How to create in-text references using the Harvard Referencing system

Why do I need to reference?

You need to acknowledge other people’s work from the information sources you are using in the creation of your assignments. Referencing helps you to avoid plagiarism, it shows respect for other people’s intellectual rights, shows your readers what you have researched and how you have used the information and enables them to find the information sources if they need to (from the SACE Board of S.A. Student Guide to Referencing, 2015).

While there are different referencing styles to choose from, one of the most frequently used is the Harvard referencing or author date system. Check with your teacher which referencing style they wish you to use. The most important thing is for the style to remain consistent throughout your work.

What does the Harvard Referencing system involve?

It involves an in-text acknowledgement of the author (or authoring body or title), date and page number/s if they are known within the body of your work whenever you directly quote their words or work or when you summarise or use their ideas, text, diagrams, images or tables.

The full source in-text acknowledgements are listed in a Reference List on the last page of your assignment. Use the Online Referencing Generator tool (ORG) to generate your references for the Reference List. The ORG tool is available from the Quick Links box on the RHS Library webpage.

If you are unsure how to use the ORG check out the relevant How to use the Online Referencing Generator@RHS Library available from the library or library folder on the Public drive or from the RHS Library website under the Research Toolkit tab.

In-text references can be inserted in brackets after the quote or summary within your work OR the author’s surname (authoring body or title) can be included in the body of your work with the date and page numbers in brackets directly after this. At times including the author’s surname in the body of your work may lend more academic weight to the point you are making. How you include your in-text references is up to you. The example of an essay using in-text references over the page illustrates both ways of incorporating your in-text references.

For each different information source in the Senior Bibliography section of the ORG check the in-text citation examples to get further ideas of how to use your own within the body of your work.

Are the in-text references included in the word count?

According the SACE Board of S.A. Student Guide to Referencing 2015, the word count includes headings and direct quotations which are used for explanation. It does not include the title/questions page, the contents page, reference list and or bibliography or in-text references (the author/title, date and/or page numbers) and appendices.

Check with your teacher if you also need to include a Bibliography which is a list of all the information sources you used to research your topic. The ORG can also be used to generate the bibliography as well.

When you directly quote another person’s words you can either include a few words (short quote) or sentence/s (long quote). Keep the later to a minimum, to ensure that what you submit for assessment is your own work. The essay over the page provides examples of short and long quotations.

The essay over the page is an example of an essay using in-text references and its corresponding Reference List. The in-text references in the essay are indicated by superscript numbers (e.g. 1) on the left hand side of the table with the corresponding explanations of the in-text references on the right hand side of the table. It is important to remember that superscript numbers are NEVER used for in-text references in the Harvard Referencing System and in your own work you would not include them. Also the large number of in-text references in this short excerpt are used to illustrate a range of in-text examples only.
The goals of a university education can be seen as liberal, functional or some combination of the two (Symes 2008). A strictly liberal view of education holds that learning is about acquiring and appreciating “theoretical, disciplinary... foundational and generalisable knowledge” (McIntyre 1999, p. 2). In this way Hager, Holland and Beckett (2002, p. 14) argue that “universities have a commitment to skills such as critical thinking and problem solving.”

The reality is that while universities have always tended to juggle liberal and functional ideals, the balance has shifted in recent decades. (McIntyre 1999, p. 17). Statistics provided by the Department of Education, Science and Training (2011) indicate that early 1990s enrolments in business administration and economics subjects have overtaken enrolments in arts, humanities and social science subjects.

Professional knowledge is increasingly valued (Smith 2012). This is presented by Gibbons (2010, p. 73) as being a shift from “mode 1 to mode 2 knowledge; in essence a shift from contemplative to operational or instrumental knowledge.”

A social constructivist view of learning is outlined by Biggs in a recent Four Corners program (2011) as follows:

"Learning is ...a way of interacting with the world. As we learn, our conceptions of phenomena change, and we see the world differently. The acquisition of information in itself does not bring about such a change, but the way we structure that information and think with it does (p. 13)."

Reference List


Four Corners 2011, ABC, Sydney, 14 November, Clickview.


(The reference list lists the full source information of the in-text references used in the body of the essay. It was generated using the ORG and put into alphabetical order.)