Interesting and factual, something I can remember and use again.

A-Level student

Think. Rethink
Overview

‘Information and Research Skills’ may not sound the most exciting topic in the world, but such skills are important for your current school and college work and essential if you decide to go onto university.

The activities in this pack will assist you in finding quickly (and easily!) good quality information for your essays as well as evaluating the information which you find (not everything on the web, for example, is of good quality). The pack will also help you to reference the material which you find and go onto use in your assignments. You will also learn about plagiarism (and how to avoid it!) as well as gain a better understanding of academic libraries and the resources, facilities and services that they offer.
Contents

1. Getting to know an academic library  Page 4
2. Video of Library Services at the University of Birmingham  Page 6
3. Wikipedia and Google  Page 7
4. Searching electronic resources  Page 11
5. Website evaluation  Page 16
6. Plagiarism and when to reference  Page 19
7. Referencing  Page 22
Getting to know an academic library

Learning outcomes

By the end of this section you should be able to:

- Recognise that an academic library is very different to a school library.
- Understand the range of resources, services and facilities that an academic library offers.

Background

Students are often overwhelmed by the scale of an academic library and can find it daunting to begin with. They should not feel discouraged as there is always lots of help available in using the resources and facilities.

Activity

This quiz aims to test your current perceptions of academic libraries against the reality of Library Services at the University of Birmingham.

Answer the following questions:

1. How many libraries are there at the University of Birmingham?
   - □ 7
   - □ 8
   - □ 9
   - □ 13

2. The majority of books at the University of Birmingham are housed in large rooms in the Main Library. How many rooms containing books do you think there are?
   - □ 4
   - □ 10
   - □ 18
   - □ 24
3. How many books does the University of Birmingham Library own?

☐ Under 500,000  
☐ 500,000 – 1 million  
☐ 1 million – 2 million  
☐ 2 million – 3 million

4. Which of the following does the University of Birmingham Library have?

Answer ‘Yes’ or ‘No’ to each.

Yes  No
☐ ☐ Books
☐ ☐ Cash point
☐ ☐ Coffee Shop
☐ ☐ Computers
☐ ☐ DVDs
☐ ☐ Electronic resources
☐ ☐ Group study rooms
☐ ☐ Help
☐ ☐ Journals (academic magazines)
☐ ☐ Newspapers
☐ ☐ Photocopiers
☐ ☐ Pub
☐ ☐ Study spaces
☐ ☐ Wifi

5. How many electronic journal (academic magazines) articles are downloaded every year at the University of Birmingham?

☐ 500,000 – 1 million  
☐ 1 million – 2 million  
☐ 2 million – 3 million  
☐ Over 3 million

6. Over 300 members of full-time and part-time staff work for Library Services at the University of Birmingham. Which of the following do they do?

Answer ‘Yes’ or ‘No’ to each.

Yes  No
☐ ☐ Add the books to the library catalogue
☐ ☐ Answer questions via an online chat service
☐ ☐ Buy books and other materials
☐ ☐ Help staff and students
☐ ☐ Issue and renew books
☐ ☐ Library development/improvement work
☐ ☐ Maintain and pay subscriptions to the electronic resources
☐ ☐ Make the books ready for the shelves
☐ ☐ Obtain books from other libraries in the world
☐ ☐ Offer course advice
☐ ☐ Proof read essays
☐ ☐ Provide tours of the library
☐ ☐ Repair books
☐ ☐ Shelve books
☐ ☐ Train students in how to find information in their subject(s)
☐ ☐ Waiter in the café
Video of Library Services at the University of Birmingham

Learning outcomes

By the end of this section you should be able to:
- Recognise the key services and facilities that academic libraries, such as Library Services at the University of Birmingham, offer.

Background

Library Services has created a short video outlining the range of facilities, resources and services that we can offer to our students to assist with their learning and research whilst at the University. The students that contribute to the video were studying at the University during the 2009-10 academic year and between them represent a range of the subjects that are available. This video is relevant to prospective students as well as 6th form students interested in finding out more about the size and scale of an academic library.

Activity

The Library Services video will be shown. You can watch this video again by going to:
www.birmingham.ac.uk/libraries/index.aspx
or www.youtube.com/watch?v=hgUCWZbfQR4
3 Wikipedia and Google

Wikipedia

✔️ Learning outcomes

By the end of this section you should be able to:

☐ Recognise the ease with which an entry on Wikipedia can be modified.

☐ Appreciate that Wikipedia has only limited value in the academic writing process.

Background

Wikipedia was established in 2001 and is a web-based encyclopaedia which is maintained by volunteers who between them have created over 18 million entries to date. The volunteers have no special association with Wikipedia and are just members of the public who want to contribute to the encyclopaedia. For this reason not everything that you read on Wikipedia will be accurate. Therefore whilst Wikipedia can be a useful starting point you are strongly advised to check any information that you read against more authoritative sources of information.

Academic assignments that are submitted at university level with references to information from Wikipedia are frowned upon.

👋 Teacher Demonstration

Your teacher will demonstrate how easy it is to edit a Wikipedia article. This shows you that no login or knowledge about the subject is needed and that errors (intentional or otherwise) can easily be included.
Wikipedia and Google continued

Google

Learning outcomes

By the end of this section you should be able to:

- Recall that there are three types of Google (Google, Google Scholar and Google Books) which can be useful in finding information for an academic essay.
- Discuss the advantages and disadvantages of each type of Google.

Background

You will probably already be familiar with Google and are likely to use it for finding information on a regular basis. Google was founded in 1998 by two university research students, and it processes over a billion search requests a day. In addition to Google there are also two other Google search engines which can be useful for finding material for academic essays: Google Scholar and Google Books.

Google (www.google.co.uk) – this is a search engine which searches over a billion websites.

Google Scholar (http://scholar.google.co.uk) – this is the academic arm of Google. Google have deals with a number of academic publishers and Google Scholar allows users to search across their content. The results can be a mix of citation details, abstracts and entire journal articles. It also searches across journal articles that university academic staff have written and made freely available.

Google Books (http://books.google.co.uk) – this allows you to search across a number of books that have been made electronically available. Google have worked with a number of large research libraries to scan their books and make them freely available to the world. For some books you will find basic publication details, whilst for others you will discover some or all of the entire book.
Wikipedia and Google continued

Activity

This activity will demonstrate the differences between Google, Google Scholar and Google Books.

Your teacher will give you a keyword (or keywords) to use to search for information on a topic. You will be asked to enter the keyword(s) into each type of Google in turn and execute the search. For each type of Google you should look at how many results are returned, as well as the benefits and drawbacks of the type of information that is found. You should enter your findings into the table provided on the next page. You should try to think about this from the point of view of finding information for your essays.
## Google

For the keyword (or keywords) that you have been given, search the three types of Google and complete the following table.

<table>
<thead>
<tr>
<th>Type of Google</th>
<th>Number of results</th>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.google.co.uk">www.google.co.uk</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Scholar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://scholar.google.co.uk">http://scholar.google.co.uk</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://books.google.co.uk">http://books.google.co.uk</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** We have interrogated the different versions of Google using the basic search box in each instance. However each form of Google has an Advanced Search (the link is just under the normal search box) – by using this you can find even more relevant results. If you have time, take a quick look at the Advanced Search options for the three forms of Google that you have just studied.
4 Searching electronic resources

Learning outcomes

By the end of this section you should be able to:

- Understand what Boolean logic is and explain how to use it.
- Identify keywords in an essay title and think of alternative keywords (synonyms).
- Combine keywords using Boolean Logic.
- Combine keywords using the Google version of Boolean Logic.

Background

Very few resources (such as Google, Google Scholar and Google Books) allow you to do a natural language search, such as ‘is there a link between violence in the media and crime?’ You need to pick out the keywords for your topic and then link them with Boolean Operators, such as AND or OR.
Searching electronic resources continued

Keywords

The keywords in the topic ‘is there a link between violence in the media and crime’ are: violence, media and crime. As well as searching for these keywords, you should also think of synonyms (words with the same meaning). The following table illustrates the idea of keywords and synonyms.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>violence</td>
</tr>
<tr>
<td></td>
<td>media</td>
</tr>
<tr>
<td></td>
<td>crime</td>
</tr>
<tr>
<td>fury</td>
<td>television</td>
</tr>
<tr>
<td>cruelty</td>
<td>film</td>
</tr>
<tr>
<td>aggression</td>
<td>press</td>
</tr>
<tr>
<td></td>
<td>offence</td>
</tr>
</tbody>
</table>

You should also consider alternative spellings, for example American spellings such as color for colour, acronyms such as TV for television, as well as alternative words, such as automobile for car.

Boolean Logic

Boolean logic was devised by English mathematician George Boole and can be used to combine keywords to effectively searching electronic information: returning relevant results whilst eliminating insignificant results.

There are three main Boolean operators: AND, OR and NOT.
In Google, a **space** is used for AND, **OR** is used for OR and **–** is used for NOT. To search for a phrase put " at the start of the first word and " at the end of the last word (this method of phrase searching also works in Boolean searching). Google will automatically search for synonyms: if you would like Google to search for the exact word you have typed then include a + sign (followed by no space) ahead of the word, eg, +car.

**AND** is used to join search terms when you want both terms to be present in a record, so it is used to combine the different concepts in your search. This can be illustrated as follows:

Eg, **media** **AND** **crime** (when searching Google you could use: **media crime**. Alternatively if you wanted media and crime as exact words you would type **+media +crime** when searching Google).

**OR** is used to combine synonyms, ie, words with the same or similar meanings. It will find articles containing *either or both* words.

Eg, **media** **OR** **television** (when doing this search on Google you would use **media OR television**). Thus this search finds articles with the word media, or with the word television, or with both words (in the intersection in the middle).

**NOT** is used to eliminate concepts from your search. The term following NOT must be **absent** from the item in order for the record to be returned.

The shaded area represents the articles you want, with both the word **media** and the word **crime** in them.
Eg, CFCs NOT HCFCs (when doing this search on Google you would use CFCs –HCFCs or if you wanted CFCs as an exact word you would type +CFCs –HCFCs when searching Google).

Therefore, this search will retrieve all documents with the term CFCs, but will eliminate any which also have the term HCFCs.

**NB:** the NOT search should be used with caution as it may eliminate articles which would otherwise have been useful. For example, the above search would eliminate an article comparing the effects of CFCs and HCFCs which may have contained some useful information about CFCs.
Searching electronic resources continued

Activity 1
Your teacher may choose to illustrate Boolean Logic to you using an activity involving playing cards.

Activity 2
This activity will help you identify keywords, think of synonyms and combine words using Boolean Logic.

For the essay title(s) that you have been assigned, consider the following:

(a) Identify the keywords you might use if you wanted to find information to write the essay that you have been assigned.

(b) For each of the keywords that you have identified in part (a), try to think of at least one other alternative word meaning the same thing (synonym).

(c) How would you combine the keywords to get the best results using Boolean Logic?

(d) How would you combine the keywords to get the best results using the Google form of Boolean Logic?

For each question, note your answer on a separate post-it note and affix the post-its to the template on the wall for your essay question.
5 Website evaluation

Learning outcomes

By the end of this section you should be able to:
- Understand the difference between primary and secondary resources.
- Recall some of the key questions that need to be asked in order to evaluate a website for academic use.
- Critically evaluate websites.
- Work as a small team.
- Feedback key ideas to a larger group of peers.

Background

You will often use the internet to do your research for academic essays. As we have already seen from section 3 a range of different types of results of varying quality can be found via the web. It is an important skill to be discerning and able to identify whether a website is suitable, as a source of information, for use in an academic assignment.

Activity

Imagine that you have an essay due in on the topic of climate change the following day. It is now late at night and the only resource you have access to is the internet. You find the following three websites on the topic:
- The Royal Society http://royalsociety.org/Climate-Change
- Greenpeace www.greenpeace.org.uk/climate
- Department of Energy and Climate Change www.decc.gov.uk

Spend 5-7 minutes looking at each website in turn and using the questions on the Website Evaluation Checklist (on the next page) to help, decide on some plus and negative points for each website. Remember: for each website, you are trying to evaluate the quality and not how aesthetically pleasing it is! Record your findings in the Website Evaluation Table on page 18.

Tip: If in the future you are evaluating websites on another topic, why not construct a similar table to the Website Evaluation Table on page 18 to help you record your observations about the websites that you have found?
Website Evaluation Checklist

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it related to your essay?</td>
</tr>
<tr>
<td>Who produced the website and the material within it?</td>
</tr>
<tr>
<td>Is the material on the website primary or secondary?</td>
</tr>
<tr>
<td>Is the material up-to-date enough for your essay?</td>
</tr>
<tr>
<td>Is the material biased?</td>
</tr>
</tbody>
</table>
Website Evaluation Table
You are writing an essay on Climate Change and decide to look at the following websites to find information for it. Go to each website in turn and using the Website Evaluation Checklist analyse what the plus and negative points are for using each of these websites for your essay and note them in the table below (eg, is the information of high enough quality? Is it up to date? Is it written by an expert in the field? Is it biased? etc).

<table>
<thead>
<tr>
<th></th>
<th>Plus Points</th>
<th>Negative Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Royal Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Link to website]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenpeace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Link to website]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Climate Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Link to website]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Plagiarism and when to reference

Learning outcomes

By the end of this section you should be able to:

- Recall what is meant by plagiarism.
- Consider different scenarios and judge in each case whether or not they would be classed as plagiarism.
- Consider different scenarios and judge in each case whether or not a reference would be required.

Background

Plagiarism is taken very seriously at university level, be it intentional or unintentional plagiarism. In essence, plagiarism is a form of cheating because the plagiariser is effectively taking credit for someone else’s work. Students can sometimes fall into the trap of unintentionally plagiarising and this section aims to highlight all the different forms of plagiarism to help you avoid this. At best plagiarism can lead to assignments needing to be re-written and/or marks deducted. At worst, plagiarism can lead to expulsion from the university.

The following are two useful definitions of plagiarism:

- ‘Plagiarism is the presentation of another person’s work intentionally or unintentionally as if it were your own’ University of Birmingham (2010) Study Skills – Plagiarism [online course]. Available from: www.weblearn.bham.ac.uk [Accessed 1st June 2011].

This activity gets you thinking about plagiarism and when you need to reference.

You will be asked to complete the following quiz. For each question tick the appropriate box to indicate your answer.

**Answer the following questions:**

1. It is the day before your assignment is due to be submitted. You contact an online essay writing service, who later that day (for a fee) emails you an essay that meets your requirements. The next day you submit this essay.

   **Is this plagiarism?**
   - Yes
   - No
   - Unsure

2. You have been asked to submit an essay on Romeo and Juliet and your cousin emails you her old A* essay on that topic. You make a few alterations and add a few new ideas. You submit this essay.

   **Is this plagiarism?**
   - Yes
   - No
   - Unsure

3. In your essay you discuss your own thoughts on banking bonuses.

   **Do you need to reference?**
   - Yes
   - No
   - Unsure

4. You are writing an assignment about the British Constitution and you state that the Queen is the Head of State of the UK.

   **Do you need to reference?**
   - Yes
   - No
   - Unsure
Plagiarism and when to reference continued

Answer the following questions:

5. You include a table of data or a picture from another source.

Do you need to reference?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

6. You paraphrase in your essay Richard Dawkins’ views on natural selection from one of his popular books. Because you are not directly quoting, you don’t put quotation marks.

Do you need to reference?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

7. You and a friend are taking the same module and therefore have the same essay to write. The essay is not to be done as group work. You and your friend write your essays in the library together and end up with very similar essays.

Is this plagiarism?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

8. You find a paragraph in a book that supports an argument that you are making in your assignment. You copy this paragraph into your assignment, putting quotations marks at the start and finish and provide a citation.

Is this plagiarism?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

Further information on plagiarism and how to reference can be found at: www.i-cite.bham.ac.uk/referencing.shtml
Referencing

Learning outcomes

By the end of this section you should be able to:

- Recall why referencing is important.
- Use the Birmingham Harvard system to reference a book, a journal article and a website.

Background

Referencing is an essential part of academic scholarship. There are numerous reasons why referencing the material which you have found, and go onto use in your assignments is vital. These can be summarised as:

- To acknowledge an intellectual debt to another author / to avoid plagiarism.
- To give supporting evidence to specific facts or claims you make in the text.
- To enable a reader to find the sources that have been quoted.

There are many different ways of referencing. Examples of referencing styles include: the Harvard system (also known as the author-date system) and its many variations, as well as the Vancouver system (also known as the Numbering system). At the University of Birmingham the Harvard system is the official style which has been adopted, although some Schools prefer to use other systems (for example the Birmingham Law School use: The Oxford Standard for Citation of Legal Authorities (OSCOLA)).

You should always check with your tutor(s) which style they are expecting you to use for your assignments.
Activity

This activity will teach you how to include indicative references (citations) in the body of your assignment as well as how to construct a full reference list at the end. Your teacher will demonstrate how to include the indicative references and you will be asked to create the full reference list.

Imagine that you have been asked to discuss in a short assignment how the Large Hadron Collider (LHC) is having an impact on science and in particular particle physics. In order to research this topic you have used the 4 following works: you can find these items via the URLs below:

http://books.google.co.uk/books?id=-Fnsg7hEYgUC&lpg=PP1&dq=The%20Large%20Hadron%20Collider&pg=PP1#v=onepage&q&f=false

http://books.google.co.uk/books?id=JAxLYY96sqsC&printsec=frontcover&dq=halpern&hl=en&ei=xDnB7Y3oJpKp8AO_6MnIBQ&a=X&oi=book_result&ct=result&resnum=2&ved=0CDAQ6AEwAQ#v=onepage&q&f=false


You will be assigned one or more of these items to reference. Your teacher will give you a guidance sheet for each item that you are expected to reference. For the purposes of this activity, we are asking you to reference these items as if they were printed books and journals (in fact if an electronic version of an item is identical to the print version then it can be referenced as if it was the print version – this will avoid typing in lengthy URLs such as the ones above!).

Your teacher will provide instruction of how to complete this activity and how they will require you to feedback.
Referencing Books

Recipe:
1. Name(s) of author(s)/editor(s)
2. Year of publication (in brackets); if no year put n.d. in brackets (n.d.)
3. Title of book **emboldened**
4. Edition, if not the first
5. Number of volumes, if more than one
6. Place of publication
7. Name of publisher

Example:
Referencing Journal Articles

Recipe:
1. Names(s) of author(s)
2. (Date)
3. Title of article
4. Title of periodical **emboldened**
5. Volume number
6. Part number (if used by the journal) in brackets
7. Page numbers in full

Example:
Referencing Web Pages

Recipe:
1. Names(s) of author(s)
2. (Date)
3. Title of web page **emboldened**
4. [online]
5. Available from:
6. The web address
7. [Accessed: date the web page was accessed]

Example:

For Corporate Authors:
These items have no named personal author, but are issued by a professional body, society, government department or other similar corporate body. In such cases the organisation is named as if it were the author (the following examples are for books):


Supplementary Information

This activity deals with referencing a book, journal article and website. There are many other types of information that you may wish to reference during your studies. The following is a fuller guide on how to reference different types of materials and will aid you with referencing in the future.

The following guide has been adapted from:

1. Citing references within the text

1.1 Referencing ideas
Where the author’s family name falls naturally within the text, put the date of the publication in brackets after the family name.

Bloggs (1990) demonstrated the importance of suspended sediment in determining the pollution profile of rivers. However, Smith and Jones (1992) claim that additional factors such as channel hydraulics have been shown to be equally influential.

When referring to a source in passing, include the author’s family name and date in brackets. If you have multiple references, separate them with semi-colons and order them either alphabetically or chronologically:

These ideas have been pursued by other American scientists (Graf, 1994; Outcalt, 1996; Wolman and Brown, 1999).

When citing three or more authors use the first author’s family name followed by ‘et al.’ or ‘and others’ eg, (Meakin et al., 1991).

Where reference is being made to a specific part of a work, a page reference should be given, eg, (Gregory, 1990, p.26). This applies particularly where you are making reference to a particular figure, diagram or table within a work.

1.2 Primary and secondary sources (referring to a source quoted in another work)
You may wish to refer to an author’s idea, model or dataset but have not been able to read the actual chapter containing the information, but only another author’s discussion or report of it. Similarly you may refer to a primary source, eg, an author’s letters or diary, or a government report, that you have only ‘read’ as cited or reproduced within another author’s text. In both cases you should acknowledge the use of a secondary source using the following format:


In this example you should ideally list both the Parry and Carter (2003) and Mitchell sources in your reference list but many schools will accept the listing of the secondary source (ie, Parry and Carter) only.

1.3 Quoting words from published material
When quoting words from published material, the quoted text must be enclosed in quotation marks. For example:

Harvey (1992, p.226), however, now questions the validity of quantitative geography, stating: ‘… the so-called quantitative revolution has blinded many researchers to the truths they are supposedly seeking’
Lengthy quotations are indented and separated:

Harvey (1992, p.226), however, now questions the validity of quantitative geography, stating: ‘... the so-called quantitative revolution has blinded many researchers to the truths they are supposedly seeking: results are scorned if they are not liberally sprinkled with equations and formulae. The growing popularity of qualitative methods, however, is thankfully reversing this trend'.

Here, the use of three full stops (ellipsis) is used to indicate missing text.

1.4 Citing authors of book chapters
If the book in which the chapter appears is edited by a different author, you still need to cite the author of the chapter (see 2.3.3).

1.5 Citing anonymous works
When citing works with no identifiable author, cite the title of the work (see 2.3.4).

1.6 Citing works of Corporate Authorship and Official Publications
In situations where works have no named personal author use the issuing organisation as if it were the author (see 2.3.5).

1.7 Prolific authors
If you wish to cite an author who has published more than one item in the same year, use lower case letter to distinguish between them. Eg, Smith (1990a) is the first piece of Smith’s work referred to, Smith (1990b) the second and so on. The letters should also be included in the reference list.

2. The Reference List
A complete reference list or bibliography should be included at the end of any written work. A reference list includes all cited items only, whilst a bibliography includes all cited items and any other works consulted but not cited in your text. In either case, all cited sources must be included. Items are listed alphabetically by author's family name, year (and letter if necessary). The name that is given in the reference list must be the same as the name used in the text. For each work listed, certain elements should be present:

2.1 Books
1. Name(s) of author(s)/editor(s)
2. Year of publication (in brackets); if no year put n.d. in brackets (n.d.)
3. Title of book **emboldened**
4. Edition, if not the first
5. Number of volumes, if more than one
6. Place of publication
7. Name of publisher


The date should be the original date of publication of the edition being cited, not the publication date of the first edition or the date of the most recent reprinting. Other elements may be appropriate, such as the sub-title of a book, or a volume number and series title if the book is issued as part of a series. Conceivably (in a full bibliography, for example), the international standard book number (ISBN) might also be included.
Preparing and quoting references using the Harvard System continued

2.2 Periodical (ie, journal) articles
1. Names(s) of author(s)
2. (Date)
3. Title of article
4. Title of periodical emboldened
5. Volume number
6. Part number (if used by the journal) in brackets
7. Page numbers in full


2.3 Particular types of references

2.3.1 Works of personal authorship
Personal authorship is where the work is authored either by a single individual or two or more authors in collaboration. The first author’s name is always presented in inverse order with surname preceding forenames or initials. Subsequent names are also inverted.

a. Works by a single personal author
These require the essential elements for works given above:


b. Works by two personal authors

In a joint-authored work list both of the authors:


c. Works by three personal authors
In a work by three authors list all the authors:


d. Works by more than three authors
The abbreviation ‘et al’ or ‘and others’ can be used. For example, in a work authored by six authors the first three should be named followed by et al:


* Where author names are particularly long and make referencing unwieldy it is acceptable to use only the first author name followed by ‘et al’.

2.3.2 Works produced under editorial direction
These are items produced under the general editorial control of one or more editors. Individual chapters, however, may each be written by different authors. The abbreviation (ed.) or (eds.) is used to denote an edited collection:

Preparing and quoting references using the Harvard System continued

2.3.3 Parts of books
If you wish to refer to a chapter in a book or a particular part of a publication, construction of the reference will depend on whether or not the author of the chapter or part is also responsible for the whole book.

a. Author of the chapter is also the editor of the book


b. Author of the chapter is not the editor of the book

1. Name(s) of author(s)
2. Year of publication (in brackets)
3. Title of chapter (in speech marks) In
4. Author or editor of book
5. Title of book emboldened
6. Edition, if not the first
7. Number of volumes, if multi-volumed
8. Place of publication
9. Name of publisher
10. Page numbers


Here it is clear that the chapter by Lake (in the edited collection by Fry) has been drawn upon specifically, rather than the book as a whole.

2.3.4 Anonymous works
Truly anonymous works have no identifiable or ascertainable author. These should be listed by title first.


In the alphabetical list of references, file such items by the first significant word of the title, omitting definite and indefinite articles (such as ‘the’).

2.3.5 Works of corporate (organisational) authorship
These items have no named personal author, but are issued by a professional body, society, government department or other similar corporate body. In such cases the organisation is named as if it were the author:


Where a list of references includes items published by government departments of more than one country it is advisable to enter the name of the country of origin before the name of the department. This collects such items and makes location and identification of them simpler:

Preparing and quoting references using the Harvard System continued


2.3.6 Unpublished works
Research may involve consulting materials which have not been published. Use the word ‘unpublished’ only if appropriate. In many cases it is unnecessary. For an unpublished thesis or dissertation use the style:


For material which is soon to be published, but is ‘in press’ at the time of your writing give as much detail as you can:


Personal conversations, letters or interviews etc, are often cited only in the text. If entered in the references use the style:


Fuller information can be given if available:


You may also wish to indicate the status of Smith if that is relevant, eg, Chief Executive of a major manufacturing company.

2.3.7 Newspaper Articles
Print newspaper articles:
1. Name(s) of author(s)
2. Year of publication (in brackets)
3. Title of article
4. Full title of newspaper emboldened
5. Day and Month
6. Page number(s) in full


For electronic newspaper articles please go to ‘Referencing electronic sources’ section.

2.3.8 Videos, films or broadcasts
1. Title emboldened
2. Year (for films, the preferred date is the year of release in the country of production)
3. Format of the material
4. Director if ascertainable
5. Production details (place and organisation).


Programmes and series
Number and title of an episode should be given, as should series title and transmitting organisation and channel and date and time of transmission.
Preparing and quoting references using the Harvard System continued

**Holby City** (1999) Episode 7, Take me with you. TV, BBC1. 1999 Tuesday 23 February.

**Contributions**
Items within a programme should be cited as contributors.


2.3.9 Referencing electronic sources
Electronic sources of information are becoming increasingly important in academic work, but as yet a fixed standard for referencing these does not exist. A good guideline is to emulate the style for printed material as far as possible and to include as much information as possible.

- **a. Webpages**
In citing an electronic work such as a webpage, elements include author’s/editor’s surname and initials, year of publication, title, the word online in square brackets, edition details, place of publication, publisher (if ascertainable). The web address and the date the page was accessed should also be included:


- **b. E-journals**
If you are referencing an electronic version of a journal article which also exists in print, reference the article as you would if it were the print version, using the page numbers taken from the on-screen article (see section 2.2). A reference to an article from an ‘electronic only’ journal should include author’s/editor’s surname and initials, year, title, journal title (followed by [online]) and volume and issue details, web address and the [Accessed date].


- **c. Electronic newspaper articles:**
For an online version of a newspaper article, you should also include information on how you accessed the article. If you have accessed the article through a database then provide these details in place of the URL.

1. Name(s) of author(s)
2. Year of publication (in brackets)
3. Title of article
4. Full title of newspaper **emboldened**
5. Type of medium in square brackets
6. Day and Month
7. Available from: URL (or database details)
8. Accessed date in square brackets

Preparation and quoting references using the Harvard System continued


d. Personal electronic communication (e-mail)
When referencing personal e-mail messages, give the sender as the author followed by their email address, identify the full date and use the subject line as the title of the work. Identify the recipient of the message and their email address.

Smith, J. (j.smith@bham.ac.uk), (4 April 2005). Re: How to format bibliographies. e-mail to T. Jones (t.jones@bham.ac.uk).

e. CD-ROMs and DVDs
For CDs and DVDs which are works in their own right (and not bibliographic databases), list the author’s family name and initials, year, title, medium (CD or DVD), place of publication (if known) and the publisher.


3. General
In selecting information for each part of the reference quote from the title page and other preliminaries of the book or article. Generally capitalisation and punctuation can be changed (as long as you are consistent) but the author’s original spelling on the title page should be observed.

4. Good Practice
Noting your references as you work is imperative if you are to use your time efficiently. As you make notes or photocopy material note the full reference details. This will prevent you from relying on memory or having to find your source again when you come to write your bibliography/reference list.

Acknowledging your sources correctly is time-consuming but essential, so leave plenty of time for this important activity.