Department of Geography

2018

Departmental Guidelines, Rules and Procedures
NB. Every care has been taken to ensure that the information given in this booklet is aligned with that given in official University publications such as the University Calendar. Where there is a difference, the information given in the official University publication should be taken as correct.
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Department of Geography
Vision and Mission

Our Vision
The vision of the department is to promote the advancement of integrative geographical knowledge and capacity for the Earth and its people.

Our Mission

Teaching & Learning: The Department aims to encourage students to be self-motivated, critical thinkers and to provide them with opportunities to acquire specialist skills within a broad geographical training. Our graduates should be well equipped to contribute to regional and national development by thinking creatively and appreciating diversity.

Research of the highest quality: The Department supports staff and students who wish to engage in both fundamental and applied research of an international calibre that is relevant globally and to the needs of the African continent. Further, the Department fosters national, regional and international collaboration through partnerships with academic institutions elsewhere in the world.

Community engagement and application of geographical skills to real-world problems: The Department strives to maintain contacts with all tiers of government and community organizations, to assist and advise them through applied research.

Our curriculum and research conform to this mission:

- The curriculum is explicitly focused on different spatial scales: southern Africa, Africa, and the global context.
- Our students are encouraged to integrate Human and Physical Geography in order to address geographical issues in a well-rounded and synthetic way.
- Every attempt is made to apply, and expose students to, new technologies that are available in the geographical field.
- Advanced level courses often have an applied context that is related to the Earth and its People. There is a particular focus on water-related geographical issues.
- Our teaching pedagogy uses a diversity of innovative teaching methods to engage learners, encourage autonomy of learning and promote critical thinking. Assessment criteria have been developed to reward originality at all levels.
- Learners acquire specialist skills through structured courses, practical exercises and guided research projects.
- Course content is closely aligned to the research interests of the teaching staff, while attempting to maintain a broad based geographical curriculum.
- Research is both pure and applied in nature. Applied research is motivated with respect to needs of the southern African environment and its people.
- Research programmes and the teaching curriculum are linked to international collaborations.

We regularly monitor and evaluate the achievement of our vision and mission.
### 1. Departmental Staff

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<thead>
<tr>
<th>Name</th>
<th>Abbrev</th>
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<th>Responsibility</th>
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<tr>
<td><strong>Lecturing Staff</strong></td>
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<tr>
<td>Prof. K.I. Meiklejohn</td>
<td>IM</td>
<td>26</td>
<td>Head of Department EAR101 Co-Ordinator</td>
<td><a href="mailto:i.meiklejohn@ru.ac.za">i.meiklejohn@ru.ac.za</a></td>
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<tr>
<td>Prof. W.N. Ellery</td>
<td>FE</td>
<td>47</td>
<td>GOG202 Co-Ordinator Honours Co-Ordinator</td>
<td><a href="mailto:f.ellery@ru.ac.za">f.ellery@ru.ac.za</a></td>
</tr>
<tr>
<td>Ms G.K. McGregor</td>
<td>GM</td>
<td>41</td>
<td>GOG302 Co-Ordinator Postgraduate Co-Ordinator</td>
<td><a href="mailto:g.k.mcgregor@ru.ac.za">g.k.mcgregor@ru.ac.za</a></td>
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<tr>
<td>Ms P. Irvine</td>
<td>PI</td>
<td>25</td>
<td>GOG301 Co-Ordinator GOG102 Co-Ordinator</td>
<td><a href="mailto:p.irvine@ru.ac.za">p.irvine@ru.ac.za</a></td>
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<tr>
<td>Ms S. Memela</td>
<td>SM</td>
<td>30</td>
<td>GOG201 Co-Ordinator</td>
<td><a href="mailto:s.memela@ru.ac.za">s.memela@ru.ac.za</a></td>
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<tr>
<td>Ms Anne Lemahieu</td>
<td>AL</td>
<td>29</td>
<td>Lecturer</td>
<td><a href="mailto:anne.lemahieu@gmail.com">anne.lemahieu@gmail.com</a></td>
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<tr>
<td><strong>Administrative and Technical Staff</strong></td>
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<tr>
<td>Post to be filled</td>
<td></td>
<td>48</td>
<td>Geotechnical Systems Specialist</td>
<td><a href="mailto:geogtech@ru.ac.za">geogtech@ru.ac.za</a></td>
</tr>
<tr>
<td>Mr A. Ngoepe</td>
<td>AN</td>
<td>77</td>
<td>Principle Technical Officer</td>
<td><a href="mailto:a.ngoepe@ru.ac.za">a.ngoepe@ru.ac.za</a></td>
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<tr>
<td>Mr M. Gumede</td>
<td>MG</td>
<td>27</td>
<td>Administrative Assistant</td>
<td><a href="mailto:geography@ru.ac.za">geography@ru.ac.za</a></td>
</tr>
<tr>
<td>Mr S. Singata</td>
<td>SS</td>
<td>45</td>
<td>Senior Laboratory Assistant</td>
<td><a href="mailto:s.singata@ru.ac.za">s.singata@ru.ac.za</a></td>
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<td>HoD’s Assistant</td>
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<td>Assisting with prac &amp; tuts.</td>
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<td><strong>Members of Other Departments Who Lecture Courses taken by Geography Students</strong></td>
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<tr>
<td>Prof. S. Prevec</td>
<td>SP</td>
<td></td>
<td>Geology EAR 101 Lecturer</td>
<td><a href="mailto:s.prevec@ru.ac.za">s.prevec@ru.ac.za</a></td>
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<td><strong>Honorary, Research, &amp; Visiting Staff</strong></td>
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<tr>
<td>Prof. R.C. Fox</td>
<td>RF</td>
<td>35</td>
<td>Professor Emeritus</td>
<td><a href="mailto:r.fox@ru.ac.za">r.fox@ru.ac.za</a></td>
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<tr>
<td>Prof. C.A. Lewis</td>
<td>CL</td>
<td>36</td>
<td>Professor Emeritus</td>
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<tr>
<td>Prof. K.M. Rowntree</td>
<td>KM</td>
<td>63</td>
<td>Professor Emeritus</td>
<td><a href="mailto:k.rowntree@ru.ac.za">k.rowntree@ru.ac.za</a></td>
</tr>
<tr>
<td>Prof. P. Assmo</td>
<td>PA</td>
<td>-</td>
<td>Visiting Professor</td>
<td><a href="mailto:p.assmo@ru.ac.za">p.assmo@ru.ac.za</a></td>
</tr>
<tr>
<td>Prof. J. Boelhouwers</td>
<td>JB</td>
<td>-</td>
<td>Visiting Professor</td>
<td><a href="mailto:jan.boelhouwers@kultgeog.uu.se">jan.boelhouwers@kultgeog.uu.se</a></td>
</tr>
<tr>
<td>Prof. I. Foster</td>
<td>IF</td>
<td>-</td>
<td>Visiting Professor</td>
<td><a href="mailto:ian.foster@northampton.ac.uk">ian.foster@northampton.ac.uk</a></td>
</tr>
<tr>
<td>Prof K Hall</td>
<td>KH</td>
<td>-</td>
<td>Visiting Professor</td>
<td><a href="mailto:kevin.hall@unbc.ca">kevin.hall@unbc.ca</a></td>
</tr>
<tr>
<td>Prof. J. Hooke</td>
<td>JH</td>
<td>-</td>
<td>Visiting Professor</td>
<td><a href="mailto:Janet.Hooke@liverpool.ac.uk">Janet.Hooke@liverpool.ac.uk</a></td>
</tr>
<tr>
<td>Prof. T. Kepe</td>
<td>TK</td>
<td>29</td>
<td>Visiting Professor</td>
<td><a href="mailto:t.kepe@ru.ac.za">t.kepe@ru.ac.za</a></td>
</tr>
<tr>
<td>Prof. E. Nel</td>
<td>EN</td>
<td>35</td>
<td>Visiting Professor</td>
<td><a href="mailto:etienne.nel@otago.ac.nz">etienne.nel@otago.ac.nz</a></td>
</tr>
<tr>
<td>Dr D. Pyle</td>
<td>DP</td>
<td>-</td>
<td>Research Associate</td>
<td><a href="mailto:d.pyle@kingswoodcollege.com">d.pyle@kingswoodcollege.com</a></td>
</tr>
<tr>
<td>Dr B. van der Waal</td>
<td>BvdW</td>
<td>69</td>
<td>Research Associate</td>
<td>bvı<a href="mailto:ldwaal@gmail.com">ldwaal@gmail.com</a></td>
</tr>
<tr>
<td>Mr B. Cobbing</td>
<td>BC</td>
<td>-</td>
<td>Research Associate</td>
<td><a href="mailto:bcobbing@cssgis.co.za">bcobbing@cssgis.co.za</a></td>
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Information pertaining to the Geography Department can be found on its web site: [http://www.ru.ac.za/geography](http://www.ru.ac.za/geography)
2. Who Do I Ask?

- I have a question about the course content or course activities.
  Ask the lecturer giving the course, your tutor (if you are in First Year) or the Course Coordinator for your year of study.

- I am concerned about my performance and want advice on how to improve.
  Make an appointment to see your lecturer, tutor, course co-ordinator or the Head of Department.

- I need to discuss an academic issue, but don’t want to approach the lecturer giving the course.
  Make an appointment to see the Head of Department.

- I want to raise a concern about a course.
  See your class representative who will bring the issue to the next meeting. See Section 13.3 for further information.

- I want to apply for an extension or an LOA.
  Ask the Administrator (Room 27) for an LOA form and/or download an extension request form from your Geography course in RUconnected and return it after you have filled in all the required details. The request will be passed on to the relevant staff member. The Administrator cannot grant you either an extension or an LOA. You will normally be informed of the decision by email within a few days of submitting the application. See sections 8.3 and 8.4.

  If you are away for medical reasons, you do not need to fill in an LOA until you have returned to lectures. Please do not visit the Administrator when you may be infectious as he/she is needed at work! A phone call or email to the Administrator to say that you will be away for some time, however, will be appreciated.

  The LOA can be downloaded from: https://www.ru.ac.za/registrar/forms/

- I want access to laboratories and/or equipment.
  Please see Mr Landman, Rm. 48, for IT related queries, GIS data access, hard copy and electronic map copies, GIS laboratory access. Mr Ngoepe, Rm. 77, deals with laboratory queries, use and bookings of laboratories, and field equipment loans.

- I have a query about my marks, student records, practical or tutorial group allocation.
  Please see the Geography Department Administrator, Mr Gumede, Rm 27.

- I need a key for my office (postgraduates only).
  Please see the Geography Department Administrator, Mr Gumede, Rm 27.

BEFORE YOU ASK ANYBODY A QUESTION,
PLEASE LOOK FOR THE ANSWER IN THESE GUIDELINES.

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NOTE

Students must not expect to be able to communicate with staff outside of normal working hours. Please respect their personal and family commitments outside of Rhodes University.
3. **Undergraduate Geography at Rhodes University**

*Geography* (GOG) is a six-semester subject that may be taken as a major for the degrees of BSc, BA, BJourn and BSocSc.

To major in Geography, you are required to obtain credit in: EAR101, GOG102, GOG201, GOG202, GOG301 and GOG302. At the discretion of the Head of Department students may replace one 3rd Year level course with an acceptable alternative and equivalent course.

### 3.1 First-Year Courses in Geography

**EAR101: Introduction to Earth Systems**

This course introduces the processes that have shaped the Earth and its environment over both geological and recent time scales. The interrelationships between the Earth, the atmosphere and physical systems form a key theme through the course.

- **Semester:** 1
- **Presenter:** Prof. I. Meiklejohn (Geography) & Prof. S. Prevec (Geology)
- **Prerequisites:** A matric pass in Geography, or a rating of at least 4 for Geography in the National Senior Certificate is recommended.
- **Aggregation:** Can be aggregated with GOG102 as GOG 1, or with GLG102 as GLG 1. Permission to aggregate across semesters is at the discretion of the relevant Head of Department.

**Marks:**

- **Coursework:** 50%
- **Exam:** 50% (Theory Exam: 30%; Practical Exam: 20%)

**Examination:** 3 hours, structure to be communicated during the course

**Mark required to permit an aggregated mark for Geography 1:** 40%

**Sub-Minimum required to allow the candidate to rewrite:** 35%

*(Note: Even if you achieve a sub-minimum, you are NOT guaranteed a rewrite.)*

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**GOG102: Introduction to Global Development**

This course introduces the spatial, political, economic, demographic and urbanisation forces that have shaped, and been shaped by, the global development process. A key concept that runs through the course is the nature of the relationship between people, development and the environment at global and regional scales.

- **Semester:** 2
- **Presenters:** Ms P. Irvine and Ms Anne Lemahieu
- **Prerequisites:** Students may not register for GOG102 unless they have met the subminimum requirements in both the theory and practical papers for EAR101 (i.e. 35% for each). Where students are doing GOG102 as an individual course and did not take EAR101, a rating of at least 4 (mark above 40%) in Geography in the National Senior Certificate is required.
- **Aggregation:** Can be aggregated with EAR101 as GOG 1.

**Marks:**

- **Coursework:** 50%
- **Exam:** 50%

**Examination:** 3 hours: 4 Essays (25 marks each); 100 marks total

**Mark required to permit an aggregated mark for Geography 1:** 40%

**Sub-Minimum required to allow the candidate to rewrite:** 40%

*(Note: Even if you achieve a sub-minimum, you are NOT guaranteed a rewrite.)*
3.2 Second-Year Courses in Geography

**GOG201 Space & Place in Southern Africa 1, and**
**GOG202 Space & Place in Southern Africa 2**

These two courses examine the key processes that determine the physical and human geography of southern Africa. Concepts, theories and examples from other regions will be used where appropriate to help understand the southern African experience. Contemporary issues such as environmental change and associated problems of human development will be examined. Selected human and physical geographical perspectives are used to understand rural and urban landscapes.

**Semesters:** GOG201 - Semester 1; GOG202 - Semester 2

**Presenters:**
- GOG201 - Ms P. Irvine, Ms S. Memela, Ms Anne Lemahieu.
- GOG202 - Prof. W. Ellery, Ms G. McGregor.

**Prerequisites:** EAR101 50%, GOG102 50%, OR GOG 1 60% (*If less than 50% is achieved in either of the component courses*).

**Aggregation:** GOG201 and GOG202 can be aggregated as GOG 2 (at the discretion of the Head of Department).

**Marks:**
- **Coursework:** 50%
- **Exam:** 50%

**Examination:**
- GOG201: 3 hours, structure to be communicated during the course.
- GOG202: 3 hours, structure to be communicated during the course.

**Sub-Minimum:** 40%

**Note:** There are NO supplementary exams for these courses.

3.3 Third-Year Courses in Geography

**GOG301: African Geographical Studies**

In this course students will develop a critical understanding of Africa from a Geographical perspective through topics that relate to the Continent’s complex social, built and physical environments, environmental processes, resources, as well as social, cultural, economic, and political systems. The specific content of the course will depend on the research and teaching interests of the academic staff who are available at the time and will vary from year to year. A compulsory field weekend may be a component of the course.

**Semester:** 1

**Presenters:** Ms P. Irvine, Prof. F. Ellery,

**Prerequisites:** GOG201 50%, GOG202 50%.

**Aggregation:** GOG301 and GOG302 can be aggregated for GOG 3 (at the discretion of the Head of Department).

**Marks:**
- **Coursework:** 50%
- **Exam:** 50%

**Examination:** 2 Papers: 2 hours each, structure to be communicated during the course.

**Sub-Minimum:** 40% (45% for a aggregation)

**Note:** There is NO supplementary exam for this course.

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**GOG302: Geography in Theory and Practice**

The aim of this course is to provide students with the theoretical background and related practical competencies in one or more sub-disciplines within Geography. The 2018 curriculum comprises Geographic Information Systems (GIS) in the 3rd Quarter and Remote Sensing in the 4th Quarter. A compulsory field weekend may be a component of this course.
Semester: 2  
Presenters: Ms G. McGregor & Prof. I. Meiklejohn.  
Prerequisites: GOG201 50%, GOG202 50%.  
Aggregation: GOG301 and GOG302 can be aggregated for GOG 3 (at the discretion of the Head of Department).  
Marks:  
Coursework: 50%  
Exam: 50%  
Examination: 2 Papers: 2 hours each. The structure of the papers will be communicated during the course.  
Sub-Minimum: 40% (45% for aggregation)  
(Note: There is NO supplementary exam for this course).

### Undergraduate Timetable & Teaching Venues

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<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>1</td>
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<td></td>
<td>14:00-17:00</td>
<td>GOG 102 (2)</td>
<td>GOG 102(2)</td>
<td>GOG 302(2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Venue: G10</td>
<td>Venue: G10</td>
<td>Venue: G10</td>
<td>Venue: G10</td>
<td></td>
</tr>
</tbody>
</table>

Note: Values in Parenthesis indicate the semester in which the module is presented. 
Note that for GOG 302, Thursday Practicals run in 2 sessions, utilising the lecture period.

### Undergraduate Assessment

All undergraduate semester courses are examined at the end of the relevant semester. As outlined above, each student’s assessment normally comprises a theory examination, formal practical examination, and a course work component that is made up of theory and practical marks. Additional coursework may replace the formal practical component. Please consult RUconnected for the full breakdown of marks for each component.

It is incumbent on students to check their mark record on ROSS (the Rhodes University student access system) before the final day of exams. No changes will be possible once the exams are completed.

**What happens if I fail a course?**

This depends on the level of the course and the sub-minima that apply (see the course descriptions and details below for specific sub-minima). If you pass one semester course, but fail the other semester course in the same year of study with a mark that meets the sub-minimum requirements you may be granted an Aggregated Credit (ACR) if the average of the two marks is at least 50%. This will give you the full two credits for the year, but does not automatically entitle you to continue to the next level course (e.g. an ACR of less than 60% for GOG 1 does not normally entitle you to take GOG201 or GOG202). You will not be allowed to continue to the next level course if a Non Continuing Credit (NCR) is granted.
• EAR101 has a sub-minimum of 35% in both the theory and practical examination. This means that if you achieve at least 35% in both these examinations you may be allowed to sit a Supplementary Examination in November. A sub-minimum of 40% for EAR101 is required for aggregation with GOG102.

• GOG102 has a sub-minimum of 40% for both the theory examination and coursework components. This means that if you achieve at least 40% in both you may be entitled to sit a Supplementary Examination in January. In order to aggregate GOG 102 with EAR 101 (to make up GOG 1), a sub-minimum of 40% for each module is required.

• GOG201 and GOG202 have sub-minima of 40% for each course component (i.e. Theory and Course Work). There is no supplementary examination for GOG201 and GOG202.

• GOG301 and GOG302 have sub-minima of 40% for each course component (i.e. Theory and Practical). There is no supplementary examination for GOG301 or GOG302.

Notes: If you fail any one component (theory examination, practical examination or course work equivalent) with a mark below the sub-minimum, your transcript will record your mark with the letters FSM (Failed Sub Minimum). This means that you cannot aggregate your marks to achieve a pass, even if the average is over 50%, and, for EAR101 or GOG102, you will not be entitled to a rewrite or supplementary examination. You must achieve the sub-minimum in both your theory paper(s) and your practical paper (or coursework equivalent).

4. Honours in Geography

Students accepted into the Honours programme may read for a BSc(Hons), BA(Hons) or a BSoCSc(Hons) degree in the Geography Department, depending on their undergraduate degree and curriculum. The Department of Geography offers separate Honours degrees in Geography and Environmental Water Management. In all cases students are required to read four modules, submit a research project proposal, a research project, and present a number of seminars. At the start of the academic year all students will attend an orientation programme, which includes a field trip. Other field trips (which may be scheduled during a vacation) may be compulsory for particular Honours modules and students are expected to attend the annual Geography Students Conference. Obviously, the modules offered are subject to timetable and staffing constraints.

4.1. Geography Honours

Students are required to take the Research Philosophy and Methodology module and select three other courses from those offered by the Department. Our modules reflect the interests of the staff members and normally include a selection from the following: Geographical Information Systems (An appropriate undergraduate course in GIS is a prerequisite); GIS Internship; Climate Change & Extreme Events; Geography of Small Towns; and Political Ecology.

4.2. Environmental Water Management Honours

Environmental Water Management Honours is offered in collaboration with the Institute for Water Research. Candidates must be in possession of an appropriate Bachelor’s degree, normally majoring in at least one of Geography, Environmental
Science or Hydrology. Candidates with appropriate professional experience in water resource management may be considered. This degree aims to equip students with the conceptual understanding and practical knowledge needed to make an effective contribution to the sustainable management of catchment systems and their associated water resources. Students are required to take the Research Philosophy and Methodology and the Catchment Systems modules, and select two other courses from those offered through the Departments of Geography or the Institute for Water Research. Recommended courses include: Climate Change & Extreme Events; Environmental Water Quality; Geographical Information Systems (An appropriate undergraduate course in GIS is a prerequisite); or other appropriate courses approved by the Head of Department.

The research project must be ‘water’ related and approved by the Head of Department.

4.3. **Joint Honours Degrees**

Part of the Geography degree may be with modules from other departments. Where approximately 50% of a student’s courses are examined in another department, a joint degree may be awarded (for example, Honours in Geography & Environmental Science). Any combined degree must be agreed to by both Heads of Department concerned, and in the Faculty of Humanities, by the Humanities Higher Degree Committee.

4.4. **Interdisciplinary Honours Degrees**

The Geography Department offers courses as components of various interdisciplinary honours programmes (see Interdepartmental Studies in this Calendar) including Development Studies and Industrial Society. Students should consult the Head of Department concerning available courses.

4.5. **Time Commitment**

All courses are normally five ‘contact’ weeks and students are required to spend 40 hours per week engaged with each course’s learning activities. **DO NOT** take a course in another department at the same time as one of our courses. You are required to spend a minimum of 10 weeks (at 40 hours per week) on your research project.

4.6. **Honours Assessment**

The marks total for the year is 500, which normally comprises 100 marks for the research project, 100 marks for the compulsory module and 300 for the three elective modules (i.e. 100 each). The provisional marks distribution for each appears in the table below.

<table>
<thead>
<tr>
<th>Course/Module</th>
<th>Lecturer</th>
<th>Coursework</th>
<th>Exam</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography in Practice and Theory</td>
<td>FE</td>
<td>70</td>
<td>30</td>
<td>1.5 Hours</td>
</tr>
<tr>
<td>Wetland Environmental Management</td>
<td>FE</td>
<td>60</td>
<td>40</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Climate Change &amp; Extreme Events</td>
<td>DP</td>
<td>80</td>
<td>20</td>
<td>2 Hours</td>
</tr>
<tr>
<td>Extended GIS</td>
<td>IM</td>
<td>80</td>
<td>20</td>
<td>2 Hours</td>
</tr>
<tr>
<td>GIS (Experiential learning)</td>
<td>BC</td>
<td>100</td>
<td>0</td>
<td>Portfolio (100%)</td>
</tr>
<tr>
<td>Political Ecology</td>
<td>TK</td>
<td>50</td>
<td>50</td>
<td>24 Hours</td>
</tr>
<tr>
<td>Remote Sensing</td>
<td>IM</td>
<td>60</td>
<td>40</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Geography of Small Towns in SA</td>
<td>PI</td>
<td>50</td>
<td>50</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Environmental Water Quality</td>
<td>PM (IWR)</td>
<td>50</td>
<td>50</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Hydrology</td>
<td>JT (IWR)</td>
<td>50</td>
<td>50</td>
<td>3 Hours</td>
</tr>
</tbody>
</table>
5. **Expected work habits and outcomes**


“We expect students to acquire the following work habits:

1. **Be able to take responsibility for your own learning:**
   - *Read in advance and make a note of concepts that are not clear;*
   - *Participate actively in classroom discussions;*
   - *Attempt the homework problems seriously;*
   - *Recall basic knowledge quickly and correctly and also practise basic skills regularly;*
   - *Be self-motivated to work;*
   - *Seek help when required.*

2. **Be able to unpack what is required to answer a question;**

3. **Be able to identify gaps in your knowledge or skill set that hinder question solving;**

4. **Be able to take appropriate measures to overcome the identified gaps;**

5. **Be able to ask appropriate questions in class to improve understanding;**

6. **Be able to learn what constitutes understanding;**

7. **Be able to recall correctly the relevant knowledge and skills for a section;**

8. **Be able to see connections within and across sections;**

9. **Be able to formulate questions and then explore these in a manner that will promote your understanding;**

10. **Be able to write down solutions to problems in a manner that enables others to follow the solution. Includes appropriate use of connectives, reasons and explanations;**

11. **Be critical of your thinking:**
   - *Look for invalid assumptions;*
• Think of alternative strategies;
• Check the flow of the logic, in particular for unnecessary side tracks.

12. Be able to critically examine solutions to problems:
• Look for invalid assumptions;
• Detect errors in your written solutions;
• Check the flow of the logic, in particular for unnecessary side tracks;
• Check your written attempts to problems against given answers and do the necessary corrections from the point of breakdown;
• Think of alternative solutions.

13. Be able to take appropriate notes, including making notes during lectures, from appropriate material and from critical examination of your own work:
• For a lecture and reading of appropriate materials this refers to a framework that enables one to reconstruct (within an appropriate time) the essentials that include definitions, statements of theorems, illustrative examples or counterexamples, observations and remarks;
• For critical examination of your work, this outcome refers to observations, strategies, alternative strategies, misconceptions and common errors.

14. Be able to constructively work in group situations:
• Prepare for group sessions:
  o Read and work through the identified required materials;
  o Formulate questions and observations;
  o Identify points that you feel need further elaboration.
• Participate actively;
• Allow others to participate actively;
• Make relevant notes or recordings;
• Learn from others and allow others to learn from you;
• Plan for everyone to have a share of the collective time;
• Be polite.

15. Be able to plan work;

16. Be able to implement the work plan effectively;

17. Be able to handle stress, including stress from examinations, tests, assignments and interviews;

18. Be able to analyse a definition or statement of a theorem or relevant principles and use them appropriately in a given context:
• Detect the conditions under which the definition or statement of the theorem applies;
• Check that the conditions of the definition or of the statement.”

6. **Master’s and Doctoral degrees**

Suitably qualified students are encouraged to proceed to the research degrees of MSc, MA, MSoSc and PhD, under the direction of the staff of the Department. The degree of MSc in Water Science in the Department of Geography may also be awarded. The normal requirement to be accepted for a Master’s degree is a good Honours degree in Geography or cognate discipline (normally a 2A or distinction; i.e. 70% or higher) with strong evidence of research competency.
7. **Duly Performed (DP) Certification**

Before you can write your course examinations you must retain your DP certificate to certify that you have met the requirements of the course. A DP Certificate is not physically issued, but is awarded by default, unless the course requirements are not met. If the course requirements are not met, the Head of Department has the prerogative to withdraw your ‘Certificate’. If a DP is withdrawn, a student will be excluded from the rest of the course, which includes writing the examination. A DP is ‘issued’ to those students who can:

> “Demonstrate that they have engaged meaningfully in ALL class activities. This means regular attendance at lectures, practicals, tutorials, field trips, tests and any other scheduled meetings; submission of all required work to a satisfactory standard; engagement with additional material, including supportive tasks set in RUconnected.”

The decision regarding your DP will be made no later than one week before the end of teaching for the relevant semester course. It may be made earlier when circumstances apply.

Unless reasonable grounds can be demonstrated (normally by means of an acceptable LOA), **students are expected to attend ALL scheduled activities and to hand in ALL coursework**. You may lose your DP for plagiarism or a breach of the University’s Disciplinary Code of Conduct.

**Note:** Your attention is drawn to the Student Disciplinary Code available on the University website [http://www.ru.ac.za/registrar/discipline/studentdisciplinarycode/](http://www.ru.ac.za/registrar/discipline/studentdisciplinarycode/)

8. **Some Basic Coursework Standards**

- All course work, essays, reports etc. must conform to the standards as set out below. Any work NOT conforming to these standards may be returned unmarked. Penalties will be applied to resubmitted work if handed in after the initial deadline.
- Maps need to be of an acceptable cartographic standard. The following website provides a document that spells out most cartographic conventions to be followed: [http://www.colorado.edu/geography/gcraft/notes/cartocom/cartocom_f.html](http://www.colorado.edu/geography/gcraft/notes/cartocom/cartocom_f.html)
- Students must abide by the University’s plagiarism policy (see: [https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf](https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf) and the notes on plagiarism below).
- It is unacceptable practice to copy from a website, or other published document, unless you indicate that this is a quotation. If excessive parts of an assignment are cut and pasted (even with acknowledgement), marks will be deducted as this represents laziness. Repeated offences could mean a loss of your DP certificate, or exclusion from the University.
- Reference works must be correctly cited in the text (see Section 12).
- A complete and stylistically correct reference list must be included at the end of the text (see Section 12 for the preferred referencing style).
- **All tables and figures must be numbered sequentially and given a title.** Maps are usually referred to as figures. Remember to refer to sources of tables and figures when taken from a published document.
- Unless you are instructed otherwise, **all work should be submitted as a hard copy** (into the relevant Departmental boxes) and ***in electronic format*** (using RUconnected).
9. Procedure for Submission of Assignments

9.1. Weekly practical assignments
Assignments completed during normal practicals are handed in at the end of each practical by 5:00pm (unless the assignment is extend over a longer period). Where a signed extension has been granted, assignments should be handed in via the relevant submission boxes by 4:00 pm on the agreed date.

9.2. Normal procedure for all other assignments
- All hard-copy assignments must be accompanied by a signed cover page (see Appendices below), on which you declare that you have not plagiarised the work of others. In the case of an electronic copy, your submission is made on the assumption that you have read and understand the Rhodes University Plagiarism policy. Failure to include the cover page means that the work will be returned unmarked.
- Hard copy assignments should be handed in via the relevant box by 4.00 pm on the due date. The boxes will be cleared at 4.00 pm each day. The boxes for submissions are situated in the study area to the left of the foyer and you enter the Department.
- Electronic copy assignments must be handed in through RUconnected by 4.00 pm on the due date.
- The penalty for late submission is 10% per day. Assignments due on Friday but submitted on Monday will lose 20%.
- Failure to hand in work that is assessed will result in the loss of your DP.
- The above rules will apply unless it has been stated otherwise in writing to all students undertaking the assignment.

9.3. Requests for an Extension of the Due Date
A request for an extension of the due date must be made using the relevant form (can be downloaded from RUconnected OR available from the Administrator in the Geography Department, to whom it must be submitted). It will be passed on to the relevant staff member. Requests for an extension normally will be granted only if submitted at least two weeks prior to the due date.

9.4. Leave of Absence (LOA)
A Leave of Absence request may be granted to students who have good cause to be away from classes. This normally includes ill-health, a family bereavement and University commitments of a special nature. The request must be handed in at least one week prior to a planned event (e.g. sports fixture), otherwise it should be submitted as soon as possible after an illness. An LOA may be granted in other circumstances where the planned absence will not interfere significantly with your academic activities. An extension of the due date will be granted pro rata in cases where a student is absent during the two-week period prior to the due date and an LOA has been approved.

Students will be marked absent if they are absent from practical classes, tutorials, field trips and other compulsory classes without an LOA. Repeated absence and failure to hand-in assignments will result in a loss of one’s DP. Please inform the lecturer in charge of any anticipated absences and make sure that you can complete the work assigned.

Notes:
- Students not attending their assigned tutorial group or practical session will be deemed to be absent.
Students who have been granted an LOA will be required to catch up missed work. Normally a maximum of one day will be granted for each day the LOA is awarded.

If you have missed work for any reason it is your responsibility to make sure that you understand the scheduled activity because it may be examined.

Postgraduate students who are away for any reason must also submit an LOA – this is partly for insurance purposes.

10. Plagiarism

“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.” (Rhodes University, 2008: 2).

See the Rhodes University website and the University Calendar for a detailed statement on the Rhodes University policy on plagiarism (Common Faculty Policy and Procedures on Plagiarism, Rhodes University, August 2008). This can be downloaded at: https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf

When you write an essay or report in an academic setting, it is normal to draw on material written by other people. However, when you do this it is important that you acknowledge the fact that you have drawn on other people’s work. There are standard procedures for doing this; for example, by citing a reference and providing details of the source in a reference list at the end of the assignment. You are expected to do this even where you do not quote directly from your source, but merely express in your own words ideas or arguments that you have taken from that source. In addition, where you quote verbatim from a published source, you must put inverted commas round the quoted material and provide a page number. The only situation in which these rules do not apply strictly is in examinations written without access to books and other reference materials.

10.1. What Is Plagiarism?

Plagiarism refers to the practice of presenting as your own work material and ideas that have been written by someone else. Any use of material that is derived from the work of another person constitutes plagiarism, unless the source is clearly acknowledged in the manner described above. You will be guilty of plagiarism if, for example, you hand in an assignment under your own name which, either in part or as a whole,

- is copied from an essay or practical report written by another student;
- is copied from a document downloaded from a website;
- is copied from a published article or book chapter;
- has been written for you by someone else.

The following comments are adapted from the handbook of the Department of Geology, University of Durham:

“Plagiarism, therefore, applies to verbatim copying and close paraphrasing by simply changing a few words or the order of sentences, or quotation of phrases from someone else’s work or concepts without appropriate acknowledgement. The student must ensure that someone else’s work is not presented as the student’s own.

With regard to collusion, note that students should avoid unauthorised, deliberate collaboration with one or more students in producing assignments which are identical or very similar. Such collusion is not acceptable.
The key words in avoiding all the difficulties referred to above are *appropriate acknowledgement.*

**WARNING!**

As a University student you are being trained to understand and observe the highest standards of ethics, integrity and professional practice in the writing of essays and reports. The Department of Geography therefore expects these high standards to be observed as a matter of course. Please be careful. Many students think that there is no harm in copying sentences from books and articles when composing essays and practical reports. However, in terms of the policy stated above, the use of even one sentence without acknowledgement constitutes plagiarism and is not acceptable.

10.2. Senate Policy on Plagiarism

The Senate of the University has adopted an overall policy towards the handling of plagiarism. In terms of this policy:

- Departments are encouraged to address the matter in their teaching and to train students in the correct procedures for acknowledging sources of material used for assignments;
- Higher standards are expected as students progress through the University. The highest standards are expected of all postgraduates;
- Cases of plagiarism must be addressed by disciplinary procedures within the Department and at the University level.

10.3. Disciplinary Action in Response to Plagiarism

In terms of this policy, the Geography Department has a Disciplinary Committee that deals with such cases. Where there is evidence that students have plagiarised work, the matter will normally be referred to this Disciplinary Committee. Where the Committee concludes that plagiarism has occurred, it will make a ruling as to what disciplinary steps are appropriate. In terms of the Senate guidelines, these steps may range from giving a warning (for the first time and minor offences), to imposing a mark penalty and, in more serious cases, to withdrawing the student’s DP. The Department is required to keep a record of all cases of plagiarism detected, including minor offences.

In addition, where the Disciplinary Committee establishes that there has been a serious case of plagiarism, the Department is required to report the matter to the Senate Plagiarism Tribunal to investigate and make recommendations with regard to disciplinary offences. The Tribunal may impose penalties such as exclusion from the University.

10.4. Plagiarism Checking

You will be able to check your own work for plagiarism as all assignments are submitted to *Turnitin* through RUconnected for plagiarism checking. *For examples of different kinds of plagiarism, see Annexure A in the University’s plagiarism policy.*

11. Guidelines for Essay Writing and the Use of English

For guidance on writing assignments, including finding and evaluating literature, plagiarism and copyright issues, writing essays, putting together posters, presentation and other ways of communicating information, the following sites are useful starting points:

- [http://ru.za.libguides.com/Citing](http://ru.za.libguides.com/Citing)
- [http://web.uvic.ca/wguide/Pages/StartHere.html](http://web.uvic.ca/wguide/Pages/StartHere.html)
11.1. Essay Preparation and Planning

- The first step of writing any essay is understanding the question. Analyse the question: what is it asking you to do? Identify key words and once this is done refer back to your lecture notes, scan recommended course texts and ask your lecturer or class mates for clarification on issues.

- Read and understand your sources. It is often useful to scan sources before reading them in order to gain an understanding of their argument and the argument’s structure or the information they provide.

- Plan your essay. Refer to the question and structure your answer to it. Know what you are trying to say.

- Make sure that you take note of all the instructions. If the question says ‘critically discuss’ then you must do so. If it prescribes a length, certain sources of information or a certain number of sources take note of these. Incorporate these elements into your planning.

- Compile your Reference List before you begin writing. This will help when it comes to writing the essay and citing in text as well as ensuring that you do not forget any sources. Once you have finished your essay you also need to check that all the references in the list have been cited in the essay. Delete any that have not been used.

11.2. Basic Essay Writing Tips

**Introduction**

- This section introduces the essay: it highlights the purpose of the essay and its central claim as well as indicating how you will proceed.

- Often it is useful to begin an introduction with a sentence or two which situates the essay within its greater context. This provides the reader with an idea of where your essay fits within its overarching issues and tells them why they want to read it.

- Provide an idea of the structure the essay and argument will follow. Tell the reader about your essay; the question and your answer; its conclusion and how you will reach it.

- It may be useful to mention your main sources at this point.

**Body**

- This section of the essay contains one’s argument (answer to the question) and the information necessary to support it and lead the reader to its conclusion.

- Maintain the structure of your essay and make the structure obvious. Ensure that the ideas and sentences flow. This provides the reader with clarity with regard to your position or argument. Use separate paragraphs for different ideas, signposts (which position an idea within the argument and tell your reader what you are trying to do) and connective words to link ideas. The reader wants to read your essay step-by-step to understand how you argue towards your conclusion.

- Be concise. Say exactly what you mean and say only what you mean to say. Only include ideas and information that contribute directly to your answer to the essay question.

- Use simple language. Do not create misunderstanding through complicating your sentences or using too many unfamiliar words.

- Explain your ideas fully. Ensure that the reader understands them. Use examples, illustrations and provide definitions in your explanations.

- Use quotations sparingly. Only quote if the passage/sentence is particularly apt. Often paraphrasing offers a better understanding. Remember: when you quote, you must still explain the meaning or significance of the quotation in your own words.
• Refer to the figures you used to illustrate your ideas in the text e.g. “In Figure 3 the city of Rome is illustrated and you can see the features just discussed”.
• Make it clear when your ideas are incorporated. If you have a point to make let the reader hear your voice.

Conclusion
• This section should provide a summary of your essay.
• A summary is a review of the essay: the question and your answer: its conclusion and how you reached the conclusion.
• Do not introduce any new ideas or information at this point of the essay.

General
• Remember that an essay is judged on the clarity of the argument that is made. Whether you use headings or not depends on whether they improve the clarity of the argument being made.
• Cite sources as you incorporate information in your essay. This ensures that you do not forget any sources.

11.3. Departmental Essay Conventions
• The text should be in Arial, Calibri, Helvetica, Times New Roman or Times Roman 11 point at 1½ (1.5) line spacing.
• Justify the text to the margins; i.e. Full Justification to both margins (-indent).
• Leave margins of normal size, approx. 2 - 2.5 cm.
• Title in the font you use in the essay with 14 point bold.
• Reference list at the end of the essay using the conventions detailed in the referencing section below.
• Captions for tables should be above the table and presented in the form:
  Table no.: Title (Source)
  An example of a table caption is:
  Table 3: Sediment loads in selected African Rivers (Barnes, 2003: 42)
• Captions for figures should be below the figure and presented in the form:
  Figure no.: Title (Source)
  An example of a figure caption is:
  Figure 5: Map of Grahamstown (Adapted from Phillips, 2005: 51)

12. Research Proposal and Project Report (Postgraduate Students)

12.1. Research Proposal
A research proposal is developed as a clear plan for all levels of research. Proposals take the form of a written document and are presented in the Department as a seminar, usually as a PowerPoint presentation. Staff and senior students will be in attendance and the main concern will be that the proposed research is feasible, worthwhile academically, and that what you plan to do will enable the achievement of the aim of the study. Be open to the constructive criticism that will be made to help you carry out a good piece of research. You will be notified after the seminars as to whether your proposal is accepted or not and be given advice through your supervisor as to how it could be improved.

Guidelines
• Every proposal needs to have a problem statement or research question. This should be a short, concise statement of one or two sentences showing what you are going to do.
  An example of a research question is:
What are the socio-economic effects of second home ownership on the local inhabitants of Kenton-On-Sea, Ndlambe Municipality, Eastern Cape?

- A good proposal usually has ONE clear aim.
- The literature review will show us that you have already collected the key references and that you are critically aware of the contribution your research will make to the literature. A longer review will form part of your final research report.
- The description of the study area will, where applicable, give us the spatial context for your research and enable you to describe the relevant geographical features or phenomena in your study area.
- In order to meet the aim of the research you will need to have at least one, usually several, objectives or hypotheses. For example, the following are two of the three objectives which had to be accomplished in order to meet the research question quoted above:
  - To identify, collate and synthesize literature relating to trends in second home ownership in South Africa, so as to provide a theoretical context and a base from which to test the applicability of relevant theory.
  - To identify and interview relevant local stakeholders and government officials relating to the socio-economic impacts of second home ownership on Kenton-On-Sea.
- Methods of data collection will need to be specified for both primary and secondary data to show that you have established how you will collect the information you require. This section also needs a description of where you will source the spatial information from which you will construct your maps.
- Quantitative and qualitative techniques of analysis have to be detailed showing how you intend to examine and analyse the information you have collected. Tell us which GIS, mapping or graphics programmes will be used to produce your maps.
- Next we need to see your proposed work programme so that we can establish whether the research is achievable in the time available.
- Both a Research Proposal and a Progress Report must acknowledge that you are familiar with the provisions of the following:
  - Rhodes University’s Field Worker Safety Guidelines
  - Rhodes University’s Ethical Standards for Research on Human and Animal Subjects
    [http://www.ru.ac.za/research/research/ethics/](http://www.ru.ac.za/research/research/ethics/)
- A progress report enables you to show us what has been done so far.
- Lastly, the reference list has to be drawn up in accordance with departmental guidelines.
- The length of an Honours proposal should not normally exceed 3 500 words, which is approximately six to nine pages of text. Masters and PhD proposals are comprehensive and between 6 000 and 8 000 words.
- The text should be in Arial, Calibri, Helvetica, Times New Roman or Times Roman 11 point with 1½ line spacing.
- The following should be in the font of your choice (see above):
  - Title, 14 point bold.
  - Headings, 12 point bold.
  - Sub-headings, 11 point bold.
  - Sub, sub-headings, 11 point italics.
- Reference list at the end of the document using the conventions detailed below.
• Captions for Tables should be above each table
• Captions for Figures should be below and presented in the same way as for Tables.

12.2. Research Project

Once you have defended your written proposal you will receive feedback from your supervisor and, depending on Departmental and Faculty procedures, you may proceed with your research.

Guidelines for the Project Report

• Front cover and front page: Title of the project. The title should be brief and capture the academic topic of the research, often including its geographic location. Your name and a statement that this dissertation is submitted as part of your degree requirements also appears on this page.

• Front page: As above and statement to declare that you have read and understood the University’s plagiarism policy, that you have not plagiarized the work of others, and that all work herein is your own except where acknowledged otherwise. N.B. It is imperative that you abide by this statement as penalties for plagiarism are severe.

• Contents Page/s:
  ▪ Chapter headings, sub-headings and page numbers.
  ▪ Figure captions and page numbers.
  ▪ Table headings and page numbers.

• Acknowledgements: Acknowledge all those who have had an input to your research in terms of advice, assistance with data collection or making data available, financial support, personal support and any other significant help.

• Abstract: The purpose of an abstract is to tell us what specific information your research contains. After reading the abstract we usually decide whether to read the work or not! It needs to include your purpose, methods and the scope of your work. Most importantly, it needs to provide us with a summary of your results, conclusions or recommendations. The length should not exceed 250 words.

• Introduction: This chapter should provide the background to your project, motivate as to the importance of the research, provide supporting reference material and present the aims, key research questions, research hypotheses and objectives (tasks). The introduction can also include a summary of the whole report.

• Literature Review: This chapter should present a critical appraisal of (mainly academic) literature relevant to your research topic. It should provide a summary of the present knowledge base and point to gaps in the literature that your research attempts to fill. You can include references to methods here, or keep them for the methods chapter. Literature that describes the study area should normally be included in the relevant section on the study area, but literature relating to our knowledge of the area, that provides the framework for your research, should be included here. For example, in a water quality study you could cite work that points to a health problem that has been identified in the area, but you do not describe the general catchment geography at this point. Information that you extract from the ‘grey’ literature (e.g. municipal reports) should probably be included in the results section, where searching for this information was one of your objectives.

• Study Area: The study area is normally described in a separate chapter, or could be a sub-section of methods. This section must include a location map produced to cartographic norms. Provide a summary of relevant geographical features, remembering to acknowledge sources of information. Where the research includes a more in-depth
collation of material relating to the study area, this material should be presented as part of the results.

Remember that your readership/examiners are not necessarily acquainted with the local area, or even South Africa. Make sure that they can locate your study area within South Africa and are made aware of its relevance within the context of your research.

- **Methods:** You may want to start the methods chapter by reviewing the aims, objectives and research hypotheses. Methods should relate to each objective that you set out to achieve. Describe the methods used to collect data in sufficient detail so that another researcher could repeat your study. Remember to include details of your sampling design: where, when and how many samples did you collect? For standard methods of data collection refer to standard references and summarize. Indicate which instruments you used if relevant. Analytical approaches can also be described in the methods chapter. Methods must be presented in the past tense.

- **Results:** Present your information or data in the form of text, tables, graphs maps etc. with a brief description of what you have found. As a general rule use the past tense to describe what you found. Raw data can be included as an appendix. Do not attempt a discussion of your findings at this point. The results present new information.

- **Discussion:** The discussion should draw together your results in relation to the aim, objectives and research questions set out in the introduction. This is where you add to our geographical knowledge base. For this reason you should also relate your findings to the literature that you reviewed earlier.

In the discussion you should also draw attention to the limitations of the research and make suggestions for further research. Limitations should be discussed in terms of the accuracy of the data collection, the size of the data set, spatial and temporal limitations of the sample design, and the degree to which the results are location specific or could be extrapolated to other areas. These are all factors that impinge on the level of confidence with which you can make your knowledge claims.

- **Conclusions:** The conclusions should provide a summary of the whole project and should point the way forward. Do not introduce new material into the conclusions.

- **References:** Give a full set of references used. Do not include references not cited in the body of the report. Refer to the referencing guidelines below as to how to present a reference list.

- **Appendices:** Include raw data or material that you think should be archived. The reader should not have to refer to material in the appendices in order to understand your written document.

- **Style:** Honours research reports should normally be between 6,000 and 12,000 words in length. This includes the reference list but excludes the appendices and preliminaries (contents pages and acknowledgements). Masters and PhD students should read the University’s Higher Degrees Guide for length stipulations.

The text should be in Times New Roman, Times Roman, Arial or Calibri 11 point, fully justified, generally with 1½ spacing.

- The following should be in the font of your choice (see above):
  - *Title*, 14 point bold.
  - *Headings*, 12 point bold.
  - *Sub-headings*, 11 point bold.
  - *Sub, sub-headings*, 11 point italics.
13. Research Ethics and Ethical Approval

All research within the department (Honours, Masters, PhD) and the University needs to consider the Rhodes University Ethics Policy. As a researcher, you have the responsibility to acquaint yourself with the Ethics policies and determine how it may apply to your research. You will then need to make an application for ethical approval before you begin data collection. This application cannot be considered retrospectively. The application will need to go through the Science Faculty Ethics Committee and, if required, the Rhodes University Ethical Standards Committee. To apply for approval you will need to complete the Ethical Approval Application Form and submit this with a brief proposal (specifically outlining your methodology), a copy of your data collection tools (e.g. interview schedule), and consent forms for landowners and interviewees to sign. You can find information about the application process and the documentation needed on the Geography Department – Ethical Approval page on RUConnected. Further information can be found on the Rhodes University Ethical Standards Committee RUConnected page.

14. Referencing

When writing an essay, a report or any other written document, it is necessary to acknowledge correctly all sources of information and ideas. We do this for three reasons:

1. To acknowledge the author of the material;
2. To provide supporting evidence for our statements; and
3. To allow the reader to follow up points of interest.

This means that in the body of the essay or report (the text) we need to make clear links between the information and its source. The citing of the source must be integrated into the normal flow of the text and this can be accomplished in a number of ways as is illustrated in the examples given below.

At the end of the document we provide a Reference List that lists, in alphabetical order, all works that have been cited in the text, together with their full publication details: author, initials, date of publication, title of article or chapter if relevant, title of book, journal, publisher and place of publication. Examples are given below under ‘Compiling a Reference List’.

There are many different referencing styles. In the Geography Department we have adopted a modified version of the Harvard Style that is similar to the one in the South African Geographical
Journal. In order to simplify things, we have deviated from the defaults in the above systems. It is important that you apply the rules for this style in your work. Never mix styles in one piece of work.

13.1. Citing published works in written text

What is citing? Citing involves acknowledging the source of the information that one uses in their own work.

1. *The citation in the text should include author(s) and, the date of publication.* (e.g. Donald, 2009), except where the citation applies to the whole article, chapter or book.
2. When the source is written by *two authors*, refer to both (e.g. Schooney and Martell, 1979).
3. When there are *three or more authors* use the convention *et al.* (e.g. Schooney et al., 1979).
4. *Do not give the authors initials in the citations*, unless you are referring to one of two authors of the same surname.
5. The author may be an *organisation* such as the World Bank, a Government Department or a newspaper.
6. If you cannot find the author replace the name with ‘Anon’.
7. If you cannot find the *date*, replace the date with ‘n.d.’, short for no date.
8. A personal communication should be entered as an author, with “pers. comm.” written in italics (e.g. Bloggs, 2014, pers. comm.).
9. *Do not give the title of the publication in the citation.* This should be contained within the Reference List.
10. *An author cited at the end of a sentence relates to that sentence only*, not the whole paragraph. The full stop should follow the citation; there should be no full stop between the citation and the sentence to which it refers.
11. *You must reference the sources of figures and tables.* Place the reference after the figure or table caption. Here the page number of the source should appear after a colon.
   - Figure *directly copied from source*: Source: Schooney *et al.* (1999: 78).
   - Figure *modified from source* (if you have changed the way the information is presented): Modified from Schooney (2003: 54).
   - Figure *based on source data* (if you have constructed your own map/table/diagram based on secondary data): Based on data from Schooney (2001: 25).
12. *Web-based references* must be cited in the same way as conventionally published material *i.e.* give the author and date. DO NOT include the web address in the citation.
13. *Use quotation marks to denote quotations* and cite the reference at the end of the quote *e.g.* “Chemical weathering is an unseen enemy of buildings” (Schooney, 1994: 5). For a direct quote, the page number MUST be written in the text reference.
14. You may find when writing an essay that *much of the material comes from one or two sources* and it is tedious for both you and the reader if you constantly cite the source throughout the essay. One way round this is to make a general statement in the introduction of the essay or the first sentence of a paragraph with information sourced from one author.
   *e.g.* Plate tectonics is now a well-established theory and many texts deal with this important topic. One such work is that by Skitter and Ponting (2002), which provides most of the background to the following discussion.
   Thereafter you need only refer to Skitter and Ponting when making a specific assertion *e.g.* According to Skitter and Ponting (2000: 23-24), the Yangzte, Amazon and Ganges-Brahmaputra rivers deliver 20% of the water and dissolved matter entering the oceans.
   *This citation tells us that this information can be found on pages 23 to 24.*
An example using the citation rules outlined above is provided below:

To help you to understand this process, examples of in-text citations within this paragraph are shown (Note: the underlined, bold and italic formatting differentiates between methods of referencing; you will use normal text in your essays, WITHOUT the formatting):

- specific assertions are shown as underlined text;
- the thesis/findings/conclusion of the entire paper/article/book are shown in italics;
- a direct quotation is shown in bold.

According to Schooney (1998), chemical weathering is the fundamental factor that accounts for 56% of the building damage in Schoonville. This claim has been disputed by others; for example, Jackson (2000) points out that, although chemical weathering is a factor, it is the lack of application of rigorous building codes that is at the root of the problem. This claim was subsequently tested by Mdaweni and Jackson (2001), who compared damage to buildings of the same vintage, but built by different contractors in Schoonville. They found that buildings constructed by one contractor showed a much higher incidence of damage compared to those built by other contractors, regardless of the size and location of the building in the town (Mdaweni and Jackson, 2001). They concluded that “building practice and proper adherence to building codes are fundamental factors influencing weathering damage to buildings” (Mdaweni and Jackson, 2001: 45). A study by Booyzen et al. (2002) in the neighbouring town of Skalkberg, which involved the same contractors, yielded similar results.

13.2. Compiling a reference list

What is a Reference List? A Reference List is a list of all the sources of information that are cited within the text of one’s work. It gives the necessary detail and information about the source to support its claims and to enable one to access the source if necessary.

Different disciplines follow different styles of referencing. For Geography assignments (an essay, report or other written document) you should follow a modified Harvard referencing style that is similar, but not identical to that used in the South African Geographical Journal (our system is simplified). The system we use is explained in detail below. Further information on citing systems can be found on Rhodes University’s Library website:

http://ru.za.libguides.com/Citing

13.3. Rules for compiling a reference list:

1. A reference list is not a bibliography and must only contain material cited in the text.
2. Complete information should be provided for every reference.
3. Organise the references alphabetically (according to the first author’s surname) without numbering.
4. The initials of authors/editors must appear behind the surname(s). When the author is unknown use the convention ‘Anon’.
5. If there are references to different texts by the same author in the same year label them (a) and (b) in the reference list as done in citations. e.g. Skinner (2000a) and Skinner (2000b)
6. For multiple references by the same author list them by date (i.e. in chronological order).
7. Where an author has published different articles with different co-authors, list the reference alphabetically by the surname of the first author.
8. Do not use ‘et al.’ in the reference list. List all authors’ names fully.
9. Punctuate all references exactly as shown in the examples.
10. Leave a blank line between references.

13.4. Referencing style for conventional published sources

Researchers publish the results of their work in a variety of forms - reports, books, periodicals...
and journals and on the World Wide Web. The way in which the source is cited in the reference list depends on the form of publication as indicated below. The references in the reference list should have a “hanging indent”.

i. **Article in a Journal**
- Do not abbreviate titles of journals
- The only words capitalised in the titles of journal articles are proper nouns.
- *Italicise* the name of the journal, not the title of the article in the form:

  Author(s), Year. Title of Article. *Title of Journal, Volume*(no.), page numbers.

Examples of a reference in a journal are:


ii. **Two Articles Published in One Year by the Same Author**

Distinguish publications by a single author by adding ‘a’, ‘b’ etc. to the year (e.g. 1993a, 1993b).


iii. **Reference to a Complete Book**

Author/Editor(s). Year. *Title (edition)*. City of publication: Publisher.


iv. **Reference to an Edited Book Containing Chapters by Different Authors**

Editor(s). (ed./eds). Year. *Title*. City of Publication: Publishers.


v. **Reference to a Chapter in an Edited Book**

- *Italicise* the name of the book, not the title of the chapter.


vi. **Reference to a Thesis or Dissertation**

Author. Year. *Title*. City of publication: Name of organisation. (type of source) [format of source if it is not a printed version].


vii. **Reference to a Government Publication**


viii. **Reference to an Unpublished Report**


ix. **Reference to a Personal Communications**

Name. Year. Authority’s standing/profession and affiliation. Personal Communication. Date of communication.

x. **Reference to an Internet Source**
   Author. Date (last updated). *Title of page/website.* [Online]. Full URL/Internet address. [date of access].
   http://www.amrin.org/LinkClick.aspx?fileticket=CdgMgTO12AE%3d&tabid=440&language=en-US. [09/01/2014].

xi. **Journal Article Downloaded from the Internet**
   **NB. Journal articles** accessed through the internet should be referenced in the same way as journal articles from the hard copy journal, **UNLESS IT IS AN ONLINE JOURNAL.** You can include the DOI (Digital Object Identifier) number to inform your reader where they can access the journal article online.

xii. **Online Journal**
   http://www.globalresearchjournals.org/fullarticle/51404cb594827. [09/01/2014].

xiii. **Reference to a Map**
   Author(s) or Organisation/Department. Year. *Title, Scale & Map Number (if available).*
   City: Organisation/Department.

   **Note:** **To find an article using a DOI (Digital Object Identifier)**
   When you see a DOI reference to an article on the internet, most of the times you can just click on the DOI in order to access the article (provided you have the needed access rights to the site where the article is located). In case you see a DOI in a print document or when the on-line DOI is not clickable, and you want to access the article, please do the following:
   1. Copy the DOI of the document you want to open (e.g.: doi:10.2991/jnmp.2006.13.4.1).
   2. Go to: http://dx.doi.org/. Enter the DOI in the box provided, and click Go.
   3. The document that matches the DOI citation will display in your browser window.

13.5. **Example of a correctly-compiled reference list**

   **Reference List**

   doi: 10.1002/esp.3219


14. General Matters

14.1. Course Notices
Information about the course will be given to you in three ways: the Geography notice board opposite the practical room (G10), the RUconnected News Forums, and email. Please check all of these regularly. Note that it is University policy to communicate with you by your Rhodes email address (student-number@campus.ru.ac.za).

14.2. Course Evaluations by Students
Student course evaluations may be done at the end of each component and at the end of the course. Please use this time to give us constructive feedback. Administrative problems that arise during the course should be referred in the first instance to the course coordinator. Problems relating to course material should be referred to the lecturer concerned. As a last resort, refer to the Head of Department. You can also raise concerns through your representative on the staff-student committee. Dates of this year’s staff-student meetings are given below.

14.3. Staff-Student Meetings
A meeting to discuss staff-student matters is held once a term towards the end of each term. All teaching staff, senior technicians and student representatives should attend this meeting. Three students represent Geography 1, one for each practical group. Geography 2, 3, Honours and Masters/PhDs are each represented by one student. Representatives will be elected early in the first term. Please find out who your representative is and raise any issues of concern with him or her before the scheduled meetings. Staff-student liaison meetings will be held on the following dates at 1:15pm unless otherwise instructed:

- 22 March 2018; 17 May 2018; 9 August 2018; and 4 October 2018.

It is the responsibility of the class representative to ask the class for issues of concern that they would like to be raised in the meeting. These should be emailed in advance to your course coordinator so that they can be put on the agenda. Staff should email the class representatives if they have concerns that they wish to raise so that these can be discussed beforehand with members of the class.

14.3.1. Common Issues Raised by Students:
- Lecture presentations: clarity, speed, interest;
- Workload: overload, timing of due dates;
- Feedback: is it sufficient, do you get feedback quickly enough?
- Marking: assessment criteria, consistency, fairness;
- Examinations: structure of examinations, mark allocation

14.3.2. Common Issues Raised by Staff
- Poor attendance;
- Poor marks;
- General course progress.

While meetings will normally focus on problem areas, it is also good to give positive feedback where due.
APPENDICES:
EXAMPLES OF DEPARTMENTAL FORMS AND A LOCATION MAP
### RHODES UNIVERSITY – DEPARTMENT OF GEOGRAPHY
### ASSIGNMENT COVER SHEET

<table>
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### PLAGIARISM DECLARATION

*Adapted from the declaration presented in the Rhodes University Plagiarism Policy: [https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf](https://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf)*

- I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one’s own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person’s ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet.
- I acknowledge and understand that plagiarism is wrong.
- I understand that my research must be accurately referenced. I have followed the rules and conventions concerning referencing, citation and the use of quotations as set out in the Departmental Guide.
- This assignment is my own work, or my group’s own unique group assignment. I acknowledge that copying someone else’s assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism.
- I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work.

☐ I give my permission for the assessor of this work to make use of text matching software to check my work for plagiarism.

☐ I have made use of text matching software to check this assignment for plagiarism before this submission.

☐ I understand the contents of the Rhodes University Plagiarism Policy and realise that there are penalties for plagiarism as outlined in the policy document.

Signed:

### MARKING SUMMARY

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<tr>
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Total Deductions

FINAL MARK

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**Departmental Use Only**

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Total Deductions

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Geography Department Location