



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

**COURSE CODE: LIS 207**

**COURSE TITLE: BIBLIOGRAPHY & CITATION TECHNIQUES**



## Course Guide

**Course Code:** LIS 207

**Course Title:** BIBLIOGRAPHY & CITATION TECHNIQUES

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## **BIBLIOGRAPHY AND CITATION TECHNIQUES**

### **Introduction**

#### **Welcome to LIS 207: Bibliography & Citation Techniques**

This Course Guide is a brief description of what the course is about and the course material will give you the contents of what you are expected to learn in this course. It also contains some general guidelines on the amount of time you are expected to spend on each unit of this course in order to successfully complete the course. There is a separate Assignment File which contains detailed information on tutor-marked assignments that you are expected to answer at the completion of each unit.

#### **What You Will Learn in This Course**

This course will give you in brief the awareness of the importance of Bibliography and Citation techniques in library and information science. The course will introduce you to the definition of concepts; philosophy underlying bibliography and bibliographic citation; Purpose and functions of bibliography and bibliographic citation; Types of Bibliography; Construction and Presentation of Bibliographies; Bibliographic Annotations; Arrangement of bibliographic entries and indexes; Selection and Evaluation of bibliographic Items and indexes; Types of Citation and Referencing Styles; (APA, MLA, Chicago, Harvard etc.). Citation Process; Thesis Formatting and Final Report Writing.

#### **Course Aims**

The aim of this course is to prepare you towards the application of bibliography and citation techniques in Library and Information Science. This will be achieved by:

- Introducing you to bibliography and citation techniques.
- Helping you to appreciate how information can be gotten easily by using a good search engine.



- Outlining bibliography and citation techniques in library operations.
- Clarifying some basic concepts of bibliography and citation techniques in library operations.

### **Course Objectives**

To achieve the above aims, some general objectives are set for the course. The course is divided into units and each unit has specific objective at the beginning. You may want to refer to them during and after you might have completed a unit to check the pace of your progress. The general objectives set below cover the whole course. By meeting these objectives, you should have achieved the aims of the course.

On successful completion of the course, you should be able to:

- Define and explain the meaning of Bibliography and citation techniques.
- Purpose and functions of bibliography and bibliographic citation
- Types of Bibliography; Construction and Presentation of Bibliographies
- Types of Citation and Referencing Styles
- Arrangement of bibliographic entries and indexes

### **Working through the Course**

To complete this course, you are advised to read each study unit of this study material and read other materials, which may be provided by the National Open University of Nigeria (NOUN). Self-assessment exercises are included in each unit and you will be required to submit tutor-marked assignments for assignment purposes. There will be a final examination at the end of the course. The course will last for 22 weeks. The course will be divided into learnable units and you can allocate your own time to the units so that you can complete the course at a record time. You are advised to utilize the opportunity of tutorial sessions for comparing notes and sharing ideas with your colleagues.



## **Course Materials**

Major components of the course are:

- The Course Guide
- Study Units
- Assignments
- References /Further Reading
- Presentation Schedule

## **Study Units**

There are 10 study units divided into five modules in this course. The modules and units are presented as follows:

### **Module 1: Definitions of Concepts**

Unit 1: Philosophy Underlying Bibliography and Bibliographic Citation

Unit 2: Purpose and Functions of Bibliography and Bibliographic Citation

### **Module 2: Structure of Bibliography and Citation**

Unit 1: Types of Bibliography

Unit 2: Bibliographic Annotation

### **Module 3: Construction and Presentation of Bibliographies**

Unit 1: Arrangement of Bibliographic Entries and Indexes

Unit 2: Selection and Evaluation of Bibliographic Items and Indexes

### **Module 4: Types of Citation and Referencing Styles**

Unit 1: Types of Citation and Referencing

Unit 2: Referencing Methods and Style



## **Module 5: Thesis Formatting and Bibliography Compilation**

Unit 1 Thesis Formatting and Final Report Writing

Unit 2 Practicum on Bibliography and Citation

Each unit consists of table of contents, introduction, statement of objectives, main content, conclusion, summary and references. There are activities at every point that will assist you in achieving the stated objectives of the individual units of this course.

### **Presentation Schedule**

Your course materials will spell out the important dates for early and timely completion and submission of your Tutor-Marked Assignments and for attending tutorials. You should bear it in mind that assignments should be submitted at the stipulated time and date. Make sure you do not lag behind in your work.

### **Assignment File**

There are at least twenty assignments in this course, that is, at least one assignment per unit. The assignment file contains all the works you are to submit to your tutor/facilitator for marking. Your assignments are as important as your examinations and they carry 30% of the scores earmarked for the course.

### **Assessment**

Assessment method will be two-folds. These are assignments and written examination. The course materials are prepared to assist you to do the assignments. You are expected to utilize the information and knowledge from the recommended texts at the end of each unit. The assignments will carry 30% of the total marks while the final examination of about three hours duration will be written at the end of the course and this will carry 70%.



### **Self-Assessment Exercises (SAEs)**

This is a form of formative assessment that learners are expected to attempt as during the course of their study. The SAEs are embedded in each of the unit of the course. It is advisable that learners attempt the SAEs before checking the answers that were provided to the SAEs at the end of each unit. As mention above, the assessment is to inspire the learners to comprehend the learning objectives of each unit.

### **Tutor-Marked Assignment (TMA)**

The Tutor-Marked Assignment is a continuous assessment component of your course and it accounts for 30% of the total score. You are required to submit at least six (6) TMAs before you are allowed to sit for the end of course examination. Your facilitator will give you the TMAs and you are expected to return same to him/her as and when due.

Your assignment file contains the assignment questions for the units in this course. The information and materials contained in your reading, study units and references will assist you in completing your assignments. You should demonstrate that you have adequate knowledge of the materials read and that you have equally made further research into other references, which will give you a wider viewpoint as well as provide you a deeper understanding of the subject.

Ensure that each tutor-marked assignment reaches your facilitator on or before the deadline stated in the presentation schedule and assignment file. In case of any unforeseen circumstances that may hinder you from submitting your assignment before the due date, contact your facilitator before the assignment is due to discuss the possibility of an extension. Extension will not be granted after the due date.

### **Final Examination and Grading**

The final examination for LIS 207 is about three hour's duration and it has a value of 70% of the total marks. The examination questions will reflect the type of self -testing,



practice activities and tutor-marked assignments/problems that have previously been encountered in the course. All areas of the course will be assessed.

You could form a discussion group with a considerable number of your colleagues and practice or discuss the activities and assignment written in each unit before the examination period.

**Course Marking Scheme**

<b>Assessment</b>	<b>Marks</b>
Assignment 1-21 (best 3 out of all the assignment submitted)	Three assignment marked, each 10% totalling 30%
Final Examination	70% of Overall Course Score
<b>Total</b>	<b>100% of Course Score</b>

**How to Get the Most from this Course**

1) In distance learning, the study units replace the university lecturer. The advantage is that you can read and work through the course materials at your pace, time and location or environment that suits you best. Think of it as reading the lecture instead of listening to the lecturer. Just as the lecturer might give you in-class exercise, this study unit provides appropriate exercises that will keep you abreast the pace of your progress in the course.

2) Each study unit is designed in peculiar format that will facilitate your learning. It starts with an introduction to the subject-matter of the unit and how a particular unit is integrated with the other units and the course as a whole. This is followed by the objectives. These objectives will let you know what you should be able to do by the time





you have completed the unit. Use the objectives to assess your progress at the end of every unit.

3) The main body of the unit will serve as a roadmap that will guide you through the required reading from other sources. This is usually from either your references or from a reading section.

4) Self-activities are entrenched throughout the units and going through them religiously will help you to achieve the objectives of the unit and prepare you for the assignment and examination. Equally, go through each self-activity as you come across it in the study unit.

5) You can follow this practical strategy for working through the course. In case you run into problem, do not hesitate to telephone your tutor/facilitator or visit the study centre nearest to you. Note that your tutor/facilitator's job is to help you. When you need assistance, do not hesitate to call and ask your tutor/facilitator to provide it.

### **Read This Course Guide Thoroughly, It Is Your First Assignment**

1) Organize a Study Schedule - Design a 'course overview' to guide you through the course. Take note of the duration of every unit and the assignment related to it. Keep a diary of important information, e. g., details of your tutorials, duration of a semester, when you are to submit your assignment, etc. Map out your own schedule of work for each unit.

2) Once you have mapped out your study schedule, follow it religiously and stay focused. A major cause of failure is not keeping abreast with the schedule of work. If you get into any difficulty concerning your study, inform your tutor/facilitator on time.

3) Read the introduction and objectives of every unit before working through it.



- 4) Assemble the study materials. Information about what you need is given at the beginning of each unit. You will always need both the study unit you are working on and one of your textbooks on your desk at the same time.
- 5) Study critically the course information that will be continuously posted to you and do not fail to visit your Study Centre for up-to-date information.
- 6) Before the due dates (at least 4 weeks before the dates), visit your Study Centre for your next required assignment. Be assured that you will learn a lot by doing your assignment meet the objectives of the course and will definitely help you to pass your examination. Make sure your assignments are submitted not later than the due dates.
- 7) A revision of each study unit objectives will assist you to confirm whether you have achieved them. In case you are not sure whether you have achieved the objectives, review the study materials or consult your tutor/ facilitator. When you are sure that you have achieved the unit's objectives, you can proceed to the next unit. Go through the course unit by unit and ensure that you space your study in a manner that you can keep to the schedule.
- 8) Do not wait till your tutor return the submitted assignment before you proceed to the next unit. Keep to your schedule. When your assignment is returned, take note of your tutor's comments, both on the tutor-marked assignment form and also the written comments on the assignment. Consult your tutor/facilitator if you have any problem or questions.
- 9) After completing the last unit, review the course and get prepared for the final examination. Ensure that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed on the Course Guide).



## **Facilitation/Tutor and Tutorials**

Facilitation/Tutorials shall be provided in support of this course. You will be notified of the dates, times and locations of these tutorials as well as the names and phone number of your facilitator, as soon as you are allocated a tutorial group.

Your tutor/facilitator will mark and comment on your assignment, keep close watch on your progress, on any difficulties you might encounter and provide assistance to you during the course. Ensure that you submit your tutor-marked assignments to your facilitator before the due date; at least two working days are required. Your assignments will be marked and returned to you as soon as possible. You can contact your facilitator on telephone, e-mail and discuss your problems whenever you need assistance. You may need to contact your facilitator if:

- you do not understand any part of the study or assigned readings.
- you have difficulty with the self-tests or activities.
- you have a question or problem with an assignment, with your tutor's comments or with the grading of an assignment.

Make it a point of duty to attend your tutorials regularly. This will afford you the opportunity of face-to-face contact with your course facilitator and to ask questions which are instantly answered. You can equally discuss any problem encountered in the course of your study. For maximum benefit from course tutorials, you can prepare a question list before attending them. You will learn a lot from participating in active discussion.



## **Summary**

This course will bring you the importance of bibliography and citation techniques to library and information science. At the end of the course you will achieve the objective if you follow the instructions and do what you are expected to do.



## **MODULE 1: BASIC CONCEPTS IN BIBLIOGRAPHY AND CITATION TECHNIQUES**

### **Introduction**

A bibliography is a purposely compiled, descriptive list of records that serves as the main session or practice of reference and information access tools. The term bibliography is very commonly used since it encompasses the entire field of study pertaining to books as physical objects, including their evolution over time, the materials used in their manufacture, and their history. Since bibliography also includes a description, it is also regarded as both a science and an art. As was already noted, a bibliography is a structured collection of sources arranged for a certain purpose and in accordance with certain standards. These criteria may be documentation on a subject, of a country or of the whole of known information. Studying the history and definitions of bibliography is essential in order to understand how it varies from a catalogue and an index. The Greek words "biblion," which means "book," and "graphien," which means "to write," are the roots of the English word "bibliography." Thus, the term "bibliography" originally meant "writing of books," later changing to "writing about books."

There are various definitions of bibliography in addition to the one stated above, however with time, the definition has changed from the study of books as physical objects to the identification of the purported content of the book and other sources. Currently, a bibliography refers to both the process of creating an organized list of books and other informational items as well as the name of the list. Catalogs and indexes are not the same as a bibliography. A catalogue is essentially a list of a certain collection, like that of a library, and it excludes any objects that are not part of that specific collection or library. For instance, a book's index differs from a bibliography. While they both allow access to information, the bibliography normally provides a single access point to information (such as the first author) while the index provides several access points (e.g. each of the numerous ideas discussed in the document) (e.g. each of the numerous ideas treated in the document). Moreover, in depth subject analysis is done in indexes so that a user can find certain concepts, e.g., reference to names of persons, locations, events and themes. Both the catalogues and the indexes can be used as information sources for creating bibliographies.



## **Unit 1: Philosophy of Bibliography and Bibliographic Citation**

### **Unit Structure**

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Philosophy of Bibliography and Bibliographic Citation
  - 1.2.1 Concepts of Bibliography
  - 1.2.2 History and Etymology of Bibliography
- 1.4 Branches of Bibliography
- 1.5 Summary
- 1.6 Glossary of Terms
- 1.7 References/Further Readings
- 1.8 Answers to Self-Assessment Exercise

### **1.1 Introduction**

This unit discusses the philosophy of bibliography and bibliographic citation. The unit will introduce learners to the origin and development of bibliography, branches of bibliography as well as bibliographic citation.

### **1.2 Learning Outcomes**

After reading this unit, learners should be able to:

- Discuss the concept of and the philosophy behind the development of bibliography;
- Write the history and etymology of bibliography;
- List and discuss the branches of bibliography; and
- Evaluate the elements in a bibliographic entry.



## 1.3 Philosophy of Bibliography and Bibliographic Citation

### 1.3.1 Concepts of Bibliography

A bibliography refers to a list of all information sources and materials such as books, periodical articles, monographs, websites and web contents, and so on, arranged in a logical sequence (usually alphabetical) having some relationship with each other. A bibliography also refers to a list of all of the sources and materials you have studied in preparing your research work. It usually includes all the work you have used, whether they are referenced in in-text citations or not. Generally, a bibliography includes the name(s) of authors, titles of the works, names and locations of the place of publication, dates of the publication and page numbers of the sources. It is a list of information materials and sources that include different contents such as text, music, audio files, video files, multimedia, periodicals, paintings, etc. that explain their type, nature and other forms of information concerning some headings such as name, date, place, style and subject matter.

In other words, bibliography is an orderly and sequential (usually alphabetical) referencing of information materials and their sources used in any academic research. It is also the list of sources of information consulted at the end of the text either cited in-text or otherwise. In general, a bibliography should include authors' name(s), titles of works, publishers' names and location, publications dates as well as page numbers. Bibliography is a term that is used to describe the study of books and cultural objects with the intent of achieving an academic purpose. It is also described as a discipline that entails the listing of books and other materials in an organized manner, also known as enumerative bibliography, or the systematic manner of describing books and other materials similar to objects, a descriptive bibliography that forms the literature of a subject under study.

Essentially, a bibliography (not to be confused with the works cited) generally entails the listing of books, periodicals, cultural objects and other study materials used in the course of or to compose a piece of academic writing or literary work. It is fundamentally a list of sources and materials used (both referenced in-text and otherwise) in writing an academic or research paper.

#### Self-Assessment Exercises 1

1. Briefly define a bibliography
2. Differentiate between bibliography and reference



### 1.3.2 History and Etymology of Bibliography

The term "bibliographia" was first used by Greek authors in the first three centuries CE to refer to manual book copying. It was not until the 12th century that the term began to be used to refer to "the intellectual activity of composing books," and it wasn't until the 17th century that the modern definition of "bibliographia," which refers to the description of books, emerged (Blum, 1980). Studies that consider the book as a physical object are now included in the field of bibliography (Bowers, 1995). Bibliography essentially expresses a way and means of extracting information from this material in its organized goal of comprehending the past and present through written and printed texts. Comparing different text versions is something that bibliographers are interested in doing rather than in interpreting their meaning or assessing their significance (O'Hagan Hardy, 2017).

Bibliography is a particular area of documentation science and library science (also known as library and information science). The founder of the area of documentation, Paul Otlet (1868–1944), who wrote about "the science of bibliography," established it as a subfield of the information sciences (Otlet, 1903a,b). Although Hjrland (2007) offered a defense of the bibliographical paradigm, several researchers have lately asserted that "the bibliographical paradigm" is no longer widely used in library and information science. Bibliometrics, a topic in library and information science that focuses on the quantitative analysis of bibliographies, is used to make important collection decisions including the discontinuation of large-scale projects, through data analysis tools such as Unpaywall Journals (Wolfe, 2020).

### 1.4 Branches of Bibliography

Bibliography is a two-fold scholarly subject, according to researchers like Carter and Barker (2004). It entails both the organized cataloguing of books (enumerative bibliography) and the organized description of books as physical objects (descriptive bibliography). W. W. Greg, Fredson Bowers, Philip Gaskell, and G. Thomas Tanselle are some of the pioneers and creators in the field of these two unique notions and practices, which have different justifications and serve various objectives (Carter & Barker, 2004).

Enumerative bibliography is a practice that, according to Bowers (1949), classifies books in "specific collections or libraries," in a particular subject, by an author, printer, or period of production (Blum, 1980). Descriptive bibliography, according to Bowers, is the logical description of a book as a tangible object. Analytical bibliography, the cornerstone of descriptive bibliography, examines the printing and any other physical characteristics of a book that provide evidence proving a book's history and transmission (Gow & Housman, 2011). It serves as the foundational step of bibliographic description and outlines the vocabulary, philosophies, and analytical tools that descriptive bibliographers use and rely on to guide their descriptive work.





In their description, descriptive bibliographers adhere to specific conventions and accompanying classification. Titles and title pages are represented and preserved in a manner that is almost facsimile. Bowers developed formulaic norms for all physical components involved in identifying a book in his seminal work, *The Principles of Bibliographic Description*, including typeface, binding, paper, and illustrations (Bowers, 1971). Bowers' book substantially extends on Greg's ground-breaking idea, which argued in favor of the adoption of formal bibliographic principles (Wolfe, 2020). Fundamentally, descriptive bibliography uses all the information that analytical bibliography provides and codifies it in order to identify the ideal copy or form of a book that most accurately captures the printer's initial conception and intent. Analytical bibliography focuses on the objective, physical analysis and history of a book.

Enumerative, descriptive, analytical, and textual approaches are the four interrelated approaches Bowers sees as constituting bibliographic studies. Bowers also points out two more subcategories of research, namely historical bibliography and aesthetic bibliography (Bowers, 1971). Analytical bibliographers commonly draw on historical bibliography, which examines printing techniques, apparatus, and associated materials, as well as aesthetic bibliography, which examines the design of books and type.

A book index and bibliography are two different things. Although they both provide access to information, the bibliography typically only offers one access point (such as the first author) while the index typically offers multiple access points (such as each of the numerous concepts covered in the document) (e.g. each of the numerous ideas treated in the document). Moreover, in depth subject analysis is done in indexes so that a user may find particular concepts, e.g., reference to names of persons, locations, events and themes. Catalogues and indexes can both be utilized as research tools for building bibliographies. In general, bibliography is concerned with the physical properties of books and other materials, including how they are created, edited, printed, distributed, reproduced, and gathered (Gaskell, 2000).

Bibliographic works can be broadly divided into two types based on their intended use: enumerative bibliographies, which are summaries of publications in a specific category (also known as compilative, reference, or systematic bibliographies), and analytical or critical bibliographies, which investigate the publishing industry (Belanger, 2003). Bibliographies used to be mostly focused on books. Currently, both types of bibliographies incorporate works in other media and formats, such as databases, CD-ROMs, websites, graphic objects, audio recordings, and video recordings (Harmon, 1989).

### Self-Assessment Exercises 2

1. List the two major branches of bibliography.
2. .... investigates the printing and all physical features of a book that yield evidence establishing a book



## 1.5 Bibliographic Citation

A bibliographic citation includes a brief overview of the source or content, as well as pertinent details about the author(s) and publication. The goal of a citation is to give the reader enough bibliographic details so they can recognize and, if necessary, find and retrieve the original source. Citations and references can be used to acknowledge the work of others and demonstrate how their ideas have positively influenced the research or assignment of others. Researchers or students may reference a wide range of resources in their research or assignments, including books, e-journal articles and other periodicals, as well as websites. Additionally, it serves as a tool for researchers to demonstrate that they have thoroughly read and comprehend relevant resources.

In actual fact, a bibliography includes all of the reading you did for your assignment in addition to the sources you used in your writing. The phrases reference list and bibliography are occasionally used interchangeably. The terms "reference" and "citation" are frequently used to refer to the same thing, however citation usually refers to the section of a researcher's assignment where they identify the author or source, whilst reference usually refers to the entire bibliographic material at the end.

For the purpose of describing books, periodicals, and online resources, informational elements referred to as bibliographic features or elements are used. This additional information is used to generate a bibliography (at times known as a Reference List or Works Cited). A bibliographic reference must always include the four elements author, date, source, and (which may be the book publisher, the journal information for an article, and the electronic information like DOI – digital object identifier). The title page of a book or journal, a record in an electronic database, or the label of a CD or DVD can all contain this information.

A bibliography is essentially a list of the books, academic papers, speeches, personal documents, diaries, interviews, laws, letters, websites, and other sources/materials used or reviewed when doing research for a paper. The bibliography normally appears at the end of academic works. Giving acknowledgment to writers whose works were used in the process of research is the major goal of a bibliographical entry. Additionally, it makes it simple for readers to delve deeper into the sources and materials utilized when researching or writing an assignment in order to learn more about the subject. Research or academic publications are the means by which fresh, original study on a topic spreads and earlier work is built upon. In the academic world, papers are not written in isolation.

A highly strict format is required for bibliography entries, but the format will primarily depend on the writer's chosen writing style. Although the teachers, supervisor, editor, or publisher will decide which style to use, the majority of academic papers will be written in either Turabian, Chicago (author-date citations or footnotes/endnotes format), MLA, or American Psychological Association (APA) style. Other names for the bibliography include the references page, works cited page, or works consulted page.



### 1.5.1 Components of a Bibliography Entry

Bibliography entries will normally include:

- Authors and/or editors (and translator, as may be applicable)
- Title statement of the source (as well as edition, volume, and the book title if your source is a chapter or article in a multi-author book with an editor)
- Publication distribution or information (the city, state, name of the publisher, date published, page numbers consulted, and URL or DOI, as may be applicable)
- Access date, in the case of online sources (check with the style guide at the beginning of your research as to whether you need to track this information)

### Self-Assessment Exercises 3

1. Bibliography entries must be written in a very specific format also known as style of writing. Mention any three (3) style of writing you are familiar with.
2. Every bibliographic citation format or style includes the same four elements, name them.

## 1.5 Summary

This unit explored the philosophical underpinnings of bibliography, its history and etymology, its branches, and the elements of a bibliographic citation. The unit also described how bibliography is a two-fold scholarly field that comprises both the methodical description of books as actual physical objects and the ordered listing of books (enumerative bibliography) (descriptive bibliography). The specific format required for bibliographic entries is largely dependent on the researcher's chosen writing style. Only a few examples of common writing styles are Modern Language Association (MLA), American Psychological Association (APA), Chicago Style, Turabian Style, and others. In the forthcoming unit, we will discuss the value of bibliographies and bibliographic citations, as well as the purposes of bibliographies and bibliographic citation.



## 1.6 Glossary

1. **Bibliography** - an orderly and sequential (usually alphabetical) referencing of information materials and their sources consulted in any academic research, or relevant to the subject matter.
2. **Citation** – also refer to as reference, end notes or references.
3. **Reference** - the list of all sources cited in a piece of academic writing or literary work.
4. **APA** – American Psychological Association.
5. **MLA** – Modern Language Association.

## 1.7 Tutor-Marked Assignment

1. Define what you understand by bibliography
2. What are the components of a bibliographic entry or citation?

## 1.8 References/Further Readings

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## **1.9 Answers to Self-Assessment Exercises (SAEs)**

### **Answer to Self-Assessment Exercise 1**

1. A bibliography refers to a list of all of the sources and materials you have studied in preparing your research work.
2. A bibliography generally entails the listing of books, periodicals, cultural objects and other study materials consulted in the course of or to compose a piece of academic writing or literary work. Reference on the other hand is the list of all sources cited in a piece of academic writing or literary work.

### **Answer to Self-Assessment Exercise 2**

1. Enumerative and Descriptive Bibliographies.
2. Analytical Bibliography.

### **Answer to Self-Assessment Exercise 3**

1. American Psychological Association (APA), Modern Language Association (MLA), Chicago Style, Turabian Style, etc.
2. Author, Date, Title, and Source.



## **Unit 2: Purpose and Functions of Bibliography and Bibliographic Citation**

### **Unit Structure**

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Purpose of Bibliography and Bibliographic Citation
- 2.4 Functions and Uses of Bibliography and Bibliographic Citation
- 2.5 Summary
- 2.6 Glossary
- 2.7 Tutor-Marked Assignment
- 2.8 References/Further Readings
- 2.9 Possible Answers to Self-Assessment Exercises (SAEs)

### **2.1 Introduction**

Learners were exposed to the philosophy of bibliography and bibliographic citation in the last unit. This unit will introduce learners to the purposes and functions of bibliography and bibliographic citation.

### **2.2 Learning Outcomes**

After reading this unit, learners should be able to:

- Describe the purposes of bibliography and bibliographic citation; and
- Analyse the need, use and functions of bibliography.

### **2.3 Purpose of Bibliography and Bibliographic Citation**

The term "bibliography" is most typically used in academic contexts to describe a list of sources and materials that an author has used to inform their work on a particular topic. This indicates that all readings related to the issue, whether or not they were directly referenced or used in the study, will be included by the researcher (study.com).





According to Jennings (2012), there are several reasons why we use bibliographies, but the main one is to show readers how thoroughly the subject of a study or piece of writing has been researched. Even while a paper might only list seven or eight sources, the researcher may have read more than a hundred books, journal articles, or academic websites to locate those sources. Showing how thoroughly researched the subject is lends the work greater credibility and integrity.

The reader can also learn from the bibliography and bibliographic citations whether a researcher considered a piece of work but ultimately decided against include it in the research or whether the researcher even spoke with that author. This would make it much easier for other readers to evaluate the study critically (Jennings, 2012).

The ability to keep track of all the materials and sources used to research a topic is another significant advantage or goal of producing a bibliography. Researchers can develop a tiny store of data on a variety of given topics by creating a bibliography. A bibliography made as a beginning to begin the fresh study can be helpful when writing on a related topic.

### Self-Assessment Exercises 1

1. The cardinal (major) purpose for using a bibliography is to .....
2. Bibliographic citation allow other readers to ..... the study on a much more informed basis.

## 2.4 Functions and Uses of Bibliography and Bibliographic Citation

There have been notable advancements in document production over the past 50 years. The volume of published material has greatly expanded. Bibliography, or more precisely bibliographic control, is a direct result of the tremendous expansion and advancement of published works. A bibliography's principal goal is to help users discover the appropriate information source as quickly as is practical. Here is a list of a few bibliography's objectives:

- a) It is a systematic guide to the literature of any subject;
- b) It locates a title on any given subject and identifies the bibliographical details about it (such as: author, publisher, date and place of publication, etc.);



- c) It serves as a resource development tool in acquiring materials for the library;
- d) It aids in finding information on complete works, and about an individual author;
- e) It also saves the time and efforts of researchers as it helps in selecting relevant and specific documents from the large universe of documents;
- f) It provides direction to researcher by specifying the areas where total research in a given subject areas stands and its progress;
- g) It is also useful for carrying out retrospective search for the purposes of research;
- h) It encourages application of existing knowledge and stimulates the creation of new knowledge; and
- i) It assist librarians to be selective, in case the budget is relatively inadequate.

According to the aforementioned purposes of bibliography, researchers will not be able to complete their work without creating or reading a bibliography because it provides a roadmap to the material relevant to their research. Other uses of bibliography include:

- a) Helps the researchers and other users in locating documents of their interest;
- b) assists in finding and validating bibliographic information of documents;
- c) Aids in discovering information (resources) through the publishers or other libraries;
- d) Valuable resources can be selected for building a sound library resource development;
- e) Also assists in tracing the development in a given subject or field;
- f) Replication in research can be reduced or avoided and access to resources of interest can be provided exclusively to researchers; and
- g) Bibliographies also achieve the purpose of bibliographic control and regulation over the existing literature.

As submitted by LISBDNETWORK (2016), some of the most important functions of bibliography include:

- It saves the user's time by offering pertinent literature: Otherwise, the user would have to spend more time gathering relevant materials or information.
- Easy access to information: Information is essential for the advancement of many different branches of knowledge. Professional administrators and researchers, who have a pressing need for it, must therefore be made aware of pertinent information.
- It serves as a bibliographic tool: When building its resources, no modern library can function without tools such as bibliography.



- Knowing the overall output (current and retrospective) of information on specific issues or topics is also helpful, regardless of the language, origin, or physical characteristics of the information.
- It also explains issues concerning the distinctions and modifications in texts of works, their editions, versions, and so on.

The summarized purposes or uses of bibliography are as follows:

1. Bibliography serves as an instrument for resource development;
2. It supports the identification and authentication of bibliographic details of documents both current and retrospective;
3. Bibliography when functioning as a reading list can aid reading habits;
4. It facilitates the location of materials and sources such as the place of publication, location in the library, and so on;
5. By providing a scholar with the comprehensive list of documents on his/her subject of research, it saves his/her time;
6. It also serves as bibliographical control mechanism over enormous quantity of documents produced and to control knowledge explosion;
7. To keep users or scholars up-to-date through fast and seamless access to information contained in documents;
8. Since bibliography is compiled systematically, it keeps the scholar informed of the latest additions made to his subject of interest;
9. Books and other reading materials are also made accessible to scholars in a certain library or in a certain field of study through a well compiled bibliography;
10. Bibliography also establishes the history of books as a physical object in terms of its printing, paper and other aspects;
11. Bibliography empowers researchers to find out what has already been published on a particular subject so as to avoid duplication of research;
12. Publication of subject and author bibliographies encourage the use of books and other reading materials by researchers;
13. It as well assist researchers or scholars in locating books and other reading material which may be of interest to the scholars; and
14. Bibliography is also a systematically compiled index, thus, it serves as a key or guide to the literature of any subject.



The UNESCO in conjunction with the Library of Congress in their survey report of 1950, also came up with the following aims and functions of bibliography:

- Intellectual workers learn about publications and other records of developments in their fields of knowledge through a well compiled bibliography;
- For a particular project of research to be effective, scholars must make use of a bibliography;
- to contribute to the cultural development and pleasure which are derived from records of learning and culture;
- to help in promoting useful applications of existing knowledge and in making the applications which have been developed in one country, widely known to all countries.

All areas of knowledge development require quick and simple access to information. As a result, bibliographies are crucial in facilitating quick and simple access to material and in informing academics of the presence of publications in a given field of study. Knowing the bibliographical information on a piece of writing can help researchers or scholars identify it, and it can also be used by libraries to help them choose books. The bibliographical information can be used to locate helpful materials in well-established libraries. The general reader and researchers can benefit from bibliographies as well.

There are no distinctions made for national or political boundaries in bibliographic organization and services. This is true because a book has value for all people and should always be accessible, regardless of any practical limitations. The 'Universal bibliographic control' genuinely is an appeal as much as a tactic. It draws attention to the methods for disseminating the results of global knowledge production and also makes available ways to do so. Consequently, a variety of bibliographies are required. These could briefly include:

1. recent and retrospective (national, regional and language) bibliographies;
2. a range of professional bibliographies;
3. a host of special bibliographies; and
4. bibliographies of bibliographies.

### Self-Assessment Exercise 2

1. Bibliography and bibliographic citation assist librarians to be selective when .....
2. List any three (3) purpose and uses of bibliography.



## 2.5 Summary

In this unit, you have learnt that the primary purpose of a bibliography is to inform readers on how widely researched is the topic of study or writing as well as to help the users in finding the required information source in the fastest possible manner. The unit also highlighted and discussed some of the functions and uses of bibliography. The bibliography saves the time of researchers and also serves as a selection tool for library when developing its resources, especially when library budget is grossly inadequate. The coming module is about structure and types of bibliography.

## 2.6 Glossary

1. LISBDNETWORK – Library and Information Science Network is an academic blog for library and information science.
2. UNESCO – United Nations Educational, Scientific and Cultural Organization.

## 2.7 Tutor-Marked Assignment

1. Mention the primary purpose of a bibliography?
2. List some important functions and uses of a bibliography.

## 2.8 References/Further Readings

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## 2.9 Answers to Self-Assessment Exercise (SAEs)

### Answer to Self-Assessment Exercise 1

1. Inform readers on how widely researched is the topic of study or writing.
2. Critique.

### Answer to Self-Assessment Exercise 2

1. The budget is relatively inadequate.
2. The following are some of the purpose and uses of bibliography:
  - a. To serve as a tool for resource development;
  - b. To assist in identification and authentication of bibliographic details of documents both old and current;
  - c. Publication of relevant reading list can aid reading habits;
  - d. To help in location of materials and sources, in terms of place of publication, location in the library, etc.;
  - e. To save the time of the scholar by providing him the comprehensive list of documents on his subject of research; and
  - f. To have bibliographical control over immense quantity of documents produced and to control knowledge explosion.



## MODULE 2: STRUCTURE AND TYPES OF BIBLIOGRAPHY

### Unit 1: Types of Bibliography

#### Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Branches of Bibliography
- 1.4 Types of Bibliography
- 1.5 Summary
- 1.6 Glossary
- 1.7 Tutor-Marked Assignment
- 1.8 References/Further Readings

Link to video: <https://www.youtube.com/watch?v=c3Y8gR0i0Hg>

#### 1.1 Introduction

Module 1 dwell on the philosophy of bibliography and bibliographic citation as well as the purpose and functions of bibliography and bibliographic citation. This unit will introduce learners to the different branches and types of bibliography as generally used by researchers and scholars.

#### 1.2 Learning Outcomes

By the end of this unit, learners should be able to:

- Identify and discuss the different branches and types of bibliography
- List and evaluate the importance of each of the bibliography mentioned

#### 1.3 Branches of Bibliography

A well-organized catalog of written, printed, or other created records of civilization is referred to as a bibliography. It assists users and librarians in locating papers that they are unaware of (or not sure about their existence). Requests for documents by author, title, or



subject are typically frequent at libraries and are fulfilled with the aid of the library catalog. However, the bibliographic tools assist in discovering the required materials in cases when a part of a document is needed, a document that is not in a library is needed, or the author or title of a document is inaccurate. To assist users, the following branches of bibliography can be determined based on activities:

- Analytical or critical
- Systematic or enumerative
- Descriptive
- Historical
- Textual

The aforementioned branches of bibliography have been chosen so that information can be accessed effectively rather than only serving as a list of printed works. Of the five branches of bibliography, the chief concern of librarians and users is for analytical and descriptive bibliographies as these aid in study and research and provide detailed description of documents as material objects; and enumerative or systematic bibliography which is a listing of books. Let's learn more about the different categories of bibliography now.

### **1.3.1 Analytical Bibliography**

An analytical bibliography focuses on the analysis and in-depth analysis of documents. It looks at the physical properties of papers as well as their physical history. The full examination of the document's structure and its description are referred to as "physical entities" in this context. It is focused on the seamless delivery of words throughout the entire production. Therefore, this type of bibliography aims to provide information about the already-existing texts, particularly printed books as actual physical objects. Here, it is equally important to study the history of paper and printing. In other words, an analytical bibliography is a type of bibliography that analyzes the signatures, catchphrases, cancels, and watermarks of a publication to determine its facts and data before recording the findings in an authorized format.

### **1.3.2 Systematic or Enumerative Bibliography**

This type of bibliography focuses on the listing and categorization of books. Additionally, it handles grouping bibliographical entries into an orderly and practical





structure for study and research. A well-organized list of civilization's written, printed, or other created works is called a bibliography. While we can define bibliography in terms of books, it actually refers to all printed materials, even those that are created but never published. A systematic bibliography is one in which the entries are arranged in any of the following ways: alphabetically, logically, in accordance with some principle, or in a systematic order. In other words, the concern is not simply with the listing of printed documents, especially published documents, but with the effective listing of them so that they may be traced easily by authors, titles, and subjects; and also by forms. Systematic bibliographies are of many types and can be classified according to certain characteristics, which include: form - physical, intellectual or inner form language subject geographical area covered time factor/period covered producing agency. A thorough bibliography should result in efficient information access. This topic will be covered in further detail in the section on bibliographical control.

### **1.3.3 Descriptive Bibliography**

A descriptive bibliography is a bibliography that details the physical characteristics of a book, including the author's full name, the precise title of the work, the date and location of publication, the publisher's and printer's names, the format, the pagination, the typographical details, the illustrations, the price, and, for older books, additional details like the type of paper, binding, etc. Thus, the main goal of a descriptive bibliography is to capture a document's bibliographic information after it has been determined through the process of an analytical bibliography. As a result, description serves the purpose of a descriptive bibliography, and analysis serves the purpose of an analytical bibliography. A descriptive bibliography follows a set of rules and methods and uses a consistent format to report the findings of an analysis. Currently, descriptive bibliographies are less significant because books are produced using regular procedures, which lessens their significance.

### **1.3.4 Historical Bibliography**

This branch of bibliography focuses on the history of book publication. This type of bibliography also discusses the evolution of writing, printing and binding. The written word has a long history, beginning with handwritten manuscripts. How writing materials are created is greatly influenced by the use of paper, ink, printing presses, as well as changes in printing technology. The development of book production processes like printing, binding, papermaking, illumination, and publishing is the topic of historical bibliography.



### 1.3.5 Textual Bibliography

Textual bibliographies are those used to evaluate how the writing or printing processes affected the text's validity. This kind of bibliography focuses on the textual variations between a manuscript and a printed book, so identifying the exact words the author intended to convey in order to construct his work is its main objective. Additionally, it examines and contrasts texts' transmission across numerous printings and editions.

#### Self-Assessment Exercise 1

1. List the branches of bibliography you know.
2. Write short notes on any two (2) branches of bibliography.

### 1.4 Types of Bibliography

In libraries and documentation centers, bibliographies are recognized as one of the most important resources. This is because they provide the unrestricted exchange of bibliographic data regarding the published literature on any given subject. The majority of bibliographies are subject-specific, although comprehensive and effective general bibliographies are a prerequisite for good subject bibliographies. Additionally, because they may be used to search for both contemporary and historical material, subject bibliographies, country bibliographies, and current bibliographies are all quite popular. Trade and universal bibliographies are the other categories of bibliographies. Give us more information about the various categories of bibliographies.

There are numerous distinct kinds of bibliographies, and the designations that the primary bibliographies give to its various branches vary to some extent. There are two main categories of bibliographies: general bibliographies and specialized bibliographies.

1. General Bibliography - Defined as bibliographies that are comprehensive in coverage of all subject areas. This comprises: i. Universal Bibliography; ii. Language bibliography; iii. National bibliography; and iv. Regional bibliography.
2. Special bibliography – Special bibliography focuses on a limited subject area. This consists of: i Subject bibliography; ii Author and bio-bibliographies; iii Bibliography of forms of literature; iv Bibliography of materials of particular periods; v Bibliographies of special categories of literature; and vi Bibliographies of specific types of materials.



## Self-Assessment Exercise 2

1. Bibliographies are primarily of two kinds. Name them.
2. Give two examples of special bibliographies.

### 1.4.1 Subject Bibliography

The majority of enumerative bibliographies are subject-specific. It is defined as the one that deals with the materials relating to a single given subject, which could be a thing (such as citation techniques), a place (such as Nigeria), a person (such as Aina, Tella, Igwe, or Jegede), a general subject (such as applied sciences, social sciences, computer science, library science, or information science), or even a small subset of a given subject (Computers). A subject bibliography, according to Ranganathan, is a document bibliography that focuses on a single area of study as opposed to covering all possible topics.

The subject bibliographies may appear as standalone works or as elements of larger writings. They will have a limited reach in terms of the type of content, the historical period, the origins, and the language. Subject bibliographies can be current or retrospective and are typically either selective or all-inclusive. Subject bibliographies can be categorized into a number of groups according to their content, including:

#### 1.4.1.1 Reference Bibliographies

This category includes the subject bibliographies that are frequently used as references. These lists of references are regarded as thorough bibliographies. Because so much published information escapes publicity and legal deposit, it is frequently essentially impossible to assemble totally exhaustive bibliographies (that is, listing every single published item on any particular subject). As a result, many published works might elude the bibliographers' attention. These publications fundamentally only seek to be exhaustive within predetermined boundaries, which the bibliographers should make apparent. An exhaustive bibliography may also be significantly constrained by materials written in languages other than English.

The reference bibliographies can both be ad hoc, with occasional modifications or supplements or serial bibliographies with benefit of regular, at time frequent publishing,



and time saving compilations. Additionally, it may contain abstracting and indexing services, which are covered independently in a different course unit.

#### **1.4.1.2 Reading Lists**

Large subject bibliographies are important, especially when they cover a wide range of topics. But this might not be enough since everybody who wants to study a certain topic, at any level, needs a carefully compiled bibliography of that topic. Such a bibliography needs to be appropriate in scope and cautious when including works that are no longer in print. Such a bibliography needs to be thoughtfully organized, well-annotated, and reasonably current. It's common to refer to this kind of bibliography as a "reading list." The reading lists are quite frequent and created by persons who are familiar with or ought to be familiar with the books they suggest. Teachers (instructors, professors, educators) frequently create the reading lists and distribute them to their pupils. Additionally, reading lists are frequently found at the conclusion of textbooks under the heading "Further Reading," however they may not be of high caliber.

A bibliography or reading list that is included with a research piece or review article is typically very beneficial for reference purposes because it takes a lot of work to prepare.

#### **1.4.1.3 Subject Indexes and Abstracting Services**

If a significant number of dispersed references need to be collected, searching for publications on a certain feature of a given subject can take a lot of time. Searching through the indexes of books and journals is a good way to browse the literature. There are downloadable serials known as indexing services that compile all the information from the published publications in a useful order. On occasion, the entries will also include written summaries; these are referred to as abstracting services. The majority of reference-value journals typically have their own indexes. In many situations, cumulative indices (such as ten-year or five-year cumulations) are also available. Currently, microfilm with computerized indexes is also offered.

Users who do current and historical literature searches on any particular subject rely heavily on the indexing and abstracting services. The indexing services often consist of an author-subject index of any books, pamphlets, articles from periodicals, theses, or other media on a specific topic. The abstracting services, on the other hand, have some sort of subject or categorised arrangement, where the entries under a subject are organized author-wise with all the bibliographic information and an abstract of the original text. For ease of searching, the classified area is organized by author, title, and subject indexes.



Another type of index is a citation index, which helps researchers locate later-published references that are related to or cited by an earlier reference they already have information about. The Science Citation Index, Philadelphia: ISI 1961, was the first instance of such an index to be published.

Serial lists of the articles from the most recent issues of the best periodicals on a certain topic are now included in the bibliographies that govern the literature of journals. Current Contents Life Sciences, 1961-, the most well-known of them, was released by the Institute for Scientific Information in the United States. There are further series on different subjects.

As a further service to its readers, current awareness bulletins, particularly those created by special libraries, provide listings of recent journal articles, either in the form of subject or contents lists. Lists of recently added books to the library may also be included here.

#### **1.4.1.4 Bibliographic Reviews**

Bibliographic reviews serve as helpful bibliographic tools for a particular subject area because they collectively perform the function of providing knowledge and opinion about the items reviewed. These can take the form of recent developments, yearly reviews, or the state-of-the-art in a particular field. Annual Review of Information Science and Technology, 1966-, is a notable resource for bibliographic reviews.

#### **1.4.2 National Bibliography**

The national bibliographies are serialized publications that seek to catalog the publications from and about a specific nation. They can be an effective tool for discovering both recent and historical data on a nation. A national bibliography is a list of publications, including books, documents, pamphlets, serials, theses, dissertations, and other printed works, that were written within a specific time period in the nation or country, in the native language, by the nation or country's citizens, or overseas. This may also comprise written works of fiction, musical compositions, maps, globes, atlases, art reproductions, drawings, and prints. It can also be described as a publication that lists the bibliographies of different countries or just one.

National bibliographies are a reliable source of information about the documents created in a country since they record or document the intellectual contributions of nations or countries. National bibliographies serve cultural, economic, and social objectives, claims Dr. Ranganathan. It is a list of publications and the sources behind them that come from a



specific region of the globe. The national or local language(s) of a specific nation or country serve as the publication's medium.

The national bibliographies serve a variety of purposes, including assisting users, publishers, booksellers, and librarians in choosing and acquiring current publications from a particular nation. They serve as guides for the book industry and essential assistance for bibliographical control of a nation's documents.

The national bibliographies may be both retrospective and current, as was already mentioned. Some national bibliographies, like those of the United States and the United Kingdom, are significant on a global scale. The Nigerian National Bibliography is beneficial to our nation's users, scholars, and librarians.

### **Examples:**

- 1) *National Bibliography of Nigeria (NBN). Lagos: National Library of Nigeria, 1959 -*

The first attempt at establishing a list of literature that provide information about Nigeria was made by Harris in 1959. The book's fifth edition was last released in 1969. The index is on page 83 of the list. The entries are based on the books and other publications that have been legally deposited at the University of Ibadan. Conover (1959) also made the first attempt to collect a bibliography of the changes to the Nigerian constitution since 1821 at the same period. This particular bibliography has an author index and 1204 items.

The 1950 Publication Ordinance established the most comprehensive and effective bibliographic control for publications in Nigeria. Nigerian Publications began to appear in the years that followed, from 1950 to 1952. From 1953 to June 1970, it was assembled by the University of Ibadan Library and regularly with an annual cumulative by the Ibadan University Press. "Every part of division of book, newspapers, magazine, review, gazette, pamphlet, and sheet of letter press, sheet of music, map, plan chart, or table, separately published" was the definition of "book" in this context.

The Eastern Nigeria Publications Law of 1955 and the Western Nigeria Publications Law of 1957 both stipulate that two copies of each published book must be deposited at the University of Ibadan, as stated by Agena Igbashal and Aheman Agoh (2011). The Western Nigeria Publications Law requires that two copies be deposited at each of the Eastern and Western premier offices, whereas the Eastern Nigeria Publications Law differs by four copies.

The Northern Nigeria Publications Law of 1964 repealed the 1950 Publications Ordinance, but it did not establish a central repository for the Northern States other than the Kashim Ibrahim Library at Ahmadu Bello University, Zaira. As a result, the Ibadan



University Library continued to compile and publish Nigerian publications until June 1970, when it was replaced by National Library Decree 29, which was passed in 1970 and went into effect on June 1 of the following year. The National Library Board was founded by National Library Decree 29 of 1970. The National Bibliography of Nigeria and National Bibliographic Services development were two of the Board's main responsibilities, along with making suggestions and providing advise on library development or organization to any department authority (Agena Igbashal & Aheman Agoh, 2011).

2) *British National Bibliography (BNB). London : British Library Bibliographic Services Division, 1950- Weekly*

The British National Bibliography releases a weekly edition that is collected at regular intervals and an annual volume as well. Since 1976, the cumulation has been published in two volumes, with the subject catalogue being arranged by modified Dewey numbers and an alphabetical volume index that separates authors and titles. With the exception of those books that often go with a national bibliography, the records are based on the books deposited at the Copyright Office and strive to record every new book published in Great Britain. Subject and alphabetical cumulative indexes have been published at five- and three-yearly cumulations, respectively. Data for 1950–1985 can be found in the BNB CD-ROM machine-readable version, which is accessible on disc and microfiche.

3) *Indian National Bibliography (INB). Calcutta: Central Reference Library, 1957- Monthly.*

A categorized list of current works produced in India is kept in the Indian National Bibliography (INB). It is based on works that were donated to India's National Library in accordance with the "Delivery of Books Act of 1954." The INB was split into two sections up until 1972: general publications and government publications. The two sections—the classified and the alphabetical—have been combined into one. A complete bibliography with author, title, collation, imprint, feature headings, Dewey Decimal Classification class number, and colon number is also provided at the foot of the article. All entries are transliterated into Roman script in order to make it easier to bring books in many languages under one arrangement. The bibliography was first released quarterly with annual accumulation; in 1964, the publication frequency was changed to monthly and continued through 1977. (when the publication was suspended). The once-monthly periodicity has been reintroduced beginning January 1984 after being suspended for the years 1978, 1979, and a combined set for 1980–1983. Beginning in January 1984, the 19th edition of the DDC system is being used, and minor modifications have been made to the AACR II guidelines for the bibliographic entry details.





- 4) *Cumulative Book Index: A World List of Books in English Language*. New York: Wilson, 1898- Monthly.

What BNB is to Great Britain, Cumulative Book Index, or CBI, is to the United States. It originally exclusively included US publications, but starting in 1928, it began to include books written in English and published all around the world. Consequently, the Cumulative Book Index has a global reach. Government publications, maps, music scores, books with fewer than 50 pages, ephemeral (temporary) materials, and the like are not included (list). The CBI entries are organized by author, title, and subject in one alphabetical order, and a list of publishers and distributors is included at the conclusion of each issue. With the exception of July and August, issues are released monthly and accumulated annually.

### 1.4.3 Trade Bibliography

A trade bibliography is a list of books and other printed items (resources) that can be purchased in a certain nation through publishers, retailers, or trade organizations. A trade bibliography's main purpose is to encourage the book trade. By increasing the sales of books and other informational resources, they further assist by serving commercial objectives. A trade bibliography is a catalog of books and other reading materials that are offered for sale in a particular nation by bookstores, printers, publishers, and distributors of such products. Trade bibliographies can range in scope and coverage from local to global. Dissertations, theses, publications of societies, and other unpublished materials are typically not included in commercial bibliographies. Unpriced and government publications are also not included in the trade bibliographies. The trade bibliographies can also include lists of publications by certain booksellers or publishers, lists of publications from a particular nation, listings of used books, and periodic lists of all the publications from that nation that are currently in print. Trade bibliographies can be retrospective or current, and some examples are:

- Indian Books in Print. Delhi: Indian Bureau of Bibliographies, 1955-
- Indian Book Industry. Delhi: Sterling, 1969-
- British Books in Print. London: Whitaker, 1965-
- Publishers' Weekly, (American Book Publishing Record), New York: R.R. Bower, 1960-
- Books in Print. New York: R. R. Bower, 1948-





#### 1.4.4 Universal Bibliography

A universal bibliography is one that covers all knowledge-related publications, issues, and processes from the dawn of time to the present. When a bibliography is worldwide, according to Dr. Ranganathan, it contains all published works—whether books, excerpts from books, magazines, articles in those publications, or a combination of these—on all topics, in all languages, in all nations, at all eras. In other words, a universal bibliography is a list of all publications made in all languages and across all nations without regard to subject (theme).

The creation of a universal bibliography of the kind described above appears to be a daunting endeavor that is nearly impossible to complete. For many years, bibliographers have worked to create a universal bibliography. Since there has been such a great increase in knowledge and literature over the last 40–60 years, there are many obstacles to overcome and restrictions placed on the creation of such a bibliography. A universal bibliography can be difficult to create because of linguistic barriers. The process used to gather and arrange the bibliographical items is another restriction. Surprisingly, the development of computers has eased some of these challenges.

One of the few well-known attempts in the history of universal bibliography is the valiant attempt made by two Belgian scholars, Paul Otlet and Henri La Fontaine, beginning in the year 1895 and continuing into the early years of the twentieth century. There have been many early attempts to create such bibliographies. They made an effort to create a global categorised bibliography of significant books and journal articles. The project failed due to a lack of international financial support, despite the fact that millions of entries were collected on cards at the scheme's headquarters in Brussels. However, it gave rise to the now well-known FID - International Federation for Information and Documentation - and the Universal Decimal Classification (UDC) scheme.

Despite the fact that there are currently no known published universal bibliographies, some potential examples in this approach can be found in the catalogues issued by the British Library Reference Division, UK's British Library, the US's Library of Congress, and France's Bibliothèque Nationale.

#### 1.4.5 Statistical Bibliography

By counting and examining the many facets (aspects) of written communication, a statistical bibliography is created to throw light on the processes of written communication as well as the nature and factors that contributed to the development of a particular subject.



A statistical bibliography also involves gathering and analyzing data on books and periodicals in order to:

- a) determine and regulate the national or universal research use of books and journals;
- b) establish historical movements in a discipline; and
- c) ascertain in several situations, the general use of books and journal.

The Abstract of British Historical Statistics by B.R. is one notable example of this form of bibliography, which is quite uncommon. Cambridge University Press published Mitchell and Phyllis Deane in 1962. Additionally, the Central Statistical Office (CSO) of the UK has a book called Guide to Official Statistics that provides specifics on publications by offering statistical data on UK government departments.

### Self-Assessment Exercise 3

1. What is a subject bibliography?
2. List any three (3) examples of National Bibliographies.

## 1.5 Summary

In this unit, students learned about several types of bibliographies, their various functions, and their various branches. Analytical or critical, systematic or enumerative, descriptive, historical, and textual bibliographies were identified and addressed in this unit. Types of bibliographies, such as subject, national, trade, universal, and statistical bibliographies, are also covered in this unit. The section also highlighted some significant national bibliographies, including the National Bibliography of Nigeria, British National Bibliography, Indian National Bibliography, and the Americans Cumulative Book Index. The next unit will discuss bibliographic annotations.

## 1.6 Glossary

1. **NBN**: National Bibliography of Nigeria.
2. **BNB**: British National Bibliography.
3. **INB**: Indian National Bibliography.
4. **CBI**: Cumulative Book Index, this is the American National Bibliography.



### 1.7 Tutor-Marked Assignment

1. Name the branches of bibliography you are familiar with.
2. Compare enumerative bibliography with descriptive bibliography.
3. What are the uses of national bibliography?
4. List different types of trade bibliographies.

### 1.8 References/Further Readings

Agena Igbashal, A. and Aheman Agoh, J. (2011). "Universal bibliographic control of publications in Nigeria: the Journey so far" (2011). *Library Philosophy and Practice (e-journal)*. 650. <https://digitalcommons.unl.edu/libphilprac/650>

<https://guides.library.cornell.edu/annotatedbibliography>



## 1.9 Answers to Self-Assessment Exercises (SAEs)

### Answer to Self-Assessment Exercise 1

1. The following are the branches of bibliography: Analytical or critical, Systematic or enumerative, Descriptive, Historical, and Textual bibliographies.
2.
  - a. Analytical or critical bibliography deals with the study and detailed description of documents. It examines the physical characteristics of documents, the history of the documents as physical entities.
  - b. Systematic or enumerative bibliography deals with the enumeration and classification of books. It also takes care of the assembling of bibliographical entries into logical and useful arrangement for study and research.

### Answer to Self-Assessment Exercise 2

1. (i) General bibliography and (ii) Special bibliography.
2. (i) Subject bibliography; (ii) Author and bio-bibliographies; (iii) Bibliography of forms of literature; etc.

### Answer to Self-Assessment Exercise 3

1. The subject bibliographies form the major group of enumerative bibliographies. It is defined as the one that deals with the materials relating to a single given subject.
2. Examples of National Bibliographies are:
  - a. National Bibliography of Nigeria (NBN),
  - b. British National Bibliography (BNB),
  - c. Indian National Bibliography (INB), and
  - d. Cumulative Book Index (CBI) of America.



## Unit 2: Bibliographic Annotations

### Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 What is an Annotated Bibliography?
  - 2.3.1 Selecting the Sources
  - 2.3.2 Summarizing the Argument of a Source
  - 2.3.3 Importance of Annotated Bibliography
- 2.4 Annotations vs. Abstracts
  - 2.4.1 Examples of Annotated Bibliography Entries for Books and Journals
- 2.5 Summary
- 2.6 Glossary
- 2.7 Tutor-Marked Assignment
- 2.8 References/Further Readings
- 2.9 Answers to Self-Assessment Exercises (SAEs)

### 2.1 Introduction

Learners were taking through the branches and types of bibliographies in the last unit. The definition of an annotated bibliography and the distinctions between one and the other will be covered in this unit.

### 2.2 Learning Outcomes

At the conclusion of this unit, learners should be able to:

- Explain what an annotated bibliography is and why it is important;
- Discuss the significance of annotated bibliographies; and
- Differentiate between an abstract and an annotated bibliography



### 2.3 What is an Annotated Bibliography?

An annotated bibliography is a bibliography where summaries are provided for each of the entries. It can also be a list of citations to books, papers, documents, and other publications, according to one definition. An annotation, which is typically a 150–200 word paragraph that summarizes and analyzes the source, follows each bibliographic citation. The annotation's purpose is to educate the reader on the relevance, dependability, and caliber of the references cited in the books or articles. As a result, annotations may include some or all of the following information:

- What is the work's primary goal or focus;
- Who is the intended audience for the work (i.e. the annotation);
- How relevant or beneficial is the topic of the research;
- The distinctive or useful elements that are specific to the work;
- The author's credentials and dependability;
- The author's observations and conclusions; and
- The annotator's observations and judgments.

Depending on the objective or the user's assignment, an annotated bibliography may be a component of a larger research project or it may be a standalone endeavor.

An annotation is essentially a remark added to the entry for a book in a catalogue, reading list, bibliography, etc. that covers the formal description of the book and other information resources, describing their subject, scope, purpose, and unique characteristics. Originally, all notes after the collation were included in what cataloguers called "annotations," but in modern usage, bibliographical notes are included in the fifth section of a major entry, with the actual annotation taking up the sixth and final section.

A summary and/or assessment of an original work are also included in an annotation. Consequently, a summary and/or assessment of each source are included in an annotated bibliography. The appropriate annotations may do one or more of the following tasks, depending on the project or assignment:

**Summarize:** Some annotations merely summarize the source, such as: What are the central arguments? What is the point of the book or article? What topics are covered? If someone asked what this article/book is about, what can you say about the book and/or article? The length of the annotations will determine how detailed the summary is.

**Assess:** After summarizing a source, it may also be helpful to evaluate or appraise it. Is the source useful? How does it relate with other sources in your bibliography? How reliable is the information? How biased or objective is the source? What is the central goal of this source?



**Reflect:** Once a source is summarized and assessed, the next step is to ask how it fits into your research. How helpful is the source? How does it help in shaping your argument? Is the source useful for your research project? How has it changed how you think about your topic?

Your annotated bibliography may include some of the above, all of the above, or even others.

Broadly, an annotation may be purely descriptive or critical. The descriptive also known as characterization or analysis, includes a factual description of the content of the book, adding information not revealed by the formal part of the entry. It concerns itself with specifying the following types of information:

- the qualifications of the author or special experience affecting the books authority, the subject theme, theory, and so on, and the particular aspect dealt with;
- the method and level of treatment, as well as the degree of previous knowledge of the subject required by the reader;
- the perspective of the author, the purpose of the book, and the class of reader for whom the book is intended; and
- the relationship between a particular book and others by the same author or other author on the same subject.

Critical annotation also known as evaluation or appraisal, states whether in the opinion of the annotator, the author has successfully achieved his aim in writing the book, and includes a comparison of the thought content of the book with obtainable literature on the same subject in arriving at an evaluation of the book's worth.

While descriptive annotation is most commonly used in catalogues within the library, evaluation annotation is now largely used in book lists and related material for use away from the library. S.R. Ranganathan also categorized annotation into two types - Verbal Annotation and Pictorial Annotation.

### **Self-Assessment Exercise**

1. What is an Annotation?
2. Name the two (2) broad categories of annotations.



### 2.3.1 Selecting the Sources

The choice of sources will affect the quality and efficacy of an annotated bibliography. In order to make wise decisions regarding what to include or exclude, the user must clearly define the scope and constraints of the research, for example:

- What issue am I looking into? What query(s) am I attempting to address? If the bibliography is a component of a research project, the project's problem statement or research question will probably serve as its guide. In order to narrow the search's focus if the bibliography is an autonomous project, the researcher should strive to frame the subject as a query or series of questions;
- What sort of content am I seeking? (Academic books or articles from peer-reviewed journals? Government reports or policy statements? Articles from the mainstream media? Principal historical sources? And so on; and
- Am I locating key sources for the subject of my research? (It may be necessary to carefully examine the footnotes of beneficial articles to see which sources are used and why. Monitoring studies that some of the sources cited is also required).

### 2.3.2 Summarizing the Argument of a Source

The core argument of a source is concisely and succinctly restated or re-presented in an annotation. An academic source's thesis (research question or hypothesis), primary research methodologies, and key findings are all naturally identified in an annotation of that source. The annotator must keep in mind that describing or listing a source's contents is different from identifying the argument of that source.

### 2.3.3 Importance of Annotated Bibliography

**To learn about your topic of interest:** An effective way to get ready for a research project is to write an annotated bibliography. Even though gathering materials for a bibliography is helpful and often simple, reading each source more thoroughly is required when you also have to add annotations for each one. Instead of just gathering information, this encourages critical reading. Annotated bibliographies let you see what has been done in the literature and the gaps where your own study or scholarly work might fill on a professional level. You can start to understand the problems at stake, the points of contention, and your own point of view by reading a variety of sources on a subject.

**To help other researchers:** There are occasionally published lengthy, academic annotated bibliographies. As a result, they offer a thorough and comprehensive synthesis





of everything significant that has been and is being said on that subject. As a researcher, you might want to hunt for an annotated bibliography that has already been published on your topic of interest even though you might never have your own published.

### Self-Assessment Exercise 2

1. When summarizing the argument of a source, an annotation must concisely and briefly .....
2. Briefly mention the importance of annotated bibliography.

## 2.4 Annotations vs. Abstracts

Purely descriptive summaries, or abstracts, are typically found at the beginning of scholarly journal articles or in periodicals' indexes. On the other hand, annotations are a critical and descriptive view of the author that shows the author's authority, clarity, and suitability of speech.

An annotated bibliography adheres to the standard guidelines for all scholarly writing and is a component of formal academic writing. The following are the basic guidelines:

- Arranged alphabetically;
- written in a single paragraph of no more than 100 to 300 words, depending on the structure and purpose; always verify with your tutor or lecturer;
- Written in entire sentences using academic and scholarly writing style;
- Use transitional words, (such as "in essence," "in effect," "furthermore," "moreover," "still," "thus," and "in any case,");
- Use examples from previous annotated bibliographies to help you with your writing style;
- Use examples from previous annotated bibliographies to help you with your writing style;
- Do not cross reference, i.e. utilize any in-text references, as you are only discussing one text in your essay.
- Do not repeat material (for instance, the title) that is already in the citation.



### Self-Assessment Exercise 3

1. Briefly differentiate between abstracts and annotations.
2. List any five (5) general rules of annotated bibliography.

#### 2.4.1 Examples of Annotated Bibliography Entries for Books and Journals

##### 2.4.1.1 APA Manual of Style Format:

AICPA sets ethical standards for outsourcing. (2005). *Journal of Accountancy*, 199 (1), 8.

The AICPA ethics committee's updated outsourcing guidelines are presented in this article. The key ideas are outlined, and a succinct examination of the implications for business and global trade is also included. The authors state that there won't be many changes to the business world. This is a useful resource for acquiring an overview of the current outsourcing ethics guidelines.

American Management Association. (2010). *The AMA handbook of business writing*. New York, NY: Author.

A writing manual for business has been produced by the American Management Association. This manual covers subjects specifically related to business, such as citing financials, formatting company reports, and using professional procedures to maintain information integrity in the workplace. It was created as a companion text to more comprehensive style manuals like APA. This work is critical for anyone writing business communications professionally.

Barthelemy, J. & Geyer, D. (2005). An empirical investigation of IT outsourcing versus outsourcing in France and Germany. *Information & Management*, 42, 533-542.

The authors give an analysis of IT outsourcing based on data from both domestic and foreign companies, as well as the findings of a survey that was distributed to IT companies. They include information on many different kinds of IT business units. However, their assertion that the slower rate of German and French IT outsourcing has had a long-term positive impact on business in those nations is undermined by the absence of longitudinal data.



### 2.4.1.2 Chicago Manual of Style Format

Waite, L. J., F. K. Goldscheider, and C. Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review* 51 (1986): 541-554.

The authors, who are scientists at Brown University and the Rand Corporation, test their hypothesis that nonfamily living alters young adults' attitudes, values, plans, and expectations and causes them to lose faith in traditional sex roles by using data from the National Longitudinal Surveys of Young Women and Young Men. While the effects were less pronounced in studies of young men, they found that their hypothesis is strongly confirmed in those of young females. Before getting married, people spend more time away from their parents, which increases their individuality, independence, and changes in attitudes toward families. In contrast, a prior Williams's study, which is referenced below, finds no appreciable gender differences in views toward sexual features as a result of living.

### MLA Format for the Journal Citation

NOTE: Standard MLA practice requires double spacing within citations.

Waite, Linda J., Frances Kobrin Goldscheider, & Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations among Young Adults." *American Sociological Review* 51.4 (1986): 541-554. Print.

The authors, who are scientists at Brown University and the Rand Corporation, test their hypothesis that nonfamily living alters young adults' attitudes, values, plans, and expectations and causes them to lose faith in traditional sex roles by using data from the National Longitudinal Surveys of Young Women and Young Men. While the effects were less pronounced in studies of young men, they found that their hypothesis is strongly confirmed in those of young females. Before getting married, individuals spend more time away from their parents, becoming more independent, and changing their opinions toward relationships. In contrast, a prior Williams's study, which is referenced below, finds no appreciable gender differences in attitudes on sex roles as a result of nonfamily living.

## 2.5 Summary

The meaning of an annotated bibliography and its significance to academic writing have both been introduced to learners in this unit. The unit also focused on the fundamental guidelines for creating annotated bibliographies. The distinctions between abstracts and annotated bibliographies are also covered in this unit. The construction and presentation of bibliographies will be the focus of the next module.



## 2.6 Glossary

1. **APA:** American Psychological Association.
2. **MLA:** Modern Language Association.

## 2.7 Tutor-Marked Assignment

1. What is annotated bibliography?
2. Differentiate between an annotation and abstract.
3. Pick a text book and practice annotated bibliography using the examples you just studied in this unit.

## 2.8 References/Further Readings

Purdue Online Writing Lab (OWL). (n.d.). Annotated bibliography samples.  
Retrieved from [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

Surbhi, S. Difference between Reference and Bibliography Last updated on October 1, 2019 <https://keydifferences.com/difference-between-reference-and-bibliography.html>



## 2.9 Answers to Self-Assessment Exercises (SAEs)

### Answer to Self-Assessment Exercise 1

1. An annotation is a short but usually brief descriptive and evaluative paragraph of about 150 - 200 words.
2. An annotation may be purely: a) Descriptive or b) Critical.

### Answer to Self-Assessment Exercise 2

1. Restates or re-present the main argument of a source.
2. The importance of annotated bibliography are:
  - a. To learn about your topic of interest, and
  - b. To help other researchers.

### Answer to Self-Assessment Exercise 3

1. Abstracts are purely descriptive summaries generally found at the beginning of scholarly journal articles or in periodical indexes, while annotations on the other hand, are critical and descriptive view of the author that indicates clarity and appropriateness of author's expression, and authority.
2. General rules of annotated bibliography are:
  - a. Arrange in alphabetical order;
  - b. Written in a single paragraph;
  - c. Write in full sentences using academic and scholarly writing style;
  - d. Use transition words;
  - e. Be brief (concise and specific);
  - f. Use examples from other annotated bibliographies to guide your writing style; etc.



## **MODULE 3: CONSTRUCTION AND PRESENTATION OF BIBLIOGRAPHIES**

### **Introduction**

Due in part to the huge amount of literature that already exists and is now growing at an astoundingly high rate, the spectrum of literature that is currently available is wide. The "information explosion" and "information flood" are phenomena brought on by recent advances in science and technology. The need for an efficient system of scientific and technical communication has been brought to our attention by this phenomenon. It is believed that the number of documents in use is growing rapidly, typically doubling every fifteen to twenty years.

It is now impossible for the majority of people (researchers) to read everything relevant to them in their field(s) of interest due to the phenomenal pace of knowledge growth since then. As a result, we as information seekers and users have grown more and more dependent on quick and easy access to information in all fields of knowledge. The large amount of information coming from their field of expertise confuses them. The output of literature recorded on paper, plastic, disc, magnetic tape, and other non-print media must be maintained, organized, and controlled in order to be used efficiently. Numerous solutions have been developed to keep up with the massive output of recorded materials. Making construction of bibliographies one of these approaches.



## **Unit 1: Arrangement of Bibliographic Entries and Indexes**

### **Unit Structure**

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Example of How to Arrange Bibliography Entries using Chicago Citation & Style Guide
- 1.4 Summary
- 1.5 Glossary
- 1.6 Tutor-Marked Assignment
- 1.7 References/Further Readings
- 1.8 Answers to Self-Assessment Exercises (SAEs)

### **1.1 Introduction**

This module concentrates on the creation and presentation of bibliographies, while the previous module covered the structure and types of bibliographies. A bibliography is a list of all the sources you used while conducting research for your work, whether or not you cited them. A bibliography should contain the names of the writers, the titles of the works, and the names and addresses of the companies that issued your copies of the sources. The publication manual instructs us to "arrange" the entries alphabetically by the first author's last name, followed by the first letter of the author's given name. Additionally, we are instructed to arrange other works by the same primary author in chronological order, beginning with the earliest works. The pattern of efficient arrangement established by a methodical listing of recorded knowledge is what is meant by the term "organisation." The mastery of recorded knowledge is emphasised by bibliographic control. It is inevitable that good bibliographic control will follow a satisfactory arrangement of the recorded knowledge's bibliography. In other words, they are not very dissimilar from one another. In the end, both work for the same goal. One flows into the next.

### **1.2 Learning Outcomes**

By the end of this unit, learners should be able to:

- Discuss how to organize bibliography; and
- Demonstrate the mastery of bibliographic control.



### 1.3 Examples of How to Arrange Bibliography Entries Using Chicago Citation and Style Guide

#### Books, including e-books & Reference Books

##### Footnote (First Note)

1. First name, Last name, *Title of Book: Subtitle of Book* (City of Publication: Publisher, Publication Year), page number.

##### Footnote (Succeeding Notes)

2. Last name, *Shortened Title of Book*, Page numbers.

##### Bibliography Entry

Last name, First name. *Title of the Book*. City of Publication: Publisher, Publication Year.

##### Specific Examples

<b>Multiple Authors</b>	
Footnote (First)	1. Connie J. A Beck and Bruce D. Sales, <i>Family Mediation: Fact, Myth, and Future Prospects</i> (Washington: APA, 2001), 99-100
Footnote (Succeeding)	2. Beck and Sales, <i>Family Mediation</i> , 105.
Bibliography Entry	Beck, Connie J. A., and Bruce D. Sales. <i>Family Mediation: Fact, Myth, and Future Prospects</i> . Washington: APA, 2001.
<b>Edited Book</b>	
Footnote (First)	1. Jewelle Taylor Gibbs and Larkenahme Haung, eds., <i>Children of Colour: Psychological intervention With Minority Youth</i> (San Francisco: Jossey-Bass, 1991), 87.
Footnote (Succeeding)	2. Gibbs and Haung, <i>Children of Colour</i> . 87.
Bibliography Entry	Gibbs, Jewelle Taylor, and Larkenahme Haung, eds. <i>Children of Colour: Psychological intervention With Minority Youth</i> . San Francisco: Jossey-Bass, 1991
<b>Articles or Chapter in an Edited Book</b>	
Footnote (First)	1. Sibiya W. Nselelo, "Broadening the Domain of the Fuzzy





	Logic Model of Perception.” In <i>Cognition: Conceptual and Methodological Issues</i> , ed. Herbert L. Pike, Jr. et al. (Washington: APA, 1992), 51-84
Footnote (Succeeding)	2. Nselelo, “Broadening the Domain, “51-84.
Bibliography Entry	3. Nselelo, Sibiya W. “Broadening the Domain of the Fuzzy Logic Model of Perception.” In <i>Cognition: Conceptual and Methodological Issues</i> , edited by Herbert L. Pike, Jr., Paul Willem van Broek, and David C. Knoll, 51-84. Washington: APA, 1992.

### Self-Assessment Exercise 1

**1. Using Chicago Citation and Style Format, write the succeeding Footnote and Bibliography entry for the following publication:**

Sibiya W. Nselelo, “Broadening the Domain of the Fuzzy Logic Model of Perception.” In *Cognition: Conceptual and Methodological Issues*, ed. Herbert L. Pike, Jr. et al. (Washington: APA, 1992), 51-84

### Entry in Encyclopedia

Footnote	1. <i>The New Encyclopedia Britannica</i> , 15th ed., s.v. "relativity."
<b>Electronic Book, from a Database</b>	
Footnote (First)	1. Stephen F. Arno and Steven Allison-Bekker, <i>Flames in Our Forest: Disaster or Renewal?</i> (Washington: Island Press, 2002), <a href="http://www.ebscohost.com/ebooks">http://www.ebscohost.com/ebooks</a> .
Footnote (Succeeding)	2. Arno and Allison-Bekker, <i>Flames in Our Forest</i> .
Bibliography Entry	3. Arno, Stephen F., and Steven Allison-Bekker. <i>Flames in Our Forest: Disaster or Renewal?</i> Washington: Island Press, 2002. <a href="http://www.ebscohost.com/ebooks">http://www.ebscohost.com/ebooks</a> .
<b>Electronic Book, from an eReader</b>	
Footnote (First)	1. Glenn R. Schiraldi, <i>Post-Traumatic Stress Disorder Sourcebook: A Guide to Healing, Recovery, and Growth</i> (New York: McGraw, 2001), Kindle edition.



Footnote (Succeeding)	2. Glenn R. Schiraldi, <i>Post-Traumatic Stress Disorder</i> .
Bibliography Entry	3. Schiraldi, Glenn R. <i>Post-Traumatic Stress Disorder Sourcebook: A Guide to Healing, Recovery, and Growth</i> . New York: McGraw, 2001. Kindle edition.
<b>Dissertation or Thesis, Retrieved from a Database</b>	
Footnote (First)	1. Leah Sigrun Laxdale, "A Narrative Blind Eye: Visual Disability Representation within the Brothers Grimm Folk Tales" (PhD diss., University of Windsor, 2009), ProQuest (MR82087).
Footnote (Succeeding)	2. Laxdale, "A Narrative Blind Eye."
Bibliography Entry	3. Laxdale, Leah Sigrun. "A Narrative Blind Eye: Visual Disability Representation within the Brothers Grimm Folk Tales." PhD diss., University of Windsor, 2009. ProQuest (MR82087).
<b>Dissertation or Thesis, Retrieved from the Web</b>	
Footnote (First)	1. Amy S. Brickman, "MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids" (PhD diss., Massachusetts Institute of Technology, 1997).
Footnote (Succeeding)	2. Amy S. Brickman, "MOOSE Crossing."
Bibliography Entry	3. Brickman, Amy S. "MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids." PhD diss., Massachusetts Institute of Technology, 1997.



## Self-Assessment Exercise 2

### 1. Using Chicago Citation and Style Format, write the First Footnote and the Succeeding Footnote for the following thesis bibliography entry:

Brickman, Amy S. "MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids." PhD diss., Massachusetts Institute of Technology, 1997.

### Articles (Journal, Magazine, and Newspaper)

#### Journal-Footer (First Note)

1. First name Last name, Title of Article "*Title of Journal*" Volume, no. Issue (Publication Date): page numbers.

#### Journal-Footer (Succeeding Notes)

2. Last name, "Shortened Title of Article," page numbers.

#### Bibliography Entry

Last name, First name. "Title of Article: Subtitle of Article." *Title of Journal Volume*, no. Issue (Publication Date): page numbers.

#### Magazine/Newspaper-Footer (First Note)

1. First name Last name, "*Title of Article*," *Title of Magazine or Newspaper*, Publication Date, page numbers.

#### Magazine/Newspaper — Footer (Succeeding Notes)

2. Last name, "Shortened Title of Article," page numbers.

#### Magazine/Newspaper-Bibliography Entry

Last name, First name. "Title of Article: Subtitle of Article." *Title of Magazine or Newspaper*, Publication Date.

**Specific Example**

<b>Journal Article, Continuous Pagination, with DOI</b>	
Footnote (First)	1. Alan Sangster and Giovanna Scataglinibelghitar, "Luca Pacioli: The Father of Accounting Education," <i>Accounting Education</i> 19 (2010): 427, doi:10.1080/09639284.2010.501955.
Footnote (Succeeding)	2. Sangster and Scataglinibelghitar, "Luca Pacioli," 429.
Bibliography Entry	3. Sangster, Alan, and Giovanna Scataglinibelghitar. "Luca Pacioli: The Father of Accounting Education." <i>Accounting Education</i> 19 (2010): 423-438. doi:10.1080/09639284.2010.501955.
<b>Journal Article, Paginated by Issue, with DOI</b>	
Footnote (First)	1. Richard Klimoski and Susan Palmer, "The ADA and the Hiring Process in Organizations," <i>Consulting Psychology Journal: Practice and Research</i> 45, no. 2 (1993): 18, doi:10.1037/1061-4087.45.2.10.
Footnote (Succeeding)	2. Klimoski and Palmer, "The ADA and the Hiring Process," 20.
Bibliography Entry	3. Klimoski, Richard, and Susan Palmer. "The ADA and the Hiring Process in Organizations." <i>Consulting Psychology Journal: Practice and Research</i> 45, no. 2 (1993): 10-36. doi:10.1037/1061-4087.45.2.10.
<b>Magazine Article, Online</b>	
Footnote (First)	1. Baruch Levv, "How to Win Investors Over," <i>Harvard Business Review</i> , November 1, 2011, <a href="http://hbr.org/2011/11/how-towin-investors-over/ar/1">http://hbr.org/2011/11/how-towin-investors-over/ar/1</a> .
Footnote (Succeeding)	2. Levv, "How to Win."
Bibliography Entry	3. Levv, Baruch. "How to Win Investors Over." <i>Harvard Business Review</i> , November 1, 2011. <a href="http://hbr.org/2011/11/how-to-wininvestors-over/ar/1">http://hbr.org/2011/11/how-to-wininvestors-over/ar/1</a> .
<b>Newspaper, Article Online</b>	



Footnote (First)	1. Michael Rapaport, "Loan-Loss Rule Spat Drags On," <i>The Wall Street Journal</i> , March 8, 2013, <a href="http://online.wsj.com/news/articles/SB20001424127887323628804578345831719096140">http://online.wsj.com/news/articles/SB20001424127887323628804578345831719096140</a> .
Footnote (Succeeding)	2. Rapaport, "Loan-Loss Rule."
Bibliography Entry	3. Rapaport, Michael. "Loan-Loss Rule Spat Drags On." <i>The Wall Street Journal</i> , March 8, 2013. <a href="http://online.wsj.com/news/articles/SB20001424127887323628804578345831719096140">http://online.wsj.com/news/articles/SB20001424127887323628804578345831719096140</a> .

**Online Sources**

The basic format is:

**Footnote (First Note)**

1. First name Last name, "Title of Web Page," Name of Website or Publishing Organization, Publication Date and/or Access Date (if available), URL.

**Footnote (Succeeding Notes)**

2. Last name, "Shortened Title of Web Page."

**Bibliography Entry**

Last name, First name. "Title of Web Page," Name of Website or Publishing Organization. Publication Date and/or Access Date (if available).URL

**Specific Examples:**

<b>Webpage</b>	
Keep in mind that a webpage is just a tiny portion of a larger website. Page titles are not italicized, just like chapter and article titles are not.	
Footnote (First)	1. "Concordia's History," Concordia University, accessed September 3, 2014, <a href="http://www.cuportland.edu/about/history">http://www.cuportland.edu/about/history</a> .
Footnote (Succeeding)	2. "Concordia's History."
Bibliography Entry	3. "Concordia's History." Concordia University. Accessed September 3, 2014, <a href="http://www.cuportland.edu/about/history">http://www.cuportland.edu/about/history</a> .



<b>Website</b>	
<p>According to Chicago, you can just use an in-text citation with the website's name and URL if you refer to a website in general but not a specific section of it. Here is an illustration:</p> <p>The American Library Association's Great Websites for Kids (<a href="http://gws.ala.org/">http://gws.ala.org/</a>) recommends websites that are relevant for children up to 14 years of age.</p> <p>Use the example below if a more formal citation is required:</p>	
Footnote (First)	1. Great Websites for Kids, American Library Association, accessed September 3, 2014, <a href="http://gws.ala.org/">http://gws.ala.org/</a> .
Footnote (Succeeding)	2. Great Websites for Kids.
Bibliography Entry	3. Great Websites for Kids. American Library Association. Accessed September 3, 2014. <a href="http://gws.ala.org/">http://gws.ala.org/</a> .
<p>Recall that a website is the more comprehensive source. Website titles should be italicized the same way as names of books and journals are.</p>	
<b>Blog post</b>	
<p>According to Chicago, if you refer to a blog post or comment in general, all you need to do is include the blog's name and date in an in-text reference. Here is an illustration:</p> <p>In a post on the <i>APA Style Blog</i> on January 24, 2013, Stefanie discussed the importance of being able to retrieve sources for APA style.</p> <p>Use the example below if a more formal citation is required:</p>	
Footnote (First)	1. Stefanie, "Asking the Right Question: How Can the Reader Find the Source?" <i>APA Style Blog</i> (blog), January 24, 2013, <a href="http://blog.apastyle.org/apastyle/2013/01/asking-the-rightquestion-how-can-the-reader-find-the-source.html">http://blog.apastyle.org/apastyle/2013/01/asking-the-rightquestion-how-can-the-reader-find-the-source.html</a> .
Footnote (Succeeding)	2. Stefanie, "Asking the Right Question."
Bibliography Entry	3. Stefanie. "Asking the Right Question: How Can the Reader Find the Source?" <i>APA Style Blog</i> (blog). January 24, 2013. <a href="http://blog.apastyle.org/apastyle/2013/01/asking-the-rightquestion-how-can-the-reader-find-the-source.html">http://blog.apastyle.org/apastyle/2013/01/asking-the-rightquestion-how-can-the-reader-find-the-source.html</a> .
<b>Discussion Board Post</b>	
Footnote (First)	1. Zaid Mahmoud, "VPN Service -- Quick Poll,"



	<i>EDUCAUSE.edu</i> , March 9, 2012, <a href="http://www.educause.edu/discuss/discussion-groupsrelated-educause-programs/security-discussiongroup/vpn-service-quick-poll">http://www.educause.edu/discuss/discussion-groupsrelated-educause-programs/security-discussiongroup/vpn-service-quick-poll</a> .
Footnote (Succeeding)	2. Mahmoud, "VPN Service."
Bibliography Entry	3. Mahmoud, Zaid. "VPN Service -- Quick Poll." <i>EDUCAUSE.edu</i> . March 9, 2012. <a href="http://www.educause.edu/discuss/discussion-groupsrelated-educause-programs/security-discussiongroup/vpn-service-quick-poll">http://www.educause.edu/discuss/discussion-groupsrelated-educause-programs/security-discussiongroup/vpn-service-quick-poll</a> .
<b>Tweet</b>	
Footnote (First)	1. Concordia University, Twitter post, August 26, 2014, 8:47 a.m., <a href="https://twitter.com/cu_portland">https://twitter.com/cu_portland</a> .
Footnote (Succeeding)	2. Concordia University, Twitter post.
Bibliography Entry	3. Concordia University. Twitter post. August 26, 2014, 8:47 a.m. <a href="https://twitter.com/cu_portland">https://twitter.com/cu_portland</a>
<b>Facebook Post</b>	
Footnote (First)	1. Concordia University Portland, Facebook post, August 20, 2014, 5:09 p.m., <a href="https://www.facebook.com/cu.portland">https://www.facebook.com/cu.portland</a> .
Footnote (Succeeding)	2. Concordia University Portland, Facebook post.
Bibliography Entry	3. Concordia University Portland. Facebook post. August 20, 2014, 5:09 p.m. <a href="https://www.facebook.com/cu.portland">https://www.facebook.com/cu.portland</a> .

### Media (Audio/Visual) Materials

The basic format is:

#### Footnote (First Note)

1. First name Last name, *Title of Work*, Format, directed/performed by First name Last name (Original Release Year; Publication City: Studio/Distributor, Video Release Year), Medium.

#### Footnote (Succeeding Notes)

2. Last name, *Shortened Title of Work*.

**Bibliography Entry**

Last name, First name. *Title of Work*. Format. Directed/Performed by First name Last name. Original Release Year. Publication City: Studio/Distributor, Video Release Year. Medium.

**Specific Examples:**

<b>Motion Picture, as Viewed in a Theater</b>	
Footnote (First)	1. <i>Despicable Me</i> , Directed by Pierre Coffin and Chris Renaud (2010; Universal City, CA: Universal Studios), Film.
Footnote (Succeeding)	2. <i>Despicable Me</i> .
Bibliography Entry	3. <i>Despicable Me</i> . Directed by Pierre Coffin and Chris Renaud. 2010. Universal City, CA: Universal Studios. Film.
<b>Video, DVD</b>	
Footnote (First)	1. <i>Labyrinth: Collector's Edition</i> , directed by Jim Henson (1986; Culver City, CA: Columbia TriStar Home Entertainment, 2004), DVD.
Footnote (Succeeding)	2. <i>Labyrinth: Collector's Edition</i> .
Bibliography Entry	3. <i>Labyrinth: Collector's Edition</i> . Directed by Jim Henson. 1986. Culver City, CA: Columbia TriStar Home Entertainment, 2004. DVD.
<b>YouTube or Social Media Video</b>	
Footnote (First)	1. Concordia Portland, "Concordia's 3 to PhD Initiative," YouTube video, 4:13, posted by "Concordia Portland," February 6, 2014, <a href="http://youtu.be/hTOpTQWTSmI?">http://youtu.be/hTOpTQWTSmI?</a>
Footnote (Succeeding)	2. Concordia Portland, "Concordia's 3 to PhD Initiative."
Bibliography Entry	3. Concordia Portland. "Concordia's 3 to PhD Initiative." YouTube video, 4:13. Posted by "Concordia Portland," February 6, 2014. <a href="http://youtu.be/hTOpTQWTSmI?">http://youtu.be/hTOpTQWTSmI?</a>
<b>Audio Podcast</b>	





Footnote (First)	1. Deborah Stanish, Erika Ensign, Lynne M. Thomas, and Tansy R. Roberts, Verity! Episode 46 - <i>Communication Breakdown</i> , Verity! Podcast, MP3, 1:12:31, accessed September 3, 2014, <a href="http://veritypodcast.wordpress.com/2014/07/16/episode-46-communication-breakdown/">http://veritypodcast.wordpress.com/2014/07/16/episode-46-communication-breakdown/</a> .
Footnote (Succeeding)	2. Stanish, Ensign, Thomas, and Roberts, <i>Communication Breakdown</i> .
Bibliography Entry	3. Stanish, Deborah, Erika Ensign, Lynne M. Thomas, and Tansy R. Roberts. Verity! Episode 46 - Communication Breakdown. Verity! Podcast. MP3, 1:12:31. Accessed September 3, 2014. <a href="http://veritypodcast.wordpress.com/2014/07/16/episode-46-communication-breakdown/">http://veritypodcast.wordpress.com/2014/07/16/episode-46-communication-breakdown/</a> .
<b>Artwork, Original</b>	
Footnote (First)	1. Camille Pissarro, <i>Place du Carrousel, Paris</i> , oil on canvas, 1900, National Gallery of Art, Washington, DC.
Footnote (Succeeding)	2. <i>Camille Pissarro, Place du Carrousel, Paris</i>
Bibliography Entry	3. Pissarro, Camille. <i>Place du Carrousel, Paris</i> . Oil on canvas, 1900. National Gallery of Art, Washington, DC.
<b>Artwork/Image, Digital</b>	
Footnote (First)	1. Andrew Wyeth, <i>Roaring Reef</i> , [c. 1951], Smithsonian American Art Museum, Washington, DC. <a href="http://americanart.si.edu/collections/search/artwork/?id=33040">http://americanart.si.edu/collections/search/artwork/?id=33040</a> .
Footnote (Succeeding)	2. Andrew Wyeth, <i>Roaring Reef</i> .
Bibliography Entry	3. Wyeth, Andrew. <i>Roaring Reef</i> . [c. 1951]. Smithsonian American Art Museum, Washington, DC. <a href="http://americanart.si.edu/collections/search/artwork/?id=33040">http://americanart.si.edu/collections/search/artwork/?id=33040</a> .
<b>Music Recording</b>	
Footnote (First)	1. Sara Bareilles, "Brave," <i>The Blessed Unrest</i> , Epic Records, 2013, compact disc.



Footnote (Succeeding)	2. Sara Bareilles, "Brave."
Bibliography Entry	3. Bareilles, Sara. "Brave." Epic Records, 2013. compact disc.

**Technical and Research Report**

The basic format is:

**Footnote (First Note)**

1. First name Last name, *Title of Report: Subtitle of Report* (City of Publication: Publisher, Publication Year), page numbers

**Footnote (Succeeding Notes)**

2. Last name, *Shortened Title of Report*, page numbers.

**Bibliography Entry**

Last name, First name. *Title of Report: Subtitle of Report*. City of Publication: Publisher, Publication Year

**Additional Notes:**

- Format references for **reports** similarly to how you format references for **books**.
- If the report contains a number (report number, contract number, and so forth), put it after the publisher's details and before the title. Leave the number out of the reference if the report does not have one.
- If you access a report online, provide a **URL** after the publisher information.

**Specific Examples**

<b>Corporate Author, Government Report, Retrieved Online, No Report Number</b>	
Footnote (First)	1. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, <i>The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance</i> . (Atlanta: Department of Health and Human Services, 2010), <a href="http://www.cdc.gov/healthyyouth/heathand_academic_s/pdf/pa-pe_paper.pdf">http://www.cdc.gov/healthyyouth/heathand_academic_s/pdf/pa-pe_paper.pdf</a> .
Footnote (Succeeding)	2. Centers for Disease Control and Prevention, <i>School-Based Physical Activity</i> .



Bibliography Entry	3. U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. <i>The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance</i> . Atlanta: U.S. Department of Health and Human Services, 2010. <a href="http://www.cdc.gov/healthyyouth/healthandacademics/pdf/pa-pe_paper.pdf">http://www.cdc.gov/healthyyouth/healthandacademics/pdf/pa-pe_paper.pdf</a>
<b>Corporate Author, Government Report, Print, Report Number</b>	
Footnote (First)	1. U.S. Department of Health and Human Services, National Institutes of Health, National Institute of Nursing Research, <i>Palliative Care: The Relief You Need When You're Experiencing the Symptoms of Serious Illness</i> , NIH Publication No. 11-6415 (Bethesda: NIH, 2011).
Footnote (Succeeding)	2. National Institute of Nursing Research, <i>Palliative Care</i> .
Bibliography Entry	3. U.S. Department of Health and Human Services. National Institutes of Health. National Institute of Nursing Research. <i>Palliative Care: The Relief You Need When You're Experiencing the Symptoms of Serious Illness</i> . NIH Publication No. 11-6415. Bethesda: NIH, 2011.
<b>Authored Report from Institutional Archive, Retrieved On Line</b>	
Footnote (First)	1. Scott G. Paris, Allison H. Paris, and Robert D. Carpenter, <i>Effective Practices for Assessing Young Readers</i> , CIERA Report 3-013 (Ann Arbor: University of Michigan, 2001). <a href="http://www.ciera.org/Library/reports/inquiry3/3-013/3-013.pdf">http://www.ciera.org/Library/reports/inquiry3/3-013/3-013.pdf</a> .
Footnote (Succeeding)	2. Paris, Paris, and Carpenter, <i>Effective Practices</i> .
Bibliography Entry	3. Paris, Scott G., Allison H. Paris, and Robert D. Carpenter. <i>Effective Practices for Assessing Young Readers</i> . CIERA Report 3-013. Ann Arbor: University of Michigan, 2001. <a href="http://www.ciera.org/library/reports/inquiry-3/3-013/3-013.pdf">http://www.ciera.org/library/reports/inquiry-3/3-013/3-013.pdf</a> .

### Conference, Meeting & Symposium Materials

The basic format is:

**Presentation-Footer (First Note)**

1. First name Last name, *Title of Report: Subtitle of Report* (presentation, Organization, Location, Date).

**Presentation-Footer (Succeeding Notes)**

2. Last name, "Shortened Title of Presentation."

**Presentation-Bibliography Entry**

Last name, First name. "Title of Presentation." Presentation at Organization, Location, Date.

**Paper Presentation-Footer (First Note)**

1. First name Last name, "Title of Paper" (paper presented at the annual meeting for Organization, Location, Date).

**Paper Presentation-Footer (Succeeding Notes)**

2. Last name, "Shortened Title of Paper."

**Paper Presentation-Bibliography Entry**

Last name, First name. "Title of Paper." Paper presented at the annual meeting for Organization, Location, and Date.

**Published Proceedings-Footer (First Note)**

1. First name last name, "Title of Article," In *Title of Proceedings*, edited by First name Last name, Pages. Location of Conference, Dates of Conference (Location: Organization/Publisher, Year).

**Published Proceedings-Footer (Succeeding Notes)**

2. Last name, "Shortened Title of Article."

**Published Proceedings-Bibliography Entry**

Last name, First name. "Title of Article." In *Title of Proceedings*, edited by First name Last name, Pages. Location of Conference, Dates of Conference. Location: Organization/Publisher, Year.

**Additional Notes:**

- **Unpublished presentation** sessions should follow the *first* example above.
- **Unpublished paper** or **poster** sessions should follow the second example above.
- **Published papers** or **conference proceedings** should follow the third example above.

**Specific Examples:**

<b>Conference/Symposium Presentation</b>	
Footnote (First)	1. Shawn Daley, "Flipping with iPads: The Centerpiece of a New Pedagogy?" (Presentation, Teaching, Learning and Technology Conference, Oregon Academic Technology Society, Port and, OR, October 26, 2012).
Footnote (Succeeding)	2. Daley, "Flipping with iPads."
Bibliography Entry	3. Daley, Shawn. "Flipping with iPads: The Centerpiece of a New Pedagogy?" Presentation at the Teaching, Learning and Technology Conference, Oregon Academic Technology Society, Port and, OR, October 26, 2012.
<b>Conference Poster Session</b>	
Footnote (First)	1. Bob Harbort, "Using Formative Assessment to Improve Depth and Precision of Student Understanding in Technical Coursework" (poster presented at the Fourth Annual Polytechnic Summit, Southern Polytechnic State University, Marietta, GA, June 2012).
Footnote (Succeeding)	2. Harbort, "Using Formative Assessment."
Bibliography Entry	3. Harbort, Bob. "Using Formative Assessment to Improve Depth and Precision of Student Understanding in Technical Coursework." Poster presented at the Fourth Annual Polytechnic Summit, Southern Polytechnic State University, Marietta, GA, June 2012.
<b>Conference Proceeding Article</b>	
Footnote (First)	1. Thomas B. Hiburn, Alice Squires, and Raymond Madachy, "A Mode for Educating Systems Engineers," in <i>2012 IEEE International Systems Conference (SysCon 2012)</i> , Vancouver, March 19-22, 2012 (Piscataway: IEEE, 2012).
Footnote (Succeeding)	2. Hiburn, Squires, and Madachy, "Educating Systems Engineers."
Bibliography Entry	3. Hiburn, Thomas B., Alice Squires, and Raymond



	Madachy. "A Mode for Educating Systems Engineers." <i>In 2012 IEEE International Systems Conference (SysCon 2012)</i> , Vancouver, March 19-22, 2012. Piscataway: IEEE, 2012.
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**Interviews**

The basic format is:

Chicago style for interviews includes: the person being interviewed (or the person sending the communication), the interviewer (if known), information about the place and date of the interview/communication (if known).

**Specific Examples:**

<b>Unpublished Interview</b>	
Only use the footnotes to reference an unpublished interview.	
Footnote (Example 1)	1. A ex Smith (retired plumber) in discussion with the author, January 2009.
Footnote (Example 2)	2. Harvey Kai, interview by Laurie A. Pinkert, March 15, 2009, interview 45B, transcript.
<b>Published Interview</b>	
Formatting for published interviews should resemble those of journal articles or book chapters.	
Footnote	
	1. Carrie Rodriguez, interview by Cuz Frost, <i>Acoustic Café</i> , 88.3 WGWG FM, November 20, 2008.
	2. Rodriguez, Carrie. <i>Acoustic Café</i> . By Cuz Frost. 88.3WGWG FM, November 20, 2008.
<b>Personal Communication</b>	
<b>Cite a personal communication in the footnotes only.</b>	
Footnote	1. Patricia Burns, e-mail message to author, December 15, 2008.



## Sacred Texts

In contrast to the bibliography, references to the Bible and other religious texts typically only appear in the footnotes.

When referring to religious texts, the chapter, verse, and usually a shortened version of the book's title should be used instead of the book's page number. (This is as a result of the frequent version differences in pagination.) See sections 10.45 through 10.51 of the Chicago Manual of Style for the correct book abbreviations.

The title of the Bible and other religious books should be clearly stated in your essay's body content. However, you can abbreviate the book's title in the footnotes. (See sections 10.46 and 10.47).

**Formatting the Title.** The names of religious texts are capitalized but not italicized in the body of your essay. (For more details and examples, see Chicago Manual of Style section 8.102).

**Formatting the References.** A colon is used to denote the separation of chapters and verses in biblical references, which are given in numerical sequence. ( see 14.253 of the Chicago Manual of Style). Give the surah and verse for the Koran.

1. **Versions of the Bible.** It is crucial to identify which version is being quoted because different books have different numbering systems. For regular readers, the version should be stated clearly, at least the first time; for specialists, the abbreviation may be used.
2. 5. 2 Kings 11:8 (New Revised Standard Version). 6. 1 Cor. 6:1-10 (NRSV).
3. You might find that some teachers insisted on providing a bibliography item for religious works even though the Chicago Manual of Style warns against doing so on a regular basis.
4. Last-named, First name *Title of Book: Subtitle of Book*. City of Publication: Publisher,\*Publication Year.
5. Remove any parts of publication names that are not required to identify the publisher. One example is *The Publishers Co., Ltd. or Inc.* However, keep the phrases *Brothers, Sons, and Books*. The word "*Press*" may or may not appear in a publication's title, depending on the name of the publication. Keep *Press* wherever it comes in names (like *Free Press*) or when it is a part of the name of an academic press.



### Self-Assessment Exercise 3

1. Using Chicago Citation and Style Format, list the bibliographic entries for books, including e-books and reference books for:
  - a. First Footnote;
  - b. Succeeding Footnote; and
  - c. Bibliography Entry.

#### 1.4 Summary

Through the use of the Chicago Citation and Style Format, this unit has given students the chance to learn the appropriate methods for organizing bibliographies as well as the skill of bibliographic control. The format of bibliographic entries is designed to emphasize the efficient organization that may be achieved by systematically listing the knowledge that has been captured. The ability to control the bibliography demonstrates a command of written knowledge. A proper arrangement of the bibliographies of the recorded information will always lead to the correct bibliographic arrangement. The next unit focuses on selection and evaluation of bibliographic items and indexes.

#### 1.5 Glossary

1. **Footnote:** an additional piece of information printed at the bottom of a page in academic writings.
2. **Bibliography Entry:** a list of works on a specific subject or by a given author that were used or consulted to write a research paper, book or article.

#### 1.6 Tutor-Marked Assignment

1. Briefly explain the arrangement of bibliographical entries.

#### 1.7 References/Further Reading

Jennings, D. What Is a Bibliography and When Should I Write One? (2012, June 4). Retrieved from: <https://study.com/academy/lesson/what-is-a-bibliography-and-when-should-i-write-one.html>.

LISBDNETWORK. Objectives and functions of bibliography (2016, July 18). Retrieved from: <https://www.lisedunetwork.com/objectives-functions->





bibliography/#:~:text=To%20avoid%20duplication%20of%20research,and%20up%2Dto%2Ddate.

McKenzie, D. F. (1999). *Bibliography and the Sociology of Texts*. Cambridge: Cambridge University Press.

**1.8 Answers to Self-Assessment Exercise (SAEs)****Answer to Self-Assessment Exercise 1**

Footnote (Succeeding)	1. Nselelo, "Broadening the Domain, "51-84.
Bibliography Entry	2. Nselelo, Sibiya W. "Broadening the Domain of the Fuzzy Logic Model of Perception." In <i>Cognition: Conceptual and Methodological Issues</i> , edited by Herbert L. Pikke, Jr., Paul Willem van Broek, and David C. Knoll, 51-84. Washington: APA, 1992.

**Answer to Self-Assessment Exercise 2**

Footnote (First)	1. Amy S. Brickman, "MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids" (PhD diss., Massachusetts Institute of Technology, 1997).
Footnote (Succeeding)	2. Amy S. Brickman, "MOOSE Crossing."

**Answer to Self-Assessment Exercise 3****Footnote (First Note)**

1. First name, Last name, *Title of Book: Subtitle of Book* (City of Publication: Publisher, Publication Year), page number.

**Footnote (Succeeding Notes)**

2. Last name, *Shortened Title of Book*, Page numbers.

**Bibliography Entry**

3. Last name, First name. *Title of the Book*. City of Publication: Publisher, Publication Year.



## **Unit 2: Selection and Evaluation of Bibliographic Items and Indexes**

### **Unit Structure**

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Selection and Evaluation of Bibliographic Items and Indexes
  - 2.3.1 Searching for Specific Scholarly Information
  - 2.3.2 Librarians Providing Access to Bibliographic Information
  - 2.3.3 Selection Criteria for Bibliographies and Indexes
  - 2.3.4 General Evaluation Criteria for Functional Bibliographic Databases
- 2.4 Summary
- 2.5 Glossary
- 2.6 Tutor-Marked Assessment
- 2.7 References/Further Readings
- 2.8 Answers to Self-Assessment Exercises (SAEs)

### **2.1 Introduction**

The last unit discusses the arrangement of bibliographic entries and indexes, this unit focuses on selection and evaluation of bibliographic items and indexes. Searching through bibliographic databases and retrieving relevant sources are crucial for writing articles in an unbiased and efficient way. Systematic searches are becoming prerequisites of scientific authors' professional behaviour in the current era of information surge. Researchers and authors may improve their referencing and writing skills by securing access to reputable bibliographic databases, search platforms, directories, institutional repositories, and libraries. By cooperating with information professionals and facilitators, authors may improve their understanding of various search tools and be more selective with regards to a large amount of relevant available references.

### **2.2 Learning Outcomes**

At the conclusion of this unit, learners should be able to:

- identify and discuss bibliography and indexes; and
- recognise useful criteria for evaluating bibliographies and indexes



## 2.3 Selection and Evaluation of Bibliographic Items and Indexes

### 2.3.1 Searching for Specific Scholarly Information

Current search strategies depend on the scope of scholarly articles and covered subject categories. Evidence pointing to the most complete and reliable databases for different disciplines is rare. The control is largely based on empirical expert opinion and some of the current analyses of search strategies presented in systematic reviews. The main principle of comprehensive searches is to avoid relying on any single database.

For most precise, technical and medical disciplines, Scopus and Web of Science are frequently recommended as platforms for retrieving and analysing quality items. Both are highly careful and well-organized multidisciplinary abstracting and citation-tracking databases. Google Scholar, the largest multidisciplinary platform, is commonly employed for opening searches by most authors, particularly for navigating to full-texts of journal articles and grey literature. However, some experts are critical of the Google Scholar approach because of its low specificity for finding relevant primary sources and its low functionality for structured systematic searches.

Given the limits of multidisciplinary databases and platforms, systematic and comprehensive evidence blends are increasingly encompassing specialized bibliographic databases, which cover not just peer-reviewed sources, but also books, dissertations, technical documents, guidelines, and other grey literature items. For instance, MEDLINE, EMBASE, and the Cochrane Library are frequently referred to as the main biomedical evidence-based search options. However, the current trend of multi-, cross-disciplinary, and multicenter research demands referring to services of a wide variety of global specialist bibliographic databases.

With the increasing list of databases also comes a trend of referring to irrelevant, or even erroneous, information that reveals the lack of understanding of the functionality of search tools. As a major example, Directory of Open Access Journal (DOAJ) is sometimes listed in search strategies of reviews as a bibliographic search tool, while it is known as a whitelist of open-access journals with incomplete links to papers.

#### Self-Assessment Exercise 1

1. .... and .....are the most frequently recommended as platforms for retrieving and analysing quality items?
2. Some experts are critical of the Google Scholar approach because .....



### 2.3.2 Librarians Providing Access to Bibliographic Information

Libraries and librarians are at a crossroads when it comes to providing access to bibliographic information and full text library resources. The anticipation of learners and faculty for a simplified, fast, all inclusive, and principally online research experience:

- has been addressed in part by the introduction of discovery layers, which have been widely adopted by libraries all over the world;
- librarians have also stressed the need for a single entry point for information search;
- while many favor the simplified interface, these tools return a large number of search results that can contain popular as well as scholarly sources. Hence, some librarians are uncertain about searches yielding too many and irrelevant results;
- thus putting a greater burden on the learner and searcher to sort through and evaluate information. If learners are unwilling to go beyond the first page of search results or if they lack the skills to properly evaluate information sources; and
- they may select sources that are lower in quality with concern for their authority, currency, or relevance.

In indexing and abstracting bibliographic databases, a number of this sorting and evaluation has already happened. Many academic libraries offer subject-specific indexing and abstracting databases, and academics continue to promote them to learners, assuming that the gravity of coverage and the traditional indexing of citations mean more relevant search results. As discovery layers rise in popularity among users, however, librarians may be tempted to cut indexing and abstracting databases in the face of budget confines.

### 2.3.3 Selection Criteria for Bibliographies and Indexes

Despite the fact that most bibliographic databases have improved their information storage capacities, they maintain selectiveness and accept for indexing only a small proportion of journals. Periodicals are required to meet definite technical standards to be readable by online software. Therefore, each journal item should be strikingly separated from others, mainly in the form of separate PDF files, and contain the item information for indexers. The title page of the item or material is an essential section, where the publication type, title of work, author names, affiliations, correspondence, copyright details, processing history (submission, revision, acceptance, and online availability dates), citation mode, digital access identifier (DOI), abstract, and author keywords are generally displayed to properly index the item in an abstracting database. Critically important also, is the accuracy of the references section, which is processed by citation-tracking databases.



Aside from the basic technical quality criteria mention above, bibliographic databases have sets of selection criteria, aiming to pick the most influential periodicals. Depending on the goals, professional scope, and indexed sources, the selection criteria may vary from one databases to another. Peer review and timeliness of publications are the main criteria which help choose quality periodicals with streamlined publishing. Also, an editorial board with experts who are active in research and publishing and represent most geographic and professional areas of the journal is another fundamental criterion. It is highly necessary to have profiles of the editors visible in prestigious databases and research platforms. Selection committees of citation indexes (for instance, Web of Science) pay special attention to citation profiles of editors and published articles in their journals, giving importance to the journals with increasing citations in the target databases. More emphasis is now also placed on editorial credentials, which can be found from learned associations such as the European Association of Science Editors (EASE), Council of Science Editors (CSE), and the Committee on Publication Ethics (COPE).

### Self-Assessment Exercise 2

1. Why may librarians be tempted to cut indexing and abstracting databases?
2. List three (3) criteria for selecting bibliographies and indexes.

#### 2.3.4 General Evaluation Criteria for Functional Bibliographic Databases

Aside from the selection and evaluation criteria highlighted above, there are other criteria to consider such as authority, relevance, currency, control and quality of information. The following are other general evaluation criteria for bibliographies and indexes:

- Transparent indexing criteria;
- Focus on particular subject categories and disciplines;
- Expanded coverage of related fields of science;
- Displayed lists of main and selective collections of periodicals;
- Availability of professional teams for evaluating new source applications;
- English and/or multilingual platform;
- Capacity to cover a variety of items (articles, books, conference proceedings, theses, technical documents, audiovisual materials, web resources);
- Advanced online search engine advantage;
- Extended coverage of historic publications;
- Incorporation of search engine with an organised thesaurus of specialist keywords;



- Accessibility at vendors' platform (e.g., EBSCOhost, ProQuest); and
- Integration with a digital collection or repository (full-text counterpart).

### Self-Assessment Exercise 3

1. List any five (5) general evaluation criteria for functional bibliographic databases.

## 2.4 Summary

This unit has expose learners to ways of searching for relevant information using certain selection and evaluation criteria. Some of the basic criteria for selection and evaluation include but not limited to authority, relevance, currency, accuracy, control and quality of the information sources. The next module shall focus on types of citation and referencing styles.

## 2.5 Glossary

1. **COPE** - Committee on Publication Ethics
2. **CSE** - Council of Science Editors
3. **DOI** – Digital Object Identifier
4. **EASE** - European Association of Science Editors

## 2.6 Tutor-Marked Assignment

1. Briefly list and explain some of the basic criteria for selection and evaluation of bibliographies and indexes.

## 2.7 References/Further Readings

Dahlen, S. P. C., & Hanson, K. (2017). Preference vs. authority: A comparison of student searching in a subject-specific indexing and abstracting database and a customized discovery layer. *College & Research Libraries*, 78(7), 878-897. doi: <https://doi.org/10.5860/crl.78.7.878>

Gasparyan AY, Yessirkepov M, Voronov AA, Gerasimov AN, Kostyukova EI, Kitas GD. Preserving the integrity of citations and references by all stakeholders of science communication. *J Korean Med Sci*. 2015; 30:1545–1552.



- Rathbone J, Carter M, Hoffmann T, Glasziou P. Better duplicate detection for systematic reviewers: evaluation of systematic review assistant-deduplication module. *Syst Rev*. 2015; 4:6.
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- Jamali HR, Nabavi M. Open access and sources of full-text articles in Google Scholar in different subject fields. *Scientometrics*. 2015; 105:1635–1651.
- Haddaway NR, Collins AM, Coughlin D, Kirk S. The role of Google Scholar in evidence reviews and its applicability to grey literature searching. *PLoS One*. 2015; 10:e0138237.
- Freeman MK, Lauderdale SA, Kendrach MG, Woolley TW. Google Scholar versus PubMed in locating primary literature to answer drug-related questions. *Ann Pharmacother*. 2009; 43:478–484.
- Boeker M, Vach W, Motschall E. Google Scholar as replacement for systematic literature searches: good relative recall and precision are not enough. *BMC Med Res Methodol*. 2013; 13:131.





## **2.8 Answers to Self-Assessment Exercises (SAEs)**

### **Answer to Self-Assessment Exercise 1**

1. Scopus and Web of Science
2. Because of its low specificity for finding relevant primary sources and its low functionality for structured systematic searches.

### **Answer to Self-Assessment Exercise 2**

1. In the face of budget confines, i.e. when there is budget cuts.
2. The following are some of the criteria for selecting bibliographies and indexes:
  - a. Peer review and timeliness of publications;
  - b. Editorial board with experts who are active in research and publishing;
  - c. Professional area of the journal; and
  - d. Editorial credentials.

### **Answer to Self-Assessment Exercise 3**

1. The following are the general evaluation criteria for functional bibliographic databases:
  - a. Transparent indexing criteria;
  - b. Focus on particular subject categories and disciplines;
  - c. Expanded coverage of related fields of science;
  - d. Displayed lists of main and selective collections of periodicals;
  - e. Availability of professional teams for evaluating new source applications;
  - f. English and/or multilingual platform;
  - g. Capacity to cover a variety of items (articles, books, conference proceedings, theses, technical documents, audiovisual materials, web resources);
  - h. Advanced online search engine advantage; and
  - i. Extended coverage of historic publications.



## MODULE 4: BIBLIOGRAPHIC CITATION AND REFERENCING

### Introduction

A citation is an ethical or moral acknowledgement of the several sources of data and information in a body of scholarly work or text that refer to references or authorities that support the work. It is one of the features of a scholarly work which eventually shows the depth of an academic study of a researcher. It is a reference that enables a researcher to acknowledge the various sources of information used in the course of the intellectual work. In the context of scholarly work, it is a way of according moral acknowledgement to both published and unpublished sources of information. In other words, it is a means of giving credit or appreciation to authors for using their intellectual and creative writings to support a research work. The sources may be primary, secondary or tertiary (books, journal articles, diaries, speeches, websites, legal proceedings, maps, government publications etc.).

Citations are usually in-text and at the end of the write-up. Citation supports intellectual honesty, that is, it guides against academic fraud, intellectual theft or plagiarism, (that is, to uphold), support and encourage intellectual uprightness. This is so in that, failure to give credit to the work, words, ideas and creativity of another author amounts to intellectual fraud otherwise known as plagiarism. It also enables the readers to verify the originality of the sources used. Also, it builds authority as well as credibility into the research work in that, opinions of other scholars form part of the study.

Book citation includes name of the author - surname first, followed by the initials or other names depending on the style (single or multiple, personal or corporate), date, the title, place of publication, publisher (publication distribution). Citation of journal articles, on the other hand, includes author(s) of the article, date, the title, title of the periodical (journal), volume number, issue number and pagination. A web citation includes the author(s) of the website (personal or corporate), title, date accessed and the URL (Uniform Resource Locator), or DOI (Digital object identifier) etc. An in-text citation, whether for a book or journal article includes surname(s) of the author(s) (single or multiple), year of publication of the work.



## **Unit 1: Bibliographic Citations and Referencing**

### **Unit Structure**

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Bibliographic Citations and Referencing
- 1.4 Rationale for Citation and Referencing
  - 1.4.1 Importance of Citation and Referencing
  - 1.4.2 How Do I know the Citation and Referencing Method to Use?
  - 1.4.3 Citation Approaches in the Text
  - 1.4.4 Essential Components of Every Reference
- 1.5 Summary
- 1.6 Glossary
- 1.7 Tutor-Marked Assessment
- 1.8 References/Further Readings
- 1.9 Answers to Self-Assessment Exercises (SAEs)

### **1.1 Introduction**

In the last unit in module 3, learners were taught about selection and evaluation of bibliographic items and indexes. This unit focuses on types of citation and referencing. Academic institutions and scientific publications all over the world, demand references for all sources used in the course of writing. Learners and other researchers frequently view this as a complex process that involves too much time and effort. The intricacy of this exercise, to the learners, increases as there is several types of information materials consulted in the process of writing there research and related assignments (term papers, essays, articles, research projects, and so on). Information resources that could be cited or referenced to such research writings include all print and non-print sources such as books, periodicals, reports, students' projects (such as theses and dissertations), dictionaries, encyclopaedia, letters, lecture/class notes, posters, manuals, and so on. Web pages, social network text, email archives, messages, and online audio and video files are examples of additional electronic resources.

### **1.2 Learning Outcomes**

At the end of this unit, learners should be able to:



- discuss what citation and referencing means in academic work;
- analyse the importance of citation and referencing;
- demonstrate the knowledge of citation and referencing method to use; and
- determine the essential components of every reference.

### **1.3 Bibliographic Citations and Referencing**

In this unit, bibliographic citation and referencing process is set out in detail. Learners and other researchers are reminded of the importance of bibliographic citation and referencing, and the four major or foremost methods in the Nigerian academic setting were given – namely the Harvard, the American Psychological Association (APA), the Vancouver and the Modern Language Association (MLA) methods.

They shall be fully analysed in the next unit (i.e. unit 2). But, before we proceed to the methods, let us keep note of some important issues that learners and researchers will like to know.

#### **1.3.1 Intellectual Property Rights**

Any original work of the human mind, including those in the arts, sciences, literature, technology, or other fields, is considered to be the subject of intellectual property (IP). The term "intellectual property rights" (IPR) refers to the legal privileges granted to the inventor or creator to safeguard their work for a predetermined amount of time. [1] These legal rights allow the inventor or creator, or his assignee, the only right to fully exploit their idea or creativity for a specific amount of time. It is widely acknowledged that IP is essential to the modern economy. Additionally, it has been unequivocally proven that the intellectual labour connected to the innovation deserves to be given the respect it deserves in order for it to serve the greater good {Singh, 2004}.

Ideas, innovations, and creative expressions on the basis of which there is a public desire to grant the status of property are referred to as intellectual property rights (IPR). In order for the inventors or developers of that property to profit commercially from their creative endeavours or reputation, IPR grant them specific exclusive rights. There are various forms of intellectual property protection, including trademark, copyright, and patent. An innovation that satisfies the requirements of universal novelty, non-obviousness, and industrial use is given a patent. IPR is a requirement for improved invention or creative work identification, planning, marketing, and protection. Depending on its area of specialization, each industry should have its own IPR policies, management style, strategy, and so forth (Chandra and Sanjib, 2011).



### 1.3.2 Copyright

The simplest definition of copyright is the right to copy, that is, the legal right of the owner of an intellectual property. The only people who have the sole right to reproduce a work are the original authors of that work and anyone to whom they grant permission. For a specific period of time after which the copyrighted object enters the public domain, copyright law grants original material producers the sole right to continue using and duplicating their work.

A product that is considered creative and that takes a lot of mental effort to generate is considered intellectual property and needs to be protected from unlawful replication. Computer programs, works of art, poetry, graphic designs, musical lyrics and compositions, novels, films, innovative architectural designs, website material, and so on, are examples of unique inventions. Copyright is one measure that can be taken to legally preserve an original creation.

A work is considered original under copyright law if it was produced by the author using only original ideas without any copying. A work of this kind is referred to as an Original Work of Authorship (OWA). Anyone who has written an original work immediately owns the copyright to it, barring others from exploiting or copying it. The original owner of the copyright has the option to voluntarily register it if they want to have a stronger role in the legal system should the necessity ever arise (Chandra and Sanjib, 2011). Not all kinds of work are protected by copyright. Ideas, discoveries, concepts, or hypotheses are not covered by copyright laws. Titles, domain names, slogans, and brand names are not covered under copyright legislation. An original work must be in physical form in order to be protected by copyright. This means that in order for any speech, discovery, musical composition, or idea to be protected by copyright, it must be physically recorded (WIPO, 2014).

### 1.3.3 Patents

An invention is a product or a technique that, in general, offers a new way of doing something or presents a new technical solution to a problem. A patent is an exclusive right awarded for an invention. Technical details concerning the innovation must be made public in a patent application in order to obtain one. Patents are useful, practical notions that have real-world applications. They are not merely abstract ideas. Patents support the development of breakthroughs and new technology in every field by rewarding ideas. Essentially, patent is the legal right to create, use, or sell an invention exclusively for a predetermined period of time.



When an invention satisfies the requirements of general novelty, non-obviousness, and industrial or commercial use, a patent is granted. Products and processes are eligible for patent protection. According to the Indian Patent Act of 1970, a patent had a period of 14 years from the date of filing, with the exception of preparation techniques for medications and food products, for which the term was either 7 years from the date of filing or 5 years from the date of the patent, whichever came first. Drugs and food products were not the subject of any product patents (Indian Commercial Law, 2005).

The modern Nigerian law on patent is governed by the Patents and Design Acts Cap. 344 of the law of the Federation of Nigeria 1990(Act of 1970). It is administered by the Registrar of patent, trademark and industrial design which is under the umbrella of the Federal Ministry of Commerce, Abuja. Like other intellectual property rights, a patent protects a patented product or technique from potential unauthorized copying, usage, sale, and so on. Giving the patentee exclusive control over the innovation for a set amount of time.

Nigeria's Patent and Design Act is the name of the law that governs patents (hereinafter referred to as PDA). The administration of patents and designs is covered by this Act's provisions. The Act provides for the registration and ownership of patents, including definitions of patentable inventions, application examination, and grants of rights. By submitting an application to the Patent and Design Registry, which is overseen by the Minister for Industry, Trade, and Investment, a patent can be obtained.

#### **1.3.4 Industrial Property Rights**

Industrial Property Rights refers to all of the Company's patents, trademarks, trade names, inventions, copyrights, know-how or trade secrets, formulas, and science, whether they are already in existence or will be developed or acquired by the Company or for its use in the future, relating to any and all goods and services that the Company develops, formulates, and/or manufactures. Industrial property rights refers to a person's or an organization's ownership of inventions, industrial designs, semiconductor integrated circuit layout designs, trade secrets, marks, trade names, geographical indications, and trade secrets they have created or acquired, as well as the right to repress unfair competition.

#### **1.3.5 Copyright Infringement**

A copyright is violated when a person's creative works are copied, published, performed in public, recorded, distributed, broadcast, or otherwise altered by another person without the owner of the copyright's consent. In essence, copyright infringement is violating and pirating an author's exclusive right through the unauthorized use of a work that has been



granted copyright protection. Creatives must set themselves apart from other authors of specified works if they do not want their work to be considered an infringement.

The unauthorised performance of acts for which the copyright owner has been granted exclusive rights is listed as an example of a violation of copyright in Section 15 of the Nigerian Copyright Act ("NCA") (Cap C28 LFN 2004). Other examples include various dealings, most often of a commercial nature, involving infringing copies of copyright works (Oyewumi, 2015). Unauthorized creation, duplication, publication, broadcast, public performance, and adaption of the work are all considered acts of infringement.

Without the owner's permission, any of these actions are considered infringement unless they fall under one of the exceptions to copyright law.

#### **1.4 Rationale for Citation and Referencing**

Academic referencing and citing relate to the practice of acknowledging the sources that authors have used in their works. It necessitates linking citations to a paper's list of works cited. It also acknowledges the information sources cited in the manuscript. By providing a reference, you may both acknowledge the study one had mentioned and help readers locate the work so cited. It has some ramifications to cite every source one utilize in academic writing. Academic citations make it clear that the writer is not the first author to explore the subject. Additionally, it helps writers to demonstrate how they incorporate the thoughts of others into their own. As a result, readers could look up those sources to learn more about a certain point made.

You must always cite your sources when you incorporate information, details, concepts, or justifications from other publications. When you quote text directly from an essay, article, book, or other source, this practice is known as academic referencing. If you borrow a concept or piece of information from another work, even if you don't use their exact words, you still need to cite it. The only situation in which this rule does not apply is when the knowledge is universally acknowledged as being true. Academic referencing also makes it possible for the target readers to research the original source further if they so choose. The readers or researchers can as well determine how dated the sources are. Academic referencing also validates and strengthens the writer's arguments (Bryson, 2012).

##### **1.4.1 Importance of Citation and Referencing**

The followings are usable reasons why a learner or researcher must refer to, quote and cite sources in academic and research work:

- It is a proof that the research is significant and is based on facts from previous studies;
- It indicates the theoretical substance of the research;



- It validates the dependability, reliability and/or credibility of the research findings and conclusion;
- It permits interested readers to track and monitor the cited works for furtherance of knowledge; and
- It is the only lawful way to avoid plagiarism – i.e. an academic offence that draws academic punishments such as denial of grade, certificate, qualification and other similar punishments.

### Self-Assessment Exercise 1

1. Give two importance of citation and referencing.

#### 1.4.2 How Do I know the Citation and Referencing Method to Use?

Academic departments and faculties of different kinds require different referencing method. This is also the situation with scientific journals and other professional publications. What the learner or researcher should do first is to find out the requirement of his or her department, faculty or professional body (as per journal publishing). Elaborately, and in the domain of this unit, some of the academic departments or disciplines and the referencing method they commonly subscribe to are presented in the table below:

**Table 1: Distribution of Academic Departments and Their Likely Referencing Methods**

Methods	The Subscribing Departments/Disciplines
APA Method	Social and behavioural sciences such as Education Library and Information Science, management Sciences, Nursing, and other behavioural and Social Science disciplines.
Harvard Method	All Language Studies, History, Arts, and Literary studies, Theology, Sociology, Criminology, and so on.





MLA Method	Linguistics and Literary Subjects.
Vancouver Method	Medicine, Computer Science, Mathematics, Statistics, Physics, Zoology, Plant and Biotechnology Departments, and so on.

### Self-Assessment Exercise 2

1. Vancouver citation and referencing method is preferred by which academic disciplines?

#### 1.4.2.1 Where Does the Referencing Process Begin?

Precise citation and referencing starts from noting down the materials that has prospective use from the beginning. In the process of searching for information in resources, the learner or researcher should take note of the page(s), and if photocopies are made, the front and title pages of the source should also be photocopied so as to capture the bibliographic details of the information material that is being accessed. The majority of students and researchers photocopy book pages for their research projects only to find out at the conclusion that the author or source they cited in the text cannot be identified in the reference list. It should be highlighted that the remedy to such an experience is to keep all bibliographic records while using the information resources and conducting further searches.

#### 1.4.3 Citation Approaches in the Text

In academic and scientific writing, there are four different ways that a learner or researcher can cite a source or reference. These are:

- i. Source Referencing: This is accomplished by placing the citation in text within brackets at the precise location where the sourced data appears;
- ii. Secondary Referencing: To accomplish this, cite to a specific citation (primary source) that is mentioned or cited in another specific information resource (the secondary source). In other words, the student or researcher is citing a citation found, for instance, in the book he is reading. As a result, while the quotation he chose from the book is the primary source, the book he is now reading is the secondary source



from which he may have derived the information. The text must cite both the primary and secondary sources, for example: Women are weaker than men (Uzuegbu, 2012, cited in Ibegwam, 2014). However, only the secondary source should be referenced in the bibliography, works cited list, or references section. Thus, in the above example, Uzuegbu's work is the primary source and is the major citation at the moment even though it was sourced from the book written by Ibegwam. Whereas, Ibegwam's work is the secondary source, being the book that the student is presently reading and thereby stumbled on the citation made to Uzuegbu's work. Hence, this kind of citation is known as secondary referencing.

- iii. **Cross-Referencing:** A cross-reference is any reference within a text to a specific item, such as a chapter, section, table, paragraph, etc. There must be as much detail in such referencing as feasible. According to Uzuegbu and Onyenachi (2015), it must refer to the specific number of the item, rather than to the number of the page on which it appears, for example: (see Table A.), (see Figure 2.1), (see Chapter 6) Where the cross-reference is to a specific sentence, it must form part of that sentence, for example: .... is called a killer (see Chapter 10). Note that the "see" above began with a lowercase. But where the cross-referencing is to an entire paragraph, it must be placed after the last sentence, and the "see" will start with a capital letter, for example: .... is called a killer. (See Chapter 10.) Study the two immediate examples to observe the difference between them. Moreover, note that the cross-referenced item is written with a capital letter.
- iv. **Content Referencing:** Within the text, references to other pieces of content are utilized to offer more details or commentary. Burger (1992), cited by Uzuegbu & Onyenachi (2015), states that content referencing is used to: - direct the reader to other sources that can provide more information on a particular topic; - clarify information in the text, such as by providing more information on people or places, defining foreign words, etc.; - provide additional information that, while important, cannot be included in the text without disrupting its flow; - expand on a viewpoint; and - provide the source.

Nonetheless, content referencing comprised of two methods: endnotes and footnotes. Endnotes appear on a separate page at the end of the write-up (before the reference/bibliography list and must be provided with a title such as **ENDNOTES** or **NOTES**. They are indicated in the text by means of superscript (raised Arabic numerals). Endnotes are more confusing and clumsy than footnotes because the reader has to page back and forth to obtain the required information from them.

Footnotes appear at the bottom of a page and are separated from the last line of text by additional space and/or a line, and/or a smaller font. They are also indicated in the text by



means of superscript, which are preferably placed at the end of the sentence and usually after the punctuation mark, for example:

.... guinea worms<sup>1</sup> are not what human beings think they are.

<sup>1</sup>Guinea worms are silky organisms that produce life protection enzymes than poisons.

Source: Uzuegbu & Onyenachi (2015)

The above is a fiction statement to demonstrate the placement of a sample superscript and its resultant footnote.

Summarizing this section, it is important to note that citations in an academic or research work could be in the form of direct quotation (lifting the information word for word and indicated with quotation signs “ ”) or in the form of paraphrase (presenting another author’s information in one’s own language).

### Self-Assessment Exercise 3

1. List the four means according to which a learner or researcher can cite a source or reference during academic and scientific writing.

#### 1.4.4 Essential Components of Every Reference

In general, references to all categories of information sources must include a few key elements (bibliographic records). The key is to provide as much information as possible so that the reader can track down the appropriate sources. Print and non-print sources are the two basic categories of information sources.

##### Print Sources

The components that constitute each reference entry for print sources include:

- i. Author or statement of responsibility (it could be: a person as self-author(s) or as Editor(s), a corporate body, a government body, a conference, and so on);



- ii. The date of publication or publication distribution (the year of publication, which to some types of material includes day and month. But, where the year of publication is not known or visible, the copyright year is used but with a “c” sign before the date (e.g. c2019). Where there is no date, the abbreviation “n.d”, for no date, may be used;
- iii. Title;
- iv. Edition;
- v. Place of publication;
- vi. Publisher; and
- vii. Volume, number and/or page numbers.

#### Self-Assessment Exercise 4

1. The essential components of every print sources are?

#### Non-print Sources (electronic materials)

To correctly cite and reference electronic sources of information, the following fundamental information (which has to appear in every likely credible electronic resource) must be clearly visible where available:

- i. Name of the Author(s) or Editor(s) (if available);
- ii. Title of the page/article;
- iii. Title of the web page (check the site’s home page);
- iv. Type of medium (for example electronic journal, online);
- v. Date on which the website was last updated or the copyright date;
- vi. full Internet address (URL) (for example <http://www...>); and
- vii. Date on which the website was accessed.

### 1.5 Summary

This unit has been able to showcase that academic institutions and scientific publications all over the world, demand references for all sources used in the course of academic/research writings. Consequently, learners are now aware of importance of citation and referencing, how to know the citation and referencing method to use, citation



approaches in the text, and essential components of every citation and reference in academic writing. This next unit is set to establish each referencing method and style, as well as to cover all the likely used information materials by learners and researchers and also to show their entry differences in print and non-print sources.

## 1.6 Glossary

1. APA – American Psychological Association

2. MLA – Modern Language Association

## 1.7 Tutor-Marked Assignment

- 1) List the importance of citation and referencing in academic writing?
- 2) How do you determine the citation and referencing method to use in your research work?
- 3) What are the essential components of every reference in academic writing?

## 1.8 References/Further Readings

Aboyade, W. A., & Aboyade, M. A. (2020). *Fundamentals of library education* (2nd ed.). Joymab Publications.

American Psychological Association (2010). *Publication manual of the American Psychological Association*. Washington.

Bryson, D. (2012). Using research papers: citations, referencing and plagiarism. *Journal of Visual Communication in Medicine*, 35(2), 82–84.

Burger, M. (1992). *Reference techniques* (8th ed.). Pretoria, South Africa: University of South Africa.

Cap C28 LFN 2004.

Lourens, A. (2007). *Scientific writing skills*. Stellenbosch, South Africa: Sun Press  
University of Queensland Library (2001). *References/Bibliography Vancouver style: Quick guide – how to use it*. Retrieved from <http://www.library.uwa.edu.au/>

Oyewunmi, A. O., *Nigerian Law of Intellectual Property* ((University of Lagos Press and Bookshop Ltd, 2015)



Uzuegbu, C.P. & Onyenachi, J.C. (2015). Bibliographic Citation and referencing methods. In Ahiaoma Ibegwam, *Fundamentals of library and information science education* (pp. 97-120). Ibadan, Nigeria: Stirling-Horden

[https://www.wipo.int/edocs/pubdocs/en/wipo\\_pub\\_guide\\_patentsearch.pdf](https://www.wipo.int/edocs/pubdocs/en/wipo_pub_guide_patentsearch.pdf)



## 1.9 Answers to Self-Assessment Exercises (SAEs)

### Answer to Self-Assessment Exercise 1

1. The following are the importance of citation and referencing:
  - a. It is a proof that the research is significant and is based on facts from previous studies;
  - b. It indicates the theoretical substance of the research; and
  - c. It validates the dependability, reliability and/or credibility of the research findings and conclusion.

### Answer to Self-Assessment Exercise 2

1. Vancouver Citation and referencing method is preferred by the following disciplines: Medicine, Computer Science, Mathematics, Statistics, Physics, Zoology, Plant and Biotechnology, etc.

### Answer to Self-Assessment Exercise 3

1. The four means according to which a learner or researcher can cite a source or reference during academic and scientific writing are:
  - a. Source referencing;
  - b. Secondary referencing;
  - c. Cross referencing; and
  - d. Content referencing.

### Answer to Self-Assessment Exercise 4

1. The essential components of every print sources are:
  - a. Author or statement of responsibility;
  - b. The date of publication or publication distribution;
  - c. Title;
  - d. Edition;
  - e. Place of publication;
  - f. Publisher; and
  - g. Volume, number and/or page numbers.



## Unit 2: Referencing Methods and Style

### Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Reference Citation in Research Work
  - 2.3.1 Harvard Format
  - 2.3.2 APA Format
  - 2.3.3 Vancouver Format
  - 2.3.4 MLA Format
  - 2.3.5 Chicago Format
- 2.4 Summary
- 2.5 Glossary
- 2.6 Tutor-Marked Assessment
- 2.7 References/Further Readings
- 2.8 Answers to Self-Assessment Exercises (SAEs)

Links to Learning Resources:

<https://academicguides.waldenu.edu/writingcenter/apa/references/videos#s-lg-box-11129159>

[https://www.youtube.com/embed/fhz\\_zuXYFnU?cc\\_load\\_policy=1&rel=0](https://www.youtube.com/embed/fhz_zuXYFnU?cc_load_policy=1&rel=0)

### 2.1 Introduction

The previous unit discussed types of citation and referencing. The referencing methods that constitute the focus of this unit are: the Harvard, the American Psychological Association (APA), the Vancouver, the Modern Language Association (MLA) and the Chicago methods. They are treated one after another in the subheadings.





## 2.2 Learning Outcomes

After completing this unit, learners are expected to:

- have master and be able to differentiate between various referencing types and methods; and
- be able to use appropriate referencing type and style in academic work.

## 2.3 Reference Citation in Research Work

A reference is a defined way to acknowledge various sources data, concept, and information sources that inform how a scholarly work is conducted and that make it possible to identify the sources.

Referencing is done in two ways: In-text citation and Reference list. In-text citations are found with the body of the text notifying the reader that an idea was obtained from a source. There are basically two formats for in-text citations: use of numbers and use of author's last name and date of publication.

The reference list includes information about the printed and digital sources and resources cited in a scholarly work. These sources can include books, periodicals, websites, pamphlets, speeches, conference papers, proceedings, theses, dissertations, Internet sites, and other sources of information. Academic papers frequently include a list of references at the end, usually organized alphabetically by author, editor, or title. That is, a reference list should only contain materials that were mentioned or cited in-text throughout the research. It also includes a list of all the sources that were used to create the work's quotes or paraphrases. Each author referenced in the text of a scholarly paper must also be listed in the reference section, which is often at the end of the document. Any scholarly work must cite sources in order to maintain academic integrity and prevent intellectual theft or plagiarism.

The complete and accurate bibliographic details of the sources and materials must be recorded in order for the reference to be appropriate. Additionally, spacing, grammar, syntactical norms, punctuation, and other technical requirements in the reference list must be followed. Citations must be inserted at strategic points in the text, and the reference list, which should include all in-text citations, should be at the end of the paper.

Similar to references, in-text citations are found with the body of the text, whereas references or the bibliography are found at the end. Every citation (cited work) should



have a corresponding reference list at the end of the document, it is important to highlight.

### 2.3.1 Harvard Method

The "author-date method" is another name for this approach. It is primarily employed in the humanities. The Harvard formatting style is required for all term papers, essays, articles, projects, and other research written by students and researchers in the academic departments and disciplines of the humanities faculty. An in-text or in-body citation to an original source is known as a parenthetical citation or the Harvard referencing (author-date) system. Within a sentence, the reference may be entire or in part, in-text, and enclosed in brackets. For instance: *Fundamental of library education textbook is by no means a complete recipe for...* (Akewu & Akewukereke, 2020).

The Harvard approach favours two types of citations: reference lists, which include complete bibliographical information for all the sources cited in the body of the academic work, and in-text citations, which only include a subset of the entire bibliographic information. A comprehensive bibliographical reference must typically be included at the end of an academic document when using parenthetical referencing. The final section may be headed "**Bibliography**" or "**References**" (works or authors cited in-text) (including works or authors consulted, cited or not cited in-text). Works cited in the text or body of the work using the parenthetical or Harvard system are recognized by the author's name and the date or year of publication (together with page numbers if it is a direct quotation).

A professor of zoology at Harvard University first used the parenthetical reference style in the 1880s, which is how the Harvard referencing system came to be. In the humanities and social sciences, referencing is done using the Harvard author-date system. Only the year of publication is surrounded in open and close brackets when an in-text reference starts or comes before an assertion, as in Modupeola (2020) believes that. The author and the year of publication, however, are both placed in brackets if the reference follows, follows, or follows an assertion or statement, as in *Fundamentals of library education is* (Aboyade, 2020). Other examples of parenthetical referencing system include Harvard, American Psychological Association (APA), and Modern Language Association (MLA).

Harvard method has as the following general characteristics:

- i. Indicate the text's author(s), publication date(s), and page(s) (e.g. Uzuegbu, 2012:12). concerning a number of authors (Uzuegbu, 2012:12; Ibegwam, 2014:14), etc.;



- ii. If the author(s)' names appear in the sentence, only the date and page should be enclosed in brackets;
- iii. Only if the work is paginated are the page(s) necessary;
- iv. Despite the fact that the page number(s) should be separated by a colon, the author and the date should be separated by a comma;
- v. Quotes under 40 words are included into sentences with proper grammar and should fit into a paragraph with a logical structure;
- vi. When the following quotation is a phrase, the last punctuation mark should occur after the closing bracket;
- vii. Ellipses (...) are typically used to indicate words that have been omitted from quotations;
- viii. Quotes larger than 40 words are placed indented paragraphs without quotation marks;
- ix. The list of all references used in the text is systematically listed in the bibliography, which also contains a list of additional significant sources that were not consulted or cited in the work;
- x. The entries in the reference or bibliography are listed alphabetically;
- xi. Only the titles of published works are italicized. Titles of unpublished works are not italicized; and
- xii. The title of the work should be used in the text and reference list when there is no established author.

### Self-Assessment Exercise 1

1. The Harvard referencing method is also known as .....and is predominantly used in the field of .....
2. Give any five (5) general characteristics of Harvard referencing method.

Now, several examples of the in-text citation and referencing formats are presented below:

### Print Sources for Harvard Style



**Books: One author**

Citation: Amina (2006:211) argues that most men are wicked

Reference: Amina, C.A. 2006. Men and their character. Minna: Johnson Press

**Books: Several books by same author**

Citation: ..... his claims have been rejected in research (Nnadozie, 2000:16; 2001:1; 2008:17).

Reference: These entries will be listed separately in the reference list/bibliography and arranged chronologically

**Books: Two authors**

Citation: The study (Udo & Kennedy, 1993:14) show that ....

Reference: Udo, N. & Kennedy, V. 1993. Modelling. Singapore: McGraw Hill

Note that ampersand (&) is used as a conjuncture when the authors do not form part of the sentence. Where the authors form part of the sentence, “and” is used for instance:

Citation: Udo and Kennedy (1993:14) submitted that ....

**Books: More than two authors**

Citation: a study conducted by (Akin, Umeh, Obi, & Ogali, 2012: 21) which show ....

Reference: Akin, U. M., Umeh, M., Obi, F. U. & Ogali, C. 2012. Screening in mammals. Umuahia: Zeh Communications.

In the citation, provide all the authors (no matter the number) and if reference is made to them again, present the first and represent others with et al. Yet, in the reference list/bibliography, all of them must be listed.

**Books: Corporate bodies**

Citation: ... it has been proven by market research (Nigerian Ports Authority, 1998:44)

Reference: Nigerian Ports Authority. 1998. The Nigerian market. Lagos.

**Books: Unpublished conference paper**

Citation: (Aboki, 1999:11)

Reference: Aboki, M. (1999). Weaving in traditional settings. Paper presented at the Nigerian Home Economists Conference. 12 February, Abuja.

**Books: Conference paper in published proceedings**

Citation: (Akidi, 2000:41)

Reference: Akidi, J. O. 2000. Teaching the use of library to undergraduates: issues and theme, in A. Ibegwam & U. Anago (ed.). Issues and themes in use of library education in Nigeria: proceedings of NLA Umudike maiden conference. Umudike: Michael Okpara University of Agriculture: 121-134

**Books: A translated work**

Citation: (Sergardi, 2004)

Reference: Sergardi, L. 2004. The Satire. R.E. Pepin (tr.). New York: P. Lang.

**Books: Work in press**

Citation: (Shedrack, 2003)

Reference: Shedrack, A. 2003. The evolution of women movement (in press).

**Books: A chapter in edited book**

Citation: Oladejo (2009:13)

Reference: Oladejo, M.M. 2009. Introduction to Physics, in C. Omekara (ed.). Physics text for Africa. Ibadan: Macmillan. 21-45.

**Unpublished thesis and dissertation**

Citation: (Amadi, 2004:55)

Reference: Amadi, E. N. 2004. ICT use by artisans in Imo State. MSc thesis. Nsukka: University of Nigeria, Nsukka.

**Books: Sacred books like the Bible**

Citation: (Genesis 3:19)

Reference: Genesis. 1999. The Bible. Benin: The Bible Society of Nigeria.

**Journals: article in journal** (italicize the title of the journal and not the title of article)

Citation: (Henry, 2009:11)

Reference: Henry, F. 2009. Animal breeding in hot climate. *Journal of Animal Society of Nigeria*, 4 (2): 1-18.

**Weekly or daily periodicals (newspapers and some magazines)**

Citation: (Jones, 2009:31)

Reference: Jones, K. 2009. Chinua Achebe's life style. *The Punch*, 24 June: 3.

**Dictionaries and Encyclopaedia**

Citation: Encyclopaedia Britannica, 1945)

Reference: Encyclopaedia Britannica. 1945. s.V. "PUNCK". London: Benton.

**Electronic references**

Citation: (Department of Health, 2001)

Reference: Department of Health, Nigeria. 2001. HIV campaign [Online]. Available:



<http://www.hiv.campagne/html> [2001, 12 October].

### 2.3.2 APA Method

American Psychological Association (APA) is the popular American Psychology Association style of reference citation guide known and adopted mostly in the field of social sciences. It is an author-date style, so the citation in the text consists of the author(s) and the year of publication given wholly or in part in round brackets, followed by a comma and the year of publication. Basically, four things are needed as the components of APA referencing style, they are: author, date, title and the source. It is interesting to know that, APA referencing style undergoes review constantly. This may make the style a bit difficult to users but the changes also makes it popular among researchers.

American Psychological Association (APA) makes use of author-date system of citation within the text of a scholarly work. It is parenthetical in style. For example, when the citation precedes the statement, then the form takes: *Ebijuwa (2020) states that*, or *Adejoke and John (2020) state that ...*). However, when the citation trails the statement or the assertion, then the form takes the format: “*Fundamentals of Library Education is a one-stop shop for scholastic discourse in Librarianship (Akintola, 2020)* or *(Ailakhu & Oyewumi, 2020)*. The difference between the preceding and trailing citations-in-text when it involves more than one author lies in “*and*” and “*ampersand-&*”. The implication of this is that, whenever the citation for more than one author precedes or begins the statement or the assertion, that is, in active form, then the conjunction “*and*” is used while the parentheses, that is, brackets open and close are only for the date, for example, *Akanmu and Boye (2020) state that...* However, for trailing in-text citation or at the end of the statement or assertion, that is, in passive form, then ampersand “*&*” is used when it involves more than one author, for instance, *one stop shops for scholastic discourse in Librarianship (Adigun and Ajiboye 2020)*. Thus, the parentheses, that is, brackets open and close affect both the names and the date. Harvard style makes use of parenthetical style. For instance, according to Aboyade (2020), or Sobalaje and Afolabi (2020), or it is so stated (Aboyade, 2020).

#### Some basic rules in APA reference lists:

1. All citations are indented after the first line of each entry.
2. All citations follow double spacing format.
3. All entries are sorted alphabetically by the first word of the entry.
4. A comma (,) should be used to separate an author’s initials from additional author names even if there are only two authors, e.g., Adigun, G. O., & Ajala, I. O.





5. Ampersand (&) should be used to conjoin multiple authors, e.g., Alo, S. O., & Kolajo, F. S. (2020).
6. All entries are not numbered.
7. Italics are used for titles of books, periodicals, reports, webpages and websites.
8. In line with grammatical rule, only the first letter of the first word and proper nouns in the title of books, periodicals should be capitalized no matter how they appear in a database or the source.
9. Abbreviations (p. or pp.) should only be used for multi-page newspaper articles, encyclopedias, chapters or articles in edited books. On no account should abbreviations (p. or pp. or any other abbreviation) be used for journals and magazines entries.
10. Format for dates may take different forms (year only, year, month and day - 2020, March 15, year and month).
11. Where no author is listed (statement of responsibility not credited to anyone), title takes the statement of responsibility.
12. Dates of publication should be in parentheses (brackets open and close) immediately after the name of the author(s), or title if no author is listed followed by a dot or full stop, e.g., (2020).
13. Where no date is listed, (n.d.) should be used instead, e.g., Ajiboye, W. A. (n.d.).
14. Only one space should be used between initials, e.g., Adio, G.
15. For two or more group or corporate authors, no comma should be used to separate them, e.g., Nigerian population Commission & National Universities Commission. (2020).
16. In the reference list, surnames and initials that are up to 20 authors should all be listed. Ampersand (&) should be used before the final author's name, e.g., Author, A. A., Author, B. B., & Author, C. C.
17. Titles, positions, ranks, academic achievements such as (Oba, Emir, Obi, Architect, Engineer, Vice President, Chairman, Professor, Doctor, and Ph.D.) should not be included as entries in the reference list.
18. Author's surname should be written exactly as it appears in the published work including compound or hyphenated surname, e.g., Ajao-Oyediran, W. A., A
19. To avoid ambiguity in multiple works cited in a paper having the same author and date, the multiple citations should be differentiated with lowercase letters, e.g., Oyewumi, O. O. (2020a), Oyetola, S. O. (2020b) etc.
20. If page numbers are missing from the paper, omit that portion in the reference list and treat as usual because what is not given cannot be created.



21. In parenthetical citations, ampersand “&” should be used for two authors or before the last author in multiple authorship, e.g., (Ajibona & Gariba, 2020) or (Ogunmodede, Adeoye & Oladapo, 2020). However, in the narrative citations, “and” should be used instead of ampersand, e.g., Olatunji and Salami (2020).

#### Four Basic Elements in APA Reference List

1. **Author:** On who the statement of responsibility revolves. That is, the author is responsible for the work.
  - (i) Surname first, followed by a comma and the initials, e.g., Adegun, I. A.
  - (ii) Comma should be used to separate an author’s initials from additional authors even if there are only two authors together with an ampersand (&) before the final author’s name, e.g., Adio, G., & Salami, K.O.
  - (iii) For two corporate authors, comma should not be used to separate them, e.g., Obafemi Awolowo University & Nigerian Library Association
  - (iv) Only one space ( ) should be used to separate initials, e.g., Ogunmodede, T. A.
2. **Date of publication:** This indicates the period of publication of the work.
  - (i) Date of publication should be enclosed in parentheses or round brackets, e.g., (2020).
  - (ii) For online sources, the format is: Retrieved from URL, e.g., Retrieved from <https://www>.
  - (iii) Where no date is given, the format is “n.d.”, e.g. (Oladapo, n.d.) or Sobalaje (n.d.).
3. **Title of work:** The title indicates the name or topic of the work.
  - (i) For standalone titles like books, journal titles, reports, webpages and websites, the titles should be italicised, followed immediately by edition statement if any. There should not be any period before the edition statement if any. If none, the period ends the title statement. e.g., *Fundamentals of library education* (2<sup>nd</sup> ed.), or *Fundamentals of library education*.
  - (ii) Any additional information on the title (edition, report number, volume) should be enclosed in parentheses or round brackets, e.g., *Fundamentals of library education* (2<sup>nd</sup> ed.) or (Vol. 2).
  - (iii) A full stop or period marks the end of title information. However, a title that ends with a question or exclamation mark does not require additional full stop.
4. **Source:** The source specifies the location of the work.



- (i) For periodicals, title case should be used and the whole title should be italicised followed by a comma which should not be italicised, e.g., *Nigerian Libraries*,
- (ii) The volume number should also be italicised, followed closely by the issue number in parentheses or round brackets with a comma after the closing bracket but should not be italicised, e.g., 2(3),
- (iii) The page number or the page range follows the comma but not in italics and should be separated with a dash. Then the source part of periodical information ends with a full stop or a period, e.g. 2(3), 14-25.

### APA 7<sup>th</sup> Edition

The 7<sup>th</sup> edition of the American Psychological Association citation manual came out in 2019 to replace the 6<sup>th</sup> edition, 2010. Some of the notable changes reflected in the 7<sup>th</sup> edition, different from the 6<sup>th</sup> edition are as follows:

1. The location of the publisher is no longer included as part of the reference.

**Table 1: Modifications in the 7<sup>th</sup> Edition**

<b>6<sup>th</sup> edition</b>	Aboyade, W. A., & Aboyade, M. A. (2020). <i>Fundamentals of library education</i> . 2nd ed. Osogbo: Abby Publishers.
<b>7<sup>th</sup> edition</b>	Aboyade, W. A., & Aboyade, M. A. (2020). <i>Fundamentals of library education</i> . (2nd ed.). Abby Publishers.

2. For the in-text citations with three or more authors, shortened form (et al) is now allowed right from the first citation quite unlike the 6<sup>th</sup> edition which requires full listing of all authors in the first citation and then short form with (et al) in the subsequent citing.

#### Parentetical Citation:

In-text citation in APA has two parts, the parentetical and narrative citations. In a parentetical citation, the name of the author and date of publication (separated by a comma, appear in parentheses or round brackets within or at the end of a sentence, e.g., Fundamental of library education is a ... (Aboyade & Aboyade, 2020).

#### Narrative Citation:

Here the author's name is embedded into the running sentence with date in parentheses or round brackets immediately after the author's name, e.g., Aboyade and Aboyade (2020) are of the opinion that ...

**Table 2: In-text citations - 7<sup>th</sup> Edition**

<b>Author type</b>	<b>Parentetical</b>	<b>Narrative</b>
One author	(Oyetola, 2020)	Gariba (2020)



Two authors	(Ajibona & Oyewumi, 2020)	Adigun and Ajao-Oyediran (2020)
3 or more authors	(Ebijuwa et al., 2020)	Adigun et al. (2020)
Corporate author with abbreviation <i>First citation</i>	(Olusegun Oke Library [OKL], 2020)	Olusegun Oke Library (OKL, 2020)
<i>Subsequent citations</i>	(OKL, 2020)	OKL (2020)
Corporate author without abbreviation	(Nigerian Library Association, 2020)	Nigerian Library Association (2020)

3. In the reference list, surnames and initials that are up to 20 authors should all be listed instead of seven in the 6<sup>th</sup> edition.

### Self-Assessment Exercise 2

1. American Psychological Association (APA) referencing method is mostly use in what field of study?
2. Give any seven (7) basic rules in APA referencing method.
3. List the three (3) notable changes in APA 7<sup>th</sup> edition as compared to the 6<sup>th</sup> edition.

### Examples of APA Citations Format

**Table 3: APA book citation**

Book without a DOI	Format	Surname, A. A., & Surname, B. B. (Year of publication). <i>Title of work: Subtitle</i> (if available) (Edition or Vol. No.). Publisher.
	<b>Example</b>	Aboyade, W. A., & Aboyade, M. A. (2020). <i>Fundamentals of library education</i> (2nd ed.). Abby Publishers.  Parenthetical citation: (Adio & Ajala, 2020) Narrative citation: Adio and Ajala (2020) stated ...



<b>Book with DOI</b>	<b>Example</b>	<p>Aboyade, W. A., &amp; Aboyade, M. A. (2020). <i>Fundamentals of library education</i> (2nd ed.). Joymab Publications. <a href="https://doi.org/10.2657/xxxx">https://doi.org/10.2657/xxxx</a></p> <p>Paranthetical citation: (Aboyade &amp; Aboyade, 2020) Narrative citation: Aboyade and Aboyade (2020) submitted ...</p>
<b>Edited book with or without a DOI</b>	<b>Format</b>	<p>Editor, A. A., &amp; Editor, B. B. (Eds.). (Year). <i>Title of book</i> (Edition or Vol. No.). Publisher. <a href="http://doi.org/10.xxxx/xxxx">http://doi.org/10.xxxx/xxxx</a></p> <p>Paranthetical citation: (Aboyade &amp; Aboyade, 2020) Narrative citation: Aboyade and Aboyade (2020) opined ...</p>
	<b>Example</b>	<p>Aboyade, W. A., &amp; Aboyade, M. A. (Eds.). (2020). <i>Fundamentals of library education</i> (2nd ed.). Joymab Publications. <a href="https://doi.org/10.2657/xxxx">https://doi.org/10.2657/xxxx</a></p>
<b>Thesis (Unpublished)</b>		<p>Ajiboye, W.A. (2014). <i>Job motivation, emotional intelligence and self-concept as determinants of job performance of library personnel in federal universities in Nigeria</i> [Unpublished doctoral thesis], University of Ibadan, Ibadan, Nigeria.</p> <p>Paranthetical citation: (Akinola, 2014) Narrative citation: Kolajo (2014) stated that ...</p>
<b>Thesis (Published)</b>		<p>Akanmu, W.A. (2014). <i>Job motivation, emotional intelligence and self-concept as determinants of job performance of library personnel in federal universities in Nigeria</i> [Doctoral thesis, University of Ibadan]. Livingspring Open Access.</p>
<b>Journal articles with two authors</b>	<b>Format</b>	<p>Author, A. A., &amp; Author, B. B. (Year). Title of article. <i>Title of Periodical</i>, volume number (issue number), pages. doi number or URL</p>



<b>and URL</b>		<a href="http://ox.doi.org/10.0034/kk.kkkk/yyyy">http://ox.doi.org/10.0034/kk.kkkk/yyyy</a> or <a href="https://www.livingspringjournal.com">https://www.livingspringjournal.com</a>
	<b>Example</b>	<p>Aboyade, W.A., &amp; Aboyade, M.A. (2016). Quality control in measurement and evaluation. <i>Journal of Library and Information Studies</i>, 9(12), 31-46. <a href="https://www.livingspringjournal.com">https://www.livingspringjournal.com</a>.</p> <p>Paranthetical citation: (Aboyade &amp; Aboyade, 2020) Narrative citation: Aboyade and Aboyade (2020) observed ...</p>
<b>Journal articles with three authors and DOI</b>	<b>Example</b>	<p>Adegun, I. A., Ajala, B. A., &amp; Ebijuwa, A. S. (2020). Library education programmes and users' accessibility to information resources. <i>International Journal of Research</i>, 2(8), 547-558. <a href="http://doi.org/10.1254/edupedia00234">http://doi.org/10.1254/edupedia00234</a>.</p> <p>Paranthetical citation: (Aboyade et al., 2020) Narrative citation: Aboyade et al. (2020) observed that ...</p>
<b>Articles with URL</b>		<p>Aboyade, W. A., Ajala, B. A., &amp; Aboyade, M. A. (2015). Library education programmes and users' accessibility to information resources. <i>International Journal of Research</i>, 2(8), 547-558. <a href="http://edupediapublications.org">http://edupediapublications.org</a></p>

### 2.3.3 The Vancouver Method

In Vancouver system, numbers are allocated to each reference and are usually listed in full at the end of the paper in form of a bibliography which includes all the works read but not necessarily cited in the text. The Vancouver or numbered system is flexible in terms of bibliography which may be full or partial depending on the author.

The Vancouver or a numbered referencing style is commonly used in the health, basic medical, medical and physical sciences. The Vancouver or numbered system is numerical



in that, numbers are attached to references consecutively in order of their appearance in the text. Each piece of work or author cited within the text is given a unique Arabic numeral for its identification in parentheses or round brackets (2), square brackets [2], or superscript<sup>1</sup>, or as a combination of brackets and superscript [2]. The numbers always trail the author or materials they support with full bibliographical references at the end. However, if a cited piece of work is repeated as many times as possible, the same citation number is continually used. Vancouver reference style is used by Medline and PubMed.

Vancouver or author numbered system developed from the meeting of Committee of editors on various medical journals in Vancouver, Canada in 1978. The meeting reflected and brainstormed on formulating unified and standard requirements for authors for publication of articles in medical and scientific journals. Finally, the Committee agreed on a long-established author-numbered system as a unified set of guidelines for articles meant for publication in Medical and Biomedical journals. It follows rules which were established by the International Committee on Medical Journal Editors which is currently maintained by the United States National Library of Medicine (NLM). Examples of numbered referencing system include Vancouver and IEEE.

### **General rules guiding a reference list in Vancouver system**

1. All references in the body of scholarly work must be numbered in Arabic numerals (1, 2, 3,4,5,6,7,8,9 ...);
2. Either superscript<sup>1,2,3,4</sup>, square brackets [] or curved brackets may be used depending on the preference of the writer but this must be consistency maintained;
3. Unlike in Harvard and APA methods, titles of works are not italicized and the year of publication is placed at the very end of each entry;
4. For multiple authors that are more than six (6), only the first six authors should be listed to be trailed by “et al”;
5. For titles of journals, official abbreviations may be used as applicable in National Library of Medicine - NLM Catalogue (if available);
6. Authors’ first and middle names must be in initials for a maximum of two initials trailing each surname;
7. Every author must be given a number in the body of the text which must match up to the same number in the end of list references or bibliography;
8. For multiple authors, each one must be separated by a comma and a space, for example, Ishola BC, Aboyade MA;
9. Author information ends with a full stop, e.g., Aboyade WA, Madu UW, Amusan BB.; and



10. Months should be abbreviated to three (3) letters with no full stop, e.g., Jan Feb Mar Apr etc.

Arrangement of references in the final list should follow the order of numbering as they appear in the document. That is a sequential numbered reference list at the end of the document which should follow the order in which they appear in the text. References must be listed in numerical order and if the same source is repeated as many times as possible in the same paper, the same number is assigned.

### Self-Assessment Exercise 3

1. The Vancouver or a numbered referencing style is commonly used in the .....
2. Give any five (5) general rules guiding a reference list in Vancouver system.

### Examples of End of List in Vancouver System:

#### Format for books

Surname AA. Book title. Edition [if not first]. Place of publication: Publisher; Year. Pagination (*For a single author*)

Surname AA, Surname BB, Surname CC. Book title. Edition (if not first). Place of publication: Publisher; Year. Pagination [*For two or more authors*]

#### In-text citations

Aboyade[1] is of the opinion that ...

Aboyade and Adigun[2] are of the opinions that ...

Ogunmodede, Asafa, Helen-Israel, and Ajayi<sup>3</sup> are of the opinions that ...





**End of list References**

1. Akewu TH. Fundamentals of library education. 2<sup>nd</sup> ed. Osogbo: Joymab Publications; 2021. 107p. Available from: <https://www.livingspring.com/doi/10.100087>
2. Akewukere OR, Aboyade MA. Fundamentals of library education. 2<sup>nd</sup> ed. Osogbo: Joymab Publications; 2021. 148p.
3. Murray RP, Rosenthal SK, Kobayashi GS, Pfaller AM. Medical microbiology. 4<sup>th</sup> ed. St Louis: Mosby; 2002. 201p
4. Gilstrap LC, Cunningham FG, Van Dorsten JP, editors. Operative obstetrics. 2<sup>nd</sup> ed. New York: McGraw-Hill; 2002.

**Format for Journals**

1. The titles of journals must be abbreviated according to the National Library of Medicines (NLM) catalogue;
2. For e-journals, the word [Internet] in square brackets must be injected after the abbreviated journal title, e.g., *Living J* [Internet]; and
3. The web address (URL) must be inserted at the end of the reference followed immediately with doi.

**In-text citations**

Pettit, Crooks, Buckwalter, and Chiu[1] have identified some ...

McInnes and Bollen (2) have developed a perspective which identifies

By using meta-analysis, Skalsky et al<sup>3</sup>...

**Table 1: Print Journals**

Format	Suresign AA, Ojokuku YB, Akewugberu CC. Title of article. Abbreviated journal title. Publication year, month, day (month & day only if available);volume number(issue number):pages. Available from: URL (for e-journal articles)doi
Example	Pettit BD, Crooks VC, Buckwalter JG, Chiu V. Blood pressure levels before dementia. Arch Neurol. 2007 Jan;66(1):11-6.
	Skalsky K, Yahav D, Bishara J, Pitlik S, Leibovici L, Paul M. Treatment of human brucellosis: systematic review and



meta-analysis of randomised controlled trials. Br Med J (Clin Res Ed). 2008 Mar 29;336(7646):701-4
--

**Books: More than six authors**

If there are more than six authors only the first three are listed in the reference list, followed by et al. (“et al” is not italicized in this method).

Reference: Huggs BM, Uzuegbu PC, Nnadozie OC et al. Introduction to Library Use. New York: McGraw; 2013.
--

**Books: Corporate bodies**

Reference: Tertiary Education Trust Fund. Funding of Nigerian academics to conferences. Abuja: TETFUND Press; 2008.
---

**Books: Unpublished conference paper**

Reference: Maritz ME. Queuing theory: Worked examples and problems. Paper presented at the Lagos Mathematics Conference. Abuja; 1999.
---

**Books: Conference papers in published proceedings**

Reference: Ezeani CN, Eke EN, Ugwu F. Professionalism in library and information science: Trends, needs and opportunities in academic libraries in South East Nigeria. In: Aina LO, editor. Proceedings of the Nigerian Library Association 50th conference and annual general meeting. International Conference Centre, Abuja; 2012. pp. 15-19.
--

**Books: A chapter in an edited book**

Reference: Robberts AR. An introduction to applied probability. In: Harris J, editor. A first course in probability. New York: Macmillan; 1992. pp.44-55.
---

**Books: A chapter in a book (no author)**

Reference: Citation and referencing method. In: Ogbonna U, Ibegwam A, editors. Use of library education. Enugu: CityPress; pp. 22-44.

**Books: Unpublished thesis and dissertation**

Reference: McAlbert UF. Testing library users' behavior towards books [unpublished dissertation]. Imo State University, Owerri; 1995.

**Journals: Articles in journals**

Reference: Onyancha BO. Artificial intelligence. Machine Learning; 1993; 31 (1): 43-51.

**Class notes**

Citation: ... as proposed by Duvie [4].

Reference: Duvie NV. Teachers' ethics in rural sociology. Unpublished class notes. Sociology education 212. MOUAU; 2009.

**Electronic references: CD-ROM and commercial online databases**

Reference: Obinyan FU, Unegbu NV. Digital libraries [CD-ROM] 2000 [retrieved 2009, June 24]; Available: DocsDeck

Once the author cannot be determined, the title takes the place of the author.

**Electronic references: Journal articles in electronic database**

Reference: Uzuegbu PC. Using the library effectively. Library Philosophy and Practice [Electronic] 2007 [retrieved 2009, May 26]; 7(2); Available: <http://www.webpages.com>

**Electronic references: www page**

Reference: Oliver R. Streamlining the Omega 3 fatty acid in the mammals [Online]. 1999 [retrieved 2011, August 11]; Available: <http://www.mammals-world.com>

**Electronic references: www page (no author)**

Reference: Streamlining the Omega 3 fatty acid in the mammals [Online]. 1999 [retrieved 2011, August 11]; Available: <http://www.mammals-world.com>

**Example of a references list according to the Vancouver method:**

- [1] Uzuegbu PC. Citation and referencing method. In: Ogbonna U, Ibegwam A, editors. Use of library education. Enugu: CityPress; pp. 22-44.
- [2] Robberts RA. An introduction to applied probability. In: Harris J, editor. A first course in probability. New York: Macmillan; 1992. pp. 44-55.
- [3] Onyancha OB. Artificial intelligence. Machine Learning; 1993; 31 (1): 43-51.
- [4] McAlbert FU. Testing library users' behavior towards books [unpublished dissertation]. Imo State University, Owerri; 1995.

**2.3.4 The MLA Method**

This method of referencing was developed and prescribed by the Modern Language Association (MLA). It is used predominantly in the humanities (linguistics and literary subjects). The followings are the features of MLA method:

- The date is less significant in this referencing style and is not given in the text; the author's name and page numbers appear in brackets in the text;
- The titles of the works are crucial and, whenever feasible, must be mentioned in the text. The ellipses symbol can be used to condense some lengthy titles;
- A list of works at the end of the writing or work supplements each citation in the text. The list is sometimes referred to as "Works cited";
- The alphabetical order of the works cited is determined by the author's last name or the names of the sources or materials;
- The second and subsequent lines in the list of "Works cited" are indented, and there is a space between entries on one line;



- When using the MLA style, authors' names must be typed out in full in the "Works cited" list; initials are not permitted;
- The first author's entire name is written after the period, followed by the author's surname. A comma is put before the word "and" and the name(s) of the second and subsequent authors are provided in the usual order (first the name(s), followed by the surname); for example, Adigun, Ganiyu Ojo, and Adeyinka Tella; and
- Quotations are handled similarly in the MLA style as they are in the Harvard, APA, and Vancouver styles. As a result, quotations of up to 40 words are incorporated into the phrase and placed within its punctuation marks, whereas citations of 40 words or more are placed in an indented paragraph without quotation marks.

#### Self-Assessment Exercise 4

1. The Modern Language Association (MLA) method of referencing is used predominantly in .....
3. Give any five (5) features of MLA method.

#### Examples of the MLA method:

##### Books: One author

Keep in mind that the author and the title of the work should be included in the text whenever possible, for instance:

Citation: In the book, Things fall apart, Chinua Achebe describes the state of .... (21)

The reference could also be indicated as follows:

Citation: .... as proposed by Achebe (21) OR  
 .... as has been documented (Achebe 21)

Reference: Achebe, Chinua. Things fall apart. 2nd edition. New York: John Wiley, 1997.

**Books: Two or more authors**

Citation: She stoops to conquer is an example this (Crooner & Beniss).

Reference: Crooner, Wills Dennis, and Michael Beniss. *She stoops to conquer*. Free Town: Sun Press, 2001.

Only the first author should be mentioned when there are more than three writers, followed by "et al." (et al) should not be italicized. This is relevant both at in text citation and at list of Works cited.

Citation: .... is not an issue (Norton et al. 31)

Reference: Norton, John, et al. *Teaching young children*. New York: Addison-Wesley, 2001.

**Books: Corporate bodies**

Citation: ... has proven by market research (Oyo State Government Press 233)

Reference: Oyo State Government Press. *Style manual for editors*. Ibadan, 1995.

**Books: A book by an anonymous author** (in works without author the title serve as author)

Reference: *Bibliography*. London: Evans, 2009.

**Books: A chapter in edited book**

Citation: ... (Uzuegbu 31)

Reference: Uzuegbu, Chimezie Patrick. "Turning point." *The stories of Africa*. Ed. Udo Nwokocho. Okigwe: Heineman Press, 1999. 211-141.

Notice that there is no "in" as an introduction to the collection. MLA does not use "in" but rather keep to the principle of italicising the title of the material. Therefore, the difference between the chapter title and entire work's title is that the former is put in quotation marks while the latter is italicised. This is also applicable to articles in journal publications.

**Books: Introduction, foreword, preface, etc.**

Reference: Umeh, Daniel. Foreword. The errors of signalling theory. By Abdul Mahmud. Kano: Harpers, 2000.

**Books: Unpublished thesis or dissertation**

Citation: ... (Jones 31)

Reference: Jones, Mary. "Studies on rats with HIV inducements." Dissertation, University of Ibadan, 1988.

**Books: Sacred books**

Citation: According to the readings in The Holy Bible ....

Reference: The Holy Bible, Genesis 3:18. Western Cape: Bible Society of South Africa, 1988.

**Journals: An article in a journal**

Citation: (Amosun 32)

Reference: Amosun, Kenneth. "Aging in young women: Studies with Chinese rats." Journal of Lab Results 20.2 (1998): 24-28.

If it is only the volume number that is available it goes thus:

Reference: Amosun, Kenneth. "Aging in young women: Studies with Chinese rats." Journal of Lab Results 20 (1998): 24-28.

But, if only the issue number is known it going to appear like:

Reference: Amosun, Kenneth. "Aging in young women: Studies with Chinese rats." Journal of Lab Results No.2 (1998): 24-28.



In case where the instructor or Department wants the month or season of publication to be shown (MLA allows it), it is going to be:

Reference: Amosun, Kenneth. "Aging in young women: Studies with Chinese rats."  
Journal of Lab Results 20.2 (Dec. OR Spring 1998): 24-28.

If the article is not place on successive pages, the number of the first page must be indicated, followed by a plus sign. The volume and issue numbers are not indicated.

Reference: Fredrick, Samuel. "Craft making." LifeStyle Apr. 2001: 23+

Note that if the magazine appears more than once a month, the complete date must be provided, e.g. 21 Apr. 2001.

### **Weekly or daily periodicals**

Citation: (Agabi 5)

Reference: Agabi, Emmanuel. "Annotated bibliography." Students News 24 Jun. 2003:5.

### **Dictionaries**

Citation: ... as has been clearly defined (Hepatitis)

Reference: "Hepatitis." Oxford Learners Dictionary. Oxford: Longman, 1995.

### **Encyclopaedia**

Reference: Akamidu, Clifford." Linguistics approaches." Routledge encyclopaedia of translation studies. Ed. Mona Baker. London: Routledge & Kegan Paul, 1998.



**Electronic references: Journal articles from an electronic database**

Citation: (Akin)

Reference: Akin, Mathew. "Teaching and learning among school children." *Journal of Teachers* 5 (3). <http://www.teachers-association.com>

**Electronic reference: www page**

Citation: (Oliver 2000)

Reference: Oliver, Richard. 2000. MSN Gaming Zone [Online]. Available: <http://www.zone.com> [2001, May 3].

**Electronic reference: www page (no author)**

Citation: (MSN Gaming Zone 2001)

Reference: MSN Gaming Zone [Online]. 2001, Available: <http://www.zone.com> [2001, May 3].

**2.3.5 Chicago Format**

Chicago style or format is most frequently used within the field of history, though it is used by other humanities-based disciplines as well. The first edition of the Manual was published in 1906 by the University of Chicago Press.

**Chicago style manual presents two options for in text documentation:**

1. Superscript numbers within a paper to label paraphrased, summarized, or quoted material, which correspond to footnotes or endnotes that specify the author, title, and page(s) cited or quoted.
2. (Author Date) parenthetical citations within a paper to show paraphrased, summarised or quoted material.

Both of these situations include a bibliography at the end of the work that contains complete citations for every source used. Additionally, it might contain references to



publications the author used but did not paraphrase, summarize, or cite. The Chicago manual of reference and citation style was developed primarily to aid scholars in properly citing their sources.

### **Format for Creating a Bibliography in Chicago Style**

- - The bibliography or reference list must be single-spaced;
- - The author(s)' last name(s) must be listed in alphabetical order; and
- - The source's second line has to be indented.

### **Example:**

- Author(s)
- Title of book/article
- Title of periodical
- Year of Publication
- Publication month and date
- Publisher
- Place (i.e. City) of publication
- Access Date (Date accessed)
- Page number
- URL or name of database

### **Creating Footnote and Endnotes in Chicago Style**

To identify and credit the various sources an author consulted and used in the work, footnotes and endnotes were often developed. Normally, it appears at the bottom of the page.

### **Example:**

Ekpo, Ray, 'Electorates Losing Faith on Politicians' February 9, 2015. Accessed May 05, 2016. [http://www.nytimes.com/2013/07/14/books/review/the-boy-who-loved-math-and-on-a-beam-of-light.html?ref=books&\\_r=0](http://www.nytimes.com/2013/07/14/books/review/the-boy-who-loved-math-and-on-a-beam-of-light.html?ref=books&_r=0).

Note: The title or a phrase for the title (if the title is longer than four words) and the page number(s) that were actually used are the only information you can supply as a researcher. Cite the author's last name, the title of the work, and the page number(s) in a condensed manner. However, if there are more than one author, mention them all in order



of appearance in the source. Only the first author's name should be listed, followed by "et al." if there are more than three authors.

### **Use of Ibid**

This is an acronym for the Latin phrase "ibidem," which means "at the same place." It is typically used in academic and scholarly references as an endnote, footnote, or bibliography citation to denote the source that was previously cited.

The following rules must be followed while utilizing the *ibid* notation that has been discontinued:

- When citing the same source repeatedly, use the abbreviation "ibid." and add the page numbers right away rather than entering them in again;
- When citing the same source AND page number repeatedly, just put "Ibid."

### **Same example above, but using *ibid*:**

1. Robert, C. Peter et al, Marketing Strategies (Lagos: Longman, 2019), 173-201.
2. Peter et al., Marketing Strategies, 19-21.
3. Ibid.
4. Ibid., 37

Another example using the same two sources as earlier mentioned in the text:

1. Anthony Doerr, All the Light We Cannot See (New York: Scribner, 2014), 82-84.
2. Tatiana de Rosnay, Sarah's Key (New York: St. Martin's Press, 2007), 24-27.
3. Ibid., 44.
4. Ibid.
5. Ibid., 133-134.
6. Doerr, All the Light We Cannot See, 397-401.
7. Ibid., 405.
8. Ibid., 411

**Example of creating footnotes:****Books****One author**

Peggy, Sam. *Born to Rule: The True Life Story of Bongo Empire*. London: St. Augustine's Press, 2019, 98

**E-book**

Author's Last name, First name. Title of Book. Publication Place: Publisher, Year. URL, Name of Database

Example:

Peter, Michael J. *The Marketing Book*. Burlington, MA: Butterworth-Heinemann, 2002. <https://htbiblio.yolasite.com/resources/Marketing%20Book.pdf>

**Dissertations:**

Ajibona, Hafiz. "Undergraduate Students' Online Searching competence. "Master's thesis", University of Ibadan, 2016.

**Dictionary and Encyclopaedia:**

Dover, Emmanuel. *Encyclopaedia of Fish*. 5th ed. Toronto: Peggy, 2018.

**Self-Assessment Exercise 5**

1. Chicago style or format is most frequently used within which field of study?
2. The Format for creating a bibliography in Chicago style are .....

**2.4 Summary**

Module 4 and most importantly, the last unit has evidently outlined the most regularly used and popular referencing and citation methods in academic work. The Harvard, APA, Vancouver, MLA and Chicago methods constituted the focus of this unit. Any academic department and/or subject discipline, as observed, can use any of the methods. No single method is tied to a given department rather there are notable preference given to the various methods by users in specific fields of studies. Hence, learners and researchers are still expected to conform fully to the prescription of their department or scholarly group. Therefore, it is believed that learners and researcher shall find this unit worthwhile as



they undertake various academic research writings as is typical of scholarship. The last module shall dwell on bibliography & citation techniques.

## 2.5 Glossary

1. **APA Method** – American Psychological Association (APA) is the popular American Psychology Association style of reference citation guide known and adopted mostly in the field of social sciences.
2. **Chicago Method** – Chicago style or format is most frequently used within the field of history, though it is used by other humanities-based disciplines as well.
3. **Harvard Method** – This method is also known as the “author-date method”. It is used predominantly in the field of humanities.
4. **MLA Method** – This method of referencing was developed and prescribed by the Modern Language Association (MLA). It is used predominantly in the humanities (linguistics and literary subjects).
5. **Vancouver Method** – The Vancouver or a numbered referencing style is commonly used in the health, basic medical, medical and physical sciences.

## 2.6 Tutor-Marked Assignment

1. List and explain the main characteristics of Harvard referencing style.
2. Explain the APA referencing style using print and electronics examples.
3. Differentiate between Vancouver, Chicago and Modern Language Referencing style.



## 2.7 References/Further Reading

A guide to referencing with examples in the APA & Harvard styles (6th ed.). Retrieved on 20/05/2022 from the University of Canberra Library website

Aboyade, W. A., & Aboyade, M. A. (2020). *Fundamentals of library education* (2nd ed.). Joymab Publications.

Aina, L. O. (2004). *Library and information science text for Africa*. Ibadan: Third World Information Services.

American Psychological Association (2010). *Publication manual of the American Psychological Association*. Washington.

Best, J.W. & Kahn, J.V. (1998). *Research in education* (8th ed.). Boston: Allyn and Bacon.

Bowden, J. (1997). *Writing a report: a step-by-step guide to effective writing* (4th ed.). Oxford: How to Books.

Burger, M. (1992). *Reference techniques* (8th ed.). Pretoria, South Africa: University of South Africa.

Creswell, J. W. (2018). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.

Fawole, I., Egbokhare, F.O., Itiola, O.A., Odejide, A.I., & Olayinka, A.I. (2006). "Definition, spectrum and types of research". In *Methodology of basic and applied research*, edited by Olayinka, A.I. et al. (2nd ed.). Ibadan: The Postgraduate School.

Lourens, A. (2007). *Scientific writing skills*. Stellenbosch, South Africa: Sun Press  
University of Queensland Library (2001). *References/Bibliography Vancouver style: Quick guide – how to use it*. Retrieved from <http://www.library.uwa.edu.au/>

Uzuegbu, C.P. & Onyenachi, J.C. (2015). Bibliographic Citation and referencing methods. In Ahiaoma Ibegwam, *Fundamentals of library and information science education* (pp. 97-120). Ibadan, Nigeria: Stirling-Horden.



## 2.8 Answers to Self-Assessment Exercises (SAEs)

### Answer to Self-Assessment Exercise 1

1. a) “Author-date method” and predominantly used in b) “Humanities”.
2. The following are some of the general characteristics of Harvard referencing method:
  - a. Cite the author(s) name(s), date of publication and page in the text (e.g. Uzuegbu, 2012:12). For more than one author (Uzuegbu, 2012:12; Ibegwam, 2014:14), and so on;
  - b. If author’s name(s) forms part of the sentence, only the date and page shall be in the bracket;
  - c. Page(s) is necessary only when the work is paginated;
  - d. Use comma to separate author from date but use colon to separate date from page number(s);
  - e. Quotations that are less than 40 words are integrated into a grammatically correct sentence and should fit into a well-structured paragraph;
  - f. When the quotation forms part of the sentence, the final punctuation mark follows the closing bracket of its accompanying citation;
  - g. Words omitted in the quotations are usually indicated with ellipses (. . .); and
  - h. Quotations that are more than 40 words are placed in an indented paragraph without quotation marks.

### Answer to Self-Assessment Exercise 2

1. APA referencing method is mostly used in social sciences.
2. The following are some of the basic rules in APA referencing method:
  - a. All citations are indented after the first line of each entry;
  - b. All citations follow double spacing format;
  - c. All entries are sorted alphabetically by the first word of the entry;
  - d. A comma (,) should be used to separate an author’s initials from additional author names even if there are only two authors, e.g., Adigun, G. O., & Ajala, I. O;



- e. Ampersand (&) should be used to conjoin multiple authors, e.g., Alo, S. O., & Kolajo, F. S. (2020);
  - f. All entries are not numbered;
  - g. Italics are used for titles of books, periodicals, reports, webpages and websites;
  - h. In line with grammatical rule, only the first letter of the first word and proper nouns in the title of books, periodicals should be capitalized no matter how they appear in a database or the source;
  - i. Abbreviations (p. or pp.) should only be used for multi-page newspaper articles, encyclopedias, chapters or articles in edited books. On no account should abbreviations (p. or pp. or any other abbreviation) be used for journals and magazines entries;
  - j. Format for dates may take different forms (year only, year, month and day - 2020, March 15, year and month);
  - k. Where no author is listed (statement of responsibility not credited to anyone), title takes the statement of responsibility; and
  - l. Dates of publication should be in parentheses (brackets open and close) immediately after the name of the author(s), or title if no author is listed followed by a dot or full stop, e.g., (2020).
3. The three (3) notable changes in APA 7<sup>th</sup> edition as compared to the 6<sup>th</sup> edition are :
- a. The location of the publisher is no longer included as part of the reference;
  - b. For the in-text citations with three or more authors, shortened form (et al) is now allowed right from the first citation quite unlike the 6<sup>th</sup> edition which requires full listing of all authors in the first citation; and
  - c. In the reference list, surnames and initials that are up to 20 authors should all be listed instead of seven in the 6<sup>th</sup> edition.

### Answer to Self-Assessment Exercise 3

- a. The Vancouver or a numbered referencing style is commonly used in the **health, basic medical, medical and physical sciences**.
- b. The general rules guiding a reference list in Vancouver system are:
  - a. All references in the body of scholarly work must be numbered in Arabic numerals (1, 2, 3,4,5,6,7,8,9 ...);





- b. Either superscript <sup>1,2,3,4</sup>, square brackets [] or curved brackets may be used depending on the preference of the writer but this must be consistency maintained;
- c. Unlike in Harvard and APA methods, titles of works are not italicized and the year of publication is placed at the very end of each entry;
- d. For multiple authors that are more than six (6), only the first six authors should be listed to be trailed by “et al”;
- e. For titles of journals, official abbreviations may be used as applicable in National Library of Medicine - NLM Catalogue (if available);
- f. Authors’ first and middle names must be in initials for a maximum of two initials trailing each surname;
- g. Every author must be given a number in the body of the text which must match up to the same number in the end of list references or bibliography;
- h. For multiple authors, each one must be separated by a comma and a space, for example, Ishola BC, Aboyade MA;
- i. Author information ends with a full stop, e.g., Aboyade WA, Madu UW, Amusan BB.; and
- j. Months should be abbreviated to three (3) letters with no full stop, e.g., Jan Feb Mar Apr etc.

#### **Answer to Self-Assessment Exercise 4**

1. The Modern Language Association (MLA) method of referencing is used predominantly in **the Humanities**.
2. The features of MLA method are:
  - i. The name of the author and the page numbers appear in brackets in the text;
  - ii. The date is of lesser importance in this referencing method and is not specified in the text;
  - iii. The titles of the works play an important role and must be specified in the text where possible. Some long titles can be shortened with the ellipses sign (...);
  - iv. All citations in the text are supplemented by a list of work at the end of the writing or work. The list is usually called “Works cited”;
  - v. The list of Works cited are arranged alphabetically according to the surnames of the author or titles of the sources or materials;



- vi. In the list of “Works cited”, the second and succeeding lines are indented and one line is left open between entries;
- vii. In MLA method, the names of the authors are written out in full in the “Works cited” list and no initials are allowed;
- viii. With regards to punctuations, the surname of the first author is written first followed by his or her full names. The second and subsequent author’s name(s) and surname are given in the normal order (first the name(s), followed by the surname) and a comma is placed before the “and”, for example Adigun, Ganiyu Ojo, and Adeyinka Tella; and
- ix. In the MLA method, quotations are dealt with in the same way as in the Harvard, APA and Vancouver methods. Therefore, quotations of up to 40 words form part of the sentence and placed within the punctuation marks of the sentence, while quotations of 40 words or more are placed without quotation marks in an indented paragraph.

#### **Answer to Self-Assessment Exercise 5**

1. Chicago style or format is most frequently used within the field of History.
2. The format for creating bibliography in Chicago style are:
  - a. The reference list or bibliography must be single spaced;
  - b. The last names(s) of the author(s) must be arranged alphabetically; and
  - c. The second line of the source must be indented.





- comprehend the procedures and techniques involved in creating a final report; and
- specify the qualities of a strong thesis.

### **1.3 Thesis Formatting and Final Report Writing**

#### **1.3.1 What is a Thesis?**

A thesis is a statement or theory that is put forward as a proposition to be maintained or proved. It is also a long essay or dissertation involving personal research, written by a candidate for a university degree. It is a document submitted in support of candidature for an academic degree or professional qualification. The thesis is also a lengthy experimental, design, or theoretical report, with a problem-method-results-discussion structure. This recurrent hypothetico-deductive design of developing a thesis to solve a problem and then constructing a methodology and testing for results is common in research writing. When you begin to write the first draft of your thesis as a learner or researcher, try to save useful material for problem statements, methodologies, and bibliographies from your thesis proposal. Laboratory notebook is useful here for a detailed accounts of procedures.

A thesis statement clearly identifies the topic being discussed, includes the points discussed in the paper, and is written for a specific audience. A thesis statement proclaims what one believe and what one aim to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.

A thesis is a piece of evidence that is presented as a claim to support or refute. A thesis is essentially a dissertation or a lengthy essay that requires individual or group work and is prepared for an academic degree or a professional certification, as the case may be. Before being familiar enough with a subject to be able to identify significant or essential questions, one needs study extensively in the background. A good tentative thesis will assist learners and researchers narrow their search for knowledge. In other words, a thesis is essentially an intellectual activity designed to uncover, support, and/or reject facts that are present.

#### **Thesis Formatting**

The structure, setup, and plan described here are used to direct researchers or students as they prepare their final study reports. Thesis is, in essence, a formal and intentional exercise that involves observing and testing facts that will result in knowledge acquisition; as such, the procedure(s) must be meticulously followed.



## Final report Writing

As a learner or student at a university, you must write a number of reports as part of your exams. One sort of research report writing is frequently utilized by disciplines including psychology, science, and engineering in their research and study. The goal of this report is to present the research issue clearly and concisely so that readers may quickly comprehend its aim and findings. The preparation of the final report makes the research findings known. Writing problem statements, methodology, outcomes, and bibliographies in this manner is organized and systematic. It is a thorough description of the study process that is available for everyone to read and comprehend.

### Self-Assessment Exercise 1

1. Briefly discuss what a thesis is.
2. What is thesis formatting?

### 1.3.2 Characteristics of a Good Thesis

1. **A strong thesis is non-obvious.** A thesis statement must have a wide-enough scope to integrate several supporting points and compatible evidence, enabling the writer to demonstrate his or her mastery of a basic essay format.
2. **A strong thesis is arguable.** For a thesis, being “arguable” means that it is worth arguing – that is, it is something with which a reasonable person might easily disagree. This arguability criterion unites with the non-obvious one: it shows that the author has deeply explored a problem and arrived at an argument that legitimately needs some considerable number of pages (up to 20 pages or more), to explain and justify. Therefore, a good thesis must set an ambitious agenda for an essay.
3. **A strong thesis is well specified.** Some learners and other research writers fear that they are being too clear and obvious if they specify their thesis early in the essay. Such writers think that a purposefully vague and unclear thesis might be more intriguing to the reader. However, in academic essays, a well specified thesis indicates that the author has thought thoroughly about an issue and done in-depth research, which makes the reader want to keep reading essay.
4. **A strong thesis is supportable.** There must be enough examples, details, facts, observations, and other types of evidence, including research as appropriate, to support the thesis.



5. **A strong thesis includes implications.** A good thesis must include a worthwhile implications of the study.
6. **A strong thesis should be contestable.** A strong thesis must put out a debatable idea that others could rationally and easily disagree with. A compelling thesis should be thought-provoking and support the topic under debate.

### Self-Assessment Exercise 2

1. List the characteristics of a good thesis.
2. Write short notes on any two (2) of the characteristics listed above.

### 1.3.3 General Thesis Formatting Method

Sections	Pages	Required/Optional Notes
1. Title page	Title page - no page number	Required
2. Preliminary pages (written in Roman numerals)	Approval page - usually page ii	Required
	Ethical statement	Required (if the research was subject to ethical approval)
	Abstract	Required
	Dedication	Optional
	Acknowledgements	Optional
	Table of Contents	Required
	List of Table	Require (if the thesis contains tables)
	List of Figures	Required (if the thesis contains figures)
	Other list	Optional
List of Acronyms	Optional	



	Glossary	Optional
	Preface/executive summary	Optional
<p>3. Main body</p> <p>Page numbers written in Arabic numerals</p>	<p>Chapters- beginning with page 1</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Literature Review (sometimes included in the Introduction)</li> <li><input type="checkbox"/> Methodology</li> <li><input type="checkbox"/> Results</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Summary/Conclusion</li> <li><input type="checkbox"/> Recommendations (sometimes included in the Conclusion)</li> </ul> <p>(i.e. One, Two, Three, Four &amp; Five)</p>	<p>Chapters and subsection are normally numbered although some are unnumbered in exceptional cases</p>
4. Supplementary materials	References	<p>You may use a single reference section at the end of the document or footnotes/endnotes (references) at the end of each page/chapter</p>
	Appendix(es)	Optional

### 1.3.4 Final Report Writing

In order to be in accordance with the format chosen by the instructor or department, students should carefully examine the information on the course in depth regarding final report writing. Report writing, as previously said, consists of three primary elements: the preliminary, main, and supplementary sections, each with its own distinctiveness, style, and content.

**Report Writing Format**

Description	Examples
Font	Arial, Calibri, Computer Modern, Calibri, Times New Roman, etc.
Font size	10, 11, 12 etc.
Line spacing	Single and double line spacing (1.0, 1.5, 2.0) etc.
Margins	Left/right Top/bottom
Pagination	Preliminary pages usually start with Roman numerals while main body are in Arabic numerals. Page numbers usually appear at the bottom centre of each page
Citation style	Learners may have to consult and confirm from their instructors, supervisors, teachers and/or follow the departmental/faculty and/or disciplines' official style
File size	Usually A4 format
File format, number of page	As directed by the instructor or supervisor and the department or discipline

**Self-Assessment Exercise 3**

1. Report writing involves three main sections. Name them.

*Note:* The pattern outlined above is merely a generic one; nonetheless, instructors, teachers, supervisors, departments, and disciplines differ in the majority of these formats. It is therefore advised that students contact the departmental manual, their





instructor, or their supervisor before using the complete or any portion of the prescribed structure for report writing.

#### **1.4 Summary**

In this unit, students have learned what a thesis is, what makes a strong thesis, how to construct a thesis and a final report. It has given students the chance to understand what thesis formatting is all about and the process and steps to use while creating a final report. Practicum on bibliographic compilation and citation shall be the focus of the next unit.

#### **1.5 Tutor-Marked Assignment**

1. What are the characteristics of a good thesis?
2. Outline and discuss the steps involved in thesis formatting



## 1.6 References/Further Reading

Issa, A. O. (2004). Practical guides to project writing. Offa: Wumi Press.

Kastens, K., Pfirman, S., Stute M., Hahn, B., Abbott, D. & Schulz, C. (n.d.) How to write thesis <https://www.kean.edu/roneilfi/Howtowriteathesisstatement.htm>

The University of Adelaide (2014) Writing a research report: Writing Centre learning guide. [www.adelaide.edu.au/writingcentre/](http://www.adelaide.edu.au/writingcentre/)

Vanderbilt university graduate school (n.d.).Format guidelines for theses and dissertations.<https://gradschool.vanderbilt.edu/academics/theses/index.php>

What is thesis? <https://web.mit.edu/course/21/21.guide/th-form.htm>

<https://courses.lumenlearning.com/suny-esc-wm-englishcomposition1/chapter/text-the-three-story-thesis/>



## 1.7 Answers to Self-Assessment Exercises (SAEs)

### Answer to Self-Assessment Exercise 1

1. A thesis is a statement or theory that is put forward as a proposition to be maintained or proved. It is also a long essay or dissertation involving personal research, written by a candidate for a university degree. A thesis statement clearly identifies the topic being discussed, includes the points discussed in the paper, and is written for a specific audience.
2. Thesis formatting is the arrangement, set-up and plan that are used to guide researchers or learners in writing their final research report.

### Answer to Self-Assessment Exercise 2

1. The characteristics of a good thesis are:
  - a. A strong thesis is non-obvious.
  - b. A strong thesis is arguable.
  - c. A strong thesis is well specified.
  - d. A strong thesis is supportable.
  - e. A strong thesis includes implications.
  - f. A strong thesis should be contestable.
2.
  - i. **A strong thesis is supportable.** There must be enough examples, details, facts, observations, and other types of evidence, including research as appropriate, to support the thesis.
  - ii. **A strong thesis includes implications.** A good thesis must include a worthwhile implications of the study.
  - iii. **A strong thesis is non-obvious.** A thesis statement must have a wide-enough scope to integrate several supporting points and compatible evidence, enabling the writer to demonstrate his or her mastery of a basic essay format.

### Answer to Self-Assessment Exercise 3

1. There are three main sections of report writing and these are:
  - a) Preliminary, b) Main, and c) Supplementary sections.



## Unit 2: Practicum on Bibliographic Compilation and Citation

### Contents

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Bibliographic and Citation Compilation
  - 2.3.1 Common Elements in Bibliographic Compilation
  - 2.3.2 Principles to follow in Bibliographic and Citation Compilation
  - 2.3.3 Bibliographies and Citations
  - 2.3.4 Facts on Bibliographic Citation as Contained in Google Search Engine
- 2.4 Summary
- 2.5 Tutor-Marked Assignment
- 2.6 References/Further Readings
- 2.7 Answers to Self-Assessment Exercises (SAEs)

### 2.1 Introduction

Thesis formatting and final report writing was the focus of the last unit. The practicum in bibliographic and citation compilation will be introduced to students in this unit, which will improve their ability to write research papers and final reports. By listing the links and sources of the data utilized in the article, a bibliographic compilation will accord research effort more credibility.

### 2.2 Learning Outcomes

By the end of this unit, learners should be able to:

- discuss the meaning of bibliographic and citation compilation;
- be aware of the procedures and methods used to compile bibliographies and citations;
- recognize the components that are typical while compiling bibliographies and citations; and
- adhere to the rules for compiling citations and bibliographies.



## 2.3 Bibliographic and Citation Compilation

A bibliographic compilation is a list of all the sources used to prepare assignments and other academic papers, as stated in the University of Reading library guide. Learners are free to include sources that they did not directly cite in their work but that had an impact on the main concepts. Regardless of the format of the sources used, a bibliography is often a single list of all the sources in alphabetical order.

### 2.3.1 Common Elements in Bibliographic Compilation

1. **Author:** The originator, source, or creator of the work;
2. **Date:** The publication date, typically stated in years.
3. **Title:** The heading describing the article's or source's content; and
4. **Publication details:** This comprises the publisher's name and the location (city and/or country) of the publication.

**Video link:** Compiling your bibliography: video <https://youtu.be/fVhnN07SxsI>

### What to look out for while Compiling Bibliography

1. **Order:** When compiling, this is the command and instruction needed or used.
2. **Punctuation:**
3. **Layout:** The layout or plan described in the work.

**Video link:** Compiling your bibliography (video) <https://youtu.be/Fn6NpMGS4uc>

### Self-Assessment Exercise 1

1. List the common elements in bibliographic compilation.
2. What are the three (3) things to look out for when compiling bibliography?



### 2.3.2 Principles to Follow in Bibliographic and Citation Compilation

The fundamental guidelines for compiling bibliographies and citations are as follows:-

1. To make it easier for readers to locate and connect your materials with the appropriate in-text citation, arrange your materials in a single list in the order that they should be found (unless your discipline specifies otherwise). (Depending on the style, that may be done either numerically or in alphabetical order by author surname);
2. Give complete bibliographic information that follows your instructor's or discipline's instructions for spacing, punctuation, and layout; and
3. Be dependable at all times (Library Guide University of Reading, n.d.).

#### Self-Assessment Exercise 2

1. What are the basic principles to follow when compiling bibliography and citation?

### 2.3.3 Bibliographies and Citations

An illustration of a bibliographic and citation compilation from the University of Reading Bibliographic Guide is shown below:

A **bibliography** is a list of all the sources used for research and other academic work. Learners are free to cite any works that have influenced their views but were not specifically cited in their work.

A bibliography is often a single list of all the sources consulted, regardless of format, in alphabetical order. Books, articles from periodicals, and websites would all be grouped together as an outcome. The only exemption to this rule is if you employed a variety of original materials, including books, primary source papers, and multimedia. You would have a distinct heading list here.

A **reference list** on the other hand, lists only the sources that are mentioned in the text. Learners may also add a bibliography, which is a list of literature they have read but have not cited, if they are asked to give a reference list. Depending on the referring system style used, a reference list may be organized numerically or in alphabetical order by the



names of the authors. Typically, the names of the authors are included in alphabetical order in a bibliography.

### **Compiling a Bibliography or Reference List**

Use a single list that includes all the various kinds of sources you have consulted. The only situation where you need separate your bibliography into primary and secondary sources is if you've examined and used a lot of primary materials (such books, movies, ancient texts, letters, historical documents, etc.). All listings should be arranged alphabetically by the last name of the first-mentioned author, or, if there is no named author, by the organization.

The only difference between a reference list and a bibliography is that a reference list uses a numerical referencing system. When sources are used in this situation, they are given a number when they first appear in the text and are listed according to that number.

### **Example Bibliography Using Harvard Referencing:**

Anon, B. (1981). Coffee drinking and cancer of the pancreas. *British Medical Journal*, 283, 628.

Bould, M. & Reid, M. (eds.) (2005). *Parietal Games: Critical Writings by and on M. John Harrison*. Cambridge: Science Fiction Foundation.

Hamilakis, Y., Pluciennik, M. & Tarlow, S. (2001). Academic Performances, Artistic Presentations. *Assemblage*, 6. [http://www.shef.ac.uk/assem/issue6/art\\_web.html](http://www.shef.ac.uk/assem/issue6/art_web.html) (accessed 08/07/02).

Royal Horticultural Society (n.d.). *Plant finder: Genista*. Online at [www.rhs.org.uk/plantfinder/genista](http://www.rhs.org.uk/plantfinder/genista) (accessed 25/08/07).

Shahabudin, K. (2006). From Greek Myth to Hollywood Story: Explanatory Narrative in *Troy*. In M. M. Winkler (ed.), *Troy: From Homer's Iliad to Hollywood Epic*. Malden, MA: Blackwell. 107-118.

Turner, J.E., Henry, L.A. & Smith P.T. (2000). The development of the use of long-term knowledge to assist short-term recall. *The Quarterly Journal of Experimental Psychology. Section A*. 53.2, 457-478.

Video link: <https://youtu.be/iueqJ78iAwk>



### **2.3.4 Facts on Bibliographic Citation as Contained in Google Search Engine**

The explanations that follow were taken from Google searches. It will assist students in learning more about citations and bibliographic referencing:

#### **How is Bibliography Compiled Explain with Examples?**

A works referenced page contains a list of all the sources you used for your assignment and other research. A bibliography is a list of all the sources you used, whether or not they were specifically referenced in your article. A bibliography that also includes a brief author comment outlining the significance of each source is known as an annotated bibliography.

#### **Can You Put References and Bibliography Together?**

Bibliographies and Reference Lists are both included at the conclusion of any essay, assignment, or thesis (unless your lecturer has specified differently, which may be the case for theses). The order of citations by the same author is then determined chronologically, starting with the most recent. Please take note that the bibliography must appear before the reference list.

#### **What is Difference between Reference and Bibliography?**

Whether or not they are cited, a bibliography is a list of all the sources used to research and write an essay or book. References, on the other hand, are sources that your paper or book has cited (i.e. only sources cited in your work).

#### **Which Comes First, Bibliography or References?**

Before the appendices, the Reference list and/or Bibliography will be the very last element of your essay. The reference must come before the bibliography list.

#### **How Do You Arrange a Bibliography?**

Sort the bibliographies alphabetically by last name of authors. Use the first word of the title instead of a definite article like "a," "an," or "the" if the author is not identified. List the authors in the same order as they appear on the title page if there are several authors.

#### **What is Bibliographic Compilation?**

A bibliography is a list of all the sources you utilized to study your work, whether or not you cited them. The names of the writers, the titles of the works, and the names and addresses of the businesses that published your copies of the sources should all be included in a bibliography.

#### **How Do You Cite a Compilation?**

If there are numerous editors, the first editor's name is entered with the first name followed by the last name. A work mentioning a compilation begins with the compilation editor's last name, a comma, and then the first name, followed by a comma and "ed." (or "eds." if there are multiple editors). After this, add a full stop (period).





## 2.4 Summary

Learners now have a better understanding of what a bibliography and citation compilation are as a result of going through this unit. The class has also exposed students to the common components of bibliography compilation and what to watch out for while creating citations and bibliographies. Along with highlighting the fundamental guidelines to adhere to while creating bibliographies and citations, it provides several examples from the Internet.

## 2.5 Tutor-Marked Assignment

1. List and discuss the basic principles to follow while compiling bibliography and citation.
2. Discuss the differences between reference and Bibliography.
3. List and explain the common elements in compiling bibliography



## 2.6 References/Further Reading

Bowden, J. (1997). *Writing a report: a step-by-step guide to effective writing* (4th ed.). Oxford: How to Books.

Issa, A. O. (2004). *Practical guides to project writing*. Offa: Wumi Press.

University of Reading (n.d.). Citing references: Guidance on citing references for students at the University of Reading.  
<https://libguides.reading.ac.uk/academicintegrity/bibliographies>

Uzuegbu, C.P. & Onyenachi, J.C. (2015). Bibliographic Citation and referencing methods. In Ahiaoma Ibegwam, *Fundamentals of library and information science education* (pp. 97-120). Ibadan, Nigeria: Stirling-Horden



## 2.7 Answers to Self-Assessment Exercises (SAEs)

### Answer to Self-Assessment Exercise 1

1. The common elements in bibliographic compilation are:
  - a) Author; b) Date; c) Title; and d) Publication Details.
2. The three (3) things to look out for when compiling bibliography are:
  - a) Order; b) Punctuation; and c) Layout.

### Answer to Self-Assessment Exercise 2

1. The basic principles to follow in bibliographic and citation compilation are:
  - a. Put your materials in order in a single list so that readers can find and associate them with the relevant in-text citation;
  - b. Give full bibliographic details in the correct order and with the correct punctuation and layout for the referencing style as instructed by your instructor or discipline; and
  - c. Be consistent at all time (Library Guide University of Reading, n.d.)