

# **2008 Assignment Style Procedures and the Harvard Referencing System**

**Keep these guidelines handy and use them when preparing your assignments.**

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## **1. WRITTEN WORK**

In all essays/assignments, remember the following:

- Read the question carefully and make sure you understand it.
- Be sure to answer the question you are being asked.
- Make notes and prepare an outline before you start writing the essay/assignment.
- Substantiate major points and claims with evidence from the Bible and/or other sources, & acknowledge each of your sources as described in point 10 below.
- Re-read your paper carefully and correct typing errors, etc., before handing it in.

## **2. PAPER SIZE AND LAYOUT**

You should use paper of A4 size (i.e. 30 cm x 21 cm), with a margin of about 3 cm on both sides of your work. Write on only ONE side of the paper. Font size should be 12pt. Preferred fonts are Arial or Times New Roman.

If you can have your paper typed, this is advantageous. If not, at least be sure it is neat and readable. The text in typed papers should be double-spaced. Although your lecturers try to be objective, there is no doubt that a neat, well-presented paper gives a favourable impression.

- Assignments must be double spaced.
- Paragraphs should be indented without leaving a blank line between paragraphs.
- Do not use dot points or enumeration in your bibliography/reference list.
- Please also refer to the Harvard guide

## **3. COVER SHEETS**

You must use an assignment cover sheet provided by Tabor or your paper will not be marked. On the cover sheet please provide the following details:

- your full name and ID number;
- the lecturer's name;
- full name and code of the subject, e.g. 1101 Creative Living 1;
- your course of study, e.g. Bachelor of Counselling;
- your level of study, e.g. level 2;
- the number of the assignment and/or question, as appropriate, e.g. 6, 2.2 etc.;
- the exact topic, i.e. the title of the essay/assignment as given on the worksheet. (If the title is too long, include a summary of it, and write the full title on the first page of your paper.);
- the number of words required;
- the number of words you have written;
- the due date; and
- the date on which you submitted the assignment.

Before submitting an assignment, check that you have completed all the requirements for the assignment listed on the cover sheet and sign the declaration that your work is original and that all sources have been acknowledged.

## **4. WORD COUNT**

- It is a requirement that all assignments meet the word count
- 10% over the word count is acceptable
- No more than 10% of your word count is to be referenced material
- All quotations are considered part of the word count

- Footnotes and appendices are not to be used to add extra references but for extra information that is not included in the body of your assignment. Footnotes and appendices are not included in the word count

## 5. REFERENCING AND REQUIRED READING

You are expected to read the relevant sections of the set texts as directed by your lecturers. Additional reading is necessary in preparing your essays/assignments.

- For level 1 and 2 papers, you should name at least *three substantial, relevant books* on which you have drawn, in addition to your Tabor notes.
- For level 3 papers, you should name at least *five substantial, relevant books* on which you have drawn, in addition to your Tabor notes.
- At higher levels more substantial referencing is usually appropriate.

If lecturers give additional guidance about required references, please follow this.

Note that it is not usual to include the Bible in your bibliography, unless you have made particular use of study notes, etc. It is assumed that you will be drawing on the Word of God in preparing your papers.

### What needs to be referenced?

- All direct quotations
- All indirect quotations
- All specific information that would not be considered general knowledge within the field.

### Style notes for in-text referencing:

- Always use single inverted commas rather than double inverted commas
- Footnotes need to be listed outside of the sentence
- p. or pp. are used to denote page numbers for in-text referencing
- Punctuation comes at the end of the final bracket of the reference, except in the cases of a question mark or an exclamation mark (see sample paper of examples)
- In-text quotes are up to four lines
- Block quotations are required for quotations of four lines or more and should follow the criteria below:
  - No quotation marks
  - Single spaced
  - Indented both sides
  - Same size font as the body of the text
  - No italics

### Style notes for bibliography/reference list layout:<sup>1</sup>

- Begin the entry at the left margin
- Indent the second (third and subsequent lines) by five spaces
- Citations are to be single spaced
- A double space is required between citations
- Citations are to be listed in alphabetical order by author's family name
- When there is no author the citation should be listed alphabetically by title
- Book titles are listed in sentence case (an initial capital letter followed by words in all lower case except for proper nouns and acronyms) and in *italics*
- Journal titles are presented in *italics*, with maximum capitalisation; journal article titles are presented in roman type and in sentence case
- Where no date can be found, use n.d.

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<sup>1</sup> A reference list is a list of reference used in an assignment; a bibliography is list of references used in an assignment plus any other further reading not necessarily cited in an assignment. Please see your lecturer for preference of either reference list or bibliography.

- When recording the place of publication include the city name and nothing else, unless the city is not well known or there are two cities with the same name i.e. Cambridge, Mass. (Massachusetts) or Cambridge (when referring to Cambridge UK).
- If a publisher's name makes the place of publication obvious it is unnecessary to add the publication place, i.e. Tabor Adelaide does not need to have Adelaide listed after it.

## 6. USE OF FOOTNOTES INSTRUCTIONS

You are not required to use footnotes. However, if you want to provide further detail, comment or information that you do not wish to include in the text, you may do so.

Footnotes are not included in the word count.

Footnotes should be numbered consecutively through your paper and indicated by a superscript or a number in square brackets, e.g. <sup>2</sup> OR [2], in the text.

### Notes

- The use of quotation marks has been reserved in this paper to indicate the way you should use them in citations. Examples of what you should write are written in a slightly smaller type than the rest of the paper so you can spot them - do not copy this aspect of the examples given in these guidelines.
- Further details of academic writing style will be provided in the subject *Study Techniques*.
- You may find it helpful to consult McIntosh (1995) for examples beyond those supplied in this paper. Note that one of the style procedures described here is very similar to that of the author-date system described by McIntosh for in-text referencing and very similar to that of the note-bibliography system described by McIntosh for bibliographies.

## 7. PLAGIARISM

Plagiarism is using other people's work without credit or, in biblical terms, stealing! Naturally, there are many areas of common knowledge you don't need to reference. But where you are drawing on someone else's research or ideas or borrowing their wording, you must acknowledge this by appropriate in-text referencing, and by an entry in the bibliography. If you are unsure, it's better to give the acknowledgment. If you are guilty of plagiarism, you can expect an automatic fail. Refer to the Academic Misconduct Policy for further details.

## 8. GREEK AND HEBREW WORDS

Greek and Hebrew words should be either underlined or set in italics when used in an essay/assignment (e.g. ekklesia or *ekklesia*). Do NOT put them in quotation marks.

## 9. INCLUSIVE LANGUAGE

Tabor students are encouraged to write in gender-inclusive language. This is part of acceptable contemporary writing and consequently the task must be approached with sincerity and perseverance. A lecturer may downgrade a paper if the language does not meet a reasonable standard of inclusiveness.

Useful information on inclusive writing is readily available from bookshops and libraries. Three resources can be accessed at the Tabor Library and are listed below. Students in advanced courses would do well to make use of these. The question arises as to where to draw the line linguistically in writing in a way that is not gender-biased. Some attempts at gender-inclusions are grammatically unacceptable.

Below are some basic guidelines and examples.

**Man** - this term needs to be avoided when referring to both male and female.

<b><u>Traditional</u></b>	<b><u>Gender-inclusive</u></b>
man, men	we, person, people, human beings, humans
mankind	humanity, humankind
sons of God	children of God, people of God
the common man	the average person, ordinary people
manhood	adulthood, maturity
manpower	human resources, personnel, workforce
chairman	chairperson, chair
forefathers	ancestors, forebears

**Woman** - descriptions expressing the feminine can at times be perceived as sexist.

<u>Traditional</u>	<u>Gender-inclusive</u>
deaconess	deacon
Jewess	Jew
a woman lawyer	a lawyer
cleaning lady	cleaner

### ***Sentence Structure***

It is often possible to design sentences in a manner that avoids specific male or female references when these are not essential.

Example: “A student is best able to decide which is the most suitable approach for him.”

*Rather:* “The most suitable approach is best decided by a student personally.”

OR you might simply prefer to delete *for him*, the last two words of the sentence.

### ***Pronouns and possessive adjectives***

One of the main difficulties in writing inclusively arises when the words *he* or *she* are used (and also *him* and *her*) - when referring to people in general and not one person of a specific gender. Some writers consequently prefer the plural instead and use the pronoun *they*. This may be acceptable on occasions but is awkward and ungrammatical after a pronoun which is clearly singular.

Example 1: “When someone takes the bus to Sydney he will normally have to leave Adelaide quite early in the morning.”

*Possible rephrasing:* “When someone takes the bus to Sydney *he or she* will normally have to leave Adelaide quite early in the morning.”

OR “When someone takes the bus to Sydney *he/she* will normally have to leave Adelaide quite early in the morning.” (This is not ideal for occasional use but is useful where he/she is frequently repeated in the text. It is not recommended by the APA style guidelines.) (Please note “*s/he*” is less acceptable.)

*OR, even better:* “Anyone taking the bus to Sydney will have to leave Adelaide quite early in the morning.”

Example 2: “A traveller can only take her hand luggage into the passenger compartment.”

*Possible rephrasing:* A traveller can only take *her or his* hand luggage into the passenger compartment.

*OR, even better:* Only hand luggage is permitted in the passenger compartment.

Occasionally you may find that lucid writing requires the use of the words *he* or *she* while not referring to any one person in particular. In that case it may be appropriate to apply *he* and *she* somewhat alternately; however, make sure not to alternate within the same story or paragraph. Generally, this approach is disconcerting to the reader and is not recommended. The reader of an essay will soon notice whether you are taking gender inclusiveness seriously and in this case should not respond negatively to writing that, at times, may be gender specific in a generic context. Please consult appropriate resources to become more familiar with the requirements of using gender-inclusive language.

## Harvard Referencing System

Books	In-text Example	Bibliography/Reference List Example
<i>Single author</i>	'The theory was first propounded in 1993' (Comfort 1997, p. 58) <b>OR</b> Comfort (1997, p. 58) claimed that...	Comfort, A 1997, <i>A good age</i> , Mitchell Beazley, London.
<i>2 authors</i>	(Madden & Hogan 1997, pp. 45-46) <b>OR</b> Madden and Hogan (1997, pp. 45-46) discuss this idea...	Madden, R & Hogan, T 1997, <i>The definition of disability in Australia: moving towards national consistency</i> , Australian Institute of Health and Welfare, Canberra.
<i>3 authors</i>	(Smith, Rintoul & Grogan 2004, p. 9)	Smith, S, Rintoul, M & Grogan, A 2004, <i>Do worms yawn</i> , Random House, Sydney.
<i>4 or more authors</i>	(Leeder et al. 1996, p. 69)	Leeder, SR, Dobson, AJ, Gibbers, RW, Patel, NK, Mathews, PS, Williams, DW & Mariot, DL 1996, <i>The Australian film industry</i> , Dominion Press, Adelaide.
<i>No author</i>	'This was apparently not the case before about 1995' ( <i>Advertising in the Western Cape</i> 1990, p. 14) <b>OR</b> In <i>Advertising in the Western Cape</i> (1990, p. 14) it was claimed that...	<i>Advertising in the Western Cape</i> 1990, ABC Publishers, Cape Town. <b>(Place in alphabetical order in the bibliography/reference list according to the first word in the title.)</b>
<i>Multiple works by same author</i>	University research (Brown 1982, p. 17, 1988) has indicated that... (Brown 1982, p. 17, 1988, pp. 23-27)	Brown, P 1982, <i>Corals in the Capricorn group</i> , Central Queensland University, Rockhampton. Brown, P 1988, <i>The effects of anchor on corals</i> , Central Queensland University, Rockhampton. <b>Order chronologically in the reference list.</b>
<i>Multiple works published in the same year by the same author</i>	'In recent reports (Napier 1993a, 1993b)...' <b>Use a/b etc. to differentiate between works in same year.</b>	Napier, A 1993a, <i>Fatal storm</i> , Allen & Unwin, Sydney. Napier, A 1993b, <i>Survival at sea</i> , Allen & Unwin, Sydney. <b>Order alphabetically by title in the reference list.</b>
<i>Editor</i>	(Kastenbaum 1993, p. 78)	Kastenbaum, R (ed.) 1993, <i>Encyclopedia of adult development</i> , Oryx Press, Phoenix.
<i>Different Editions</i>	Renton (2004, p. 5) suggests that...	Renton, N 2004, <i>Compendium of good writing</i> , 3rd edn, John Wiley & Sons, Milton. <b>An edition number is placed after the title of the work – this is not necessary for a first edition.</b>
<i>Encyclopaedia or Dictionary (without author of section being named)</i>	<i>The new Grove dictionary of music and musicians</i> (1980, p. 85) defined it as...	<i>The new Grove dictionary of music and musicians</i> , 1980, 6th edn, Macmillan, London.
<i>Encyclopaedia or Dictionary chapter (with author of section being named)</i>	(La Sor 2005, p. 10)	La Sor, W 2005, <i>The encyclopedia of family names</i> , F Fry (ed.) MacMillan, London.

<i>Bible*</i>  <i>Note: For marking purposes, the Bible is not usually considered as one of your reference sources.</i>	In Ruth 1.8 we see that Naomi accepted her suffering and blessing as the will of God. The rainbow is a sign of God's covenant (Gen. 9:13)	<i>New Revised Standard Version</i> , 1989, World Bible Publishers, Iowa Falls, Iowa. <i>Today's New International Version</i> , 2005, Zondervan, Grand Rapids. <b>(Place in alphabetical order in the bibliography/reference list according to the first word in the title.)</b>
<i>Notes from a study Bible attributed to an author</i>	(Baker 1995, p. 1)	Baker, K (ed) 1995, <i>NIV study Bible</i> , Zondervan, Grand Rapids.
<i>Article or chapter in a book</i>	As discussed by Blaxter (1976, p.121)...	Blaxter, M 1976, 'Social class and health inequalities', in C Carter & J Peel (eds), <i>Equalities and inequalities in health</i> , Academic Press, London, pp. 120-135.
<i>Article or chapter in a book – no author</i>	( <i>Solving the Y2K problem</i> 1997, p. 27).	'Solving the Y2K problem' 1997, in D Bowd (ed.), <i>Technology today and tomorrow</i> , Van Nostrand Reinhold, New York, p. 27.
<i>Brochure</i>	(Research and Training Centre 1993, p. 2)	Research and Training Centre on Independent Living 1993, <i>Guidelines for reporting and writing about people with disabilities</i> [Brochure], 4th edn, Research and Training Centre, Lawrence, KS. <b>The publisher's name may be abbreviated if it is also the author.</b>
<i>E-book</i>	(Pettinger 2002)	Pettinger, R 2002, <i>Global organizations</i> , Capstone Publishing, Oxford. Retrieved September 28, 2004, from NetLibrary database.
<i>Thesis</i>	(Jones 1998, pp. 89-90)	Jones, F 1998, 'The mechanism of Bayer residue flocculation', PhD Thesis, Curtin University of Technology. Retrieved December 21, 2005, from Curtin University of Technology Digital Theses.
<i>Conference proceedings</i>	(Debono 2000)	Debono, C 2000, 'The National Trust into the new millennium', <i>Proceedings of the ninth meeting of the International National Trust</i> , Australian Council of National Trusts, Alice Springs, NT, pp. 44-46. Retrieved January 20, 2006, from Informit Online database.
<i>Conference proceedings – no author</i>	(Proceedings of the ninth meeting of the International National Trust 2000)	'The National Trust into the new millennium', <i>Proceedings of the ninth meeting of the International National Trust</i> , Australian Council of National Trusts, Alice Springs, NT, pp. 44-6. Retrieved January 20, 2006, from Informit Online database.
<i>Annual report of an organisation</i>	(Department of Transport and Regional Services 2001, p. 17) <b>OR</b> Billabong's annual report (2005, p. 17)	Department of Transport and Regional Services 2001, <i>Annual report 2001-2002</i> , Canberra. <b>OR</b> Billabong International Ltd. 2005, <i>Annual report 2005 – Brands</i> , pp. 14-17. Retrieved January 27, 2006, from Connect4 database.
<i>Image in a book</i>	The poster 'Buy Australian Apples' (Cowle & Walker 2005, p. 65)	Cowle, C & Walker, D 2005, <i>The art of apple branding</i> , Apples from Oz, Hobart.

<b>Print Journals</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Article</i>	As mentioned by Wharton (1996, pp. 8-12, 27)...	Wharton, N 1996, 'Health and safety in outdoor activity centres', <i>Journal of Adventure Education and Outdoor Leadership</i> , vol. 12, no. 4, pp. 8-9.
<i>Article – no author</i>	'It's a growing problem in the U.K.' ( <i>Anorexia nervosa</i> 1969, p. 530)...	Anorexia nervosa 1969, <i>British Medical Journal</i> , vol. 1, pp. 529-30.
<i>Newspaper/magazine article</i>	(Towers 2000)	Towers, K 2000, 'Doctor not at fault: coroner', <i>Australian</i> , 18 January, p. 3.
<i>Newspaper article – no author</i>	....in the <i>Sydney Morning Herald</i> (24 January 2000, p. 12)	<b>Provide all the details in the in-text citation – no need for an entry in the reference list.</b>
<i>Press release</i>	(Watersmith 2000)	Watersmith, C 2000, <i>BHP enters new era</i> , media release, BHP Limited, Melbourne, 1 March.
<b>Electronic Journals</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Full text from an electronic database</i>	(Madden 2002)	Madden, G 2002, 'Internet economics and policy: an Australian perspective', <i>Economic Record</i> , vol. 78, no. 242, pp. 343-58. Retrieved October 16, 2002, from ABI/INFORM Global database.
<i>Full text from an electronic database – no author</i>	The internet has had a huge impact on the Australian economy' ( <i>Internet economics and policy</i> 2002, p. 350)	'Internet economics and policy: an Australian perspective' 2002, <i>Economic Record</i> , vol. 78, no. 242, pp. 343-58. Retrieved October 16, 2002, from ABI/INFORM Global database.
<i>Full text newspaper, newswire or magazine from an electronic database – no author</i>	( <i>WA packed with overseas appeal</i> 2004)	'WA packed with overseas appeal' 2004, <i>West Australian</i> , 12 November, p. 47. Retrieved November 13, 2004, from Factiva database.
<i>Full text from the Internet</i>	It was proposed by Byrne (2004) that...	Byrne, A 2004, 'The end of history: censorship and libraries', <i>The Australian Library Journal</i> , vol. 53, no. 2. Retrieved November 16, 2004, from < <a href="http://www.alia.org.au/publishing/alj/53.2/fulltext/byrne.htm">http://www.alia.org.au/publishing/alj/53.2/fulltext/byrne.htm</a> >.
<i>Article from database on CD-Rom</i>	(La Rosa 1992, p. 58)	La Rosa, SM 1992, 'Marketing slays the downsizing dragon', <i>Information Today</i> , vol. 9, no. 3, pp. 58- 9. Retrieved October 16, 2002, from UMI Business Periodicals Ondisc database.
<b>Secondary Sources</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Book</i>	'Including neuralgia' (Carini and Hogan, cited in Thibodeau & Patton 2002, p. 45) <b>OR</b> Carini and Hogan (cited in Thibodeau & Patton 2002, p. 45)...	Thibodeau, GA & Patton, KT (eds.) 2002. <i>The human body in health and disease</i> , Mosby, St. Louis, Mo. <b>Record the book that you actually sourced.</b>
<i>Journal Article</i>	'...origins of neuralgia' (Carini and Hogan, cited in Patton 2002, p. 2154) <b>OR</b> Carini and Hogan (cited in Patton 2002)	Patton, KT 2002, 'Neuralgia and headaches', <i>Science</i> , vol. 4, pp. 2153-55. <b>Record the journal that you actually sourced.</b>

<b>World Wide Web</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Document on WWW</i>	'It's essential you learn how to reference' (Dawson et al. 2002).	Dawson, J, Smith, L, Deubert, K & Grey-Smith, S 2002, ' <i>S' Trek 6: referencing, not plagiarism</i> . Retrieved October 31, 2002, from < <a href="http://studytrekk.lis.curtin.edu.au/">http://studytrekk.lis.curtin.edu.au/</a> >.
<i>Document on WWW – no author</i>	( <i>Leafy seadragons and weedy seadragons</i> 2001)	<i>Leafy seadragons and weedy seadragons</i> 2001. Retrieved November 13, 2002, from < <a href="http://www.windspeed.net.au/~jenny/seadragons/">http://www.windspeed.net.au/~jenny/seadragons/</a> >.
<i>Document on WWW – no date</i>	(Royal Institute of British Architects n.d.)	Royal Institute of British Architects n.d., <i>Shaping the future: careers in architecture</i> . Retrieved May 31, 2005, from < <a href="http://www.careersinarchitecture.net/">http://www.careersinarchitecture.net/</a> >.
<i>Image on the web</i>	The image of the bleached coral ( <i>Coral bleaching and mass bleaching events</i> 2002)	<i>Coral bleaching and mass bleaching events</i> [Image] 2002. Retrieved September 2, 2005 from < <a href="http://www.gbrmpa.gov.au/corp_site/info_services/science/bleaching">http://www.gbrmpa.gov.au/corp_site/info_services/science/bleaching</a> >.
<b>Other Sources</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Personal communication, e-mail and discussion lists with no web archive, self recorded interviews.</i>	'It was confirmed that an outbreak occurred in London' (S Savieri 1999, pers. comm., 24 April).	Not included in reference list as they cannot be traced by the reader.
<i>Lecture - spoken</i>	(Zyderfeld 2006)	Zyderfeld, J 2006, Notes from lecture, 27 Feb 2006, delivered at Tabor Adelaide.
<i>Lecture - published</i>	(Zyderfeld 2006, p. 9)	Zyderfeld, J 2006, Tabor lecture notes, Tabor Adelaide, Adelaide.
<i>Films and video recordings</i>	( <i>Grumpy meets the orchestra</i> 1992)	<i>Grumpy meets the orchestra</i> 1992, video recording, Australian Broadcasting Corporation, Sydney. Featuring the Sydney Symphony Orchestra. <b>Any special information may be noted after the citation.</b>
<i>Television and radio programmes</i>	<i>What are we going to do with the money?</i> 1997)	<i>What are we going to do with the money?</i> 1997, television programme, SBS Television, Sydney, 8 August.
<i>Podcasts</i>	( <i>The wings of a butterfly – children, teenagers and anxiety</i> 2005)	The wings of a butterfly – children, teenagers and anxiety 2005, podcast radio programme, ABC Radio National, Sydney, 10 September. Retrieved September 16, 2005, from < <a href="http://www.abc.net.au/podcast/default.htm#mind">http://www.abc.net.au/podcast/default.htm#mind</a> >.
<i>CD-ROMS</i>	( <i>Dr Brain thinking games</i> 1998)	<i>Dr Brain thinking games</i> 1998, CD-ROM, Knowledge Adventure Inc., Torrance, California.
<i>ERIC document (microfiche)</i>	Davis and Lombardi (1996) put forward the proposal that...	Davis, RK & Lombardi, TP 1996, 'The quality of life of rural high school special education graduates', in <i>Rural goals 2000: Building programs that work</i> . ERIC Document No. 394765, microfiche.

<b>Government Publications</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Act of Parliament</i>	The Commonwealth's <i>Copyright Act 1968</i> ... [future references do not include date]	<b>Legislation is included in a list of references only if it is important to an understanding of the work. Set the list apart from the main body of the reference under the subheading 'Legislation'.</b> Essential elements: <i>Short title Date</i> (Jurisdiction) eg. <i>Copyright Act 1968</i> (Cwlth). If legislation is obtained from an electronic database, add a retrieved statement as for electronic journal articles.
<i>Australian Bureau of Statistics Bulletin</i>	(Australian Bureau of Statistics 1999)	Australian Bureau of Statistics 1999, <i>Disability, ageing and carers: summary of findings</i> , cat. no. 4430.0, ABS, Canberra.
<i>Australian Bureau of Statistics from AusStats</i>	(Australian Bureau of Statistics 1999)	Australian Bureau of Statistics 1999, <i>Disability, ageing and carers: summary of findings</i> , cat. no. 4430.0, ABS, Canberra. Retrieved October 14, 2002, from AusStats database.
<i>Government Report</i>	(Resource Assessment Commission 1991)	Resource Assessment Commission 1991, <i>Forest and timber inquiry: draft report</i> , vol. 1, Australian Government Publishing Service, Canberra.
<i>Standard</i>	(Standards Australia 1997)	Standards Australia 1997, <i>Size coding scheme for infants' and children's clothing – underwear and outerwear</i> , AS 1182-1997. Retrieved January 10, 2006, from Standards Australia Online database.
<b>Subject Readers</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
<i>Subject Manual</i>	(Buxton G, 2004, p. 40)	Buxton G, 2004, <i>Introduction to Biblical Interpretation</i> , Unit Reader, vol. 1 of 2, Tabor Adelaide.
<i>Subject Reader</i>	(Clowney, EP 1995, p. 7)	<b>Reference the original book or journal that was copied to create the reader.</b>
<b>SACSA/SSABSA</b>	<b>In-text Example</b>	<b>Bibliography/Reference List Example</b>
SACSA	(South Australia Department of Education and Children's Services 2005)	South Australia Department of Education and Children's Services 2005, <i>Improving teaching and learning through the SACSA framework using SACSA resources</i> , Department of Education and Children's Services, Adelaide.
SACSA – editor listed	(Groves 2003, p. 5)	Groves, G (ed.) 2003, <i>SACSA comp doc series: R-7 mathematics: teaching resource</i> , Department of Education and Children's Services Publishing, Adelaide.
SSABSA	(Senior Secondary Assessment Board of South Australia 2007, pp. 5-6)	Senior Secondary Assessment Board- of South Australia 2007, <i>SSABSA/SACE curriculum statements 2007: Health and personal development: Stage 1 and Stage 2 physical education</i> , Senior Secondary Assessment Board of South Australia, Adelaide.

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