment (see [Assignment Calculator](#) for details - use the Essay template), there are three main steps:

Finding the literature  
Understanding and evaluating the literature  
Writing the literature review

### Finding the literature

In undergraduate assignments, you may be given specific sources to read and review, or you may need to find your own sources.

If you are given specific literature to review, go to 'Understanding and evaluating the literature' below.

If you need to find your own sources:

The [Successful Searching tutorial](#) will help you start your search well.

Rather than reading all the sources in depth, survey them first to check if they are relevant to your literature review topic. Work through the short interactive tutorial on [Pre-reading techniques](#). You'll need to also evaluate all the sources you find to make sure they are scholarly and appropriate for your task. Watch the Library video on [evaluating sources using APPEAL](#) (video, 6:26) and use the [APPEAL evaluation worksheet](#) (PDF, 268 kB) as you read the sources.

### Understanding and evaluating the literature

The resources on Study Smart will help you with this step.

Begin to develop your understanding of the topic area and the sources by skimming and scanning the texts. You can find more information on these reading processes in the interactive tutorials on [Pre-reading techniques](#) and [Selective reading](#).

Once you have gained an overview understanding of a source, read it closely and actively. Work through the short interactive tutorial on [Active reading](#) to help you with this step.

Critically evaluate the literature. Apply [critical thinking skills](#) (PDF, 112 KB). Consider what factors you will use to evaluate or organise the sources. It could be helpful to use a matrix or [graphic organiser](#) (PDF, 55 KB) to help you evaluate the sources according to various organising principles or categories, e.g.

- by time period – to see how research on the topic has proceeded over time

- by theoretical perspective – to see how researchers with different perspectives have contributed to knowledge on the topic
- from most important to least important – to see which researchers have made the greatest impact on the advancement of knowledge on the topic
- by issue or theme (University of Melbourne, 2013) – to see how research on different aspects of the topic contributes to the overall body of knowledge about the topic

### Writing the literature review

When you come to write your literature review, keep the following pointers in mind.

#### Organising your ideas

Your literature review should have an introduction, body, and conclusion, like an essay.

Your ideas about the sources should be organised in a way that shows how the sources relate to each other and contribute to knowledge about the topic. Don't just write a new paragraph for each source. You could organise your ideas in one of the following ways, or another way that matches well with your assessment task:

- by time period, especially if different ways of thinking about the topic emerged during different periods of time;
- by theoretical perspective, i.e. discussing all the sources that use the same theoretical perspective in the same paragraph or section of your review;
- from most important to least important, i.e. discussing the most influential sources first; or
- by issue or theme, i.e. grouping the sources according to what aspect of the topic their research tries to address (University of Melbourne, 2013).

Here is an example of the kind of matrix that you could use to analyse the sources and organise your ideas about the sources. Note that the column headings you use will depend on the details of your assessment task and the topic area itself. For example, if you are reviewing literature on a topic that is specifically Australian, it would probably not be relevant to include the 'country' column, since all the literature you find is likely to come from Australian researchers. If you were interested in understanding the stance each source takes towards a particular issue or theory, you could add a column to capture that information.

### Literature review topic: Elder abuse

| Year | Country   | Publishing channel                                    | Discipline/theoretical background/main focus | Reference  | Summary   |
|------|-----------|---|--|--|---|
| 2008 | Australia | Journal article                                       | Health care, social work, social policy      | Kurrle, S. & Naughtin, G. (2008). An Overview of Elder Abuse and Neglect in Australia, <i>Journal of Elder Abuse &amp; Neglect</i> , 20:2, 108-125, DOI: 10.1080/08946560801974521   | Brief orientation and definition of elder abuse, mainly discusses responses to elder abuse in policy and programmes       |
| 2013 | USA       | Report published by USA National Institute of Justice | Social policy and social welfare             | Jackson, S. L. & Hafemeister, T. L. (2013). <i>Understanding Elder Abuse: new directions for developing theories of elder abuse occurring in domestic settings</i> . Washington: National Institute of Justice, US Department of Justice. Retrieved from <a href="https://www.ncjrs.gov/pdffiles1/nij/241731.pdf">https://www.ncjrs.gov/pdffiles1/nij/241731.pdf</a> | Proposes that there should be a stronger theoretical approach to understanding elder abuse, using two studies as evidence |

### Expressing your evaluative stance

As with an essay or report, your tone in a literature review should be formal, impersonal, technical, and abstract. We can plot these dimensions for a literature review as follows:



You can read the [Essay tone PDF](#) (67 KB) to find out more about these dimensions.

In a literature review, you need to not only describe the literature, but also evaluate it. You need to express your evaluation of the literature in a formal, impersonal, technical, and abstract way.

The following example shows a student writer expressing evaluative stance about two perspectives in sociology. Note how the writer uses their own words, paraphrasing and summarising the arguments of the sources rather than quoting from the sources. The more you can use your own words, the better.

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## Text

Of the two major sociological perspectives on television's socialising role, the 'bottom up' is **more realistic** and **flexible** than the 'top down'. Certainly, the 'top down' perspectives are **right** to raise debate about the manipulative capacity of television as a vehicle for reinforcing attitudes which favour powerful vested interests. For example, there is no doubt that many advertisements promote gender roles that don't portray the way people really are, but do pressure and influence people to support the idealised roles (Courtney & Whittle, 1974; Howitt, 1982). The result is that images and attitudes are often created by television to exploit people. However, to then make the **blanket claim** that viewers are passive and mindless and that all television does is dictate to them what they should think is **elitist** (Windschuttle, in Jagtenberg & D'Alton, 1989) and distorts the fact that social reality does not neatly fit ideological patterns. *For example, 'bottom up' theorists show that viewers often read their own meanings into what they see and hear and critically examine it from their own social perspectives (Fisk, 1987). Thus, trade unionists' sceptical attitudes to media coverage of union activity are based on previous experience of biased media reports (Carrol, 1980).*

Not only is it **simplistic** to argue that people always believe whatever television portrays. Television and even advertisements reflect people's experience **far more** than they impose interpretations of the world. For instance, many 'soap operas' do portray and explore images and issues that are relevant and controversial in the lives of most viewers. Cunningham's view of *Prisoner* (in Tulloch & Turner, 1989) illustrates this **well**....

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## Language for evaluation

Two perspectives are being compared: 'bottom up' and 'top down' approaches.

Adjectives '**more realistic and flexible**' contrast one perspective with the other.

The 'top-down' perspective is positively evaluated as '**right**' on one point.

'However' signals that there are also negative points to the 'top-down' perspective.

The terms '**blanket claim**' and '**elitist**' express negative evaluation of the 'top-down' perspective.

The writer positively evaluates the 'bottom up' approach in an implicit way by making a claim and then providing a *supporting example* from 'bottom up' theorists.

The writer uses positive and negative **adjectives and adverbs** to express their own evaluation of the view put forward.

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## Evaluative language tools

There are many language tools you can use to express evaluation of the literature in a formal and impersonal way. You could use the examples in the following table as a starting point.

| What are you evaluating?                                     | Positive adjectives   | Negative adjectives  |
|--|---|--|
| Evaluating the overall contribution or quality of the source | significant, noteworthy<br>important<br>seminal<br>classic<br>fundamental                             | marginal<br>obscure  |
| Evaluating the claims or conclusions of the research         | reasonable<br>strong, robust<br>insightful<br>clear<br>fundamental, key, crucial<br>profound, complex | unreasonable<br>weak<br>questionable<br>unclear<br>peripheral, marginal<br>simplistic, oversimplified, superficial |
| Evaluating the method used in the research                   | reliable<br>careful, thorough<br>insightful, perceptive<br>innovative<br>well designed                | unreliable<br>unclear<br>questionable  |
| Evaluating the evidence used in the research                 | conclusive<br>impartial   | inconclusive<br>biased, one-sided  |

You can also use the following strategies:

Use **comparative language** to show how sources relate to each other, or to compare points of view, e.g.

- Phrases such as 'more/less... than...'
- Joining words such as 'whereas', 'in contrast', 'conversely', 'on the other hand'

Use **qualifying words** to express the extent of your evaluation

- Phrases such as 'somewhat', 'to some/a certain extent'
- Verbs such as 'seems', 'appears', 'could be considered'
- Modal verbs (related to likelihood and ability) such as 'may', 'might', 'could', 'would'
- Modal adverbs (related to likelihood and ability) such as 'possibly', 'probably', 'certainly', 'usually', 'always', 'never'

### Phrases to avoid

Avoid using phrases that make your evaluation explicitly personal, e.g. 'I think', 'I feel', or 'it is my opinion that...'. The literature review is your writing, so unless you attribute the idea or evaluation to another source, your reader can safely assume it is what you think or feel.

### Resources for staff and postgraduate students

If you are carrying out research as a staff member or postgraduate student, the following resources may be useful to provide you with more advanced guidance:

Western Sydney University '[Literature Review: A Guide for Researchers](#)'

University of Melbourne [Reviewing the Literature: A critical review](#)

Staff and postgraduate students have access to Endnote software for managing your sources. If you use Endnote, you can also add information to each source entry that you can then use to sort your bibliography in similar way to the above matrix for organising your ideas.

### References

University of Melbourne. (2013). Reviewing the literature: a critical review. Retrieved from

[http://services.unimelb.edu.au/academicsskills/all\\_resources/writing-resources](http://services.unimelb.edu.au/academicsskills/all_resources/writing-resources)

## Annotated bibliography

An annotated bibliography is a list of relevant scholarly research on a related topic with a summary of each source. You could think of it as an informative reference list: a reference list with a concise description and evaluation of each entry.

### How does an annotated bibliography differ from a literature review?

There are some similarities between an annotated bibliography and a literature review, but they differ in purpose and structure.

The following table provides a comparison between annotated bibliographies and literature reviews.

|                                | Annotated Bibliography  | Literature Review  |
|--------------------------------|---|--|
| Purpose                        | To survey the literature on a topic and gain an understanding of each source by concisely summarising and evaluating it.  | 'To determine what is known on the topic, how well this knowledge is established and where future research might best be directed.' (University of Melbourne, 2013).   |
| Content                        | Citation or reference of each source, with a brief summary, evaluation, and reflection on its content and usefulness. Exact content determined by assessment task instructions. | Critical review of one or more pieces of literature. May be in response to a stimulus or question to narrow the scope of the literature search and the focus of the review.  |
| Structure                      | Sources organised <b>alphabetically</b> .<br>May not need an introduction or conclusion – check your assignment instructions.   | Ideas are to be organised <b>thematically</b> to show how sources relate to each other and contribute to knowledge about the topic (don't just write a new paragraph for each source).<br><br>Usually needs an Introduction, Body, and Conclusion. |
| Approach to sources/literature | Critical, concise, reflective.<br><br>The individual sources are the subject matter of the writing.   | Critical.<br><br>The sources, both individually and collectively, are the subject matter of the writing.   |

## Writing the annotated bibliography

When you come to write your annotated bibliography, follow the process described on the next page.

### Organising your ideas

Your annotated bibliography may or may not need an introduction and conclusion. Check your assignment instructions to find out what is required.

Each source has its own distinct entry, starting with the full citation using the required referencing style. After the citation, you write a coherent paragraph summarising and evaluating the source. See the table below for the content to include in each paragraph.

Arrange the sources in alphabetical order (by surname of lead author) under the overall heading, just like a reference list.

For more information on referencing and citation styles, see the [Library Referencing and Citation guides](#).

| Element  | Comments   |
|--|--|
| <b>Heading</b>   | Use a heading that indicates the subject of the entries.<br>Centre the heading at the top of the page.   |
| <b>Introduction</b>  | Optional – check your assignment instructions.   |
| <b>Source entry A</b><br>(100-200 words, depending on assignment instructions) | <b>Full citation</b> Use the required referencing style as specified in your assignment instructions.  |
|  | <b>Summary</b> Concise description of the source, including a summary of the key points and findings (check assignment instructions for level of detail required). |
|  | <b>Evaluation</b> Briefly comment on the strengths and limitations of the source and the research it describes.  |
|  | <b>Reflection</b> Comment on the relevance of the source to your topic or field of study.  |
| <b>Subheadings</b>   | Optional (check assignment instructions).  |
| <b>Source entry B</b>  | as above   |
| <b>Source entry C</b>  | as above   |
| <b>Source entry D</b>  | as above   |
| <b>Source entry E</b>  | as above   |
| <b>etc...</b>  |  |
| <b>Conclusion</b>  | Optional – check your assignment instructions.   |

## Example

The example below shows an entry (203 words excluding reference) from an annotated bibliography with a citation in APA style. In the table on the following page, each element of the entry has been identified and the main features of each element are noted in the right-hand column.

Rindell, A., Strandvik, T., & Wilén, K. (2014). Ethical consumers' brand avoidance. *Journal of Product and Brand Management*, 23(2), 114-120. doi:10.1108/JPBM-09-2013-0391

In this article, Rindell, Strandvik and Wilén (2014) examine 'brand avoidance among "active ethical consumers"' (p. 114), with the aim of determining to what extent ethical issues contribute to brand avoidance. A qualitative approach was taken through interviewing fifteen people, all members of NGOs that champion ethical causes such as animal rights, environmental protection and social/human wellbeing (for example, Fair Trade). The interviews were analysed based on the interviewee's main type of ethical concern. The authors argue that, unlike traditional brand avoidance, 'ethical concerns lead to rather stable and persistent rejections of brands, often rooted in historical events' (p. 117), which are important considerations when developing a branding strategy.

The main limitation of Rindell et al.'s work is that the study was restricted to fifteen people — a small sample size — and also active members of NGOs. Therefore, more research will need to be undertaken to see whether these trends are reflected amongst consumers more broadly. The authors acknowledge this in their conclusion, and suggest that brand avoidance could also be motivated by other values, for instance, relating to religion or culture, which could warrant further study. This article will be used in my research for the essay, in conjunction with broader discussions of branding.



| Text  | Element   |
|---|---|
| Rindell, A., Strandvik, T., & Wilén, K. (2014). Ethical consumers' brand avoidance. <i>Journal of Product and Brand Management</i> , 23(2), 114-120. doi:10.1108/JPBM-09-2013-0391  | <b>Full citation:</b><br>APA style  |
| In this article, Rindell, Strandvik and Wilén (2014) examine 'brand avoidance among "active ethical consumers"' (p. 114), with the aim of determining to what extent ethical issues contribute to brand avoidance. A qualitative approach was taken through interviewing fifteen people, all members of NGOs that champion ethical causes such as animal rights, environmental protection and social/human wellbeing (for example, Fair Trade). The interviews were analysed based on the interviewee's main type of ethical concern. The authors argue that, unlike traditional brand avoidance, 'ethical concerns lead to rather stable and persistent rejections of brands, often rooted in historical events' (p. 117), which are important considerations when developing a branding strategy. | <b>Summary:</b> Topic & aims of research<br>Methodology & participants<br>Main findings |
| The main limitation of Rindell et al.'s work is that the study was restricted to fifteen people – a small sample size – and also active members of NGOs. Therefore, more research will need to be undertaken to see whether these trends are reflected amongst consumers more broadly. The authors acknowledge this in their conclusion, and suggest that brand avoidance could also be motivated by other values, for instance, relating to religion or culture, which could warrant further study.  | <b>Evaluation:</b> Limitations<br>Areas for further research                            |
| This article will be used in my research for the essay, in conjunction with broader discussions of branding.  | <b>Reflection:</b> relevance to own research  |

Adapted from Monash University (2017).

### Expressing your evaluative stance

As with an essay or report, your tone in an annotated bibliography should be formal, impersonal, technical, and abstract. We can plot these dimensions for an annotated bibliography as follows:



You can read the [Essay tone PDF](#) (67 KB) to find out more about these dimensions.

In an annotated bibliography, you need to not only list and summarise the sources, but also evaluate them and reflect on their relevance to your topic. Your language needs to be formal, impersonal, technical, and abstract. Where you reflect on how to use the source in your research, you may use more personal language (see the example above, where the personal pronoun 'my' is used in the last sentence).

## References

Monash University. (2017). Annotated bibliography. Retrieved from

<http://www.monash.edu/rlo/assignment-samples/assignment-types/annotated-bibliography>

University of Melbourne. (2013). Reviewing the literature: a critical review. Retrieved from

[http://services.unimelb.edu.au/academicskills/all\\_resources/writing-resources](http://services.unimelb.edu.au/academicskills/all_resources/writing-resources)



## Referencing and citation

Referencing and citation are sometimes used interchangeably but actually they refer to different components of the ways academic writers give attribution to the work of others.

**Attribution** (acknowledging the source) is a key aspect of **Academic Integrity**; a lack of appropriate attribution could lead to accusations of plagiarism, so it's a wise move to become familiar with requirements in your area of study. It's important to consult your Subject Outline to find out the preferred citation style for each subject you study.

Many different referencing styles are used across academic disciplines, but the purpose is always to give the reader all the information they need to find and review the sources you have used in your work.

Wherever you have included a direct quotation or have paraphrased, summarised, or referred to the work of other(s), you must include an in-text citation and full reference details, laid out in the referencing style preferred by your School or discipline.

In-text citations are included within your writing to provide information to the reader about a source you have referred to. The idea is that the reader should be able to see which ideas come from which particular source. The detailed references for these citations are then listed at the end of your paper in the reference list (sometimes called a bibliography). If you choose to refer to a source that is itself referred to in the source you are reading, it is called a **secondary citation**. In your reference list, you should include the source that you have read, not the one you haven't.

**Example:** If you are reading Jones and it includes something about Smith's ideas that you want to refer to, cite in-text as follows: (Smith, as cited in Jones, 2012, p. 5) and include the full reference to Jones in your reference list.

In some styles, in-text citations will consist of numbers which lead the reader to footnotes at the bottom of each page. In other styles, known as author-date styles, in-text citations provide the author(s) and year of publication in parentheses within the text.

**Example:** Research by Smith<sup>1</sup> has shown that... or: Research has shown that ... (Smith, 2005).

There are **detailed guides to the citation styles used at this University** on the Library website under the Guides menu. You'll find short video demonstrations about referencing different types of information (e.g. books, journal articles, and websites) and PDF guides with lots of examples. There is also a cool tool called I:Cite which generates referencing examples for you on the spot.

It's vital to learn how to reference properly; often there are marks allocated in the assignment for referencing, so you can make the most of this and get those marks every time if you get your referencing sorted.

Once you're familiar with the process, you might want to use software such as EndNote and RefWorks to manage your references, or use the I:Cite tool to give you examples. Check the Library's **Referencing and Citation Guide** for details on accessing these programs.

Contact Information

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Western Sydney University  
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