

POSTGRADUATE ACADEMIC GUIDELINES



Christian Higher Education for Leadership in Africa

2010

TABLE OF CONTENTS

Understanding the Nature of Postgraduate Studies	1
Academic Writing	1
Format Instructions	2
Cover Page and Collation	2
Table of Contents	2
Pagination.....	3
Margins.....	3
Paragraphs	3
Quotations	3
Bibliography.....	4
Referencing	5
In-text Documentation	5
Bibliographic Entries.....	6
Author	6
Year of Publication	7
Title.....	7
Edition.....	7
Place of Publisher	7
Name of Publisher	7
Bibliographic Examples	8
Research Policies	13
Academic Support and Supervision	13
Examination of Research	14
Research Ethics	14
On-line Resources	15
Academic Integrity	16
Plagiarism.....	17
Cheating	17
Penalties.....	17
Marking Scheme	18
Appendix 1: Title Page	21
Appendix 2: Table of Contents	22

Understanding the Nature of Postgraduate Studies

The term 'postgraduate studies' refers to a continuation of academic studies beyond an undergraduate level of studies. In general, those who engage postgraduate studies have already completed an undergraduate degree in a chosen discipline, e.g., Psychology. It is rare for students to undertake postgraduate studies in a specific academic discipline in which they have not already demonstrated a high level of academic competence at an undergraduate level. A particular feature of postgraduate studies is that of research. As a first step in postgraduate studies, honours programmes aim to broaden the research abilities of students with a view to preparing them for further graduate studies at both a Masters and Doctoral level.

Academic Writing

As a postgraduate student you are expected to engage in active learning by challenging, sharing and exploring knowledge and understanding within your subject area. At a postgraduate level you are expected to explore the many and varied theories and opinions expressed in multiple resources. You should aim to become an independent learner able to evaluate information in a sophisticated way.

Using information responsibly is a key to learning, and your success depends on your ability to access and evaluate the opinions of others in the academic community. Your writing on a postgraduate level must demonstrate your ability to understand concepts thoroughly and to evaluate critically the academic voice of others. This means that you will need to interrogate the work of others in a respectful manner that adds to the intellectual effort and community.

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 you are required to type **all** your papers.

The research paper should be typed on single sides of the paper, using one and a half or double line spacing in either Arial (11 pitch) or Times New Roman (12 pitch) font.

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 (when needed) 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 an appropriate format tool e.g. bold, caps, italics, etc.

Page numbers must appear at least with each main heading.

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

Appendix 2: Table of Contents

TABLE OF CONTENTS

1.	INTRODUCTION	2
1.1	Explanation of terms	
1.1.1	Humanistic Existential theory	
1.1.2	Individual Psychology	
1.1.3	Family Systems theory	
1.1.4	Reality therapy	
1.1.5	Existential therapy	
2.	THE CONTEXT OF THE FAMILY	5
3.	THE CONTEXT OF THE INDIVIDUAL	7
4	EVALUATION OF PERSON-IN-CONTEXT	8
4.1	Positive	
4.2	Negative	
5	CONCLUSION	11

BIBLIOGRAPHY

Pagination

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 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 (Smyth 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, as measured by their relevance, currency and credibility.

Appendix 1: Title Page

THE ELEMENTS OF FAMILY SYSTEMS THEORY

ESSAY

In partial fulfilment

of the requirements in Advanced Family Counselling: Theory and Practice
at the

Cornerstone Institute

By

Adam Matthews

13 March 2009

	Selection and coverage:	Basic knowledge of primary and secondary sources	
	Structure:	Sketchy argument	
	General:	Broadly satisfactory, sketchy argument and contains inaccuracies	
Fail <50	A superficial answer with limited knowledge of core material and limited critical ability		
	Understanding:	Lack of understanding and focus with almost no insight into the topic	
	Selection and coverage:	Limited and/or irrelevant sources	
	Structure:	Argument not fully developed, confused and incoherent	F
	General:	40-49 patchy overall knowledge with little evidence of independent thought 0-39 fundamental mistakes	

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 year of publication, choose the last copyright year listed. If the book is a newer edition, use that year. Disregard years referred to as reprint years. If no year is shown, indicate so by using n.d. (no date) in the place of the year.

Referencing

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 or words 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 postgraduate 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..."

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 <http://library.sun.ac.za/eng/help/Infolit2002/index.html>.

Bibliographic Entries

The table below contains 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.

	research and the ability to analyse primary sources critically		
Upper second 70-74	A coherent answer that demonstrates critical evaluation	B	
	Understanding:		Independent, critical evaluation of full range of theories with evidence of originality
	Selection and coverage:		Complex work with key texts used effectively
	Structure:		Concise, explicit argument
	General:	Approaching excellence in some areas with evidence of the potential to undertake research	
Second 60-69	A coherent and logical answer which shows understanding of the basic principles	C	
	Understanding:		Some capacity to reflect critically with no significant evidence of originality
	Selection and coverage:		Sound knowledge of primary and secondary sources
	Structure:		Developed argument but lack fluency
	General:	Approaching merit, sound degree of competency but incomplete argument with inaccuracies	
Third 50-59	A basic answer which shows little understanding of basic principles	D	
	Understanding:		Little capacity to reflect critically with no evidence of originality

matter will be referred directly to the Dean, with no opportunity for the student to resubmit. When necessary, the matter will be reviewed by the faculty to confirm or amend the lecturer's recommended penalty. In all cases involving a serious violation of academic integrity, the Dean will issue a warning letter to the student, which will become part of the student's permanent record.

Unwillingness to uphold these standards may result in appropriate disciplinary action.

Marking Scheme

An exceptional answer that reflects outstanding knowledge and critical ability		Letter grade
Understanding:	Exhaustive, full understanding of all the issues with originality in all the issues	A
Selection and coverage:	Full range of credible sources used selectively to support argument	
Structure:	Well presented, coherent and compelling argument	
General:	90+ Insightful, displaying publishable quality, originality and independent thought, ability to make informed judgments	
	80+ displays excellent research potential, flexibility of thought, possible publishable quality	
First 75+	75+ displays high levels of accuracy, evidence of the potential to undertake	

If no author can be found (e.g., Internet site, newspaper article), use "Anon." in place of the author's name.

Year of Publication

If the year of publication is unknown, give the abbreviation for no date (n.d.).

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: Sdorow, LM. 1998. *Psychology*. 4th edition. Boston: McGraw Hill.

Place of Publisher

Give only the first place of publication (city) or the one most important as indicated by typography or layout. If the city 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.

Bibliographic Examples

TYPE OF ITEM AND FORMAT	EXAMPLE
Book – 1 author Author. Year. <i>Title: subtitle.</i> Place: Publisher.	Sdorow, LM. 1998. <i>Psychology</i> . 4 th edition. Boston: McGraw Hill.
Book – 2 authors Authors. Year. <i>Title: subtitle.</i> Place: Publisher	Louw, DA. & Edwards, DJA. 1997. <i>Psychology: An introduction for students in South Africa</i> . 2 nd edition. Johannesburg: Lexicon.
Book – more than 2 authors First author, et al. Year. <i>Title: subtitle.</i> Place: Publisher	Meyer, WF, et al. 2002. <i>Personology: From Individual to Ecosystem</i> . 3 rd edition. Johannesburg: Heinemann.
Book – anonymous Anon. Year. <i>Title: subtitle.</i> Place: Publisher	Anon. 1955. <i>The Eliciting of Frank Answers</i> . Florida: Engineering Publications.
Journal article Author. Year. Title of article. <i>Title of journal</i> , volume (number): page(s), Month.	Sandhya S. 2009. The Social Context of Marital Happiness in Urban Indian Couples: Interplay of Intimacy and Conflict. <i>Journal of Marital and Family Therapy</i> , 35(1): 74 -96, January.
2 books in 1 year by same author Use letter identifier after year.	Louw, DJ. 1998a. <i>A Pastoral Hermeneutics of Care and Encounter</i> . Cape Town: Lux Verbi. Louw, DJ. 1998b. <i>Meaning in Suffering: A theological reflection on the cross and the resurrection for pastoral care and counselling</i> . Berlin: Peter Lang.
Editor	Baumann, SE. (Ed.) (1998) <i>Psychiatry and Primary</i>

Plagiarism

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

Cheating

Cheating on an exam or assignment may also take various forms, such as using unauthorised material during an exam, copying another student's work, or assisting another student in cheating. Such violations of academic integrity will be considered serious offences and will result in failure of the module.

Penalties

In all serious violations of academic integrity, as so deemed by the lecturer, the lecturer will report the violation to the Dean with a recommended penalty. The penalty may range from lowering of the grade for the paper (in cases of carelessness or negligence), failure of the module (in cases of deliberate covering up of sources), or full disciplinary review (in cases of recurrence of plagiarism).

In the case of formative assessments, the lecturer must inform the student of the plagiarism and the need to report the matter to the Dean. The student may be allowed the opportunity to resubmit the paper at the discretion of the lecturer. In the case of summative assessments, the

are assigned a username and password and are expected to adhere to the terms of use. The terms of use are as follows:

All authorized users of these licensed electronic resources may not use the material for the creation of derivative works or any form of commercial exploitation or otherwise reproduce, redistribute, retransmit, republish, or otherwise exploit material accessed through the APU library electronic resources save as permitted under the terms of the license of the individual electronic resource.¹

Access to these resources is through the APU library website <http://www.apu.edu/library>

Apart from access to the APU website there are many Open Access Journals. OAJ's are free accredited and credible resources found online. A list of these resources can be obtained from the Faculty Manager, Librarian or downloaded from the CI website at <http://www.cornerstone.ac.za/student-affairs-ccc.html>

In addition, CI students have full access to JSTOR (<http://www.jstor.org>). You can log onto JSTOR without a username and password by accessing the site via the CI server. This means you can access the site by logging on at one of the work stations in the Computer Laboratory or the wireless network in the building.

Academic Integrity

Students are expected to demonstrate academic integrity in all their assignments and exams. Academic integrity requires that one gives proper credit to one's sources and never represents someone else's work as one's own. Violation of academic integrity can take several forms, the primary ones being plagiarism and cheating, both of which will be treated with appropriate penalties.

¹ <http://www.apu.edu/library>

TYPE OF ITEM AND FORMAT	EXAMPLE
Editor (ed). Year. <i>Title: subtitle</i> . Place: Publisher.	<i>Health Care</i> . Cape Town: Juta.
Article cited in a book Article details. Cited in: Book details.	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.
Chapter from book with different contributors Author. Year. Title: subtitle of the chapter. (In Editors of book (eds.), <i>Title of book</i> . Place: Publisher. Page references.)	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.)
Book review Author of the review. Year. <i>Title of the book being reviewed</i> , Author of book. Reviewed in: <i>Title of journal review is published in</i> , Issue: Page reference, Date of issue.	Reagan, M. 1997. <i>The beach</i> , by Alex Garland. Reviewed in: <i>Village voice</i> , 42: 56, March 11.

TYPE OF ITEM AND FORMAT	EXAMPLE
Brochure Name of organisation that produced the brochure. Year. <i>Title of brochure</i> . Edition. [Brochure]. Author.	Research and Training Center on Independent Living. 2008. <i>Guidelines for reporting and writing about people with disabilities</i> . 7th ed. [Brochure]. Lawrence, KS: Author.
Newspaper article Author. Year. Title of article. <i>Title of newspaper</i> : page reference, Day Month.	Smetherham, J. 2004. Unsung heroes in battle against Aids. <i>Cape Times</i> : 3, 29 November.
Internet Author. Year. Title of article. <i>Title of website</i> . Date posted. Website address. [Date accessed].	Ackermann, E. 1996. Writing your own Web Pages. <i>Creating Web Pages</i> . 23 October 1996. http://www.mwc.efu.edu/erne/writeweb.html . [Accessed 22 January 2001].
Internet – no author Use Anon in place of author.	Anon. 1996. Writing your own Web Pages. <i>Creating Web Pages</i> . http://www.mwc.efu.edu/erne/writeweb.html . [Accessed 22 January 2001]
Internet – no publication date Use n.d. in place of year.	Ackermann, E. n.d. Writing your own Web Pages. <i>Creating Web Pages</i> . 23 October 1996. http://www.mwc.efu.edu/erne/writeweb.html . [Accessed 22 January 2001]
Internet – journal article Author. Year. Title of	Griffith, Al. 1995. Coordinating family and school. <i>Education Policy Analysis Archives</i> , 3 (1). http://olam.ed.asu.edu/epaa . [Accessed 12 Feb

CI undertakes to work according to its core values by promoting and displaying integrity, respect, creativity and excellence in the research process. Supervisors and students carry the responsibility of being transparent by providing accurate and sufficiently detailed information and by being just and fair in giving others appropriate credit. Supervisors and students are to aspire to the highest degree of integrity in their research by complying with the highest standards of appropriate research methodology, acknowledging the limitations of their research and findings, making no misrepresentations in their findings, not fabricating any information, and committing no form of plagiarism.

Data and information gathered should be available to interested parties without violating or undermining confidentiality. Researchers are accountable to the particular academic community and any other communities in which they participate. Therefore, they will consider potentially destructive consequences of their research on communities and will seek to avoid these consequences or put measures in place to reduce the risk of such consequences.

Students and staff at CI are responsible for taking into account other codes of ethics that are relevant to their work such as the codes of ethics of relevant professional bodies, scholarly societies and partner institutions

Failure to adhere to the above principles of research ethics will be dealt with as a disciplinary matter, following the *Academic Discipline Policy*. Serious and/or repeated offences of this nature may be the grounds for failure, suspension and/or dismissal from the institution.

On-line Resources

All registered Cornerstone Institute Honours students have full access to the electronic resources of the Azusa Pacific University library. Students

- Assisting students in defining a research topic and appropriate research methodology.
- Assisting students in identifying appropriate literature.
- Advising students in the development of a clear and supportable thesis statement.
- Providing students with feedback regarding the analysis of the literature and data, structure of their arguments and written presentation of their research.
- Monitoring and reporting student progress both for the students and relevant academic committees and/or personnel.
- Completing a final written assessment of the students' research project for review by the moderation and external examination processes.

Examination of Research

Student research proposals are approved by the faculty research supervisors assigned to the student. During the approval process faculty supervisors consider criteria such as the suitability of the research project for the qualification, the suitability of the research methodology and the integrity of the proposed research.

Faculty supervisors bear primary responsibility for the assessment of research projects, but honours level research is also subject to assessment by an external examiner. Final assessment decisions are made by an examination committee, on the basis of recommendations by the faculty supervisor and external examiner.

Research Ethics

CI students and faculty have a responsibility to familiarise themselves with those human rights that have a bearing on academic work. These include, but are not limited to: equality and non-discrimination, human dignity, privacy, freedom of opinion, freedom of expression, access to information, and just administrative action.

TYPE OF ITEM AND FORMAT	EXAMPLE
article. <i>Title of journal</i> , volume (number): page(s). Website address. [Date accessed].	1997]
Electronic communications – personal e-mail Author (e-mail address). Year. Subject, date sent, recipient (e-mail address).	Smith, R (r.smith@bremner.uct.ac.za). 2002. RE: Citing Internet Sources. E-mail, 21 August, to C Badenhorst (carlb@cornerstone.org.za).
Interview Name of person interviewed. Year. Description of the interview, place, date of interview. [Format]	Herman, W. 2004. Interview by author, Cape Town, 20 November. [Personal conversation].
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.	Smyth, A. 2009. Unpublished lecture notes on Jung's analytical theory. Cape Town: Cornerstone Christian College.

TYPE OF ITEM AND FORMAT	EXAMPLE
Encyclopaedia or dictionary article Author. Year. Title of article. <i>Title of publication</i> , edition. Volume:page(s). Place: Publisher.	Spry, W. 1979. Homestead and Exemption Laws. <i>Encyclopaedia Britannica</i> , 14 th ed. 11:704-705. Chicago: Encyclopaedia Britannica.
Conference Proceedings Author. Year. Title of paper. <i>Title of published document</i> , Place and date of conference, page reference(s), Place (of publication): Publisher.	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.
Correspondence Author of the letter. Year. Description of the type of correspondence, Date of correspondence. [Note of location of the original document]	Theron, C. 1997. Letter to the Town Clerk of Stellenbosch, 5 May. [Original copy in records of the Town Council of Stellenbosch.]
Telephone conversation	Schahie, K. W. (personal communication. April 18, 1993).
Television broadcast Name of producer.	<i>The MacNeil/Lehrer news hour</i> . 1993. New York and Washington, DC: Public Broadcasting Service. Oct

TYPE OF ITEM AND FORMAT	EXAMPLE
(Title of producer). Year. Title programme. Place: Broadcast service. Month and day	11.
Video <i>Title: subtitle</i> . Year. Place: Publisher. [format]	a) <i>The interview game</i> . 1985. London: BBC. [Video recording] b) <i>Silent hunter</i> . 1986. Producer, John Varty; director, Duncan McLachlan. s.l.: Londolozzi Productions. 1 videocassette (VHS) (49 mins). [Video recording]
Thesis and dissertation Author. Year. Title of article. <i>Title: subtitle</i> . 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.)

Research Policies

Academic Support and Supervision

Faculty provides research supervision and support for students in the honours programme. Research support begins with a Research Methodology module in the first year of study. The head of department assigns students completing research projects to faculty supervisors, who are responsible to guide students through the research process and insure that adequate research support is provided to them. Research supervision includes: