REQUIREMENTS AND GUIDELINES

FOR

RESEARCH REPORTING

Geography and Environmental Studies
Stellenbosch University

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This version replaces all previous ones, electronic and printed.

This guide is a work in progress and inevitably suffers from some errors and inconsistencies for which we take responsibility. We invite the reader to bring these to our attention to help us improve its usefulness.

CONTENTS

REQUIREMENTS AND GUIDELINES FOR RESEARCH REPORTING

There are various ways of reporting or presenting academic research results to audiences like conference papers, journal articles, professional reports, books and PowerPoint presentations, each with its specific prescriptions for content, structure and style. This guideline document, however, is intended to help students write assignments, essays, research reports, theses and dissertations in the Department of Geography and Environmental Studies at Stellenbosch University. Its main aim is to provide a single source to ensure technical conformity in the structure and style of research reporting in the department. Therefore the research steps are dealt with only cursorily while technical detail is emphasised. Many published sources dealing with these matters are available in the JS Gericke Library and students are urged to consult these for full discussions. Different styles are often encountered in the sources, leading to confusion, hence this effort at standardisation. The technical descriptions are largely accredited to Smit (1995) and Hay (1996), but discipline-specific adjustments and departmental preferences are incorporated which account for the many differences from the conventional sources available.

We recommend that you remember (and apply) the five Cs which are the hallmarks of good writing. Put simply, good writing, according to Brookes & Marshall (2004: x), should be: correct, consistent, clear, complete and concise and they summarise the essence of each C as:

"**Correct** writing involves making sure that you write according to the rules of standard English.

Consistent writing involves making decisions about how you are going to present information and sticking to these decisions throughout the document.

Clear writing involves making sure that your writing can be understood by the people who will read it. This involves using words that will be understood, and presenting information in a straightforward structure so that your readers know what is going on.

Complete writing involves presenting all the relevant information, including explanations of anything that might be unclear.

Concise writing involves getting to the point quickly and not wasting your readers' time with irrelevant information."

Carstens & Van der Poel (2010) add that text must fulfil the requirements of the four Cs, namely **clarity, coherency, consistency** and **correctness**. Their version of the five Cs holds that well-written text *communicates* effectively and easily; *convinces* the reader about the content of the text; is *clear* with a lucid style; is *concise* because it is brief and crisp; and the subject matter is *correct*.

It is only fair that we alert you, as Wellington et al. (2005) do, at the outset that writing is hard, even painful, work. It is a struggle. It is difficult. Writing clearly and succinctly is even more difficult. Having extensive experience of writing does not make it easier, it simply makes the writer more confident. Paradoxically, in order for it to be good it must be difficult to write and eventually a well-written report is easy to read, expresses what you mean in simple correct language, and is informative. We trust that this document's contents will guide you in and provide you with templates for your report-writing endeavours.

"Writing up, in essence, calls on researchers to exercise skill and judgment as they:
- Produce an account of the research.
- Tailor reports to meet the requirements of different audiences.
- Adapt an appropriate style of writing and take account of certain technical conventions."
(Denscombe 2007: 316)

We start with nine essential steps of planning your research which are forerunners to compiling a research proposal comprising various components of which the elements, research aims and

objectives, methodology and method are briefly expounded. Then the essentials of research reporting are presented under eight principal rubrics with special attention given to listing sources and referring to them using the Harvard method. Thereafter departmental prescriptions are made concerning report structure, editorial style, tables and diagrams, security considerations and quality checks. A list of helpful library sources and appended examples of title pages round off the document.

1   PLANNING THE RESEARCH

Generally, identifiable steps or stages, in logical and sequential order, can be discerned in the planning phase of most research projects. They are:
• Research problem and topic identification;
• Literature study and review;
• Problem formulation and demarcation of a (geographical) study area; and
• Decisions about research method, which entail the selection of:
  o research paradigm(s) and strategy(ies);
  o target population(s), study objects, area and sample framework(s);
  o method(s) of data collection;
  o method(s) of data systematisation, manipulation and analysis;
  o planning of time schedule according to deadlines; and
  o planning logistics and budgeting for expenses.

This sequence of stages – even the presence of all the stages – does not necessarily apply to all research projects but the components are rehearsed here as guidelines for your empirical research efforts.

1.1   Identify the research problem

Research problems originate from:
• *Common sense*, meaning concepts that are commonly taken to be true, but have not been empirically tested.
• *Observations* made of phenomena in our environment.
• *Theory* devised by others and discovered through literature search:
  o a theory organises and explains facts and/or observations;
  o a theory generates new knowledge by focusing thinking on new aspects of behaviour or observed patterns. New knowledge is often brought to light by research aimed at testing theories.
• *Previous research* often stimulates further research which may result from criticism of the methodology or further possible implications of its influence, or an attempt to generalise the results.
• *Practical problems* experienced in our environment (human or physical).

> In selecting a topic for study, consider the following criteria: interest, significance, available data, knowledge and skills, manageability, and funding.

In Section 7.1 we emphasise the need to lead the reader from section to section, chapter to chapter to ensure a flow in your report. Strategies for affecting this are given there. To save space, and because you will probably not read this guide from beginning to end but piecemeal, we have not applied these devices throughout.

1.2   Study the literature

The study of the literature is a fundamental and integral part of planning and undertaking a research project. The roles and functions of a comprehensive study and in-depth interpretation of the literature are to:

- Identify and select a research theme.
- Discover previous studies and knowledge about the research theme.
- Aid meaningful and scientifically-based problem formulation and demarcation.
- Uncover empirical situations for the particular research theme.
- Search out effective research methods and procedures for planning data collection and analysis.
- Introduce relevant theories, definitions and theoretical argumentation concerning the problem theme.
- Help to determine the practical and theoretical value of the research.

The following are practical suggestions for a study of the literature:
- Use the Gericke Library's SUNSearch facility found at:
  http://library.sun.ac.za/English/Pages/default.aspx (English) ;
  http://library.sun.ac.za/Afrikaans/Pages/default.aspx (Afrikaans).
- Start by reading a few general, basic works on the research theme.
- Then read more specific research articles in scientific journals.
- Read selectively and concentrate on the latest editions of publications.
- Consult works listed in reference lists or discussed in bibliographies.
- Evaluate all the material critically because not all written text is scientifically truthful nor immutable fact, even when presented by 'experts'.
- Keep a complete record of sources and all relevant information gleaned from them for later perusal and source referencing.
- Summarise all relevant bibliographical information on cards or, better still, computer file (spreadsheets like Excel, or database packages like Access) as follows:
  o *author's surname and initials;*
  o *title of publication;*
  o *place of publication, publisher, year, volume and number of the edition;*
  o *page numbers; and*
  o *topic-specific keywords to facilitate later subtopic searches.*

1.3 Formulate and demarcate the problem

Problem formulation involves the following important steps or elements:
- Explain the project background.
- Formulate and demarcate the problem or theme to be researched.
- Postulate possible hypotheses (if applicable).
- Define the relevant concepts.
- Delimit and describe the study area(s), research setting or context and target population(s).

Project background indicates the significance, meaning and viability of the research and its contribution towards increased knowledge and the practical application of such knowledge.

Proper literature study leads to scientifically valid *problem formulation and demarcation* – the most critical step for planning the subsequent research steps. It refers to: geographical, social and cultural delimitation; delimitation of the time period; demarcation of research population(s); and identification of variables.

1.4 Formulate hypotheses

It is not always necessary to formulate and test hypotheses in your research. *Hypotheses can be postulated as possible answers to the stated problem(s).* Hypotheses:
- Emanate from knowledge of the nature, intensity and extent of the problem.
- Are essential to structure the research process.
- Must be regarded as tentative solutions or explanations of the problem as formulated.
- Must be precisely worded (if general and vague, they are of little value).

- Must be rigorously testable (normally quantitatively or statistically) for unequivocal acceptance or rejection.

1.5 Define concepts and variables

Once the research theme has been demarcated and formulated (and the hypotheses postulated), the concepts contained in the demarcation, formulation and postulation have to be identified and defined. Concepts are the building blocks of systematic knowledge, gleaned from diverging observations of reality. It is the scientific means by which coherent sense is made of complex realities. But concepts are abstract, distinct from phenomena which are objects or events the characteristics of which are susceptible of observation. When the characteristics of phenomena vary and affect other phenomena they are termed variables which are elements, features or factors that are liable to vary or change. Researchers' reports of observations of variables are considered as data which are measurable as numbers or symbols specifying differing characteristics of variables. Needless to say, the intended study's concepts, phenomena and data must be clearly defined and appropriate methods must be chosen and justified to collect the required data.

1.6 Select appropriate methods of data collection

A plethora of sources on data-collection methods, many quite topic-specific, is available in the university's libraries. No serious research can be conducted without focused study of these various guideline documents when and as necessary. Some examples:

- For survey design Sheskin (1995), among others, provides an excellent exposition. No questionnaire should be drafted without careful use of this source.
- Physical or environmental studies cover such wide fields of the discipline that isolating individual works is difficult and often not topic-specific enough. Watts & Halliwell (1996) is an example of a good general text on methods and techniques.
- Many of the sources listed at the end of this document refer to this element of research.

1.7 Decide on method(s) of data analysis

A large collection of texts on data analysis, many of which are topic-specific, is available in the university's libraries. No study should be attempted without intensively consulting these. Statistical methods are tools which enable the researcher to interpret the research data accurately and reliably, to sort the vast amount of information collected, to draw conclusions from it and show relationships between the variables to make meaningful deductions and draw conclusions. The research findings can then be put to practical use. Statistics are an aid to research and not a substitute for sound logical reasoning. Consider that:

- Although statistics are important aids to research, they cannot replace thorough planning and sound research procedures.
- Sound research planning must ensure that data collection, processing and analysis can be done by means of the available statistical methods and preferably by computer.
- The selection and application of specific statistical methods must be considered and properly understood from the start of the planning stage.

1.8 Plan the project duration

You are expected to draw up a timetable with definite deadlines for the duration of every project. Supervisors normally provide deadlines, but your personal circumstances must be taken into account. Make sure that ALL possible research tasks are accounted for (e.g. literature survey; research planning; fieldwork; data collection; data capture; data manipulation; data analysis; graphics production; table construction; writing first and subsequent report drafts; grammar and style editing; submission to supervisor or promotor for vetting of examination readiness; corrections; resubmission(s); internal and external examination; correction of final material; duplication; binding; article writing.)

1.9   Write the report

In the planning of a project it should already have been decided how the results of the research will be disseminated, for example in a thesis, a research report, a book or a journal article. Each reporting format requires particular reporting elements and sequences. The sources listed in Section 23 give sound advice on writing and presenting your research.

2   THE RESEARCH PROPOSAL OR PLAN

All researchers are normally required to submit a formally written research plan at the start of a project. This may be directed at a supervisory panel or some funding agency and each target audience sets its own requirements for such submissions. Here some generic guidelines are highlighted.

2.1   Introduction

The researcher should realise that guidelines are seldom precise 'recipes' to be followed to the letter. When preparing a research proposal, the researcher should not only be interested in the results of the research, but should also strive for quality and excellence, should be able to justify the research scientifically and should aspire to make a contribution to science and society through the research. The proposal gives the supervisor or promotor an indication of the research ability, insight and aptitude of the candidate to master the project. It is a brief, systematic preview of the research theme and the way in which the research will be carried out.

Scientific aspects to be addressed in such a proposal are:
- the exact domain or theme of the research;
- available existing knowledge about the theme, acquired through a literature study;
- possible findings that can be anticipated;
- the intended research strategy;
- the target geographical region, the population and the sample strategy (where applicable);
- the method(s) of data collection;
- the quantitative or qualitative technique(s) and analytical method(s) that will be implemented; and
- cost accounting and the research timetable.

2.2   Format of the research proposal

The written research proposal should sequentially contain the items described in the following subsections.

2.2.1 The research title

The title of a project embodies a concise description and demarcation of the research theme. It should be possible for readers to deduce the rationale, feasibility and value of the research project from its title. See Section 3.3 for this department's specific requirements for project titles.

2.2.2 The causative problem

This part of the submission constitutes what Mouton (2001) calls the 'world one' or real-world (real-life) problem and should address at least the following aspects:
- historical background to the problem;
- the occurrence, nature and extent of real-world manifestations of problem events or elements;

- the source of motivation for the interest and/or involvement in the specific research theme by the researcher; and
- the possible contribution and value of the research to expanding knowledge about the topic.

2.2.3 Literature survey

A thorough and in-depth identification and study of relevant sources of information are fundamental to informing and compiling a research proposal. Reference to these sources is essential. The required literature reviews in all the department's research-based modules and assignments are preparatory exercises that feed this section. The literature review is written in the present perfect or past tense. Present tense is used for established knowledge.

2.2.4 Formulation of the research problem

Normally this comprises a concise summary of all the problem elements to be addressed by the research. This is what Mouton (2001) refers to as the 'world two' problem and entails the identification of the problem elements that are the viable target of the research. The study aims and objectives flow logically from these elements.

2.2.5 Research aim and objectives

The *research aim* is a concise, overarching statement that spells out what the researcher intends to produce during the research process. Take note that this aim does not address the uses the researcher envisions the research results will be put to nor the good to society that the researcher hopes will flow from them. This is what is commonly referred to as the *purpose* of the research and it is not uncommon for research reports to devote space – even a subsection – to specifying and explaining the purpose(s). The aim focuses on concrete output the researcher wishes to produce as research products. These 'products' are mirrored in the individual objectives that are formulated. The formal aim statement serves to demarcate the study's extent and focus, and forms the gist of the 'agreement' between researcher and supervisor or promotor of what is expected from the research.

Research objectives serve to deconstruct the aim and body of empirical research into its individual deliverable products. Each objective forms the focus of a specific research component or task to be performed at a given stage in the sequential research process and leads to the production of a separate research product. As such, each objective and its product eventually manifests as a significant part of the research report (something like a chapter or major part of one). As with the aim, the objectives demarcate and discipline the research and the researcher's activities agreed on by the researcher and supervisor or promotor.

2.2.6 Research methodology, methods and programme

Students particularly, and sometimes even texts, do not clearly distinguish between methods and methodology. Cone & Foster (1993) engagingly subtitle their book's chapter on methodology as "How you're gonna do what you're gonna do!" But much confusion and uncertainty is locked up in this aphorism. There is a good degree of clarity in Paltridge & Starfield's (2007: 123) diagram reproduced as Figure 2.1, the contents of which we trust will guide your telling apart and understanding of methodology, methods and materials. They describe methodology and methods briefly as:

> *Methodology* refers to the theoretical paradigm or framework in which the student is working; to the stance he or she is taking as a researcher (e.g. choosing a quantitative or qualitative paradigm) and the argument that is built in the text to justify these assumptions, theoretical frameworks and/or approaches as well as the choice of research questions or hypotheses. The methodology develops an explanation as to why the research methods under discussion have been chosen. The section will probably require a restatement of research aims/questions and

involve explaining to the reader how the chosen research method(s) will help answer the research questions.

Methods refers to the actual research instruments and materials used. The chosen methodology informs the choice of methods and what counts as data.… The writer needs to discuss why a particular method was selected and not others. The writer should refer to literature on the method(s) under review and justify their choice using the literature. The
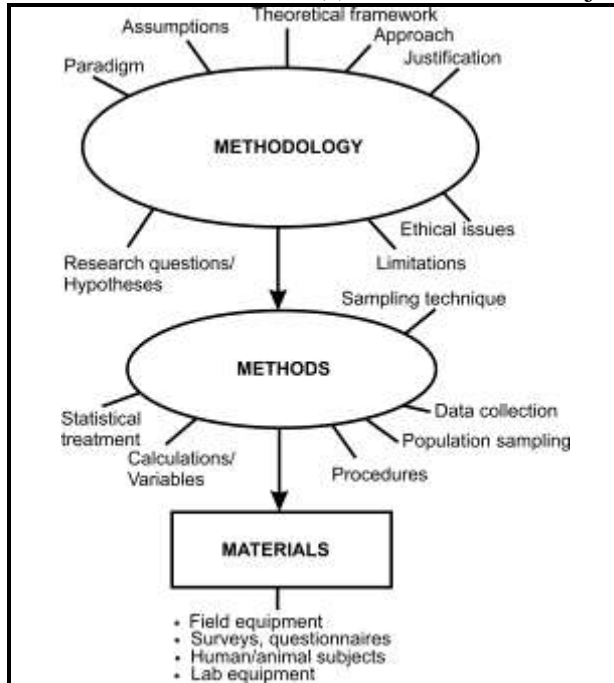
Figure 2.1 Typical components of a methodology chapter

justification should revolve around the intrinsic value of the research method chosen in terms of yielding the data that will enable the student to answer the research questions but could also address issues like limited time, the fact that it is a preliminary study, financial constraints, etc. (Paltridge & Starfield 2007: 118-119).

A proposed timetable for the research will give an indication how realistic the proposal actually is and a proposed budget how realistic it is regarding financial requirements. If unrealistic, the envisaged research might need to be adapted.

3 REPORTING AND DOCUMENTING THE RESEARCH

Research results remain esoteric, and largely useless, knowledge acquired and produced by the researcher until they are properly disseminated and communicated to interested readers. What the critical reader needs to be informed about and convinced of the potential value of the research, are sketched in the following sections. (Sections 8 to 11 expand on these)

3.1 Objectives of a research report

The following characteristics summarise the main objectives of any research report:
- The findings of the research are conveyed in an intelligible, scientific, effective and concise manner.
- Unnecessary repetition is avoided.
- The data contained in the report can be reinvestigated in the light of new findings.
- Research results can serve as a basis for expanding theories and knowledge.
- Research reports establish who was responsible for the original research in a certain field.

3.2 Content and standard of the research report

The scientific method, apart from obtaining answers to specific questions and resolutions to problems in a scientifically-valid manner, has to conform to certain standards, namely:

- The researcher has to ensure that every relevant aspect of the research is set out clearly in the report. Avoid too much and unnecessary detail.
- The research report is pitched at a certain reading public, therefore it has to be compiled in such a way that the intended reader will understand it clearly and correctly.
- The information contained in the report must be accurate and reliable.

3.3   The research report's title

The title should be formulated with care, be short, specific and well-structured, and should meet the following requirements (also see Section 7):

- Readers from other subject disciplines should find it easily comprehensible – in other words, avoid abbreviations and obscure terms.
- Every word in the title must convey specific information and meaning.
- The title should not be too long – preferably a maximum of 12-15 words. Introductory phrases such as 'A study of ...' or 'An investigation into ...' are superfluous and must be excised.
- The title should only indicate the subject of the investigation and not describe the content.
- The title must be self-explanatory, be able to stand on its own, and arouse the interest of the prospective reader.
- Basic errors that frequently occur in the title include that the title is too long, consists of a full or complete sentence or a rhetorical question, or is humorous or cute. Avoid these.

3.4   The research report: General background

Writing a research report is an exercise in which the scientist argues and defends a certain point of view or theory or finding before fellow scientists. Luey (2008: 2) points out that "the purpose of a dissertation [report, thesis] is to learn – and to demonstrate that you have learned – how to define an original topic, ask interesting questions, apply the relevant research skills and methodologies, tap the relevant resources, draw conclusions, and write about what you have learned." This implies that the research report must be written according to a prescribed formula, bearing in mind that there is not just one valid methodological, theoretical or metatheoretical paradigm, but various perspectives in science. Therefore it is possible to suggest only broad, general guidelines here.

Research starts with a problem, followed by the collection of relevant information, an analysis and argumentation of the data, a critical examination of alternative solutions and finally the drawing of conclusions and making of recommendations where possible. There is, of course, room in this approach for personal styles and preferences. The primary objective of the research report is to convey knowledge and findings in a scientifically-valid way.

3.5   The introductory section

The introductory part of a report normally comprises one chapter or section. The purpose is to provide readers with sufficient relevant background information to enable a complete grasp and understanding of the eventual results of the research, without having to consult other relevant works. In this section the researcher sequentially provides:

- Opening remarks aimed at the problem area, with emphasis on the identification, demarcation and formulation of the problem, along with the background to and the rationale for the research.
- Relevant theoretical views and arguments that relate to the specific problem or phenomenon being investigated.

- The most important relevant and recent research on the problem area, which is discussed and considered to disclose what led to the formulation of the problem.
- A detailed discussion and integration of the existing knowledge about the subject that is being researched.
- The specific aims and objectives pursued by the study.
- The demarcation of the study area, target population and/or phenomena must be clear.
- A research plan and the methods section is needed (past tense – what was done and how it was done), which includes:
  - o the research design (diagrammatically if possible); and
  - o methods of data collection and analysis.

The content of the introductory argument should be arranged under logical headings describing the content concisely.

3.6   Research results

These sections usually take up a number of chapters or sections in papers, theses and dissertations. Here the researcher elaborates on the methods and strategies the research employed to enable other researchers to replicate or check the research, or to evaluate the suitability of the techniques used. The data on which the arguments and interpretations rest, and from which conclusions are drawn must, of necessity, be included in the research report. The nature of the data and the research method(s) determine the form the report takes. The discussion of the results includes:

- arguments about the implications of the findings concerning existing findings and theory, and the drawing of conclusions from the work; and
- evaluation of the results:
  - o What contribution (theoretical and practical) does the research make?
  - o How was each aim set for the research (in Chapter or Section 1) met?
  - o Make recommendations for future research.

The results of the study are reported in the past tense, both the discussion of the results and the conclusions are presented in the present tense.

3.7   List of references or sources

Because accurate referencing is an essential element of the research reporting, this section first addresses some general guidelines for referencing before providing detailed rules for documenting the various recognisable types of sources.

3.7.1 Guidelines and departmental rules for referencing

As a general rule, no unconsulted or unread sources should be listed as reference. The considerable confusion about the use of the terms 'bibliography', 'reading list' and 'list of references or sources' is cleared up by Smit (1995: 36-37):

- "A *bibliography* is a comprehensive list of all sources consulted, although not every listed source is referred to in the text.
- A *reading list* is a complete list of the sources consulted by the author and referred to in the text, with all details pertaining to them. Since a reading list makes no provision for unpublished sources such as speeches and conversations the terms 'references' or 'sources' is recommended.
- A *list of references or sources* (preferably just *References* or *Sources*) has a broad meaning and also includes references to interviews, speeches and lectures at conferences. The department requires students to include only such lists. The format of the listed items is according to the Harvard method or author-date referencing system which may appear complicated to the uninitiated but has the advantages of brevity and clarity."

The source references appear at the end of the work, and are generally presented as follows:

- Sources are listed alphabetically according to author's surname, followed by initials.
- Works by the same author are listed in chronological order.
- Works by the same author published in the same year are listed alphabetically by title, and each work is identified with a, b, c etc. immediately after the date.

Important
- The formats and specifications in the following sections are to be closely adhered to in all submissions made in this department. DISOBEY THESE PRESCRIPTIONS AT YOUR PERIL.
- Elements of references are not selected at whim but are given fully and correctly in all details to aid readers of your report to easily identify and find the sources referred to. Accuracy (regarding every detail correctly) and consistency (applying the system used throughout the work) are non-negotiable.

> The source types included in the following sections are the most important ones and not all the possible cases are covered here, but the golden rule for referencing them is to provide sufficient and correct information for readers wishing to acquire or access the items themselves. It is essential that sources listed in the reference list and citings in the text are documented and rendered correctly. Inadvertent mistakes (and, of course, those made through carelessness and inattention to the guidelines' rules for referencing), if caught, will damage your credibility, or if not caught, be reproduced by other scholars using your references.

3.7.2 Books

Entries for books contain the following information:
- The **author's surname** (first letter upper case, rest lower case) is followed by **initial(s)** (no **full stop** after an initial and no space between each initial).
- The **surname(s) and initials** of all **co-authors** are given similarly – in order of appearance in the source and each author separated by **commas**.
- The **year of publication** is followed by a **full stop**.
- The **title** of the book (in italics to indicate a *published* source) followed by a **full stop**. Use *sentence case*, i.e. only the first letter of the *first word* is *upper case*, except for words that normally start with a capital letter in the middle of a sentence, for example country names, brand names, names of organisations. **Subtitles** are introduced by **colons** and the initial letter of the first word is a *capital*. Words in a book's title that are normally italicised, e.g. the Latin names of plants or animals, are rendered unitalicised to indicate their normal italicisation.
- The **edition** (unless it is a first edition) followed by a **full stop**, i.e. 4th ed.
- The **place (city or town**) of publication (Note: Not a province, state, county or country name) followed by a **colon**.
- The **publisher** followed by a **full stop**. Publisher's name is sufficient – don't add "Publishers', '& Company" or 'Inc'. [Note: The publisher, from whom a copy of the source material may be obtained and not the printer.]

Concerning all references
- Write the work's **title** in the original language, but other elements in the language of your report.
- Regarding **missing bibliographical information**, insert the following abbreviations:
  - missing date of publication: n.d. (no date) or s.a. (*sine anno* = without date) [sonder jaartal];
  - missing place or location of publisher: n.p. or s.l. (*sine loco* = without place) [sonder plek];
  - missing publisher: s.n. (*sine nomine* = no publisher) [geen uitgewer];
  - inexact date: ca or c. (*circa* = about, approximately) [rondom], e.g. ca 2004; c. 2005; and
  - pages unnumbered: s.p. (*sine pagina* = no pages) [geen bladsye].

- Separate references by **indenting** the second and subsequent lines (use Ctrl/t or top slider bar) slightly, but do not leave blank lines.
- Use the **ampersand** (&) instead of 'and' for multiple authors.
- Never use the abbreviation **et al.** for multiple authors in the reference list.

Examples
- *A book with one author*

Shaftoe H 2008. *Convivial urban spaces: Creating effective public spaces*. London: Earthscan.
- *A book with two or more authors*

Rosenberg A & Linders P 2004. *Organic agriculture: A handbook*. Pretoria: Lindros.

Locke LF, Silverman SJ & Spirduso WW 1998. *Reading and understanding research*. Thousand Oaks: SAGE. [This book cannot be referred to in the text as 'Locke et al. (1998)' – all three authors must be named].
- *A later edition of a book*

Millstone E & Lang T 2008. *The atlas of food: Who eats what, where, and why?* 2nd ed. London: Earthscan. [Do not use superscript for 1st, 2nd, 3rd, 4th – as word processing tends to do automatically].

Van Sickle J 2008. *GPS for land surveyors*. 3rd ed. Boca Raton: CRC Press.

- *A book lacking the author's name*

Song of the desert, The 1980. Translated by JB Britton. New York: Macmillan.

Mathematics in use 1954. Richmond: Cyclop Press.

- *A book with an institution, organisation, association as author (author unknown)*

UN-Habitat (United Nations Human Settlements Programme) 2009. *Planning sustainable cities: Global report on human settlements 2009*. London: Earthscan.

FAO (Food and Agriculture Organization) 1997. *Animal production yearbook 1997*. Rome: FAO.

IEA (International Energy Agency) 2008. *World energy outlook 2008*. Paris: IEA.

United Nations 1976. *Growth pole strategy and regional development planning in Asia*. Nagoya: United Nations Center for Regional Development.

Millennium Ecosystems Assessment 2005. *Ecosystems and human wellbeing. Millennium ecosystems assessment*. World Resources Institute. Washington, DC: Island Press.

  Note: References to the first three of these five sources in the text must be to the abbreviation and not to the organisation's full title because a reader will search the list for the abbreviated form, viz. (FAO 1997; IEA 2008; UN-Habitat 2009).

- *Institutional books and reports with author known*

Fernandez-Rivera S 1995. *Livestock and sustainable nutrient cycling in mixed farming systems in sub-Saharan Africa*. Addis Ababa: International Livestock Centre for Africa.

Naudé W 2009. *The financial crisis of 2008 and the developing countries*. Discussion Paper No 2009/1. Helsinki: World Institute for Development Economics Research.

- *Proceedings of conferences, congresses, symposia and workshops; and a contribution to a proceedings*

Simalenga TE & Joubert ABD (eds) 1997. *Animal traction in South Africa: Today and tomorrow*. Proceedings of the SANAT workshop held 26-28 March 1996. Alice: South African Network for Animal Traction.

Starkey P, Mwenya E & Stores J (eds) 1994. *Improving animal traction technology*. Proceedings of the first workshop of the Animal Traction Network for Eastern and Southern Africa (ATNESA) held 18-23 January 1992, Lusaka, Zambia. Wageningen: Technical Centre for Agricultural and Rural Cooperation (CTA).

Fowler RM 1997. Animal draft power research in South Africa. Past present and future. In Simalenga TE & Joubert ABD (eds) *Animal traction in South Africa: Today and tomorrow*, 41-47. Proceedings of the SANAT workshop held 26-28 March 1996. Alice: South African Network for Animal Traction.

- *A book with an editor or editors (ed/eds in English) [red/reds in Afrikaans] or compiler(s) as its author(s)*

Starkey P (Compiler and ed) 1995. *Animal traction in South Africa: Empowering rural communities*. Halfway House: Development Bank of Southern Africa.

Flick U, Kardoff E & Steinke I (eds) 2004. *A companion to qualitative research*. London: SAGE.

- *A book translated from another author's work*

Christaller W 1966. *Central places in Southern Germany*, translated from *Die Zentralen Orte in Süddeutschland* by Baskin CW. Englewood Cliffs: Prentice Hall. (Original work published in 1933 in German).

- *A book with one title, but consisting of a number of volumes published in different years and various authors*

Siftel B & Watson V 2005. *Dialogues in urban and regional planning, Volume 1*. London: Routledge.

Siftel B, Watson V & Ascelrad H 2006. *Dialogues in urban and regional planning, Volume 2*. London: Routledge.

- *A book with one title, but consisting of a number of volumes each with its own title*

Geyer HS (ed) 2007. *International handbook of urban policy, Volume 1: Contentious global issues*. Edward Elgar: Aldershot.

Geyer HS (ed) 2009. *International handbook of urban policy, Volume 2: Issues in the developed world*. Edward Elgar: Aldershot.

- *The contribution of an author in a book edited by someone else*

Dowling R & Getz D 2001. Wine tourism futures. In Faulkner B, Mosgardo G & Laws E (eds) *Tourism in the 21st century: Lessons from experience,* 49-66. London: Continuum.

Hall C & Mitchell R 2002. The tourist terroir of New Zealand wine: The importance of region in the wine tourism experience. In Montanari A (ed) *Food and environment: Geographies of taste*, 69-91. Rome: Societá Geographica Italiana.

- *A book with principal authors aided by subordinate co-authors*

Angel S, Sheppard SC & Civco DL with Buckley R, Chabaeva A, Gitlin L, Kraley A, Parent J & Perlin M 2005. *The dynamics of global urban expansion*. Washington, DC: World Bank. [This book can be referred to in the report as 'Angel et al. (2005)' as it has more than three authors].

3.7.3 Articles in academic journals or periodicals

An article in a journal must be rendered in the following way and sequence in the reference list:
- **Author(s)**. Further specifications in this regard are the same as those for books.
- The **year** of publication, followed by a **full stop**.
- The full **title** of the article, followed by a **full stop**. Write titles in Roman font, and in *sentence case*, i.e. only the first word and principle names start with capitals. Further specifications as for books.
- The **name** of the **journal** or **periodical** (italic). The title of the journal may *not* be abbreviated according to the ISO standard ISO4: Documentation - International code for abbreviation of

title of periodicals, as is sometimes required in journals. Write journal names in italic font, and in *title case*, i.e. main words start with capitals.

- **Volume** (followed by a **comma** and **serial number**, only when page numbering is not continuous between subsequent serial editions) followed by a **colon** and **space**.
- Rendering of a journal **volume** and serial **edition** with and without a serial number is:
     … *Review* 3, 2: 1-33 – when number 2 is numbered from page 1, but
     … *Journal* 3: 134-150 – when number 2 is numbered from where number 1 stops.
- Pagination, i.e., the **exact from-to page numbers** on which the article appears followed by a **full stop** (e.g. 23-54.). Note: A hyphen with no spaces separates page numbers, not a dash.

<u>**Concerning all references**</u>
o Multiple publications by the same author should have their full citations listed in chronological order with a letter code after the date if two or more were written in the same year, e.g. Stephenson (2003a; 2003b).
o A work of which an author is the first co-author follows a singly authored work in alphabetical order determined by the name of the second-named author.

Examples

- ***An article written by one author***

Donaldson R 2009. Making of a tourism gentrified town: The case of Greyton, South Africa. *Geography* 94: 88-89.

Geyer HS 2009. Notes on spatial-structural change in urban South Africa – the 1990s. *Journal of Urban and Regional Analysis* 1: 27-39.

- ***An article written by more than one author***

Donaldson R & Ferreira SLA 2009. (Re-)creating urban destination image: Opinions of foreign visitors to South Africa on safety and security? *Urban Forum* 20: 1-18.

Van Niekerk A & Van der Merwe JH 2008. Vegetation map of South Africa, Lesotho and Swaziland: Cartographic challenges and lessons learnt. *PositionIT* September/October: 59-60.

- ***Multiple articles written by one (or more) authors in one year***

Ceballos-Silva A & López-Blanco J 2003a. Delineation of suitable areas for crops using a multicriteria evaluation and land use/cover mapping: A case study in Central Mexico. *Agricultural Systems* 77: 117-136.

Ceballos-Silva A & López-Blanco J 2003b. Evaluating biophysical variables to identify suitable areas for oats in Central Mexico: A multicriteria and GIS approach. *Agriculture, Ecosystems and Environment* 95: 371-377.

- ***Working or discussion paper (published and unpublished examples)***

Breitenbach E 2006. *Gender statistics: An evaluation.* Working paper series 51. Manchester: Equality and Human Rights Commission.

Belzer D & Autler G 2002. Transit oriented development: Moving from rhetoric to reality. Paper for the Brookings Institution Center on Urban and Metropolitan Policy and the Great American Station Foundation. Washington, DC.

- ***An article submitted for publication***

Van Niekerk A (Submitted/In press). A comparison of land unit delineation techniques for land evaluation in the Western Cape, South Africa. *Land Use Policy*.
   [**Note:** Afrikaans = (In pers)]

- ***A special edition of a journal or periodical***

Magi L, Maharaj B & Fairhurst J (Guest eds) 2002. South African geography at the dawn of the millennium. (Commemorative Issue). *The South African Geographical Journal* 84, 1.

Woods J & Watson H (Guest eds) 2003. Sustainable utilisation of savannas in Botswana. (Special Issue). *The South African Geographical Journal* 85, 1.

- ***Monograph with an edition and serial number***

Colby A, Kohlberg L, Gibbs J & Liebermann M 1983. A longitudinal study of moral judgment. *Monographs of the Society for Research in Child Development* 48 (200).

Hood L & Bloom L 1979. What, when and how about why: A longitudinal study of early expressions on causality. *Monographs of the Society for Research in Child Development*, 44 (6, Serial No. 181).

- ***Monographs separately bound as supplement to a journal or periodical***

Paivio A, Yuille JC & Madigan SA 1968. Concreteness and meaningfulness. *Journal of Experimental Psychology Monograph* 76: 1.

Wagner AR, Rudy JW & Whitlow JW 1973. Research in animal conditioning. *Journal of Experimental Psychology Monograph* 97: 407-426.

- ***An item in* Dissertation Abstracts International**

Loonts JW 1986. Student worries in the elementary classroom. (Doctoral dissertation, University of Michigan). *Dissertation Abstracts International* 46A, 12: 3659-3660.

3.7.4 Magazine and newspaper articles

An article or report in a newspaper is treated in the same way as a journal article. The descriptive details are arranged in the following order:

An article with an author
- **Author(s)** and **year** followed by a **full stop**.
- **Title** of the article or report in *sentence case*.
- **Name** of the **newspaper** or **magazine** (italics and in *title case*).
- **Date** in full or number of edition followed by a **colon**.
- Pagination **(page number)** followed by a **full stop**.

An article without an author
- **Name** of the **newspaper** or **magazine** (italics, in *title case*) and **year** followed by a **full stop**.
- **Title** of the article or report (in sentence case) followed by a **full stop**.
- **Date** in full or number of edition followed by a **colon**.
- Pagination (**page number**) followed by a **full stop**.

Examples

- **Article under the author's name**

Grunwald M 2009. Going nuclear. *Time* 12 January: 25-26.

Harvey K 2009. 7 Wonders of the West Coast. *Discovery* Spring, Issue 37: 43-45.

Retief E 2010. Landfill to be extended: Planning & funding needed. *Eikestadnuus* 5 February: 9.

- **An article under a particular headline (anonymous author)**

Time 2008. How Obama won. 17 November: 30-31.

Eikestadnuus 2010. Rooting out poor performance. 5 February: 18.

- **An article under no headline (anonymous author)**

New York Times 2009. 23 July: 17.

3.7.5 Personal communications (including letters)

In the text: Refer to the source as to a normal author, with year of interview and followed by bracketed formulation: *Pers com [Pers med]* e.g.: '…(Pierce 2002, Pers com).' or '…as Pierce (2002, Pers com) states…'.

In the references list: Provide a separate heading **'PERSONAL COMMUNICATIONS'** at the end of the reference list; list sources alphabetically by source name as for books, i.e. **Surname Initial Year. Position** or **status of the interviewee**. **Place** of the interview. '**Interview on (date) about…'** / **'Email on (date) about…'/ 'Letter on (date) about…'**.

Examples

De Kock N 2004. CEO, Stellenbosch American Express© Wine Routes. Stellenbosch. Interview on 16 March about wine farm ownership.

Ratcliffe M 2003. Director, Warwick Estate. Stellenbosch. Letter on 4 April about wine tourism development.

3.7.6 Unpublished academic and office materials

- *Academic dissertations, theses and honours research reports*

Scott DG 2004. Developing the vine: Commercialisation and commodification of the wine tourism product in the Stellenbosch Wine Region. Master's thesis. Stellenbosch: Stellenbosch University, Department of Geography and Environmental Studies.

Van Niekerk A 2008. CLUES: A web-based land use expert system for the Western Cape. Doctoral dissertation. Stellenbosch: Stellenbosch University, Department of Geography and Environmental Studies.

> **Note:** Rendering of Van, Van der, De, Le surnames: write JH van der Merwe but Van der Merwe (if no initials or if first word in a reference or sentence), similarly N de Kock but De Kock.

Penderis S 1995. The social conditions in Kayamandi township. Honours research report. Stellenbosch: Stellenbosch University, Department of Geography and Environmental Studies.

- o Should you wish to refer to a **literature review** (officially required for Honours and Master's research by this department) in your research report, the bibliographic entry will be:

    Surname initials year. Title (not italics). Honours (or Masters) research project literature review. Stellenbosch: Stellenbosch University, Department of Geography and Environmental Studies.

- o It is not necessary to write 'Unpublished doctoral dissertation (or thesis)' because the rendering of the title in Roman font distinguishes the item as being unpublished.

> **Note:** An italicised title signifies official publication, while a title in Roman font signifies non-published work

- o Omit the department's name if it is not known. Avoid naming the specific degree in the case of master's theses (i.e. MA, MSc, MComm, LLM, MPhil etc) and doctoral dissertations (DPhil, PhD, DLitt, DSc, DComm, etc).

- *Paper or lecture presented to a meeting*

De Necker PH & Uys JJ 1995. Urban managers' perceptions of urban agriculture in Greater Cape Town. Paper delivered at IGU Commission on Urban Development and Urban Life conference, Cape Town.

Van Niekerk A 2009. The uses of geographical information systems and remote sensing to address problems related to climate change. Paper delivered at the Commonwealth Geographical Bureau conference, Cape Town.

- ***A published research report***

De Necker PH, Uys JJ & Van der Merwe JH 1996. *Urban and peri-urban farming in the Western Cape: Feasibility of a development mechanism for the private sector.* Publication No 35/1996. Stellenbosch: Institute for Geographical Analysis.

Vlok AC & De Necker PH 1989. *School desk atlases. A summary report on the international literature concerning their evaluation, design and production.* Publication No 21/1989. Stellenbosch: Institute for Cartographic Analysis.

- ***An office report***

Biermann S, Van Ryneveld G & Venter C 2004. Cost benefit comparative assessment of low income [sic] housing development localities: Case studies from Johannesburg and Ethekwini. Office Report. Pretoria: Housing Finance Resource Programme.

- ***Duplicated or other unpublished paper***

Davies RJ 1985. Excursion in the Cape Town Metropolitan Area. Duplicated excursion guidebook. Society for Geography, Spatial Analysis in the 80s conference, Stellenbosch.

De Necker PH 2006. Lecture notes and set of readings on wine tourism. Duplicated copy. Module 811: Regions and Culture, master's course in Cultural Tourism and Heritage Studies. Stellenbosch: Stellenbosch University, Department of Geography and Environmental Studies.

Van der Merwe JH & De Necker PH 2013. Requirements and guidelines for research reporting. Stellenbosch: Department of Geography and Environmental Studies.

3.7.7 Government sources

- ***State- or government-related publications***

South Africa (Republic of) ca 2008. *Strategic plan 01 April 2008 to 31 March 2011.* Pretoria: Department of Environmental Affairs and Tourism.

Kruger AC 2007. *Climate of South Africa: Precipitation. WS47.* Pretoria: South African Weather Service.

South Africa (Republic of) 2009. *Bulletin of Statistics.* Volume 43, 3. Pretoria: Statistics South Africa.

South African Weather Service 2005. *Daily weather bulletin.* October. Pretoria: South African Weather Service.

South Africa (Republic of) 1997. *White paper on environmental management policy for South Africa.* Pretoria: Department of Environment Affairs and Tourism.

- ***Government and provincial gazettes***

South Africa 1974. Act on medical practitioners, dentists and medical services, Act 56 of 1974. *Government Gazette of South Africa* 4627, 27.3.1975.

South Africa (Republic of) 2009. *Government Gazette.* Volume 533, 26 November, No 32743. Pretoria: Government Printer.

South Africa (Republic of) 2004. Statute of Stellenbosch University. Notice No 489 (Department of Education). *Government Gazette* Volume No 464, No 25850. Pretoria: Government Printer.

South Africa (Republic of) 1997. White paper on environmental management policy for South Africa. *Government Gazette* 385, 18164.

Province of Western Cape 2009. *Provincial Gazette.* 27 November, No 6680. Cape Town: Province of Western Cape.

Province of Western Cape 2009. Local authority: Mossel Bay Municipality. *Provincial Gazette Extraordinary*, 20 November, No 6678. Cape Town: Province of the Western Cape.

- ***Archival sources***
  The following elements should be recorded:
  - o Author (if relevant) or Repository; Document date; Document description/Title; Source code; Volume number; Reference code; (Repository, if author was provided).

  Example
  National Archives of South Africa (NASA) 1918. *Census 1918, District file, Simonstown.* STK, 6, 21/068/18. Cape Town: National Archives of South Africa (NASA). Available from: http://www.national.archsrch.gov.za/sm300cv/smws/sm300ds?2010042109114426F2BB06. [Accessed 21 April 2010.]

3.7.8 Maps

Examples
Mucina L, Rutherford MC & Powrie LW (eds) 2005. *Vegetation map of South Africa, Lesotho and Swaziland.* 1: 1 000 000 scale sheet maps. Pretoria: South African National Biodiversity Institute.

South Africa (or Department of Regional and Land Affairs) 1994. *Republic of South Africa: Magisterial districts and provinces, 1994.* (Map). Cape Town: Chief Directorate of Surveys and Land Information.

South Africa 1987. *South Africa 1:50 000 sheet 3219CA Citrusdal.* Second edition. (Map). Cape Town: Chief Directorate of Surveys and Mapping.

3.7.9 Electronic sources

Since electronic sourcing of information threatens to make paper-based information sources redundant (at least in the minds of many young researchers) the correct referencing of such sources is vital. For convenience we recognise four salient source families to reference:

- ***Reference to an Internet source***
  The following items need to be recorded:

Author's or editor's surname.	Place of publication.
Author's or editor's initials.	Publisher (if ascertainable).
Year of publication.	Available from what e-address?
Title [online].	[Accessed date].
Edition.	

  - o The term [**online**] indicates type of medium and is used for all Internet resources.
  - o [**Accessed date**] is the date on which the document was viewed. This allows for any subsequent modifications to the document.
  - o The term **publisher** can cover both publishers or printed sources as well as organisations responsible for maintaining sites on the Internet.
  - o If no specific **author** is cited, ascribe authorship to the smallest organisational unit.
  - o The **underlined e-address** occurs automatically to indicate its active hyperlink status.

  Examples
  Barnett M 1996. Harvard system [online]. London: Anywhere University. Available from http//anywhere.ac.uk/library/resources/harvelec.htm [Accessed 15 May 1998].
  Library Services 1995. Internet user's guide [online]. North Ofhere: North Ofhere State University. Available from: http:/ofhere.ac.uk/library/guides/ [Accessed 15 May 1998].

- *Reference to an electronic journal*
  The following items need to be recorded:

Author's or editor's surname.	Part or issue number (in brackets).
Author's or editor's initial(s).	Available from (URL).
Year.	Volume number.
Title of article.	Location within the host.
Journal title [online].	[Accessed date].

Example

Van Schoor L & Van der Merwe JH 2003. EUREPGAP environmental issues: A formula for the quantification and prioritisation of negative environmental impacts in the fruit industry. *Scientifica* [online], 6 (15). Available from: http://www.safj.co.za/scientifica.html/ [Accessed 17 June 2009].

The location within the host is the equivalent of pagination used with printed sources. It should be given if the format of the document includes page numbers or an equivalent internal referencing system. The specification of location should be chosen according to the following order of preference:

- o page, screen, paragraph or line number where the features are a fixed feature of the online source (e.g. 5-21; lines 100-150).
- o labelled part, section, table, etc.; and
- o any host-specific designation.

If the document does not include pagination or internal referencing system, the extent of the item may be indicated in such terms as the total number of lines, screens, etc (e.g. [35 lines] or [approximately (or ca) 12 screens]).

Example

Brittain BV 1996. Re: Computing in academic institutions. *Lis-link* [online]. Available from: mailbase@mailbase.ac.uk [Accessed 23 April 1997].

- *Reference to personal electronic communication (email)*
  The following items need to be recorded:

Author's or editor's surname.	Author's or editor's initials.
(Sender's email address).	Day/Month/Year.
Subject of message.	Email to recipient.
(Recipient's email address).	

Example

Other A (ann-other@uwc.ac.za) 2002. RE: Procite and bibliographic software. Email to J. Bloggs (j-bloggs@uwc.ac.za) (6 June).

- *Computer program online help files*
  Indicate the **name** of the program, **date** of release, the **official name** and **versio**n of the program release, the name of the **copyright owner** or **company**. Optionally, provide an **online address** for the software supplier. This information can be obtained from the computer on which the program was run. 1) Open the program, 2) Activate the 'Help' function, and 3) Select the 'About' function from the 'Help' screen. The Web address is obtained from the 'Homepage' button on the same screen. [Note that 'program' is used in computing contexts, i.e. a series of coded software instructions; 'programme' refers to series of future events or performances].

Example

SPSS 1999. *SPSS for Windows Release 10.0.5*. SPSS Inc. [Online Help]. Online available: http://www.spss.com.

3.7.10 Other sources

- *Micro-material (microfilm or -fiche)*

Sheppard JC 1973. An evaluation of two models of career counselling. Doctoral dissertation. (University Micro-films No. 73-29, 395). Salt Lake City: University of Utah.

- *Film/Video/DVD*

Howick A (Producer and Director) 2002. *Fresh water flowing: Biological monitoring protocol: A two part series*. (DVD). San Francisco: The Video Project.

- *Review of film or book*

Taubin A 2006. Review of *An inconvenient truth*. (Film directed by D Guggenheim). *Sight & Sound* September: 56.

Vogel C 2005. Review of *Unsustainable South Africa: Environment, development and social protest* by P Bond (ed). *The South African Geographical Journal* 87: 80-81.

3.8 Appendices

Material that is not integrated into the text or is not essential to the train of thought of the contents can be presented as an appendix or appendices at the end of the document under the heading: **APPENDIX/APPENDICES** [Afrikaans is **BYLAE/BYLAES**]. Separate appendix items must be grouped together according to type and be carefully **numbered alphabetically**.

- Appendices may include among other things: a glossary, questionnaire(s) or interview schedule(s), covering letters, data acquired in the form of either transcripts or numerical tables, computer scripts (programs), ethics protocol.
- Appendices are indicated with a capital A when referred to in text (Appendix A; Appendix B, etc) and are given normal page numbers (top right) following on from the last page number of References.
- When an appendix consists of more than two tables or figures, these are numbered and referred to as:
  - o The first table in Appendix A is called Table A.1.
  - o The first figure in Appendix A is called Figure A.1.
  - o The first table in Appendix B is called Table B.1, etc.

4   REFERENCING SOURCES IN THE RESEARCH REPORT

References to sources aim to:
- Substantiate the researcher's arguments and deductions.
- Acknowledge the author from whose work data or arguments have been taken.
- Enable other readers to follow up the source(s).

4.1   Quotes and footnotes

Note: Only direct quotes require page numbers in the reference.

When quoting authors verbatim, pay attention to the following:
- Double quotation marks (inverted commas) are placed outside the punctuation, e.g. "… last year." "… last year?" to indicate that the punctuation is part of the quote. Single quotation

marks are used for technical terms, coinages, slang, etc. and the punctuation is placed outside the quotation mark, e.g. They use the term 'kriging'.

- For quotations shorter than 40 words, enclose them in double quotation marks and make them part of the normal text. For quotations within quotations, use single inverted commas for the quoted quotation.
- For quotations of 40 words or more: set them off from normal text with a line space above and below the quotation; indent the quotation (right and left); use single spacing; do not italicise the quotation; and do not use inverted commas.
- Enclose quotation with inverted commas ("quoted sentence or passage") in text, indicating omissions in a sentence with ... (three dots, an ellipsis), and omissions between sentences with ... . (three dots, space, dot).
- Retain original language. Translations are provided via footnotes only.
- If original text contains a mistake, wrong spelling or something out of the ordinary, use [sic] in square brackets immediately following the term to signify that the original has been retained on purpose. Use square brackets to indicate any changes you have made in quotations.
- If a word needs to be added to make sense, especially to selected passages, add [and or whatever word(s) will provide sense] in square brackets.
- The researcher's addition of emphasis (render the emphasised word(s) in italics) is followed directly by (own emphasis) [Afrikaans = eie beklemtoning] or use a footnote.
- Footnotes: Use only for explanation of concepts which would interrupt flow of argument in the text.
- Format for citing a quotation is: Author year: page(s).
- Indicate a footnote with a superscripted number. At the end of a sentence the number is placed outside the punctuation (also outside a punctuation in a sentence).

Students should guard against using too many and overly long quotations – quote only what is useful and meaningful. Quotes should be used to make key points only. Take great care with citations: Check them repeatedly because incorrect reference particulars or information create a poor impression. Various citation styles exist; some *examples* are given here:

- Lyon (2006: 181) found that: "Violence leads to destruction and social rupture in Zimbabwe." (The author's words taken directly from a source, thus page number is given). [Note: Punctuation placed inside the quotation marks].
- According to Van Rooyen & Steyn (1999: 21) the "Snow protea (*Protea cryophila*) only grows in the highest peaks in the Cederberg." (A direct quotation, therefore page number required).
- The snow protea is endemic to the Cederberg and grows on the highest peaks (Van Rooyen & Steyn 1999). (A paraphrasing, therefore no page number required).
- The earlier work has led to more operational applications (see Zite & Laurent 1999; Kohn 2001; Thompson 2003; 2005). [Note: Ordered chronologically].
- The location quotient technique is most popular (Kohn 1998; Mayer & Pleeter 2001; Williamson 1986). [Note: Ordered alphabetically].

When multiple sources are cited (in brackets), the order of the sources is either alphabetical or chronological, but be consistent in your order preference throughout the document. See the two examples above. When the source reference forms part of the phrasing of a sentence or statement, the surname(s) of the author(s) is/are mentioned first followed by the date in brackets, i.e. Du Toit (2000) states that ... . If the source reference quoted or referred to has two authors, both surnames are indicated and the **ampersand (&)** is used instead of the word 'and', for example: Erasmus & Smit (2007) found that ... . Other formulations are:

- The abbreviation et al. should be used in the text only for references having *more than three authors* (i.e. four or more); the full list of authors, however, must be given in the reference list. Et al. is never used in a reference list. Et al. is not italicised.

- Only direct quotations should include the page numbers in the reference (e.g. Guttenberg (1977: 9), otherwise year only.
- If two different authors with the same surnames published works in the same year, the initials may be given before the surname to avoid confusion, e.g. SW Wichman (1999) stated that ... but RP Wichman (1999) found that ... .
- If reference is made to an author who is quoted by another author, only the surname of the original author is given followed by 'in' or 'as quoted by' and then the source reference, i.e. Alberts (in Smit 2005) maintains that ... or Alberts, as quoted by Smit (2005), maintains that … [Note: Alberts is not to be included in the reference list].
- When a piece of information is quoted from a personal communication with the author, the reference is made like any other, with the addition of the abbreviation *Pers com* (personal communication) [*Pers med* (persoonlike mededeling)]. In the list of references the reference is listed separately as indicated in Section 3.7.5.

4.2   References to textual elements

Despite Smit's (1995) contention that Afrikaans and English reference styles to numbered textual elements like chapters, sections, tables, figures and appendices are treated differently, the department prefers a uniform approach where the element starts with a capital letter:

- In both languages refer to 'Table' *no,* 'Figure' *no*, 'Box' *no*, 'Appendix' *letter* ['Tabel' *nr*, 'Figuur' *nr,* 'Venster' *nr,* 'Bylae' *letter*].
  - **English examples**
    In Chapter 4, the results of the analysis are described.
    See Table 2.6 for data on annual production.
    Consult Section 4 of the report for the literature survey.
    More information on the influence of drought is given in Subsection 6.5.
    Supplemental information is given in Appendix B.
    A case study of poverty reduction is presented in Box 2.1.
- **[Afrikaanse voorbeelde**
    In Hoofstuk 4 word die bevindinge van die analise bespreek.
    Kyk Tabel 2.6 vir gegewens oor jaarlikse produksie.
    Raadpleeg Afdeling 4 van die verslag vir die literatuuroorsig.
    Meer inligting oor die invloed van droogte word in Onderafdeling 6.5 voorsien.
    Aanvullende inligting word in Bylae B gegee. (LW Bylae is enkelvoud en bylaes is meervoud. 'n 'Bylaag' bestaan nie.)
    'n Gevallestudie van armoedvermindering word in Venster 2.1 aangebied.]

4.3   Avoiding plagiarism

Academics easily, and sometimes unwittingly, fall into the trap of committing the punishable criminal offence of *plagiarism*. This can be defined as: "… using another person's words or ideas without giving credit to the other person" (see Harris below). Someone else's intellectual written output may not be used without proper permission to do so, or without due recognition of others' work used in one's own document (such as a report, thesis or dissertation). Plagiaristic use of Internet source material has reached monumental proportions and will not be tolerated. Avoid such offences by reading more on:

- anti-plagiarism strategies for research papers (Robert Harris: Version date: March 7, 2002) http://www.virtualsalt.com/antiplag.htm;
- a perspective on why students violate academic integrity: http://www.lib.umich.edu/acadintegrity/instructors/why/index.htm; and
- A local (JS Gericke Library) perspective on: "How to avoid plagiarism" http://www.sun.ac.za/library/BIBNUUS/index.htm.

Note: See Appendix F for instructions, prescriptions and questions concerning the use of Turnitin.

5 NATURE OF A RESEARCH REPORT

- A research report, a thesis (master's), and a dissertation (doctoral) are similar in nature and content, although different in extent, scope and structure.
- Research articles are shorter and should adhere to the style and form of the target journal, but nevertheless have a similar sequence of reporting elements.
- Basic format and aim of reporting: Building an argument to conclusively show peer scholars the accuracy and significance of the findings and results obtained through scientifically-valid analysis and to justify the conclusions drawn, the implications predicted and the recommendations made.
- The tenets of report writing are:
  - o Good reports and articles result from concentrated effort.
  - o Good reports and articles follow structural guidelines as strictly as possible, while maintaining personal style.
  - o Good reports are organised and argued systematically and logically.

6 PRESCRIPTIONS FOR THE STRUCTURE OF A RESEARCH REPORT

The broad structure of reporting is emphasised here, although individual studies will expand or subdivide the various structural sections into more or fewer sections. Guidelines for the general structure of reports as well as some structural specifications for the three content sections (introduction, body, summary) of the work are given.

6.1 General report structure

The following elements, in this sequence and with the *headings in bold*, are expected to feature in all theses, dissertations and research reports, although not all the elements need be included (non-compulsory elements shown in round brackets). Research reports can be divided into three main parts, the preliminary sections, the body of the work and the supporting sections. The components normally found in each are:

Preliminary sections or leading pages
- Title page. Strictly follow the prescribed format and text for an assignment, research report, thesis or dissertation given in the Stellenbosch University *Calendar, Part 1 General* under 'Rules for higher degrees'. **Note:** See Appendices A, B and C.
- Copyright notice (see *Calendar Part 1 General* and Appendix F).
- Author's declaration [Afrikaans = Outeursverklaring] (in assignments, theses and dissertations). Note: See *Calendar* and Appendix D.
- Abstract or Summary [English] <u>and</u> Opsomming [Afrikaans] (masters assignments, theses and dissertations only). Note: The summary in the text language of the thesis or dissertation is placed first. A useful addition is a list of salient keywords (in English) at the end of the summary and the Afrikaans equivalents at the end of the opsomming [Afrikaans = Trefwoorde].
- Acknowledgements [Afrikaans = Erkennings]. Compulsory bursary or grant support acknowledgements to be included here (e.g. NRF requirement). Expressions of appreciation and gratitude should be brief with avoidance of flowery language giving recognition without sentimentality. Help, contributions and assistance of individuals should be acknowledged by name (not just 'Mr Smit' or 'Prof Ferreira', but 'Mr PA Smit' or 'Prof SLA Ferreira'). The type of assistance must be briefly indicated and the position of the person can also be named. Avoid the phrase 'I would like to thank', simply say 'Thanks are owing to …' or 'I thank…'.

- (Table of) Contents [Afrikaans = Inhoud]
- (List of) Tables [Afrikaans = Tabelle]
- (List of) Figures [Afrikaans = Figure]
- (List of) Appendices [Afrikaans = Bylaes]
- (List of) Acronyms and abbreviations (used in the text) [Afrikaans = Afkortings en akronieme] (See 12.6)

Body of the work

- Main research text, results etc.

Supporting sections

- (List of) References [Afrikaans = Verwysings]
- Appendices [Afrikaans = Bylaes)

6.2   Structural specifications

The following sections provide guidelines on technical content of the thesis elements to aid effective report compilation, specifically addressing the research title, the introductory section or chapter content.

7   THE REPORT TITLE

The title must be concise (maximum 12-15 words), subject-specific (not content-specific), widely comprehensible, keyword-rich, independently comprehensible and interest-arousing. The title should only allude to thematic elements central to, and clearly reflect, the aim and objectives of the research.

8   REPORT CONTENT: THE ABSTRACT

The abstract is intended to encapsulate the full thesis or dissertation content for the reader who does not have the time to read or study it. Stellenbosch University prescriptions limit the abstract to 500 words, but a general guideline is to limit the summary to one page for a master's assignment or thesis and to two pages for a doctoral dissertation. The abstract must demonstrate the author's capacity to present the main aspects of an often lengthy study in coherent and economical form. It identifies the nature and scope of the work, the major outcomes and particular contributions it makes to knowledge in the field. A good abstract is comprehensive, yet succinct.

Generically, the abstract could contain the following parts or paragraphs:

Part 1: A short summary of the problem that was analysed and the study region where it was done (What problem was analysed where?);

Part 2: The main aim and objectives of the study, the data acquired and the analytical methods applied (How did you conduct the research?);

Part 3: The main results from the study (What were your main findings?); and

Part 4: The main recommendation(s) and conclusions drawn from the study.

> Robson's (2007: 148) counsel is that an abstract "should cover what you did, why this is of interest and importance, and what you have found." He also advises that "if there are spelling mistakes, clumsy sentences or non-sentences, or anything which gives a negative impression in the mind of the reader, this will colour their approach to the rest of the report." The abstract is clearly a vital preliminary element of your report.

The 'Abstract' must be a full and accurate translation of the Afrikaans 'Opsomming' or vice versa. The department also requires a list of 'Keywords' to be given immediately after the abstract [Afrikaans = Trefwoorde].

9   REPORT CONTENT: INTRODUCTORY SECTION

The introductory part (or first chapter) of the report must, generally in this sequence, provide:
- The background to and rationale for the study and its significance;
- A description of the specific problem being investigated. This starts with a real-world problem often described from contemporary literature or media reports and is concluded by specifying the research problem – a concisely focused selection from the broad problem identified;
- Clear statements of the purpose, aims and objectives (possibly also hypotheses or research questions) of the research. McMillan & Weyers (2011: 284) observe that: "Ideally objectives will state 'what', 'how', 'where' and 'when' (as appropriate). Some people favour SMART objectives that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**angible.";
- The theoretical grounds underlying the topic;
- An exploration of existing knowledge (assignments, articles, theses and dissertations differ from one another only in comprehensiveness);
- Incisive evaluation of the relevant and prominent literature. This may be covered in a separately-headed section or second chapter as part of the research body;
- Demarcation and description of the study area(s) and subject population(s) (where applicable);
- Justification of the methodology;
- A description of scientific research methods available and a reflection on and justification of those used;
- The type of enquiry, i.e. quantitative (descriptive, correlational, causal-comparative, quasi-experimental, experimental, theory development, etc.) or qualitative (e.g. phenomenological, case study, ethnographic, grounded theory, etc.) or mixed method;
- Data collection, capture, manipulation and analysis (technical detail on instruments, methods, and techniques, amounts and numbers, representativeness of samples, validity, and reliability, etc.). When methodological stance or technique development are major focuses of the research, these may be covered in a subsequent chapter as part of the research body;
- Limitations (not under the control of the researcher), delimitations (self-imposed boundaries set by the researcher on the purpose and scope) and assumptions (postulates, premises and propositions accepted as operational) of the research;
- The research design and process (a comprehensive diagram works well); and
- The report's structure and sequence of presentation, i.e. the organisation or agenda of the study and report.

10   REPORT CONTENT: BODY OF THE WORK

This forms the bulk of the report, assignment, thesis or dissertation and is subdivided into a number of sections (report, short assignment) or chapters (extended assignment, thesis and dissertation) according to a logical sequence. General guidelines are:
- Interpret the evidence and report meaningful results and findings only.
- Report statistical results and data in tables and figures where possible.
- Organise the sequence of the discussion according to the order of the aims or objectives or hypotheses set out in the introductory section or chapter.
- Point out the theoretical and practical implications of the results.
- Clearly show throughout how the results relate to the existing literature and contemporary knowledge.

11   REPORT CONTENT: STUDY RESULTS AND CONCLUSION

This final section or chapter brings the work to a logical conclusion. It is intended to encapsulate the full assignment, thesis or dissertation content for the reader who does not have the time to read

or study it in full – in some more detail than the abstract can provide. It concisely summarises all that has been done, highlights the significance of results and points the way to future research. General guidelines are:

- Tie together the whole report in a concluding chapter.
- Craft the chapter to succinctly restate the developments of the previous chapters and sections and the important findings. It must not be a tedious rehash of details but a digest of the research's objectives and findings.
- Start by revisiting the aim(s) and objectives or hypotheses set out in the introductory section or chapter and summarise the results in line with them.
- Draw conclusions which are substantiated by evidence presented in the whole study. Don't draw more conclusions than the data warrant.
- Summarise the theoretical and practical implications of the results.
- Summarise the value and contributions of the research.
- Summarise the limitations of the research.
- Leave the reader with impressions of completeness and positive gain.
- Make recommendations for improving the situation, guidelines, codes of practice or policy.
- List unanswered questions and new directions for further research.
- Keep references to a minimum in the concluding chapter. It's all about *your* research.

12   EDITORIAL STYLE

Points to ponder:
- Specific disciplinary environments set their own guidelines for internal consistency;
- Styles are sometimes peculiar to journals, publishers, and university departments;
- Non-adherence by students to the departmental prescriptions, requirements and guidelines occurs at their own peril.

Editorial style does not refer to the style of writing, but has to do with the rules and guidelines to ensure consistency and uniformity in the mode for publication. The author of a book has a free choice of editorial mode, but when an article is processed for publication in a certain journal, it must strictly adhere to the editorial policy of that particular journal. The same applies for work produced in the department and the following guidelines serve this purpose.

12.1 Chapters, sections, paragraphs, sentences and linkages

- Structure research reports logically by using *chapters* (only in extended assignments, theses and dissertations), *sections* and *subsections* (in all types of reports) with appropriate headings.
- Structure sections and subsections by using *paragraphs* – paragraphs are individual text bodies each dealing with a separate or new (set of) fact(s) or idea(s).
- Separate paragraphs (also after headings) with a blank line (for fully justified text) or use a two-space indent of the first line.
- One *sentence* is seldom a paragraph, one paragraph seldom a section.
- Use the important device of the *logical connective* to maintain flow and logical sequence, e.g. 'First', 'Second', …'Last', 'However', 'Nonetheless', 'Interestingly', 'Moreover', 'Furthermore', 'In addition', 'In conclusion', 'Thus', etc. Beware of giving an overdose: the general aim is to improve clarity and communication. Use these verbal clues when you change topics.
- Use the following four strategies in structuring your writing: *signposting, framing, focusing* and *linking:*
  o *Signposting* gives a 'map' to the reader, e.g. 'This chapter describes …', 'The first section marshals …', This chapter is structured as follows: ...', etc. Signposting is important as it

tells the reader what to expect: it can pose a question, it introduces a theme that a forthcoming chapter is going to explore, it is an agenda.

- o *Framing* indicates beginnings and endings, e.g. 'First …', 'Finally …', 'To begin with …', 'To conclude…'.
- o *Focusing* highlights, emphasises and reinforces key points, e.g. 'The central issue is …', 'Remember that …', 'It must be stressed that …'.
- o *Linking* involves linkages or transitions which are introductory or concluding sentences joining section to section or chapter to chapter. They should always introduce the subsections (subsidiary tiers) under an overarching tier heading. For instance, a chapter starts with a linkage section introducing all first-tier headings; a first-tier heading starts with a linkage section introducing all second-tier headings and so forth. The linkage section is short and sketches the sequence and logic of what follows at the next tier down. A similar section (or sentences) concludes a chapter and leads to the following chapter. Linking involves signposting.

- Focus on the smooth flow of thought and create logical links between sentences, ideas or paragraphs.
- It is not good style to end paragraphs, sections, subsections or chapters with a bulleted list of items (as often done in this guideline document). You must provide the necessary linkages in such cases in your reports.

12.2 Numbering of headings

Headings are the organising and structuring components of a report and their function is to provide a framework for the contents. The department prefers a rigid tiered heading and numbering system that are standard to all major word-processing platforms (like MSWord) as follows:

- first-tier heading (Chapter heading): 1, 2, 3, etc. (no full stop);
- second-tier subheading (below 1, 2, 3, etc.): 1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3, etc.;
- third-tier subheading (below 1.1, 2.1, etc.): 1.1.1, 1.1.2, 1.1.3; 2.1.1, 2.1.2, etc.;
- fourth-tier subheading (below 1.1.1, 2.1.1, etc.): 1.1.1.1, 1.1.1.2, 1.1.1.3; 2.1.1.1, 2.1.1.2, etc.;
- fifth subdivision or listing of groups: (i) with or without brackets i (use in the text, not as a heading); and
- sixth subdivision or listing of groups: (a) with or without brackets a.

- More than four tiers of heading (e.g. 1.1.1.1.1, 2.2.2.1.1) should be avoided.
- The figure to the left of the first full stop indicates the chapter or section number and the figure(s) to the right of the full stop the subsection(s). For example, 4.2.1 means the first third-tier subsection of the second second-tier section of the fourth chapter or fourth main section.
- At least two headings at the lower-level tier are required to justify a higher-level tier, e.g. 1.1.1 under 1.1 requires at least a 1.1.2 as well. Important principle to remember: There must be no dangling subsections or tier. (If there is no 1.1.2, then 1.1.1 is a dangling subsection or tier).
- Do not stagger or indent subsequent heading tiers in the text.

12.3 Styles for section headings

Use the following type and format styles for all headings throughout your work. Apart from the standardisation purpose these serve, they must be employed to set prior 'Heading styles' in MSWord for you to use the automatic heading numbering and 'Table of contents' structuring facility of that program. (The use of this facility is mandatory). Follow the wording and punctuation prescriptions closely. (**In the examples given below, the prescribed wording is rendered in inverted commas and italicised words indicate the size and style**).

- **First-tier (Chapter) heading** (Roman, capitals, bold font, size: 14 point, page-centred):
  'CHAPTER 1' CHAPTER TITLE

- **Second-tier heading** (*Roman, capitals, bold font, size: 12 point, left-justified*):
  '1.1' TITLE OF SECTION
- **Third-tier heading** (*Roman, sentence case, bold font, size: 12 point, left-justified*):
  '1.1.1' Title of subsection
- **Fourth and all subsequent tier headings** (*Roman, sentence case, regular font, size: 12 point, left-justified*):
  '1.1.1.1' Title of subsection
- For (fifth-tier and subsequent sections) **sub-numbering** in the body of the text, consider using computer-generated **bullets**.

12.4 Compulsory elements and their structure

These prescriptions mostly follow those set above for headings and they automatically format when automatic word-processing functions are used. Note that in each case the item (bulleted) is followed by the indented *font prescription* and the *real page position and format* of the element:

- **Title page** (follow the SU *General Calendar's* prescriptions for wording and layout. See Appendices A, B and C in this document).
- **(Table of) Contents** structure and sequence (Note: 'Table of…' = redundant):
  Heading (Roman capitals, bold font, 14 point, page-centred) viz.
  <p align="center">**'CONTENTS' ['INHOUD']**</p>
  <p align="center">*Chapter number and title (Roman capitals, bold font, 14 point, left-justified):*</p>
  '1' CHAPTER HEADING (Note: no full stop after the chapter number and no dots between heading and page number)
  > *Tiered sections and subsections* follow formats prescribed in the previous section.
  > *Page numbers:* Roman 12 point, right-justified in column following relevant chapter or section headings;
  > *Column heading:* Page [Bladsy]

  '1'   Section heading…………………………………………………………………………….Number
- **(List of) Tables** structure and sequence (Note: 'List of…' = redundant):
  > *Heading* (Roman capitals, bold font, 14 point, page-centred):
  <p align="center">**'TABLES' ['TABELLE']**</p>
  > *Table number and title* (Roman, sentence case, 12 point, left-justified):
  > *Page numbers:* Roman 12 point, right-justified column following relevant table title;
  > *Column heading:* Page [Bladsy]

  '1.1'   Table   heading…………………………………………………………………………….. Number

- **(List of) Figures** structure and sequence (Note: 'List of…' = redundant):
  > *Heading* (Roman capitals, bold font, size: 14 point, page-centred):
  <p align="center">**'FIGURES' ['FIGURE']**</p>
  > *Figure number and title* (Roman sentence case, 12 point, left-justified:
  > *Page numbers:* Roman 12 point, right-justified column following relevant figure title; *Column heading*: Page [Bladsy]

  '1.1'   Figure heading……………………………………………………………………….Number

- **Appendices**
  o Material not essential to the main argument of the report can be appended. The reader should not need to study this material to understand the main text.
  o Appendices are indicated by capital letters (Appendix A, B, etc.).

     o   Figures and tables are numbered anew with appendix letter as suffix (Table A1, A2, etc.).

12.5 Numbering of pages, sections, subsections and chapters

The prescriptions for numbering pages and subsections are:

- The preliminary pages which precede the actual text of the report are given small Roman numerals (ii, iii, iv, etc.). Numbering starts on the title page (i) but the title page number is not printed (start numbering on page ii (which bears the author's declaration and the copyright statement).
- The first page of the text is always a right-hand page and is numbered with the Arabic numeral 1.
- Page numbers: Use the same font and size as text; place top right and do not italicise.

12.6 Abbreviations and acronyms in the text

Some general guidelines are:

- Use abbreviations sparingly and judiciously, and for long, technical and officially recognised terms only.
- Abbreviations listed in dictionaries as words (e.g. IQ, NB, PS) may be used without explanation.
- Abbreviations that are commonly used in journals and periodicals but are not necessarily listed as words in a dictionary – such as GIT, GIS, GPS, NGO, CBO, CCTV, GDP, GGP – must be defined in the text by writing the words out in full followed by the abbreviation in brackets, the first time they are used. **<u>Note:</u>** It is not necessary to write 'geographical information systems', 'geographical information technology', 'non-governmental organisations', 'community-based organisations', 'closed-circuit television' or 'gross domestic product' with initial capitals. Should you be concerned that your readers might forget what the abbreviation (or acronym) stands for, repeat it in a new chapter. Plural forms take on 's' at the end: there's no apostrophe before the s, viz. GISs, GPSs, NGOs, CBOs, GITs, GDPs, CCTVs etc.
- Abbreviations of proper names that consist of more than one word – such as CSIR, DBSA, HSRC, IDP, IRS, ANC, MRC – must also be written out in full the first time they are used, followed by the abbreviation in brackets. Thereafter in referring to the matter for which the abbreviation or acronym has been stated only use the abbreviation or acronym.
- Abbreviations should be used for metric and non-metric measures, such as: in, ft, m, mm, cm, km and ha (without a full stop but with a space between the number and the measure, e.g. 100 m; also with a space if written out in full, i.e. 20 metres, 300 kilometres).
- Anglicised Latin terms are not italicised, e.g. ad hoc, versus, status quo. **<u>Note:</u>** For abbreviated Latin words the rule is: no full stop if the full word is given (ad, et); full stop is required if only part of a word is given (e.g. = *exempli gratia,* al. = *alia*). Therefore write e.g., etc., viz., a.m., inter alia, cf., p.m., et seq., et al., i.e., no. (number, plural is nos.), ad hoc., p. (page), pp. (pages), p.a., v. (versus), but NB (not N.B.) and PS (not P.S.). Full stops are usually omitted in modern style. If you choose to omit or to retain full stops, do so consistently. For e.g., i.e., cf., iz. and etc. a comma should be used before and not after the abbreviation.
- Capital-letter abbreviations, acronyms, abbreviations for measures and mass, statistical symbols and abbreviations of proper names do not end in a full stop.
- Acronyms are pronounced like words so that they can be written as words, some with the first letter capitalised, e.g. Unisa, Seta; some with a mixture of upper- and lower-case letters, e.g. MoA, DoA, MoU, RoD; and most with capital letters only, e.g. CITES, GEAR, NEPAD, SADC, SANAE, UNCTAD, SAWS, SOER.
- Avoid using too many (undefined) acronyms, jargon, obscure abbreviations.

12.7 Statistics, formulas and symbols in the text

To use and present statistical data intelligibly and interestingly in the limited space allowed in an assignment, thesis, dissertation or publication is a challenging task requiring judicious choices. We recommend using combinations of text, tables and figures. Some general guidelines:

- Source references are only required when special statistical techniques or methods are used.
- Formulas need only be provided for special techniques or methods.
- Use MSWord's Microsoft Equations 2.0(+) for typing formulas.
- Use standard explanation techniques directly after a formula.
- Use symbols such as % (per cent) and ° (degrees). Note that there is no space between the symbol and the number, viz. 10%, 30.6°, 40°C.
- Use the correct symbols for hertz (Hz), watt (W), volt (V), deci (d), centi (c), milli (m), micro (μ), nano (n), deca (da), hecto (h), kilo (k), mega (M), giga (G), tera (T), peta (P), exa (E), metre (m), kilogram (kg), second (s), ampere (A).

12.8 Numbers and measures in the text

There is a wide range of situations where numbers are used in text, but only some of the commonly occurring but often incorrectly rendered cases are clarified here:

- Write out *in words*: all numbers between 0 and 9; all numbers beginning sentences (One hundred, Ten thousand, Thirty-six, Forty-five, Twenty-first, etc.); all fractions (one quarter, one third, four fifths, etc.).
- Write *in numerals*: numbers above 9; numbers and measures; dates; percentages when used with the % symbol; calculations; ratios; scores; scales, page numbers; numbers below 10 compared to numbers above 10 (e.g. "Only 8 samples out of 35 drawn …").
- Mix written figures and numbers when referring to two separate sets of cases or data.
- Avoid cumbersome Roman numerals (MDC, MCM, etc.) – rather use Arabic numerals.
- Styles for *number series*: all digits (e.g. 100-107, 1600-1613); if more than 100 but less than 110 in multiples of 100 use changed part only (e.g. 107-8, 1002-3); and if more than 109 in multiples of 100 use last two digits or more if necessary (e.g. 121-25, 415-532, 1980-2005).
- Write *large numbers* with spaces rather than commas: 24 568, 2 530 000, etc. No space required if the number contains only four digits: 9675.
- Leave a space between a number and unit of measurement of length, height or weight (e.g. 100 m, 200 km, 20 kg) and if written out in full, e.g. 20 metres, 300 kilometres, 20 kilograms.
- Use the % symbol only if it is preceded by a numeral. The word 'percentage' is used only if it is not preceded by a number, e.g.: "... it has been found that 45% of the subjects" (without space between number and %); "The percentage of people in the sample … "
- Should the number which precedes the percentage be given in words, the words 'per cent' (not 'percent') are used instead of the percentage sign (%), e.g.:
  "Twenty-five per cent of the candidates passed with distinction."
- Do not use an apostrophe in numbered centuries (1800s, 1900s) or decades (1970s, 1990s).
- Do not use 1968-76 when meaning "from 1968 to 1976" or "between 1968 and 1976"; 1968-76 may be used in table headings or as an adjective, e.g. "the 1968-76 period".
- Avoid ith region and April 3rd or 3rd April by using: region i and April 3.
- Write 4x4 or four-by-four (vehicle); 10x10 metres or 10x10m or ten-by-ten metres; 30 to 35°C or 31 and 37°C; 1:500 000 to 1:20 000.
- Write 'twenty euros' or '€20'; 'twenty rand' or 'R20'; 'twenty United States Dollars' or 'USD20' or 'US$20'.
- Write 'AD 375' (not 375 AD) but 'third century AD'. Write '75 BC' (not BC 75). AD and BC are normally written in small capitals.

13   TABLES IN THE TEXT

Tables are difficult to position in the text and they increase production costs when typeset. A carefully planned and constructed table, on the other hand, is of great benefit in that it systematises data and condenses them meaningfully. Some suggestions and prescriptions are given below.

13.1   General guidelines for managing tables

- Use tables judiciously; plan – and even combine them – carefully to condense data submission.
- Place a table *left-justified* in the text (*immediately, or as soon as possible) after the reference* to it in the text.
- *Avoid concluding sections or chapters with a table* – it breaks text continuity and flow.
- Only remove a table from the text to an appendix if such removal does not make the text unintelligible.
- Do *not* place tables in the text *without reference* to them and a *discussion* of the salient (and salient *only*) features. Remember to never leave interpretation to the reader alone, but do not repeat in the text every number that already appears in the table (i.e. generalise your interpretation). A value of 31.8% in the table becomes "… about one third …", 76.1% becomes "… a large majority …" or "… about three quarters …", etc.
- A table's *title and column and row headings* should be brief, but descriptive and self-explanatory; avoid unnecessary phrases like "Table of …" in titles. A good title provides the names of the major variables and type of analysis.
- The table number and the title or caption are placed *above* the table itself.
- *Number tables* with Arabic numerals, using the heading numbering style (Table 2.4 = fourth table in Chapter or Section 2). There's no colon or full stop between the title's number and the title, just a space.
- *Lettering of table title*: Use the same font as main text; headings and content text in tables may be smaller to save space.
- Consider a table's readability: sufficient spaces between entries, aligned numbers and decimals, a dash (–) in empty cells.
- *Decimal fragments* between -1 and +1 require a zero before the decimal.
- *Explanations* are given in footnotes immediately below a table and can be general, or by numbered reference if specific. Preface a note with 'Note(s):'.
- *Source reference(s)* is placed immediately below-right of a table and not as part of the table's title when taken from the literature, e.g. 'Source:' Surname (year: page). If more than one source it remains 'Source'. Separate two or more sources with a semi-colon, and there's no full stop at the end.

13.2   Technical specifications for constructing and using tables

- Tabled figures exploring tendencies should show proportions (e.g. %), since these are more meaningful for comparative purposes than actual (absolute) category numbers. However, report column or row totals from which the reader is able to calculate category numbers if necessary.
- Limit, and standardise throughout the document, the number of decimals reported (usually one only). Write decimals as 18.6, not 18,6, etc. Align decimals, units, tens, hundreds, etc. vertically to avoid confusion and ensure neatness. Should the extreme accuracy indicated by more than one decimal be warranted, it must be expressly stated.
- Check that percentages total to 100: if 99 or 101 check rounding of decimals and if not remediable add note: 'Percentages do not total to 100 due to rounding.' Ensure that column or row totals are correct.
- Do not split a table at the end of a page and continue it on the next page – reformat the text to accommodate the table as a unit. If splitting is unavoidable, write 'Continued overleaf' below

the first part and 'Table [No] continued' above the second part on the next page, and so on. All column headings must be repeated in the second (and subsequent) parts.

- Avoid using colour in tables unless it is essential for comprehension.

13.3 Guidelines for constructing and using cross-tabulations

Cross-tabulations (called 'pivot tables' in some statistical packages) normally serve to analyse and demonstrate the relationship between variables in a data set. Because such relationships may be *causal* – i.e. the variation in one variable (the independent variable) causes or dictates the extent of variation in the other (the dependent) variable, the logic of causality needs to be established clearly before table construction commences.

Bivariate frequency distributions, or cross-tabulations, expressed in percentages rather than raw value or response frequencies should form the main vehicle for presenting and examining the *relationships between variables.* In the cross-tabulations the dependent variable is the one we wish to explain and the independent variable is the one used to explain the dependent variable. The arrangement of the data for these two variables should be with the independent variable expressed in the column headings and the dependent variable by the row headings. In presenting the percentages in the tables the rule is followed that percentages are calculated within categories of the independent variable and this is indicated above each table, i.e. column percentages where the independent variable is expressed in the column categories. To determine the effect of the independent variable on the dependent variable the table percentages are compared and the direction of comparison will be along the rows when column percentages are tabulated.

A **useful hint** on ways to analyse and interpret such a table is to first concentrate on the salient proportional frequency distributions in the classes of the two variables separately (i.e. the total row and column percentages in each class of both variables). The second, and main, angle of analysis is to interpret the relationship trend between the two variables as expressed in the cross-tabulated cells of the table.

14   MAPS, DIAGRAMS AND OTHER ILLUSTRATIVE DEVICES

Text boxes, graphs, diagrams, photographs and maps improve the quality of the research report and in the spatial disciplines of geography and environmental science some are a must. Since their construction is time-consuming and expensive, the fundamental question to ask is: Is the illustration really functional? When constructing illustrations, study and strictly adhere to the prescriptions on diagram and map construction. As geographers you have been trained to construct maps and diagrams. Your illustrative materials will be judged (and transgressions penalised) strictly. Use Madej (2001) as a guide in GIS mapping. Some general guidelines about using illustrative material are:

- Name, number, list and refer to all graphic materials, i.e. graphs, diagrams, maps, photographs sketches as '**Figures**', regardless of type.
- Use illustrations to aid analysis, not merely to embellish.
- Select illustrations judiciously, plan and draft them carefully and neatly according to the rules for producing graphics.
- Place an illustration *left-justified* in the text (*immediately, or as soon as possible) after the reference* to it. Only superfluous figures go to the appendices.
- *Avoid concluding a section or chapter with a figure* – it breaks the continuity and flow of text.
- Do not place figures in the text without *reference* to them and *discussion* of their salient (and *salient only*) features. Never leave interpretation to the reader alone.
- A figure's *title and key* should be brief, but descriptive and self-explanatory; avoid using unneeded phrases like 'Graph (or Map) of…' in titles.
- A figure's title or caption is placed *below* the figure, preferably with one line open between the title and the graphic.

- *Number figures* with Arabic numerals, using the heading numbering style (Figure 2.4 = fourth Figure in Chapter or Section 2). There's no colon or full stop between the figure's number and the title just a space.
- *Lettering of figure title*: use the same font as the main text and in sentence case; text and annotations in figures must adhere to the rules of graphics.
- *Explanations* are placed inside a figure's frame area. Provide all figures with a frame.
- *Source reference* (placed immediately below-right of a figure and not as part of the figure's title, but one line above it) when taken directly from the literature: 'Source:' Surname (year: page). If more than one source it remains 'Source'. Separate two or more sources with a semi-colon, and there's no full stop at the end.
- Modern computer and digital technologies promote the easy production of coloured graphics. Be extremely judicious in deciding on the inclusion of coloured material. Functionality is the prime criterion, not embellishment. Colour graphics are expensive to reproduce in the numbers of final copies required.
- Figures must be printed large enough so that their content (lines, symbols, numbers, lettering, annotations, legends, etc.) is legible. Readers (users) must never have to resort to a magnifying glass to make out what is presented.
- Maps must have a line scale (never a ratio scale because this changes with any reduction or enlargement). Write kilometres, not Kilometres or kilometers. A north arrow may also be required.
- All axes must be labelled and with units.
- The correct way of rendering *bulleted items* is:
  o If each item is a sentence with a verb(s), the first letter of the first word is capitalised and each entry ends with a full stop.
  o If each item is verbless, the initial letter of the first word is lower case and each entry ends with a semicolon with an 'and' after the semicolon of the penultimate entry and the final item ends with a full stop.

15 WRITING STYLE AND QUALITY CHECKS

As a tenet it must be emphasised that the style of writing – i.e. the use of individual words and language to express one's opinions and build one's arguments – is a highly individualised endeavour in which writers provide a unique flavour and profile to their work. Nonetheless, scholarly writing requires discipline peculiar to this type of activity, hence the department's emphasis on the following guidelines which students must always use as yardsticks when critically reviewing their texts before submitting them for examination. Poor language usage and technical inadequacies can be avoided. Pay careful attention to the basic linguistic, stylistic and technical guidelines given in this document.

- Basic requirements of scientific writing are that it must be logical, clear, precise, concise, direct, succinct, considered and substantiated. Recall the five Cs and the four Cs of good writing recorded in the introduction to this guideline document.
- Develop a concise style, the first principle of which is to accept that you can cut words, sentences, paragraphs, whole sections and even chapters of your hard-earned writing. Look out for elaborations and repetitions (even if for emphasis) and ask if they are really needed.
- Avoid tautology which is useless repetition by writing the same thing twice over in different words, e.g. surround on all sides, safe haven, superimpose the map on another, one after the other in succession.
- Text needs to be well organised and thoughtfully planned and every sentence must be assessed in terms of intelligibility, ambiguity and grammatical accuracy. The final report cannot be written satisfactorily without a clear view of its structure both overall and chapter by chapter.

- Write with scientific precision, reconsider the adequacy of every word during the tried and tested process of: *Write, consider, rewrite, consider, rewrite, consider, rewrite ...* until perfect. Remember that the presentation of ideas is the very nub of the writing process.

- Avoid vague words such as 'it' or 'they' as there is usually the chance that the reader might not know to whom you are referring. Rather identify and name the subject of the sentence.

- A research report is a communication and *the hallmark of good scientific writing is that authors communicate their message to their readers 100% the first time read*.

- Avoid non-scientific, informal language (slang, jargon, colloquialisms, officialese like 'in place', 'on the ground', 'roll-out' and superlatives, overemphases and overgeneralisations like 'great', 'wonderful', 'ideal', 'excellent', 'pathetic', 'huge', 'always', 'absolutely', 'most definitely', 'obviously', 'of course', 'all', 'everybody', 'never', etc.). Use formal (not stilted) language and tone.

- Avoid hyphens in favour of compound single words. Consider the following renderings of two words, hyphenated words and single words: role player, role play, role playing (all nouns), role-play (verb), role-playing (adjective) game, role model, role reversal; decision maker (noun), decision making (noun), decision-making (adjective) process; data analysis, data capture, data classification, data collection, data editing, data entry, data format, data link, data mining, data processing, data processor, data protection, data set, data sources, data terminal, but databank, database; web page, web ring, web user, but webcam, webcast, weblog, webmaster, website, webspace, and web-based, web-enabled and the Web. Remember, it is the Internet (not internet).

- Concerning dashes. A pair of dashes (spaced en rules) is used to indicate asides or parentheses and a single dash to introduce an explanation or expansion on what comes before. Spaced means on either side of the dash. An unspaced en rule is used when the first part of a compound does not modify the interface, e.g. global–local.

- When a whole sentence (or more) is bracketed, the final bracket is placed outside the punctuation (full stop, question mark, quote marks).

- In Latin *data* is the plural of *datum* and is treated as a plural in English, taking a plural verb, as in 'data were collected'. It is often treated as a mass noun like the word information which cannot have a plural and which takes a singular verb. 'Data was collected' is now accepted in standard English. Choose your preference and use consistently.

- Write and consider sentence-by-sentence (short sentences are better). This is reflected in the Flesch reading ease score provided by MSWord after having run the spellchecker tool on your work and with the appropriate option activated. Aim for a Flesch score between 60 and 70.

- Avoid unnecessary repetition as it detracts from your main argument and counteracts smooth and coherent flow of your argument.

- Conform to standard grammar and spelling (activate the computer spelling and grammar checker, but remember that by default the American English dictionary spelling is used). ['n Afrikaanse weergawe is beskikbaar]. Language errors and misspellings reflect careless research and authorship, hence readers will judge the real scientific worth of the report or article accordingly. You can decide whether to use 's' or 'z' spellings (e.g. organise or organize). Be consistent in your choice.

- Foreign words like trek, veld, spaza, apartheid, shebeen are not italicised as they have been anglicised but Afrikaans, isiZulu, isiXhosa, etc. words should be italicised.

- Two main tools for a writer are: a *big fat dictionary* (not a pocket version) that covers spelling, grammar, phrases, usage, definitions, examples and even pronunciation, and a *good thesaurus* [Afrikaans = woordkeusegids/tesourus] to find synonyms to avoid the repetition of words or phrases ad nauseam.

- Proofread your work thoroughly and do not assume that your document is correct. Proofreading requires you to be very alert and critical. Your work generally needs to be proofread a number of times, so don't leave all the proofreading to the end. Proofreading must not be rushed. Do not proofread on a computer screen: print out the text and work on the hard copy. Try to

proofread the whole document in one sitting. Proofread aloud, reading upwards from the bottom, line by line. Call in a favour from an intelligent friend, peer or parent to proofread your work and to comment on whether you have communicated well, effectively and comprehensibly. Most authors are too close to their work and tend to read what they are thinking rather than what is on the paper. Errors found during proofreading have to be corrected with care as corrections may cause additional errors.

- Despite Hay's (1996) and Mouton's (2001) opinions to the contrary, the department prefers scientific writing in the third person, e.g. 'The research established ...' instead of 'I found ...' ['Die leser sal vind ...' in plaas van 'Jy sal sien ...'].
- Use active voice in sentence construction, e.g.: 'Researchers have shown that ...' instead of 'It has been shown by researchers ...' ['Navorsers het bevind dat …' in plaas van 'Dit is deur navorsing bevind dat …'].
- Verb tense choices: When describing the methodology applied in the research and citing findings from source references, use the past tense. Findings of your research are described in the present tense. University of Wollongong (s.a.: 5-6) advises as follows:
  o Verb tense choices in methodology sections or chapters: The methodology chapter is usually written using *past tense,* e.g. 'data *were examined* …'. The reason for this is that the data examination was carried out before it was written up in the thesis. Notice also that it is written in the passive voice: this is done so that the focus falls on *what* was examined and not on *who* did the examining.
  o Verb tense choices in the results sections or chapters: Reporting of results typically uses past tense verbs, e.g. 'The sap of *E. viminalis* **accounted** for 94% of the feeding observation time …'. Occasionally, present tense is used when describing a table or a figure, e.g. 'Table 1 **gives** the number of days that the subjects used the drug', or when comparing results, e.g. 'the data obtained in study 1 **show** differences in size when compared with study 2'.
  o Verb tense choices in the discussion sections: Discussion sections or chapters use a range of tenses depending on whether results are being discussed, or whether claims or generalisations based on the results are being made. Present tense is used when making statements about how things are, while past tense is used when making statements about what was found.

16   SECURITY OF RESEARCH MATERIALS

The security of all research materials at all stages of the research process remains firmly the responsibility of the researcher. Dear experience has generated the following security 'commandments':
- You shall never perform word processing or any other computer program execution and file saving directly on backup medium (e.g. USB flashdisk).
- You shall always perform word processing or any other computer program execution and file saving directly on hard disk (C- or D-drive, or preferably on network space).
- When computer work is done after each session (and preferably at intervals whilst working), you shall save files on backup medium as well – but as backup, not as primary repository of work. Central hardware system management regularly results in reformatting of university computer systems – do not get surprised by wiped hard drives!
- You shall never approach staff in this department with a sad story about inexplicable or sudden disappearance of or damage to work medium by supernatural or divine intervention or theft or loss or even by being 'trodden-on' or whatever calamity. Such occurrences result in penalties.
- You shall never leave your research materials or tools (notes, drafts, CDs, memory sticks, databases, uncoded questionnaires, camera, laptop, PC) unattended in your room or motor vehicle, libraries, offices, computer areas, bars, etc.

17   TECHNICAL REQUIREMENTS FOR THESES AND DISSERTATIONS

Study the requirements of Stellenbosch University about the format and layout of documents for submission. These appear in the General and Faculty *Calendars* and guidelines as well as in departmental frameworks where they address aspects such as:

- Length of assignments, theses and dissertations. Leeway will be sanctioned only by express permission by a supervisor or promotor. Supervisors will return documents that exceed the allowable length to transgressors without reading the draft document. Discipline your project design and writing to comply with the following guidelines:

    Honours assignment: 15-20 pages; ~6000 words

    Master's 25% assignment: ~30 pages; 9000-10 000 words

    Master's 50% thesis (60 credits): ~60 pages; 20 000 words

    Master's 50% thesis (90 credits): ~90 pages; 30 000 words

    Master's 100% thesis (120 credits): ~100-110 pages; 40 000-42 000 words

    Doctoral dissertation: ~220 pages; 80 000-85 000 words.

- Document layout. By agreement in the Department, assignments of 20 000 words or less do not require a chapter layout − only a thematic section layout. Theses and dissertations require a chapter layout.

- Page layout. A4 format; page margin 20 mm minimum all sides; text lettering Seriff, e.g. Times reads best; graphic lettering Sans Seriff, e.g. Arial reads best; font size: 10 pt minimum and 12 pt maximum.

- All submissions must be typed (word-processed), with one-and-half spacing between lines.

- Start chapters on an uneven-numbered right-hand-side page and submit final copies on A4 paper printed on one side only.

- The sequence of preliminaries for theses and dissertations is: Title page, Declaration, Abstract and Opsomming (text language first), Acknowledgements, Content, Tables, Figures, Acronyms and Abbreviations, Text body, References, Personal communications, Appendices. (See the appended prescribed layouts of title pages).

- Electronic copies
    - All theses and dissertations must be submitted to AFRICAN SUN MeDIA in electronic format.
    - All interim manuscripts must be submitted in electronic format to allow for correction by *Tracking* and plagiarism testing by Turnitin (plagiarism tracking software).
    - On completion of their research, students are required to submit all the databases and research products (analogue and digital) generated during the project for further analysis and publication by the department.
    - Indicate the computer word count at the end of the text (i.e. exclude the reference list and appendices from the count).

18   PROCEDURES FOR THE DEPARTMENTAL ASSESSMENT OF REPORTS

In these paragraphs read 'promotor' for supervisor in the case of dissertations. Candidates are also referred to the various University and Faculty guidelines to ensure good research practice. *The department gives supervisors the freedom to require at their discretion that a candidate submit any or all the drafts to a qualified redactor for editing prior to being submitted for assessment. But there is also a mandatory rule that the final draft must be edited by such a person before submission. Every submission must be accompanied by a fully completed and signed 'Submission contract'.* Make timeous arrangements with your editor to hand over your manuscript well before the departmental and university deadlines as an editor needs sufficient time to do a thorough job.

Feedback to candidates normally follows this procedure: The supervisor writes commentary and corrections directly in the submitted document and/or compiles an overview report and instructions for improvements and corrections. The student's document and the supervisor's report are handed to the candidate preferably during an oral report-back and discussion session. Candidates are expected, after each interim evaluation of a draft, to react actively and clearly to every demand for or indication of a need for revision or alteration. On further submission, failure to react to a supervisor's instructions will be interpreted as negligence by the candidate and consequently the document may be handed back to the candidate without further evaluation by the supervisor.

- In the research report the candidate must indicate, using *Tracking* in Word, how every point has been reacted upon. In other words, by adding something like **OK** at each point, an indication is given that the directive has been followed to the letter. When a directive has not been affected, a written explanation and/or comment is required to indicate to the supervisor if and how well the commentary has been considered. Such cases have to be cleared via email or orally to prevent retrospective recriminations between the candidate and the supervisor.
- Concerning the written commentary in the original document, every item must be marked with a colour pen after having been positively reacted to as requested (with, for instance, a mark✓) or an explanation should be written when a comment is ignored. Such cases have to be cleared via email or orally to prevent retrospective recriminations between the candidate and the supervisor.

These procedures ensure that the candidate *takes primary responsibility for diligently making corrections* and enables the supervisor to complete the next evaluation quickly and efficiently since it should not be necessary to sleuth after a candidate's reactions to requests to make corrections. It also helps the candidate to check that items have not been missed (his/her primary responsibility). On submission of successive versions, opportunities may be afforded for discussion of alterations, especially when items have been ignored on reasoned grounds.

The supervisor will decide when the quality and completeness of the report is satisfactory for submission for assessment by the internal and external examiners. Feedback from the examiners may require revision by the candidate and resubmission; or that certain factual or textual corrections be made to the satisfaction of the supervisor; or that certain editorial changes be made to the satisfaction of the supervisor. These recommendations by examiners necessarily demand further attention to the report by the candidate as indicated by the supervisor.

19   COPYRIGHT AND PUBLICATION OF RESEARCH MATERIAL

You are reminded that all rights pertaining to research material generated during the conduct of a research project while enrolled as a student at Stellenbosch University reside with the university.

- Candidates may not publish any part of the research results without consultation with and recognition of the intellectual input by the supervisor or promotor (normally in the form of shared authorship).
- Authors of published research results must state their affiliation with the department and the university exclusively, irrespective of where they are employed at the time of publication.
- The department and your supervisor or promotor act as custodians for all research material generated and reserve the right to use it for further research and/or to publish all or any material from this work. Normally this happens in shared authorship with the candidate as agreed between supervisor or promotor and candidate, depending on the respective levels of intellectual input.
- Candidates and supervisors or promotor are encouraged to publish findings as the logical final research step, namely dissemination of findings.

20   SOUND ADVICE BEFORE AND DURING WRITING

Lunenburg & Irby (2008: 270-1) conclude their book on successful thesis and dissertation writing with a short section on planning the writing process. We record here some selected direct extracts from their work.

"The keys to your writing success and publishing success are planning and discipline. Following are tips for organizing the writing process.

- *Tip No. 1. Establish regular predetermined writing times.*

Make certain you establish regular, predetermined writing times, and make them inviolable. Writing regularly greatly increases the level of writing productivity, as well as the quality of writing.

- *Tip No. 2. Just write.*

Do not worry about how your first draft is organized. Concentrate instead on expressing your ideas. Then later you can rearrange your ideas into a single clear sequence of arguments.

- *Tip No. 3. The order of the writing task need not be linear.*

You do not have to write the manuscript from beginning to end, (i.e. write the abstract page and continue linearly through the manuscript to the conclusion). Start with the easiest task and progress to the more difficult tasks. Perhaps the method section is the easiest for you to write. Then begin there. When this task is accomplished, you will feel that you are making progress and will be ready to focus on the next task.

- *Tip No. 4. Write, print, edit, revise, polish, get feedback, and revise again.*

A good draft of the manuscript is not ready to submit for [examination or] publication. Follow the suggested cycle above.

- *Tip No. 5. The best writing does not happen under pressure.*

Successful professional writing takes time: time to reflect, time to read, time to write, time to get feedback, time to evaluate the writing, and time to repeatedly revise the manuscript. Many students submit their first draft 'to get our [supervisor's] reaction.' Ninety nine times out of hundred, we send it back for further revision. Before submitting, ask yourself: 'Am I completely satisfied that my report's chapters are the very best work I can do?' If not, consider revising them until you are absolutely certain your chapters cannot be improved further by yourself. Then, and only then, should you submit them to your supervisor.

- *Tip No 6 Writing does not just happen*

Writing should be planned. Authors can exercise control over the process. The production of a quality product requires a sustained effort over time. If you follow the aforementioned tips, your chances of delivering a quality product will improve."

We fully endorse these key tips and recommend that you heed their sterling advice.

21   QUALITY OF REPORTS: THE SUBMISSION CONTRACT

<u>Each HONOURS, MASTER'S OR DOCTORAL candidate must complete this checklist (check relevant boxes) before each submission, *sign* it, and hand in with the report. This serves as a contract and any false box-checks will result in the report being handed back to the candidate for updating without further examination by the supervisor.</u> Consider the following questions when evaluating the quality and content of your report at the conclusion of writing each draft. Use them as a checklist against the department's guideline prescriptions.

Has the spelling, grammar and language of the report been checked?	
Is the research title appropriate and suitable?	
Are the abstracts (English and Afrikaans) and list of keywords included?	
Is the introduction clear and complete?	
Is the reader logically directed at the purpose of the report?	
Is the argumentation of the literature relevant, complete and meaningful?	
Are the quotations appropriate, complete and accurate?	
Has the research question been clearly identified?	
Are the conceptualisation and the rationale of the research clear?	
Has the method of research been described clearly and adequately, in other words, can the research be repeated elsewhere on the basis of the description given?	
Is/are the method(s) of data analysis appropriate and clear?	
Have the requirements of the particular statistical techniques been met?	
Are the results and conclusions unambiguously valid and significant; have the aims been met; have the research questions posed in the introduction been answered clearly in the conclusion?	
Is the discussion of the results comprehensive? Does it stick to the point and is it limited to conclusions that can be based on the significant findings?	
Is the documentation concise?	
Are all sections properly linked?	
Is the layout of the document in accordance with the specifications of the department?	
Do all references in the text appear in the reference list?	
Are all references in the reference list referred to in the text?	
Are references in the text and in the list identical regarding authors and dates?	
Do section headings and figure and table titles conform to prescriptions?	
Do all section headings in the text appear in the contents list and vice versa?	
Is the wording of all section headings in the text and in the contents list identical?	
Is the page indication of each entry in the contents list accurate?	
Do all figure titles in the text appear in the figures list and vice versa?	
Is the wording of all figure titles in the text and in the figures list identical?	
Is the page indication of each figure title in the figures list accurate?	
Do all table titles in the text appear in the tables list and vice versa?	
Is the wording of all table titles in the text and in the tables list identical?	
Is the page indication of each table title in the tables list accurate?	
Have numbering sequence and format prescriptions (sections, tables, figures) been followed?	
Have prescriptions regarding appendices been followed?	
Has the manuscript length prescription been adhered to?	
Is the word count given at the end of the text?	
Are all previous documents/reports/comments accompanying this manuscript?	
Has the report been edited by a qualified redactor?	
Has the report been read by a peer?	
Have all corrections and revisions required by supervisors, promotors, examiners, peer reviewers and editors been made fully and correctly?	
I have not committed plagiarism.	
I have submitted this manuscript to Turnitin	

_____   _____
Candidate's signature   Date

22   REFERENCES

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Carstens WAM & Van der Poel K 2010. *Teksredaksie*. Stellenbosch: AFRICAN SUN MeDIA.

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Hay I 1996. *Communicating in geography and the environmental sciences*. Melbourne: Oxford University Press.

Hay I (ed) 2000. *Qualitative research methods in human geography*. Melbourne: Oxford University Press.

Luey B 2008. Is the publishable dissertation an oxymoron? In Luey B (ed) *Revising your dissertation: Advice from leading editors,* 1-13. Berkeley: University of California Press.

Madej E 2001. *Cartographic design using ArcView GIS*. New York: OnWord Press.

McMillan K & Weyers K 2011. *How to write dissertations and project reports*. 2nd ed. Harlow: Pearson Education.

Mouton J 2001. *How to succeed in your master's and doctoral studies – A South African guide and resource book.* Pretoria: Van Schaik.

Sheskin IM 1985. *Survey research for geographers*. Washington, DC: Association of American Geographers.

Smit GJ 1995. *Research guidelines for planning and documentation*. Halfway House: Southern Book Publishers.

University of Wollongong s.a. Learning development – Learning resource: Chapter 3 - Thesis structure guidelines. Available from http://www.uow.edu.au/cedir/ [Accessed 15 March 2010].

Watts S & Halliwell L 1996. *Essential environmental science: Methods and techniques.* London: Routledge.

Wellington J, Bathmaker A-M, Hunt C, McCulloch G & Sikes P 2005. *Succeeding in your doctorate*. London: SAGE.

23   SOURCES FOR PLANNING, DOING, WRITING AND PRESENTING YOUR RESEARCH

OFFICIAL DOCUMENTATION

General: Consult the University's *Calendar Part 1: General*, as well as the relevant faculty calendars for all general issues related to postgraduate studies at the university.

Guidelines for postgraduate students and Internal regulations for advanced degrees in the Faculty of Arts and Social Sciences [Ask your supervisor or promotor to download the file: *Guidelines_Students.doc* from Letswop; For supervisors: *Guidelines_Lecturers.doc*].

Examination rules and Codes of conduct: Consult the almanac at the beginning of the *Calendar Part 1: General* for the important dates. Concerning the Faculty of Arts and Social Sciences see also the faculty's web page http://academic.sun.ac.za/lettere/navorsing.htm. The departmental postgraduate coordinator will periodically alert you to other critical dates in the research almanac.

Plagiarism: A definition and guidelines for handling the occurrence of this serious offence at Stellenbosch University are obtainable from the SU webpage at *My Maties/My Studies/Policies and Regulations/Interim approach to the handling of plagiarism.pdf* [Afrikaans = *Interim-benadering m.b.t. die hantering van plagiaat.pdf*].

LIBRARY SOURCES

Consult the books in this selection, all of which have relevant and practical contents that you can use to help you complete your assignment, thesis or dissertation. We recommend that you use these books which are all available in the JS Gericke Library. An indication has been given about worthwhile topics and items to be found in each source. There are, of course, many other useful books and journal articles about writing up your research available for you to consult. Books on research methods and techniques (qualitative and quantitative) are not the focus of this list.

Algozzine B, Obiakor FE & Boston JN (eds) 1998. *Publish and flourish: A guide for writing in education*. Reston: Council for Exceptional Children. See chapters 7 'Becoming a successful grant proposal writer' and 9 'Working with editors of research journals'.

Alley M 1995. *The craft of scientific writing*. 3rd ed. New York: Springer-Verlag. See sections on 'Creating titles', 'Writing introductions', 'Writing conclusion sections', 'Habits for sustaining momentum in writing', 'Some techniques for revising'.

Allison B & Race P 2004. *The student's guide to preparing dissertations and theses*. 2nd ed. London: RoutledgeFalmer. Twenty-seven short chapters in three parts, namely 'An overview of the task', 'Getting your act together–the key process' and 'Nuts and bolts–more detail about the main elements'. The separate introduction covers the contexts of research.

Alonso MRA 2009. *Writing for academic purposes. A handbook for learners of English as a second language*. Munich: LINCOM Gmbh. Covers the main points of English grammar related to academic writing.

Anderson J & Poole M (Adapted by D Merrington) 2009. *Assignment and thesis writing: South African edition*. Cape Town: Juta. Covers a wide range of topics from planning the thesis to sound advice on writing the conclusion.

Babbie E 1995. *The practice of social research*. 7th ed. Belmont: Wadsworth. See Appendices A 'Using the library' and B 'The research report'.

Badenhorst C 2007. *Research writing: Breaking the barriers*. Pretoria: Van Schaik. Succinct guidance on topics like 'Conceptualising research', 'Problem statement', 'Purpose statement', 'Genre of literature reviews', 'Why is writing difficult?' 'Coherence', 'Transitions and coherence', 'Signposts', 'Dense writing'.

Bak N 2004. *Completing your thesis: A practical guide*. Pretoria: Van Schaik. A three-part book. Part A (2 chapters) is 'Developing and submitting a research proposal'; Part B (3 chapters) is 'Negotiating and sustaining the supervision and thesis writing process'; Part C (2 chapters) is 'Preparing the thesis for examination'. Nineteen appendices include lists, examples, checklists, criteria and practical suggestions.

Barras R 1995. *Students must write*. 2nd ed. London: Routledge. Chapters 2 'Four reasons for writing', 8 'Helping your readers' and 11 'Writing a dissertation, extended essay, term paper or project report' are worth looking at.

Belcher WL 2009. *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks: SAGE. The Belcher diagnostic test helps students determine where they could improve their word choice and sentence structure (pp. 239-53). Much more useful advice and guidance.

Bell J 1999. *Doing your research project: A guide for first-time researchers in education and social science*. 3rd ed. Buckingham: Open University Press. See the sections on 'Selecting a topic', 'Interpreting and presentation of evidence', 'Writing the report', 'Evaluating your own report' and the many useful checklists.

Berry R 2004. *The research project: How to write it*. 5th ed. London: Routledge. See 'Using the Internet for research'.

Biggam J 2008. *Succeeding in your master's dissertation: A step-by-step handbook*. Maidenhead: Open University Press. Ten useful chapters and 10 consultable appendices. Chapter 10 summarizes 'Good practice to adopt and bad practice to avoid'.

Booth V 1993. *Communicating in science: Writing a scientific paper and speaking at scientific meetings.* 2nd ed. Cambridge: Cambridge University Press. A 78-page book with short chapters on, inter alia, 'Before you lecture or talk to us, please read this', 'Preparation of a doctoral dissertation or thesis' and 'Addressed to those for whom English is a foreign language'.

Booth WC, Colomb GG & Williams JM 2003. *The craft of research.* 2nd ed. Chicago: University of Chicago Press. Section IV consists of five chapters on pre-drafting, drafting, communicating, revising and writing introductions. Has been recommended as having a "… blend of wisdom and practical tips. "

Brookes I & Marshall D 2004. *Chambers good writing guide: Practical advice for better writing.* Edinburgh: Chambers Harrap Publishers. Handy sections on 'Drafting: filling out the plan', 'Revising and reworking', 'Some tips on word processing', 'Checking the finished document'.

Brooks BS, Pinson JL & Sissors JZ 2005. *The art of editing: In the age of convergence.* 8th ed. Boston: Pearson. Chapter 8 on 'Micro editing for precision in language' is informative.

Burke J 2003. *Writing reminders: Tools, tips, and techniques.* Portsmouth: Heinemann. Appendix B 'The six traits (plus one) of effective writing' is an invaluable source.

Carstens WAM & Van de Poel K 2012. *Teksredaksie.* Hersiene uitgawe. Stellenbosch: SUN MeDIA. More than 500 pages packed with guidelines for editors but equally useful to writers.

Clanchy J & Ballard B 1992. *How to write essays: A practical guide for students.* Melbourne: Addison Wesley Longman. See chapters 6 'Drafting and redrafting' and 7 'Editing'. The 15 appendices cover topics from 'Skimming for understanding' to 'Introduction: process of redrafting'.

Cole K 2002. *The complete idiot's guide to clear communication.* Indianapolis: Alpha. Twenty-eight chapters on communicating effectively.

Cone JD & Foster SL 1993. *Dissertations and theses from start to finish: Psychology and related fields.* Washington DC: American Psychological Association. Fifteen chapters ranging from 'What are dissertations and theses?' to 'Presenting your project to the world'. Chapter 8 is intriguingly titled 'Methodology (or, How you're gonna do what you're gonna do!)'.

Cowley S 2004. *Getting the buggers to write* 2. London: Continuum. Chapter 12 looks at 'Writing and ICT'.

Creme P & Lea MR 1997. *Writing at university: A guide for students.* Buckingham: Open University Press. Covers a wide range of topics like 'Key elements of writing', 'Reading as part of writing', 'What the introduction may do', 'Writing the conclusion', 'What the conclusion may do', 'Editing your work as an 'outsider'', 'Cohesion' and 'Coherence'.

Davis M 2005. *Scientific papers and presentations.* San Diego: Academic Press. Nineteen chapters, e.g. 'Writing a rough draft', 'The graduate thesis', 'Style and accuracy in the final draft' and 13 appendices e.g. 'Weaknesses in scientific writing', 'Sample literature review', 'Evolution of a title'.

Day RA 1994. *How to write and publish a scientific paper.* 4th ed. Phoenix: Oryx Press. Contains 30 'What is?' and 'How to' chapters and 6 instructive appendices.

Denscombe M 2010. *The good research guide for small-scale social research projects.* 4th ed. Maidenhead: Open University Press. Chapter 9 'Questionnaires' is excellent and Chapter 15 on 'Writing up the research' ably summarises this important but challenging step in doing research.

Eley A & Murray R 2009. *How to be an effective supervisor: Best practice in research student supervision.* 4th ed. Maidenhead: Open University Press. Written for experienced supervisors in their own work and for mentoring new supervisors, it includes a useful section on 'Developing communication and other skills: the case of writing'.

English B & Van Tonder S 2009. *Putting it into words: How to write a good research report.* Wandsbeck: Reach. Nine chapters simply titled 'Knowing your readers', 'Coherence',

'Cohesion', 'Style', 'Grammar', 'Technical detail', 'Presenting your results', 'Discussion, conclusion and recommendations', 'Converting your report into an article'.

Evans E & Gruba P 2002. *How to write a better thesis*. 2nd ed. Melbourne: Melbourne University Press. Chapters have boxes giving key attributes and examples; summary boxes effectively give the gist of each chapter.

Feibelman PJ 1993. *A PhD is not enough: A guide to survival in science.* Reading: Addison-Wesley. Chapter 4 covers 'Writing papers: publishing without perishing' and Chapter 8 looks at 'Establishing a research programme'.

Fisher C (with Buglear J, Lowry D, Mutch A & Tansley C) 2010. *Researching and writing a dissertation. An essential guide for business students.* 3rd ed. Harlow: Pearson Educational. 'Framing conclusions and recommendations' in Chapter 5 (Interpreting the research material), is useful, as are the contents of chapter 6 (Framing arguments and writing up).

Fiske RH 2006. *The dictionary of concise writing.* 2nd ed. Oak Park: Marion Street Press. How to identify and correct wordiness in one's writing.

Garbers JG (ed) 1996. *Effective research in the human sciences: Research management for researchers, supervisors and master's and doctoral candidates.* Pretoria: JL van Schaik. Chapter 21 by KF Mauer is a handy guide to 'The art of scientific writing'.

Gibson WJ & Brown A 2009. *Working with qualitative data.* London: SAGE. Chapter 3 'Engaging with literature' examines the process of undertaking literature reviews and Chapter 12 reflects on 'Writing and presenting analysis', the chapter ending with seven 'Simple rules of thumb about analysis and writing'.

Glasman-Deal H 2010. *Science research writing for non-native speakers of English.* London: Imperial College Press. Structured in five units ('How to write an introduction'; 'Writing about methodology'; 'Writing about results'; 'Writing the discussion/conclusion'; 'Writing the abstract') each comprising guidance and exercises on the relevant 'Structure', 'Grammar and writing skill', 'Writing task: Building a model', 'Vocabulary' and 'Writing an introduction/a methodology section/a results section/a discussion and conclusion/an abstract'.

Gomez B & Jones III PJ (eds) 2010. *Research methods in geography: A critical introduction.* Chichester: Wiley-Blackwell. See chapter 25 'Writing it up' (D DeLyster).

Grant B 2003. *Geoscience reporting guidelines*. Victoria: DB Grant. The many checklists will come in handy.

Henning E, Grovett S & Van Rensburg W 2005. *Finding your way in academic writing.* 2nd ed. Pretoria: Van Schaik. Ten chapters on topics like 'Structuring the writing', 'Organising ideas and performing knowledge at sentence level', 'Crafting paragraphs and other organising units of text', 'Revising and editing you writing'.

Hicks W 2004. *Quite literally: Problem words and how to use them.* London: Routledge. A 250-page compendium of dos and don'ts.

Hofstee E 2006. *Constructing a good dissertation: A practical guide to finishing a master's, MBA or PhD on schedule*. Sandton: Exactica. Eight chapters including 'The body', 'The conclusion', 'Formatting and formalities'; five supporting articles; two postscripts; and the Harvard reference system.

Hubbuch SM 1992. *Writing research papers across the curriculum.* 3rd ed. Fort Worth: Harcourt Brace Jovanovich. A tested guide on topics from 'Where do I begin?' to 'Writing your paper'.

Hult CA 1996. *Researching and writing in the sciences and technology.* Boston: Allyn and Bacon. Chapter 5 is a fine guide to 'Planning, writing and revising your research paper'.

Klepper MM & Gunther RE 1994. *I'd rather die than give a speech.* Burr Ridge: Richard D Irwin. How to effectively master oral presentation.

Kumar R 1999. *Research methodology: A step-by-step guide for beginners.* London: SAGE. Just what the subtitle says.

Leedy PD 2010. *Practical research: Planning and design.* 9th ed. Upper Saddle River: Merrill Prentice Hall. Chapter 4 is a usable guide on 'Review the related literature'.

Locke LF, Silverman SJ & Spirduso WW 1998. *Reading and understanding research.* Thousand Oaks: SAGE. An exemplary work on these crucial aspects of doing research. Their two 12-step guides to understanding quantitative and qualitative research reports are highly recommended.

Lourens A & Bedeker L 2007a. *Scientific writing skills: Guidelines for writing theses and dissertations.* Stellenbosch: SUN MeDIA. Generic research guidelines provided by the Language Centre at Stellenbosch University to support postgraduates in a range of disciplines.

Lourens A & Bedeker L 2007b. *Wetenskaplike skryfvaardighede: Riglyne vir die skryf van tesisse en proefskrifte.* Stellenbosch: SUN MeDIA. Generiese gids van die Taalsentrum by Universiteit Stellenbosch tot steun van Afrikaanse nagraadse navorsers in 'n reeks dissiplines.

Lunenburg FC & Irby BJ 2008. *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences.* Thousand Oaks: Corwin Press. An essential source guiding users from 'Getting started' through 'What you need to know' and 'The dissertation chapters' to 'The defense and afterward' (especially 'Presenting and publishing your dissertation').

Luey B (ed) 2008. *Revising your dissertation: Advice from leading editors.* Berkeley: University of California Press. How to revise a dissertation for publication.

Maimon EP & Peritz JH 2003. *A writer's resource: A handbook for writing and research.* New York: McGraw-Hill. A worthwhile resource of more than 500 pages!

Malmfors B, Garnsworthy P & Grossman M 2004. *Writing and presenting scientific papers.* 2nd ed. Nottingham: Nottingham University Press. A fine work on the ABC (Accurate, Brief, Clear) of effective communication.

Malouf D 1993. *How to create and deliver a dynamic presentation.* Alexandria: American Society for Training & Development. A humorous and practical book on public speaking.

Maree JG (ed) 2012a. *Complete your thesis or dissertation successfully: Practical guidelines.* Cape Town: Juta. Twenty chapters including 'Choosing a topic', 'Writing a research proposal', 'Theoretical-conceptual and structural aspects of thesis writing', 'Basic lessons in thesis writing', 'Ensuring quality in scholarly writing' and 'Writing style'.

Maree JG (ed) 2012b. *First steps in journal article writing.* Cape Town: Juta. Nine chapters on article writing and Chapter 10 on 'Avoiding basic errors in scholarly writing'.

Maree K (ed) 2007. *First steps in research.* Pretoria: Van Schaik. See chapters on 'The research question', 'Language in research', 'Planning a research proposal' and 'Surveys and the use of questionnaires'.

Mauch JE & Birch JW 1998. *Guide to the successful thesis and dissertation. A handbook for students and faculty.* 4th ed. New York: Marcel Dekker. Provides helpful checklists on e.g. 'Thesis topic sources', 'Topic feasibility and appropriateness' and Chapter 4, 'Preparation of the proposal' is excellent.

McMillan K & Weyers J 2011. *How to write dissertations and project reports.* 2nd ed. Harlow: Pearson Education. Twenty-eight chapters arranged in sections including 'Planning your research', 'Finding and filtering information', 'Applying research techniques', 'Working with data and numbers', 'Addressing issues of plagiarism, referencing and ethics', 'Writing the first draft' and 'Editing, revising and presenting'.

Moriarty M 1997. *Writing science through critical thinking.* Boston: Jones and Bartlett. Broaches the challenge of critical thinking.

Murray N & Hughes G 2008. *Writing up your university assignments and research projects: A practical handbook.* Maidenhead: Open University Press. Chapter 2 (2.2.3.2) gives practical guidelines on writing a conclusion and Chapter 6 on components of a research report is worth consulting.

Murray R 2006. *How to write a thesis.* 2nd ed. Maidenhead: Open University Press. Ten chapters with evocative titles like 'How to write 1000 words an hour', 'Seeking structure', 'The first milestone', 'Creating closure', 'Fear and loathing: revising', 'It's never too late to start', 'The

last 385 yards' and there is a section on the essential elements of 'Signaling, repetition, forecasting and signposting'.

Murray R 2009. *Writing for academic journals.* 2nd ed. Maidenhead: Open University Press. A nine-chapter integrated approach to writing for journals.

Nel F (ed) 2000. *The South African style guide: A usage and reference dictionary for media writers.* Cape Town: Oxford University Press. A usable local source.

Nelson RB & Wallick JF 1994. *The presentation primer: Getting your point across.* Burr Ridge: Irwin Professional Publishing. Ten chapters on planning, practicing and performing a presentation.

Neville C 2010. *The complete guide to referencing and avoiding plagiarism.* 2nd ed. Maidenhead: Open University Press. Chapters 1, 2 and 3 cover student perspectives on referencing; the principles and reasons for referencing; and what to reference and when or when not to reference, respectively. Chapter 4 discusses how to avoid plagiarism; Chapter 6 details the name-date (Harvard) style of referencing; and Chapter 9 gives examples of referencing a comprehensive range of types of sources.

Olivier P 2008. *Writing your thesis.* 2nd ed. Los Angeles: SAGE. Good chapters on introduction, methodology and conclusion. Many boxes with useful information and helpful 'signposts to success'.

Paltridge B & Starfield S 2007. *Thesis and dissertation writing in a second language: A handbook for supervisors.* London: Routledge. Thirteen chapters cover topics such as: 'Writing a research proposal', 'Writing an introduction', 'Writing the methodology', 'Writing the results chapter', 'Writing the discussions and conclusion'. A sample research proposal is appended.

Parsons AJ & Knight PG 2005. *How to do your dissertation in geography and related disciplines.* 2nd ed. London: Routledge. Ten chapters which cover a range of questions e.g. 'What is a good dissertation?', 'Help! It's all gone horribly wrong. What can I do?', 'What should it look like when it's done?'

Punch KF 2006. *Developing effective research proposals.* 2nd ed. London: SAGE Publications. Seven chapters on the functions, issues and tactics of research proposals.

Remenyi D & Bannister F 2012. *Writing up your research.* Reading: Academic Publishing International. A 130-page quick guide to writing a masters thesis.

Robson C 2002. *Real world research: A resource for social scientists and practitioner-researchers.* 2nd ed. Oxford: Blackwell. Appendices look at 'Writing a project proposal' which includes a tongue-in-cheek 'Ten ways to get your proposal turned down', 'Ethical principles' and 'Guidelines to anti-sexist language'.

Robson C 2007. *How to do a research project: A guide for undergraduate students.* Oxford: Blackwell. A well written, easy-to-read book.

Rocco TN & Hatcher T (eds) 2011. *The handbook of scholarly writing and publishing.* San Francisco: Jossey-Bass. A four-part volume: 'Becoming a published scholar'; 'Improving writing techniques' (including 'Developing a research problem and purpose statement'); 'Preparing scholarly manuscripts' (including 'Writing a literature review'); 'Reflecting on the writing and publishing process'. Contains a 13-page list of further reading for scholarly writing.

Rogers A & Vines HA (eds) 2003. *The student's companion to geography.* 2nd ed. Oxford: Blackwell. See the chapters on 'Writing essays and related assignments' (R Pain), 'Making a presentation' (C Young), 'Research design for dissertations and projects' (B Hoskin, W Gill & S Burkill) and 'The art of interviewing' (J Burgess).

Rugg G & Petre M 2004. *The unwritten rules of PhD research.* Maidenhead: Open University Press. This book of rules has nuggets that will come in handy.

Samson J & Radloff A 1992. *In writing: A guide to writing effectively at the tertiary level.* Perth: Paradigm. An excellent guide which uses the 'Five-by-Three' model, i.e. five steps (pre-plan, plan, compose, review, evaluate), each step having three tasks.

Shober D 2010. *Writing English with style*. Pretoria: Van Schaik. A user-friendly text on topics like 'Writing paragraphs', 'Reading and writing critically', 'Writing English with grammatical style', 'Writing research essays', 'Paraphrasing, summarising and plagiarism', 'Putting it into practice'.

Single PB 2010. *Demystifying dissertation writing: A streamlined process from choice to final text.* Stirling: Stylus. The chapters on 'Developing a regular writing routine', 'Overcoming writer's block' and 'The role of revision' are worth consulting.

Stapleton P 1987. *Writing research papers: An easy guide for non-native-English speakers.* Canberra: Australian Centre for International Agricultural Research. A guide aimed at a specific group of writers.

Struwig FW & Stead GB 2001. *Planning, designing and reporting research*. Cape Town: Pearson Education South Africa. An easy-to-read guide with copious examples and fitting cartoons.

Taylor S & Beasley N 2005. *A handbook for doctoral supervisors.* London: Routledge. Students can learn much from this supervisor-orientated book.

Van Emden J & Becker L 2004. *Presentation skills for students*. Basingstoke: Palgrave. A book to produce results.

Vithal R & Jansen J 1997. *Designing your first research proposal: A manual for researchers in education and the social sciences*. Lansdowne: Juta. A book written not for postgraduate research, but for teachers. Nonetheless it provides sterling advice for students.

Walliman N 2005. *Your research project: A step-by-step guide for the first-time researcher.* 2nd ed. London: SAGE. A 450-page book full of advice on inter alia 'Doing a literature review', 'Types of research', 'Checklist of activities that will progress your research' and numerous boxes on topics like 'Tests to evaluate websites', 'Checklist for finalizing your research' and 'Use of punctuation'.

Wellington J, Bathmaker AM, Hunt C, McCulloch G & Sikes P 2005. *Succeeding with your doctorate.* London: SAGE. Excellent chapters on 'Framing the research', 'Reviewing the literature' and 'Writing and the writing process'. Good advice is given on structuring using signposting, framing, linking and focusing strategies.

Winkler AC & McCuen JR 1999. *Writing the research paper: A handbook.* 5th ed. Fort Worth: Harcourt Brace. Contains valid advice on, inter alia, using a clear introduction and writing an effective conclusion.

Wisker G 2008. *The postgraduate research handbook.* 2nd ed. Basingstoke: Palgrave Macmillan. The book gives basic advice, as well as signposts to more specialist research in 32 chapters, including 'Research methodologies' (Chapter 6), 'Methods in brief' (Chapter 16), 'Writing the thesis or dissertation' (Chapter 22), 'Writing up: Definitions and qualities of a good MA. MPhil, EdD and PhD thesis' (Chapter 27).

24 APPENDICES

A   Title page of a doctoral dissertation (English and Afrikaans)

B   Title page of a master's thesis or assignment (English and Afrikaans)

C   Title page of an honours assignment (English and Afrikaans)

D   Author's declaration (English and Afrikaans)

E   Copyright statement (English and Afrikaans)

F   Turnitin instructions

APPENDIX A: TITLE PAGE OF A DOCTORAL DISSERTATION

(Note: See prescriptions in SU *Calendar Part 1 General*

Boonste een-derde van die blad
Top one third of the page

TITEL
TITEL
TITLE
TITLE

(Deur) STUDENT SE VOLLE VOORNAME EN VAN
(By) STUDENT'S FULL FIRST NAMES AND SURNAME

(Presiese bewoording vereis/*Exact wording required*)

Proefskrif ingelewer vir die graad Doktor in die Wysbegeerte (of Natuurwetenskappe) in die Fakulteit (naam van Fakulteit) aan die Universiteit van Stellenbosch.
Dissertation presented for the degree of Doctor of Philosophy (or Science) in the Faculty of (name of faculty) at Stellenbosch University.

Promotor: Titel, Voorletter(s),Van
Promotor: Title, Initial(s), Surname

Letterwerk: 10-12 punt, dubbel of 1.5 spasiëring
Lettering: 10-12 point, double or 1.5 spacing

Jaar van graad se ontvangs
Year when degree conferred

Maart of Desember Jaar
March or December Year

NB: *Italics used here only to distinguish English from Afrikaans. No italicised wording required on title page.*

APPENDIX B: TITLE PAGE OF A MASTER'S THESIS OR ASSIGNMENT

(Note: See prescriptions in SU *Calendar Part 1, General*

TITEL
TITEL
TITLE
TITLE

Boonste een-derde van die blad
Top one third of the page

(Deur) STUDENT SE VOLLE VOORNAME EN VAN
(By) STUDENT'S FULL FIRST NAMES AND SURNAME

(Presiese bewoording vereis/*Exact wording required)*

Navorsingswerkstuk/Tesis ingelewer ter gedeeltelike voldoening aan die vereistes vir die graad van Magister in Lettere en Wysbegeerte (of Natuurwetenskappe/ of Wysbegeerte) in die Fakulteit (naam van Fakulteit) aan die Universiteit van Stellenbosch.

Research assignment/Thesis presented in partial fulfilment of the requirements for the degree of Master of Arts (or Science/ or Philosophy) in the Faculty of (name of faculty) at Stellenbosch University.

Studieleier(s): Titel, voorletter(s), van
Supervisor(s): Title, initial(s), surname

Jaar van graad se ontvangs
Year when degree conferred

Maart of Desember Jaar
March or December Year

Letterwerk: 10-12 punt, dubbel of 1.5 spasiëring
Lettering: 10-12 point, double or 1.5 spacing

NB: Italics used here only to distinguish English from Afrikaans. No italicised wording required on title page.

APPENDIX C: TITLE PAGE OF AN HONOURS ASSIGNMENT

TITEL VAN VERSLAG OF WERKSTUK/*TITLE OF REPORT OR ASSIGNMENT*

STUDENT SE VOLLE VOORNAME EN VAN (GRAAD REEDS VERWERF)
(STUDENTENOMMER)
STUDENT'S FULL FIRST NAMES AND SURNAME (DEGREE ALREADY ATTAINED)
(STUDENT NUMBER)

Navorsingswerkstuk ingelewer ter gedeeltelike voldoening aan die vereistes vir die graad Honneurs-Baccalaureus (in Geografie en Omgewingstudie/Geografiese Inligtingstelsels/ Geoinformatika) in die Fakulteit (naam van Fakulteit) aan die Universiteit van Stellenbosch.

Research assignment submitted in partial fulfilment of the requirements for the degree Honours Baccalaureus (in Geography and Environmental Studies/Geographical Information Systems/Geoinformatics) in the Faculty of (name of faculty) at Stellenbosch University.

STUDIELEIER/*SUPERVISOR*: (SY/HAAR TITEL, VOORLETTERS EN VAN)/(*HIS/HER TITLE, INITIALS AND SURNAME)*

DATUM VAN INLEWERING/*DATE OF SUBMISSION*

DEPARTEMENT GEOGRAFIE EN OMGEWINGSTUDIE/*DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL STUDIES*

NB: Italics used here only to distinguish English from Afrikaans. No italicised wording required on title page.

Letterwerk: 10-12 punt, dubbel of 1.5 spasiëring
Lettering: 10-12 point, double or 1.5 spacing
NB: Italics used here only to distinguish English from Afrikaans. No italicised wording required on title page.

APPENDIX D: AUTHOR'S DECLARATION

ENGLISH SET WORDING

[Exact wording as prescribed in Stellenbosch University's Calendar Part 1, General. *Place in top half of the first page following the title page]*

Declaration
By submitting this research assignment/thesis/dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: --

AFRIKAANSE FORMULE

[Presies soos voorgeskryf deur die Universiteit van Stellenbosch in die *Jaarboek Deel 1, Algemeen.* Plaas in die boonste helfte van die eerste bladsy ná die titelbladsy]

Verklaring

Deur hierdie navorsingswerkstuk/tesis/proefskrif elektronies in te lewer, verklaar ek dat die geheel van die werk hierin vervat, my eie, oorspronklike werk is, dat ek die alleenouteur daarvan is (behalwe in die mate uitdruklik anders aangedui), dat reproduksie en publikasie daarvan deur die Universiteit van Stellenbosch nie derdepartyregte sal skend nie en dat ek dit nie vantevore, in die geheel of gedeeltelik, ter verkryging van enige kwalifikasie aangebied het nie.

Datum: --

APPENDIX E: COPYRIGHT STATEMENT

ENGLISH SET WORDING

The candidate shall include the note below (<u>changed to reflect the year of electronic submission</u>) on the lower half of the first page following the title page (i.e. below the author's declaration):

Copyright © 2013 Stellenbosch University
All rights reserved

AFRIKAANSE FORMULE

Die kandidaat moet die onderstaande nota (<u>met aanpassing van die jaar van elektroniese indiening</u>) op die onderste helfte van die eerste bladsy ná die titelblad (i.e. onderaan die outeurs-verklaring) aanbring:

Kopiereg © 2013 Universiteit van Stellenbosch
Alle regte voorbehou
NB: Italics used here only to distinguish English from Afrikaans. No italicised wording required on title page.

APPENDIX F: TURNITIN INSTRUCTIONS

1. **Self-training available**

Activate your WebStudies entry page: http://webctcluster.sun.ac.za/webct

2. **Scope of Turnitin services**

The site offers certain software, documentation and services, together with other content, data, images and information which allow authorised educational institutions, and teachers, instructors, professors or other faculty members who are currently teaching a registered class to check enrolled students' work for possible textual matches against Internet-available resources and iParadigms' own proprietary database. Developed by an established American company, iParadigms, Turnitin has become one of the leading programs to measure plagiarism used by students at various academic establishments. Students upload assignments onto the Turnitin database where the papers are compared with billions of pages from both current and archived instances of the Internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals (http://turnitin.com/static/plagiarism.html). The results are returned in the form of an Originality Report that gives clear explanations of possible plagiarism.

3. **General procedures in Geography and Environmental Studies**

- All submissions to the department involving research of some nature (assignments, research application reports, theses, dissertations) must be subjected to and certified by Turnitin;
- Students are expected to submit their work independently to Turnitin before submitting to lecturers (Note: Sufficient time for this step should be allowed for in research schedules);
- Students are to study the results of the Turnitin analysis and improve their work before finally submitting;
- Provisionally, only Codes Blue and Green (and better) (<20%) certification will be acceptable for submission, although blatant plagiarism in the remaining document remains equally unacceptable.

4. **Frequently asked questions (FAQ)**

- *How do I upload an assignment?* Activate the programme and follow instructions. Address: http://www0.sun.ac.za/webstudies/Documents/Upload%20Turnitin%20Assignment.pdf
- *How does Turnitin work for Afrikaans submissions?* Turnitin searches for Afrikaans documents, but there will be fewer documents to check than for English. Translating all the plagiarised text to Afrikaans would require a lot more time and effort than simply copying and pasting, however. Over time, the database will grow with more Afrikaans submissions and will pick up more Afrikaans assignments.
- *Can I only submit MS Word format documents?* No, Turnitin works with MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text.
- *Is there a universal originality report percentage that is used as a guideline for an "ok" essay?* All Turnitin does is to generate originality reports, i.e. matching what the student wrote with that which is in its database. There is also the option to exclude quoted text and the bibliography. It is the lecturer's duty to judge whether it is plagiarism or not – it might be that a student just did not close a quotation or did not reference correctly.
- *What happens if a student submits his own work (or portions thereof) as assignment for other course(s)?* When an assignment is submitted for the first time, it becomes part of Turnitin's database. When the same student submits the same piece of work elsewhere, Turnitin will show it.
- *I do not want my student's work to be included in the student data base, due to the confidential nature of the content.* Can I still use Turnitin to check for plagiarism? You can set up your Turnitin assignment accordingly. If the work is not included in the student database, it will also not be checked against the student database.

Turnitin is a tool. The originality report is a guideline. The good judgment of the lecturer can never be replaced by information technology.