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Department of Foreign Languages
Branch of English Studies

(Major) Research Methodology

(Grade) Senior Students

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Introduction to the Documentation of Sources

Outcomes: *By the completion of the tutorial, you will be able to:*

1. **define** documentation, referencing and citation;
2. **identify** different styles of documentation;
3. **examine** the strengths and weaknesses of each;
4. **practice** the referencing conventions in citations and reference lists.

Food for Thought Questions

Try to address the following questions by discussing them with classmates and teacher.

1. Why acknowledging sources in research ?
2. Why do researcher bother to write references (and citations)?
3. Is referencing (and citing) an ethical or methodological practice?
4. Why is plagiarism and other malpractices severely sanctioned?
5. Why do different institutions have different referencing and citing styles?
6. Is it possible to be eclectic in referencing and citing?
7. What referencing style should EFL students at M.K. University of Biskra follow?

Terminology Used in the Tutorial

Make sure you understand the terms below

Referencing- APA- MLA- Harvard Style- Oxford Style- Chicago-plagiarism- research ethics- reference list- bibliography- citation- in-text citation-footnotes- endnotes

If I have seen further than others, it is by standing upon the shoulder of giants.

Sir Isaac Newton

Point to Ponder and Wonder

Germany's education minister has resigned after being stripped of her doctorate because of plagiarism, in the second such case to hit Angela Merkel's government in two years.

Merkel announced on Saturday that she had accepted Annette Schavan's resignation "with a very heavy heart".

The move, an embarrassment for the German chancellor as she campaigns to win a third term in office, comes four days after the decision by the University of Düsseldorf to void Schavan's PhD because parts of her doctoral thesis had been copied. Another minister, Karl-Theodor zu Guttenberg, quit as defence minister in 2011 over a plagiarised thesis.

Schavan, 57, has said she will take legal action against the decision to void her doctorate. "I will not accept the decision of the University of Düsseldorf and I will file a lawsuit against it," she told reporters during a visit to Johannesburg in South Africa.

The accusations of plagiarism were especially embarrassing for Schavan because she oversees Germany's universities and had previously been scathing in her criticism of Guttenberg, who resigned a month after losing his doctorate.

Members of Merkel's centre-right coalition said Schavan was the victim of a politically motivated campaign to damage the government before the autumn federal election.

In Tuesday's ruling, the Düsseldorf university commission said Schavan had "systematically and intentionally presented intellectual performance that in reality she did not generate herself". The decision left Schavan without an academic title as her degree programme in philosophy finished solely with a PhD.

Since the allegations arose in May, Schavan has repeatedly denied wrongdoing and said she wrote her dissertation with a clear conscience. Her lawyers have said the proceedings of the commission were riddled with mistakes and were unlawful, not least because information was leaked to the public in the process

<https://www.theguardian.com/world/2013/feb/09/german-education-minister-quits-phd-plagiarism>

Introduction

Documentation of sources is a way of saying "thank you" or "I am truly appreciative" or again "I am genuinely in debt to all those who honed and enriched my research". It is both a technical process and ethical practice. Giving credit requires a special skill: to master the conventions for doing that. To acknowledge other researchers, their works, findings, and ideas is ethical: the right thing to do.

Researchers are morally bound to present their findings all the more being honest and integral. Henn *et al.* (2005: 68) note "[a]ll research raises ethical issues". So, any doctoring or discounting and mistreatment, or exploitation of participants are considered unethical, or

Give to God what belongs to God, and give to Caesar what belongs to Caesar.

Jesus

morally wrong and therefore regarded as a grave offense. Researchers cannot subscribe to malpractice because this means that they try to resort to deception and fraud, which are unscientific.

Acknowledging sources in a piece of research is certainly an act of civility. Macmillan Dictionary defines "civility" a "polite behavior". By giving credit to researchers who have helped you situate your research in a theoretical framework indicates how *polite, good mannered* and *considerate* you are, which in the long run proves your honesty and consolidates trust in your assumptions and findings. This technical procedure promotes the civic behavior and ultimately protects civic rights.

Description

The current tutorial attempts to cover the documentation of the source (i.e., in-text citation and bibliographic referencing), documentation styles (parenthetical styles: Harvard, and APA, etc.) and documentation conventions. This methodological and ethical practice adds to the credibility and integrity of both research and researchers, because it attempts to preserve researchers' property rights that are championed by all academic circles.

Introduction to Documentation

Documentation is understood to refer to the explicit and/ or implicit reporting of other researchers' ideas, thoughts, findings, and claims. Winkler *et al.* (1979; cited in Gregorio 2005: 195) identifies documentation as "a process of acknowledging the sources of citations made in the study". By acknowledging the sources from which material has been taken, it would be easy "to determine if a researcher has read and used several research works and other materials as reference" (Paler-Calmorin and Calmorin (2008: 359). Rich documentation is often considered a criterion that points out to research scientificity, i.e., the degree of being scientific. Paler-Calmorin and Calmorin note "[g]enerally speaking, a research paper, thesis or dissertation is *scientific* if it has several documented materials" (*ibid.*).

In this tutorial, the documentation of sources is discussed according to the objectives of the researcher, whether to cite in the body of text (i.e., **in-text citation**) or to list down the whole of references (i.e., **list of references**). It should be noted that in any research both process are to be carried out. Below, a detailed discussion of referencing and citation is provided with a view of distinguishing between the two so that confusion of both processes is dispelled.

A research paper, thesis and dissertation is worthless without documentation to serve as proof of research p. 359

Paler-Calmorin, L. & Calmorin, M. (2008) *Research methods and thesis writing* (2nd ed.)

Documenting is a way of injecting authority in the research work (p.)

Gregorio, G. (2005). *Research Method and Technical Writing in Agriculture*

Definition of "Referencing"

To document sources marks the researcher's acknowledgment of other researchers on whose works his/ her research rests. Merriem-Webster Dictionary identifies referencing as " [...] a source of information (such as a book or passage) to which a reader or consulter is referred. Referencing gives the necessary information on who produced the material, when was that, and where exactly the information is. Along the same lines, Wyse (2006: 31) defines referencing as " [...] the process of referring to texts and ensuring that the reader has the necessary information to locate them". In a nutshell, referencing is redirecting other researchers/ readers to the work in question for potential use. As for Taylor (2013: 78), "reference" indicates " to give full publication details of the sources that are used throughout a paper in a list at the end". Thus, referencing seems to suggest a full description of the source in the reference list that usually appears last in the research.

Definition of "Citation"

When partial quoting from a source in the text being written, it is necessary to cite the details that inform the readers of the author's/ authors' name(s) and date of publication and page number. Walker and Taylor (2006: 29) define citation as "the practice systematically indicating the origins of thoughts, ideas, knowledge or words that one uses to author a report, essay, article, speech, book, web site, or other work". According to this definition, all materials borrowed

from other than one's own must be acknowledged. Taylor (2013: 78) succinctly identifies "to cite" and "citation" in the following terms "[...] what you write in the actual body of your paper where you want to indicate that a source has been used". Citation is, therefore, generally understood to be a concise description of the source in the text being written.

Without citation, there is no reliable and organized system for knowledge building , no mortar for securing the foundation. p. 30

Walker and Taylor (2006). Columbia guide to online style

Goal of Documentation of Sources

The clear message from accurate referencing and citing that needs to reach potential readers (namely, fellow researchers, teachers and students, etc.) is that that research has a theoretical framework or background. In other words, it does not occur in a vacuum. Turabian (2009: 135) states "citation styles differ in the elements included and format of these elements, but they have the same **aim: to give readers the information they need to identify and find a source**" (**emphasis added**). Some referencing styles highlight author-date others citation-date but they agree on providing readers with sufficient details to help them track down the veracity (or existence) of the source.

Categories of Documents

Where do researchers find relevant information that contribute to mature and enrich their research? It is often claimed that the third millennium, i.e., 21st c., is the information age

which is characterized by wealth of information increasing by the minute. Information is available in print and electronic versions. Hancock and Algozzine and (2006: 51-2) identify four categories of documents:

1. **Internet:** Data generated each day expands exponentially. According to Desjardin¹ (2019), by 2020, the entire digital universe is expected to reach 44 zettabytes (viz, 1,000⁷ bytes). By 2025, it's estimated that 463 exabytes (viz, 1,000⁶ bytes) of data will be created each day globally – that's the equivalent of 212,765,957 DVDs per day. It could be soberly claimed that not all online material subscribes to reliability. " a prudent researcher determines the authenticity and legitimacy of an Internet source before relying on information derived from that source" (Hancock and Algozzine, *ibid.*)
2. **Private and public records:** Relevant information can be obtained from private records as well as public records. Imagine a researchers is interested in investigating how EFL teachers used to teach in the middle schools in the 80s. S/he would probably look for textbooks (*Andy in Algeria* and *Majid in England* in that case), lesson plans, class logs, diaries, worksheets, realia, pictures, photos, examination papers, and other related objects belonging to individual EFL teachers. Public records refer to "documents that reflect beliefs, attitudes, and behaviors beyond those of a particular individual" (*ibid.*). These could include "court records, licenses, certificates of birth, marriage, or death" (*ibid.*).
3. **Physical evidence:** Both private and public objects are themselves physical evidence.
4. **Instruments:** The tools that the researcher creates to generate information from participants such as questionnaires, surveys, and examination constitute instruments to address research questions (*ibid.*, 62).

Evaluation of Sources

A well-documented research is authoritative and worth reading. Not all library and online references, however, are relevant to one's research. Trimmer (2013: 1) suggests six criteria in evaluating references that need be part of one's research:

1. **A reference should be relevant:** A reference can enrich the research thanks to its direct link to the topic under investigation. Hancock and Algozzine (2006: 50) corroborate "[a] thorough researcher gathers information from as many relevant documents as possible". Researchers need not be intimidated by the number of available document and which be quoted from as long as they are pertinent to the research being conducted.
2. **A reference should be authoritative:** Frederick Forsyth, the British best-seller writer, claims that during the phase of search for reliable information concerning his novels,

¹ <https://www.visualcapitalist.com/how-much-data-is-generated-each-day/>

he usually consulted "the best in business". What he meant is that he interviews experts who are an authority in their area of expertise.

3. **A reference should be current:** Recent materials work like a charm in convincing other fellow researchers as it proves that the researcher has consulted the state of the art materials and come up with updated information
4. **A reference should be comprehensive:** Fishing out relevant information from books means that the subject matter has been thoroughly investigated. "Books provide more comprehensive information than other materials" (Trimmer 2013: 3).
5. **A reference should be stable:** Printed books are always close at hand unlike electronic versions which might be retrieved at any time. "There is no more stable than a book' (*ibid.*)
6. **A reference should provide links:** Best books are so rich that they suggest other studies that may be contribute to enrich the current research. "The best references lead to other references" (*ibid.*).

Readers do not trust a source they do not know and cannot find p.134

Turabian, K. (2009). A manual for writers of research papers, theses, and dissertations (7th ed.)

Documented Materials

Original authors are to be acknowledged when they are explicitly and/ or implicitly quoted in a piece of research. They are acknowledged in the body of texts and in reference lists. In the latter, authors must be fully acknowledged so that readers can refer to the whole work. Referenced materials can be:

1. findings
2. ideas, opinions, and thoughts
3. assumptions, questions, hypotheses, and suggestions
4. terms, terminology, figure of speech
5. data
6. tables, graphs, figures, diagrams, pictures, images, and drawings
7. author's personal stories, experiences and anecdotes

To avoid plagiarism and be on the safe side, any materials taken from *any source should be conscientiously documented*. Brood parasites, counting on others to do one's tasks, are no good researchers, and good researchers are no brood parasites. Plagiarism is a serious offense severely sanctioned everywhere and need not be undertaken whatever the reasons. Courageous researchers acknowledge; coward researchers plagiarize.

Instances of Quoting Materials from Sources

Overquoting or sparing quoting may compromise the undertaken research. What to quote, when to quote, and the amount need be thoughtfully considered. Green (2002: 67) outlines four questions before taking the decision to quote:

1. Is the passage vital to my work?
2. What are the alternatives?
3. What is the main point I want to make?
4. Does the 'quote' really fit in what I am saying?

The most important point is whatever system you use, you must use it consistently p.33

Wyse, D. (2006). The good writing guide for education students.

The decision to cite portions of the reviewed literature requires a great deal of thinking and courage. Quotes may pile up during the theoretical research over long hours of hard work, but courage is necessary to dispose of all those that despite their usefulness may risk disposal.

Common Knowledge and Documentation

Common knowledge is generally not acknowledged. Common knowledge is usually understood to be information which is available to everyone and secret to (practically) no one. Verma (2015: 488) identifies general common knowledge as "factual information considered to be public domain. By way of illustration, the sun rises in the east and sets in the west; Algeria is situated in North Africa; the symbol of the dollar is \$, and Russia is the biggest producer of natural gas in the world. Other examples of common knowledge may include cultural insights such as tea is a national beverage in UK; pizza and spaghetti are Italian food; Stalin was the strongest in USSR after Lenin's Death; Tarek ibn Ziyad conquered the Iberian peninsula in 711 AD. Common knowledge may be discipline-related such as Jean Piaget, a Swiss biologist, has a strong theory on children's cognitive development; classical conditioning was first coined by the Russian physiologist Ivan Pavlov; Sir Isaac Newton calculated Earth gravity, and John Steinbeck wrote *Grapes of Wrath* according to the tenets of naturalism and modernism.

It is useful to note that common knowledge is relative in that what is commonly known in one area but could not be in another. This type of common knowledge is termed domain or field-specific common knowledge (Verma 2015: 488). Ferdinand de Saussure is a household name in linguistics, known by all the students of the faculty of language arts. However, for students of law, for example, Ferdinand de Saussure means practically nothing. In case of doubt or over quoting from one single source, it is advised to acknowledge reference.

Justification for Documentation of Sources

Accurately documenting (i.e., referencing) sources means that the researcher puts demarcation lines between his/ her own thoughts and convictions and other researchers' thoughts and

findings. Williams and Davis (2017: 4) argue that the one arching reason to reference is to show readers where the evidence the researcher claims originates. They point out specifically to the invitation of potential readers to:

1. go and check the source themselves, i.e., **traceability** [of the source]
2. understand the nature, strengths, and limitations of the source, i.e., **authority** and **credibility** [of the researcher and source]
3. for their own view of the source and the researcher's use of it. i.e., **reliability**
4. the range of sources the researcher has found and used [...], i.e., **reach** and **scope**
5. acknowledge other researchers for their efforts and findings, i.e. **politeness**

Expropriating rightful researchers of their ideas, thoughts, findings, and works does not create experts, but rather perpetrators of plagiarism.

Stakeholders of the Documentation of Sources

Documentation of sources proves to affect a number of people who are involved in research either as producers or consumers. Henn *et al.* (2005: 241) mention the reader as the first to benefit from documenting sources, but other stakeholders equally benefit from giving credit to sources. Let us study each:

1. **Readers:** Readers are basically the audience for whom books are addressed; they are " the consumers of information and ideas" (2003: 9). To ensure readers' comprehension, "it is necessary to provide [them] with sufficient information to understand the topic" (Henn et al, *ibid.*).
2. **Authors:** Researchers, who acknowledge accurately their sources, inspire trust and discipline. Being honest is rewarding professionally, financially, and fame. Turabian (2009: 131) claims "[s]ome who do it well receive concrete rewards-money promotions, good grades, degrees, and so on". equally important is " the recognition, the pride and prestige of seeing one's name associated with knowledge that others value and use" (*ibid.*).
3. **Publishers:** Book publishing is business with millions of dollars involved. Publishers are motivated by gain as much as disseminating knowledge. To publish experts means more gains and prosperity. Vermeer (2016: 1) states "One of my industry colleagues defines book publishing as the process of turning money into books and then turning books into money".
4. **Libraries:** Libraries tend to acquire books that are interesting as well as those which inspire awe and trust. Distinguished authors are an authority in their area of research whose ideas and findings have powerful impact. A library whose shelves are loaded with influential books is worth visiting.
5. **Politicians:** Awarded and acclaimed research productions give reasons for politicians to fund and invest in research and development, which means research budget will be more substantial and scholarships will be available.

Features of Documentation Styles

All documentation styles have elements in common because they address common questions. Turabian (2009: 135) outlines the common features of referencing styles.

Key Questions	Details
Who wrote/ edited/ translated the text?	The originator of the material
What data identify the text?	Title, journal, volume, issue number, page number, DOI/ URL, etc.
Who published the text?	Publisher (if any)
When is the text published?	Year of publication

Table 1: Common features of referencing styles (drawn from Turabian 2009: 135)

Obviously, the differences turn out to be rather of technical nature. All the documentation styles aim to attain three main objectives: accuracy, concision, and informativeness of the referenced source, and thus, giving credit to whom it is due.

Methods of Documentation of Sources

Three referencing systems cohabit: British, Harvard, and Vancouver referencing styles. They agree on accrediting copyright but in different technical fashions. Although degrees in acceptance, frequency, and use varies, they all aim at establishing rights and fending off plagiarism. different disciplines and sciences endorse one of these systems, and some institutions have their own "house style". Green claims, however, that the Harvard referencing system, namely **author-date** system, is widely used unlike the British referencing system, which is only required in some higher education establishments (2002: p.58). The three systems are introduced in the following section.

1. Numerical Referencing Styles

Vancouver referencing style was first adopted in 1978 by medical and biomedical journals. Vancouver referencing style, aka **citation-order+ alphabet-number**) seems to be favored by technical branches such as engineering. Goddard and Melville (2007: 96) note "this system ensures the 'smoothest' referencing, but at the cost of providing a little information at the point of reference". It is useful to consider the following example:

Dr. Raoult (1) claims that Chloroquine could be beneficial for Covid-19 patients

According to Chambers *et al.* (2006: 84) Vancouver referencing style uses "a superscript number, or a number in brackets, goes unobtrusively after the words you wish to reference, and the reference at the end of the chapter lists them in numerical order [...]". Footnotes and endnotes are used extensively. [examples]

Dr. Raoult claims that Chloroquine could be beneficial for Covid-19 patients.⁽¹⁾

Hicks (2009:155) The Vancouver style is "more economical in terms of space, because the authors' names only appear in the references, rather than in the references and text". It seems that the concern is about allowing the readers to follow the flow of ideas without interruption.

The reference list is alphabetically organized, i.e., names are ordered according to the letters of the alphabet. One example is given to illustrate:

Kumar, R. *Research methodology: A step-by-step guide to beginners*. 3rd ed. London: SAGE Publication Limited; 2011.

As it could be noted, Vancouver reference style avoids parentheses in the reference list.

2. Note Citation System

British reference styles comprise Modern Humanities Research Association (MHRA), Oxford Referencing System (ORS), and Oxford University Standard for the Citation of Legal Authorities (OUSCLA). They are known as **note citation system** or **documentary note style**: A superscript number that indicate a footnote in the bottom margin of the page. In the bibliography, list of consulted and/ or quoted sources, parentheses include (publication location, the publisher, and publication year). Here it is an illustration:

2.1 In-text Citation

According to Ritter¹

2.2 Footnote

¹R. M., *The New Hart's Rules* (Oxford: Oxford University Press, 2005).

2.3 Bibliography

Ritter, R. M., *New Hart's Rules* (Oxford: Oxford University Press, 2005)

Note that in the **footnote**, the full name (first + last name) of the author is spelled out (e.g., Rebecca Oxford, David Nunan, etc.). However, in the **bibliography**, the order is reversed (Oxford, Rebecca; Nunan, David). The author's name is separated from the title by a comma (,). Publication location is followed by semi-colon (;) then followed by publisher followed by a comma (,) and the year of publication; all included in parentheses. A final observation, a period/ full stop (.) is put next to the closing parenthesis but not in the bibliography.

Parenthetical Referencing Styles

Parenthetical referencing is an umbrella terms referring to all those referencing systems which adopted more or less Harvard approach to referencing. It is based on the use of parentheses, or round brackets, to provide information about the author, date of publication, and page number. As it appellation suggests, Harvard referencing style originates in Harvard, the prestigious American university that was established in 1636. Taylor (2013: 79) elicits " 'Harvard style' is an umbrella term referring to citation styles based on the very first systematic citation style, which was developed at Harvard University in the late nineteenth

century". Thanks to the American Zoologist, Edward Laurens Mark (1847-18470, that parenthetical referencing was first introduced (Colin, 2010; Wong, 2011). Interestingly, Wong (2011: np) claims that although this referencing style bears the name of Harvard it does not necessarily mean that it is officially endorsed by Harvard University.

Harvard reference system is characterized by:

1. Use of parenthesis/ round brackets (...)
2. Author-date, e.g.: (Taylor, 2013), or
3. Author-title, e.g.: Taylor. *Writing skills for nursing and midwifery students*.

According to Garfield (1986) "there were over 250 different referencing styles of reference in the scientific literature" (cited in Gustavii 2003: 74). Most of reference systems are established by Anglo-American universities, and most of which are influenced by Harvard reference system. It is worth of note to mention that the American Psychological Association style (now in its 7th edition), Chicago/Turabian Style, Modern Language Association of America Style (now in its 8th edition) have taken up this parenthetical system of reference. Colin (2010: ix) notes "although the *name-date* (Harvard) style appears to be predominant one in the British higher education in Britain, The American Psychological Association (APA), and Modern Languages Association (MLA) still retain firm holds in psychology and language disciplines respectively.

Discipline-Related Reference Systems

The diversity in reference systems seems to stem from the incessant attempt of the emerging academia-related associations to develop their reference systems to meet their specificities. The following grid illustrates disciplines and their reference styles. VRS stands for Vancouver Reference Style while HRS refers to Harvard Reference Style. APA and MLA need no explanation.

Disciplines/ Sciences	VRS	HRS	APA	MLA
Humanities, literature, English and Media studies				✓
Social, Educational and Behavioral Sciences			✓	
Natural and medical sciences	✓	✓		
Formal Sciences- Engineering	✓			

Still, other disciplines have other styles. The Chicago style, otherwise known as Turabian² style, seems to be preferred by anthropology, business, economics, history, philosophy and the fine arts. AIP is the standard referencing style in physics. Chemistry uses the style

² Thus called after Kate TURABIAN

developed by the American Chemistry Association. Mathematics and computer sciences have two styles specific to the field put forward by the American Mathematical Association (AMS) (computer Science). CSE is used in biological sciences, and ASCE is used in engineering.

Author-Date System vs. Numbering System

Each system has advantages and disadvantages, and, therefore, no style is superior to the other. Silyn-Roberts (2013: 172) juxtaposes the (dis)advantages

Author/Date System	Numbering System
<p>Advantages</p> <ul style="list-style-type: none"> • Allows the source to be recognized by author-date in context within the text of the report (Note: <i>this is seen a considerable advantage by people familiar with literature.</i>) • Provides an alphabetical lists at the end of the document. • Inserting an extra reference in the text is easy. <p>Disadvantages</p> <ul style="list-style-type: none"> • Can create disruption to the text when there are many citations in one place. 	<p>Advantages</p> <ul style="list-style-type: none"> • The text of the document is not interrupted by wordy citations. • Only a number needs to be repeated: prevents repetition in the text of the same wordy citations <p>Disadvantages</p> <ul style="list-style-type: none"> • While reading the text, readers familiar with the literature cannot recognize the work that you are citing. They have to turn to the <i>List of References</i> to match the numerical reference to its source. • I can be difficult to add another citation and renumber all successive ones. But this can be overcome by using endnoting software. • The numbers give no information about the work, and it is easy to forget to use earlier number when you want to refer to it again later in your report. Again, endnoting software will overcome this.

Table2. (Dis)advantages of author-date and numbering referencing systems (Silys-Roberts 2013; 173)

Although the numbering system seems to put forward more disadvantages for researchers accustomed with author-date system, it is still very popular among many disciplines.

APA 7th ed. Documentation Conventions

Published research comes in different nature and types, which complicates the issue of referencing especially to novice researchers. The choice in the selection of what type of style to use comes down to institutional requirements and/ or supervisor's preferences rather than an explicit policy at the level of higher education ministries. *Consistency* in the use of one style rather than the others is the key to writing a research that is reliable and valid. APA 7th edition appeared in October 1st, 2019 marking a number of changes from its predecessor, i.e., 6th edition most of which are to make it easier for researchers to document sources all the more being precise and concise. It is expected, however, that the APA 7th ed. to be fully implemented by August 31st, 2021.

APA³ stems from the "practical needs of users" with the "aim to support the many ways in which people communicate". It is claimed "when style works best, ideas flow logically, sources are accredited properly, and papers are organized predictably and consistently". Three principle appear to guide the authors of APA (7th ed.): (1) fluidity of ideas, (2) accuracy in giving credit, and (3) predictable consistency.

Never use a mixture of the two systems [author-date and numbering] in any one assignment.

Silys-Roberts, H. (2013). *Writing for Science and Engineering: Papers, Presentations and Reports.*

As research in education is a social science, it become inevitable to use APA reference style. On score of that, this tutorial presents APA style in its 7th edition as an exemplar.

Broad APA (7th ed.) guidelines are summarized here:

1. **Font:** Both sans serif and serif typefaces of varying points are acceptable. Any chose font must be consistently used throughout the research paper, thesis, or dissertation

Typeface	Font	Point
Serif	Times New Roman	12
	Georgia	11
	Computer Modern	10
Sans Serif	Calibri	11
	Arial	11
	Lucida sans unicode	10

³ <https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf>

2. Bias-free Language

The third personal pronoun "they" and its corresponding possessive adjective "their" is officially adopted to refer to singular individual researchers.

3. Reference list authors

Up to 20 authors may be included in the reference list (see **Documentation of Sources** according to APA (7th ed.) p. 4)

4. DOI and URL

Digital object identification (aka, DOI) are formatted in the same way as Uniform Resource Locator (aka, URL). DOI main objective is to insure the accessibility to the material any time, any where no matter what happens to the publisher. Both systems, as their appellation suggests, indicate the address from which the material has been retrieved. It should be noted that DOI, URL, and "retrieved from" are no longer used.

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

5. Exact Age Range

Instead of men over 50, now, it is required to write **men in the range from 50 to 65**.

6. The Margins

One inch (around 2.5 cm) should be left all around (left, top, right, and bottom).

7. Line Spacing

Double spacing (2). One example is given to illustrate:

The seventh edition of the Publication Manual of the American Psychological Association was originally released on October 1st, 2019.

Compare this with the following (1.5 spacing, not accepted by the 7th edition)

The seventh edition of the Publication Manual of the American Psychological Association was released on October 1st, 2019.

8. Hanging Indent

This is especially in reference lists. three spaces should be left when the sources spans over two lines.

Citing a reference can be a real minefield! p.85

Chambers, R., Wakley, G., Nineham, G., Moxon, G. & Topham. (2006). *How to Succeed in Writing a Book*.

Lipson, C. (2011). *Cite right: A quick guide to citation Styles--MLA, APA , Chicago, the Sciences, professions, and more.* University of Chicago Press.

9. Indentation and Justification

The first line of the paragraph from the left side need be indented 0.5 inch, i.e., 1.27 cm while the right side should be left uneven or unjustified as shown in the example below:

Latin Abbreviated Terms

In research, some annotations are used to bring additional or clarifying information to readers. Here are listed down some key conventional terms.

Abbreviated Terms	Meaning	Examples
et al. [et alii]	And other [fellow] researchers	Roberts et al. (2020)
ibid. [ibidem]	In the same place (by the same author)	Ndugu 2016 p 412 ibid. p.412 (same page) or ibid. 413 (different page)
infra	Below or later	Infra notes 15-16 accompanying text
loc. cit. [loco citato] used instead of ibid.	In the place cited	1. Kawasaki, I. <i>Research methods</i> . 2. Loc. cit.
p.	Single page	Turabian (2009, p.135)
pp.	Several pages	Pp 32-33
<i>Sic</i> [italicized]	Typographical error in the original text	Johnston (2020: 15) notes "this strategy effects (<i>sic</i>)." [affects is the correct spelling]
supra	above	12. Jack C. Richards, <i>Key issue in language teaching</i> (2015) 18. Richards, <i>supra</i> note 12
viz. [videlicet]	More appropriately/ namely	The researcher uses three tools viz. observation, Pre-test, and questionnaire
Op. cit. [opus citatum]	Work cited [already/ previously]: the same work different page	Pflaum (2011: 23) Pflaum (op. cit. 65)

Reference List

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