

Harvard Referencing - Example

Study Guide

Example in-text citations

Citations for two sources from the same corporate author

Citation for a book with an unknown publication date (use the abbreviation 'n.d.')

Citation for a book with two authors

Citation for a book with more than three authors

Citation for legislation
Referring to more than one reference at the same point (list alphabetically and separate with semicolons)

Citations for two sources with the same author and date (add 'a' and 'b' to the dates in the references)

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The Essay

After determining an essay's topic, a student will need to analyse the topic, find information, evaluate these resources and present the information in essay format (TAFE SA 2014a). Requirements for essays can vary, but will generally include an introduction, body, conclusion and reference list (TAFE SA 2013). The completed essay will then provide evidence to the assessor of the student's research and learning (Hill Campbell 2014).

The first step is to carefully analyse the topic in order to fully understand what is and is not required from the essay (Spurr n.d.). Usually a topic will be designed to give students an opportunity to develop an argument and the essay should generally agree or disagree with the central idea (Dawson 2013). Carrodus (2002) stresses to ensure relevance; 'answer the question, the whole question and nothing but the question'.

Next, resources on the topic should be gathered from a variety of sources such as websites, books, newspapers or journal articles (Summers & Smith 2010). Lecture notes should only be referred to with the agreement of the lecturer (TAFE SA 2014b) and need only be given an in-text citation as these are considered a personal communication (TAFE SA 2013). A quick evaluation of each resource should be undertaken to establish that the information is up-to-date, relevant, and from a reputable author (Dawson 2013). The student should question whether the author's points are backed up by adequate and convincing evidence and why the author might have published this work (Hill Campbell 2014).

After reading these resources, the student can form an educated opinion and begin to plan the flow of their essay (Jackson et al. 2000). The essay should be typed and include any specified formatting such as page numbering, appropriate headers, footers and a cover sheet (Spurr n.d.). Points made should be supported with quotes, statistics or records from the time (Carrodus 2002), which according to copyright law must all be referenced (*Commonwealth Amendment (Moral Rights) Act 2000*; Dawson 2013, p. 106). At TAFE SA the Harvard system of referencing is required (TAFE SA 2014b).

The introduction should comprise about 10% of the essay's word count (TAFE SA 2014a) to establish an overall point and provide any background information.

The body of the essay will contain several paragraphs, each paragraph dedicated to an argument or fact, and each subsequent paragraph building support for the point of view being suggested (Levin 2004). This section should take about 80% of the word count (TAFE SA 2013).

The essay should end with a clear and concise statement (Dawson 2013) that sums up the argument and matches the point of view expressed in the introduction (TAFE SA 2014a).

On completion of the draft essay, a student should proofread their work for spelling and grammar (Jackson et al. 2000) and re-read the topic to double check that the essay has not strayed from the points being assessed (Carrodus 2002).

An appropriately formatted and well-researched essay serves not only as a tool for learning assessment, but develops ability to build an educated argument in a strong form of communication essential in many careers (Summers & Smith 2010).

References

Reference from an
online newspaper
article

Carrodus, G 2002, 'How to write a great history essay', *The Age*, 21 March 2002, viewed 16 July 2014, <<http://www.theage.com.au/articles/2002/03/21/1016660121034.html>>.

Reference for
legislation

Copyright Amendment (Moral Rights) Act 2000

Reference for an
e-book

Dawson, C 2013, *Basic study skills: a practical guide to learning for all students*, Constable & Robinson, ProQuest Ebook Central.

An article found on an
online database

Hill Campbell, K 2014, 'Beyond the five-paragraph essay', *Educational Leadership*, April 2014, vol. 71, issue 7, pp. 60-65, MasterFILE Premier.

A book with more than
three authors

Jackson, J, Mohan, T, Saunders, H & Archee, R 2000, *Writing skills*, Dorling Kindersley, London.

A book

Levin, P 2004, *Write great essays: reading and essay writing for undergraduates and taught postgraduates*, Open University Press, Maidenhead, UK.

A book with an
unknown publication
date

Spurr, B n.d., *Successful essay writing for senior high school, college and university*, New Frontier Publishing, Epping, NSW.

A chapter in a third
edition of a book with 2
authors

Summers, J & Smith, B 2010, 'Essay writing' in *Communication skills handbook*, 3rd edn, John Wiley & Sons Australia, Milton, Qld.

A webpage with a
corporate author

TAFE SA 2013, 'Structure of an essay', *My information skills: how do I present it?*, viewed 16 July 2014, <<http://tafesa.libguides.com/content.php?pid=421835&sid=3448787>>.

A webpage with the
same author and date
as another citation

TAFE SA 2014a, 'Doing assignments: essay writing', *TAFE SA library guides*, viewed 15 July 2014, <<http://tafesa.libguides.com/content.php?pid=272877&sid=2256230>>.

A brochure

TAFE SA 2014b, *Essay writing: study guide*, TAFE SA, Adelaide.