



# Marjon APA Referencing Guidance 7th edition

Plymouth Marjon University institutional guidance on referencing is to encourage the use of the APA referencing style.

For guidance on using the APA referencing style students are encouraged to review this document and to go online and review institutional resources at <http://sites.marjon.ac.uk/handbook/referencing-scholarship/>. Course tutors and Study Skills Advisors can also be consulted and for additional guidance students are advised to seek out the definitive APA guidance in the publication and website below:

APA (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

[Official APA \(7th edition\) Website](#)

Contact your Study Skills Librarian via [studyskills@marjon.ac.uk](mailto:studyskills@marjon.ac.uk)

## Key features of this document *(see p2 for clickable Table of Contents or click the titles below)*

Table of Contents

What is Referencing

How to include citations in the main text

Citing multiple authors in the reference section

Referencing more efficiently  
(using technology to reduce the stress of referencing)

Reporting Verbs  
(better integration of citations into your own text)



A Quick Referencing Guide

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# Referencing at Marjon

## What is Referencing?

When completing an assessment in Higher Education your own thoughts and ideas should be built upon those of other writers and researchers. It's essential that you engage with and identify this previous work and that you acknowledge those sources of information by:

- **Acknowledging the source within the text** by citing the author's last name and date of publication in parentheses (brackets), e.g. (Stevens, 2011)
- **Give full details of each item in an alphabetical reference list at the end of your assignment.**

## Why is referencing important?

The main reasons are:

- To demonstrate to a reader that you have engaged with a wide range of up-to-date sources and opinions.
- To allow a reader of your work to find and check the sources you have used.
- To enable the reader to check the accuracy of the information you've given.
- Good referencing will assist in avoiding accusations of plagiarism. You will lose marks if you don't acknowledge sources.

## What should I reference?

The level of referencing will depend on the nature of the piece of work you are writing: a coursework essay for a first-year module will probably require less than a third-year dissertation, for example. There's no maximum level of referencing, but in general, the work that is awarded the best grades often has a greater number of well chosen sources than work that is deemed to be at a lower level.

Repeated paragraphs without a reference will not suggest that a submission is adequately underpinned by supporting literature. One citation per paragraph is often recommended as a guide for undergraduate essays although the work that gets the highest grades, especially in years two and three, will often have more. If you have any worries about the number of references required, seek advice from your module tutor.

As a general minimum, you should include a reference when:

1. You quote or paraphrase from a primary source or secondary work;
2. You make use of a statistic;
3. You paraphrase or otherwise refer to the ideas or writings of a named or identifiable author.

For most modules you will not be required to give references for facts that are generally well known (common knowledge). Where facts are contested, and you are taking sides in an argument, you must then indicate the source of your own ideas, and if appropriate acknowledge the opposing camp(s) with references as well.

## How will referencing impact my grades?

Those reading your essays or reports will want to know that you have read widely, and considered and analysed the work of others. Use of the right type and amount of sources along with good presentation will help you achieve a better grade. The difference can sometimes be that of a grade boundary or between five and ten percent of the total. The table below includes extracts from the [Marjon generic grade descriptors](#) that relate most to the use of supporting literature.

Grade Boundary	Relevant Descriptors
<b>80–89% Exceptional work</b>	Demonstrates thorough, critical understanding of current knowledge
<b>70–79% Excellent work</b>	Shows evidence of extensive, relevant reading which includes up-to-date research
<b>60–69% Very good work</b>	Shows effective and competent use of literature Demonstrates a wide reading base
<b>50–59% Good work</b>	Makes good use of relevant literature
<b>40–49% Fair work</b>	Shows evidence of relevant reading
<b>35–39% Weak work</b>	Demonstrates some evidence of reading Weaknesses in organisation and presentation

## What is APA style?

The APA citation style (7th Edition) is a [parenthetical](#) author-date style, so you need to put the author's last name and the publishing date into parentheses (in brackets) wherever another source is used in the narrative.

The APA format consists of in-text citations and a reference list, along with guidelines for formatting the paper itself. Both the in-text citations and the reference list can be created easily with the help of various software and online tools.

At Marjon, we recommend using [Mendeley](#) to generate your citations and reference list. We offer training in using [Mendeley](#) through the [AIM programme](#).

Find out more about APA Referencing here:

<https://apastyle.apa.org/style-grammar-guidelines/references>

## Why do we use the APA referencing style at Marjon?

Aside from the APA format there are many different citation styles out there (e.g. Harvard, AMA, MLA) and when academics submit papers to journals they often have to learn and use a range of styles. Most Universities however, have a chosen style that is required when submitting assessment work for your course. The APA style guide (7th ed.) covers both referencing and guidance on the formatting of documents. Although the guide has some great advice on formatting documents, here at Marjon we have only adopted the referencing guidance across the institution, you'll need to speak to your tutors to discuss the formatting of documents.

## About this Guide

This guide contains advice and guidance on the key elements of using APA referencing style. The first section is focussed on [producing citations](#) to use in-text and the section that follows explains [how to create references for the final "Reference Section"](#).

Find this document and more Marjon Referencing Resources at:  
<http://sites.marjon.ac.uk/handbook/referencing-scholarship/>

## In-text citations

You need to include an in-text citation when you refer to, summarise, paraphrase, or quote from another source. For every in-text citation in your paper, there must be a corresponding entry in your reference list. See the example below for how this might look in a published article.

Functionally, building on the work of Ramaprasad (1983) and Sadler (1989), the aim of feedback is to enable the gap between the actual level of performance and the desired learning goal to be bridged (Lizzio & Wilson, 2008). Significantly, for many, however, it is only feedback if it alters the gap and has an impact on learning (Draper, 2009; Wiliam, 2011). Feedback can have different functions depending on the learning environment, the needs of the learner, the purpose of the task, and the particular feedback paradigm adopted (Knight & Yorke, 2003; Poulos & Mahony, 2008). Many distinguish between a cognitivist and a socio-constructivist view of feedback, with much emphasis currently being placed on the latter framework. The cognitivist perspective is closely associated with a directive telling approach where feedback is seen as corrective, with an expert providing information to the passive recipient.

Sample extract from: Evans, C. (2013). Making sense of assessment feedback in Higher Education. *Review of Educational Research*, 83(1), 70–120. <http://doi.org/10.3102/0034654312474350>

There are a number of ways of presenting in-text citations and they are broadly in two categories; paraphrasing (indirect) and direct quotes.

### Paraphrasing (Indirect Quotes)

An indirect reference alludes to ideas or facts that have been written by an author which you have not quoted verbatim (word for word) but have been summarised in your own words. In many disciplines this method of referring will form the greater part of your referencing. If you have any doubts about how to do this please refer to materials available via the [Study Skills website](#) or contact the Study Skills Librarian via [studyskills@marjon.ac.uk](mailto:studyskills@marjon.ac.uk).

There are essentially two ways of doing this:-

**Example 1 - Narrative style:** Morris and Smith (2010) emphasise the importance of using a sketchbook in order to develop as an illustrator.

**Example 2 - Parenthetical style:** A sketchbook is important in order to develop as an illustrator (Morris & Smith, 2010)

**Note:** for sources with three or more authors the abbreviation “et al.” can be used in the in-text citation. You must include the surname of the first author, but any subsequent authors can be replaced by et al. For example, Anderson, Watts and Jin would be abbreviated to: (Anderson et al., 2009, p.7).

For more on using “et al.” read this article <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>

## Direct Quotes

A direct reference involves direct quotation from the work of an author. Quotations of one sentence, or less than forty words, can be incorporated in the body of the text in double quotation marks. Please note that you must always provide a page number for a direct quotation, where available.

**Example 1 - Parenthetical style:** "Black waterproof Indian ink is the first choice of most illustrators" (Morris & Smith, 2010, p.69).

**Example 2 - Narrative style:** Morris and Smith (2010, p.69) assert that "black waterproof Indian ink is the first choice of most illustrators".

As explained in the extract below, taken from the APA blog, there are other ways of presenting this within the APA guidelines:

1. According to Palladino and Wade (2010), "a flexible mind is a healthy mind" (p. 147).
2. In 2010, Palladino and Wade noted that "a flexible mind is a healthy mind" (p. 147).
3. In fact, "a flexible mind is a healthy mind" (Palladino & Wade, 2010, p. 147).
4. "A flexible mind is a healthy mind," according to Palladino and Wade's (2010, p. 147) longitudinal study.
5. Palladino and Wade's (2010) results indicate that "a flexible mind is a healthy mind" (p. 147).

Extract from: McAdoo (2010) "How to Cite Direct Quotations"  
<http://blog.apastyle.org/apastyle/2010/03/how-to-cite-direct-quotations.html>

Some other conventions you need to adopt include:-

- **Direct quotes that are 40 words or longer should be presented differently.** They should be in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented 1/2 inch (1.27cm) from the left margin. Type the entire quotation on the new margin, maintain double-spacing throughout.

[Click here for instructions of how to set up up indentations in Microsoft Word.](#)

There are two ways to format “Block Quotations”.

#### 1. **Block Quotation: Parenthetical Format**

Place the parenthetical citation after the final punctuation mark of the quotation:

**Example:**

The results of the study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help.

(Jones, 1998. p. 199)

#### 2. **Block Quotation: Narrative Format**

Cite the author and year in the sentence before the block quotation and insert only the page number in parenthesis after the quotation’s final punctuation.

**Example:**

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p.

199)

- Use three dots ... to indicate where you have omitted words from the quotation. However, never include three dots at the start or the end of the quotation:

**Examples:**

**Correct:** “It is important to ... argue rationally in a civilised society” (Andrews, 2011, p.1).

**Incorrect:** “... it is important to argue rationally in a civilised society” (Andrews, 2011, p.1).

**Incorrect:** “it is important to argue rationally in a civilised society ...” (Andrews, 2011, p.1).

- Use [square brackets] to enclose words that you have added, or changed in the quotation:  
**Example:** “It is important to be able to argue [and behave] rationally in a civilised society” (Andrews, 2011, p.1).
- **Direct quotes that cross two pages can make use of pp.**  
**e.g.** Jones's (1998) study found the following:  
Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help.  
  
(pp. 199-200)

### Using direct quotes from a source with no page numbers

Some electronic resources do not provide page numbers, for example, web-pages and some eBook formats, such as PDFs or Kindle books. In these instances, paraphrasing should be used to try and avoid the issue. However, this is not always avoidable. The *Publication Manual of the American Psychological Association* issues the following guidance:

- **Where page numbers are unavailable, paragraph numbers should be used:**  
**e.g.** Jones's (1998) study found that “students often had difficulty using APA style, especially when it was their first time citing sources” (para. 4).
- **Where page and paragraph numbers are unavailable, use headings:**  
**e.g.** West (2000) argued that “students should not be penalised for poor referencing skills in their first year, as they have not had time to develop adequate referencing skills” (Discussion session, para. 5).
- **Where page and paragraph numbers are unavailable, and headings are too long, use a shortened heading in quotation marks:**  
**e.g.** One study demonstrated that “undergraduates who attended study skills sessions, had a better grasp of referencing and the importance of academic integrity” (Smith, Jones & Archer, 2006, “Study Skills and Referencing”, para. 6).

For more information about using direct quotations, please visit the [Official APA Website](#).

## Producing In-Text Citations in APA

Single and multiple authors rules **apply to all APA-style citations that you use**, regardless of the type of work (book, article, electronic resource, etc.).

<b>1 author</b>	<b>Every citation: (author’s last name, publication year)</b> e.g. (Jones, 2018) Jones (2018)
<b>2 authors</b>	<b>Every citation: (Author 1 &amp; Author 2, year)</b> Use “&” within parentheses. Write out the word “and” when authors’ names are used in the text. “...thus, leading to higher rates of HIV infection (Smith & Cox, 2014). “According to Smith and Cox (2014), the higher rates of HIV ...”
<b>3 or more authors</b>	<b>Every citation: (First Author’s Surname + et al., + date)</b> (Williams et al., 2003) Williams et al. (2003) <b>Note:</b> et al. means “and others” in Latin. The “al.” is always followed by a full stop. “et al.” is followed by a comma, to separate the Author and the Date in parenthetical citations. E.g. (Watkins et al., 2020).
<b>Corporate author</b> (e.g. Organisation or Government Dept.)	If individual authors are not listed, use the organisation as the author. <b>Example:</b> (Institute of Economic Affairs, 2009) To define an abbreviation within a citation for a corporate author that you will cite several times, enclose the abbreviation in square brackets. <b>Example:</b> First use (Department of Health and Human Services [DHHS], 2007) Subsequent use (DHHS, 2007)
<b>Internet site</b>	Use same author–date format. If no individual author for a webpage is given, list the organisation as the author. Ensure that you are citing the copyrighted date of the webpage you are citing from. DO NOT put a web address in the text of the paper. If the website does not include a publication date, use n.d. (which stands for ‘no date’). (Planned Parenthood, n.d.) (Stearns, 2009) (National Health Statistics, 2003)
<b>More than one work by same author</b>	<b>Use a comma to separate years of multiple works. List dates in chronological order.</b> (Shelter, 1999, 2004, 2007) (Peacock, Tibbs, & Slocum, 1989, 1992)
<b>More than one work by different authors</b>	<b>Use semicolons to separate different works within the same parentheses. Citations are alphabetised by first author within the parentheses.</b> Findings from several research studies have supported this hypothesis (Adey, 1999; Coe & Kin, 2006; Wing et al., n.d.).

## Referencing Secondary Sources

A secondary source is a work of someone else cited in the source you are reading. For example, you might be reading a book by Jones (2020), who refers to an idea by Smith (2018). In this example, Jones is the primary source and Smith is the secondary source.

We can reference secondary sources by acknowledging both the primary and secondary source authors in our in-text citation:

(Smith, 2018, as cited in Jones, 2020).

We should use references to secondary sources sparingly. Best practice is to follow up on secondary sources and reference them in their own right. However, a reference to a secondary source is acceptable if that work is irretrievable, such as an old and now expired weblink.

The primary (Jones in the above example) source should only appear in the reference list.

## Summary of In-Text Citation Examples

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Jones (2018)	Jones (2018)	(Jones, 2018)	(Jones, 2018)
One work by two authors	Smith and Cox (2014)	Smith and Cox (2014)	(Smith & Cox, 2014)	(Smith & Cox, 2014)
One work by three or more authors	Freeman et al. (2018)	Freeman et al. (2018)	(Freeman et al., 2018)	(Freeman et al., 2018)
Groups (readily identified through abbreviation) as authors	National Institute for Health and Care Excellence (NICE, 2017)	Freeman et al. (2018)	(National Institute for Health and Care Excellence [NICE], 2017)	(NICE, 2017)
Groups (no abbreviation) as authors	University of Oxford (2017)	University of Oxford (2017)	(University of Oxford, 2017)	(University of Oxford, 2017)

# Creating A Reference Section

The Reference Section is always included towards the end of an essay and is best started on a new page. Only sources cited in your assignment or academic paper should be included in a Reference List.

## Creating a Reference Section: The Basic Rules

- Reference list entries should be in **alphabetical order** by the last name of the first author of each work. [MS Word has a function that can help sort lists alphabetically.](#)
- All lines after the first line of each entry in your reference list should be indented one-half inch/1.27cm from the left margin. This is called **hanging indentation**. [Here's how to create a hanging indentation in MS Word.](#)
- **Authors' names are inverted (last name first)**; give the last name and initials for all authors of a particular work for up to and including twenty authors. If the work has more than twenty-one authors, list the first nineteen authors and then use ellipses (...) after the nineteenth author's name. After the ellipses, list the last author's name of the work.
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- Present the journal title in full.
- Maintain the punctuation and capitalisation that is used by the journal in its title.
  - For example: ReCALL not RECALL or Knowledge Management Research & Practice not Knowledge Management Research and Practice.
- Capitalise the first letter of all major words in journal titles (known as title case). [MS Word has a function and shortcuts \(shift + F3\) that can help you change the case of words.](#)
- When referring to books, chapters, articles, or webpages, capitalise only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Often the titles of longer works such as books and journals are italicized, however, there are specific rules for different sources. [Consult official guidance for citing specific sources](#), or contact the [Study Skills Librarian](#) for clarification.
- **Please note:** This guide outlines some of the most common types of sources used. If your source is not in this guide then please refer to the [Publication Manual of the American Psychological Association](#) which provides many examples of how to cite common types of sources or [seek guidance online](#). The guide itself, however, does not provide rules on how to cite all types of sources as there are simply too many. Therefore, if you have a source that APA does not include, APA suggests that you find the example that is most similar to your source and use that format.

The following pages outline a number of common sources and how to lay out the information in the Reference Section.

## Journal Articles

**Journal article: 1 author** Author, A. (Year). Title of article. *Title of Journal*, volume number(issue number), page range of the article.

### Example

Seager, M. (2009). 'Chocolate and flowers? You must be joking!' Of men and tenderness in group therapy. *Group Analysis*, 42(3), 250-271.

### Notes

There's no space between the volume number and the issue number in parentheses (42 and 3, respectively, in this example)  
Journal Title has main words in capitals

**Journal article: 2 and 20 authors** Author, 1., Author, 2., Author, 3., Author, 4., Author, 5., Author, 6., Author, 7., Author, 8., Author, 9., Author, 10., Author, 11., Author, 12., Author, 13., Author, 15., Author, 16., Author, 17., Author, 18., Author, 19., & Author, 20. (Year). Title in sentence style caps: Cap first word after internal punctuation. *Journal Title in Headline Caps and Italics*, Volume(issue no.), page-range.

### Example

Ayoade, A., Benn, B., Cherubin, C., Deloitte, D., Einstein, E., Fogle, F., Gough, G., Hisaishi, H., Ingot, I., Jaspers, J., Kidman, K., Lizzo, L., Mario, M., Nugent, N., Osuigwe, O., Patel, P., Quentin, Q., Rong, R., Salamander, S., & Travers, T. (2016). All in the mix: The multiple roles of music producers. *Journal of Music Production*, 133(4), 619-625.

**Journal article: > 20 authors** List first 19 authors + ..., + last author. (Remainder of format is the same as above). N.B. Do not use the ampersand (&) after the ellipsis.

### Example

Asida, A., Baring, B., Chen, C., Dove, D., Estrada, E., Fenchurch, F., Gupta, G., Howells, H., Ibekwe, I., Jin, J., King, K., Lopez, L., Marriott, M., Ning, N., Owiti, O., Peters, P., Quale, Q., Romez, R., Segall, S., ... Ziakis, Z. (2017). Habitat renewal and biodiversity in British rewilding schemes. *British Journal of Nature*, 390(2), 250-273.

**Electronic Journal Article: Articles with DOI assigned** Format is the same as for print articles but add the DOI. *What's a DOI?* Digital Object Identifier, a unique alphanumeric identifier that acts as a permanent link to content on the Web.

Usually found on the abstract page, sometimes near the copyright date, or on the citation page in a database.  
Always include DOIs as hyperlinks i.e with a prefix of <https://doi> or <http://doi.org> (whichever is necessary)  
Example: <https://doi.org/10.1038/nature21707>

### Example

Lazem, S. (2019). On designing blended learning environments for resource-challenged communities. *International Journal of Emerging Technologies in Learning*, 14(12), 183–192.  
<https://doi.org/10.3991/ijet.v14i12.10320>

### Notes

doi is lowercase and followed by a colon, no space after colon.  
No punctuation after DOI number  
Do not include words like ‘Accessed from’ or ‘Retrieved from’

**Electronic Journal Article: without an obvious DOI assigned** **Look carefully at database which the article has been taken from:**

1. If a DOI has not been provided for articles accessed via Discovery, do not include a URL or database information in the reference. The work should be referenced as if it were accessed in print format.

#### Example:

Grimshaw, D. (2003). Private sector provision of supply teachers: A case of legal swings and professional roundabouts. *Journal of Education Policy*, 18(3), 267–288.

[Click here for more information about referencing from databases](#)

2. If a DOI has not been provided for articles published in databases of limited circulation (such as some articles published online through the ERIC database) or original material only available from that database, include the name of the database or archive and the URL of the work.

#### Example:

Author, A., & Author, B. (Date of publication). *Title of the article* (document number). Name of the Database. URL

Dunn, K. E., & Mulvenon, S. W. (2009). *Let’s Talk Formative Assessment ... and Evaluation?* (APR2018). ERIC.  
<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED505357>

[Click here for more information about referencing from ERIC databases](#)

**More Information on referencing journal articles** <https://apastyle.apa.org/style-grammar-guidelines/references/examples/journal-article-references>

## Books

**Book: 1 author** Author Surname, Initials. (Year of publication). *Title in italics and sentence style caps: Capital letter also for subtitle.* Publisher. DOI [if known]

### Example

Edmunds, A. (2020). *Grow the pie: How great companies deliver both purpose and profit.* Cambridge University Press.  
<https://doi.org/10.1017/9781108860093>

**Book: 2 - 20 authors** List all authors as they appear in the book in this format: Surname, Initials., Use the ampersand (&) symbol between the two final authors in the sequence

### Example

Author, 1., Author, 2., Author, 3., Author, 4., Author, 5., Author, 6., & Author, 7. (Year of publication). *Title in italics and sentence style caps.* Publisher. DOI [if known]

### Example

Burns, T., & Sinfield, S. (2002). *Essential study skills: The complete guide to success at university.* SAGE.

**Book: > 21 authors** List first 19 authors + ..., + last author. (Remainder of the format is the same as above). Do not use the ampersand (&) after the ellipsis.

**Editors instead of authors** Capel, S. A., Leask, M., & Younie, S. (Eds.). (2016). *Learning to teach in the secondary school: A companion to school experience.* Routledge, Taylor & Francis Group.

**Chapter in an edited book** Chapter Author's Surname, Chapter Author's Initial. (Date of publication). Title of the chapter: Subtitle of the chapter. In Editor's Initial. Editor's Surname (Eds.), *Title of book in italics* (page range of the chapter). Publisher. DOI (if known)

### Example

Sharpe, T. J., & Creed, R. T. (2007). Developmental disabilities. In S. J. Parish, & H. Hu (Eds.), *Serving vulnerable populations* (pp. 33-67). Walnut Press.

### Notes

Editor's names are not inverted and are preceded with 'In'

The in-text citation references the chapter authors, not the editors. Using the above example, the in-text citation would be: (Sharpe & Creed, 2007).

**Newer book editions** Any edition other than the first needs to be identified as follows:

Burns, T., & Sinfield, S. (2016). *Essential study skills: The complete guide to success at university* (4th ed.). SAGE.

**Information from eBooks on eReaders i.e. Kindle** Kindle E-books should be referenced the same as E-books in other formats. However, you should include a URL to the source.

Author Surname, Initial. (Date of publication). *Title of book in italics*. Publisher. URL

Day, T. (2018). *Success in academic writing*. Red Globe.  
[https://www.amazon.co.uk/Success-Academic-Writing-Macmillan-Skills-ebook/dp/B07ZFZPKR8/ref=sr\\_1\\_8?dchild=1&keywords=academic&qid=1599571956&s=digital-text&sr=1-8](https://www.amazon.co.uk/Success-Academic-Writing-Macmillan-Skills-ebook/dp/B07ZFZPKR8/ref=sr_1_8?dchild=1&keywords=academic&qid=1599571956&s=digital-text&sr=1-8)

[For more information about referencing Kindle ebooks and Audiobooks, please click here.](#)

## Websites

A vast amount of information can be found online these days, however, that does not necessarily mean that it should be referenced as a website. If a journal article is found online, it should be referenced as an online article. If a government report is found online, it should be referenced as a report. You should only use the website referencing category if the webpage does not fit with another type of reference category.

### Authors and Dates of Websites

It can sometimes be difficult to find an author or a date from a website. If a webpage includes a named author, include this within the author section of your reference. If a named author is not included on the webpage, use the website's organisational or corporate name as the author.

If a webpage includes the date in which that page was updated, include this within your reference. Try to be as specific as possible; if the date includes year, month and a day, include as much information as you can in your reference. For example:

- (year, month day) would be written as (2020, August 31).
- (year, month) would be written as (2018, April).
- (year) would be written as (2017).

Remember to always reference the specific webpage you are citing, not the overall website. If you are citing more than one webpage from one website, include a separate reference entry for each webpage you are citing.

Do not include punctuation after the URL.

**Website (with author, date, title and source)** Author, A. (Date of publication). *Title of document/webpage*. Name of the website. URL

#### Example

Shubrook, N. (2019, December 19). *What are the health benefits of drinking water?* BBC Good Food.  
<https://www.bbcgoodfood.com/howto/guide/what-are-health-benefits-drinking-water>

**Website (with group, organisation or corporate author)** Group author. (Date of publication). *Title of the document/webpage*. Name of the website. URL

#### Example

World Health Organisation. (2013, November 21). *Half of people in need get HIV treatment in the Asia-Pacific*.  
[https://www.who.int/hiv/mediacentre/feature\\_story/hirschall-icaap11/en/](https://www.who.int/hiv/mediacentre/feature_story/hirschall-icaap11/en/)

**Note**

If the author and the website name are the same, there is no need to repeat the name again before the URL.

**Website (where the date is unknown)** If it is not clear when the webpage was updated, you are permitted to include n.d. in parenthesis after the author's name. n.d. stands for 'No date'.

**Example**

Troiano, C. (n.d.). *The history of portrait photography through our collections*. The National Trust.  
<https://www.nationaltrust.org.uk/features/the-history-of-portrait-photography-through-our-collections>

**Webpages with a retrieval date** Only include a retrieval date if you are referencing a webpage that is designed to be constantly changing, and will not be archived.

**Example**

ForexLive. (n.d.) *Economic calendar: Today*. Retrieved September 2, 2020, from <https://www.forexlive.com/EconomicCalendar>

**More information on referencing Websites** <https://apastyle.apa.org/style-grammar-guidelines/references/examples/webpage-website-references>

## Reports by governments or organisations

**Report by Government Agency or organisation** Name of agency or organisation. (Date of publication). *Title of report in italics*. Name of government department or organisation publishing the report. URL

### Example

National Archives & Department for Digital, Culture, Media and Sport. (2020, July 22). *The National Archives annual report and accounts 2019 to 2020*.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/902983/Updated\\_21\\_July\\_The\\_National\\_Archives\\_annual\\_report\\_and\\_accounts\\_2019\\_20.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902983/Updated_21_July_The_National_Archives_annual_report_and_accounts_2019_20.pdf)

### Note

Sometimes an organisation or a branch of government will write a report on the behalf of a government. If the author is the same as the government/organisation publishing the report, there is no need to name the department/organisation again after the title.

**Report with named authors** Some reports may be written on the behalf of an organisation or a branch of government by a named writer. If the report is clearly attributed to an author, include their name in the author section of the reference.

### Example

Daubney, A., Spruce, G., & Annetts, D. (2019). *Music education: State of the nation*. All Parliamentary Group for Music Education, Incorporated Society of Musicians & University of Sussex.  
<https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf>

## Media publications

**Newspaper Article (online)** Author Surname, Initial. (Year, Month Day). Title of article. *Title of Newspaper*. URL

### Example

White, G. (2020, August 29). Soya beans may hold the key to world peace. *The Telegraph*.  
<https://www.telegraph.co.uk/business/2020/08/28/soya-beans-may-hold-key-world-peace/>

**YouTube video** Surname of YouTube Account Holder, Initial. [YouTube alias/channel name]. (Date of publication). *Title of the YouTube video* [Video]. YouTube. URL

### Example

Green, S. [The Art Assignment]. (2020, July 23). *The definition of art* [Video]. YouTube.  
<https://www.youtube.com/watch?v=b2VpNx5ZxSA>

**Tweet** Surname, Initial./Name of Group. [@Author's Twitter handle]. (Date of post). *Quote the first 20 words of the Tweet in italics @The Twitter handle if sharing a tweet* [Description of the audiovisuals] [Tweet]. Twitter. URL of Tweet

### Example

Marjon Library [@MarjonLibrary]. (2020, August 17). *Please don't microwave your Library books! We quarantine returns for 72 hours before they're re-shelved to help minimise the risk @TheMaggieGosney* [thumbnail with image attached] [Tweet]. Twitter.  
<https://twitter.com/MarjonLibrary/status/1296021329301385217>

**Facebook post** Surname, Initial./Name of Group. (Date of post). *Quote the first 20 words of the Facebook post in italics* [Description of audiovisuals] [Description of the type of post]. Facebook. URL of the Facebook post.

**Example**

University of St Mark and St John Archive. (2020, June 17). *So much to celebrate this week with our Marjon 2020 students achieving their amazing results in the most challenging times* [image attached] [Status update]. Facebook.  
<https://www.facebook.com/Marjon.Archives/photos/a.1610849109155758/2677497045824287/>

**Movie/Film** Director, A. (Director). (Release Year). *Title of motion picture* [Motion Picture]. Studio.

**Example**

Tarantino, Q. (Director). (1994). *Pulp fiction* [Motion Picture]. Miramax.

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# Further APA Style Resources

## Library Resources

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.  
<https://doi.org/10.1037/0000165-000>

## A Quick and Snappy Guide to APA Referencing

A short and concise video guide to APA Referencing has been produced for students of Plymouth Marjon University. [This can be accessed by clicking here.](#)

## Online Resources

### [Referencing and Scholarship at Marjon](#)

Find this document and much more support at this link

### [Official APA Referencing Guidance from the American Psychological Society](#)

An overview from the APA style blog pages

### [APA Style Blog](#)

### [Marjon Library Guide to APA style](#)

An overview of APA style from EBSCO and accessed via Marjon Search Engine

### [The Purdue Owl Online Writing Lab](#)

An excellent resource outlining lots of advice on using APA style for referencing

## Additional Referencing Support

### **Study Skills Librarian**

You can contact your Study Skills Librarian with questions about referencing. They can be contacted via [studyskills@marjon.ac.uk](mailto:studyskills@marjon.ac.uk)

### **AIM**

We also run an AIM teaching session called Cite it Right. Book onto this session via [Learning Space](#) (you will need to log into Learning Space before booking onto an AIM session).

### **Studiosity**

Studiosity provides 24/7 academic writing feedback support, including help with referencing. All students of the University can access Studiosity, and can make up to ten submissions to the Studiosity team every academic year. [To access your Studiosity account, please follow this link to Learning Space.](#)

# Referencing Efficiently

If you ever find yourself typing out all of the elements of a citation or reference then you're probably not being the most efficient with your time. The tools that follow outline a number of ways that you can be smart about producing your references. Make yourself familiar with these four and you'll be able to choose the right tool at the right time depending on the type of project you're working on.

NOTE: Each of the tools that follows is a quicker method of producing a reference than typing the whole thing out yourself. **You still need to know what a well presented reference looks like in APA style and will still have to review and edit some entries prior to submission.**

## Google Scholar



Google Scholar can help create a reference really quickly. Run a search in Scholar and then beneath each returned item there are a few links offering actions like exporting, saving, and more. Click on the quotation marks and you'll be presented with the citation detail in several formats. APA is one of those options.

<https://scholar.google.co.uk/>

Engagement through partnership: Student learning in higher education  
C. Bryson - 2016 - Taylor & Francis  
... In C. Rust (Ed.), Improving student learning the Journal for Academic Development Volume 16, 2016  
Article. Technology-enhanced learning and teaching  
☆ 99 Cited by 332 Related articles All 3 versions

Learning Analytics Methods, Benefits and Challenges  
Systematic Literature Review  
JT Avella, M Kebritchi, SG Nunn, T Kanai - Online  
Higher education for the 21st century continues to  
learning analytics (LA). The problem is that the ra  
attention from clearly identifying requirements and  
☆ 99 Cited by 33 Related articles All 5 versions

Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice  
L Price, A Kirkwood - Higher Education Research and Development, 33(3), 549-564  
... three sources of data foreground some important  
and learning with ... about the use of evidence in  
teaching and learning with technology ... Higher  
☆ 99 Cited by 79 Related articles All 11 versions

[HTML] Self-regulated learning strategies in higher education learning environments  
J Broadbent, WL Poon - The Internet and Higher Education, 14(1), 1-10  
... classes, the online environment exceeds stand  
at the ... Self-regulated learning strategies affect learning outcomes by assisting learners to acquire ...

Cite

MLA Price, Linda, and Adrian Kirkwood. "Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice." *Higher Education Research & Development* 33.3 (2014): 549-564.

APA Price, L., & Kirkwood, A. (2014). Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*, 33(3), 549-564.

Chicago Price, Linda, and Adrian Kirkwood. "Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice." *Higher Education Research & Development* 33, no. 3 (2014): 549-564.

Harvard Price, L. and Kirkwood, A., 2014. Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*, 33(3), pp.549-564.

Vancouver Price L, Kirkwood A. Using technology for teaching and learning in higher education: A critical review of the role of evidence in informing practice. *Higher Education Research & Development*. 2014 May 4;33(3):549-64.

BibTeX EndNote RefMan RefWorks

## Discovery



Discovery searches most of the Marjon Library's paid-for databases. This is where you can use multiple filters to search for high quality information from validated sources. It also has a "Cite" feature once you've found your source.

<https://www.marjon.ac.uk/study-life/library/>

Result List Refine Search 2 of 1,890

Citation Format

NOTE: Review the instructions at EBSCO Support Site and make any necessary corrections before using. Pay special attention to personal names, capitalization, and dates. Always consult your library resources for the exact formatting and punctuation guidelines.  
Accessed July 17, 2018.

APA References  
Price, L., & Kirkwood, A. (2014). Using Technology for Teaching and Learning in Higher Education: A Critical Review of the Role of Evidence in Informing Practice. *Higher Education Research and Development*, 33(3), 549-564.

Chicago/Turabian: Author-Date Reference List  
Price, Linda, and Adrian Kirkwood. 2014. "Using Technology for Teaching and Learning in Higher Education: A Critical Review of the Role of Evidence in Informing Practice." *Higher Education Research and Development* 33, no. 3: 549-564. FRIC: FRIC/DOIhost (accessed July 17, 2018).

Export to Bibliographic Management Software (EndNote, ProCite, Reference Manager, RefWorks, BibTeX, etc.)

Using Technology for Teaching and Learning in Higher Education: A Critical Review of the Role of Evidence in Informing Practice

Author(s): Price, Linda, Kirkwood, Adrian  
Source: Higher Education Research and Development, v33 n3 p549-564 2014, 16 pp.  
Availability: Routledge. Available from: Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia, PA 19106. Tel: 800-354-1420, Fax: 215-625-2940, Web site: <http://www.tandf.co.uk/journals>  
URL: <http://dx.doi.org/10.1080/07294360.2013.814643>

Tools

- Google Drive
- Add to folder
- Print
- E-mail
- Save
- Cite
- Export
- Create Note
- Permalink
- Share

# Mendeley

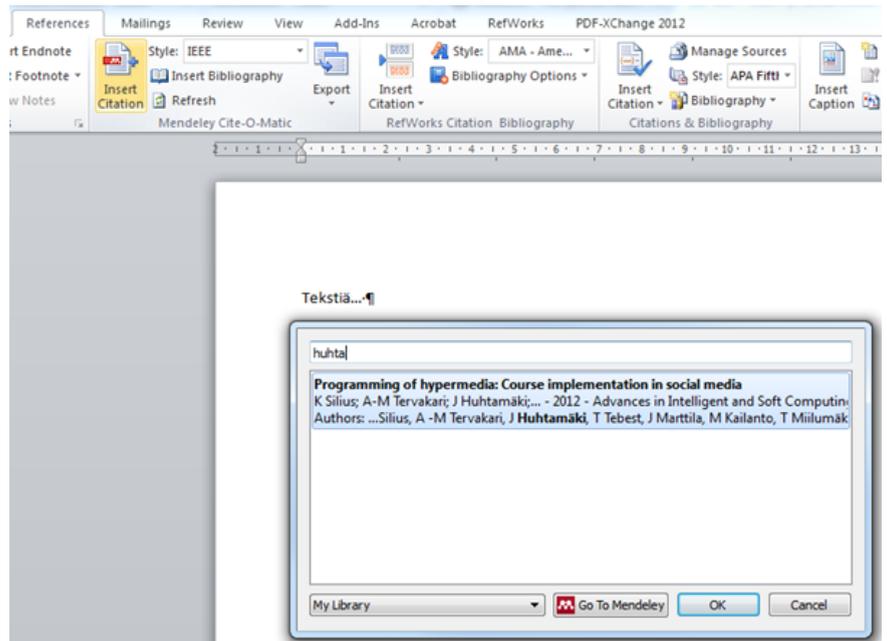


Mendeley is free reference management software that can do many tasks related to the use of published research. It can help store, annotate and manage articles plus it has a plug-in that allows you to create citations and references in MS Word.

<https://www.mendeley.com/>

or this video on generating citations

[https://youtu.be/zkrVbBSrK\\_w](https://youtu.be/zkrVbBSrK_w)



Further support on the use of Mendeley is available on the Library Help-Pages:

<https://marjonuni.sharepoint.com/sites/studentportal/SitePages/library-help-centre%20.asp>

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# Further Writing Support

## Reporting Verbs/Signal Phrases/Attributive tags

While an understanding of the mechanics of referencing is important, a related skill is the use of reporting verbs to integrate (or synthesise) these references into your own work. The words that link your own work with that of published authors are invariably known as reporting verbs, signal phrases or attributive tags. [Google these phrases](#) and you'll find a wealth of resources that can help develop your own vocabulary in this area.

There are many useful signal words and phrases and here are some examples:

Acknowledges	Confirms	Describes	Explains	Informs	Points out	Reflects	Signals
Adds	Connects	Develops	Expresses	Insists	Prepares	Refutes	Specifies
Admits	Considers	Discusses	Extrapolates	Introduces	Presents	Reiterates	Speculates
Advances	Contends	Discloses	Finds	Maintains	Promises	Rejects	States
Affirms	Contradicts	Discounts	Focuses on	Means	Proposes	Relates	Submits
Agrees	Contrasts	Discovers	Grants	Narrates	Proves	Remarks	Suggests
Alludes	Creates	Disputes	Highlights	Negates	Purports	Replies	Supports
Analyses	Declares	Documents	Hypothesises	Notes	Questions	Reports	Supposes
Argues	Defines	Emphasises	Illuminates	Notifies	Recognises	Responds	Theorises
Asserts	Delineates	Endeavours to	Illustrates	Observes	Recommends	Reveals	Thinks
Attests	Demonstrates	Establishes	Implies	Offers	Recounts	Sees	Wishes
Balances	Denies	Estimates	Indicates	Organises	Refers	Shows	Writes

### Development Task: Reporting Verbs

Reporting verbs such as those above can be used in different ways.

Look through the table above and decide which of the following uses it would be best suited to (they may be of use in more than one category!):

- **Neutral phrases** e.g.: comments, notes
- Verbs to suggest that an **idea may not be fully accepted**: contends, speculates
- Phrases for **adding information** to an idea you're establishing: adds, confirms
- Words to **introduce counter-arguments** or alternate views: argues, contends
- Verbs related to **future actions/solutions**: proposes, predicts

### Recommended Resources

Academic Phrasebank - Referring to sources

<http://www.phrasebank.manchester.ac.uk/referring-to-sources/>

Reporting Verbs for Sport and Exercise Science

[www.benjanefitness.com/studyskills/reportingverbs](http://www.benjanefitness.com/studyskills/reportingverbs)

## Transition Words: Creating a better narrative

The goal of academic writing is to convey complex, technical information in a way that makes the information accessible to the reader. Transitions help you achieve this goal by linking your ideas together in a smooth, logical progression and enhancing the reader's ability to process the information presented.

Transitions can be a single word, a brief phrase, a full sentence, or a complete paragraph. Effective writing uses transitions between sections of lengthy papers, between paragraphs, and within paragraphs. See [The Academic Phrasebank](#) for more help with word and phrase choice

<b>Function</b>	<b>Examples of Transitions:</b>
Illustration	thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as
Contrast	despite, on the contrary, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, although this may be true, surely, notwithstanding, indeed...but
Addition	in addition to, furthermore, moreover, besides, too, also, both-and, another, equally important, again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.
Time	since, afterward, before, then, once, next, last, at length, formerly, rarely, usually, finally, soon, meanwhile, later, ordinarily, generally, in order to, subsequently, previously, immediately, eventually, concurrently, simultaneously
Concession	although, at any rate, at least, still, thought, even though, granted that, although it may be true, in spite of, of course.
Comparison showing similarity	similarly, likewise, analogous to
Emphasis	above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.
Details	specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
Examples	for example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
Consequence or Result	so that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, due to, as a result, in other words, then.
Summary	altogether, in other words, in particular, in short, in simpler terms, in summary, that is, to put it differently, to summarise therefore, finally, consequently, thus, in conclusion, in brief, as a result, accordingly
Suggestion	for this purpose, to this end, with this in mind, with this purpose in mind, therefore.
Concluding	therefore, thus, so, and so, hence, consequently, finally, on the whole, all in all, in other words, in short.

