RHODES UNIVERSITY

EDUCATION DEPARTMENT
2013

GUIDELINES FOR ACADEMIC WRITING & REFERENCING

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A NOTE TO STUDENTS & COLLEAGUES

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

Thank you.
Sally-Ann
January 2013

CONTENTS

1.   INTRODUCTION

This booklet summarizes the general steps in preparing a piece of academic writing, be it a coursework assignment, an article for submission to an academic journal, or a thesis.

While the emphasis is on assignment writing, the general principles apply equally to academic articles and theses.

Assignments are important for two main reasons:

- Firstly, preparing and writing an assignment gives you unique opportunities to acquire or improve upon academic skills and insights;

- Secondly, the marks obtained for assignments contribute to your final result. The year mark is calculated based on all assignments submitted for a particular course.

A good year mark may save a student from failing a course, where the student finds it difficult to write under examination conditions.

In the following sections, each step in preparing a piece of academic writing is dealt with individually, from the time you begin a writing task until you present your final piece of work. An outline of some of the criteria by which tasks are likely to be assessed is also included [see Section 10]. These should give you an idea of what is expected, but please note that, depending on the nature of the task, specific requirements may differ slightly from the guidelines given here. It is up to you to make this judgment, which will become easier with practice.

2.   PREPARING FOR WRITING

2.1. Understanding what is required

On receiving an assignment topic or examination question, the first task is to read and understand thoroughly what is required. For example, if the topic requires a discussion of *current language policy*, there is little point in devoting the greater part of the write-up to *aspects of apartheid education*. The relevance of the subject matter to the question is a very important consideration when assessing any kind of written work.

Remember that tutors give careful thought to their wording of an assignment task or examination question. It is in your own interest to apply equally careful thought in preparing your answer.

2.2. Searching for relevant information

Having grasped what the task requires, your next step (assuming that this is an assignment rather than an examination question!) is to gather and consult reading matter from various sources. Increasingly the World Wide Web is becoming a first source when looking for information on a topic. Lecturers frequently provide lists of recommended readings too, but a keen student will always enjoy going beyond this, supplementing a lecturer's suggestions. *Wide reading* is an essential part of being a good student and a good teacher.

At the tertiary levels of study there is little to be gained, however, by simply reading books from cover to cover as if they were novels. The search for information should be *specific and systematic*. In the early stages of your search, this may not be easy, but it *must* be developed as one of your academic skills.

If you need to find information on, for example, **Vygotsky**, methods you might use include:

i) Web search

Enter **Vygotsky's** name on a search engine site such as Google. (A quick search of Google for entries on Vygotsky produced **2,240,000** sites in **0.35** seconds!)

Depending on what it is you are looking up, you are likely to be swamped with an enormous amount of information, much of which may be of very dubious academic worth. It is important to become a discerning Web Browser! What is better from an academic point of view is to use Google Scholar

(http://scholar.google.com). Google Scholar will lead you to articles that are more credible (rather than risking using someone's "half-baked" college assignment). It allows you to search by author name (particularly useful when you know who the established writers are in a particular field); it can sort articles by date (from most recent); and it will point you towards other more potentially useful databases.

WIKIPEDIA online encyclopedia (http://www.wikipedia.org) is another useful electronic source. It is a peer-reviewed site, is constantly updated, and offers excellent links to other sites.

ii) Text search

Select one of the books from the Reading List provided and look up **Vygotsky**, or any of his known terms (e.g. **'spontaneous' and 'scientific' knowledge**; **ZPD**) in the general list of chapter headings in the front of the book. Also, look up the same

term(s) in the detailed index at the back of the book. While working through a particular book, make numbered notes of the relevant points mentioned on the subject, keeping these as concise as possible, or copy out an extract in full, for possible quotation. (SEE NOTE IN BOX BELOW)

Continue this procedure with other books, making sure that you note each specific book at the top of your draft information sheet. It is also useful to have the book page reference for every numbered point in case you need to check or confirm the information later.

It is essential that you keep a record of where you obtain your information, especially quotations, as you will need this for reference purposes (see the following section on **PLAGIARISM**). There are various ways of storing your reference information - index cards, a computer file etc. - but whatever system you choose, you are advised to keep a *meticulous* record. **An inordinate amount of time can be wasted as you search in vain for forgotten, mislaid, or inadequate reference details**.

MAJOR
FRUSTRATION
…. *%&!#?!

In the case of journal articles, the procedure is similar. In these, however, indexes are seldom provided, and you thus have to read the entire article.

You will end up with several sheets of your own preliminary notes. These numbered information sheets will provide you with the background information necessary for writing your report or assignment.

With this method of reading and acquiring information, you will have worked through a variety of books and articles, and have had an opportunity to compare the views of different authors on the same topic.

> **NEVER MAKE ANY MARKS IN A LIBRARY BOOK**
>
> **NO PEN MARKS,**
> **NO PENCIL MARKS,**
> **NO UNDERLINING,**
> **NO HIGHLIGHTING**
>
> **Not only is this disrespectful to the book itself, it is also highly discourteous to fellow students who need to use the book after you.**

This comparison is important as it greatly assists you in forming a critical appreciation of the ideas offered or discussed.

It is important that you do not accept 'facts' or other people's opinions uncritically just because they have been written down. You should be constantly aware that even widely accepted 'facts' are often disputed or open to question. Remember too that the interpretation of facts (even well-established ones) is frequently also a point of

dispute. Analyse and assess, in the light of your own beliefs, your experience and your common sense, everything you read, no matter who wrote it or what authority is quoted. Nothing is above critical scrutiny. The same approach will be applied to whatever you write, which is why you need to take trouble over it.

3.   AVOIDING PLAGIARISM

3.1. What is plagiarism?

If you try to present someone else's words or ideas as your own, you are guilty of plagiarism. Plagiarism is treated very seriously in universities and in the wider world. You may have heard of the case some years ago when a columnist in the *Sunday Independent* newspaper, Darrell Bristow-Bovey, was found to have plagiarized in his column (and later in a best-selling book he had written). There was a huge scandal about it and he lost his job.

Here is what three famous South African writers have said about plagiarism[1].

> Plagiarism is just plain stealing… worse than that, you yourself have achieved nothing… you will have learnt nothing because you yourself will have not made an effort to develop whatever abilities … you may have. Write in your own words… That is the only way to develop your writing skills. It is no use trying to use somebody else's brains.

Nadine Gordimer has written many novels and short stories. In 1991, she won the Nobel Prize for Literature.

Image Source: http://pragmaticideas.files.wordpress.com/2008/11/gordimer.jpg

> You do not learn to be a writer by taking other people's writing and making them [*sic!*] your own. We all learn by mistakes, by facing them, analyzing them and correcting them.

Mtutuzeli Matshoba writes plays and short stories, and produces documentary films. One of his documentaries *Mandela, Son of the soil, Father of a nation* was nominated for an Oscar Award.

Image Source: http://www.iol.co.za/the-star/sowing-seeds-for-scripts-1.1293264?ot=inmsa.ArticlePrintPageLayout.ot

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1 The quotes from these three authors came from an article in *Upbeat* magazine (7, 1983,adapted)
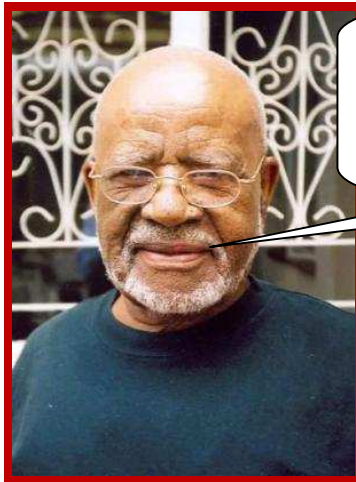
You should see plagiarism as theft. A thief cannot feel proud of writing that he or she has stolen from another author pretending that it is his or hers …

Es'kia Mphalele was a university professor who lived in exile in America for many years. He returned to South Africa in 1977. Professor Mphalele wrote several books, one of his best-known novels being *Down Second Avenue.*

Image Source: http://www.africansuccess.org/docs/image/Pg-40-Mphahlele_66156t.jpg

3.2. The consequences of plagiarism

In universities, there are very serious consequences if you are found to have plagiarized. Your work will be returned to you with a mark of zero; you may even be expelled for academic dishonesty. Here is the University's official definition of '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 ones 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][2]

Usually students know that they are plagiarizing, but sometimes they stray across the line without realizing it. In the Education Department, there was a case of a student who drew heavily from a particular book in her thesis. Ranging over several pages in her thesis, she paraphrased ideas from the book interspersed with direct quotes, all acknowledged with references. The examiner felt that she had plagiarized because there was too much paraphrase and some of the paraphrase was too close to the original text; furthermore, the student had relied too heavily on a single source. Luckily, the examiner felt the student had not deliberately set out to plagiarise, and she was allowed to re-write the chapter. However, it undoubtedly affected his evaluation of her work.

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2 The University's policy on plagiarism can be found at
https://www.ru.ac.za/documents/Academic%20Planning/plagiarism_policy.pdf

In any piece of academic writing, you are expected to provide evidence that you have read widely. However, you <u>must</u> give credit to the original authors of what you have read by acknowledging your sources. If you fail to do this, you are guilty of plagiarism.

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

Example 1:
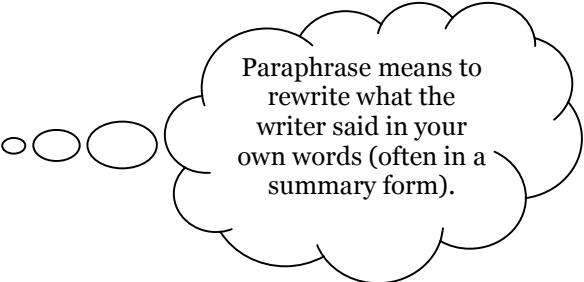
According to Wong-Fillmore, patterns and routines are important features of lessons that work for language learning (1985).

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).

Never use a writer's exact words without putting them in inverted commas and providing a page reference. If you paraphrase 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.

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

Full referencing details for each source used in a write-up must be provided in your Reference pages at the end of an assignment, journal article or thesis.

Example 3:
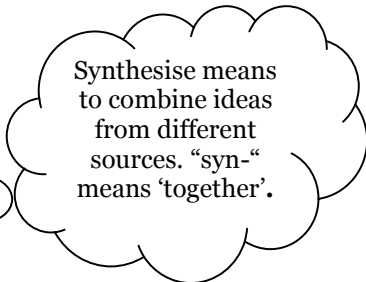
Wong-Fillmore, L. (1985). When does teacher talk work as input? In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 17-43). Rowley, Mass: Newbury House.

Finally, every source listed on your Reference pages must appear within the text.

See Section 11 for detailed guidance on how to reference. Your lecturers will expect you to use this referencing system.

3.3. How to avoid plagiarism

- As you read articles and books, take notes *in your own words*. If you want to write down something in the writer's words, put them in inverted commas and make a note of the page reference.
- Practise paraphrasing.
- Always make sure you keep the full reference of everything you have read. You can keep your references in a card index or in a file on your computer.
- Synthesise your notes from different readings using a mind map or a table. This will help you to *work with ideas* from your readings rather than simply reproducing them.

> Synthesise means to combine ideas from different sources. "syn-" means 'together'.

- Plan your write-up before you start writing. Make sure you have your own clear line of argument. If you do this, you will be less reliant on a particular reading and not so likely to be tempted to plagiarise from it.
- As you write up, work from your notes rather than directly from readings. If you work directly from readings, you may be tempted to plagiarise.
- Manage your time! It is when you leave things to the last minute that you are tempted to plagiarise.
- Remember that the more fully you <u>understand</u> an argument, the more easily will you be able to express it in your own words.

The following statement must be copied, signed and attached to <u>all</u> assignments:

DECLARATION OF ORIGINALITY

I, _____ (name) 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)

Several copies of this statement are provided for your convenience in Appendix 4 of this booklet.

If you are submitting a thesis for examination, you will be required to complete the following form and present it with your thesis.

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: …………….. Part: ………………. 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

4.   TIME MANAGEMENT

It is vital that you *plan* to ensure that you get all your written tasks completed by due date. There are sometimes genuine, acceptable grounds for a student not being able to submit on time, but simple failure to manage your time adequately is NOT an acceptable reason for late submission. If you find yourself in difficulty, it is important that you seek help as early as possible. The following procedure is suggested.

i)   In the first instance it may simply be that you have not thought through the task carefully enough, or read widely enough around the topic. In this case, keep at it a while longer and you may well find that the pieces start falling into place.

ii)   If you are still in difficulty, you might try to discuss your problems with one or two of your classmates. Perhaps the experience of sharing your thoughts around an issue, or alerting one another to useful reference sources, will unlock the necessary understanding.

iii)   If you are still a little lost, now is the time to make an appointment to see the relevant member of the teaching staff. Remember though, that staff members have many other responsibilities. Before you approach a staff member for this kind of assistance, make sure that you *have* done your homework thoroughly. If you have not, read i) above!

iv)   Tutors in the Education Department are very willing to help their students. It may be, however, that the nature of your problem is such that they simply do not feel they have the time, or even the expertise, to give you the help you need. In this case, they may refer you to the person specialising in academic development.

5.   ASSISTANCE WITH ACADEMIC LITERACY

In the Education Department, we have our own Academic Development [AD] person. If any of your lecturers feel that you would benefit from assistance with your academic work they will refer you to this person. However, there is nothing to stop you from going directly to the person if you feel you need help. Do not delay seeking assistance if you are having difficulties.

6.   WRITING UP

6.1. Structuring

A.   Structuring an assignment

Before writing up an assignment, it is essential to plan. Masses of facts are often thrown together with neither cohesion nor logic in their arrangement. A *systematic arrangement* of facts and ideas is essential if a piece of writing is to convince the assessor that you are fully conversant with the material you present.

If you look at guidelines on assignment structuring, and at most published papers (in academic journals) you will find that in broad outline they usually (but not always) have three main parts: an introduction, the main discussion or central argument and the summary or conclusion(s). What follows here is a set of general guidelines for structuring an assignment.

i)   The introduction
(About 10% of text)
This is relatively brief and serves to *orient* the reader, often giving an overview of the problem followed by a brief review of the contents to follow. (It is sometimes useful to leave writing the introduction until the main body of the assignment is written in draft form.)

ii)   The main body
(About 75-80% of text)
In this section the *relevant* facts, opinions and arguments are presented and *discussed*. It is helpful to divide your work into sections here, each of which is introduced by a heading and sub-headings (as in this document). Your numbered information sheets will provide you with some initial guidelines as to how your work can be divided up or arranged. You will normally have to make a decision from a number of possible approaches. Having made your decision, you should find it a relatively simple matter to write a *rough* draft from your numbered information sheets.

iii)   The summary/conclusion(s)
(About 10-15% of text)
Having dealt with the main subject matter, it now remains for you to give a *brief summary* of the salient points drawing your various arguments together to form a conclusion. You may have several concluding points, for example, a major conclusion with several minor or subordinate points. This is a very important part of any written work and it is the point at which you need to stop and think carefully before drawing your ideas together. Sweeping generalisations*, non-sequiturs* and unsubstantiated conclusions are unacceptable, and will weaken your entire presentation.

iv)   Illustrative material
Illustrative materials (Tables, Graphs, Diagrams, Maps and Photographs) are a frequent requirement in educational writing. Their possible use and placement should be formulated and noted at the planning stage of an assignment. Note that illustrative materials can be used either to summarise data given *or* as an alternative to a long discussion or description. Unless it forms part of an appendix, illustrative material must be incorporated into the text. It should be placed as near to the relevant text matter as possible and should always be referred to in the text. Frequently the results or patterns shown require discussion and explanation. Avoid including illustrative material merely for decorative purposes.

(a)   Tables

In the case of tables, the label **'Table'** is used and is written **above** the table.

TABLE 3:   2012 Science test scores by age and gender for Makana Intermediate Phase Schools

	Learner Age Group **[in years]**			
Gender	**8**	**9**	**10**	**11**
Boys	99	94,5	91,7	82,9
Girls	98,8	95,5	74,3	71
Both genders	99	95	83	77

A table should never extend onto a second page *unless* it is of a size that requires two (or more) pages. If your write-up is nearing the end of a page and you need to insert a table, it is better to leave the end of that page blank and begin with your table on the next page.

(b) Graphs, diagrams, maps

Here the term '**Figure**' is used, the title being written **below** the actual figure itself
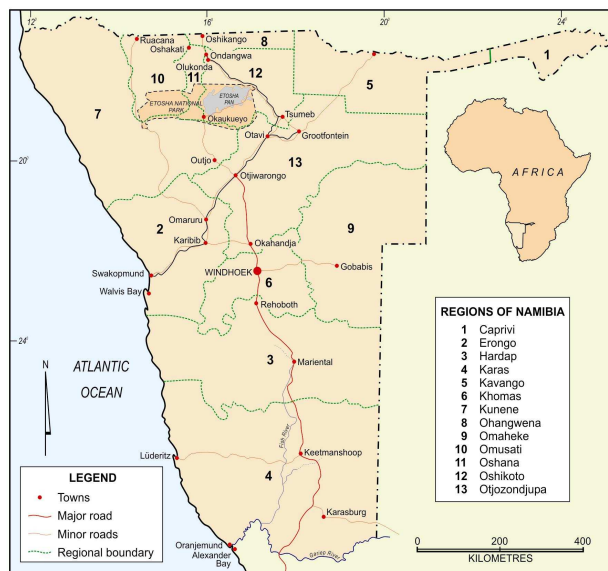
Remember that, as with any part of the text, unless *you* have created the illustrative material, its source *must* be acknowledged - again to avoid plagiarism.

If you have re-arranged the original material in any way (e.g. shortened it or given a new emphasis to certain figures), you write: (Adapted from Njuza, 1997, p. 27) as your reference.

Figure 1: **Regions of Namibia.**
(S. Abraham, 2006. Graphics Services Unit, Rhodes University, Grahamstown.)

(c)   Photographs and other pictorial material

Normally a photograph would have the word '**Photo'**, the photographer's name, and the date on which the photograph was taken in brackets.

"Portrait of the eager learner
as a young man"
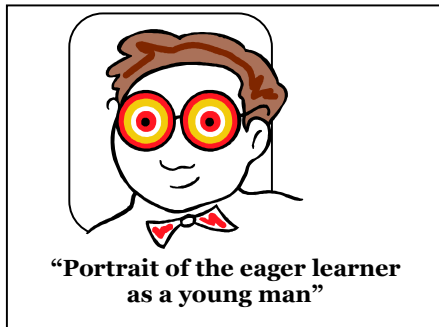
(Photo: Karsh of Ottawa 1931)
[**Source:** ClipArt, MSWord 2002]

v)   Reference pages

This should be at the *end* of your write-up. Failure to present a list of reference sources will usually result in your work being returned to you unmarked. The final section of this booklet outlines how to compile a list of references.

vi)   Appendices

An appendix is often added to the end of a piece of work in order to include additional material, which expands upon that contained in the text (e.g. additional explanatory material that is useful, but not essential, to the completeness of the work).

B.   Structuring a thesis

The structure of a thesis is different. It is a much bigger piece of work. In general it comprises 6 main sections (chapters):

- introduction;
- literature review;
- methodological discussion and description;
- presentation of research findings;
- discussion of research findings;
- concluding discussion.

The University's Higher Degrees Guide provides guidelines on what should be included in each of these thesis sections. Final decisions about thesis structure will be negotiated between each individual student and his/her supervisor.

6.2. Writing a first draft

Once you have completed your reading and made notes, your work should have taken some form. You can commence your *first draft*. Several drafts are usually needed. In addition to checking for correct use of English, several other factors will need attention, such as the re-arrangement of the material into coherent form, the placement of illustrative material, and the checking of references.

With each draft re-read and critically evaluate your work in order to make sure that it reads well and coherently. While it is not possible to simplify some technical terms, assignments should generally be written in *simple, concise language*. Avoid jargon and clichés (see Section 7vi).

> **USE YOUR DICTIONARY!!**
> Incorrect spelling and words used inappropriately detract from any written work. In the teaching profession, correctness in such matters should be regarded as especially important.

7. SOME CONVENTIONS IN ACADEMIC WRITING

i) Paragraphing

A paragraph is made up of a group of closely related ideas. Ideally, the first sentence of a paragraph should give the reader an indication of what the paragraph is about. Paragraphs should build sequentially and systematically towards a tightly integrated whole.

Separate your paragraphs clearly by leaving a blank line between each one.

ii)   Use of the first person

There is some debate about whether or not academic writing should be written in the first person.

The argument used to be that because it is *understood* that your written work represents your own findings and viewpoints 'I' ('the first person') should be used sparingly, if at all. Much can be achieved by the use of the passive tense (e.g. " ... *once the research had been carried out, the data were analysed and ...*"). Alternatively, words such as 'the author' or 'the writer' or 'the researcher' could be used.

These days, however, and perhaps especially in the social sciences, it is seen as more 'authentic' to write in the first person (e.g. *I believe .../ I found .../ My research seems to indicate ...*).

The Department recommends that you use the approach with which you feel most comfortable, but *be consistent*.

iii)   Gender-sensitive language

It is important that you are sensitive to the question of gender in your writing. A number of conventions have arisen to deal with this. It is important that you inform your reader of how you intend to handle the gender issue in your writing. Where the sex of a person is known, obviously you will use the appropriate pronoun. Where, however, it is not specified, you may choose one of the following three methods:

- *either* make a statement to the effect that you will - for convenience - use only one gender throughout;

- *or* use the somewhat cumbersome, but frequently preferred dual 'he/she' form throughout;

- *or* use plural pronouns (they) throughout so that gender specification becomes unnecessary.

Whichever method you select, use it consistently.

iv)   Footnotes

In general, *avoid* footnotes. If you *do* use them, they should be of one type only: a footnote to *add information* to the main body of the text. Examples of these might be: a fuller quotation than is warranted in the essay itself; a set of figures or simple statistics; an explanation or definition of a word; further information on the author of a book you have read, which could add to or modify the views which you are considering. These 'information footnotes' should be used sparingly. [See also the note on Appendices (Section 6.1.vi). An Appendix may in fact be a more appropriate means of presentation than a footnote - especially for bulky items.]

Do **not** use footnotes or 'side-notes' to give reference details of the book or article you are citing. Use the Department's recommended reference citing system instead. This is outlined in detail in Section 11.

v)   Use of italics and bold text

Italics are used to identify a foreign phrase (e.g. 'Johanssen is said to have displayed great *joie de vivre*') and points of emphasis (e.g. 'It is considered *very* poor taste to fall asleep in lectures'!). Alternatively, **bold** print may be used to indicate emphasis. It is recommended that the latter purpose (i.e. for emphasis) be used sparingly to avoid giving one's readers the impression of being constantly '***shouted'*** at.

Italics may also be used when a book title is mentioned in the text, (for example, 'In the following section Es'kia Mphahlele's *Down Second Avenue* will be discussed').

Use **bold** to highlight headings and subheadings.

vi)   Things to avoid

clichés

A cliché is a phrase that is so 'overworked' that it is boring (as well as being painfully obvious). This includes ideas or phrases that have been used so much that they are no longer effective or meaningful, or are used mindlessly as an alternative to more carefully chosen words or phrases.

jargon

Jargon usually refers to pretentious terminology that obscures meaning. Jargon may also involve technical, specialised terminology, understood by insiders, but unintelligible to outsiders. Longman's Online Dictionary of Contemporary English (LODCE) defines it as "words and expressions used in a particular profession or by a particular group of people, which are difficult for other people to understand." The term 'jargon' is "often used to show disapproval, for example: *Keep it simple and avoid the use of jargon*" (LODCE).

non-sequiturs

These statements do not seem to be connected in a reasonable or sensible way with what was said before. In other words, they do not follow logically from a previous statement or argument, even though they may give a superficial appearance of doing so (<u>Latin</u>: *non sequitur* = 'it does not follow').

slang

This is casual, informal, sometimes offensive, language (for example, using words such as '*kids*' instead of 'children' or 'learners'). Another important point about slang is that it tends to be local, and to be temporary. These provide good reasons for avoiding slang in scholarly writing. Your writing should be easily understandable to any English-speaking reader in the world and should be just as easily understandable 50 years after it is written. If you use slang, you certainly will not achieve the worldwide, timeless clearness.

sweeping statements and overgeneralisations
These are statements which are valid 'up to a point', but which have been generalised so far that they can no longer be accepted as valid (e.g. "*Pupils from broken homes always have emotional problems*").

repetitiveness
You should always guard against repetitiveness in your writing. Remember that your reader(s) will, in the great majority of cases, be paying close attention to your text. He or she will not enjoy being told the same thing twice (or three times – or four times …), and will conclude that you have not given sufficient attention to the need for concise, brief, sharply focused writing.

If you need to refer to a point or argument, you have made earlier in your text, you should write, "As has been noted …", but do not repeat the argument in any detail.

Tautology is a particular form of repetition. A typical definition of tautology is completely unnecessary repetition where a person says the same thing twice, using different words or phrases (e.g. *the guests arrived one after the other in succession*; *She sat alone by herself*) (Latin: *tauto*- = 'the same').

vii)   Foreign abbreviations & phrases

Below are some phrases that you may encounter in the literature. Many are now outmoded, or considered pretentious, but it is useful to be familiar with their meanings.

We recommend that in your own writing you use only the abbreviated phrase **et al.** and ***[sic]***.

Notice that all these terms - except 'et al.' - is *italicised* as is conventional for words, or phrases, which have been 'imported' from another language.

et al.: used after a name or list of names to indicate that other people are also involved.

***ibid*.**: (*ibidem*) Latin for 'in the same place', used to indicate that a comment or view comes from the same passage or text as the one cited previously.

inter alia: 'among other things'.

op cit. (opere citato): Latin for 'in the work cited'.

per se: 'by, or of, itself', intrinsically.

prima facie: based on what seems to be so, without further or deeper investigation.

Qua: 'as'.

[sic]: Latin for 'so', indicated in square brackets [sic] in or after a quotation, guaranteeing the accuracy of transcription of an expression or form about which the reader may have doubts.

sine qua non: an essential condition, a thing that is necessary.

8. PHYSICAL PRESENTATION

The final copy of your submitted work should contain no errors of any kind.

i) Headings and title
At the top of the first page, give your name, course, tutor's name and the date on which you are handing in your work. The following pattern is frequently used:

Joseph de Tergent	**BEd(Hons)**
14 February 2013	**Lecturer: Dr Fazier Logic**

Sociology of Education
ASSIGNMENT ONE
The influence of 'culture' on educational outcomes

> **You may wish to include a brief outline of your assignment structure. This should be either on the front page or on the next page. It should be in point form and set out like the contents page of a book.**

INTRODUCTION

Blah. Blah blah blah blah … and then again blah blah blah blah, so forth, and so on …. until the end of time.

> **If it is a thesis that you are writing, see** APPENDIX 3 **. A sample title page is provided here.**

ii) Length
A limit is often set on the length of a written task. For example, 8 typed pages, or – in the case of a half-thesis, 50 000 words. This limit *must* be observed. Its purpose

is to ensure relevance and a succinct style without vagueness or 'padding'. A limit also allows the marker time to give sufficient attention to your work. By exceeding the limit, you are claiming more than a fair share of an assessor's time. Failure to observe a prescribed limit is often penalised. Remember too that 'maximum length' is *not* a target; many excellent pieces of writing are concluded well before maximum length is reached. Writing within a limit is also a useful training for examinations where you don't have time to "waffle" (i.e. to write in a long-winded, vague way)!

iii)   Formatting

All assignments, and – of course – theses, should be word-processed, using 12-point Times New Roman or Calibri font and one-and-a-half line spacing. To ensure that the correct spacing conventions (for both in-text referencing and for the Reference pages at the end of the piece of work) are maintained, use only left-margin justification.

iv)   Fastening

When you have completed your work, staple its pages together.

and so on a | **so forth and** | **on and so f** | **and so on a** | **so forth and** | **on so on** *ad* | *infinitum* …

4

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**Number your
pages!!!**

9.   FINAL CHECKING

Read over your completed work and correct any errors. Your lecturers should NOT need to correct errors in punctuation, spelling, grammar or lapses from accepted conventions for written work.

Please note that lecturers are entitled to refuse to mark shoddy work which does not comply with the major requirements outlined in this handout.

Before submitting a piece of written work,

you are advised to check that:

- your name, course and name of your lecturer are on the front page.

- you have checked all spellings by using a **dictionary/spell check** (set for <u>English. U.K.</u> spelling).
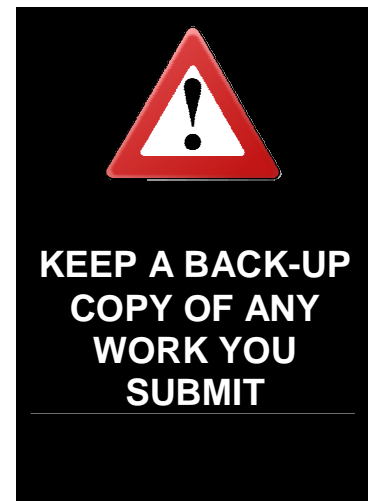
- you have read your write-up carefully at least **twice** to make sure that you have avoided all errors that you can correct yourself. It is a good idea to get a friend or colleague to read over your work for you.

KEEP A BACK-UP COPY OF ANY WORK YOU SUBMIT

10. ASSESSMENT

10.1 Assessment of assignments

i)   Assessment time

Lecturers in the Department will generally return your marked work to you within FOUR weeks of date of submission. If, for any reason, their commitments prevent them from doing so, they will discuss this with you.

ii)   Assessment proforma

Many lecturers use Assessment proforma. To give you some idea of what proforma look like, an example from one used for a BEd (Hons) assignment is included (see Appendix 1). A proforma can be very helpful to you in your writing-up. It provides a useful checklist against which to make sure that you have met the key requirements for a particular task.

10.2 Assessment of theses

Thesis supervisors will give their students clear guidelines on the assessment of theses. However, as a rule, a thesis will be assigned one internal examiner (a colleague within the university, often within the same department as the supervisor) and one or more External examiners (these will be experts in the particular research area of the thesis from other academic institutions).

See Appendix 2 for the assessment guidelines provided to examiners of a typical Rhodes MEd thesis.

10.3 The University's assessment categories

Rhodes University uses the following categories in assessing students' work:

PASS		FAILURE	
1	75%+	F1	45-49%
2A	70-74%	F2	30-44%
2B	60-69%	F3	0-29%
3	50-59%		

10.4 Assessment criteria

Each lecturer has his or her own way of assessing, and will give you specific guidance as to the kinds of things he or she will be looking for. As a *rough* guide to the marking process, however, your work will be graded in terms of the following very broad criteria:

First Class Pass (1) **(DISTINCTION)**
   Outstanding coverage of relevant material; critical argumentation; sound organisation; creative and original presentation.

Upper Second Pass (2A)
   Competent coverage of relevant material; evidence of insight; satisfactory organisation.

Lower Second Pass (2B)
   Satisfactory coverage; moderate integration; at least some originality.

Third Class Pass (3)
   Adequate coverage; arguments sometimes lacking clarity and theoretical insight; areas of confusion; repetition of lectures; just enough comprehension indicated to pass.

Fail (F1-F3)
   Level of argument poor; not well organised; no analysis; narrow, simplistic, confused, etc.

11. 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]

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).

Your acknowledgement of other writers' work needs to appear **twice** in your write-
up: firstly, ***in the text*** of your write-up, as outlined in **Section 11.1**; and secondly
at the end of your write-up in the REFERENCE LIST, as outlined in **Section
11.3**.

There is a variety of referencing systems. The system outlined here in this booklet is
that of the American Psychological Association (APA). The APA system is the one
that the Rhodes University Education Department would like its students to use.
The examples given in this booklet cater for the types of reference materials used in
the Education Department. A copy of the APA's ***Publication manual*** is available
in the University's Main Library should you have any referencing concerns not
covered in this booklet.

In 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 observing an important academic principle. 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 for themselves should they so wish.

11.1. 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 identify and locate the original sources in
the **Reference List** you provide at the end of every piece of academic writing you
do.

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3 ***Publication manual of the American Psychological Association*** (5th ed.). (2001).
Washington: American Psychological Association.

i)   **Acknowledgement of sources**

a)   At the end of a quote, the author, the date of publication and the page reference are given in brackets. The abbreviation "**p.**" for page ("**pp.**" for pages) is lowercased.

> **Example:**
> **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), simply write **unpaged** *inside your brackets.*

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

> **Example:**
> **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.

Where the author's name is not mentioned in the introductory phrase, the author, date and page are given together at the end.

> **Example:**
> **Many problems in secondary school were believed to be a result of over-reliance on teacher-centred teaching strategies (Khumalo, 2006, p. 60).**

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 providing page numbers.

ii)   **Presentation of in-text quotes**

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

> **Example:**
> **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 (three lines or more) should be set apart from your text. Leave a *blank line before and after the quote*, and *indent* it. Do <u>not</u> use quotation marks.

Example:
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. 71)

iii) Conventions for in-text quotes

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

a) 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.

Example:
"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). ✓

"[t]he fact that an ESL student is …" (Leki, 1992, p. 28). ✗

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

Example:

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) 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) If you omit words from a quotation, use an ellipsis to indicate 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 (…).

Example:
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).

d) You will have noticed that in the 'lead-in' to the quotations above the *past tense* is used:

It has been suggested ... / Khumalo ... **insisted ...** / Leki **argued ...**, etc.

The reason for using the past tense in relation to an author's arguments is that it is possible that in the time between the writing of the text to which you have referred and *your* writing, the author may have changed his or her views on the subject. As a courtesy, you should allow for this possibility.

e) If you have **authors with the same surname** arrange the authors in date order earliest to latest:

e.g., **(Smith, 2005)** comes before **(Smith, 2008)** ⇨ **(Smith, 2005; Smith, 2008)**

f) If you have cited **more than one text published by the same author in a single year** you need to annotate them as follows:

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

g) If you are listing more than one author with different surnames in text, list them in date order, *not* alphabetically:

e.g. **(Watson, 2003; Hope, 2006; Crick, 2009)**

h) If you are reading a book by, for example, Mwamwenda, and Mwamwenda either **cites or quotes another author** (for example, Omari), and you cannot find the original (Omari) text, you must reference your work as follows:

(Omari, as cited in Mwamwenda, 1989, p. 25) or **(Omari, as quoted by Mwamwenda, 1989, p. 25).**

Only the book or journal **you have used** should be included in your List of References.

i) It may sometimes be useful when you want to draw attention to a particular text cited in a book or journal article (as in h), above) to provide the publication date of this cited text. This may be because you want to draw attention to the fact that this particular text was published some considerable time ago, or perhaps because it was published at an especially significant time. In such circumstances your in-text reference should read as follows:

(Cook (1917), as cited in McKellar, 2001, p. 47) or **(Cook (1917), as quoted by McKellar, 2001, p. 47).**

Please note that *only* the McKellar text should be included in your List of References.

j) If you have used an article from an *edited* book, chapter from which you are quoting and *not* the editor should appear in your

text.

k)   When a reference source has **two** authors, always cite both names every time the reference occurs in your own writing. When three, four or five authors write a reference source, cite all of the authors the first time you use the reference in your writing. Thereafter include only the surname of the first author, followed by et al. (not italicized). After the first reference to a text, (for example, **Cohen, Manion & Morrison, 2000**) you subsequently refer to it in-text using et al. Therefore, in the case of the Cohen, Manion and Morrison example, it would become simply (**Cohen, et al., 2000**).

> Note that '**&**' (ampersand replaces the word '**and**' for bracketed in-text referencing for a text with two or more authors.

When a reference source has **six or more** authors, cite only the surname of the first author, followed by et al. [see second example under 11.3.A(i)(b)].

> **NOTE:** You may only use et al. in a LIST OF REFERENCES if there are **more than** six contributing editors or authors.

l)   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: [italics 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* [italics added] **and stylized interview, or interview by proxy" (Walker, 1985, p. 91).**

m)   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).

n)   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 write-up 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 accurately acknowledge every single reference source you use.

Some names used in the foregoing explanation, we made up (i.e. Jones, Khumalo, Matakali, Smith and Watson). The others are all genuine reference sources. Herewith, therefore, their *full* referencing details.

LIST OF REFERENCES

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge/Falmer.

Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Portsmouth, NH: Boynton/Cook Publishers.

Mwamwenda, T. S. (1989). *Educational psychology: An African perspective*. Durban: Butterworths.

Walker, R. (1985). *Doing research*. London: Methuen.

Whitty, G. (1981). Curriculum studies: A critique of some recent British orthodoxies. In M. Lawn & L. Barton (Eds.), *Rethinking curriculum studies* (pp. 13-26). London: Croom Helm.

11.2. 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 reference 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 the production of your own piece of writing. In so doing, not only are you *acknowledging* this contribution, but you are also protecting yourself from the risk of being seen to have plagiarized. 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 Department 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 adhere to this system for all the written work you do in the course of your academic studies with us.

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 (usually on an inside cover, and entitled: "NOTES TO CONTRIBUTORS").

The accuracy of a student's Reference page(s) 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 etc.).

BE **VERY** CAREFUL WHEN YOU DO YOUR IN-TEXT REFERENCING:

○ MAKE SURE YOU SPELL THE NAMES AND CITE THE DATE ACCURATELY.

○ MAKE SURE YOU DO NOT INCLUDE REFERENCES IN YOUR FINAL REFERENCE LIST, WHICH HAVE NOT, IN FACT, APPEARED IN YOUR TEXT.

SOME POINTS OF PROCEDURE …

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 double-spaced.

3. Authors should be arranged in *alphabetical order*, with surname, initials, and date of publication appearing at the beginning of each entry.

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

5. Each piece of information is separated by a punctuation mark, and the entry is completed with a full stop.

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 using a word processor, **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 all your references will be out of alignment.

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

9.   *Italicise* book or journal titles.

10.   Where the text you are using is a **reprint**, give the first date of publication mentioned. Where, however, you have used a subsequent edition (2nd ed., 3rd ed. etc.) give the most recent edition date (see example 4.1(iii)).

11.   Where numerous places are mentioned (e.g. **London, Toronto, New York**) use only the first place mentioned (in this instance, **London**).

12.   Reduce a publisher's name to its simplest recognisable form. For example, **John Wiley & Sons Limited** should be written merely as **Wiley**. Be consistent. Use only one form for a particular publisher throughout your list. (For example, use either SAGE or Sage Publications or Sage consistently, not a mix-&-match of these variations!).

13.   To assist you, the **in-text citing** of reference sources for each of the examples in Section 11.3 is provided in the column on the right of the page.

11.3 Reference list entries for different kinds of texts

A. BOOKS

(i) Reference to an entire book

(a) Books with one author:

Hartshorne, K. (1992). *Crisis and challenge: Black education 1910-1990*. Cape Town: Oxford University Press.	(Hartshorne, 1992)
Mwamwenda, T. S. (1989). *Educational psychology: An African perspective*. Durban: Butterworths.	(Mwamwenda, 1989)

(b) Books with more than one author:

> NOTE THE RULE: Up to, and including, <u>six</u> authors are listed. Thereafter use et al. in your List of References. <u>See second example below</u>.

Murray, S., & Johanson, L. (1989). *Write to improve: A guide to correcting and evaluating written work*. Randburg: Hodder and Stoughton Educational.	(Murray & Johanson, 1989)

Note the comma (,) before the ampersand (&)!

Bilton, T., Bonnett, K., Jones, P., Lawson, T., Skinner, D., Stanworth, M., et al. (2002). *Introductory sociology* (4th ed.). London: Macmillan.	(Bilton, et al., 2002)

(ii) Reference to an edited book

(a) Books with only one editor:

Ethelbridge, P. (Ed.). (1991). *Multilingual education: Implications for second language teaching*. New York: Jaeger.	(Ethelbridge, 1991)

(b) Books with joint editors:

Hustler, D., Cassidy, A., & Cuff, E. C. (Eds.). (1986). *Action research in classrooms and school*. London: Allen & Unwin.	**In text for the first time:** (Hustler, Cassidy & Cuff, 1986) **Thereafter:** (Hustler, et al., 1986)

(c) Articles in an edited book

Ellis, R. (1987). Using the English medium in African schools. In D. Young (Ed.), *Bridging the gap between theory and practice in English second language teaching* (pp. 82-99). Cape Town: Maskew Miller Longman.	(Ellis, 1987)

Piaget, J. (1970). The stages of the intellectual development of the child. In P. H. Mussen, J. J. Congor & J. Kagan (Eds.), *Readings in child development and personality* (2nd ed.) (pp. 291-302). New York: Harper & Row.	(Piaget, 1970)
Mda, T. (2004). Multilingualism and education. In L. Chisholm (Ed.), *Changing class: Education and social change in post-apartheid South Africa* (pp. 177-194). London: Zed Books.	(Mda, 1987)

(iii) Reference to a later edition of a book

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge/Falmer.	**In text for the first time:** (Cohen, Manion & Morrison, 2000) **Thereafter:** (Cohen, et al., 2000)
Strunk, W. (1979). *The elements of style* (3rd ed.). New York: Macmillan.	(Strunk, 1979)

(iv)   Reference to a book with no author or editor

Caring for the earth: A strategy for sustainable living. (1991). Gland: IUCN.	(Caring for the Earth, 1991)
College bound seniors. (1979). Princeton, NJ: College Board Publications.	(College Bound Seniors, 1979)

(v)   Reference to translated books

> Books translated from another language should include the last name and first initial of the author, followed by the year of publication and book title. The first initials and last name of the translator and the notation 'Trans.' should then be included in parentheses. Next provide the location, publisher and a note of the original date of publication.

Freud, S. (1914). *The psychopathology of everyday life*. (A. A. Brill, Trans.). London: T. Fisher Unwin. (Original work published 1901).	(Freud, 1914)

(vi)   Reference to an article in an encyclopaedia

Bergmann, P. G. (1993). Relativity. In *The new encyclopaedia Britannica* (Vol.26, pp. 501-508). Chicago: Encyclopaedia Britannica.	(Bergmann, 1993)

B. JOURNALS and PERIODICALS

(i)   Reference to an article in an academic journal

Murray, S. (1990). Facilitating active participation and critical thinking in the English classroom. *ELTIC Reporter*, *15*(1), 3-13.	(Murray, 1990)

> Note that the **volume number** for a journal is *italicised.*

Kristensen, J. O. (1999, September). Reform and/or change? The Namibian broad curriculum revisited. *Reform Forum*, 28-35.	(Kristensen, 1999)
Spady, W. (2005). Teachers must take charge. *The Teacher*, *10*(5), 15.	(Spady, 2005)
Stoker, J., & Robertson, S-A. (1989). Computers as a medium for learning in the primary school: Perceptions of a group of black South African primary school teachers. *South African Journal of Education*, *9*(2), 371-375.	(Stoker & Robertson, 1989)

(ii)   Reference to an article from an electronic journal

Janetzko, D. (2000). Processing raw data both the qualitative and quantitative way. *Forum: Qualitative Social Research*, *2*(1). Retrieved January 7, 2001, from http://qualitative-research.net/fqs-texte/1-01/0-oijanetzkp-e.html	(Janetzko, 2000)
La Rosa, S. M. (1992). Marketing slays the downsizing dragon. *Information Today, 9*(3), 58-59. Retrieved January 15, 1999, from UMI/Business Periodicals Ondisc.	(La Rosa, 1992)

> **For further examples of how to cite electronic reference sources, see Section I(i)-(viii) (below).**

(iii)   Reference to a newspaper article

Taunyane, L. (1986, September 16). Dealing with the betrayal of the essence of education. *The Star*, p. 4.	(Taunyane, 1986)
Where no author is provided: Mandela praises policeman for courage. (2005, December 8). *Eastern Province Herald*, p. 3.	("Mandela Praises Policeman", 2005)

C.   CONFERENCE PROCEEDINGS

(i)   Contribution to published proceedings

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). Cape Town: Juta.	(Morrow, 1996)

(ii) Proceedings published regularly

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), University of Cape Town, 12*, 983-987.	(Stevens, 2004)

D.   UNPUBLISHED MATERIAL

(i) Reference to an unpublished paper presented at a meeting

Janse van Rensburg, E. (1992, February). *Psychology in environmental education*. Environmental Education Seminar, Natal University, Psychology Department, Durban.	(Janse van Rensburg, 1992)

(ii) Reference to a poster session

Ruby, J., & Fulton, C. (1993, June). *Beyond redlining: Editing software that works*. Poster session presented at the annual meeting of the Society for Scholarly Publishing, Washington, D.C.	(Ruby & Fulton, 1993)

(iii) Reference to university lecture notes

Wilmot, D. (2004). (Graphicacy: A neglected dimension). PGCE lecture notes, Rhodes University, Education Department, Grahamstown. **(As the notes are untitled, use brackets (~~~) to describe them.)**	(Wilmot, 2004)

(iv) Reference to an unpublished research report

Govan R. (2001). *Gender attitudes towards computers*. PGCE research report, Rhodes University, Education Department, Grahamstown.	(Govan, 2001)

(v) Reference to an unpublished thesis

Mostert, O. (1992). *An evaluation of the use of computers in a South African primary school*. Unpublished master's thesis, Rhodes University, Grahamstown.	(Mostert, 1992)
Irwin, P. R. (1993). *Environmental education in Bophuthatswana with particular reference to pre-service primary teacher education*. Unpublished doctoral thesis, University of South Africa, Pretoria.	(Irwin, 1993)

(vi) Lecture handouts

(a)   Referenced material

Use the reference details supplied on the handout. This is an opportunity to check on how well your lecturer knows the departmental referencing system!! Check on his/her observance of the appropriate conventions. The particular referencing 'pattern' depends on the source type – book, journal article etc. Make sure that in your **own** rendition, you are 100% correct. Do *not* blindly follow the pattern set by your lecturer!

(b)   Unreferenced material

Ideally, of course, a lecturer should provide full referencing details for all the materials s/he distributes. Regrettably, this is not always the case. If a lecturer has failed to provide full and proper details, you will need to give whatever information you can from the handout, e.g. author, date or title. Use the phrase 'Lecture handout, partially referenced' at the end. If no information at all is supplied, use the lecturer's name, as in D.iii, above, and then use the phrase 'Lecture handout, unreferenced'.

E. GOVERNMENT PUBLICATIONS

Namibia. Ministry of Basic Education and Culture. (1998). *Pilot curriculum for formal senior secondary education*. Okahandja, NIED.

> **The first time you refer in text to a government ministry, write it out in full. For example: (Namibia. Ministry of Education and Culture [MBEC], 1998, p. 14); thereafter simply use the acronym: (Namibia. MBEC, 1998, p. 14).**

In text for the first time:
(Namibia. Ministry of Basic Education and Culture [MBEC], 1998)

Thereafter:
(Nambia. MBEC, 1998)

Namibia. Ministry of Education and Culture. (1993). *Toward education for all: A development brief for education, culture and training*. Windhoek: Gamsberg Macmillan.

In text for the first time:
(Namibia. Ministry of Education and Culture [MEC], 1993)

Thereafter:
(Namibia. MEC, 1993)

South Africa. Department of Education. (1986). *National Education Policy Amendment Act 103*. Pretoria: Government Printer.

In text for the first time:
 (South Africa. Department of Education [DoE], 1986)

Thereafter:
(South Africa. DoE, 1986)

South Africa. Department of Education. (2003). *National curriculum statement grades 10-12 (General): Life Sciences*. Pretoria: The Department.

In text for the first time:
(South Africa. Department of Education [DoE], 2003)

Thereafter:
(South Africa. DoE, 2003)

> **NOTE:**
> In 2010 South Africa's Department of Education was split into two separate departments: **Department of Basic Education** and **Department of Higher Education and Training**. It is important that your post-2010 references indicate to which of these departments they refer.

South Africa. 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). Pretoria: Government Printer.

Legal documents are presented in plain text (no italics or underlining).

In text for the first time:
(South Africa. Department of Basic Education [DBE], 2010)

Thereafter:
(South Africa. DBE, 2010)

South Africa. Department of Basic Education. (2010). *Education statistics, 2009*. Pretoria: Government Printer.

In text for the first time:
(South Africa. Department of Basic Education [DBE], 2010)

Thereafter:
(South Africa. DBE, 2010)

South Africa. Department of Higher Education and Training. (2010). *Further Education and Training Colleges. National Certificate (Vocational) and Report 190/191*. Report on the conduct of National Examinations, 2009. Pretoria: Department of Higher Education and Training.

In text for the first time:
(South Africa. Department of Education [DHET], 2010)

Thereafter:
(South Africa. DHET, 2010)

F. ARTICLES SUBMITTED, BUT NOT YET PUBLISHED

Ngcoza, K. (2010). Attitudes of learners to science. *Science Teacher* (forthcoming).	(Ngcoza, 2010)
Schäfer, M. (in press). *Mathematics for young learners*. Johannesburg: Via Afrika.	(Schäfer, in press**)**
Smith, C. O. (working draft). *Organisational development: What it is and how it works.*	(Smith, working draft)

G. INTERVIEWS and other forms of discussion

(i) Interviews
(a)   A published interview:

Newman, P. (1982, January). (Interview with William Epstein, editor of *JEP: Human Perception and Performance*). *APA Monitor*, pp. 7, 39.	(Newman, 1982)

Note notation of discontinuous

(b)   An unpublished interview:

Robertson, S-A. (2010, January 26). Help in compiling a reference list. (Interview with Judy Cornwell, Departmental Librarian, Rhodes University, Education Department).	(Robertson, 2010)

(ii) Personal communications

Personal communication includes letters, memos, conversations and electronic mail. It is not always essential that personal communications be referenced in your List of References. Some supervisors require that you list personal communications *separately* from the main list of references. You should consult with the lecturer concerned.

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.

Euvrard, G. E. (2005, February 4). Dean, Faculty of Education, Rhodes University, Grahamstown. Personal communication.	(G. E. Euvrard, personal communication, February 4, 2005)

H. NON-BOOK MATERIAL

(i)   Reference to a DVD

Smeaton, R. F., & Porter, C. (1990). *Through the maze: A guide to information sources in education* (DVD). Hull: University of Hull.	(Smeaton & Porter, 1990)

I. ELECTRONIC MATERIAL

Please note:
Do **not** use a full stop after web addresses!
Remove the hyperlink!

To remove a hyperlink, right click on it and select "remove hyperlink" from the menu that comes up!

(i)   Reference to an article from the World Wide Web (WWW)

Price, C. (1999, March 2). Ethnic intermixture of migrants and indigenous peoples in Australia. *People and Place.* Retrieved January 25, 2000, from http://www.swin.edu.au/sbs/pub/pnp/44/price.html	(Price, 1999)

(ii) Reference to a World Wide Web page

Beckleheimer, J. (1994). *How do you cite URL's in a bibliography?* Retrieved December 13, 1995, from http://www.nrlssc.navy.mil/meta/bibliography.html	(Beckleheimer, 1994)

(iii) Reference to a World Wide Web page (no author)

Educating America for the 21st Century: Developing a strategic plan for educational leadership for Columbia University – 1993-2000. (1994). (Initial workshop draft). Retrieved May 16, 1995, from http://www.ilt.columbia.edu/CONF/EdPlan.html	(Educating America for the 21st Century, 1994)

(iv) Reference to a World Wide Web page (no date)

Pritzker, T. J. (n.d.). *An early fragment from central Nepal*. Retrieved December12, 1996, from http://www.ingress.com/~astanart/pritker/pritzker.html	(Pritzker, n.d.)

(v) Reference to a World Wide Web Homepage

Curtin University of Technology homepage. (1999, February 9). Retrieved February 11, 1999, from http://www.curtin.edu.au	(Curtin University of Technology homepage, 1999)

(vi) Full text article from an Electronic Database (e.g. Emerald; EbscoHost)

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, *78*, 443-49. Retrieved October 23, 2000, from Ebscohost database.	**In text for the first time:** (Borman, Hanson, Oppler, Pulakos & White, 1993) **Thereafter:** (Borman, et al., 1993)

(vii) Full text journal article from an Internet-only Journal

Frederickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment, 3*, Article 0001a. Retrieved November 20, 2000, from http://journals.apa.org/prevention/volume3/ pre0030001a.html	(Frederickson, 2000)
Plagiarism. (2004, July 22). In *Wikipedia, the free encyclopaedia*. Retrieved August 10, 2008, from http://en.wikipedia.org	(Plagiarism, 2004, July)

A wiki is an unusual medium. Do not cite any author/authors for a Wikipedia article. The date of the article can usually be found at the bottom of the web page.

(viii)   Internet article based on a print source

Barron, P. (2004). Psychological evaluations [Electronic version]. Journal of
    Guidance and Counseling, 25(4), 118-124.

(Barron, 2004)

(ix)   Reference to an e-book

Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (2004). Introduction:
    Inside qualitative research. In C. Seale, G. Gobo, J. F. Gubrium & D.
    Silverman (Eds.), Qualitative research practice (pp. 1-11). London:
    Sage. Online version retrieved March 29, 2011 from
    http://www.sagepub.com/upm-data/9586_019731Intro.pdf

In text for the first time:
(Seale, Gobo, Gubrium, & Silverman, 2004).

Thereafter:
(Seale, et al., 2004)

APPENDIX 1 - SAMPLE ASSESSMENT PROFORMA

RHODES UNIVERSITY EDUCATION DEPARTMENT **BEd(Hons) 2012 MULTICULTURAL EDUCATION ELECTIVE**

The overall mark for this assignment is arrived at from the profile of individual scores in each criterion category. This means that an average score of 1 for each category reflects a 75%+ mark (First Class); an average of 2 a 70-74% mark (Upper Second Class); an average of 3 a 60-69% mark (Lower Second Class); an average of 4 a 50-59% mark (Third Class); and an average of 5 a below 50% mark (Fail - F).

1	=	exceptionally insightful & competent
2	=	clearly insightful & competent
3	=	adequate insight/competence
4	=	some evidence of insight/competence
5	=	not done; **or** insufficient evidence of insight/competence

STUDENT'S NAME: Joseph de 'Tergent

A. THE CONTENT OF THE ASSIGNMENT	1	2	3	4	5
Exploration of changing views on the nature of knowledge			✓		
Exploration of changing attitudes towards the learner				✓	
Discussion of implications for teaching strategies within a multicultural milieu *and/or* in relation to multicultural ideals				✓	
Critical analysis of previous curricular arrangements (in terms of *inter alia* content selection, teaching/learning resources/implementation) relative to multicultural ideals			✓		
Evidence of ability to evaluate overall curriculum in general terms as this pertains to issues of multiculturalism			✓		
Evidence of ability to critically scrutinise curricular issues within *own* learning area(s), and *own* role in relation to multicultural insights				✓	
LOCATION OF ANALYSIS WITHIN A WIDER ACADEMIC/THEORETICAL CONTEXT	1	2	3	4	5
Evidence of insightful use of reference material			✓		
Evidence of linking own insights to wider multicultural views and theories				✓	

C. STRUCTURE AND STYLE	1	2	3	4	5
Contents list and introductory "scene setting"			✓		
Logical development of discussion			✓		
Coherent flow			✓		
Accurate use of Departmental Referencing System				✓	
Clarity of expression				✓	
Attention to syntax and spelling					✓
Evidence of care in proofreading & overall presentation					✓

D. STUDENT'S MESSAGE TO THE TUTOR
Please include here anything that you would like your tutor to know: for example, any difficulties which you had while writing it, any parts of it of which you are particularly proud, how useful (or otherwise) you think it has been for your own professional development etc.

I found this assignment really difficult to get started on. The readings were interesting but I found it difficult to link them to my own situation because I teach in a mono-cultural school. I don't think multiculturalism is so important for my learners. I'm sorry it looks a bit messy!!!! In the end I had to do this assignment in a HUGE rush. Sorry! I'll do better next time I promise! Must rush ...... <u>Not</u> good enough, Joseph. See my comments below.

E. TUTOR'S COMMENTS:

Joseph, I'm pleased you found the readings interesting. I'm disappointed though that you do not feel multiculturalism is relevant in your context. I really think you need to think more deeply about practical implications. Are your learners going to <u>stay</u> in a mono-cultural setting? Do you not think they would benefit from being helped to think about issues of diversity??

You structured this assignment very well, and you write extremely well. Well done! I am also <u>very</u> impressed that you have made the effort to master the referencing pattern. Again, <u>well</u> done.

I am, however, not at all impressed that your final presentation is so shoddy. This does not do justice to yourself, or give a very good indication of the level of your commitment to your studies. Please manage your time better next time so that this does not happen again.

GRADE:	1 75%+	2A 70-74%	2B 60-69%	3 50-59%	F1 45-49%	F2 40-44%	F3 below39%
			64%				

Tutor's signature: _Fazier Logic_

Date: _6 March_

You're capable of a <u>much</u> better mark, Joseph.

APPENDIX 2 – EXAMINER'S ASSESSMENT FORM

RHODES UNIVERSITY
Where leaders learn

EDUCATION DEPARTMENT
Tel: (046) 603 8383 ● Fax: (046) 622 8028 ● e-mail: education@ru.ac.za
P.O. Box 94, Grahamstown, 6140 ● http://www.ru.ac.za/education/

Masters in Education: Internal and External Examiner's Report   E13

Candidate: _____ Student No:_____

FULL THESIS	HALF THESIS	RESEARCH PROJECT(S)

Examiners are required to complete and sign this form and return it, together with a more detailed report, to the Faculty Office. The examiner should report on the main features of the research product, merits and weaknesses, and draw attention to any particular areas of interest or importance.

While length is not itself a criterion, examiners may find it useful to think of the *full thesis* as a substantive study of about 40 - 50 000 words, the *half thesis* as a small-scale study of about 20 - 30 000 words, and the *projects* as (at least) 3 items totalling about 20 - 30 000 words, excluding appendices and reference lists.

When the award of the degree *with distinction* is under consideration, examiners are asked to look for evidence of exceptional methodological and conceptual skills, clarity of exposition and argument, sound judgement, originality of approach, and some contribution to knowledge.

The following criteria may prove useful in assessing the research product. In the case of the *research projects* it is unlikely that all of these criteria will apply to all three projects, but they would apply to the product as a whole. The projects therefore need to be assessed globally, rather than individually. Candidates should produce a rationale providing links among projects.

Criteria	YES	NO
1. Has the candidate adequately identified and described the research problem/question and goal within a clearly identified field?		
2. Is the candidate sufficiently acquainted with the relevant, current literature?		
3. Is the candidate sufficiently skilled at using appropriate research methods and techniques, as revealed in the analysis and interpretation of data and findings?		
4. Has the candidate presented the material in a logical, clear and systematic way?		
5. Has the candidate presented the material in a linguistically and stylistically		

45

accepted way?		

	YES	NO
6. Has the candidate provided evidence of critical reflection on the research process?		
7. (For research projects only) Is there evidence that learning has taken place through the research process? The rationale accompanying the projects should draw attention to this aspect.		
Please respond to these questions	YES	NO
1. Do you recommend the award of the degree?		

2. In the event of your awarding the degree do you recommend:
 	
        Editorial corrections?
 	
        Revisions (improvements)?
 	
If any of these are required, should they be to the satisfaction of the:
 	
        The supervisor?
 	
        The head of department?
 	
        The external examiner?
 	
        The internal examiner?		

3. Do you recommend a distinction?		
4. In the event of your not awarding a distinction, would you object if, in light of other examiners' reports, a distinction is awarded?		
5. Are you prepared to be identified to the candidate if the degree is awarded?		
6. Are you prepared to allow the candidate to read your report?		
Please indicate a percentage (for half-thesis and projects only).		

SIGNATURE: _____ **DATE:** _____

NAME: (in block capitals) _____

APPENDIX 3 – SAMPLE COVER PAGE FOR RHODES UNIVERSITY THESES

**AN INVESTIGATION OF THE ROLE OF PRINCIPALS
IN PROMOTING COMPUTER USAGE
IN SELECTED NAMIBIAN SCHOOLS**

A thesis submitted in partial fulfilment of the
requirements for the degree of

MASTER OF EDUCATION
(Information and Communication Technology)
of
RHODES UNIVERSITY

by

MIGHTY MASIKU KATULO

December 2009

APPENDIX 4 – COPIES OF DECLARATION OF ORIGINALITY STATEMENTS

✂

DECLARATION OF ORIGINALITY

I, _____ (name) 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, _____ (name) 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, _____ (name) 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

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……………………….   …………………
(Signature)   (Date)

DECLARATION OF ORIGINALITY

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……………………….   …………………
(Signature)   (Date)

DECLARATION OF ORIGINALITY

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……………………….   …………………
(Signature)   (Date)

✂

DECLARATION OF ORIGINALITY

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……………………   ………………
(Signature)   (Date)

DECLARATION OF ORIGINALITY

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……………………   ………………
(Signature)   (Date)

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(Signature)   (Date)

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……………………   ………………
(Signature)   (Date)

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……………………   ………………
(Signature)   (Date)

DECLARATION OF ORIGINALITY

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……………………   ………………
(Signature)   (Date)