

TYPE OF ITEM AND FORMAT	EXAMPLE
Thesis and dissertations Author. Date. Title of article. Title: subtitle. Place: Academic institution. Degree. [format if other than print]	Almeida, D. M. 1990. <i>Father's participation of family work: consequences for father's stress and father-child relations.</i> British Columbia, Canada. University of Victoria. (MA-thesis.)

ACADEMIC GUIDELINES



2010

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<p>Conference Proceedings</p> <p>Author. Date. Title of paper. <i>Title of published document</i>, Place and date of conference, page reference(s), Place (of publication): Publisher.</p>	<p>Truter, Mavis. 1994. The role of the court interpreter in the new South Africa. <i>Proceedings of the 1994 Conference of the South African Institute of Translators</i>, Bloemfontein, 18-23 June 1994, pp. 46-59. Johannesburg: The Institute.</p>
<p>Correspondence</p> <p>Author of the letter. Date. Description of the type of correspondence, Date of correspondence. [Note of location of the original document]</p>	<p>Theron, C. 1997. Letter to the Town Clerk of Stellenbosch, 5 May. [Original copy in records of the Town Council of Stellenbosch.]</p>
<p>Telephone conversation</p>	<p>Schahie, K. W. (personal communication. April 18, 1993).</p>
<p>Television broadcast</p> <p>Name of producer. (Title of producer). Date. Title programme. Place: Broadcast service. Month and day</p>	<p><i>The MacNeil/Lehrer news hour</i>. 1993. New York and Washington, DC: Public Broadcasting Service. Oct 11.</p>
<p>Video</p> <p>Title: subtitle. Date. Place: Publisher. [format]</p>	<p>a) <i>The interview game</i>. 1985. London: BBC. [Video recording]</p> <p>b) <i>Silent hunter</i>. 1986. Producer, John Varty; director, Duncan McLachlan. s./: Londoloji Productions. 1 videocassette (VHS) (49 mins). [Video recording]</p>

The purpose of this booklet is to assist you in attaining the academic standard required from this institution. Please use it as your primary point of reference when doing your assignments.

TYPE OF ITEM AND FORMAT	EXAMPLE
<p>Electronic communications – personal e-mail (e-mail address). Author Year. Subject, date sent, recipient (e-mail address).</p>	<p>Smith, R (L.smith@bremner.uct.ac.za). 2002. RE: Citing Internet Sources. E-mail, 21 August, to J Rogers (Jessie@cornerstone.org.za).</p>
<p>Interview Name of person interviewed. Year. Description of the interview, place, date of interview. [Format]</p>	<p>Herman, W. 2004. Interview by author, Cape Town, 20 November. [Personal conversation].</p>
<p>Lecture Notes <i>(i.e. notes that have been handed out, not class notes you have taken yourself)</i> Lecturer. Year. Description of material. Place: name of institution.</p>	<p>Bakker, SP. 2004. Unpublished lecture notes on Soteriology. Cape Town: Cornerstone Christian College.</p>
<p>Encyclopaedia or dictionary article Author. Year. Title of article. <i>Title of publication</i>, edition. Volume:page(s). Place: Publisher.</p>	<p>Spry, W. 1979. Homestead and Exemption Laws. <i>Encyclopaedia Britannica</i>, 14th ed. 11:704-705. Chicago: Encyclopaedia Britannica.</p>

GETTING STARTED

Organising Your Time

Research has shown that the most important factor that contributes to students' success at college is their use of time.

Here are some practical suggestions for organising your time:

a) On a weekly schedule, fill in all the essential activities on which you spend time, e.g. meals, travel, part-time jobs. Now fill in your college timetable. Finally, fill in any other commitments that are important to you. The blocks left over are potentially available for studying.

Use free lecture periods for small study tasks, e.g. going through lecture notes, or getting books out of the library. The more you get done on campus, the less you will have to do at home.

Be realistic: you are not likely to study for eighty hours a week, so don't schedule eighty. However, you must try to arrive as soon as possible at a realistic estimate of how long it will take you to do certain tasks and adjust your timetable accordingly. Make an effort to record the length of time you spend doing certain things, and especially how long it takes you to read different types of reference material. Do not be afraid to schedule leisure time for yourself, and be flexible. Although you are presumably at college to attain a degree or diploma, life at college has a lot more to offer. Allow time to play sport, get involved in college activities, and above all, to make friends.

Below is an example of a weekly schedule that has been partially filled in and is awaiting the student's decision on the times to be allocated to private study.

TYPE OF ITEM AND FORMAT	EXAMPLE
<p>Brochure Name of organisation that produced the brochure. Date. <i>Title of brochure</i>. edition. [Brochure]. Author.</p>	<p>Research and Training Center on Independent Living. 1993. <i>Guidelines for reporting and writing about people with disabilities</i>. 4th ed. [Brochure]. Lawrence, KS: Author.</p>
<p>Newspaper article Author. Date. Title of article. <i>Title of newspaper</i>: page reference, Day Month.</p>	<p>Smetherham, J. 2004. Unsung heroes in battle against Aids. <i>Cape Times</i>: 3, 29 November.</p>
<p>Internet Author. Year. Title of article. <i>Title of website</i>. Date posted. Website address. [Date accessed].</p>	<p>Ackermann, E. 1996. Writing your own Web Pages. <i>Creating Web Pages</i>. 23 October http://www.mwc.efu/erne/writeweb.html. [Accessed 22 January 2001].</p>
<p>Internet – no author Use Anon in place of author.</p>	<p>Anon. 1996. Writing your own Web Pages. <i>Creating Web Pages</i>. http://www.mwc.efu/erne/writeweb.html. [Accessed 22 January 2001]</p>
<p>Internet – no publication date Use n.d. in place of date.</p>	<p>Ackermann, E. n.d. Writing your own Web Pages. <i>Creating Web Pages</i>. 23 October http://www.mwc.efu/erne/writeweb.html. [Accessed 22 January 2001]</p>
<p>Internet – journal article Author. Year. Title of article. <i>Title of journal</i>, volume (number):page(s). Website address. [Date accessed].</p>	<p>Griffith, AI. 1995. Coordinating family and school. <i>Education Policy Analysis Archives</i>, 3 http://olam.ed.asu.edu/epaa. [Accessed 12 Feb 1997]</p>

TYPE OF ITEM AND FORMAT	EXAMPLE
<p>2 books in 1 year by same author Use letter identifier after year.</p>	<p>McGrath, AE. 1993a. <i>Intellectuals Don't Need God and Other Modern Myths</i>. Grand Rapids: Zondervan.</p> <p>McGrath, AE. 1993b. <i>Springboard for Faith</i>. London: Hodder and Stoughton.</p>
<p>Editor Editor (ed). Year. Title: subtitle. Place: Publisher.</p>	<p>Bettenson, H (ed). 1967. <i>Documents of the Christian Churches</i>. Oxford: Oxford University Press.</p>
<p>Article cited in a book Article details. Cited in: Book details.</p>	<p>Oppenheim, PL. 1981. Power Politics. <i>Journal of Power Engineering</i>, 1 (3):19-26. Cited in: Strong, K. 1985. <i>Advances in Power Engineering</i>. Berlin: Springer.</p>
<p>Chapter from book with different contributors Authors. Date. Title: subtitle of the chapter. (In Editors of book (eds.), Title of book. Place: Publisher. Page references.)</p>	<p>Bjork, RA. 1989. Retrieval inhibition as an adaptive mechanism in human memory. (In Roediger HL III & Craik, FIM. (eds.), <i>Variety of memory & consciousness</i>. Hillsdale, NJ: Erlbaum. p. 309-330.)</p>
<p>Book review Author of the review. Date. Title of the book being reviewed, Author of book. Reviewed in: Title of journal review is published in, Issue: Page reference, Date of issue.</p>	<p>Reagan, M. 1997. <i>The beach</i>, by Alex Garland. Reviewed in: <i>Village voice</i>, 42:56, March 11.</p>

Schedule without Community Hour (Tuesday, Thursday, Friday)

Time		
08:30 – 09:20	Morning	Session 1
09:25 – 10:15		Session 2
10:15 – 10:45		TEA BREAK
10:45 – 11:35		Session 3
11:40 – 12:30		Session 4
12:30 – 13:15		LUNCH
13:15 – 14:05	Afternoon	Session 1
14:10 – 15:00		Session 2
15:00 – 15:15		BREAK
15:15 – 16:05		Session 3
16:10 – 17:00		Session 4
18:00 – 18:50	Evening	Session 1
18:55 – 19:45		Session 2
19:45 – 20:10		TEA BREAK
20:10 – 21:00		Session 3

Schedule with Community Hour (Monday, Wednesday)

Time		
08:30 – 09:20	Morning	Session 1
09:25 – 10:15		Session 2
10:15 – 10:45		TEA BREAK
10:45 – 11:45		Community Hour
11:45 – 12:35		Session 3
12:40 – 13:30		Session 4
13:30 – 14:00		LUNCH
14:00 – 14:50	Afternoon	Session 1
14:55 – 15:45		Session 2
18:00 – 18:50	Evening	Session 1
18:55 – 19:45		Session 2
19:45 – 20:10		TEA BREAK
20:10 – 21:00		Session 3

b) The next step is to find out exactly what your commitments are for each course. Find out when tests and examinations are to be written. Record all this information. Put in events in your private life that might affect your studies – taking a driving test, your parents visiting Cape Town for a week from up country, scheduled weekend hike, etc.

c) Now you should be able to see at a glance when work will be piling up. A lot of time is wasted trying to obtain short-loan material just before an assignment. Planning your assignments well in advance will help you avoid the rush and save valuable time. Finally, effective time use depends on knowing yourself and the circumstances under which you work best.

Below is an example of an assignment schedule that will assist you in plotting the due dates of your assignments.

	MON	TUES	WED	THU	FRI
WEEK 1					
WEEK 2					
WEEK 3					
WEEK 4					
WEEK 5					
WEEK 6					
WEEK 7					
WEEK 8					

Place of Publisher

Give only the first place of publication or the one most important as indicated by typography or layout. If the place is uncertain, give a probable place, with a question mark and enclosed in square brackets.

Name of Publisher

The name of the publisher follows the place of publication in the shortest form in which it can be identified and understood.

TYPE OF ITEM AND FORMAT	EXAMPLE
Book – 1 author Author. Year. <i>Title:</i> <i>subtitle.</i> Place: Publisher.	Erickson, MJ. 1991. <i>Christian Theology.</i> Grand Rapids: Baker Book House.
Book – 2 authors Authors. Year. <i>Title:</i> <i>subtitle.</i> Place: Publisher	McDowell, J & Stewart, D. 1981. <i>Reasons Skeptics should consider Christianity.</i> California: Here's Life.
Book – more than 2 authors First author, et al. Year. <i>Title: subtitle.</i> Place: Publisher	De Young, CP et al. 2003. <i>United by Faith.</i> Oxford: University Press.
Book – anonymous Anon. Year. <i>Title:</i> <i>subtitle.</i> Place: Publisher	Anon. 1955. <i>The Eliciting of Frank Answers.</i> Florida: Engineering Publications.
Journal article Authors. Year. Title of article. <i>Title of journal,</i> volume (number):page(s), Month.	Grenz, S. 2004. Abundant Living in a Hostile Society. <i>The South African Baptist Journal of Theology,</i> 13:156-163, September.

APPENDIX 3 – BIBLIOGRAPHY

The table below reflects examples of what your bibliographical entries should look like. Be sure to arrange in alphabetical order by author's surname, followed by initials, year of publication, title, place of publisher, and name of publisher. If the list contains more than one item published by the same author in the same year add lower case letters immediately after the year to distinguish them. For example: 1998a.

Author

Identify the author by surname, followed by a comma and the author's initials. When there is more than one author, follow the examples below. If no author can be found (e.g., Internet site, newspaper article), use "Anon." in place of the author's name.

Date of Publication

If the date of publication is unknown, give the abbreviation (nd).

Title

Titles of books are taken from the title page of a book and are written in exactly the same way as on the title page as far as wording and spelling are concerned. Subtitles, when present, should follow a colon and space immediately after the title. Titles of books, journals, magazines and newspapers should be italicised or underlined; either method is acceptable, as long as it is consistently applied. Titles of articles in a journal, magazine, newspaper, dictionary, or encyclopaedia are NOT italicised or underlined.

Edition

When a book is other than the first edition, the edition should be identified in the bibliography after the title. For example: Dunn, J.D.G. 1978. *Jesus and the Spirit*. 2nd ed. London: SCM.

ASSIGNMENTS

Essay Questions

Most questions you answer will have words in the title that are intended to show you what kind of response is required. Obviously, it is important to work out the content of a question, but this should not be too difficult. What you need to look at very closely are the words that indicate how you are supposed to deal with this content. The list below is a summary of some of the most common "direction-words" – try to familiarise yourself with them.

KEY WORD	ACTION REQUIRED
analyse	find and describe the main ideas, show how they are related and why they are important
comment	discuss briefly
compare	show both the similarities and differences, emphasising similarities
contrast	describe differences
criticise	give your judgement or reasoned opinion of something, giving its good and bad points. Your opinion should be supported by facts and/or arguments. (Remember to criticise does not necessarily mean to attack)
define	give the precise meaning of something, with no detail
demonstrate	show or prove an opinion or judgement
describe	write a detailed account in a logical sequence
discuss	describe, and give good and bad points
distinguish	show the main differences

evaluate	discuss advantages and disadvantages, with your opinion
explain	give reasons for something
identify	list and describe
illustrate	give examples to make your meaning clear
outline	give a short summary, giving main points and omitting minor details
relate	(a) tell the story, or (b) show the connections between things, making clear how one causes or is like another
sketch	same as "outline"
state	list main points briefly without details
summarise	give a brief account of the main ideas – no details or examples
support	back up a statement with facts, ideas and proof
trace	follow the progress or history of the subject and give main points from beginning to end of an event

APPENDIX 2 – TABLE OF CONTENTS

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Gathering Information

Once you have a good grasp of how to deal with the content of the question, you will need to identify appropriate sources of information and conduct your research. The quality of your sources and your critical evaluation of them will have a profound affect on the quality of your document. High quality sources are generally those that were relatively recently published, of an appropriate depth for the nature of the assignment, and are themselves well documented.

APPENDIX 1 – TITLE PAGE

THE PRESENT VALUE OF THE LAWS OF PURITY
IN LEVITICUS

Single spaced }

(5 spaces)

(6 spaces)

A RESEARCH PAPER

(5 spaces)

(6 spaces)

In partial fulfilment
of the requirements in Old Testament 2A
at the

Cornerstone Christian College

(5 spaces)

(3 spaces)

by
Adam Matthews
19 February 2009

Double spaced }

There will always be "classic" sources that retain their value even with age (such as the Bible), but generally the older the text the less relevant it is to contemporary issues and the less it has benefited from more recent discoveries and methodologies. For example, relying on the commentary of Matthew Henry, the famed Bible commentator, means one is ignoring the past 280 years of biblical research, not to mention the differences in worldview and culture that separate us from the year 1706.

For some assignments dictionary articles may prove useful; for others dictionary articles will be too superficial. Peer-reviewed journal articles that are pertinent to your topic may be helpful sources of information, though the academic quality of journals varies considerably. Evaluating the quality of Internet sources is often very difficult; as such sources are frequently the thoughts of an individual that have not been subjected to rigorous academic scrutiny. One must exercise great caution when consulting such sources. A research effort that only consults Internet sources is generally inadequate.

When conducting your research be sure to note the author and publication details that are necessary for correct referencing (see below). Remember that dictionary articles should be identified by the contributor (often identified at the end of the article and/or in the introductory pages of the dictionary), with the editor(s) also listed in the bibliography.

As you gather information you will need to develop skill in paraphrasing, summarising, and analysing the thoughts of others. Whenever you do this you need to give due credit to the source.

Planning and Organisation

It is very important to spend some time on planning and organising your information before you start writing. Many students just start writing an essay from their notes. Their essays are often muddled and badly

written because they do not decide what is important, or in what order to give information, before they start.

There are two stages of planning any piece of writing.

In the first stage you have to decide what information you are going to use and it is often useful to make a scratch outline. This enables you to see if you have forgotten anything important or if you have included any irrelevant material.

In the second stage you have to decide how to arrange the information you have gathered.

It is very important to decide which information is important and how one piece of information is related to another, as your lecturer wants to see how well you can organise and evaluate material.

You can usually tell from the essay title which information is important.

An essay usually consists of three main parts:

- an introduction
- a body
- a conclusion

The **Introduction** tells your lecturer what your essay is about. In your introduction you can restate the argument, or define the title if it is difficult to understand. It is often best to write the introduction when you have finished writing your essay. In this way you can be sure that you have written about what you said you would write about. A good introduction states the scope of the paper as well as definitions of any key words or terms used. The scope could be a brief overview of that which follows in the body of the paper.

Using the forms of "man" (men)

chairman: chairperson
clergyman/men: clergy, minister(s), pastor(s)
layman/men: lay Christians, laity, laypeople

Male generic forms

brothers in Christ: sisters and brothers in Christ
brotherhood: community, partnership
forefathers: ancestors, forebears
mankind: humanity, all people
sons of God: children of God, Christians
man in the street: average people, people generally

MARKING SCHEME

- A = **EXCELLENT (75% - 100%)**
Represents a high level of information gained, ability to use methodology, ability to communicate and evidence of originality.
- B = **ABOVE AVERAGE (70% - 74%)**
Represents an above average grasp of the information and methodology, ability to communicate and evidence of originality.
- C = **AVERAGE (60% - 69%)**
Represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or an inability to demonstrate insight into the material studied.
- D = **BELOW AVERAGE (50% - 59%)**
Represents unsatisfactory achievement in all areas but is passable.
- F = **UNACCEPTABLE (below 50%)**
Represents work that fails to meet the requirement for a course.

OLD TESTAMENT

Ge Dt 1Sa 1Ch Es Ecc La Joel Mic Hag
Ex Jos 2Sa 2Ch Job Ss Eze Am Na Zec
Lev Jdg 1Ki Eze Ps(s) Isa Da Ob Hab Mal
Num Ru 2Ki Ne Pr Jer Hos Jnh Zep

NEW TESTAMENT

Mt Jn 1Co Eph 1Th 2Ti Heb 2Pe 3Jn
Mk Ac 2Co Php 2Th Tit Jas 1Jn Jude
Lk Ro Gal Col 1Ti Phm 1Pe 2Jn Rev

Entries in a bibliography are always placed in alphabetical order by the author's surname. If there is no author listed, use the first major word in the title to determine alphabetical placement. Do not number the entries in your bibliography.

In determining the date of publication choose the last copyright date listed. If the book is a newer edition, use that date. Disregard dates referred to as reprint dates. If no date is shown use n.d.

Scripture Quotations

Use the following scholarly form of abbreviations for scripture. Note that there are no full stops.

GENDER IN LANGUAGE

Gender exclusive language is generally recognised as inappropriate for academic writing and should be avoided. Below are some guidelines in how to successfully do this.

Pronouns

"A Christian shows **his** faith in God by ..." can be dealt with in the following ways:

1. Using the plural: "Christians show their faith..."
2. Using the passive voice: "Faith in God is shown by..."
3. Eliminating the pronoun: "A Christian shows faith..."

The **Body** contains the facts and opinions of your essay and is the biggest part. In the body you develop your argument or give details about the subject.

The **Conclusion** never contains any new information. In it you round off your essay by restating the argument or perhaps giving any conclusions you might have reached. It should include a summary of the important points or the findings of the thesis.

If a hypotheses was pursued the conclusion should announce whether the evidence confirmed or discounted the hypotheses and its assumptions.

You should now arrange your information in a Topic Outline. Write down your main ideas and sub-ideas in the order in which you are going to write about them in your essay.

Thesis Statement

You cannot write a good research paper if you haven't decided what it is you are writing about! **A broad topic is not enough – you must know what particular aspect of the topic your research deals with, and be able to state in clear and specific terms what exactly you will be doing in your essay.** It is therefore important that you learn to develop a thesis statement.

At the research stage, you need to have a *working thesis*, which is a statement of the problem. It helps to formulate it in two parts: topic / comment.

The *topic* is the subject you are researching; the *comment* is an important point about the topic, the one that you will deal with.

Examples of working theses:

1. The theology of John Calvin [topic] was strongly influenced by Enlightenment ideas. [comment]

2. Recent studies on the Hebrew prophets [topic] focus on literary and rhetorical issues.[comment]

Your working thesis helps you to sort through the data you collect. If the data does not contribute to a discussion of your working thesis, then it is irrelevant. In answering the question 'what do I need to find out in order to substantiate this working thesis?' you discover what research is necessary for your paper.

Your working thesis forms the basis for the *thesis statement* which you formulate as you begin to write up your paper. **A thesis statement is a sentence that explicitly identifies the purpose of the paper or previews its main ideas.** It usually appears toward the end of the introduction and explains in some detail what it is that you intend to write about. In formulating the thesis statement you should indicate your major lines of argument.

A thesis statement could typically take the form:

"In this essay, I explain / argue / demonstrate etc that _____ because of _____ and _____."

Note:

A thesis statement is not a statement of fact, but a claim that you will endeavour to demonstrate or prove in your paper. It is much more specific than a topic or a title.

Plagiarism

Unacknowledged sources used in a paper constitute plagiarism and, depending on the extent and degree of plagiarism, will result in the lowering of your grade or failure of the assignment or module. Our Academic Integrity Policy states the following:

Plagiarism is committed when a person represents someone else's work as his or her own, whether unintentionally or deliberately. Whenever one quotes

marks. If it is necessary to add or change a word for the sake of clarity, it should be included in square brackets. For example, "In the final statement, [Jesus] simply speaks of the Holy Spirit's coming," where the original "he" could be ambiguous.

Quotations of more than 3 lines in length should use a block-format and be indented 1 cm from the left margin, as has been done with this paragraph. They are single-spaced and should **not** include quotation marks. Generally the reference for such quotations comes at the end of the quotation (Bakker 2004:13).

Only use a quotation when absolutely necessary, for example, as an item of evidence in support of a point you are making or where the quotation is exceptionally apt. When in two minds, exclude it. In general, quotations should not comprise more than 10% of your entire document.

Bibliography

A bibliography is the list of sources used. It is attached to the end of a paper or essay, and must include the names of all the sources used. The following details are required: Author - Surname, Initial(s). Year. Title (italicised or underlined). Place Published (City): Publisher. Additional details may also be required, depending on the type of source (See Appendix).

Sources not quoted or used in your background reading should not be included in the bibliography. To do so is to "pad" your bibliographic sources. Additional material could be included in a section labelled "Additional Readings".

A good bibliography is varied in its type of research (dictionary and journal articles, monographs) and in authors used. As noted above, all sources—especially Internet sources—must be carefully evaluated as to their quality and appropriateness.

Pageination

The first number to appear will be on the first page of the text of the paper (i.e. the Introduction). Begin counting page numbers from the Introduction page.

The number is placed at the top right hand of the paper. It should not be underlined or followed by a full stop.

Lecturers may indicate in the module outlines a required or approximate length of a paper in words or page numbers. Generally a double-spaced typed page is considered the equivalent of 300 words. Such guidelines for paper length are intended to refer to the length for the body of the assignment, not including the title page, table of contents or bibliography.

Margins

The basic guideline is to leave two and a half centimetres on each of the four sides of the sheet.

If you are going to bind the paper in some manner leave extra space on the left for the space lost in the binding.

Avoid an overly wide right margin by typing all the way to the margin.

Do not type outside the prescribed margins.

Paragraphs

Use block format. The first line is not indented, but there must be an extra line between paragraphs to clearly indicate where one paragraph ends and the next begins. This paragraph and the ones above utilise a block format.

Quotations

Quotations should be brief and functional, adding authority or insight to your point. They must be given exactly as they appear in the source and begin and end with quotation

directly from another source or uses an idea or structure from another source, that source should be properly acknowledged through the use of quotation marks, reference notes, and bibliographical entries, as appropriate.

- Plagiarism that is deemed to be due to carelessness or ignorance will be noted and will result in a lowered grade for the assignment.
- Plagiarism that is deemed to be an intentional attempt to deceive (e.g., copying from the Internet with no acknowledgement of the source) is a serious violation of academic integrity and will result in failure of the module.

Beware! It is likely the lecturer is aware of the style and content of most books you are likely to use.

In-text Documentation

Any piece of writing that is based on the work of others should include acknowledgement of the sources used. This acknowledgement is known as documentation. Documentation is necessary for two reasons. Firstly, credit should be given where credit is due. This is a matter of honesty. Students should not create the impression that the ideas expressed in their work are their own when they are actually somebody else's. Secondly, documentation gives the reader an idea of the amount and kind of research the writer has done. This second reason is of particular importance to college students. Documentation enables the markers to see whether a student has done enough reading on the topic under discussion. It also shows them what kind of material the student has read, and enables them to recommend other works that may give different facts or opinions.

At Cornerstone, we use a modified form of the Harvard Referencing System. The reference will appear **immediately following** the text cited and consists of three parts: the

author's name, the year of publication, and the page number. For example (Herman 1998:87). Please note the following variations:

- If there is no available date for a source – (Herman n.d.:87).
- For Internet citations there is typically no page number, but see the examples below for bibliographic entries. The in-text reference should correspond to the bibliographic entry.

When the author's name is used in the text, then the reference should immediately follow the author's name. For example, "Erickson (1985:450) argues that..." Otherwise the author's name should be included in the in-text reference.

When citing an author who is cited by another author the text or reference should make clear that this is being done and the citation should refer to the source from which you have taken your information. For example, "Erickson (1985:94) cites Bruce as saying..." or, "Bruce (as cited by Erickson 1985:94) states that..."

All in-text references must have an accompanying bibliographic entry.

For further information and examples of the Harvard referencing system see the examples below and/or <http://www.sun.ac.za/library/help/Infolit2002/bibharvard.htm>.

FORMAT INSTRUCTIONS

Typing your paper aids you in clarifying your thoughts and also makes it easier for the lecturer to read and mark. For this reason **all** second- and third-year students are required to type **all** their papers. However, since not all students have typing skills when they arrive at college, first-year

students are only required to type major research papers, though they are still encouraged to type all their assignments. When in doubt, consult your lecturer.

The research paper should be typed on single sides of the paper, using one and a half or double line spacing.

Suggested fonts include Arial (11 pitch) or Times New Roman (12 pitch).

Cover Page and Collation

The sample cover page in the Appendix is self-explanatory. All lines should be centred as is indicated. Follow the spacing guide on that page.

The cover page should be the top page, followed in order by the Table of Contents, the Introduction, the chapters in order, the Conclusion and the Bibliography.

Table of Contents

The Table of Contents should reflect the exact headings that are used in the paper. If a numbering system is used for headings in the paper, then the same numbering system should be reflected in the Table of Contents.

The title TABLE OF CONTENTS is centred on the first line.

Double space between the heading and the first entry. Spacing between further entries is flexible.

Differentiate headings and subheadings by means of any format tool e.g. bold, caps, italics etc.

Page numbers appear with each main heading.

Examine the sample Table of Contents in the Appendix for an example and guidance.