

Literature Review, Referencing And Bibliography

Mohammad Sohrab Hoshen

BPATC

TODAY'S AIMS



What literature review is about?



Getting you to think about the **purpose** of a literature review



Getting you to think about what your **own** literature review will look like



Critical thinking, reading and writing



Planning and **structuring** options



Referencing



Bibliography



Basic way out of a research work

Introduction

Literature review

Methods

Data collection & Analysis

Results

Conclusion

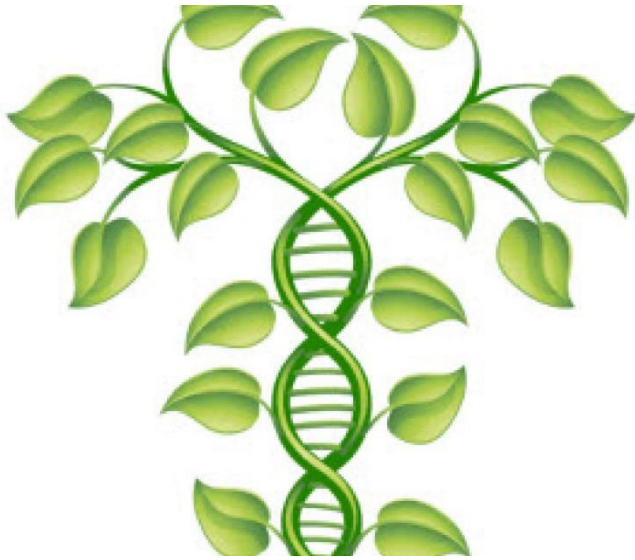
References

WHAT IT IS ABOUT?

Can you jot down your ideas?

- A literature review is a descriptive, analytic summary of the existing material relating to a particular topic or area of study.
- The LR process involves a systematic examination of prior scholarly works.
 - *Bangert-Drowns, R. (2005). Literature review. In S. Mathison (Ed.), Encyclopedia of evaluation. (pp. 232-233).*





ACADEMIC GENEALOGY



Reasons

- Exploring the connections
- Avoiding mistakes
- Learning different approaches
- Developing analytic framework
- Inclusion of new variables
- Suggesting further research questions
- Helping interpretation of findings
- It is expected

A blue pen with a silver tip is positioned diagonally across the left side of the image. The background is a light blue document with a grid pattern and a bar chart. A semi-transparent grey box is overlaid on the top left, containing the text 'WHAT IS DOES'.

WHAT IS DOES

A **critical analysis** of existing research in your field; it highlights both the strengths and weaknesses of existing research

Allows you to gain a **critical understanding** of your field

Opportunity to think about what has been done in your field; opportunity to think about the **similarities, patterns, trends and also differences** across the existing research

By identifying **strengths and weakness**, you will be able to think about what has not/needs to be done in your field

The **gap** in the literature is your justification for your research

Ultimately, it is expected in scholarly work



WHAT IS A LITERATURE REVIEW (FOR)?

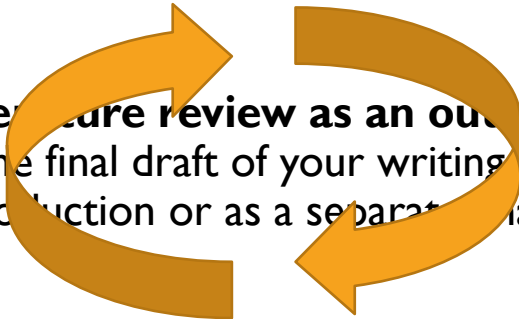
- **Establishes the terms and context.** *How else will you define exactly what you're looking at and where its limits are?*
- **Presents a survey of preceding literature on the topic.** *How else will you know what's been done already?*
- **Explores ways that others have solved similar questions/problems.** *How else will you select an appropriate methodology and approach?*
- **Outlines the relationship of these texts to each other.** *How else will you know what the different perspectives and debates are, and where you are coming from?*
- **Evaluates the quality and relevance of the literature.** *How else will you be able to build on or reject it?*
- **Establishes the gaps or inadequacies.** *How else will you justify your own contribution?*
- **Demonstrates your scholarly rigor.** *How else can I have faith in your conclusions?*



WHAT IS **NOT** A LITERATURE REVIEW

- A literature review is **not** simply a chronological **catalog** of all your sources, but an evaluation. It pulls the previous research together, and explains how it connects to the research proposed by the current paper.
- A literature review is **not** a **collection** of quotes and paraphrasing from other sources. A good literature review should critically evaluate the quality and findings of the research.
- Although the LR can be organized in a chronological order, it is better to organize the review around ideas and individual points.

MORE THAN JUST A CHAPTER...

- A literature review is a process as well as an outcome!
 - **Literature review as an outcome:** appears in the final draft of your writing as part of your introduction or as a separate chapter.
 - **Literature review as a process:** critical engagement (thinking, reading and writing) with relevant research on your topic. It is a crucial and formative stage of your report writing journey.
- 



TYPES OF LITERATURE REVIEWS

•Traditional Review:

Provides a comprehensive overview of existing literature on a topic.

Often narrative in style.

•Systematic Review:

Follows a rigorous and predefined methodology.

Involves a systematic search, selection, and appraisal of studies.

Often used in evidence-based research.

•Meta-Analysis:

A statistical technique used to combine the results of multiple studies.

Allows for a quantitative synthesis of findings.

•Theoretical Review:

Focuses on exploring and evaluating different theories related to a specific topic.

WHERE TO START?!



YOU DON'T NEED TO
READ EVERYTHING – **you**
can't!

- You don't need to read every text
- You don't need to read every word

Sources of literature



Primary literature sources

Primary literature are the first occurrence of a piece of works. They include reports, conference papers, theses etc.

Secondary literature sources

Secondary sources such as books and journals are subsequent publications of primary literature. These publications are aimed at wider audience.

Tertiary literature sources

These are also called 'search tools' and are designed either to help locate primary and secondary literature or to introduce a topic. They include indexes and abstracts as well as encyclopedias and bibliographies.



STARTING TO THINK ABOUT YOUR OWN LITERATURE REVIEW

- First stage of the literature review is to identify the key people in your field and collate all relevant sources about your topic.

Ask yourself:

- What research and theory is there on my topic?
- What are the key sources (books, articles) on my topic?
- Who are the main theorists and researchers in this area?
- Who are the key players in my field? This could be anything from academics, medics, governing bodies, schools of thought etc. (Sources!)
- How has the topic/problem been investigated over time?

READING CRITICALLY



Think about:

- What were the research **aims** of the paper/book?
- Is the research aim achieved? If so, how **did they do** it?
- Are there any problems with their **methodology**?
- Was it a strong or a weak **research model**?
- How will this research **help** with your own research?
- What can you **take** from it?
- What needs to be **avoided**?
- What are you doing **differently**?



CRITICAL THINKING

- Why?
- How does that work?
- What's that made of?
- What's that for?
- What does that mean?
- How does it is linked with.....
- But X says...
- How do you know?
- So what?
- Says who?
- What happens if...

WHAT CRITICAL
THINKING CAN
MEAN IN TERMS OF
THE LITERATURE
REVIEW



Understanding
research on its own
terms – testing its
viability



Understanding
research in relation
to other arguments

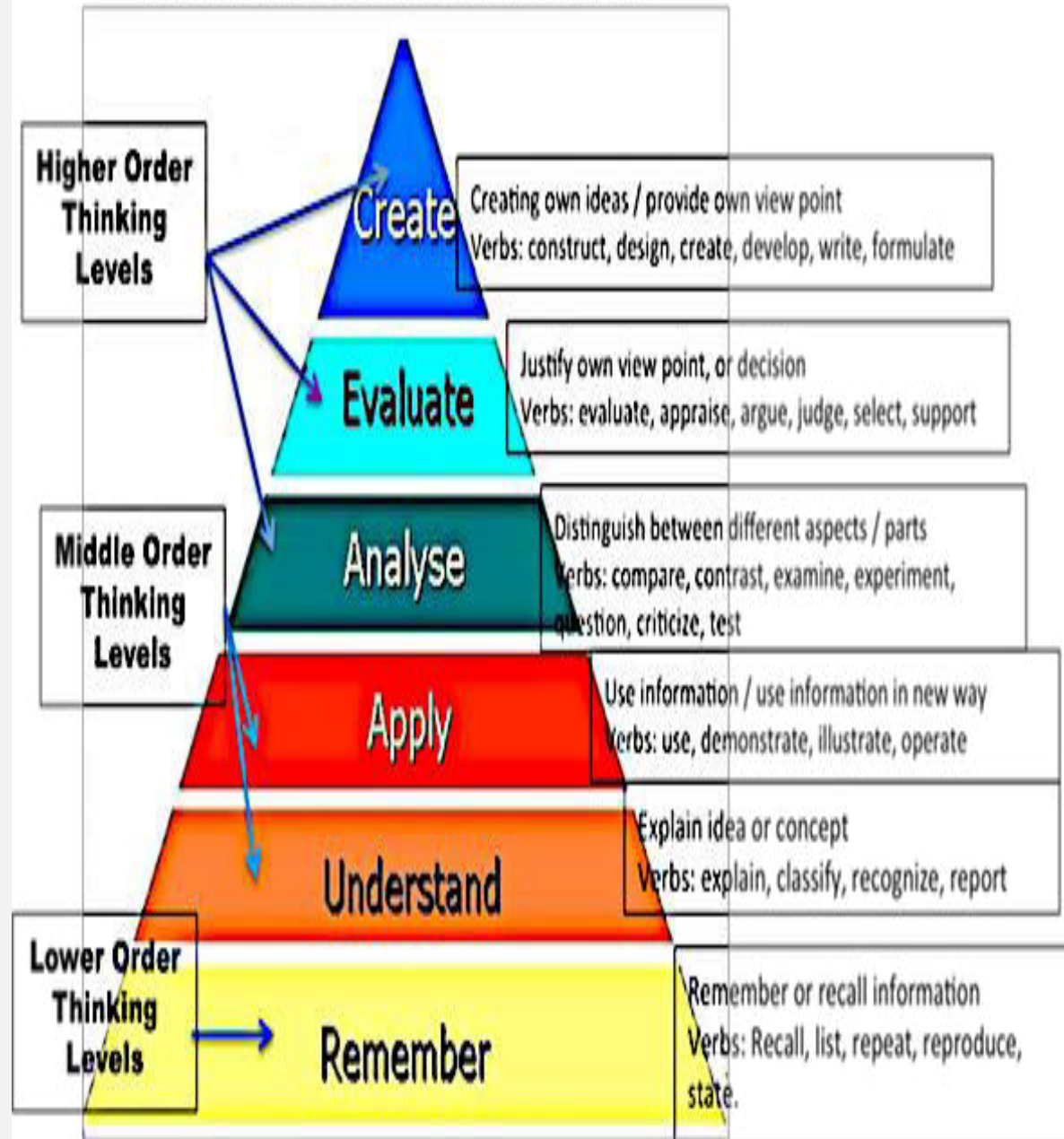


Critiquing research in
relation to what you
want to do

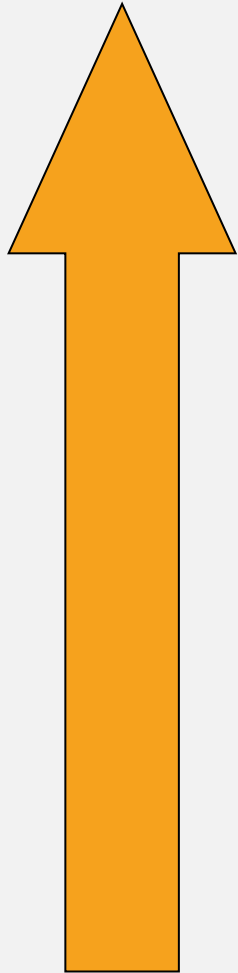
Why is it so important to think & write critically?!

Bloom's taxonomy:
cognitive domain
(1956) as revised
by Anderson &
Krathwohl (2001)

Anderson's Revised Taxonomy Levels and Definitions



BLOOM'S TAXONOMY (REVISED)



Synthesis/Creation

Evaluation

Analysis

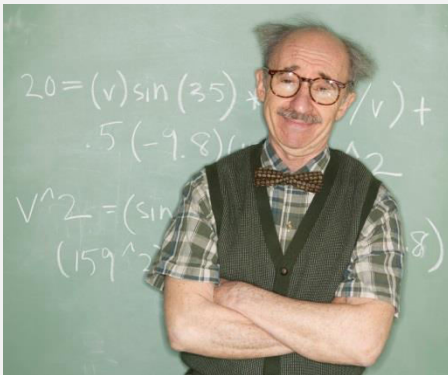
Application

Understanding

Knowledge



ORGANISING YOUR MATERIAL: IDENTIFYING A DEBATE



- **disagrees with**
- **agrees with (school of thought?)**
- **builds on the conclusions of**
- **confirms the findings of**
- **has reservations about**





AGAIN.....
THINKING
CRITICALLY

- When identifying the key ideas, themes and methodologies in your field, it is important to think critically about them
- This will allow you to identify a 'gap' in the literature

Ask yourself:

- What are the strengths and weaknesses of these debates?
- What evidence is lacking, inconclusive or limited?
- What will you add to the topic? What will you do differently?



WHAT'S YOUR STORY?

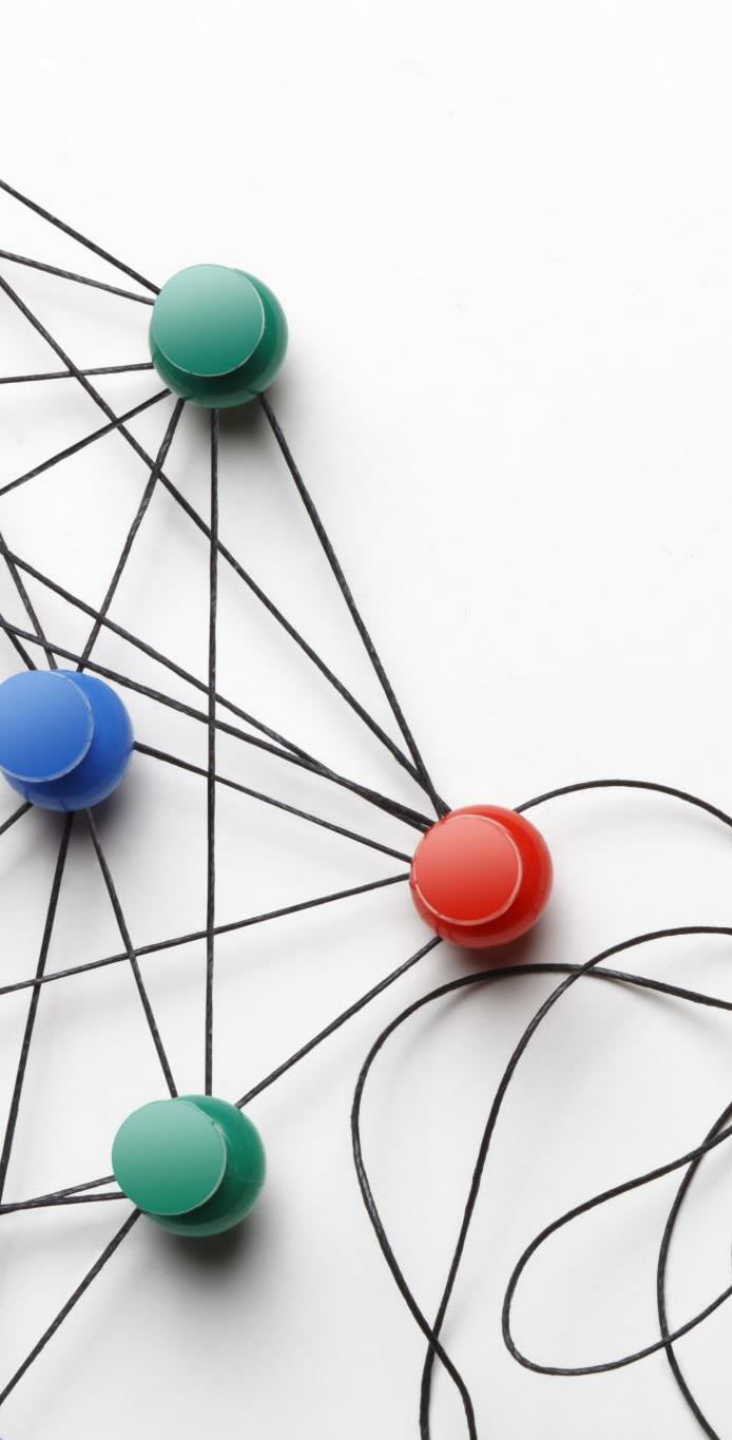


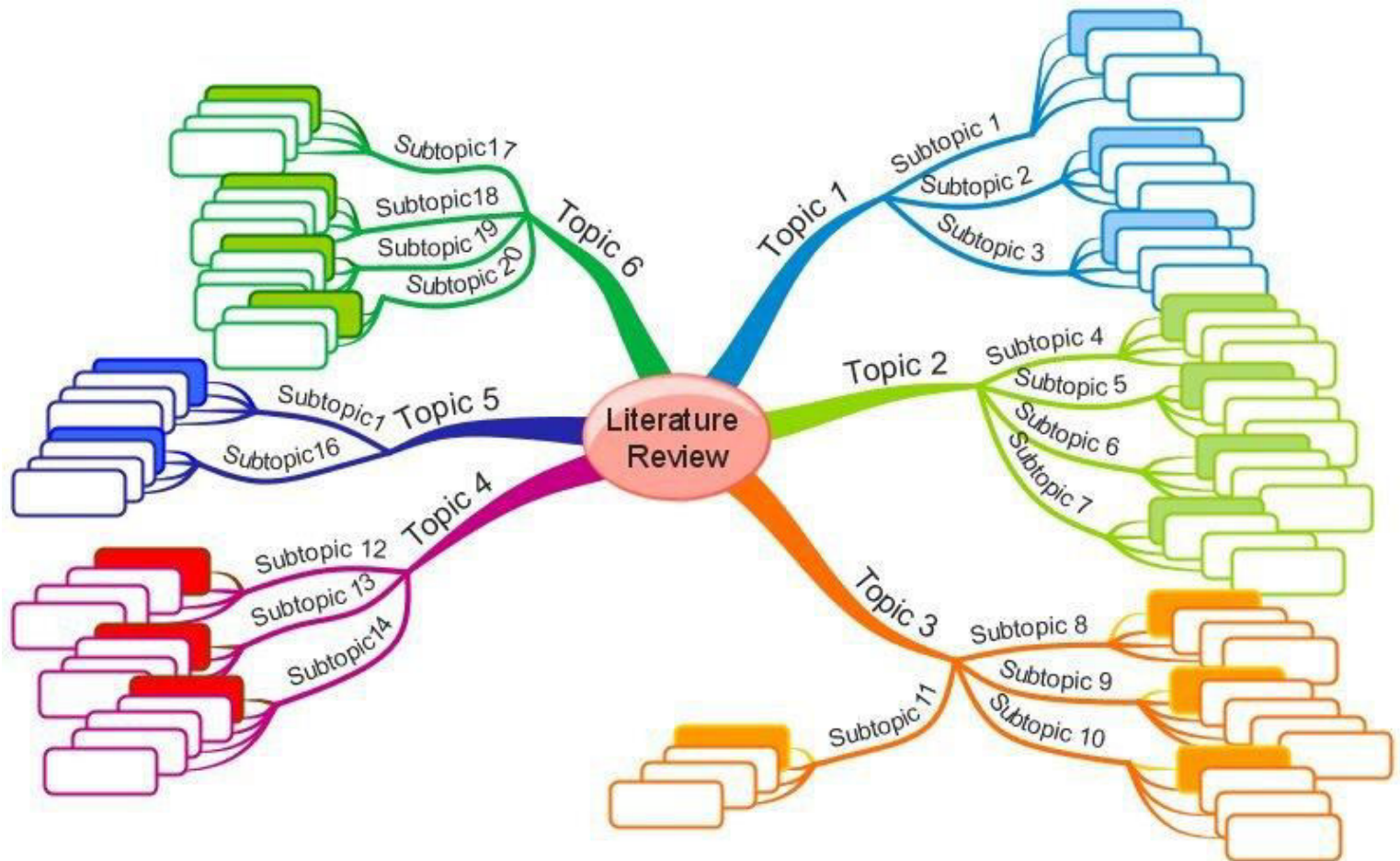
GETTING STARTED: PLANNING THE REVIEW

- Planning is about organising the structure of your literature review (your story will help with this!)
- How will you organise the information?
 - Chronologically?
 - Thematically?
 - By trends/approaches/techniques?
 - Major debates/controversies?
 - Probably a combination of these

MIND-MAPPING SOFTWARE: INSPIRATION

- You can:
 - Jot down ideas
 - Move them around
 - Create links
 - Put text on nodes
 - Swap between 'Diagram' and 'Outline'
 - Transfer to Word





A hand is pointing at a complex, multi-colored map or network diagram. The map features various colored lines (red, blue, green, yellow, orange) and nodes, suggesting a network or a complex system. The hand is in the foreground, pointing towards the center of the map. The background is a blurred version of the same map.

WRITING THE REVIEW

- Start with an overview
- Decide on organising principles (themes, trends, methodology, chronology, controversies – usually a combination of some of these)
- Use headings for the different sections of the review
- Provide summative signposts of where your argument is leading
- Summarise your review/highlight ‘gap’ in research



CLARITY

- Clear introduction: overview of topic, aim of review and structure
- Clear paragraph structure
- Make sure the subject of your sentence is clear
- Don't assume knowledge
- Make sure key terminology and difficult ideas are always explained thoroughly (ask your yourself: does it make sense?)
- Be objective and balanced
- Use signposting words (your critical voice) to orientate the reader Eg. However, yet, moreover, indeed, similarly etc

PARAGRAPHS AND FLOW

Paragraph:

- Topic sentence
- Discussion of topic
- Closing sentence

Thematic and grammatical links

- Logical progression from one paragraph to the next
- Demonstrate links in your language

Topic sentence: identifies five major themes as the scope of this review

Many theories have been proposed to explain what motivates human behaviour. **Although the literature covers a wide variety of such theories, this review will focus on five major themes which emerge repeatedly throughout the literature reviewed.** These themes are: incorporation of the **self-concept** into traditional theories of motivation, the influence of **rewards** on motivation, the increasing importance of **internal forces** of motivation, **autonomy** and **self-control** as sources of motivation, and **narcissism** as an essential component of motivation. **Although the literature represents these themes in a variety of contexts, this paper will primarily focus on their application to self-motivation.**

Five major themes to be covered

Concluding sentence: specific focus

Topic sentence: outlining your main claim or key point for that paragraph

First statement of evidence from the literature

By its very nature, motivation requires a degree of individual satisfaction or narcissism. Robbins et al. (1998) suggest that motivation has as its basis the need to focus on, and please the self. This is supported by Shaw, Shapard and Waugaman (2000) who contend that this narcissistic drive is based upon the human effort to find personal significance in life. It can be argued that the desire to improve one's status is a highly motivational force, and is central to the idea of narcissistic motivation. The narcissistic motivational strategies put forward by Shaw et al.(2000) are concerned with motivation for life in general, but may also have applications in the context of work. These strategies, with their focus on personal needs, demonstrate that narcissism is an essential component of motivation.

Second statement of evidence from the literature

Student analysis

Concluding statement

Topic sentence: outlining your main claim or key point for that paragraph

Supporting evidence from the readings

Most early theories of motivation were concerned with need satisfaction. Robbins, Millett, Cacioppe and Waters-Marsh (1998) argued that motivation relies on what a person needs and wants. Similarly the early theories of Maslow and McGregor (cited in Robbins et al., 1998) focused on personal needs and satisfaction as the basis for motivational behaviour. However, recent studies outlined by Leonard, Beauvais, and Scholl (1999) suggest that personality and disposition play an equally important role in motivation. **Current thinking does not discount these theories, but builds on them to include a self-concept.**

Contrasting theories from research

Concluding sentence: linking to the next paragraph

One way of searching the literature

1. Read books or articles known to you or recommended by others related to your research questions

THEN

2a. Keep notes based on your reading of this literature

AND

b. Note keywords used in this literature

AND

c. Make a note of other literature referred to that may be relevant and worth following up

THEN

3. Generate keywords relevant to your research questions

THEN

4a. Search the library for literature relating to your subject

AND

b. Conduct an online search using an appropriate electronic database

THEN

5a. Examine titles and abstracts for relevance

AND

b. Retrieve selected items (back up to item 2a)

AND

c. Check regularly for new publications

AI IN LITERATURE REVIEW

- 5 popular sites

- <https://www.connectedpapers.com>
- <https://elicit.org>
- <https://www.researchrabbit.ai>
- <https://inciteful.xyz>
- <https://www.litmaps.com>

The background features a complex network of glowing blue lines connecting numerous purple circular nodes. The nodes vary in size and are scattered across the frame, creating a sense of depth and connectivity. The overall aesthetic is modern and digital, with a color palette of teal, blue, purple, and green.

REFERENCING



REFERENCING

- is a consistent method of acknowledging another person's ideas which you have used in your own writing.

You must reference all sources including:

- words and ideas,
- facts, images,
- videos, audio,
- websites,
- statistics,
- diagrams and data.

**To avoid
Plagiarism**

**To credit
the author**

**To lend
credibility to
your work**

**Why
Reference?**

**To
demonstrate
your
knowledge**

**To show
the original
source**

HOW DO I REFERENCE PROPERLY?



- Referencing includes **two elements**:
 - A citation within the text of your assignment or paper indicating that a particular concept, phrase or idea has been sourced elsewhere.
 - A complete reference list giving the full citation details for all sources referred to in the document

USE OF
CITATIONS IN
THE LITERATURE
REVIEW

Two types of citations:

Integral: The author's name appears in the sentence.

- Example (author-date system): Lillis (2001) argues that both tutors and students often lack explicit knowledge of the conventions governing the construction of academic texts.

Non-integral: The author's name appears outside sentence.

- Example: Both tutors and students often lack explicit knowledge of the conventions governing the construction of academic texts (Lillis, 2001).

CITATION AND WRITER'S VOICE



Who would you say is the **'office boss'** among the 3 people in the picture?

Whose voice is dominant - the writer's or the original author's?

- The moon is made of cheese (Brie 1999).
- Brie (1999) argues that the moon is made of cheese.
- As Brie (1999) points out, the moon is made of cheese.
- According to Brie (1999), the moon is made of cheese. However,
- Brie (1999) argues out that the moon is made of cheese. However,



- **Quotation vs. Citation**

- Quoting involves the exact repetition of the words written or spoken by a person. It could be from a book, speech, essay, or some research paper, etc.

- Citing refers to using something someone has said or written as a validation or proof of what one is saying. It is not reproducing the same words but the idea behind it, the principal behind it, or the theory behind it.

Rules for quoting

- Quotations should be kept to a minimum.
- When quoting the words of someone else directly, the quotation must be made *clearly distinct* from the writer's own text, using *quotation marks*.
- Where the quoted passage is greater than three lines, the quoted words should be put in a separate *indented paragraph*.

- When we are not quoting another person directly, but are still making use of their work - as in *indirect quotations* (eg. "Descartes says that it is wise not to trust something that has deceived us before"*) – we must still acknowledge the debts, using footnotes or endnotes.

Ex: * Rene Descartes, *Meditations on First Philosophy*, trans. John Cottingham (Cambridge: Cambridge University Press, 1986 [first French ed., 1641]), p. 12.

• **Footnotes vs. Endnotes**

- Footnotes and endnotes provide writers with a clear method in directing the reader to further information on the research topic and additional citations. Footnotes are found at the bottom of a page (i.e. in the footer) and endnotes are located at the end of a complete document, or sometimes at the end of a chapter or section.

Footnotes are used as a citation vehicle for a short citation, while endnotes can contain more text without compromising the format of the paper. They each also typically use a different numbering system, which allows the reader to determine where they should look for the additional information (either in the footer of the page, or at the end of the document).

Both footnotes and endnotes are usually supplemented by a **bibliography** or **works cited** page, which displays the complete citation of each source the writer cited in each footnote and endnote throughout their paper.

Footnote example:

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque sapien ante, placerat sagittis interdum a, feugiat nec sem.¹ Sed tempor dui libero, dictum varius nibh blandit nec. Vestibulum vel augue hendrerit, pellentesque eros semper, volutpat arcu.

Donec ornare dapibus nibh vel suscipit. Sed sit amet mauris quis nisl euismod tempus et eget tortor.² Vivamus nulla urna, placerat quis tincidunt nec, efficitur ac orci. Quisque lobortis et turpis non eleifend.

-
- ▶ 1. This is an example of where footnotes are placed.
 - ▶ 2. Footnotes provide additional information about a sentence and direct readers to outside sources, either to cite an idea or to suggest additional reading about a topic.

Endnote example

- 229 Artist's statement, October 7, 1998. See also www.joannemattera.com.
- 230 Artist's statements, November 17 and December 17, 1998, April 18, 1997, March 1993. See also Jeff Wright, "Passages of Light," *Cover* (October 1995), p. 10 and Sue Scott, "Heather Hutchison, 'Daily Thoughts for Daily Needs,'" *Heather Hutchison* (New York: Nohra Haime Gallery, 1995), n.p.
- 231 Interview with Donald J. Saff, December 8, 2008.
- 232 Donald Saff, "Roy Lichtenstein, Witatype, and Other Media in *Brushstroke Figures*," *Roy Lichtenstein New Prints and Sculptures from Graphicsunio* (Gothenburg: WetenLog Gallery, 1989), n.p. See also Ruth E. Fine, et al., *Graphicsunio: Contemporary art from the Collaborative Workshop at the University of South Florida* (Washington D.C.: National Gallery of Art), pp. 46, 50 (in 47), 270-1, 274-5, 277, 281.
- 233 *Ibid.*
- 234 Mary Lee Corlett and Ruth E. Fine, *The Prints of Roy Lichtenstein. A Catalogue Raisonné 1948-1993* (New York: Hudson Hills Press, 1994), p. 25. See also pp. 23, 24, 28-9, 41, 220, 234.
- 235 Jack Cowart et al., *Rauschenberg Overseas Culture Interchange* (Washington D.C.: National Gallery of Art, 1981), pp. 10, 11, 13-15, 177-8. See also Walter Hopps and Susan Davidson, *Robert Rauschenberg: A Retrospective* (New York: Guggenheim Museum Publications, 1997), pp. 438, 465, 583.
- 236 Hopps and Davidson, *op cit.*, pp. 518, 524-5, 584-5. See also Anastasia Aukeman, "Robert Rauschenberg," *Artnews* 93 (December 1994), p. 136 and Robert G. Edelman, "Robert Rauschenberg at Knoedler," *Art in America* 84 (December 1994), p. 94. This series was also exhibited at Bernard Jacobson Gallery, London in 1997 and reproduced in a privately published volume.
- 237 Quoted in *Air Mass James Turrell* (London: Hayward Gallery, The South Bank Centre, 1993), p. 58.
- 238 Craig Adcock, *James Turrell. The Art of Light and Space* (Berkeley: University of California Press, 1990), pp. 189, 191-3.
- 239 Telephone interview, September 18, 1998. Several of these works were exhibited and illustrated in the catalogue by Yukito Tanaka et al., *James Turrell Where Does the Light in Our Dreams Come From?* (Saitama, Japan: The Museum of Modern Art, 1997), pp. 38-59.
- 240 Telephone interview with Garner Tullis, January 14, 1999 and David Carrier, *Garner Tullis and the Art of Collaboration* (New York: Garner Tullis, 1998).
- 241 Robert Storr, *Robert Rauschenberg* (New York: The Museum of Modern Art, 1993), pp. 204, 234.
- 242 Interview with Garner Tullis, *op cit.* Exhibited in late 1995 at Pace, there seems to be no published material on this series and the artist did not respond to repeated inquiries.
- 243 See Meyer Raphael Rubinstern, "Melissa Meyer, with Digressions," *Arts* 62 (March 1988), pp. 22-3.
- 244 Artist's statement, November 3, 1998 and David Carrier, *Garner Tullis...*, *op cit.*, p. 69.
- 245 *Ibid.*
- 246 Hearne Pardee, "Melissa Meyer," *Artnews* 97 (April 1998), p. 183 and Roberta Smith, "Galleries: Soho," *The New York Times* (December 26, 1997): E43.
- 247 David Carrier, *Garner Tullis...*, *op cit.*, pp. 66-67. See also David Carrier, *Robert Margold Curved Plane/Figure Paintings* (New York: PaceWildenstein, 1995).
- 248 Artist's statements, January 12 and March 8, 1999.
- 249 Artist's statement, October 13, 1998.
- 250 *Ibid.* and David Carrier, "In Black and White," *Joan Witek Drawings* (New York: Wynn Kramarsky, 1997), n.p.
- 251 Artist's statement, n.d., Fall 1998.
- 252 Artist's statement, December 4, 1998.
- 253 Artist's statement, November 8, 1998.
- 254 *Ibid.*
- 255 *Ibid.* For more information, see William Zimmer et al., *Sephanie Brady Lederman* (Brookville, NY: Hillwood Art Museum, 1992), pp. 10-19.
- 256 Artist's statement, November 12, 1998. See also Eleanor Heartney, *prolonged shelf life Ford Crull* (New York: M-13 Howard Scott Gallery, 1994), n.p.
- 257 "Experience Generates Meaning, Elyn Zimmerman in conversation with Robert Pincus-Witten," *Elyn Zimmerman* (New York: Gagosian Gallery, 1995), n.p. Artist's statement, November 5, 1998.

- **Some of the most widely used styles of citation are:**

- **ABNT** (Associação Brasileira de Normas Técnicas (note, Portuguese - Brazil))
- **AMA** (American Medical Association)
- **APA** (American Psychological Association).
- **Chicago** (by the University of Chicago Press)
- **Harvard** (by Harvard University)
- **MLA** (Modern Language Association)

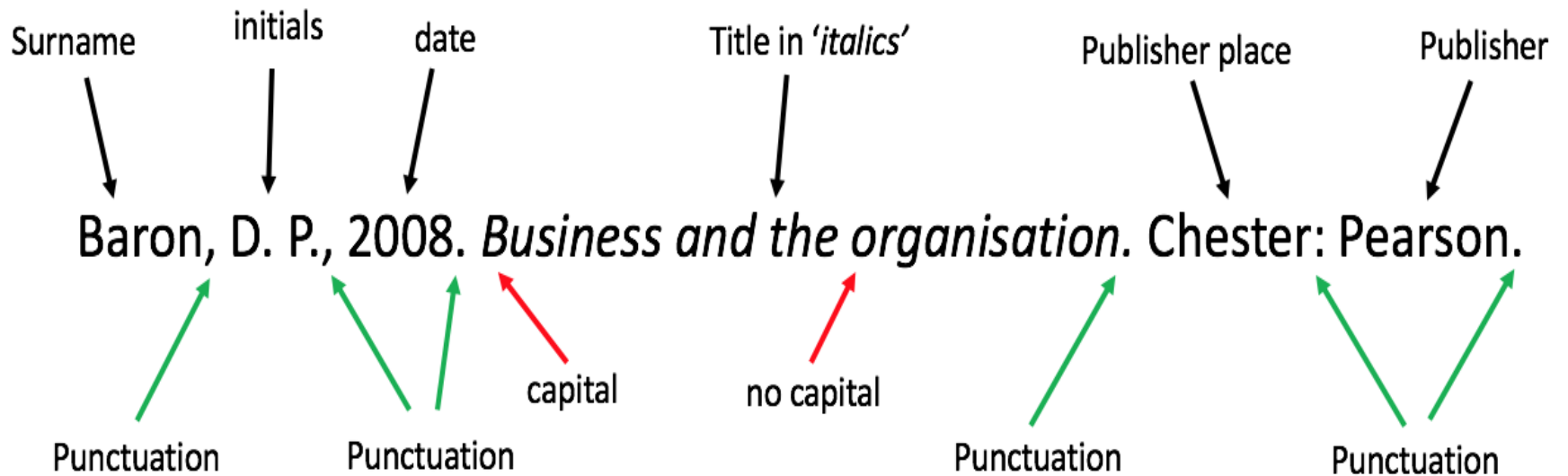


STYLES

COMPARISON EXAMPLE

Style	In-Text Citation	Reference List
Harvard	Lee and Kotler (2019) or (Lee and Kotler, 2019)	Lee, N. and Kotler, P., 2019. <i>Social Marketing: Behavior Change for Social Good</i> . London: SAGE Publications.
APA	Lee and Kotler (2019) or (Lee & Kotler, 2019)	Lee, N., & Kotler, P. (2019). <i>Social Marketing: Behavior Change for Social Good</i> . SAGE Publications.
Chicago	Lee and Kotler (2019, 77) or (Lee and Kotler 2019, 77)	Lee, Nancy, and Philip Kotler. 2019. <i>Social Marketing: Behavior Change for Social Good</i> . London: SAGE Publications.
MLA	Lee and Kotler ... (77) or (Lee and Kotler 77)	Lee, Nancy, and Philip Kotler. <i>Social Marketing: Behavior Change for Social Good</i> . SAGE Publications, 2019.

WE PREFER



WE
PREFER



APA STYLE GUIDE

For the Fifth Edition



APA Citation Style

Journal or Magazine Article

(use for journals that start each issue with page one)

Wilcox, R. V. (1991). Shifting roles and synthetic women in Star trek: The next generation. *Studies in Popular Culture*, 13(2), 53-65.

Dubeck, L. (1990). Science fiction aids science teaching. *Physics Teacher*, 28, 316-318.

Journal or Magazine Article

(use for journals where the page numbering continues from issue to issue)

Newspaper Article

Di Rado, A. (1995, March 15). Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, p. A3.



Article from an Internet Database

(for more details, see the [American Psychological Association](#)'s official site)


Mershon, D. H. (1998, November-December). Star trek on the brain: Alien minds, human minds. *American Scientist*, 86, 585. Retrieved July 29, 1999, from Expanded Academic ASAP database.

Book

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York: Pocket Books.

Book Article or Chapter

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood



Encyclopedia Article

Sturgeon, T. (1995). Science fiction. In *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.


Website

(for more details, see the [American Psychological Association](#)'s official site)

Lynch, T. (1996). *DS9 trials and tribble-ations review*. Retrieved October 8, 1997, from Psi Phi: Bradley's Science Fiction Club Web site: <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.html>

REFERENCE MANAGEMENT SOFTWARES

<https://www.mendeley.com>



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05 ENDNOTE

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CUSTOMIZABLE
ROBUST



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79th FTC
My Publications
Duplicate Items
Unfiled Items
Trash

Blue Economy blue Economy
Coastal Region
Community Empowerment
Ekonomi Biru Kawasan Pesisir
Marine Fisheries oceans
Pembangunan Berkelanjutan
Pemberdayaan Masyarakat

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> Employees' Job Satisfaction and their Work Performance as Elements Influencing Work...	Dziuba et al. [document icon]
Employees' Job Satisfaction and their Work Performance as Elements Influencing Work...	Dziuba et al.
> Financial Drivers of Domestic Outsourcing: Case Study of Food Services in the San Fra...	Hammerling [document icon]
government-outsourcing-public-services-government-hands	[document icon]
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> UNDP Bangladesh's Comprehensive Engagement in the Blue Economy: Advancing Sus...	[document icon]
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REMEMBER.....

- Failure to reference, or poor referencing can be classified as Academic Misconduct. Referencing is a standard required of scholarly communication. It is also a standard for written communication expected by professional organisations.

BIBLIOGRAPHY





BIBLIOGRAPHY

>> a list of all of the sources you have used (whether referenced or not) in the process of researching your work.

In general, a bibliography should include:

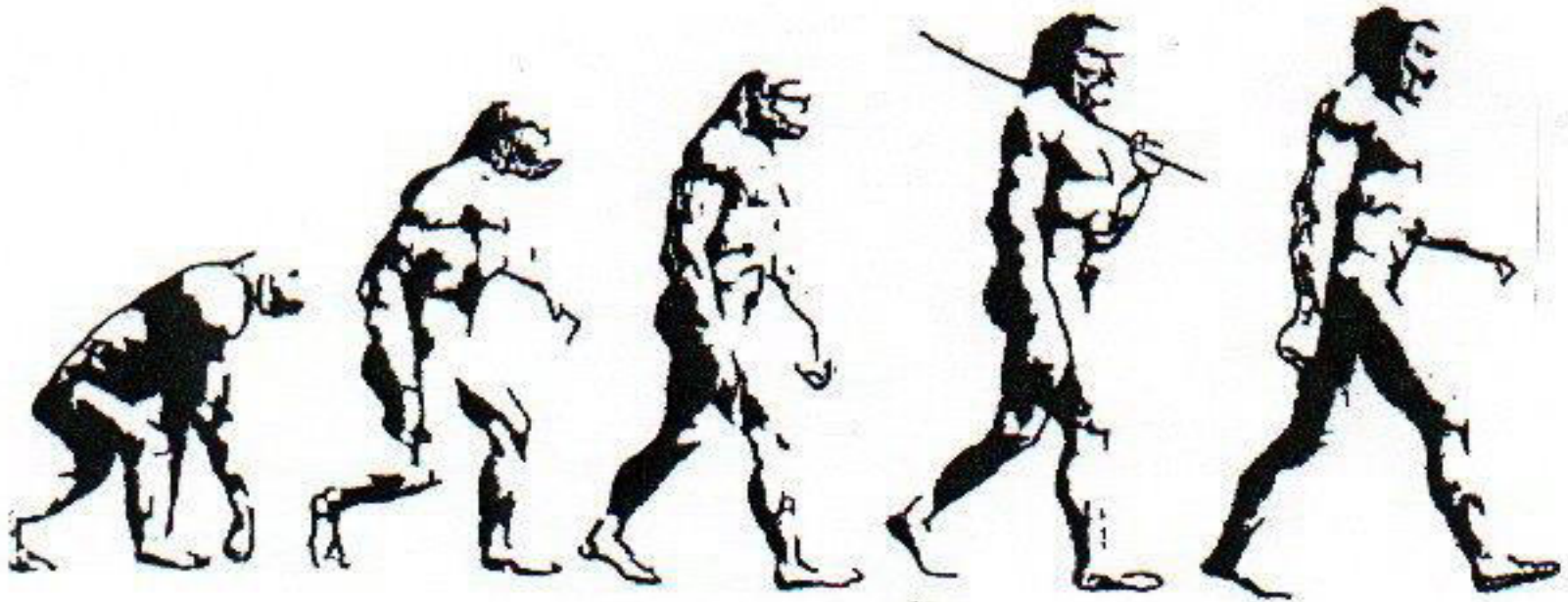
- the authors' names
- the titles of the works
- the names and locations of the companies that published your copies of the sources
- the dates your copies were published
- the page numbers of your sources (if they are part of multi-source volumes)

Appendix A

BIBLIOGRAPHY

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AN EVOLVING LITERATURE REVIEW



FURTHER READING

Hart, C. (1998) *Doing a Literature Review*. London: SAGE

Ridley, D. (2008) *The Literature Review: A Step-by-Step Guide for Students*. London: SAGE

Bryman, A. (2016). *Social Research Methods* (5th ed.). London: Oxford University Press

A purple rectangular tag with a hole on the left side is placed on a wooden surface. The tag has the words "Thank you!" written in a black, cursive font. To the right of the tag is a single white daisy with a yellow center. In the background, two more daisies are visible, slightly out of focus. A light-colored string is looped around the tag and extends towards the top left of the frame.

Thank
you!