



Assignment

Style Guide

APA Sixth Edition Style to be used for all referencing

Contents

[ASSESSMENT 2](#_Toc349053583)

[Submission of Assessments 2](#_Toc349053584)

[Instructions for uploading assignments to Moodle 2](#_Toc349053585)

[Assessment Task Extensions 2](#_Toc349053586)

[Late Assessments 3](#_Toc349053587)

[Requirements for a Passing Grade 3](#_Toc349053588)

[ASSIGNMENT WRITING AND PRESENTATION 3](#_Toc349053589)

[1. Content 3](#_Toc349053590)

[Answer the essay topic 3](#_Toc349053591)

[Organise ideas logically 3](#_Toc349053592)

[Be aware of potential traps with web based material 3](#_Toc349053593)

[Be well informed 4](#_Toc349053594)

[Comply with the word limit 4](#_Toc349053595)

[Abstract (or Synopsis): Written on a separate page 4](#_Toc349053596)

[Structure the content 5](#_Toc349053597)

[Formal Language 5](#_Toc349053598)

[Punctuation 5](#_Toc349053599)

[Spelling 5](#_Toc349053600)

[Sentence Structure 6](#_Toc349053601)

[Tense 6](#_Toc349053602)

[2. Format 6](#_Toc349053603)

[Abbreviations, numbers and numerals 6](#_Toc349053604)

[Appendices 6](#_Toc349053605)

[Binding of assignment 6](#_Toc349053606)

[Capitalisation of words 6](#_Toc349053607)

[Footnotes 6](#_Toc349053608)

[Line spacing, margins and numbering pages 7](#_Toc349053609)

[Order of sections 7](#_Toc349053610)

[Paragraphs 7](#_Toc349053611)

[Photocopies 7](#_Toc349053612)

[Quotes 7](#_Toc349053613)

[Plagiarism 8](#_Toc349053614)

[Title page 9](#_Toc349053615)

[3. Referencing 9](#_Toc349053616)

[Tables and figures 10](#_Toc349053617)

[APA REFERENCING STYLE GUIDE 11](#_Toc349053618)

[Books 11](#_Toc349053619)

[Periodicals --- Journals, Magazines and Newspapers 13](#_Toc349053620)

[Fact Sheets and Brochures 14](#_Toc349053621)

[Electronic Media 15](#_Toc349053622)

[Online journal articles 15](#_Toc349053623)

[Electronic books 15](#_Toc349053624)

[Reference Materials 16](#_Toc349053625)

[Websites 16](#_Toc349053626)

[DVDs, podcasts etc 17](#_Toc349053627)

# ASSESSMENT

All students must submit assessment tasks from time to time, and sit examinations if scheduled.

Specific details of the assessment schedule appear in the subject outline. Read these details as soon as possible to enable you to plan your study effectively. Essays are to be formatted according to this style guide unless directed otherwise by your lecturer.

## Submission of Assessments

Assessments are to be submitted to the relevant office during office hours in order to receive the date of submission stamp or uploaded on-line to Moodle. Assessment tasks handed in after office closing times will be stamped with the following working day’s date. Any submissions after the due date will be subject to a penalty.

## Instructions for uploading assignments to Moodle

**Step 1:** In your Moodle site, click on the blue link that matches the name of your assignment, next to the *Upload assignment* symbol 

You are required to keep an appropriate copy of your assessment (electronic or hard copy). In case of misadventure you are responsible to supply a copy on request.

**Step 2:** Click on the *Browse* button to locate and choose the file on your computer

**Step 3:** Click on the *Upload file* button

**Step 4:** Click on the *Send for marking* button and then click *Yes*

Postal submission of assignments is permitted but you should use an Express Post bag as you will be given a receipt that verifies postage and can track the item if it is lost.

*Address for the Lake Macquarie Campus Address for the Sydney Campus*

Lecturer’s Name Lecturer’s Name

Avondale College of Higher Education Avondale College of Higher Education

School of … Faculty of Nursing and Health

PO Box 19 185 Fox Valley Road

COORANBONG NSW 2265 WAHROONGA NSW 2076

## Assessment Task Extensions

If circumstances prevent you from completing an assessment by the due date, you may apply for an extension *before* the due date. Extensions may be granted where substantial reasons are given that warrant an extension; however, extensions may be refused.

All requests for an extension should be submitted on the Extension Form (on p. 19 of this guide). Sympathetic consideration is given to any reasonable request but you may be asked to submit a medical certificate if ill health seriously delays your work. Job commitments and extracurricular activities (e.g. holidays, shopping, special events) are *not*accepted as grounds for granting an extension; you are expected to plan ahead for these activities.

If an extension is granted, the lecturer will sign your extension slip indicating the new due date. The lower section of this slip (completed with your signature) should be attached to the assessment task when it is handed in.

## Late Assessments

Late assessments will attract a penalty of 10% of the marks for each college day late. Note that although seriously late assessments may receive a ‘zero’ mark, the student must still complete that work to a satisfactory standard.

## Requirements for a Passing Grade

To receive a passing grade, you must attend 85% of all scheduled class meetings (including lectures and tutorials) or under exceptional circumstances write a letter to the Teaching and Learning Committee showing just cause for them to award a passing grade for attending less than the required 85% of the unit classes.

You must also complete *all* required assessment tasks. A student who achieves a mark over 50% but who has not submitted a required assessment will not be awarded a passing grade.

# ASSIGNMENT WRITING AND PRESENTATION

There are three major areas to be considered when preparing an assignment at tertiary level. These are content, format and referencing.

## 1. Content

When writing a formal assignment it should not be written in point form but should follow a series of logical steps.

Here are some tips for writing a top scoring essay:

### Answer the essay topic

The first step is to make sure you understand the topic and identify the main points to be answered. In particular, note terms such as outline, describe, discuss, contrast, compare, analyse, what or why, and present the information accordingly.

### Organise ideas logically

Collect data from various sources and present the information in logical steps so that it is easy for the reader to follow your ideas. Link ideas together and ensure that you show clearly how the information presented relates to the overall topic. Do not just take slabs from various references, place them in sequence, and then add a conclusion. Make frequent use of *transitional phrases* to help keep the reader informed of the direction you are taking.

### Be aware of potential traps with web based material

If accessing websites, ensure that the material is from a reputable site. For example if you are researching diabetes care, a Google search will bring up a wide range of sites some of which look reputable. The following two examples show what may appear as a result of a search. Both are titled Diabetes Australia but are quite different with the first one being of unknown origins (no detail is given on the site and this should make you suspicious) but the second is a professional association and is therefore more likely to have reliable information.

**Diabetes Australia**

Learn What Foods Affect Your Blood

Sugar. We Are On Your Side!

(http://www.diabetes-symptoms-and-supplies.com/diabetes/diabetes-supply.html)

The above site is NOT as reliable as the following example but both are titled similarly.

**Diabetes Australia**

Australian Diabetes Educators Association (ADEA) http://www.adea.com.au/**...**

Dietitian’s Association of Australia

(http://www.daa.asn.au. Diabetes Centre)

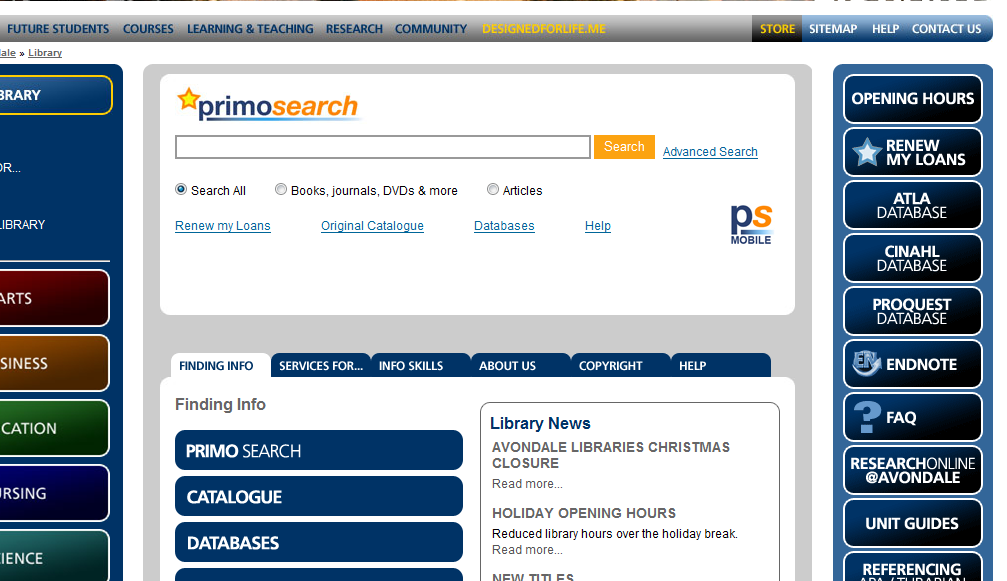
### Be well informed

Read widely. Look at both sides of any issue, and avoid bias. Choose the material you include carefully and make sure it is relevant to the topic. As a rough guide, a 2000 word assignment should contain a reference list of at *least* seven sources, using both books and current journal articles, if possible.

There are a number of options for locating relevant information for your study. This includes not only websites and PrimoSearch (the Library Catalogue), but also databases, which require you to use your student log-in and password. Remember that PrimoSearch also accesses material from most of the databases and will retrieve book titles as well as journal articles.



On the library homepage select either Primo Search or, for a more detailed search, select individual Databases to find information. Three of the largest databases, ATLA (Theology), CINAHL (Nursing) and Proquest (General information) have quick links on the right hand sideofthe page.



### Comply with the word limit

Make sure you meet the word limit, but do not exceed it. Usually a latitude of 10% either side is allowed. The total number of words is made up of the actual essay itself and does *not* include the title page, abstract, references used in the actual essay, reference list or appendix. Direct quotes are also excluded from this count.

### Abstract (or Synopsis): Written on a separate page

You may be asked to include an abstract or synopsis in the assignment. An abstract is a concise and simple statement of the assignment topic and is placed before the actual essay. It usually consists of approximately 120-250 words in length, states the purpose of the essay and provides a clear and brief summary of what is written. As well, it indicates the purpose, direction, main arguments and conclusions of the paper. It is not merely an introduction, nor is it a list of the contents of the paper - it needs to indicate the direction taken, the main themes and the conclusions reached in your discussion of the topic. Remember, it is *not* a proposal but a summary, therefore it is written in past tense.

Many articles and research papers in journals contain abstracts. Read these to help you determine what constitutes an effective abstract. The abstract (or synopsis) is written after you have finished your paper/essay, thus it is a true reflection of the completed work.

### Structure the content

The essay should have an introduction, a body and a conclusion:

#### The introduction

The introduction forms the first paragraph and it should clarify the topic of the essay, define major terms and outline what *will be* presented in the essay. It should be written in such a way that it encourages the reader to read on.

#### The body

The body of the essay is where the topic statement or question is actually answered. The main points of the topic should be presented in logical order and each point elaborated on separately. Consider the appropriate balancing of main points - at times they may need to be weighted equally within the assignment, at other times some points may need more elaboration than others. Factors such as relevance, word constraints and the purpose of the essay need to be kept in perspective when making such decisions.

#### The conclusion

The conclusion of the essay constitutes the final paragraph and should bring together, in summary, the major points presented in the body of the essay. The purpose is to sum up and reflect on the information found in relation to the topic, therefore no new ideas should be presented in the conclusion. The conclusion should be a concise statement of meaning drawn from your presentation and should show how it has answered the question. In addition, the conclusion rounds off the assignment, so that it does not finish abruptly. Avoid concluding with a quote.

### Formal Language

Tertiary assignments should be presented as professional papers; therefore you must take particular care with the use of formal language, punctuation, sentence structure, spelling and tense.

Use formal language and terms in essays, avoiding jargon, clichés and slang. When identifying people in the text of the essay do not refer to them by first name only. Surnames may be used on their own or first names may be used with surnames, if desired. As a rule, write essays in the *third person***,** avoiding the use of first and second person pronouns such as ‘I’, ‘we’, ‘us’, ‘our’, etc., unless the topic asks you to share your own experience. Use *gender neutral language* as appropriate.

### Punctuation

Ensure that all punctuation is correct. This also applies to use of punctuation marks when identifying sources and in the reference list. Please carefully follow the guidelines given in the referencing section on pages 11-17 of this guide to ensure that this is done correctly.

Special care needs to be taken with the use of *apostrophes*,especially in relation to their use to depict ownership. Remember to place the apostrophe after the actual owner/s. For example, the pupil’s classroom versus the pupils’ classroom. Be aware also of the use of an apostrophe in the word it’s. It’s refers to “it is”, whereas, its refers to “the possessive case singular of it”, for example ‘Hold the book by its spine.’ Take care to also differentiate between your (belonging to you) and you’re (you are). Do not use contractions such as can’t, haven’t etc.

### Spelling

There should be no spelling errors. Use a dictionary or spell check to ensure that spelling is correct. Be consistent - do not mix American and Anglicised forms.

### Sentence Structure

As a general rule, material in tertiary essays should be presented in complete sentences and presentation of information in point form should be avoided. Ensure that correct *grammar* is used, and check that each sentence contains a *subject* and a *verb* and is constructed as a complete sentence.

### Tense

Avoid changes of tense within an assignment, and certainly within the one paragraph. Write in the tense that is appropriate to the particular topic. For example, an essay on an historical topic should be written in past tense, whereas one which is describing the status quo should be written in present tense.

## 2. Format

An assignment should be submitted in a form that makes it a pleasure to read and grade. Untidy presentation and inconsistency in format can reduce the ease of reading the assignment and make it difficult to assess the content. This can result in a reduced grade. The following guidelines should be followed when preparing the final draft for submission.

### Abbreviations, numbers and numerals

Abbreviations may be used but only after they have initially been identified in full when first used. For example: …the blood pressure (BP). His BP was subsequently…

Spell out rounded numbers less than 10 and any numbers used to commence a sentence, otherwise numerals are used.

### Appendices

Material which is deemed necessary to support information in the text of the assignment but which is not considered appropriate for inclusion in the actual essay may be included as an appendix. Generally such items as letters, tables, graphs, questionnaires etc. would be placed in the appendix. Appendices are placed at the back of the assignment, after the reference list. Each appendix included in the assignment must be referred to in the actual text of the essay.

### Binding of assignment

Make sure that the pages of your assignment are firmlystapled together, with a title page as a cover sheet (see p. 9 for details of a title page) so there is no risk of pages going missing. The title page should be clearly visible at the front of the assignment.

### Capitalisation of words

Any proper nouns such as names of medications, organisations, etc. should begin with a capital letter when referred to in the assignment.

### Footnotes

Using the American Psychological Association (APA) referencing style, content footnotes are used only for the purposes of providing additional discussion or clarification of information. If used at all they are to be restricted to explanations which the writer may feel it necessary to make. This does not replace in-text referencing. Copyright permission footnotes acknowledge a particular source e.g. when reprinted table or figure is used with permission of the author.

### Line spacing, margins and numbering pages

Typed assignments must be double-spaced.Handwriting is not acceptable. Print on one side of the paper only. The Font should be Trebuchet MS (which is the official font of Avondale College of Higher Education; if you do not have Trebuschet MS then Arial) and Size 11 or a font and size specified by your lecturer. Different sizes, 8-14, may be used in figures. A margin of approximately 2.54 centimetres all round, on the left and right edges of the page, as well as the top and bottom, is essential. Pages of an essay must be numbered with the number shown at the top right of the paper.

### Order of sections

The various sections of an assignment are to be bound together in the following order:

Title Page

Abstract (if required)

The actual essay

Reference List

Tables

Figures

Appendix/Appendices (if applicable)

### Paragraphs

Indent each paragraph. A paragraph is a group of sentences that develops one main point or idea. Generally, the idea is introduced in the key sentence and the successive sentences explain or illustrate the point that the paragraph is making.

Ensure that there is continuity between paragraphs with one paragraph flowing logically on from the previous one. Do not have paragraphs which consist of only one or two sentences. A paragraph should be approximately 100 words in length, although a range of about 50 to 150 words is acceptable.

### Photocopies

As a general rule, do not include photocopied material in an assignment. If it is necessary to include such material, ensure that it is referenced correctly. It is usually appropriate to include photocopied material as an appendix rather than part of the actual essay.

### Quotes

All quoted material must be identified as being quoted. Direct quotation occurs when you use “word for word material directly quoted from another author’s work” (APA, 2010, p. 173). There are two methods of doing this depending on the length of the quote.

Where a quote is *shorter than 40 words* in length it is to be included normally in the text of the essay and identified by *double* quotation marks at the beginning and end of the actual quoted material. The source of the quote must also be given within the sentence or at its conclusion. Please note the placement of the full stop at the end of the sentence. For example:

It is stated that “falls are frequently reported adverse events in the adult inpatient setting” (Perry, Potter, & Elkin, 2012, p. 37).

Alternatively, the author’s name can be used as part of the actual sentence. For example:

Perry et al. (2012, p. 37) state that “falls are frequently reported adverse events in the adult inpatient setting”.

(Note the use of et al as the authors have previously been cited above)

Or, if you paraphrase what the author has said it would appear as:

Falls are particularly dangerous in the elderly and Perry et al. (2012, p. 37) note that they can become deeply traumatic experiences.

Quotes which are 40 words or longer in length are to be indented. Quotation marks are not used and the quote is double spaced. For example:

It is emphasised that:

Assessment of respiratory function is one of the most critical assessment skills because alterations can be life threatening. Routine assessment is essential; changes in respirations or breath sounds can occur quickly as a result of a variety of factors, including immobility, infection, and fluid overload. (Perry, et al., 2012, p. 37).

**Note** the placement of the full stop in a block quotation. Compare this to the placement of the full stop in a short quotation (see p. 7)

Quotes should not be used in excess. They should be reserved for such items as definitions, brief extracts that cannot be expressed adequately in another way, or for special emphasis. As a general guide, quotes should constitute less than 10% of an essay.

When quoting, copy the original wording *accurately* and use the same spelling and punctuation as is used in the original. If there is an error in the original this can be identified in the quote by placing [sic] after the error. When including a quote in the text of an essay, make sure that the sentence is grammatically correct. If it is necessary to include an extra word or phrase in a quote to ensure correct sentence structure, place the word or phrase in square brackets.

If you omit part of the original work within a quote then indicate this with three spaced periods, (. . .) with another full stop added if this is at the end of a sentence or between two sentences.

### Plagiarism

Please familiarise yourself with Avondale College policy on plagiarism (see [www.avondale.edu.au](http://www.avondale.edu.au) under information/policies/academic integrity or view the online tutorial at Library>Info Skills>Online Tutorials>Avoid Plagiarism).

Hint: There is no point in quoting from standard textbooks!

The APA guide for referencing (APA, 2010) clearly indicates that you cannot present another’s ideas as your own. It must be noted that “Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source” (APA, 2010, p. 172). This infers that the reader should *never* be confused or in doubt as to where the information or ideas have been sourced. It is best to reference more often than not.

Usually, it is more appropriate to paraphrase the information into your own words, avoiding plagiarism by identifying the source of the paraphrased material and by providing a page number or paragraph number (APA, 2010, p. 175).

If you fail to adequately reference in an academic paper, you may be required to re-submit the paper after you receive some educational instruction from your lecturer. Please be aware that academic penalties may apply for a resubmission and increase in severity as you progress through your degree.

Where instances of plagiarism are established, penalties as outlined in the Avondale Handbook 2011-2012, pp. 34-36 will be applied.

### Title page

A title page is to be placed at the front of the assignment and must include the details below including the required signed statement regarding plagiarism and ownership of work:

Student Name:

Student Number:

Lecturer’s Name:

Unit Code:

Unit Name:

Assessment Title:

Due Date:

Date of Submission:

Extension Details (if applicable):

Word Length (excluding list of references):

Statement regarding plagiarism and ownership of work

Use the title page template from page 16

## 3. Referencing

**Bibliography vs Reference List**

Remember that a bibliography is a list of everything you have read for an assignment while a reference list is a list of only the items you have quoted from or referred to in your assignment.

Material quoted from another author’s work needs to be acknowledged.

Referencing correctly is important for a number of reasons:

* It shows you have read widely
* It provides support for your own arguments
* It shows you understand the issues involved and can critically apply that understanding
* It provides sufficient information for someone to locate the sources mentioned in your paper
* To acknowledge your sources and avoid plagiarism

EndNote and Zotero are programs to assist you with your referencing, or you may prefer to use [www.citefast.com](http://www.citefast.com)

The following pages briefly explain the APA style of referencing. A more complete guide can be found on the Library Website under **Referencing** where you will find many more useful examples.

### Tables and figures

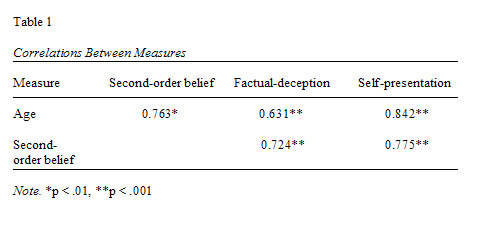
These must be referred to in the text of your essay. Do not refer to the ‘table below’ or the ‘figure above’ or specify a page number as these often change with the final printing.

**Tables**

Refer to tables by their number: e.g. As shown in Table 4, the results were conflicting…

*Table number*: e.g. Table 1, Table 2 is determined by the order in which that table is referred to in your essay. Do not bold or italicize the table number.

*Title:* Write the title directly below the table number; capitalise each word; italicize without a full stop



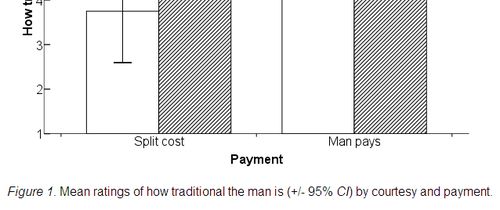
**Figures**

Examples: Graphs, charts, maps, drawings or photographs.

Refer to Figures by their number: e.g. As shown in Figure 4, the temperature rose quickly …

*Figure number*: e.g. Figure 1, Figure 2 is determined by the order referred to in your essay. Place this BELOW the figure.

*Title:* The figure does not have a title.

[](http://vault.hanover.edu/~altermattw/methods/stats/2way/Google-doc-figure-final.jpg)

# APA REFERENCING STYLE GUIDE

This is only a brief guide. A more complete guide can be found on the Library website under **Referencing** and will give you many more useful examples.

## Books

| Books | Reference List | In-text Citation |
| --- | --- | --- |
| One author | Gaston, T. E. (2009). *Historical issues in the book of Daniel.* Oxford, England: Taanathshiloh.  Note the hanging indent for reference list items.  In titles of books and articles in reference lists, capitalize only the first word, the first word after a colon or em dash (--), and proper nouns (APA, 2010, p. 101, para. 4.15).  Where more than one place of publication is given, show only the first listed place. | APA allows three forms for in-text citations:   1. The evidence is “admittedly meagre” (Gaston, 2009, p. 66). 2. Gaston (2009, p. 91) has suggested… 3. Gaston (2009) argues that “…” (p. 119). |
| Two authors | Murphy, E., & Lewers, R. (2000). *The hidden hurt*. Ballarat, Australia: Wizard Books.  Join names with ***and*** (in the body of your essay) but use **&** in reference lists and inside parentheses. | (Murphy & Lewers, 2000, p. 453).  Murphy and Lewers (2000) describe bullying as “devastating” (p. 453).  Cite both names every time you refer to them in your essay |
| Three, four or five authors | Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago, MI: University of Chicago Press.  List all authors. Note the space between initials. | First in-text citation: Cite all names:  (Booth, Colomb, & Williams, 1995, p. 2)  Second and subsequent citations:  (Booth et al., 1995, p. 28) |
| Six or seven authors | List all authors | Cite only the first author, followed by et al. (James et al., 2004, p. 53) |
| Eight or more authors | Include the first six authors’ names, then insert an ellipsis and add the last author’s name.  Churchill, R., Ferguson, P., Godinho, S., Johnson, N., Keddie, A., Letts, W., . . . Vick, M. (2011). *Teaching: Making a difference*. Milton, Australia: Wiley. | Cite only the first author, followed by  et al. (Churchill et al., 2011, p. 53) |
| No author or editor | *Mosby’s medical dictionary* (8th ed.). (2009). St Louis, MO: Mosby/Elsevier. | (Mosby’s medical dictionary, 2009, p. 45) |
| Corporate author | Victorian Department of Education. (1994). *Schools of the future*. Melbourne, Australia: Author.  In this case the author and the publisher are the same and you will list the publisher as “Author”. | (Victorian Department of Education, 1994, p. 23) |
| Edited book | Prinstein, M. J., & Dodge, K. A. (Eds.). (2008). *Understanding peer influence in children and* *adolescents.* New York, NY: Guildford Press. | (Prinstein & Dodge, 1991, p. 13)  Do not add the word ‘Eds’ |
| Edition of a book | Harmer, J. (2001). *The practice of English language* *teaching* (3rd ed.). Essex, England: Longman.  If it is a revised edition, put ‘Rev.’ e.g. (Rev. ed.). | (Harmer, 2001, p. 521) |
| Books | Reference List | In-text Citation |
| Article or chapter in an edited book | Lett, W. (1989). Creativity and giftedness. In P. Langford (Ed.)*,* *Educational psychology* (pp. 64-89). Sydney, Australia: Longman Cheshire.  Rudlin, J. (2010). Jacques Copeau: The quest for sincerity. In A. Hodge (Ed.), *Actor training* (2nd ed., pp. 101-119). New York, NY: Routledge. | (Lett, 1989, p. 72)  (Rudlin, 2010, p. 110)  Use the chapter authors, NOT the editors of the book.  **Note:** The page number range includes the first and last page of the full chapter, not just the pages used. |
| Secondary source - A book or article quoted in another source | You have read a journal article written by George Parker. In the article, Parker includes a quote from a book authored by James Little and you would like to include Little’s quote in your own paper, but you do not have access to his book, *Short problems.* Include the *journal*(the item you actually read) in your reference list and refer to the book in your *assignment*. | For example:  Little asserts in his book *Short problems* that “tall men have a better chance of getting a job” (as cited in Parker, 2009).  **OR** if you know the details of the item:  Cummins (1996, as cited in Moore, 2000, p. 53) argues that … |
| Reprinted book | Kimmel, A. J. (2007). *Ethical issues in behavioural research: Basic and applied perspectives*. Malden, MA. Blackwell. (Original work published 1966)  \*Note: there is no period after the final parenthesis. | (Kimmel, 1966/2007) |
| Bible | The Bible does not need to be included in your Reference List. | Include Book of the Bible, chapter, verse and version.  (John 3:16, NIV)  Use full name e.g. Colossians not Col. |

## Periodicals --- Journals, Magazines and Newspapers

| Periodicals | Reference List | In-text Citation |
| --- | --- | --- |
| One author | Crispin, G. (1996). Trial by fire. *Pottery in Australia, 35*(3), 8-10.  The volume number (35) is italicized, but the issue number (3) is not. | (Crispin, 1996, p. 10) |
| Two authors | Watts, M., & Walstad, W. (2010). Economic education in an international context. *Journal of Economic Education*, *41*(4), 410. | (Watts & Walstad, 2010, p. 410) |
| Three, four or five authors | O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence, 22*(4), 43-45. | First in-text citation: Cite all names (O'Connell, Pepler, & Craig, 1999, p. 43)  Subsequent citations:  (O’Connell et al, 1999, p. 44) |
| Six or seven authors | List all authors | Cite only the first author followed by et al. (James et al., 2011, p. 76) |
| Eight or more authors | Liu, Y., Zhou, J., Yang, H., Yao, W., Yang, B., . . . Wang, X. (2007). Susceptibility and transmissibility of pigeons to Asian lineage highly pathogenic avian influenza virus. *Avian Pathology*, *36*(6), 46-49. | (Liu et al., 2007, p. 47) |
| No author named | A rose is a rose is a rose: Bullying in all of its disguises. (2011). Journal of Psychosocial Nursing & Mental Health Services, 49(10), 6-7. | (["A rose is a rose is a rose," 2011](#_ENREF_1), p. 6) |
| Magazine article | Tolson, J. (2005, October). The battle that changed the world. U.S. News and World Report, 139(15), 56–65. | (Tolson, 2005, p. 60)  If it is a weekly magazine, enter the full date e.g. (2005, October 24) |
| Newspaper article | Carolyn, A. (2011, November 29). Top award for designer who dressed Kate, *The Times,* p. 17. | (Carolyn, 2011, p. 17) |
| Letter to the editor | Berkowitz, A. D. (2000, November). How to tackle the problem of student drinking [Letter to the editor]. *The Chronicle of Higher Education*, p. B20. | (Berkowitz, 2000, p. B20) |
| Editorial in newspaper | Staples, B. (2008, September 22). Barack Obama, John McCain and the language of race [Editorial]. *New York Times,* p. A22. | (Staples, 2008, p. A22) |

## Fact Sheets and Brochures

|  | Reference List | In-text Citation |
| --- | --- | --- |
| Fact Sheet | NSW Department of Health. (2007, September 24). *Solarium safety* [Fact sheet]. Retrieved from <http://www.health.nsw.gov.au/factsheets/>general/solarium.html | (NSW Department of Health, 2007, Causes of cancer, para. 2) |
| Brochure | California Board of Psychology. (2005). *For your peace of mind* [Brochure]. Retrieved from <http://www.Psychboard.ca.gov/formspubs/> brochure.pdf | (California Board of Psychology, 2005) |
| Lecture notes, emails, etc. | Personal communication may be unpublished lecture notes, letters, memos, personal interviews, telephone conversations, e-mail, messages etc. They are only cited within the text and not included in the Reference List. | For a lecture given by Dr Ross Cole:  “Job’s trials …. “ (R. Cole, personal communication, March 14, 2012) |
| PowerPoint slides | Heise, L. (2010). *Christian living* [PowerPoint slides]. Retrieved from <http://moodle.avondale.edu.au/course/>view.php? id=997 | According to Heise (2010) OR  Research indicates ... (Heise, 2010) |
| Course reader | Your course reader is made up of different types of sources. Do not reference the reader as a whole. Cite them according to the source. | For example, if it is a journal article within the reader, it should be cited as a journal article. |
| Pamphlet or brochure | Gable, S. (2008). *Nurturing children’s talents* [Pamphlet]. Columbia, MO: University of Missouri. (Original work published 1999) | (Gable, 1999/2008) |

## Electronic Media

### Online journal articles

|  |  |  |
| --- | --- | --- |
| Journal Articles | Reference List | In-text Citation |
| Article from a database | Woodward, M. (2012). Sleep in older people. *Reviews in Clinical Gerontology*, 22(2), 130. Retrieved from <http://search.proquest.com/docview/>id=26359 | (Woodward, 2012, p. 130) |
| Article from an online periodical | Petrys, D. (2011). Ensuring vaccine safety. *Health Voices,* 9(10), 12. Retrieved from https://www.dhf.org.au/ pdfs/chf/Voices-October-2011.pdf | (Petrys, 2011, p. 12) |
| Electronic article with a DOI | Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Pyschology Journal: Practice and Research*, *45*(2), 10-36. doi:10.1037/1061-4087.45.2.10 | (Klimoski, 1993, p. 29) |
| Online newspaper article | Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from http://www.nytimes.com  For an online newspaper article, give the URL of the newspaper’s home page. If the newspaper article is from a database, cite the URL as from an article from a database. | (Brody, 2007) |

### 

### Electronic books

|  |  |  |
| --- | --- | --- |
| Online books | Reference List | In-text Citation |
| Electronic book | Storey, K. (2004). *Functional metabolism: Regulation and adaptation.* Retrieved from <http://netLibrary.com/urlapi.asp?action=summary> &v=1&bookid=129390 | (Storey, 2004, p. 23) |
| Electronic book from database | Forsyth, P. (2010). *Successful time management* (2nd ed.). Retrieved from http://www.avondale.eblib.com.au | (Forsyth, 2010, p. 76) |
| Electronic book chapter | Symonds, P. M. (1958). Human drives. In C. L. Stacey & M. DeMartino (Eds.), *Understanding human motivation* (pp. 11-22). doi:10.1037/11305-002 | (Symonds, 1958, p. 11) |

### Reference Materials

|  |  |  |
| --- | --- | --- |
|  | Reference List | In-text Citation |
| Whole online encyclopedia | *Columbia encyclopedia* (2nd ed., Vols. 1-45). (2000). Retrieved from http://www.columbia.com | (Columbia encyclopedia, 2000) |
| Online dictionary | Pluperfect. (2009). In *Oxford English dictionary online*. Retrieved from <http://dictionary.oed.com/>  The author is not named so the title is in the author position. | (“Pluperfect,” 2009) |
| Australian Bureau of Statistics | Australian Bureau of Statistics. (2011). *Australian demographic statistics* (No. 3101.0). Canberra, Australia: Author. | First in-text citation:  (Australian Bureau of Statistics [ABS], 2011)  Subsequent citations:  (ABS, 2011) |

### Websites

|  |  |  |
| --- | --- | --- |
|  | Reference List | In-text Citation |
| Webpage | Morgan, J. (2004). Stretching forward to learn. Retrieved March 3, 2012, from <http://www.corpun.com/sol.htm> | (Morgan, 2004) |
| Entire web site | When citing an entire website (and not a specific document on that site), no Reference List entry is required if the address for the site is given in the text of your paper. | e.g. *“The Australian Institute of Architects* enhances the professional standards of architects and provides support and encouragement to its members (http://www.architecture.com.au/).” |
| Chapter or section in an internet document | Ogilvie, D. (n.d.). Why I don’t eat honey. In *Why be vegan.* Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>  Note: (n.d.) indicates there is no date for this website | (Ogilvie, n.d.)  If there are no page numbers on the website give the paragraph number (in short articles) or section heading + paragraph number in long articles.  E.g. (Myers, 2007, para. 5)  Or (Myers, 2007, Conclusion, para. 8) |

### DVDs, podcasts etc

|  | Reference List | In-text Citation |
| --- | --- | --- |
| Motion picture/ video recording | Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion picture]. United States: Paramount Pictures. | (Scorsese & Lonergan, 2000) |
| TV program | Anderson,R., & Morgan, C. (Producers). (2008, June 20). *60 Minutes* [Television broadcast]. Washington, DC: CBS News. | (Anderson & Morgan, 2008) |
| Episode from a TV series | Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Producer), *House.* New York, NY: Fox Broadcasting. | (Egan & Alexander, 2005) |
| Youtube | Insanity88. (2007, March 13). *Arranged marriage funny commercial* [Video file]. Retrieved from <http://www.youtube.com/watch?v=b5HLsvwLPpQ&feature> =context-vrec | (Insanity88, 2007) |
| Audio recording | Schwartz, S. (2003). Popular [Recorded by K. Chenoweth]. On *Wicked a new musical: original Broadway cast recording* [CD]. New York, NY: Decca Broadway (November 10, 2003). | (Schwartz, 2003, track 7) |
| Wikis | Self-study: Broadening the concepts of participation and program support. (2007). Retrieved June 18, 2008, from the Adult Literacy Education (ALE) Wiki: <http://wiki.literacytent.org/index.php/Self-Study>:Broadening\_the\_Concepts\_of\_Participation\_and\_Program\_Support | (["Self-study: Broadening the concepts of participation and program support," 2007](#_ENREF_2)) |

## 

## References

American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: Author.

Perrin, R. (2012). *Pocket guide to APA style* (4th ed.). Boston, MA: Wadsworth.

Perry, A. G., Potter, P. A., & Elkin, M. E. (2012). *Nursing interventions & clinical skills* (5th ed.). St Louis, MI: Elsevier Mosby.

 **ASSIGNMENT COVER PAGE**

Student Name:

Student Number:

Lecturer’s Name:

Unit Code:

Unit Name:

Assessment Title:

Due Date:

Date of Submission:

Extension Details (if applicable):

Word Length (excluding list of references):

**INTELLECTUAL PROPERTY STATEMENT**

**I certify that this assignment is my own work and is free from plagiarism. I understand that the assignment may be checked for plagiarism by electronic or other means. The assignment has not previously been submitted for assessment in any other unit or institution.**

Name:

(Please print)

Signature:

Date:

**Students who are seeking an extension on an assignment must complete the details below and then discuss the request with the lecturer of the subject for which the extension is sought.**

Subject:

Assignment:

Due Date:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ request an extension of time for this task. This extension is being sought for the following reason/s:

I have attached documentary evidence to support my request.

I agree to submit this assignment on (To be negotiated with lecturer)

Lecturer’s Signature:

Student’s Signature:

Date: / /

✀

**Authority for Late Submission of an Assignment**

Student Name:

You have been granted an extension of time for the submission of your assignment as follows:

|  |  |  |
| --- | --- | --- |
| Subject | Assignment | New Date |
|  |  |  |

Lecturer’s signature Date

**This extension notice must be attached to your assignment**