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Bibliographies

Academic convention and copyright law require you as a student to prepare a bibliography for many assignments, essays and assessment tasks.

A bibliography is a list of all resources used when researching an assignment or essay. There are numerous styles of presenting bibliographies, for example, Harvard, Oxford, APA and MLA.

The preferred style at St Joseph’s Catholic College is based on the Harvard style, also called the author/date method.

An annotated bibliography is a list of sources or citations with a brief note (annotation) about each source. The annotation, which follows each citation, is a note that explains, describes and/or evaluates the cited source.

Why provide a bibliography?
• to respect and acknowledge the work of others
• to avoid cheating and copying
• to give your work credibility and reliability
• to follow academic writing conventions
• to allow the reader to source the information
• to make it very clear to the reader that you are not trying to pretend that the ideas are yours
• because the reader will have more confidence in your writing if they know where the information has been obtained
• because, by being thorough in your referencing, it implies that you have thoroughly checked the facts. (McVilly and McGowan, 2007)

What needs to be referenced?
• another person’s idea, opinion or theory
• a summary of another person’s written words
• any facts, statistics, graphs, drawings or any pieces of information that are not common knowledge
• a paraphrase of another person’s spoken or written words
• quotations of another person’s actual spoken or written words. (McVilly and McGowan, 2007)

You do not need to acknowledge accepted beliefs or general knowledge, for example, the years of World War II.
St Joseph’s Catholic College
Author/Date method

The preferred style of referencing and preparing a bibliography at St Joseph’s Catholic College is based on the author/date (or Harvard) method and is to be used by all students unless otherwise directed by the teacher.

How to use the author/date method

There are two important parts to the author/date style of bibliographies. These are:

**Part 1**: The citing of references within the text

**Part 2**: The list of references at the end of the assignment.

Part 1

Citing references within the text

In the author/date (or Harvard) method a brief reference is made within the text of an assignment and the full bibliographic details are then provided in the reference list at the end of the assignment. This brief in text reference may be within the sentence or at the end of the relevant passage.

**Example of how to reference within a sentence.**

Johnson (2004) suggests that school students should attend school for only four days each week instead of the current five days. Johnson is supported in this proposal by Watson (2004) and McBride (2005). The Prime Minister, Mr Kevin Rudd, (Jones, 2008) and the Australian Educational Centre (2005), however, suggest that a six-day school week would be more beneficial to all secondary students. Much discussion and debate will need to occur before the current five-day week for school students is changed.

**Two examples of how to reference at the end of a passage**

Theory and practice are important in developing good students of engineering. (Marsden, 2003)

It is acknowledged that “the first thaw in the cold war lasted until 1956”. (Kort, 1994, p. 47)

Note: Page numbers are included in the reference when a direct quote is used.
Example of citing from the internet
When citing information obtained from the internet, the author’s name (if available) or the name of the organisation responsible for the website, the date the website was revised or created, should be included. For example:

Three to four times every century the world is gripped by an influenza pandemic. (ABC, 2005)

Quotes
In general if the quote is less than one line it can be included in the body of the text within quotation marks. For example:

Johnson (2004) discusses the importance of “a theoretical foundation for the four day week” in the development of educational models.

Longer quotes should be single-spaced and indented and do not require quotation marks. For example:

Those who fail to weed, maintain and develop the garden, once planted, are likely to see their plantings languishing or failing to thrive. Healthy gardens require regular attention and consistent work on the part of the gardener. (McKenzie 1999, p.4)

In-text referencing hints
Some useful phrases to introduce references

- As Smith (2007) points out ...
- According to Jones (2002) ...
- To quote from Hill (1998, p. 21) ...
- Johnson (2005) states/suggests that ...
- Franklin (2000) tells/shows that ...
- As Watson (1994) wrote/said ...
- Writing in 1999, Brown argued that ...
- In an article titled Drought in Victoria, Jackson (2002) points out that ...

Footnotes in the author/date (Harvard) method

Footnotes are not used in the author/date system of referencing to provide bibliographical details. If it is necessary, however, to provide additional information that would interrupt the flow of the essay, or cross-referencing is required for information that appears elsewhere in the work, a footnote may be included for that purpose.

1. Footnotes, if used, are generally positioned at the bottom of the page and are separated from the body of the essay by a line.

2. Each footnote is identified by a number in the body of the text written in superscript, for example, Professor Kennedy¹. The superscript number is repeated at the bottom of the page with the information to be included in the footnote. The footnotes are numbered sequentially throughout the essay. (See bottom of this page.)

Part 2

How to write a bibliography or reference list

A bibliography is a list of all resources consulted to gather information for your assignment. A reference list is a record of only the resources actually cited in your assignment. Unless your teacher specifies otherwise it is acceptable to provide either a bibliography or a reference list.

The bibliography or reference list is presented on a separate page after the conclusion of the assignment. This list must be in alphabetical order by the first word of each entry, that is, by the author’s surname or if the author is unknown then by the first word of the resource title. Include all resources, such as, books, films, journal articles, and websites in the one alphabetical list. Do not divide the list into different types of resources.

There is a specific presentation format that must be followed when writing either a bibliography or a reference list. It is important that details, such as, order of resource information, punctuation, fonts, spacing and capital letters are closely followed. If the reference requires more than one line, indent the second and subsequent lines. The setting out is dictated by the author/date method and careful attention must be paid to following the format exactly. Consistency is essential.

¹ Professor Kennedy is an eminent teacher who is renowned for his work in education. His previous books include.........
Details required in reference list or bibliography

The details that need to be included in a reference or bibliography vary according to the form of information media used. Following are the details required for a variety of information media with an example of how to present those details. Please note how and when punctuation and capital letters are used as this is important. For other information media please check with your teacher or the teacher librarian.

Book
The details required in order are:
1. **Author**, editor or compiler’s name (surname first). Use only the author’s initial, except if you need to identify an author further, for example, if there are 2 authors with the same surname and initial.
2. **Year** of publication
3. **Title** of publication and subtitle if there is one. Titles should be in *italics* when word processed, but *underlined* when handwritten. Capital letters are only used for the first word of the title and any proper nouns, for example, *Celebrating fifty years of the Sydney Harbour Bridge*, or *Five monologues for teenagers*.
4. **Edition** (if other than 1st edition)
5. **Publisher**
6. **Place** of publication
7. **Page numbers** (where appropriate)

For example:

**One author**

**Two authors**

**More than 2 authors**

**Editor**

**Author unknown**

**No date shown**

**Corporate author**

**Part of a series**
Article in book edited by another author

Article in an individual volume (e.g. encyclopaedia)

Journal or magazine article
The details required in order are:
1. Name/s of author/s (surname first)
2. Year of publication
3. Title of article, in single quotation marks
4. Title of periodical (underlined or in italics)
5. Volume number (if applicable)
6. Issue number (if applicable)
7. Date of issue (if applicable)
8. Page numbers

For example:

Author known

Author unknown

Article from an online database (for example, ANZRC)

Article from a newspaper

Article from an encyclopedia

Interview/personal communication
For example: Marsden, J 1998, pers.comm.,16 June

TV program (live)
For example: Green leaves 1996, TV program, ABC, 19 February.

TV or video program (ClickView)
For example: Saturn 2004, ABC1, Sydney, 21 June, ClickView.
**Film**

For example: *Spider and Rose* 1994, DVD, Australian Film Finance Corp

**Website with author**


**Website without author**


This is a basic list. Further examples and information can be found in the online referencing generator (see pages 12 & 13).
Labelling and referencing graphs, tables, figures, photos and diagrams

All graphs, tables, figures, photos and diagrams need to have a number and a label. A label goes above a table, but below a figure. In the text of your assignment you would need to specifically refer to any graphs, tables, figures or diagrams. For example, if you wanted to emphasise the difference between the very large diameter of a large dark star compared to the diameter of the sun you might write the following and then put the diagram immediately after your paragraph. Do not use a picture, diagram or table just for looks and padding out, you must refer to it somewhere in your writing by name, hence, it needs to be numbered and labelled.

In your assignment you might write:

An understanding of the relative sizes and brilliance of a dark star, a red supergiant, a population II star and the sun can be seen by referring to Figure 1. Star Comparison (Than, 2010). For example, Figure 1 illustrates the huge difference between the diameter of a large dark star at 30 a.u., a red supergiant at 10 a.u., a population III star at 0.1 a.u. and the sun at 0.009 a.u.

In your list of references at the end of your assignment you would include all the details for the article written by Ker Than in which you originally found this diagram. Look in the list of references on page 11 of this guide for Than to see how this should be written.

The reference list must be one alphabetical list consistently formatted according to the instructions in your college planner and this guide, see example next page.
Example of how to write a reference list:

Students please note - below is a sample reference list. It would be presented on a separate page at the end of an essay or assignment in alphabetical order by author, or alphabetically by title if the author is unknown. This reference list sample relates directly to the examples given on pages 4, 5 and 10 of this guide. See also the bibliography at the back of this guide. Sample:

References


Marsden, T 2004, pers. comm., 16 June


Online bibliography generator

The online environment provides access to a large range of resources for example: websites, YouTube, blogs, wikis and tweets. All resources need to be correctly referenced. It is impractical and impossible to provide a printed bibliography guide which covers all examples of referencing.

The college library subscribes to an online bibliography generator which gives details on how to reference all types of resources. As this is a paid subscription we are unable to place the link on a public page. Access is through Destiny, the library catalogue.

To access:

1. Go to the Library website [http://libguides.sjcc.nsw.edu.au/home](http://libguides.sjcc.nsw.edu.au/home) and click on the link to Destiny:

2. Log in

3. Click on the link to the Online bibliography generator

4. Choose the correct level (middle or senior) and follow the instructions.
# Basic bibliography guide

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal or magazine article</td>
<td>Harrison, L 2006, ‘Bad food habits’, <em>Australian Food Journal</em>, vol. 23, no. 301, pp.6-12.</td>
</tr>
<tr>
<td>Television program</td>
<td>Lateline 2008, TV program, ABC1, 21 August.</td>
</tr>
<tr>
<td>TV or Videorecording</td>
<td>Saturn 2004, ABC1, Sydney, 21 June, ClickView</td>
</tr>
<tr>
<td>Film</td>
<td><em>Spider and Rose</em> 1994, DVD, Australian Film Finance Corporation</td>
</tr>
<tr>
<td>Interview</td>
<td>Turner, A 2009, pers.comm. 1 August</td>
</tr>
</tbody>
</table>
Annotated bibliography

Jenni King of Birtles Library, Brisbane Boys’ College, is acknowledged as the originator of much of the contents of pages 13-17

What is an annotated bibliography?
An annotated bibliography presents bibliographic information for research sources, such as, books, articles, websites and documents, in an alphabetic list with the addition of a brief summary of each source and an assessment or evaluation of specific aspects of the source which relate to its quality.

Annotated bibliography = normal bibliography + notes on the sources

Why use an annotated bibliography?
The purpose of an annotated bibliography may be to:

• Review the literature on a particular subject
• Show the scope and quality of your research
• Show that you have read and understood your sources.

How to write an annotated bibliography
Cite your sources first and construct a bibliography or reference list of the books, articles, websites and other documents you have consulted using St Joseph’s accepted referencing style, see your St Joseph’s style and writing guide for senior students.

Examine and review the sources in your list and write a concise annotation for each. Perhaps use an evaluation sheet, or download a Word version from www.sroki.com. On the evaluation sheet include one or more sentences that provide a critical comment or evaluate at least some of the following aspects of the sources depending on which are the most relevant to the source:

• authority
• reliability
• authenticity
• audience
• relevance/Usefulness
• reliability
• accuracy
• currency
• bias or objectivity
• methods of collection of information (e.g. research methods)
• a comparison/contrast to another work you have cited
• reflection of how the source fits/adds to your knowledge of the topic, that is, its usefulness or importance to your research.
Your annotation should be between two and ten sentences, up to 150 words maximum in length and only one paragraph. Try to divide your paragraph this way:

- summary of description – 25% approximately of the annotation
- critique or evaluation – 50% approximately of the annotation
- reflection or closing remarks – 25% approximately of the annotation

Always write in complete sentences, in academic language, and use the third person, that is, person spoken about, for example, they, he/she, it – not I, my, we or you.

An annotated bibliography is presented on a separate page at the end of your assignment. Construct the bibliography or reference list first, then insert the annotations below each source. Make sure the bibliography or reference list stands out from the annotation below it. Consider double space between the bibliography and the annotation and perhaps indenting the annotation so that the reader can easily distinguish between the citation and the annotation.

**Some good verbs to use for writing your annotated bibliography**

<table>
<thead>
<tr>
<th>account for</th>
<th>acknowledge</th>
<th>admit</th>
<th>agree</th>
<th>allege</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyse</td>
<td>argue</td>
<td>assert</td>
<td>assess</td>
<td>assume</td>
</tr>
<tr>
<td>believe</td>
<td>claim</td>
<td>clarify</td>
<td>compare</td>
<td>conclude</td>
</tr>
<tr>
<td>consider</td>
<td>criticise</td>
<td>decide</td>
<td>defend</td>
<td>define</td>
</tr>
<tr>
<td>demonstrate</td>
<td>deny</td>
<td>depict</td>
<td>describe</td>
<td>determine</td>
</tr>
<tr>
<td>discover</td>
<td>distinguish</td>
<td>doubt</td>
<td>emphasise</td>
<td>evaluate</td>
</tr>
<tr>
<td>examine</td>
<td>exemplify</td>
<td>exhibit</td>
<td>explain</td>
<td>find</td>
</tr>
<tr>
<td>frame</td>
<td>hypothesis</td>
<td>identify</td>
<td>illustrate</td>
<td>imply</td>
</tr>
<tr>
<td>indicate</td>
<td>investigate</td>
<td>infer</td>
<td>judge</td>
<td>justify</td>
</tr>
<tr>
<td>note</td>
<td>persuade</td>
<td>object</td>
<td>observe</td>
<td>persuade</td>
</tr>
<tr>
<td>point out</td>
<td>propose</td>
<td>prove</td>
<td>question</td>
<td>recognise</td>
</tr>
<tr>
<td>refer to</td>
<td>reflect</td>
<td>report</td>
<td>reveal</td>
<td>review</td>
</tr>
<tr>
<td>show</td>
<td>state</td>
<td>suggest</td>
<td>think</td>
<td>represent</td>
</tr>
</tbody>
</table>

For example:

The evidence indicates that ...
The author identifies two reasons for ...
He infers that ...
These scientists have found ...
The author presents evidence which
The article assesses the effect of ...
The article questions the view that ...
Researchers have demonstrated that ...
It was proposed that the experiment ...
The researchers justified their findings by ...
Sample annotated bibliography
The first two examples include extra notes in brackets to help identify elements of the annotation, do not do this in a real annotated bibliography. The last four examples show how a section of a real annotated bibliography should look.

The following examples use the St Joseph’s author/date method for a book and a journal or magazine article, see pages 7-8 St Joseph’s Referencing Guide for Senior Students.


(Introduction/Summary) -> The purpose of this article is to inform the readers of the Medical Journal of Australia about RU486, how it works, and its advantages over surgical abortion. (Authority) -> Richard Henshaw is an obstetrician and gynaecologist, working at Queen Elizabeth Hospital in Woodville, South Australia. Therefore, he possesses the qualifications necessary to make informed comment on the drug RU486. (Currency) -> This article was published in 1997, so it is not particularly current; however, since 1997, no significant discoveries have occurred in relation to RU486. (Relevance) -> Therefore, all the information in the article is still relevant to any research on the impact of RU486, and (Summary) -> will form an important basis for research for the assignment.


(Introduction/Summary) -> In this article, Jevy, Lando and Brown review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. (Research methods) -> The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada, to try to identify the main causes of employee turnover and whether it is linked to salary growth. (Usefulness to your research /to a particular topic) -> The article is useful, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (Limitations – if any) -> The main limitation of the article is that the survey sample was restricted to mid-level management, (Conclusions) -> thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (Reflection – Explain how this work illuminates your topic or how it will fit in with your research) -> This article will not form the basis of my research, however, it will be useful supplementary information for my research on pay structures.


Herbert London, the Dean of Journalism at New York University and author of several books and articles, explains how television contradicts five commonly believed ideas. He uses specific examples of events seen on television, such as the assassination of John Kennedy, to illustrate his points. His examples have been selected to contradict such truisms as:
"seeing is believing"; "a picture is worth a thousand words"; and "satisfaction is its own reward". London uses logical arguments to support his ideas which are his personal opinion. London's style and vocabulary would make the article of interest to any reader. The article clearly illustrates London's points, but does not explore their implications, leaving the reader with many unanswered questions.


Gerald Wendt is a published author of research articles and other texts with a Ph.D from the University of Washington. This means that the information contained within this book can be assumed to be reliable. It is also the 5th edition of the text, suggesting that it has undergone modifications to improve accuracy and ensure all information is up-to-date. Therefore, this book is an authoritative source on virus structure and function.


Elisabeth Wadenson sets out to study the changing perceptions of what material is illicit, and what is art. This book is a deeply researched study of a number of the most famously banned books, including *Ulysses* and *Lolita*. Wadenson has conducted thorough investigations into the writers’ lives, the reception, and eventual acceptance of their work into the literary canon.


In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Wal-Mart sales employee, the author summarises and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation. An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich’s project is timely, descriptive, and well-researched.

Jenni King of Birtles Library, Brisbane Boys’ College, is acknowledged as the originator of much of the contents of pages 13-17
Plagiarism and how to avoid it

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student.

(McVilly and McGowan, 2007, p. 2)

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.

(Board of Studies, 2006)

Plagiarism is using other people’s original words, phrases, ideas, pictures, graphs, charts, websites and other media without acknowledging the source of the information. Students at St Joseph’s who are dishonest about the source of information in their assignments may be awarded zero marks at the discretion of their teacher. Plagiarism is unfair to students who submit their own work, and to the person whose ideas and opinions have not been acknowledged.

Some examples of plagiarism are:

1. Copying information from any source, for example, cutting and pasting information directly into your assignment.

2. Copying information from a source but changing a few words with other words of the same meaning, for example, using “copy” instead of “imitate”, while the rest of the sentence remains the same.

3. Changing a sentence by reversing the order of the words or phrases.

4. Buying, stealing or acquiring an essay or assignment, or parts of an essay or assignment, and submitting it as your own. This includes the work of older brothers and sisters.
To avoid plagiarism

1. Use your own words to express your ideas and new information you have learnt while researching for your assignment.

2. Read relevant information then cover it over and rely on your memory to rewrite it in your own words. This is called paraphrasing.

3. Acknowledge the source of all the new information and ideas you have learnt in your bibliography, including work you have paraphrased or summarised.

4. Put quotes or phrases that you wish to use in quotation marks and acknowledge the author who wrote them.

5. Use the author/date method to compile a bibliography as outlined in this guide.

6. Ask your teachers or the teacher librarian for assistance.
Copyright obligations for students

What is copyright?

The Copyright Act protects the right of the creators of original work to control how it is used and copied by other people. ‘Original work’ includes books, photographs, films, sound recordings as well as material on websites. The notices displayed around the college on or near computers, scanners, photocopiers and printers are a reminder to students of their copyright obligations.

What can I copy?

❖ The Copyright Act allows students to copy a ‘fair’ and reasonable amount of material for private study or research purposes without seeking the permission of the copyright owner.

❖ ‘Fair’ means copying one chapter or 10% of a separately published book, dramatic or musical work; one poem in an anthology; a whole play in a collection of plays; one article in a periodical publication (magazine, newspaper) or more than one if the articles are on the same subject matter; and only 10% of material in electronic form.

❖ Under the moral rights provision of the Copyright Act you must also acknowledge the author and title of any work copied and used in assignments.

Copying from the internet

❖ All material on the internet, including text, pictures, music, software etc., is protected by copyright. Students should always check the copyright information on the website before copying material. Some websites allow copying for educational purposes only.

❖ The same limitations of ‘fair’ copying set out above apply to the internet, that is, one article from an online magazine or newspaper site, or more than one if the articles cover the same subject matter; 10% of a collection of web pages on the same subject; 10% of a report or PDF file; a picture with accompanying text.

OER resources

OER stands for open education resources. These are resources which are in the public domain, have been released under an open licence and are free to use. A list of OER resources is provided on the library digital citizenship page http://libguides.sjcc.nsw.edu.au/digitalcitizenship or you can type OER into your search engine to find more.
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