

How to use, cite and reference literature effectively

Most of what we know, we learn from other people. Much of this information is accepted without question, but as learning progresses to a higher level (as it does when studying towards a university degree) students are expected to appraise critically what they are learning, judging the evidence and questioning what is presented. Being able to locate, organize and compare different sources of information is a core skill required of students and graduates.

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The consequences of not referencing other people's work correctly can be serious and this misconduct is becoming easier to detect. This guide presents an overview of why the use of other people's work is encouraged at university, but only within certain conditions and subject to particular standards and conventions.

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**Loughborough
University**

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“Standing on the shoulders of giants”

In 1676 Issac Newton wrote a letter to Robert Hooke, where he stated “if I have seen further, it is by standing on the shoulders of giants”.

This statement was based on John of Salisbury’s 1159 account of Bernard of Chartres (d c 1130), according to the Oxford Dictionary of Quotations and Proverbs, edited by Susan Ratcliffe, published in 2001 by the Oxford University Press based in Oxford, UK. The full quote (translated from the original Latin) is:

We are like dwarfs on the shoulders of giants, so that we can see more than they, and things at a greater distance, not by virtue of any sharpness of sight on our part, or any physical distinction, but because we are carried high and raised up by their giant size.

When studying, we are building on the work of our predecessors, and it is important to credit people for their contribution providing a good foundation for new ideas. However, who is being quoted here? Bernard of Chartres (c 1120), John of Salisbury (1159), Newton (1676) or Ratcliffe (2001) and how can the reader find the original source?

Introduction

As students progress through their studies, the level of learning becomes higher, more complex and specialized. There is a move from 'generally accepted facts' towards a place where what is 'right' or 'correct' is not so clear. When people carry out research they enter a realm of study that is likely to be unclear or disputed, full of gaps in knowledge and populated with unproven theories and supposition. Information at this interface between the 'known' and 'unknown' is spread across papers in specialist publications. The researcher is required to piece together individual sources of information, judging the quality and relevance of each, in order to move the frontier of knowledge forwards.

Learning from others

"A man who reviews the old so as to find out the new is qualified to teach others."

Confucius 551-479 BC *Analects*

At school and undergraduate level, one of the main sources of knowledge will be the teacher or lecturer. They will select topics and present them in a way that will hopefully make them easier to understand. This will be supported by one or two textbooks covering similar information that the student can re-read at his or her own pace. Some of this is objective, factual information that can be considered 'right' or 'wrong'. Other material is subjective, based on opinion and perception and open to debate and discussion. Some information is quantitative that can be expressed as a measurement whilst other information is qualitative and expressed as a view or a trend.

Pure sciences tend to use mainly objective, quantitative knowledge whilst the arts use subjective, qualitative

knowledge. Social sciences, applied sciences and engineering usually combine the two approaches.

Near the frontier of knowledge, all topics become less certain and more subjective, as theories are put forward and hypotheses tested. All subjects need to be discussed, debated and assessed. Evidence will have to be drawn from a variety of sources, compared and analyzed. Researchers need to establish

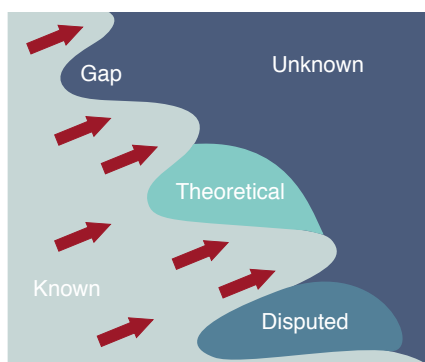


Figure 1. Study pushes forward the frontier of knowledge (Source: Reed, 2012)

the frontiers of knowledge to ensure they are building on established foundations and not wasting time and money by repeating work, re-discovering known issues or following a route that has been tried and proven not to work.

Study skills

“We believe a scientist because he can substantiate his remarks, not because he is eloquent and forcible in his enunciation. In fact, we distrust him when he seems to be influencing us by his manner.”

I.A. Richards 1893-1979
Science and poverty (1923)

For higher levels of education, students are expected to learn more than mere facts. They need to be discerning, referencing information and explaining why they think it is relevant and trustworthy. The student is expected to assess, analyse, appraise, evaluate, question and debate, not to regurgitate existing knowledge.

When lecturers are marking coursework, they are looking for evidence of sound study skills. When a student is given a mathematical problem, they have to show how they worked out the solution step-by-step. The same process is needed to support the conclusions of an essay or a report. By referring to publications, students can show they have mastered the process of finding, selecting, reading and understanding

publications. The lecturer can see that a student has read around the subject, and has not just focused on one or two books but has found and selected publications that are:

- relevant;
- recent;
- trustworthy; and
- wide-ranging, incorporating different views.

Behind this, the lecturer has evidence that the student knows how to use libraries and databases. By citing publications, students can explicitly present their own thoughts alongside the referenced work of others. Ultimately, not giving credit to others is a form of cheating.



Presenting arguments

“It could be said of me that in this book I have only made up a bunch of flowers, providing of my own only the string that ties them together.”

Montaigne 1533-92
Essais (1580)

When writing essays and reports, the author will need to provide evidence to support their conclusions; the ideas and discoveries of other people can be used as building blocks to build up and justify the conclusions. Some level of common understanding between the writer and reader can usually be assumed. If everything had to be explained from a basic level of understanding, works would be long, unwieldy and not very interesting, as many issues that are familiar to the reader (and author) would be included unnecessarily. References become a sort of intellectual short-cut – people who already know about a cited publication can take note of it and build on their existing knowledge to further understand a new narrative. Those who do not know about it can either accept it (especially if it is from a reputable source) or can find and read the original work. The reference therefore saves time but also provides evidence to support the author's own ideas.

Referencing also protects the author; if a cited fact is incorrect or a quoted opinion is controversial. The error or disputed comment can be traced back

and checked. This is similar to putting the wrong number into a calculation; the final answer might be incorrect but if the right process was used, then due credit can be given for understanding the process.

Another literary device is the use of a quotation to introduce a passage of prose, setting the scene and communicating to a reader a host of allusions and concepts.

Adding to the body of knowledge

“Discovery consists of seeing what everybody has seen and thinking what nobody has thought.”

Albert von Szent-Györgyi 1893-1986
Irving Good (ed.)
The Scientist Speculates (1962)

References also get used by other people to trace the development of ideas. References indicate the state of knowledge when a publication was written (looking back); other citation reports show who has quoted a publication once it has been published (looking forward). This web of references allows the contribution of each successive author to be assessed and their contribution acknowledged.

Plagiarism

Copying other people's work without giving them credit is **plagiarism**. This could be using another student's work or copying work from publications or from the Internet. This is a serious issue, as it

is a combination of intellectual theft and fraud. The offender is pretending that the work is their own and so is stealing other people's ideas. Plagiarising the work of others also restricts the opportunity to learn for oneself and to demonstrate this learning.

Students who work together on coursework (such as an essay) that is meant to be personal and not a piece of group work are guilty of **collusion**. Although they may write separate essays, shared ideas and references mean that the work is not the result of their own individual effort. The sharing of information in this context is also deemed to be cheating.

Allowing others to copy your work or providing them with references means that you are helping the other person to plagiarise your work, so you are colluding in the offence. There is a distinction between a general discussion and debate around a topic amongst a wide group of

Table 1. Quality of references and typical grade boundaries

Grade	
A	A wide selection of high quality sources
B	Texts from reading list
C	One or two relevant books
D	Books cited are not relevant
F	No additional reading

Detecting plagiarism is becoming increasingly sophisticated. Assessors of student work can identify areas where the writing style, language used and quality of work suddenly changes. They also know the topic area well and will be familiar with the main texts.

Computer programs can be used to identify where sections of text in a piece of coursework match existing work. The databases used not only include text available on the Internet, but also coursework that has previously been scanned by universities around the world.

Assessors can see how much material has been quoted, where the material has come from and whether it has been referenced correctly.

students (which is encouraged) and two or three students working together on what should be individual assignments. Helping a colleague to print a document or use generic software is not collusion, but if the coursework is designed to demonstrate your practical skills on a particular software package, then informal help from fellow students could be deemed unfair.

Penalties for copying

Plagiarism is regarded as academic misconduct and the consequences can be serious (Loughborough University, n.d.). Students may not only lose marks



for the coursework, but in major cases, can be dismissed from the university as they will be considered as trying to gain a qualification through fraudulent means.

Copyright

An extension of intellectual theft is copyright infringement. Most academic work will only require a small proportion of somebody else's work to be quoted.

If a book is sold commercially, there may be restrictions on what can and cannot be used without explicit permission to reproduce a quote, in which case a fee may be payable.

Example

An example of good referencing is the opening chapter of the book *Dude, Where's My Country?* by Michael Moore (published by Warner in 2003).

He attacks the actions of the (then) right of centre US government. As this could be seen as politically biased, he cites a range of right wing media or very reputable public sources to provide the evidence for his arguments, rather than left-wing or obscure sources.

A good reference

"In science, read by preference the newest works; in literature, the oldest."

Edward Bulwer-Lytton 1803-73
Caxtoniana

The quantity and quality of references needs to be judged correctly. Too many and the prose will be disjointed and difficult to follow.

Not every fact requires a citation. Too few and the evidence needed to support an argument will be lacking.

A variety of sources is required; using only one or two references repeatedly does not give a balanced view.

The quality of publications

"The importance of a scientific work can be measured by the number of previous publications it makes it superfluous to read."

David Hilbert 1862-1943
attributed Lewis Wolpert
The Unnatural Nature of Science (1993)

An author or publisher with a strong reputation in a relevant field will lend better support for an argument than an unknown author. Quoting Nelson Mandela on political struggle will bring weight to the debate. However, quoting him on conceptual approaches to bridge design would not be as good as quoting Michel Virlogeux (who is a famous bridge designer!).

Some sources may be seen to be biased towards one view or another, so the author needs to be aware of the wider reputation of the source material. The organization that funded the research may influence the resulting publication.

The date is also significant. Quoting out of date facts demonstrates poor understanding, but citing historical text can show a good command of the subject matter.

One way of measuring the 'quality' of a publication is to see how many other people have quoted it. A 'citation report' gives details of how many times a particular publication has been referenced in other publications.

Whilst this could also show quality, it may indicate the reverse – as some researchers might be tempted to reference publications that are 'wrong' in order to reject earlier ideas.

Turning data into knowledge

"Science is built up of facts, as a house is built of stones, but an accumulation of facts is no more a science than a heap of stones is a house."

Henri Poincaré 1854–1912
Science and hypothesis (1905)

It is worth understanding how knowledge is produced in order to assess the best publication to quote. A researcher exploring a topic will be looking directly at the issue; the papers

and presentations that they produce based on their experiences are primary sources. They take raw data, analyse them and then draw conclusions based on the evidence.

Good sources are peer reviewed (for journals) or edited by reputable publishers (for textbooks). Peer reviewed journals and conference papers are normally read by two other experts in the same field, who comment on the quality of the paper and recommend whether it should be published or not.

Poor sources are websites or publications where it is not clear who the originator was or whether the information had been checked.

Data: recordable facts

Information: meaningful combinations of data

Knowledge: the sum of what is known by an individual, or about a subject. Knowledge is created through the accumulation of selected items of information. Knowledge is information which has been interpreted and made concrete in the light of the individual's understanding of the context. (World Bank, 1999)

Communication: the transmission of data, information or knowledge between two or more points.

Saywell & Cotton (1999)

Primary and secondary sources

“An expert is one who knows more and more about less and less.”

Nicholas Murray Butler 1862-1947

When a primary source is referenced and put into the wider context, it loses some of its detail but can be more relevant to the reader, saving the time of reading the original text. The author of the more general publication will have compared different sources of primary information, deciding what is trustworthy and what unsubstantiated guesswork. This adds another layer of review and expert selection and this second-hand information is called a ‘secondary source’.

The distinction between primary and secondary literature can be categorized further. Several studies resulting in data may contribute to a journal paper. Many journal and conference papers will be used in a literature review.

This accumulation of knowledge can be gathered together in edited works, with experts contributing separate chapters, whilst textbooks provide a more integrated overview. Finally, practical guidance manuals can present the generally accepted state of applied knowledge, drawing on practical experience as well as theoretical studies.

Even within this broad range of categories, there are subtle sub-categories. For example, a textbook on infrastructure in low-income countries

will have less detail than a book focusing only on water supplies. A book solely on point source village supplies will provide better guidance still if that is the area of interest, whilst a manual on designing concrete tanks will contain the practical details that are needed to implement rainwater harvesting schemes.

A student should be able to find a range of publications and then judge which ones are best in terms of detail and coverage, depending on the purpose of the exercise. A focused report may lack the breadth of a textbook; a journal paper may provide detail but lack connections with other factors. As student study progresses, fewer textbooks and more specialist publications will be required. Primary sources become favoured over secondary sources.



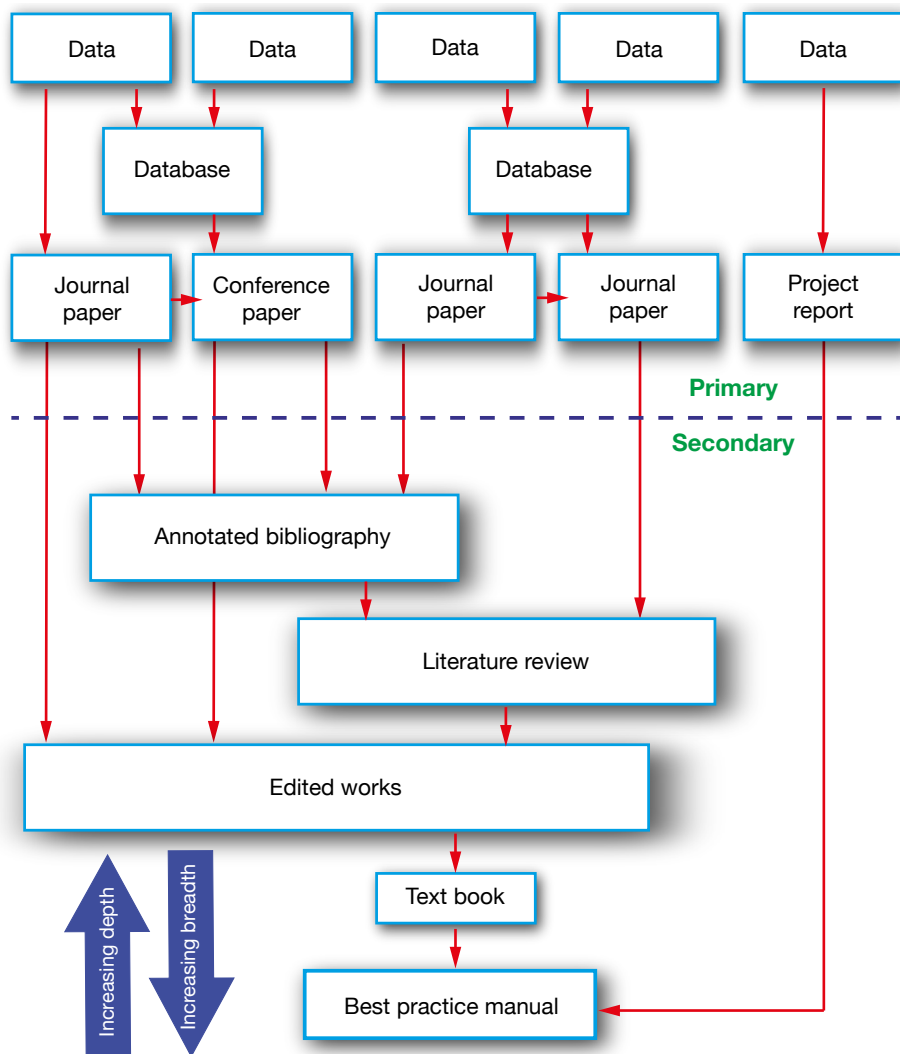


Figure 2. Publications vary in depth, breadth, form and function (Source: Reed, 2012)

How to cite work

“Next to the originator of a good sentence is the first quoter of it.”

Ralph Waldo Emerson 1803–82

Letters and Social Aims

Using references is both an art and a science. Selecting who and what to quote requires judgement and expertise that comes from experience. However, providing the correct reference requires an understanding of the standards and conventions used. This can be easily learned. Getting a comma in the wrong place is a minor problem; missing out information required to find the source is frustrating; not acknowledging the source at all is plagiarism.

Table 2. Expected citation standards

Outcome/ grade	Indicator of quality of referencing
A	All work fully cited using standard convention
B	All work fully cited with a consistent format
C	References can be traced but format not consistent
D	Citations not fully referenced so cannot be traced
F	Others' work is indicated (e.g. by quotations marks), but not referenced
0	Origin of work not clear
Misconduct	Deliberate plagiarism

A quote, quotation, citation or reference

is the direct or indirect use of somebody else's intellectual property (e.g. ideas or data) in a new piece of work.

Bibliographic references are citations of publications that have been directly used in a new piece of work.

A reading list is a selection of recommended publications that will provide background knowledge or further information relating to the topic under discussion, but not necessarily cited.

A bibliography is a list of publications in the area of study.

An annotated bibliography may include a brief abstract of the contents.

Acknowledgements recognize people and sources of information, but without a clear connection to either a specific item in the new text or a specific source.

Citation reports summarize how many people have referred to a specific publication in a subsequent published work.

A fundamental issue is to distinguish between the contributions of others and the work of the researcher. Once this is clear, then the researcher can provide several layers of information that make it easy for the reader to find the original source material. To make it easier still, the references should follow the same style and format. Particular journals (and university departments) adopt a common style.

Elements of a reference

There are three elements to a reference.

- The information or data, quoted directly, précised or alluded to indirectly in the text.
- The bibliographic reference – the full address of where the information can be found.
- The citation that links the information in the text to the full reference. The full reference would interrupt the flow of the main text, hence the shorthand method of using citations.

Quotations

“It is sometimes necessary to repeat all we know. All mapmakers should place the Mississippi in the same location, and avoid originality.”

Saul Bellow 1915 –
Mr Sammler's Planet (1969)

The reader should be clear about what information is the work of the author and what they have used from earlier sources. The most obvious use of another's work is in a direct quote, which may range from a single word {e.g. Smith (2002)}

Formatting quotations

Brief prose quotations

If a prose quotation runs four lines or less, put it in double quotation marks (not italics) and incorporate it in the text. e.g. {As Shaw (2016) noted: “This is the WEDC house style based on *Hart's Rules for Compositors and Readers*.”}

Block quotations

Format prose quotations that run more than four lines as block quotations, reduced in size from the main body of text. Start on a new line and set the quotation 5 to 10mm in from the left margin. Do not add quotation marks, nor typeset in italics. A colon generally introduces a block quotation. Here is an example:

WEDC is one of the world's leading education and research institutes for developing knowledge and capacity in water and sanitation for low- and middle-income countries. We are based in the School of Civil and Building Engineering at Loughborough University.

WEDC, 2016

For even longer quotes, placing the text in a box may be an option, cross-referencing the box in the main body of text.

uses the term ‘sewerage’ rather than ‘drainage’ for this process} to complete paragraphs of text.

Where long sections of quotations are used, they may need to be edited to make them easier to understand. Editorial alterations are shown using [square] brackets and sometimes by altering the font to italics. Some text from the middle of a quote may be cut out and acknowledged by using an ellipsis (three full stops ...). Short explanations can be added within the text to clarify certain terms such as TLAs (three letter acronyms). This is often the case when the context that she (the author) is referring to is not clear from just the short passage quoted. Such edits make the quote easier to understand but also makes it clear what has been added or removed. If there is a spelling mistake, error or unbelievable statement in the quote, then the editor uses the word (sic) – which is Latin for ‘thus’ – indicating that this was actually what was written and is being quoted exactly, without correction, and the editor is aware of the issue.

Précis and summaries

Longer passages should not be copied, as this may contravene copyright rules and make the narrative of a report difficult to follow. There are exceptions to this. For example, if a passage from a book is being discussed, re-printing the whole passage allows the reader conveniently to refer to the relevant text.

Images

Figures, graphs, photographs, illustrations and diagrams also need to be credited to the originator.

These may have to be re-drawn or amended in which case the credit should use phrases like ‘source:’, ‘from ...’, ‘adapted from ...’, ‘based on...’, or ‘data from ...’ depending on the extent of alteration from the original.



If all illustrations are credited on the ‘title verso’ – the inside front page – this image does not need to be cited here.

Normally authors will summarize what other writers have written, providing enough information to present opinions and facts. This can flow smoothly, with the authors’ names being included in the narrative as if a discussion was being recorded. In this case, the dates provide the citation.

... for example Betts (2001) says that this is true in all cases, as she shows by [...] but Clarke (2002) and Rate (2011) disagree, showing how in particular situations, such as [...] the theory fails.

Varieties of bibliographic references for print media

Book

AUTHOR(S), Year. *Title*. Edition [if not the 1st] Place of publication: Publisher.

Chapter from an edited book

AUTHOR(S), Year. Title of chapter. In: AUTHOR(S) / EDITOR(S), ed.(s.). *Book title*. Edition. Place of publication: Publisher, pages.

Journal article

AUTHOR(S), Year. Title of article. *Title of journal*, Vol. no.(Part no./Issue/Month), pages.

Paper in conference proceedings

AUTHOR(S), Year. Title. In: EDITOR(S) *Title of conference proceedings*. Place and date of conference (unless included in title). Place of publication: Publisher, pages.

Newspaper article

AUTHOR(S), Year. Article title. *Newspaper title*. Day and Month (abbreviated), pages.

British Standard

NAME OF AUTHORIZING ORGANIZATION, Year. *Number and title of standard*. Place of publication: Publisher.

Thesis or dissertation

AUTHOR, Year. *Title*. Designation (Level, e.g. MSc, PhD.), Institution.

Exhibition catalogue

ARTIST, Year. *Title of exhibition*. [Exhibition catalogue]. Place of publication: Publisher.

Map

SURVEYOR/ CARTOGRAPHER etc., Year, *Title of map*. [scale], size, series, Place of publication: Publisher. Other information e.g. projection, orientation.

Varieties of bibliographic references for other media

Image

ARTIST, Year. Title of the work [Material types]. At or In: [where found, for example in a book or museum] In: AUTHOR/EDITOR of book, Year. *Title*. Place of publication: Publisher.

Media (video, film, or broadcast)

Title, Year. [Type of media]. ORIGINATOR (e.g. director). Place of production: Production company.

Podcast

BROADCASTER (if available), Year. *Name of podcast* [type of resource e.g. podcast]. Organization/publisher responsible (optional), [date accessed]. Available from: web address

Website

AUTHOR(S), Year. *Title of document*. [online]. Organization responsible (optional). [date viewed]. Available from: web address

Electronic message from a public domain. e.g. discussion boards or conferences

AUTHOR (of message), Year. *Title*. In: Electronic conference or bulletin board. [online] [date viewed]. Available from: web address

Weblog (Blog)

AUTHOR, Year. Title of the posting (if applicable). In: *Title of the blog*. [online] [date viewed]. Available from: web address

Wiki

WIKI NAME, Year. *Title of article*. [online] [date viewed]. Available from: web address

Adapted from LOUGHBOROUGH UNIVERSITY LIBRARY, n.d. *Citing and Referencing: Using British Standard Harvard. Advice Sheet*. s.l., s.n. [viewed 06/12/16]. Available from: <http://www.lboro.ac.uk/media/www/lboroacuk/content/library/downloads/advice-sheets/citation-harvard.pdf>

Bibliographic references

“Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information on it.”

Samuel Johnson 1709-84

James Boswell *Life of Samuel Johnson*
(1791)

The citation information in the main text is not sufficient to find the original document, so a full bibliographic reference is given, sometimes in a footnote or at the end of a chapter (end note), but normally in a list at the end of the publication.

This list contains all the sources of information (including photographs and diagrams) that have been referred to in the text, so that anybody can find the original source, but does not include references to general literature not cited, which would be listed in a bibliography.

Order of reference list and bibliographies

The references should be listed in alphabetical order (not the order in which they appear in the text), based on the family name or surname. Where there are several works from one

Order of elements of a reference

- NAME(S) OF CREATOR(S) followed by the date in the name and date system
- *Title of publication* (chapter, article or paper title as well as publication title)
- Media, if necessary (e.g. CD, map, photograph, film, on line, personal communication)
- Edition (if not the first – and perhaps names of subsequent editors)
- Production information (place and publisher and perhaps sponsor)
- Date. In the name and date system, the year should not normally be repeated in this location unless a fuller date is necessary – e.g. for a serial;
- Series title, if applicable (e.g. a journal)
- Numeration within the item (e.g. volume number, issue number, page number)
- Standard identifier(s), if applicable (e.g. ISBN)
- Availability, access or location information where there are limited copies
- Additional general information (e.g. original language)

Based on BS ISO 690:2010 ISO 690:2010(E) p.4

Software packages

Software packages are available to help manage references but these are only a tool and they do require some effort to learn properly.

author quoted in the text, these should be arranged according to the date of publication. If a number of publications by the same author occur in the same year, then these are listed with the letters a, b and c etc. after the date (e.g. 2012a, 2012b). If an author also wrote with other people, the single authored publications are placed before the multiple authored ones.¹

The list should not be numbered or shown in a bullet pointed list.

Elements of the bibliographic reference

To find the source of information, certain data need to be provided. To make it easier to manage, the type and order in which the data are presented is standardized. Consistency of information throughout the list of references is expected and many organizations have standard methods of providing all the information needed. One general pattern called the 'name and date' system has various conventions; a commonly used

one is the (British Standard) Harvard System. The standard information and order is set out in the box opposite.

The standard information is the ideal, although different elements will be emphasized or omitted according to the type of publication. Some elements may be missing and this may be dealt with in different ways to demonstrate that the reference is incomplete through lack of information and not lack of effort. The name of the creator and the date of creation in particular are important pieces of information. Whilst a reference is valid even if not all the elements can be identified, the credibility of a citation to (Anon., no date) is not as strong as (Khan, 2005).

Name(s) of creator(s)

Creators may be authors, editors or organizations, as well as artists, designers and composers. The name of the author should be given as it appears in the original publication, so it may be a full name or just the surname and initials.

DAVIS, Jan and LAMBERT, Robert, 1995. *Engineering in Emergencies: A Practical Guide for Relief Workers*. London: Intermediate Technology Publications.

Some cultures (notably Chinese) have their family name being placed first rather than last {so Zhou En Cheng would be cited as Zhou.} If there are four or more creators and space is limited, then 'et al.' (and others) is used for all apart from the first named creator.

1. Footnotes and endnotes can also be used for comments and extra information about the text, as well as references.

Organizations as creators

Usually, if there is no identifiable author, then the name (or acronym) of the organization that produced the publication should be used. Organizations referred to by an acronym in the citation should have the same acronym and date in the list of references, with the full name at the end of the reference, or just before the publisher if these are different.

AWWA, 1990. *Water Quality and Treatment: A Handbook of Community Water Supplies*. American Water Works Association. New York: McGraw Hill.

Well known sector organizations such as WSP or WHO do not need to be expanded. Some organizations may only be known by their acronym (e.g. UNICEF).

If the publication is by many people and not a defined organization, then the title of the publication is used instead of

Referencing an author

Look at the first page of this booklet to see one way of referencing an author. This is a long explanation of who said what and when. Standard formats have been developed to make references easier to write and understand. By using the same convention for citations, other academics can easily find the source of the information.

the creator's name. This is appropriate for dictionaries, encyclopaedias, newspapers and wikis. Similarly, for anonymous editorial articles, the journal title, or an abbreviated form, may be used as the author.

One very prolific writer is 'anon.' This is short for 'anonymous' – where the name is unknown but none of the variations on the name of creator discussed above can be applied.

Contributors and hosts

Where different chapters or papers in a book are written by different named authors, the whole publication should be cited by the editor(s), noting this by using 'ed.' or 'eds.' after the name(s).

HARDY, J.E., CAIRNCROSS, S. and SATTERTHWAITE, D. (eds.), 1990. *The Poor Die Young*. London: Earthscan Publications Limited.

If a specific chapter or article is a 'contribution' to the 'host' publication, then the author's name is used rather than the editor's name.

BELL, Morag, 1991. Reconstructing communities as agents of progress. In: Andrew COTTON, Richard FRANCEYS, Len HUTTON and John PICKFORD (eds.). *WATSAN, 2000: Proceedings of the UNICEF orientation/training workshop for water and sanitation staff, 23–27 July 1990*. Loughborough, UK: WEDC, Loughborough University, pp.19–32.

Dates

The year of publication is given after the authors' names to distinguish different works by the same author. If an author has more than one relevant publication in one year, each reference and its corresponding citation is labelled with a lower case letters (a, b, c, etc.) in alphabetic order with the most recent listed first.

Other investigations (Kershaw, 1981a, p.14 and 1981b, p.27) showed that ...

Uncertain dates should be given approximately {(Jackson, ca. 1723)}, where 'ca.' or 'c.' is an abbreviation of the Latin word 'circa' meaning 'about'.

If no date (abbreviated to n.d.) is given in the source document, this is reflected in the citation {e.g. (Cotton, n.d., p.23)}.

Titles

The title is often the easiest item to identify, but there are variations.

A contributed article, chapter or paper within a host publication has two titles; the title of the article, chapter or paper and the title of the host publication. As the host publication has the main title then this is often in italics and title of the contribution is in a normal font. The full reference of the host publication is given. Thus, for a newspaper or magazine article:

REED, Brian, 2012. Understanding Hygiene Education. *Waterdrops*, Ottawa Canada, winter 2012, p.8.

Formatting the reference

There is no standard punctuation or font required by the British Standard, but the list of references should be consistent. Some journals or conferences have a defined style that should be used.

The WEDC house style is used in this booklet. Authors' FAMILY NAMES are in upper case and each name in a list is separated by commas, apart from the last name.

Main titles of publications are in italics. Titles use the capitalization adopted in the original publication unless this was all in BLOCK CAPITALS, in which case use *Title Case* (*Capitals for the First Letter of Each Major Word*). Sub-titles can be separated from the main title by a colon (:). Brackets are not needed around dates (but may be used for additional notes).

This practice is not mandatory but may be useful to adopt.

Personal communications

Personal communications are valid as references, but as there is no title, the reference should indicate the status / position of the person, the nature of the communication (interview, telephone conversation, letter, fax, email, etc.) and, if possible, the actual date, for example:

PICKFORD, J.A., 1998. (Emeritus Professor, Loughborough University, UK). Personal communication [Interview].

VOILLET, Christine, 1995. (Sanitation Engineer, Médecins sans Frontières [Belgium], Nepal). Personal communication [Fax reply to questionnaire, 12 November 1995].

Some items may not have a title and so a description can be placed in brackets, such as {(map of Uganda)} or {(photo of handpump)} or even {(untitled report)}.

Media

Publications are not just printed books, but could be online, photographs, radio broadcasts or conversations. Any medium of publication that is not a printed book or journal needs to be indicated with a description in brackets such as [image], [painting], [online], [CD], [exhibition catalogue], [film] or [radio broadcast].

Electronic media

Electronic media are becoming increasingly useful as sources of information, but referring to them can be difficult as a website or CD may not provide all the information required, with even such basic information as names and dates missing.

There is a difference between a book, paper or report that is available online (as well as in print) and a website that is only online. A publication that is only available online is [online] whilst material published as print media should be referenced as that, even if it is also available electronically (which should also be noted).

Examples of books

Single author

SHAW, R.J., 2005. *Drawing Water: A resource book of illustrations on water and sanitation in low-income countries*. Loughborough, UK: WEDC, Loughborough University.

Edited

PICKFORD, J.A. (ed.), 1991. *The Worth of Water: Technical briefs on health, water and sanitation*. London: IT Publications. (Now: Rugby, UK: Practical Action Publishing.)

Multiple authors and a second edition

CAIRNCROSS, S. and FEACHEM, R., 1993. *Environmental health engineering in the Tropics: an introductory text*. 2nd edn. Chichester, UK: John Wiley and Sons

By organizations

WATER SUPPLY AND SANITATION COLLABORATIVE COUNCIL (WSSCC), 2009. *Public funding for sanitation: The many faces of sanitation subsidies*. Geneva: WSSCC.

(If an organization has changed its name after the date of publication then it may be helpful to state the new name and location at the end of the reference, as the edited example above.)

Examples of other media

Websites

WELL, n.d. *Publications and Information Products page*. WELL Resource Centre Network. [online] [viewed 12/10/98]. Available from: <http://www.lboro.ac.uk/well/resources/publications/publications.htm>

Compact discs

DREISEITL, Herbert, 2002. Water in our cities. In: HARTUNG, Hans (ed.), 2002. *The rainwater harvesting CD*. [CD]. Walkersheim, Germany: Margraf Publishers.

Email

LANE, Jon, 1997. (Director, WaterAid, London). Personal communication [email 07/01/97].

Image

SHAW, R.J., 2016. *Woman at a Handpump*. [Ink on paper]. At: The John Pickford Building, Loughborough University.

Presentation

GODFREY, A., 2009. *Preliminary evaluation of CLTS in Mozambique's 'One Million Program'*. [PowerPoint slides] [viewed 26/07/10]. Available from: http://www.wsp.org/UserFiles/file/GSP_Mozambique_CLTS.pdf

Edition

If there are '2nd' or 'revised' editions (depending on what the publication describes it as), this needs to be noted, along with the editor of this subsequent work, if different from the creator of the first edition.

Publishers

The list of references should state the place of publication and the publisher. The town or city may be enough to identify the place (especially for capital cities, but state the country of publication if there is any possibility of confusion. For example:

WORLD BANK, 1997. *World Development Report 1997: The State in a Changing World*. Oxford, UK: Oxford University Press.

Sometimes publication is shared, with two organisations and two locations.

WHO / UNICEF, 2008. *Progress on drinking-water and sanitation: special focus on sanitation*. UNICEF: New York and WHO: Geneva: WHO / UNICEF Joint Monitoring Programme for Water Supply and Sanitation (JMP). [Viewed: 26/07/2010]. <http://www.wssinfo.org/resources/documents.html>

For journals, serials and periodicals (collections of articles or other material such as reports, proceedings or transactions) issued by a society, an organization or an institution, no publisher or place of publication is shown.

COTTON, A.P. and FRANCEYS, R.W.A., 1988. *Urban Infrastructure: Trends, Needs and the Role of Aid*. Habitat International 12(3), 139–147.

If the place of publication is not clear, s.l. (sine loco or ‘without place’) is used. If the publisher is not obvious, then s.n. (sine nomine – ‘without name’) is used.

Series title

Journals, serials and periodicals host papers and other contributions within a larger publication. For example, a conference paper:

KJELLERUP, Bent and ASIMAH, S.E., 2000. Handpump performance monitoring (HPPM). In: John PICKFORD (ed.). *Water, sanitation and hygiene: challenges of the Millennium: Proceedings of the 26th WEDC Conference, Dhaka, Bangladesh, 2000*. Loughborough, UK: WEDC, Loughborough University.

Conferences often have the same title each year, so other identifying

information such as the location, date and series number are also provided.

Numeration

In order to find a particular article in a series (or quote in a book), information such as volumes, number or pages are required, for example.

REED, B.J., COATES, S., ODHIAMBO, and KAYAGA, S., 2011. Training for real: matching employer needs to training supply. *Proceedings of the Institution of Civil Engineers – Municipal Engineer*, **164**(ME4), 269–278.

ME4 refers to the 4th issue of volume 164 of *Municipal Engineer*, which is itself a part of the *Proceedings of the Institution of Civil Engineers*. Convention allows this to be presented very concisely. The number in bold indicates Volume 164, the adjoining number (in brackets) indicates number/part/ issue 4 and the relevant pages are then given.

Examples of series

Journal article

PEARSON, J. and McPHEDRAN, K., 2008. A literature review of the non-health impacts of sanitation. *Waterlines*, 27(1), 48–61. Rugby, UK: Practical Action Publishing.

Conference paper

BUDDS, J., CURTIS, V., HOWARD, F. and DAYWELL, D., 2001. Social marketing for urban sanitation: opportunities and challenges. In: PICKFORD, J.A. (ed.) *People and Systems for Water, Sanitation and Health*, 27th WEDC Conference, Lusaka, Zambia. Loughborough, UK: WEDC, Loughborough University. [Viewed: 06/02/2015]. <http://wedc.lboro.ac.uk/knowledge/know.html>

A series of monographs (short articles each published separately) also require numeration, for example:

NARAYAN, Deepa, 1996. *Toward participatory research*. (World Bank Technical Paper Number 307). Washington, D.C.: World Bank.

When numerating page, a single 'p' is used for one page, 'pp.' is used for a series of pages. They can be omitted if the whole document is being referred to or it is a very short publication.

Standard identifiers

To make identification of books easier, publishers have agreed to systems of numbering called the International Standard Book Number (ISBN) and the International Standard Series Number (ISSN), where publications are registered on a database. For example:

HARVEY, Peter, 2007. *Excreta disposal in emergencies: A field manual*. Loughborough, UK: WEDC, Loughborough University. ISBN: 9781843801139.

Availability and access

Generally, only publicly available material is cited. If such sources do not exist, then the location of where they can be found needs to be provided.

MORALES, J.I., 1992. *Privatization of Water Supply*. Unpublished MSc dissertation. Loughborough, UK: WEDC, Loughborough University.

SKINNER, Brian (ed.), 2009. *Water and Environmental Sanitation*.

Unpublished MSc programme module notes. Loughborough, UK: WEDC, Loughborough University.

The opposite is true for references from the Internet, where they may be available anywhere in the world, but finding them is made easier if you give the web address.

VSO, 2011. *Voluntary Service Overseas (VSO UK) Home Page*. [online] [viewed 15 /09/11]. Available from: <http://www.vso.org.uk/>

Other book identifiers

In a library, books are given a unique number for that library – an accession number often based on the order that the details were entered into a catalogue or database.

Harvey (2007) referenced above has accession number 00004561 in the WEDC Resources Centre.

This may be useful for finding it in the catalogue but not on the bookshelves, so it is given an alphanumeric code, in this case 628.742 HAR where 'HAR' are the first three letters of the creator's name and the number is based on the Dewey Decimal Class mark – in this case 600 to 699 are technology books, 620 to 629 are engineering books, 628 is sanitary and municipal engineering, 628.7 is sanitary engineering for rural and sparsely populated areas and 628.742 is unsewered systems.

As this information is not very stable, the date the website was accessed needs to be added, as well as the date of creation. The url displayed at the top of a web browser is not always unique to a web page, depending on the design of the website. Right clicking on the part of the page to be referenced should allow you to display 'properties' and then the 'address' of the section you are interested in.

Where a published text is also found on the Internet, it is useful to make the reader aware of this, so they can easily access the document.

HARVEY, P. and SKINNER, B.H., 2002. *Sustainable Handpump Projects in Africa*. Report on fieldwork in Zambia, April 18–May 4, 2002. Loughborough, UK: WEDC, Loughborough University. Also available from: http://wedc.lboro.ac.uk/docs/research/WEJW2/Report_-_Zambia.pdf

Other forms of electronic media include electronic discussion lists, which may be archived on a website. For example:

CARTER, Richard, 23 November 2001. 'Handpump Sustainability'. Contribution to e-conference on *Handpump Sustainability* [online] [viewed 15/09/11]. Available from: <https://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind01&L=rwsn-forum&F=&S=&P=54263>

Some discussion lists are 'closed' and access is controlled by the list owner or list is not publicly available, this needs to be stated.

TRACE, Simon, 2 July 1999. 'DRA conference—a summary from WaterAid's perspective'. Contribution to e-conference *Demand Responsive Approach*. Not publicly available.

Additional general information

Information about the production of the publication may also be useful, for example translation history (who translated it, when and from what language), the size of a painting or a change in publisher.

KAR, K. and CHAMBERS, R., 2008. *Handbook on Community-Led Total Sanitation*. Brighton, UK: Institute of Development Studies (IDS), University of Sussex. (Prepared with support from Plan International, UK).

Citation conventions

The quotation or other information used in the text needs to be linked via the citation to the full reference. A common method is to use the name and date system, which is also known as the Harvard system.

The name and date method provides more than just a link to the full reference; it shows when the information was produced. This allows the reader to get an idea of how recent the information is or to see how a series of citations relate to each other without looking up the full reference – {e.g. Sansom (1987) asserted this was true but Bosher (2003) disagreed}. Knowing the author's name

can also add another dimension to the citation, as some writers are renowned within their topic area (e.g. Pickford on low-cost sanitation) and this lends extra weight to the quote.

Names

This system simply notes the original creator of the information and the date it was published [e.g. Jones, 2003]. The original text may show the first name (or initials) first, followed by the surname (family name) but only the author's surname or family name is used in the citation. {For example, Dr Julie Fisher would be cited as Fisher and R.E. Scott would be cited as Scott.}

If a text is written by up to three authors, then all three are cited {(Durbec, Amier and Gebre, 2003)}. Where there are four or more authors, 'et al.' is written after the first author's name. 'et al.' is the Latin phrase meaning 'and the others'.

Earlier work in the field [Thorne, 1988; Payne et al., 1990, pp.24-37; Sharpe and Tingle, 1992] had indicated that ...

Acronyms {for example, WEDC rather than Water, Engineering and Development Centre} are usually preferable for citing in the text, since they are short, but use the same acronym in the reference list.

Secondary referencing

It is always best to use a primary source, but if this is not possible (or you want to

show how the primary source is being used by others), then you have to use secondary referencing. The secondary author (the one you are reading) is quoting from a primary source and both the original reference and the person who quoted that reference have to be cited.

Early indications of the water quality problems were provided by Martin (1984), as quoted by Peters (1993, 127).

In this example, only Peters would appear in the reference list.

The inclusion of a citation implies that the author has actually read the relevant sections from the original. It is not acceptable to copy references from someone else's work.

In general, any unreferenced material in a text is assumed to be the author's original material, but content that has been specifically developed can be referenced by using phrases such as: 'in the author's experience' or 'from the author's knowledge of the area'. Diagrams, flow-charts, computer software listings etc. can be referenced by including 'Source: Author (year)', showing the author's surname.

Figure 1 on page 1 of this document gives an example and means that the author receives credit and the reader does not think that the material has been copied from someone else without referencing it.

Repeated citations

The standard (name and date) citation is used each time it is required, although repeated reference to the same source can be indicated by using (ibid.) rather than (name and date) each time. This is short for 'ibidem', which means 'in the same place'. This can only be used if there are no other citations between the first and subsequent occurrences of the citation.

If different page(s) are being referred to, then each will need a separate citation {e.g. (Fisher, 2003, p.26), (ibid. p.37)}.

There are other ways of acknowledging sources without constantly repeating the same reference. For example:

Material in this section is based on studies made by Desai (1993, pp.68- 102) and Chapman (1995).

Except where other sources have been indicated, meteorological material in this chapter has been obtained from the following publications: Hale and Snow (1989, pp.20-32), Tempest et al. (1996, pp.57-80) and Fogg (1994, pp.17-23).

The subsequent text would then be a summary of the source material, though direct quotations would still require explicit citations.

Self-citation

Where authors have cited themselves, they need to provide a reference, e.g.

BEDLOW, James, 2002. Photographs taken by the author during a visit to Central Province, Zambia, May 2002.

Several publications

If material is well documented in several sources, then the citation can refer to one (or more) source that is readily available. For example:

The proof of the intersecting chord theorem can be found in many standard geometry textbooks, for example Jacobs (1987, pp.37-40).

Adding detail to the citation

Finding a specific quote in a large book can be difficult unless extra information is provided. Page numbers may be added after the citation {e.g. (Smout 2003, pp 347-384)} if this level of detail is needed.

Numeric citation systems

An alternative to the 'name and date' convention is the 'numeric system'. This numeric system is often used in scientific publications to provide sources of objective factual information. The name and date system is preferred for subjective topics in the arts and social science, where personal opinions are important.

The link to the full reference is made by placing a number next to the fact or quote (or example as a superscript ²³ or in brackets [24]).

Numeric systems either use the same reference number for every occurrence of the same citation or can use different numbers each time and indicate the repetition in the final reference list.

With numeric citations, the page numbers can be inserted in the text {for example (37 p.354)} or given in the final reference list.

Numerical references

The full reference is listed in a footnote or endnote in the numerical order that they occur in the text. If a source is cited several times, either

- the number used for the first occurrence is used for all subsequent occurrences, or
- subsequent occurrences of the source take the next number in the sequence and the full reference is then:
 - listed in full for each occurrence at the end of the document, or
 - there is a cross-reference in the list to the first use of the source {e.g. 27 see ref. 14}, or
 - if a source is used repeatedly in series then 'ibid.' can be used in the list, with specific page numbers for each occurrence {e.g. 32. RATE 2003 [...] pp.12-15}. {33. ibid. pp.34-45}, or
 - if a source is used repeatedly at various points in the document, then the phrase 'op cit' (short for 'opere citato', which is Latin for 'in the work cited') is used in conjunction with the author's name.

For example:

12. SHAW, R. 1994 [...]
13. DAVEY, K. 1994 [...]
23. SHAW op. cit. p.21.

Whatever system is used, it is important to be consistent all the way through the document and not mix different conventions and formats.

Non-academic referencing

The advice in this booklet is based on standard academic practice, but the real world does not follow such strict conventions. However, the underlying principles still apply, namely:

- acknowledging the work of others; and
- enabling the information used to be traced.

Consultancy reports follow academic conventions to a degree, though often only footnotes are used and only key facts or supporting documents are referenced.

Textbooks and factsheets give the sources of data but have a lower level of rigour than a journal paper, partly because the information is generally accepted and the need to provide compelling evidence is less.

Webpages referring to other material on the Internet simply have a hyperlink to the relevant source. Similar citation and referencing can be used in emails.

When presenting at a conference, the presentation may have some citations (perhaps mentioned orally) but the conference paper will provide the background material. If a presentation is more general, a list of sources can be made available for those who want more detail.

TV and radio programmes, magazine and newspaper articles require separate (unpublished) documentation that justifies the content, to provide evidence to the editor (and the lawyers!) that the text is factually correct. Names and contact details for the writer and editor are provided. Quotes may have been provided by named or unnamed people, so a source is alluded to rather than made explicit (said an industry source). Indeed, they will want to protect their sources to enable people to speak freely (and prevent other journalists from stealing their material).

Textbook authors, consultants and journalists want to be seen as trusted sources of information, so their long-term reputation gives the credibility to their work, rather than immediate citation of sources. This is not a lower standard than academic referencing, just a different approach for a different context.

In academic work, the writer has to persuade the reader that the facts are correct; in textbooks and newspapers, the author has to persuade the editor and this stage of quality control builds trust with the readership.

References

RATCLIFFE, S. (ed.), 2001. *Oxford Dictionary of Quotations and Proverbs*. Oxford, UK: Oxford University Press.

LOUGHBOROUGH UNIVERSITY, n.d. *Academic Misconduct: Student handbook*. Loughborough, UK: Loughborough University (viewed 2/12/16). Available from: <http://www.lboro.ac.uk/students/welcome/handbook/exams/misconduct/>

SAYWELL, D. and COTTON, A., 1999. *Spreading the Word: Practical guidelines for research dissemination strategies*. Loughborough, UK. WEDC: Loughborough University.

BRITISH STANDARDS INSTITUTION, 2010. *Information and documentation: Guidelines for bibliographic references and citations to information resources*. BS ISO 690:2010, London: BSI.

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The Water, Engineering and Development Centre is one of the world's leading education and research institutes for developing knowledge and capacity in water and sanitation for sustainable development and emergency relief.

We are committed to the provision of effective, evidence-based and appropriate solutions for the improvement of basic infrastructure and essential services for people living in low- and middle-income countries. With over 45 years of experience, we offer expert advice and quality learning opportunities for sector professionals.

Founded in 1971, WEDC is based in the School of Civil and Building Engineering at Loughborough University, one of the top UK universities. Being a part of a leading university gives us a recognised platform of independence and quality.

What makes us stand out from the crowd is our outreach to practitioners. We use our knowledge base and our applied research work to develop the capacity of individuals and organizations throughout the world, promoting the integration of social, technical, economic, institutional and environmental activities as foundations for sustainable development.

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