Part 1: Referencing Practice

1. **Use the Anglia Ruskin University website (**[**https://library.aru.ac.uk/referencing/harvard.htm**](https://library.aru.ac.uk/referencing/harvard.htm)**) to write the correct full bibliographic reference underneath each of these sources:**
2. A book with the title: 'Occupational health and safety', published in Sydney in 2004 by McGraw-Hill, with authors M. Stewart and F. Heyes. This is the second edition.
3. A book with the title: 'Internal control and corporate governance', with authors K. Adams, R. Grose, D. Leeson and H. Hamilton, published in Frenchs Forest, NSW by Pearson Education Australia in 2003.
4. An article by M. Scardamalia and C. Bereiter, called 'Schools as knowledge-building organizations', published in 1999 in a book edited by D. Keating and C. Hertzman, called 'Today's children, tomorrow's society' in New York by Guilford as pages 274 to 289.
5. An article by J. R. Savery and T. M. Duffy, called 'Problem based learning: an instructional model and its constructivist framework', published on pages 31 to 38 in the journal 'Educational Technology', volume 35, number 5, in 1995.
6. An article called 'Integration and thematic teaching: integration to improve teaching and learning' by S. Lipson, S. Valencia, K. Wixson and C. Peters, published in 1993 in the journal 'Language Arts', volume 70, number 4, pages 252 to 263.
7. **Put your new references in the correct order for a bibliography.**

1. **Spot the referencing errors in this extract from an essay dealing with the role of museums in a digital world:**

Since the dawn of civilisation, the impulse to collect things to keep and display has been part of human nature. So the concept of the museum evolved.

Drurie (1997, p. 30) remarks that museums have a ‘long history as repositories for things’ – concrete physical objects remaining from the past, which museums have assumed an obligation to collect, conserve, present and interpret for the benefit of the community, present and future. So conscientiously have they embraced this obligation that they have come to be seen as mausoleums – mere ‘storage spaces housing dusty glass cases filled with artefacts identified by fading, curling labels’ (Mareovic, p. 71).

However, we now live in a digital world, a world in which technology has become part of every aspect of life. Computers and the ‘Information Superhighway’ have been seized on by Government and business as the solution to every problem (Lancaster & Reynolds, 1999). They are being used everywhere as a quick technological fix, to ‘[paper over other problems and create the illusion that solutions are in hand](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm)’. In the new virtual world, some feel that traditional museums will become obsolete or will be transformed into archives, as people search for information rather than material, three-dimensional artefacts (Bowen et al, 1998).

This view is by no means universal, however and others believe that the demand for original objects will only increase as web users recognise their value as important aspects of human culture.

'Alternatively, technology can help all of us see new relationships between objects, information, the experience of others and our own response to the world' [Teather, 1998](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm).

It is the relationship and balance between the idea of a museum as a place for pure object collections and the museum as an information provider, making use of digital technology [(1997)](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm), which must moderate any discussion of the place of museums in the virtual world.

It is the mission of museums to present collections in an entertaining and educational fashion. The digital world can be a useful tool for furthering this mission as long as it is not used indiscriminately and its users know what they want to achieve, whether they are achieving desired outcomes and at what cost (Lancaster & Reynolds, 2002; Rentschler, 1999). The World Wide Web offers very real cultural opportunities for museums, but also poses threats which must be considered before decisions are made (Silvester, 2001).

**References**

* Bowen, J., Bennett, J., Coh, H. & Johnson, J. (1998). ‘Virtual visits to virtual museums’, *Proceedings of Museums and the Web Conference*, Toronto, Canada, 22-25 April 1998, viewed 12 Mar. 2001, Available from InfoTrac OneFile. A17976679.
* Durie, B. (1997). ‘Places of memory’, *New Scientist*, 20-27 [December.](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm)
* Lancaster, G. & Reynolds, P. (1999). Introduction to marketing: a step-by-step guide to all the tools of [marketing, London.](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm)
* Lancaster, G. & Reynolds, P. (2002). [Marketing made simple](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm), Elsevier Press: Oxford.
* Mareovic, I. (1998). ‘Virtual museums: the challenge of globalisation’ in *Museology and globalisation*, ed. L Young, University of Canberra Press: [Canberra, 66-71](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm).
* [Rentschler, R.](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm) Innovative arts marketing, Allen & Unwin: St Leonards, NSW.
* Silvester, R. (2001). *Creating web-accessible databases: case studies for libraries, museums and other nonprofits*, Information Today, Medford, N.J.
* Teather, L. 1998, [A museum is a museum is a museum … or is it? Exploring museology and the web](http://elearning.tafe.tas.edu.au/library/referencing/reference15.htm), Archives and Museum Informatics, viewed 12 Mar. 2001, <http://www.archimuse.com/nw98/papers/teather/teather\_paper.html>.

Part 2: Reporting verbs

|  |  |
| --- | --- |
| * Smith argues (that) | * Smith claims (that) |
| * Smith concludes (that) | * Smith demonstrates (that) |
| * Smith defines | * Smith discusses |
| * Smith describes | * Smith establishes (that) |
| * Smith emphasises | * Smith focuses on |
| * Smith expresses the view (that) | * Smith highlights |
| * Smith finds (that) | * Smith shows (that) |
| * Smith indicates (that) | * Smith suggests (that) |
| * Smith questions (whether) |  |

**‘The older generation should not be forced out of the family to be cared for in institutions.’**

(original source; Sutcliffe, 1997, page 148)

Some different ways of paraphrasing this point and using it in your own writing:

* Sutcliffe (1997:148) argues that elderly people should be cared for by their families.
* Elderly people should be cared for by their families (Sutcliffe, 1997)
* Sutcliffe (1997:148) highlights the need for elderly people to be cared for by their families.
* The need for elderly people to be cared for by their families is emphasised by Sutcliffe (1997).
* According to Sutcliffe (1997) elderly people should be cared for by their families.

### Analyse the sentences above:

1. Write down all the reporting verbs used below.
2. Is it necessary to use a reporting verb? What difference is there to the meaning of the sentence if we use (or don’t use) a reporting verb?
3. Is it necessary to put the page reference?
4. **Write paraphrases for the above source using these reporting verbs:**
5. (discuss)
6. (claim)
7. (question)