RHODES UNIVERSITY

EDUCATION FACULTY

GUIDELINES FOR REFERENCING

APA EDITION 7

UPDATED 2021

EDITOR:
Caroline van der Mescht

A NOTE TO STUDENTS AND

COLLEAGUES

Please let me know if you find any errors, or if you are aware of any important omissions. Comments and suggestions from both staff and students are greatly valued as this Guide is updated annually.

Many thanks to all those who have contributed to helping eliminate errors and inconsistencies in this booklet, and especially to Sally-Ann Robertson, who made this the excellent reference work it now is.

Caroline van der Mescht

This is a companion booklet to the Education Faculty 's
Academic Writing Guide.

CONTENTS

Please click on the section you wish to visit

1. INTRODUCTION

This resource presents the American Psychological Association (APA, 7th edition) referencing style used in the Rhodes Education Faculty. It details the correct referencing for sources usually used by Education Faculty students. A google search for APA referencing, 7th Edition will take you to websites that can help you with unusual specific problems not detailed in this booklet.

1.1 Your growth as a student and researcher

When you are a first-year student it is appropriate that at some levels you will depend on others for information. You will rely on the information and sources supplied or recommended to you by others, in lectures, notes, slides, lists of recommended readings, and even workbooks or textbooks in some subjects. As a first-year undergraduate student, understanding and working with this information will be enough, and you are expected to show that you have mastered this body of knowledge.

However, in the second or third year, and any postgraduate studies, you will increasingly need to find and work with additional information. You will start reading more independently for assignments, projects and examinations, and this reading will find its way into your writing and discussions. You will find information through google searches, visiting the Rhodes Library or investigating the reference lists at the end of articles and notes. Instead of just knowing this information, you will be expected to use it in discussions and arguments to back up the points you are making: to position yourself in relation to it.

It helps to remember that your goal is to work independently, to be able to take charge of your own learning, and the sooner you embrace this challenge the sooner you will emerge as a mature member of the university and the professional community you have chosen: teachers. Take every opportunity to explore this independence, by reading widely and writing in an exploratory way as well as for the more polished assignments you will be asked to submit.

By the time you are an Honours, Master's or PhD scholar you will be designing your own research project to add to what we know about education in South Africa today. You will initiate your own reading programme to support your work, in educational theory, policy, curricula and the theory of research.

The more you work with the ideas of others, the more important it becomes to distinguish them from your own, and this is done through the conventions of referencing presented here.

1.2 Thinking about knowledge and independent academic voice

The purpose of being a student is to master a body of knowledge and skills and to make it your own. You need to be able to use this knowledge and these skills in a wide variety of ways, in different contexts and for years into the future. To master a body of knowledge and skills, you need to read and think about the ideas of others.

However, in order to write, you need to stand back from what others have written and give an independent version of your own. Many students are still too close to the texts others have written when they sit down to write, and so they may present a patchwork of hastily cut out parts. It is very noticeable that students write more confidently in exams when they are not surrounded by the texts of others!

You also need to work the knowledge into a coherent structure of your own. You need to be able to use and manipulate and re-configure knowledge to answer questions and solve problems. If you cannot do this, you have still not mastered it, and it is still not your own, although you may be able to recall and replicate bits of it.

To master a body of knowledge you need academic independence. If you rely on copying the ideas and words of others, you will never become an independent writer and you will not be able to use the knowledge you have.

> *Copying and plagiarism are some of the most self-damaging activities a student can engage in.*

2. PLAGIARISM

If you do not reference, it will appear that you are trying to pass off other writers' work as your own, or **plagiarising.** In universities, there are very serious consequences if you plagiarise. You will receive a mark of zero with no option to resubmit, you may be called to a formal "plagiarism hearing" with senior staff in the Faculty , and you may even be excluded for academic dishonesty. The more senior you are as a student, the more seriously plagiarism is viewed. Here is the university's official definition of 'plagiarism'[1]:

Plagiarism, in an academic, university context, may be defined as taking and using the ideas, writings, works or inventions of another, from any textual or Internet-based source, as if they were one's own. This definition covers a wide range of misdemeanours such as: using the direct words of another without using quotation marks (even if the passage is referenced); the unacknowledged copying of a sentence or two of text; copying more extensive blocks of text; the syndication of a single piece of work by more than one student (unless the assignment task is a legitimate group assignment); the borrowing and using of another person's assignment (with or without their knowledge and permission); stealing an entire essay from another student or from the Internet; or infringing copyright. For the purposes of this policy, the intention, negligence or innocence of the student is not relevant to the finding as to whether plagiarism, as a fact, has occurred.

[as adopted by Senate May 2008][1]

Usually, students know that they are plagiarising, but it is possible to cross the line without realising it. When you write you need to be careful, as you may be plagiarising the *ideas*, even though the words are your own. It is possible to plagiarise without copying a single word of the original! In all academic writing, you are expected to provide evidence that you have read widely. However, you must give credit to the original authors by acknowledging (referencing) your sources. If you fail to do this, you are guilty of plagiarism.

---

[1] The University's policy on plagiarism can be found at
http://www.ru.ac.za/media/rhodesuniversity/content/deanofstudents/documents/plagiarism_policy.pdf

1.2.1 How to avoid plagiarism

Referencing shows both that you know about important thinkers in education and that you distinguish your own ideas from theirs. Here are some reading and writing habits that will help you to avoid plagiarizing by mistake:

1) **Take notes, don't copy**. As you read articles and books, take notes *in your own words*. If a writer has expressed a key idea well, put them in inverted commas and make a note of the page reference.

   Note-taking is already a summary in which you put ideas into your own words. In note-taking, you are processing and selecting the knowledge. You are prioritising and re-framing information. These are high order skills and force you to engage with what you are reading. Copying, on the other hand, is a low-order skill (or no skill at all if you are copy-and-pasting!). When copying, you do not necessarily engage with the ideas so that they become part of your own knowledge structures.

2) **Practice paraphrasing**, or expressing ideas in your own words. This is not a synonym replacement exercise!

3) **Keep the full reference details of everything you have read.** This is so that you can reference it correctly if you decide to use the material later. Losing these details can be one of the key frustrations of academic writing. You can keep your references in a card index or a file on your computer. *RefWorks* is a programme you can use to manage references.

4) **Plan before you start writing.** Make sure you have your own clear line of argument. If you do this, you will be less reliant on an individual reading and less likely to be tempted to plagiarise from it.

5) **Read widely.** As you read you build up a picture of the whole of your field of knowledge, and the views of important figures in it. You will read phrases used in different ways which give them meaning. Repetition will give ideas familiarity and you

will understand their meaning in context. This means that you will be less inclined to rely on a few specific texts.

6) **Learn the meaning of key terms**. You need to write confidently using the words and phrases that are important in your field. This will enable you to be more independent when you write.

7) **Understand instructions**. The more fully you understand assignment requirements or an argument, the more easily you will be able to express it in your own words.

8) **Use different modes to capture and synthesise[2] knowledge**. Mind-maps, graphs, tables, study journals, and pictures all help you to re-structure knowledge so that you can work with it more independently. This will help you to *work with* ideas from your readings rather than simply reproducing them.

9) As you write, **work from your notes** rather than directly from readings. If you work directly from readings, you may be tempted to plagiarise.

10) **Manage your time!** When you leave things to the last minute you may be tempted to plagiarise, or may not check your quoting and referencing carefully enough.

> ***Referencing is key to become an independent thinker and writer.***

The following statement must be copied, signed and attached to all assignments. Copies of this statement are provided for your convenience in of this booklet.

---

[2] Synthesise means to combine ideas from different sources

1.2.2 Checking for plagiarism using Turnitin

Rhodes subscribes to *Turnitin* which is accessible through RUconnected. *Turnitin* is "text matching software" which highlights any sections of your text that match text found elsewhere on the web. It will also indicate to you the source of any copied material. *Turnitin* will tell you what percentage of your text represents "unique content". A high score suggests a lot of copied text. Remember that examiners can quickly use the same process to check for plagiarism and that lecturers can easily pick up changes in style that signal that you are relying too heavily on the texts of others.

Turnitin is an extremely useful way for you to check that you have referenced and quoted correctly, that your paraphrasing is not too close to the original, and that your "voice" is strong and clear. However, it is a mistake to think that by tinkering with synonyms to achieve a lower score you are not plagiarising. You are still presenting others' ideas as your own, *and* also covering it up!

Before submitting a thesis for examination, a Master's or doctoral scholar is required to (a) "check the thesis with text-matching software in order to avoid possible instances of plagiarism" (Rhodes Higher Degrees Guide, 2013, p. 18); and (b) complete the declaration on the following page:

RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

DECLARATION FORM

Declaration submitted by a candidate presenting a

thesis for examination

Please complete using **BLOCK LETTERS**

Surname: ……………………………………………………………………..

First names: ………………………………………………………………….

Title of thesis: ……………………………………………………………..

……………………………………………………………………………..

The thesis which I now submit for the degree of:

…………………………………...

              * (a)   has been published/accepted for publication in …………………………………………………………………. (quote full name of the publication(s): use a separate sheet if necessary) Volume: …………….. Issue: ………………. Year: ……………………

              (b) is not being published and I hereby grant to Rhodes University

              permission to make additional copies of it, in whole or in part,

              for the purposes of research.

I certify that this thesis has not been submitted for a degree in any other university and that it is my original work except as follows:

……………………………………………………………………………..

Signed: ………………………………..   Date: ……………………

*   Delete whichever does not apply

For some further information relating to the Education Faculty 's views on, and handling of, plagiarism see **Appendix 1.** This contains a document prepared by the department's Academic Literacy lecturer, Dr Caroline van der Mescht.

3. REFERENCING

Referencing is necessary to avoid plagiarism, to enable the reader to verify quotes and to enable readers to follow up and read more fully the cited author's arguments (Publication Manual of the American Psychological Association, 2001).[3]

3.1 Introductory referencing basics

Whenever you mention something you have read from another source, you must provide an accurate in-text reference.

Example 1

According to Wong-Fillmore (1985), patterns and routines are important features of lessons that work for language learning.

If you want to use Wong-Fillmore's exact words, you must put them in inverted commas and give a page reference.

Example 2

According to Wong-Fillmore (1985), "Transcripts of lessons in successful classes show that teachers frequently adopt patterns or routines for their lessons" (p. 39).

Always put a writer's exact words in inverted commas and provide a page reference. If you paraphrase[4] the writer's ideas (as in Example 1 above), you still need to acknowledge your source by providing the name of the author and the date of publication.

Full referencing details for each source used in your writing must be provided in a References list at the end of an assignment, journal, article or thesis. See Example 3 below.

---

[3] American Psychological Association. (2001). *Publication manual of the American Psychological Association* (7th ed.).

[4] Paraphrase means to rewrite what the writer said in your own words (often in a summary form).

13

Example 3

Wong-Fillmore, L. (1985). When does teacher talk work as input? In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 17-43). Newbury House.

Finally, every source listed in your References must appear within the text. See Section 4 for detailed guidance on how to reference. Your lecturers will expect you to use this referencing system.

It is *essential* that you acknowledge the contribution that other writers have made to your own writing. Not to do so amounts to academic theft (or plagiarism).

To summarise: your acknowledgement of other writers' work needs to appear **twice** in your writing: firstly, **in the text** of your write-up, as outlined in **Section 3.2**, and secondly **at the end of your assignment or thesis in the REFERENCE LIST**, as outlined in **Section 4**.

There are a variety of reference systems or styles. The system outlined in this booklet is the **American Psychological Association (APA, 7th edition)** system, and is the one Rhodes University's Education Faculty would like its students to use. The examples given in this booklet describe the most common types of reference materials used in the Education Faculty. A copy of the APA's *Publication manual* is available online for any referencing concerns not covered in this booklet.

By being scrupulously careful about your referencing, you are fulfilling two important functions in academic writing:

- Firstly, you are acknowledging your debt to the author(s) concerned.
- Secondly, you are providing your reader(s) with an 'address list' which will enable them to locate the original versions of the texts you have used if they should wish to.

3.2 Some in-text referencing conventions

You must give in-text citations for *all* reference sources you use in a piece of academic writing. This enables readers to find the original sources in the **Reference List** you provide at the end of every piece of academic writing.

3.2.1 Acknowledgement of sources

a) Where the author's name is not mentioned in the introductory phrase, the *author*, *date* and *page* are given together at the end of the quote in brackets. The abbreviation **p.** for page and **pp.** for pages is lowercased.

Example 1

It has been suggested that learner-centred principles "ought to be used at all levels of education" (Khumalo, 2006, p. 27).

Please take careful note of the spacing: (name,**[space]**date,**[space]** p.**[space]**page number)

If your reference source's pages are not numbered (as is often the case with electronic sources), please refer to this section for the correct referencing guidelines.

b) If you refer to an author's *ideas* without quoting directly, write as follows:

Example 2

Khumalo (2006) insisted, however, that we need to be careful about asking teachers to take new teaching strategies on board before they have fully internalised the philosophy underpinning such strategies (pp. 50-55).

Note that when an author is introduced in the text, the *date* comes directly after the author's name, but the *page number(s)* come after the quote or paraphrase as in the above example.

c) If you want to acknowledge an author upon whose general ideas you have drawn, or whose ideas support your argument, simply write **Khumalo (2006)** without page numbers.

3.2.2 Presentation of in-text quotes

a) A **short** prose quote (fewer than 40 words) should be incorporated into your text, marked off by double quotation marks ("...") at its beginning and end.

Example 1

Learning to write has been compared to learning a new language, for, as has been pointed out, "No one is a 'native speaker' of writing" (Leki, 1992, p. 10).

b) A **longer** prose quote (more than 40 words) should be set apart from your text as an indented block of text on the left margin only. Leave a *blank line before and after the indented quote.* Do <u>not</u> use quotation marks.

Example 2

Our conceptions of private property and ownership emerge in our writing conventions. We think of what we write as our personal possession, like a car; no one can use our words without express permission and without following certain conventions giving the author credit. (Leki, 1992, p. 171)

OR

In her discussion of problems related to plagiarism, Leki (1992) noted that:

Our conceptions of private property and ownership emerge in our writing conventions. We think of what we write as our personal possession, like a car; no one can use our words without express permission and without following certain conventions giving the author credit. (p. 171)

> Note that the page number, in brackets, comes **after** the fullstop at the end of the quote. There is **no** full stop after the page number.

3.2.3 Incorporating in-text quotes into your text

Quotes should be incorporated into the flow of your text as smoothly as possible.

a) Use of upper and lower case

Use your discretion in the use of upper and lower case in quotes. If, for example, a quote begins in mid-sentence in the original, but you want to open your sentence using this quote, use upper case for the first word.

> **Examples**
>
> "The fact that an ESL student is not proficient in English says nothing about whether or not the student can write", (Leki, 1992, p. 28). ✔
>
> "the fact that an ESL student is …" (Leki, 1992, p. 28). ✘

Alternatively, an uppercased word may be lowercased where appropriate. You do not need to indicate that you have made this change.

> **Examples**
>
> Leki pointed out that "a common mistake in dealing with ESL students is attempting to communicate by simplifying language" (1992, p. 29). ✔
>
> Leki pointed out that "[A] common mistake in …" (1992, p. 29). ✘

b) Making an interpolation

Clarify words or meanings in a quote where necessary by providing appropriate, additional information [in square brackets] inside the quote.

> **Example**
>
> A spokesperson confirmed, "They [the members of the African National Congress] had agreed to convene a meeting to discuss the issue" (Matakali, 2008, p. 3).

c) Using an ellipsis to show omission

If you omit words from a quotation, use an ellipsis to show where these omitted words were in the original text. An ellipsis consists of three evenly spaced dots with a space on either side of the dots (...).

Examples

> The writer noted that "becoming proficient in a second language takes time ... even for young children, who seem to pick up languages so quickly" (Leki, 1992, p. 134).

If you omit text between two or more sentences, use four dots (the full stop marking the end of a first sentence, plus the ellipsis):

> Wells (1999, p. 6) noted that "both Vygotsky and Halliday have made major contributions in their chosen disciplines, Vygotsky in psychology and Halliday in linguistics. … The impact of their work has also been felt far beyond their 'home' disciplines."

Note that it is usually better to include the whole quote so that your reader can assess its relevance.

d) Using the past tense for the 'lead-in' to a quote

You will have noticed that the 'lead-in' to the quote above is in the *past tense*:

> Wells **noted** … / Khumalo … **insisted** … / Leki **argued** … / It was **suggested** …

The reason for using the past tense concerning an author's arguments is that it is possible that in the time between the writing of the text and *your* writing, the author may have changed their views on the subject. The past tense acknowledges this possibility.

e) Citing authors with the same last name

If you have authors with the same last name, use their first initials with the last name to distinguish between them:

> e.g. (J. Smith, 2005; C. Smith, 2012) and so on.

f) Citing multiple texts an author has had published in a single year

If you have cited more than one text published by the same author in a single year you need to annotate them as follows and do the same in your reference list:

> e.g. (Jones, 2006a; Jones, 2006b) and so on.

g) Acknowledging the work of several different authors concerning a particular idea

If you are listing more than one author in the text, list them in **alphabetical order** (the same as in your reference list), not in date order:

> e.g. (Crick, 2009; Hope, 2006; Ngcoza, 2014; Watson, 2003)

h) Citing from a secondary source

If you are reading a book by, for example, Bertram and Christiansen, and these authors **cite or quote another author** (for example, Christie), and you cannot find the work, cite as follows:

Where a secondary source is cited:

> Christie's (2010) research (cited in Bertram & Christiansen, 2014) focused on identifying what sorts of things contributed towards a school producing good matric results.

> **OR**

> Bertram and Christiansen (2014) cited Christie's (2010) research into factors affecting the quality of matric results. They noted that Christie's research had found that the leadership and management of a school was an important factor as regards its learners' academic achievement.

OR

Where a secondary source is quoted:

> Christie (2010, as quoted by Bertram & Christiansen, 2014, p. 4) was interested in trying to "build up a local South African knowledge of schools operating in difficult circumstances."

Notice the difference here between the terms *citing* and *quoting*.

- We suggest that you use the word 'cite' when you mention an author reporting in their own words something another author has written.

- We suggest you use the word 'quote' when you mention an author reporting on what another author has written and has used the exact words (enclosed in quotation marks) of that other author.

- Always put in the date of the secondary source, as per the example above: Christie (2010).

Only the book or journal **you have used** should be included in your References. Thus, for the example above, your entry in your Reference List would read as follows:

> Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Van Schaik.

If you have used an article from an *edited* book, the name of the writer of the chapter from which you are quoting and *not* the editor should appear in your text.

<div style="border:1px solid red; padding:10px;">
Note that '**&**' (ampersand replaces the word '**and**' for bracketed in-text referencing for a text with two authors.
</div>

i) Citing texts with two, three or more authors

When a reference source has **two** authors, always cite both names every time the reference occurs in your own writing. When **three or more** authors write a reference source, use et al. from the first instance in your document; for example, **Cohen, Manion, and Morrison (2000)**

will be Cohen et al. (2000) or (Cohen et al., 2000) throughout your document.

See examples in Sections 4A and 4B for further help with in-text citing of multiple-authored texts.

j) Using ibid.

Ibid. is short for *ibidem* which is used to indicate that "a reference is from the same source as a previous reference" (https://www.merriam-webster.com/dictionary/ibid). If you have a long paragraph where you are citing the same author/s repeatedly you may use (ibid.) instead of writing out the full details of the author/s again. Note that ibid. is not in italics.

k) Indicating personal emphasis

If in quoting a passage, you give personal emphasis to a word or phrase by *italicising* it, you must indicate that you have done so by writing: [emphasis added] after the passage you have quoted. All other italicisation will be regarded as reproducing the original author's emphasis.

Example

A questionnaire "may be considered as a *formalised* [emphasis added] and stylized interview, or interview by proxy" (Walker, 1985, p. 91).

l) Indicating you are aware of an obvious error in the text you have cited

If you need to quote something in which there is an obvious error (for example, a spelling mistake), and you want to draw attention to the fact that the error is not your own, use the word [*sic*] (meaning 'so' or 'thus'), square bracketed and *italicised*, immediately after the relevant item.

Example

In his report, the Minister wrote that, "it was not part of the community's plan to organise meetings on Saterdays [*sic*]" (Watson, 2008, p. 3).

m) Using texts from unknown sources

If you do not know the reference source for a particular article or extract, and, after an exhaustive search, have been unable to locate the original text, it *is* possible to note this in your writing as (source unknown). This path should be taken only as a last resort, however, as it reflects badly on your scholarship. *Every* effort must be made to acknowledge accurately every single reference source you use.

3.3 Managing your reference list

You must provide a reference list on a separate page at the end of every piece of academic writing that you do. Every text you have cited must be listed on your reference page(s), and every reference listed on your reference page(s) must have been cited in the text. As previously noted, the key purpose of a reference list is to give credit to the authors whose ideas have contributed to your own writing. In so doing, not only are you *acknowledging* this contribution, but you are also protecting yourself from the risk of being accused of plagiarism. A second important purpose of a reference list is that it provides the information necessary to allow a reader to identify and retrieve *every* reference source you have used in your own writing.

Rhodes University's Education Faculty does not claim that the system outlined here is the only way in which referencing can be achieved. In the interests of uniformity, however, we ask that you keep to this system for all the written work you do in your astudies with us. The accuracy of a student's Reference List is an excellent indicator of how carefully that student has followed the requirements of academic literacy. A conscientious student pays meticulous attention to detail (proper spelling, accurate information, spacing, punctuation).

WHEN WRITING FOR PUBLICATION …
PLEASE NOTE: If you are preparing an article for submission to an academic journal you are advised to check on that journal's preferred method of layout and referencing. Most journals regularly publish their requirements in this regard on their websites, usually entitled: "AUTHOR GUIDELINES".

SOME POINTS OF PROCEDURE FOR YOUR REFERENCE LIST

1. *All* references used in your text must appear in a separate section at the end of your work, titled **REFERENCES.**

2. References should be 1.5 spaced.

3. Authors in the References should be arranged in **alphabetical order**, with surname, initials, and date of publication appearing at the beginning of each entry. **Do not number your references.**

4. Do not change the author order, either in text or in the References. e.g. Zerpst & Aarons (2003) does not change to Aarons & Zerpst (2003).

5. If there is more than one entry for an author, the works are listed in the date-order (earliest to latest) of their publication.

6. Capital letters in titles occur only at the beginning of a title, after a colon, or where the title contains words that normally have capital letters, such as proper nouns or corporate authors (e.g. National Planning Commission).

7. When typing out references, **make sure that you switch off the right margin justification setting (i.e. use left margin justification only)**. If you do not make this simple technical adjustment the spacing for your references will be out of alignment.

8. Indent the second and subsequent lines of each reference.

9. *Italicise* book and journal titles.

10. Take out words like "Publisher", "Inc.", and "Limited". For example, **John Wiley & Sons Limited** should be written without the "Limited". Be consistent and use only one form for a particular publisher throughout your list, e.g. Sage, not Sage Publications.

11. It has become usual for the hyperlinks to website pages to be left "live" so that your readers can visit the site. However, this is still a matter of personal preference so take the advice of your supervisor here. Consistency is important.

4. EXAMPLES OF DIFFERENT REFERENCE LIST ENTRIES

For the simplified APA for Beginners guidelines, please see .

A. WHOLE BOOKS

- There are spaces between initials: e.g. Carpenter, **T. P.**
- The book title is in *italics*.
- You do not need the place before the publisher. **Note this change from APA 6.**
- Ed. is used for editor.
- For three or more authors - et al. is used. Please note the full stop is **after** al. and it is not in italics. **Note this change from APA 6.**
- Please use the **URL** of the book if you retrieved it online. Note that all URL links in this document were live as of November 2021.

One author	**Reference example** Larkin, B. D. (2019). *Teaching science in diverse classrooms: Real science for real students*. Routledge. **In-text example** Larkin (2019) or (Larkin, 2019)
Two authors	**Reference example** Anderman, E. M., & Anderman, L. H. (2009). *Classroom motivation: Linking research to teacher practice*. Routledge. **In-text example** Anderman and Anderman (2009) or (Anderman & Anderman, 2009)
Three to 20 authors	**Reference example** Hiebert, J., Gallimore, R., Garnier, H., Givven, K. B., Hollingsworth, H., Jacobs, J., Chui, A. M.-Y., Wearne, D., Smith, M., Manaster, A., Tseng, E., Etterbeek, W., Manaster, C., Gonzales, P., & Stigler, J. W. (2003). *Teaching mathematics in seven countries: Results from the TIMSS 1999 video study*. U.S. Department of Education, National Center for Education Statistics. **In-text example** Hiebert et al. (2003) or (Hiebert et al., 2003)

Author who is the editor	**Reference example** Goodwin, P. (Ed.). (2005). *The literate classroom*. David Fulton. **In-text example** Goodwin (2005) or (Goodwin, 2005)
Multiple authors who are editors	**Reference example** Hustler, D., Cassidy, A., & Cuff, E. C. (Eds.). (1986). *Action research in classrooms and school*. Allen & Unwin. **In-text example** Hustler et al. (1986) or (Hustler et al., 1986)
Book that is edited	**Reference example** Englert, C. S., Mariage, T. V., & Dunsmore, K. (2006). *Tenets of sociocultural theory in writing instruction research.* (C. A. MacArthur, S. Graham & J. Fitzgerald, Eds.). Guilford Press. **In-text example** Englert et al. (2006) or (Englert et al., 2006)
Edition included	**Reference example** Ineson, G., & Povey, H. (2021). *Debates in mathematics education* (2nd ed.). Routledge. **In-text example** Ineson and Povey (2021) or (Ineson & Povey, 2021)
Volume included	**Reference example** Emeagwali, G. (2014). Intersections between Africa's indigenous knowledge systems and history. In G. Emeagwali & G. J. Dei (eds.), *African indigenous knowledge and the disciplines, anti-colonial educational perspectives for transformative change* (Vol. 2, pp. 1-17). Sense Publishers. **In-text example** Emeagwali (2014) or (Emeagwali, 2014)

Published translation	**Reference example**
	Vygotsky, L. (2012). *Thought and language* (Revised and expanded edition) (E. Hanfmann, G. Vakar & A. Kozulin. Edited translation). MIT Press. (Original work published in Russian in 1934, and re-published in English in 1962).
	In-text example
	Vygotsky (2012) or (Vygotsky, 2012)
Book with no author (e.g. dictionary)	**Reference example**
	Merriam-Webster's collegiate dictionary (11th ed.). (2005). Merriam-Webster.
	In-text example
	Merriam-Webster's (1991) or (*Merriam-Webster's*, 1991)
Reprint or republished	**Reference example**
	Halliday, M. A. K., & Hasan, R. (2013). *Cohesion in English*. Routledge. (Original work published 1976)
	In-text example
	Halliday and Hasan (2013) or (Halliday & Hasan, 2013)
Article in an encyclopaedia	**Reference example**
	Bergmann, P. G. (1993). Relativity. In *The new encyclopaedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopaedia Britannica.
	In-text reference
	Bergmann (1993) or (Bergmann, 1993)

B. CHAPTERS IN BOOKS

- If a chapter or book is found online and not in print then use a **URL** after reference.
- No "retrieved from" or retrieval date is needed.

Chapter with one editor	**Reference example** Kilkenny, K. (2020). What is teacher training? In C. Carden (Ed.), *Primary teaching* (pp. 23-46). Sage. https://read.kortext.com/reader/pdf/329262/ **In-text example** Kilkenny (2020) or (Kilkenny, 2020)
Chapter with two editors	**Reference example** Warren, D. (2021). Course and learning design and evaluation. In H. Pokorny & D. Warren (Eds.), Enhancing teaching practice in higher education (2nd ed., pp. 11-46). Sage. https://core.ac.uk/download/pdf/187719287.pdf **In-text example** Warren (2021) or (Warren, 2021)
Chapter with three to 20 editors	**Reference example** Georgiou, H. (2016). Putting physics knowledge in the hot seat: The semantics of student understandings of thermodynamics. In K. Maton, S. Hood & S. Shay (Eds.), *Knowledge-building: Educational studies in legitimation code theory* (pp. 176-192). Routledge. **In-text example** Georgiou (2016) or (Georgiou, 2016)

C. JOURNALS

- **ALL** journal articles, even print versions, must have a doi or URL at the end of the reference using this format: https://doi.org/10.xxxxxxxxxx (no full stop at the end). If you are using a printed version and you cannot find a doi or URL then look online for one. **Note the doi format change from APA 6.**
- There is no retrieval date.
- The journal name and the volume number are *italicised*.
- The issue number is in brackets after the volume number.
- There is no p. or pp. before the page numbers.
- Watch this video on how to insert a hyperlink for the doi or URL. Once it is live then change it to black and take out the underlining: ex: https://doi.org/10.xxxxxxxxxx

One author	**Reference example**
	Kandil, B. (2021). Transfer of learning: The missing ingredient. *International Journal of Education*, *13*(3), 1-12. https://doi.org/10.5296/ije.v13i3.18668
	In-text example
	Kandil (2021) or (Kandil, 2021)
Two authors	**Reference example**
	Chauke, M., & Ramodungoane, T. (2021). Educators as mediators in teaching English as First Additional Language in Grade 6 inclusive classrooms in South Africa. *South African Journal of Education*, *41*(3), 1-9. https://doi.org/10.3102/0013189X025009006
	In-text example
	Chauke and Ramodungoane (2021) or (Chauke & Ramodungoane, 2021)
Three to 20 authors (cite all 20 authors)	**Reference example**
	Agunbiade, E., Ngcoza, K., Jawahar, K., & Sewry, J. (2017). An exploratory study of the relationship between learners' attitudes towards learning science and characteristics of an afterschool science club. *African Journal of Research in Mathematics, Science and Technology Education, 21*(3), 271–281. https://doi.org/10.1080/18117295.2017.1369274
	In-text example
	Agunbiade et al. (2017) or (Agunbiade et al., 2017)

Internet-only journal (no page no)	**Reference format** Frederickson, B. L. (2000). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, *3*(1). http://journals.apa.org/prevention/volume3/ pre0030001a.html **In-text format** Frederickson (2000) or (Frederickson, 2000)
Advance online publication	**Reference format** Kappes, A. & Oettinger, G. (2014). The emergence of goal pursuit: Mental contrasting connects future and reality. *Journal of Experimental Social Psychology*. Advanced online publication. https://doi: 10.1016/j.jesp.2014.03.014 **In-text format** Kappes and Oettinger (2014) or (Kappes & Oettinger, 2014)
In-press article	**Reference format** Baldwin, M., & Keefer, L. A. (in press). Being here and now: The benefits of belonging in space and time. *Journal of Happiness Studies*. https://doi.org/10.1007/s10902-019-00214-7 **In-text format** Baldwin and Keefer (in press) or (Baldwin & Keefer, in press)
Special issue	**Reference example** Robertson, S-A., & Graven, M. (2015). Exploring South African mathematics teachers' experiences of learner migration [SpecialIssue: Intercultural Mathematics Education]. *Intercultural Education*, 26(4), 278-295. https://doi.org/10.1080/14675986.2015.1071754 **In-text example** Robertson and Graven (2015) or (Robertson & Graven, 2015)

C. NEWSPAPERS

- Date format: year, month day of publication of an article.

- Article name: not italics; newspaper name: *italics,* page number if in print.

- No retrieval date.

Print with author	**Reference example**
	Hlongwane, P. (2021, September 8). Vaccination a shot in the arm for vibrant student life. *The Herald*, 10.
	In-text example
	Hlongwane (2021) or (Hlongwane, 2021)
No author	**Reference example**
	Mandela praises policeman for courage. (2005, December 8). *EasternProvince Herald*, 3.
	In-text example
	("Mandela praises policeman for courage", 2005) or in the article
Online newspaper	**Reference example**
	McCain, N. (2021, September 14). Western Cape matric pupils prioritised for Covid-19 jabs. *News 24*. https://www.news24.com/news24/southafrica/news/western-cape-matric-pupils-prioritised-for-covid-19-jabs-20210914
	In-text example
	McCain (2021) or (McCain, 2021)

D. MAGAZINES

Print	**Reference example**
	Garber, M. (2002, December). Our genius problem. *The Atlantic*, 64–72.
	In-text example
	Garber (2002) or (Garber, 2002)
Online	**Reference example**
	Chrobak, U. (2021, September 10). To prevent catastrophic global warming, we need to leave fossils fuels in the ground. *Popular Science*. https://www.popsci.com/science/fossil-fuels-hydrocarbons-avoid-climate-change/
	In-text example
	Chrobak (2021) or (Chrobak, 2021)

E. CONFERENCES

Contribution to published proceedings	**Reference example** Stevens, A. (2004). Getting technology into the FET. In A. Buffler & R. C. Laugksch (Eds.), *Proceedings of the Annual Meeting of the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)*, *12*, 983-987. **In-text example** Stevens (2004) or (Stevens, 2004)
Proceedings published regularly	**Reference example** Morrow, W. (1996). The politics of difference in South African education. In S-A. Robertson (Ed.), *In pursuit of equality – Proceedings of the Kenton Education Association* (pp. 54-67). Juta. **In-text example** Morrow (1996) or (Morrow, 1996)
Paper presentation	**Reference example** Hoadley, U. (2012, September 21). *What do we know about teaching and learning in South African primary schools?* [Paper presentation]. Towards Carnegie III Conference on Strategies to Overcome Inequality and Poverty, Cape Town, South Africa. **In-text example** Hoadley (2012) or (Hoadley, 2012)
Poster presentation	**Reference example** Ruby, J., & Fulton, C. (1993, June). *Beyond redlining: Editing software that works* [Poster presentation]. annual meeting of the Society for Scholarly Publishing, Washington, D.C., United States of America. **In-text example** Ruby and Fulton (1993) or (Ruby & Fulton, 1993)

University lecture notes	**Reference example**
	Wilmot, D. (2004). (Graphicacy: A neglected dimension). PGCE lecture notes, Rhodes University, Education Department, Grahamstown.
	In-text example
	Wilmot (2004) or (Wilmot, 2004)
Unpublished research report	**Reference example**
	Govan R. (2001). *Gender attitudes towards computers*. PGCE research report, Rhodes University, Education Department, Grahamstown.
	In-text example
	Govan (2001) or (Govan, 2001)
Teaching notes written by lecturer	**Reference example**
	Robertson, S-A. (2016). *Social issue 2: Culture*. Unpublished teaching notes, Rhodes University, Grahamstown.
	In-text reference
	Robertson (2016) or (Robertson, 2016)

F. DISSERTATIONS AND THESES

Unpublished Master's/doctoral thesis	**Reference example**
	
	 Hawkins, E. J. (1999). *Artist and model: Shaping the creative*
	
	        process [Unpublished Master's / doctoral thesis]. James Cook
	
	        University.
	
	 In-text example
	
	 Hawkins (1999) or (Hawkins, 1999)

Master's/doctoral thesis published in online repository	**Reference example**
	
	 Boudreaux, C. M. (2015). *The city framed: A photographic examination of*
	
	        space and violence in Ciudad Juarez [Master's / Doctoral
	
	        dissertation, Tulane University]. Tulane University Theses and
	
	        Dissertations Archive.
	
	        https://digitallibrary.tulane.edu/islandora/object/tulane%3A27939/dat
	
	        astream
	
	 In-text example
	
	 Boudreaux (2015) or (Boudreaux, 2015)

G. GOVERNMENT SOURCES

- The *first time* you refer in the text to a government ministry, write its name out in full. For example: (Ministry of Education and Culture [MBEC], 1998, p. 14); thereafter simply *use the acronym*: (MBEC, 1998, p. 14).
- If you are referring to a country other than the one in which your study is situated, please use the country name in the reference: (United Kingdom. Department for Education, 2009).

Curriculum	**Reference example** Ministry of Basic Education and Culture. (1998). *Pilot curriculum for formal senior secondary education*. NIED. **In-text example** (Ministry of Basic Education and Culture [MBEC], 1998)
Statistics	**Reference example** Department of Basic Education. (2010). *Education statistics, 2009*. Government Printer. **In-text example** (Department of Basic Education [DBE], 2010)
Reports	**Reference example** Department of Higher Education and Training. (2010). *Further Education and Training Colleges. National Certificate (Vocational) and Report 190/191*. Report on the conduct of NationalExaminations, 2009. Pretoria: Department of Higher Education andTraining. **In-text example** (Department of Higher Education and Training [DHET], 2010)

Government Gazette	**Reference Example**
	Department of Basic Education. (2010). National Education Policy Act (27/1966) and the South African Schools Act (84/1996): Call for written submissions from the stakeholder bodies and members of the public on the National Curriculum and Assessment Policy Statements for all subjects listed in the National Curriculum Statement Grades R-12. (Government Gazette 33528, Notice 784, 3 September 2010). Government Printer.
	In-text example
	(Department of Basic Education [DBE], 2010)

H. ELECTRONIC SOURCES

- **No retrieval dates** are necessary unless the content is periodically updated which will be indicated on the website. **Note this change from APA 6.**
- If there is no author, use the first five words of the article or content heading.

Webpage with author(s)	**Reference Example** Harris, B., & Zucker, S. (2015, August 9). *Haussmann the demolisher and the creation of modern Paris*. Smarthistory. https://smarthistory.org/haussmann-the-demolisher-andthe-creation-of-modern-paris **In-text example** Harris and Zucker (2015) or (Harris & Zucker, 2015)
Webpage with no author	**Reference example** Educating America for the 21st Century: Developing a strategic plan for educational leadership for Columbia University – 1993-2000. (1994). *Initial workshop draft*. http://www.ilt.columbia.edu/CONF/EdPlan.html **In-text example** (Educating America for the 21st Century, 1994)
Webpage with no date	**Reference example** Pritzker, T. J. (n.d.). *An early fragment from central Nepal*. http://www.ingress.com/~astanart/pritker/pritzker.html **In-text example** Pritzker (n.d.) or (Pritzker, n.d.)
Webpage with no author or date	**Reference example** *The Barrett Taxonomy of cognitive and affective dimensions of reading comprehension*. (n.d.). http://www.aiz.vic.edu.au/Embed/Media/00000013/Art-read- comp-taxonomy-barrett.pdf **In-text example** (The Barrett Taxonomy, n.d.)

Webpage with periodically updated content	**Reference example**
	
	Clement, T. (2019, September 30). *Adopt-a-book activity*. OER Commons.
	
	    Retrieved October 4, 2019, from
	
	    https://www.oercommons.org/authoring/58499-adopt-a-bookactivity/view
	
	In-text example
	
	Clement (2019) or (Clement, 2019)

Ebook	**Reference examples** Gladwell, M. (2008). *Outliers: The story of success*. Amazon. **OR** Brill, P. (2004). *The winner's way*. Adobe Digital Editions. https://doi.org/10.1036/007142363X **In-text examples** Gladwell (2008) or (Gladwell, 2008) **OR** Brill (2004) or (Brill, 2004)

Blog post	**Reference example**
	
	Manocha, R. (2018, April 2). How negative, repetitive thoughts relate to
	
	    procrastination. *Beyond the Mind*. https://www.beyondthemind.com/how-
	
	    negative-repetitive-thoughts-relate-to-procrastination/
	
	In-text example
	
	Manocha (2018) or (Manocha, 2018)

Tweet	**Reference example**
	
	Singer, P. [@PeterSinger]. (2019, May 1). *Why are animal rights activists the*
	
	    orphans of the left? Will Kymlicka offers some answers [Thumbnail with
	
	    link attached] [Tweet]. Twitter.
	
	    https://twitter.com/PeterSinger/status/1123555871198412800
	
	In-text example
	
	Singer (2019) or (Singer, 2019)

Facebook post	**Reference example**
	
	Thunberg, G. (2019, November 9). *Climate strike is named 2019 word of the year!*
	
	    #climatestrike [Thumbnail with link attached]. Facebook.
	
	    https://www.facebook.com/gretathunbergsweden/posts/970039473363873
	
	In-text example
	
	Thunberg (2019) or (Thunberg, 2019)

Podcast	**Reference example** Vedantam, S. (Host). (2015-present). *Hidden brain* [Audio podcast]. NPR. https://www.npr.org/podcasts/510308/hidden-brain **In-text example** Vedantam (2015-present) or (Vedantam, 2015-present)

I. AUDIOVISUAL

Film	**Reference example** Davidson, J. (Director). (1999). *B. F. Skinner: A fresh appraisal* [Film]. Davidson Films. **In-text example:** Davidson (1999) or (Davidson, 1999)

Television series	**Reference example**
	Simon, D., Colesberry, R. F., & Kostroff Noble, N. (Executive Producers).
	      (2002-2008). *The wire*
	      [TV series]. Blown Deadline Productions; HBO.
	
	In-text example
	Simon et al. (2002-2008) or (Simon et al., 2002-2008)

K. INTERVIEWS AND OTHER FORMS OF DISCUSSION

- **Personal communications** such as personal emails, personal interviews, private or unarchived letters, or telephone conversations are only cited in the text and have no reference entries.

Published interview	**Reference example** Newman, P. (1982, January). (Interview with William Epstein, editor of JEP: Human Perception and Performance). *APA Monitor*, pp. 7, 39. **In-text example** Newman (1982) or (Newman, 1982)
Unpublished interview	**Reference example** Robertson, S-A. (2010, January 26). Help in compiling a reference list. (Interview with Judy Cornwell, Departmental Librarian, Rhodes University, Education Department). **In-text example** Robertson (2010) or (Robertson, 2010)
* Personal communication	**In-text example** (P. D. Wilmot, personal communication, February 4, 2016)
Email communication	**In-text example** (N. Mercer, e-mail communication, January 7, 2016).

* Personal communication includes letters, memos, conversations and electronic mail. It is not always essential that personal communications be referenced in your list of References. It is important, however, to include an in-text citation. You should include the initials and surname of the communicator as well as the date.

5. APA FOR BEGINNERS

The APA for Beginners on the next two pages provides a quick and easy guide to the four main types of sources you're going to need to reference:

- Journal articles
- Books
- Chapters in edited books
- Electronic sources.

We suggest you print pages 43 and 44 and place them where you can see them while you are writing. Making an effort to memorise the details of referencing will be well worth the effort! [Source: Adapted from SAARMSTE 2015 abstract template.]

6. SOME CHANGES FROM APA 6th TO APA 7th

1. The **in-text citation** for works with three or more authors is now shortened et al. right from the first citation.

2. The publisher location is **no longer included** in the reference.

3. Surnames and initials **for up to 20 authors (instead of seven)** should be provided in the reference entry.

4. ALL journal articles, even print versions, must have a doi or URL at the end of the reference using this format: https://doi.org/10.xxxxxxxxxx (no full stop at the end). If you are using a printed version and you cannot find a doi or URL then look online for one. Note the doi format change.

5. DOIs are formatted the same as URLs. The label "DOI:" is no longer necessary.

6. URLs are no longer preceded by "Retrieved from," unless the website or online page is updated at intervals.

APA for Beginners: Reference List (see pp. 25-32 for in-text referencing)

Journal article

Authors. Full stop after each author initial, plus space between initials. Comma after initials.

& (not "and")

Date in brackets.

Full stops.

Article title not italicised. Only the first word of title and any proper nouns capitalised.

Chauke, M., & Ramodungoane, T. (2021). Educators as mediators in teaching English as First Additional Language in Grade 6 inclusive classrooms in South Africa. *South African Journal of Education*, *41*(3), 1-9. https://doi.org/10.3102/0013189X025009006

Page numbers only; no 'pp.'.

Hanging indent.

Doi: Digital object identifier number assigned to online articles. If there is no doi then leave it off the reference.

Name of journal in italics. All major words in journal's title capitalised. Volume in italics. Issue in brackets, not italicised.

Book

Authors. Same as for a journal.

Book title in italics. Only the first word of title and any proper nouns (and, if it's a two-part title, first word after colon) capitalised.

Full stops.

Nicol, A. M., & Pexman, P. M. (1999). Presenting your findings: A practical guide for creating tables.

American Psychological Association.

Name of publisher.

Book chapter in an edited book

Authors. Same as for a journal article.

Date in brackets.

Chapter title not in italics. Only the first word of title and any proper nouns (and, if it's a two-part title, first word after colon) capitalised.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). Springer.

Chapter pages. Use pp.

Ed. plus full stop in brackets, followed by comma.

Book title in italics, lowercase.

Electronic sources

Author. Same as for a journal article.

Article title in italics.

Check with your supervisor if they want hyperlinks to the websites or just the text

McLeod, S. A. (2014). *Lev Vygotsky*. www.simplypsychology.org/vygotsky.html

6. RESOURCES FOR APA REFERENCING

https://www.tandf.co.uk//journals/authors/style/reference/tf_APA.pdf

https://apastyle.apa.org/style-grammar-guidelines

https://www.mybib.com/guides/apa-format

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html

https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

A referencing situation some students have struggled with ….

Imagine you have found a text that you want to refer to in an assignment, BUT …

➢ The text has no page numbers, and/ or

➢ There's no indication of who the author is,

➢ Nor is there any indication of its date of publication.

What do you do?!

Firstly, you need to ask whether we should use sources that give us so little information about who wrote them, when and where.

A text which appears to have no publisher or author, that is unnumbered or otherwise incomplete, may not have the kind of authority or accuracy which you would like to have in your assignment or thesis. It would probably be better to consult an alternative, better authenticated, source.

Secondly, look carefully through online sources. Often there are details about dates and author/s that are quite difficult to find, but they are there (often right at the bottom of the webpage).

However, if you cannot find these details and you still want to use the source, then you have these options:

Imagine, for example, this is the text you have come across:

Achievement gaps widen

The difficult situation learners face of learning content in and through a language in which they are not yet proficient has strong implications for issues of equity. The scale of this difficulty is manifest in evidence which shows that – contrary to any post-1994 pledges - gaps in South African learners' literacy and numeracy achievements across the different socio-economic sectors of our society are in fact widening.

IN-TEXT:

Whenever possible, it is ESSENTIAL when quoting a source to provide page number/s. When, however, there is no page number, you can simply write in brackets (unpaged). When there is no author, use the title of the article in place of an author's name.

NOTE: Because the title of a text is always in italics, it will also be in italics in the references.
And when there is no date, we write in brackets (n.d.)

Now, as you know, quoting from a source is different from citing from a source. So, if you QUOTE from the above passage, below, you would write:

> It was noted that South Africa's language situation has "strong implications for issues of equity" (*Achievement gaps widen*, n.d., unpaged).

If, however, you simply CITE from the above text, you could write:

> The article noted that the possibility for inequity where learners are learning through the non-mother tongue (*Achievement gaps widen*, n.d.).

Because you have not directly quoted any of the words from the text, there is no need to provide any page number information.

REFERENCE LIST

In your reference list, you would list this source as follows:

Achievement gaps widen. (n.d.). (no publisher details).

If you found this source online, you would provide a web address in your reference list as follows:

Achievement gaps widen. (n.d.). (no publisher details).
       http://www.nbgy.cmndhst..edu/CONG/Edscore.html

7. APPENDICES

Appendix 1: Plagiarism in the Education Faculty at Rhodes

Rhodes University Education Faculty is proud of the professionalism and excellent academic standards of its graduates. We are also sympathetic to the challenges that face our students, nearly all of whom are studying part-time and holding down demanding jobs.

As copying, especially lifting sections of text from the internet, is increasingly common, it seems important to make the issues of plagiarism clearer to all students.

You can access the full Rhodes University plagiarism policy at:
https://www.ru.ac.za/media/rhodesuniversity/content/law/documents/10-students/plagiarism_policy.pdf

Why NOT plagiarise?

The first issue of plagiarism is an educational one: every time students copy they are denying themselves the opportunity to think and to learn, to negotiate the knowledge and to include it in their own thinking. Copying encourages students to rely on the thinking of others and stops them from becoming thoughtful, independent scholars in their discipline.

What is plagiarism?

The Rhodes policy document defines plagiarism as "taking and using the ideas, writings, works or inventions of another, from any textual or internet-based source, as if they were one's own".

The policy then gives these examples:

- using the direct words of another without using quotation marks (even if the passage is referenced)
- the unacknowledged copying of a sentence or two of text
- copying more extensive blocks of text
- producing a single piece of work by more than one student (unless the task is a group assignment)
- borrowing and using another person's assignment (with or without their knowledge and permission)
- copying an entire essay from another student or the internet.

Using the ideas or words of others is not plagiarism **if they are referenced correctly,** that is if you acknowledge where they come from, using one of the academic referencing systems you have been shown. The Education Faculty uses the APA style (7th edition) detailed in this booklet.

Is plagiarism easy to detect?

Education Faculty lecturers recognise that the internet makes copying and pastingdangerously easy and that the lines between research and copying can seem blurred. There can also be grey areas in plagiarism, such as whether paraphrasing is copying[5]. However, students need to know that style and vocabulary changes are very easy to detect.

When this happens, the staff member then types that sentence or phrase into the internet which will give the source or runs the assignment through Turnitin. Once your assignment has been matched to a text, there is already evidence that you have plagiarised, and the Rhodes policy emphasises that "the intention, negligence or innocence of the student is not relevant to the finding as to whether plagiarism, as a fact, has occurred". Unfortunately, whether they do it deliberately or not, students who copy without quoting and referencing are claiming knowledge or skills they do not have. This is fraud, like cheating in exams, and the Rhodes plagiarism policy has penalties for this kind of copying.

The more senior you are (that is, after the second year) and the more cases of plagiarism are brought against you, the more seriously the university views your case. For repeated copying, at a postgraduate (Honours plus) level your DP could be taken away and you would then not be allowed to write the end of year exam. You would leave without the degree.

What is the role of staff?

Staff have a professional duty 'to be on the lookout for cases of plagiarism, and to deal with any such cases in accordance with this policy.' In the Education Faculty, we are concerned with the professionalism of students who use other people's work as if it were their own. At Rhodes, departments must make students aware of plagiarism, point out cases where students are copying too

---

[5] See Appendix A of the Rhodes plagiarism policy for some helpful examples.

freely, use text-matching software such as Turnitin, and require students to sign the originality statement with each assignment.

More details from the Rhodes policy on plagiarism

Rhodes classifies plagiarism in three categories:

Category A offences constitute first time, minor infringements (e.g. not long pieces of text, or faulty referencing) by first-year students. These are usually handled by the lecturer who detects the offence. In this case, students may be asked to re-do the work, and a mark penalty can be imposed.

Category B offences relate to repeated offences of a minor nature, or to relatively minor offences at a more senior academic level than first year, or to first time, more serious offences, such as copying large sections of texts or copying another student's assignment. Penalties, in this case, may be a reduction in marks, zero marks awarded, and/or the student may lose their DP certificate. Category B offences are entered into the student's permanent academic record on the Protea database.

Category C offences concern major, extremely serious infringements by students that the Departmental Plagiarism Committee deem worthy of adjudication by a Disciplinary Committee of the Senate Standing Committee on Plagiarism.

Appendix 2: Declaration of Originality

DECLARATION OF ORIGINALITY

I know that plagiarism (using another's words and pretending that they are my own) is wrong.

I,_____(name) therefore declare that this assignment is my own work written in my own words. Where I have drawn on the words or ideas of others, these have been acknowledged using complete references according to Departmental Guidelines.

…………………………   ....

  (Signature)   (Date)

DECLARATION OF ORIGINALITY

I know that plagiarism (using another's words and pretending that they are my own) is wrong.

I,_____(name) therefore declare that this assignment is my own work written in my own words. Where I have drawn on the words or ideas of others, these have been acknowledged using complete references according to Departmental Guidelines.

…………………………   ....

  (Signature)   (Date)

DECLARATION OF ORIGINALITY

I know that plagiarism (using another's words and pretending that they are my own) is wrong.

I,_____(name) therefore declare that this assignment is my own work written in my own words. Where I have drawn on the words or ideas of others, these have been acknowledged using complete references according to Departmental Guidelines.

…………………………   ....

  (Signature)   (Date)