# RESEARCH METHODOLOGY AND GUIDELINES FOR WRITING A LONG RESEARCH ESSAY (ENGL6808)



**Faculty:** Humanities

**Department:** English

**Compiled by:** Dr Mariza Brooks in April 2016 (last updated 5 Dec 2017).

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Cover image: http://writingcenterunderground.wordpress.com

# 1. Admission Requirements

The Department of English requires that applicants for an Honours degree should have achieved a minimum of 65% for ENGL 3718 and 3728 (exceptions should be submitted to the Committee for Postgraduate Studies for deliberation). Applicants from elsewhere will be required to write an entrance assessment at the Department.

# 2. Introduction to ENGL 6808: Research Methodology and the Research Essay

*Research Methodology:*

The purpose of the ENGL 6808 course, which all students in the English Honours must complete, is to introduce students to the concept of research as it functions in the field of English literary and cultural studies, as well as linguistics. The course is divided into two sections: the first addresses some of the methodological questions that inform research in a variety of areas in English studies; the second is directed towards any research involved in the writing of the long essay, which students are required to submit at the end of the year.

At the end of the first part of the course, students should be able to:

    (i)     understand the basic processes of research in the field of literary and/or cultural studies and/or linguistics studies in English;

    (ii)    formulate a research topic appropriate for Honours or Masters use;

    (iii)   choose a methodological approach appropriate to your chosen topic of research;

    (iv)   draw up a well-grounded research proposal outlining your intended research, and

    (v)   produce a convincing, well-written research document such as a long essay, mini-thesis, dissertation, or thesis based on this research proposal.

## Research Essay: Various supervisors

- **Final essay to be marked by two members of staff in addition to any external assessment.**

ENGL 6808 should culminate in an individually supervised essay on a topic formulated in consultation with a supervisor approved by the departmental Committee for Postgraduate Studies. The essay will be assessed and moderated internally, with additional external co-supervision and/or moderation when necessary. Deadlines must be strictly adhered to; late submission will incur penalties and might result in failure to obtain the Honours degree.

## Deadlines for Research Essay (2017):

1. February 23rd: student must have met with potential supervisor.
2. April 16th: proposal draft due.
3. April 25th: feedback from supervisor.
4. May 7th: final proposal due.
5. July 20th: first 20 pages due.
6. September 7th: second 20 pages due.
7. October 5th.: full draft of mini-thesis due.
8. Nov 2nd: Final paper due.

**Please note:** Students who do not meet deadlines (i.e. those who do not submit the items listed above strictly in accordance with the deadlines) will 1) **not be allowed to submit their final paper in November**, and 2) not be entitled to detailed feedback from their supervisors on section drafts. **No feedback will be offered in November unless students have met all their deadlines throughout the year.**

## Important Notes on Final Proposal:

### Instructions for your proposal

Your 500-word proposal should give your reader a clear sense of what specifically you want to know (*your research question/problem*), what information is going to help you to discover it (*your sources/evidence*), what you are going to do with that information (*your approach to your sources*), and why anyone should be interested in knowing this (*its significance or contribution to existing knowledge/debates*)!

It must contain (not necessarily in this order):

1. A clear statement of the question or problem you will address in the paper. This may take the form of an open-ended (but clearly focused) question or a preliminary claim (a hypothesis) that anticipates the type of conclusions you expect to reach.

2. Details of what specific text(s), practices or phenomena you will draw on as evidence.

3. An account of how you will approach your evidence and how it will allow you to address your inquiry. This might include reference to a specific theoretical approach or research methodology.

4. A description of the existing research within which your own project is situated or contextualised; what is the context of your inquiry— how is the question you're investigating framed by the existing scholarship and/or popular media? This description must, therefore, indicate how your research fits into a larger critical conversation.

5. A statement of your objectives in researching and writing on this topic – what you hope to discover through it. This is similar to 1 and may follow from 4. It asks you to go a bit further and explain the significance of the question/problem you're addressing.

**Instructions for your select bibliography**

- This must include: your primary source text/s and **8-10** scholarly sources (the most relevant scholarly works that help to contextualise and rationalise your proposed study)

- Your scholarly sources must include <u>at least one book</u> and <u>at least one journal article</u>.

- These should be listed in alphabetical order (by author's last name)

- You may quote or reference any of the texts listed in the text of your proposal

- You should follow the following 'Harvard' style guide for listing all the texts in your bibliography and for citing them. Consult the section on referencing below.

## 3. The length and layout of the research essay

Following the UFS guidelines, the long essay at Honours level should be between 50 and 60 pages long (including the cover page, table of contents, foot notes/end notes, bibliography and appendices/addendums). Therefore, any student whose essay is shorter than 50 pages or longer than 60 pages will be penalised.

Your font should be easy to read (e.g. Arial 12, Calibri 12, Times New Roman 12, etc.) and not too small or big (12 tends to be appropriate for most font types; headers should be no bigger than size 16 or 18). Margins of at least 2 cm are recommended. Please use double-spacing to make it easier for your examiner(s) and moderator(s) to read and comment on. Watermarks and coloured backgrounds are not recommended for the whole essay, as these can become distracting.

Remember to include a cover page (with your details, the essay title, module code and, should you choose, an appropriate cover image), as well as a brief originality pledge stating that the contents of the essay is not plagiarised. Please start each of the following on a new page: table of contents, bibliography and each appendix/addendum. It is also recommend but not compulsory that you start each section of the essay on a new page.

## 4. Language Usage

Your essay must be written in a formal, academic style. Keep your writing clear and concise, avoiding colloquialisms and conversational language. You should always aim to be respectful of others' opinions, regardless whether you agree with them or not. Always use inclusive language. Be attentive to how language reinforces discriminatory power structures. For instance, use the word "humankind" instead of "mankind" when referring to all human beings. You are welcome to use the first person voice in your essay – this is your research after all!

Clear use of language is essential in academic writing. Well-structured paragraphs and clear topic sentences enable a reader to follow your line of thinking without difficulty. Your language should be concise, formal, and express precisely what you want it to mean. Avoid vague expressions that are not specific and precise enough for the reader to derive exact meaning ["they," "we," "people," "the organization," and so forth], abbreviations like 'i.e.'["in

other words"], 'e.g.' ["for example"], and contractions, such as, "don't", "isn't", and the like. The strategic and accurate use of transitional devices (including: "therefore", "thus", "consequently", "in addition", "conversely", "in contrast") contributes to the coherence and persuasive force of your essay. As will become apparent during the first component of ENGL 6808, the calculated use of such devices is also vital because research must always move beyond mere description towards an argument: a related set of claims (hypotheses), based on substantive evidence, pieced together in a coherent and convincing manner.

# 5. The content and structure of your research essay

Below, the basic components of a research essay are listed.  Because each person has his/her own way of structuring their argument and we do not want to restrict your creativity, we do not expect you to strictly follow this outline (in other words, you don't have to have a section labelled "literature review").  However, each of these components should be present and identifiable within your essay, so it is important to understand what each entails.  In addition, before you write your final essay, it is recommended that you create a mind map or similar organisational tool, to ensure that your essay is ordered in a logical way.

**TIP:** Keep the following points in mind when you are formulating your long essay:

### *Background/rationale*

Explicate, in precise terms, the reasons for studying this particular phenomenon. Clearly indicate the relevance and scholarly contribution of the proposed research to the discipline concerned. Delimit the focus of the research by stating the relevant field/subfield within the discipline and describe the theoretical tradition/perspective within which the study fits.

### *Research problem and objectives*

Provide a clear and unambiguous (what is included and what not) statement of the object of study (unit of analysis), as well as the general aim(s) and the research objectives of the study. The problem statement could take the form of specific research or investigative questions, or research hypotheses.

*Research design and research methodology*

Provide information regarding the type of study which will be undertaken to provide acceptable answers to the research problem or the research questions. Also provide details of the research method(s), which should match the stated objectives. The premises upon which the method(s) is/are based should be described clearly.

*Value of the research*

Assess the value of this research to scholarship in general, to the specific profession or discipline and/or to any other interested parties.

## 5.1 Introduction

The introduction to a research paper can be the most challenging part of the paper to write. An introduction should announce your topic, provide context and a rationale for your work, before stating your research questions and hypothesis. Well-written introductions set the tone for the paper, catch the reader's interest, and communicate the hypothesis or thesis statement

The introduction should therefore give the reader a basic understanding of the background of the study and the research you are addressing. It is thus a good idea to start with a short background or contextualisation to "warm up" your reader. Your introduction might, for example, include details such as these:

> This essay adopts an interdisciplinary approach, and aside from deploying vernacular associated with critical psychology and affect theory, reference is also made to 'psychological dissociation', which can be described as affective dissonance, as well as to terminology belonging to the field of cultural studies. Paul Dell states that "despite more than a century of research, there is no generally accepted definition of dissociation" (2006: 98). The word *dissociation* is, however, denoted ubiquitously as detachment or *dis*-association. A person in a dissociative state can be said to experience separation or disengagement from people or societal institutions. Yet another description of dissociation includes the labels depersonalization and de-realisation, as well as detachment from one's

environment and sense of self and emotions. Finally, Visser and Plessis define psychological dissociation in the following terms:

> Succinctly, dissociation as a phenomenon is understood as a mental state where the connection between a person's sense of identity, feelings, thinking and behaving is severed (2009: 339).

You then need to make your specific topic and hypothesis/problem/claim clear. You might, for example, state:

> To state the latter in more specific terms, I aim to explore and elucidate the psycho-affective dynamics within the text explored below. To be sure, I am not looking exclusively at the psycho-affective dynamics revealed by an interpretation of the text; I consider also the socio-political conditions within which the featured social subjects are located. Hook writes about the challenges of trying to reconcile the political and the psychological realms. Reconciliation of the latter is an issue, since historically psychology's methods have been "depoliticizing" in nature (Hook, 2012: 6).

Next, you could indicate your "strategies" which entails *how* you will be proving your point; this often entails the main ideas of each "body" section of the essay. For some students, it is thus easier to write the abstract and introduction *AFTER* they have completed the rest of the essay.

## 5.2   Literature Review

In a postgraduate long essay or dissertation, it is expected that students provide a *critical* overview of *relevant, appropriate* texts and/or films that have already been written and made on the topic. At Honours level, this implies an overview of both *key, seminal* works, as well as of *recent* (no more than 10 years old) texts (articles, books/chapters, films, series, etc.). The aim of a literature review is to show your reader that you have read, and have a good grasp of, the main published work concerning a particular topic or question in your field. It is very important to note that your review should not simply list five disparate descriptions of what others have published on the subject. That is, your review cannot simply take the form of summaries. Instead, it should provide a critical discussion that

evaluates the relevance and worth of previous research, showing insight and an awareness of differing arguments, theories and approaches. It should be a synthesis and analysis of the relevant published work, linked at all times to your own purpose and rationale.

According to Caulley (1992) of La Trobe University, the literature review should:
• compare and contrast different authors' views on an issue
• group authors who draw similar conclusions
• criticise aspects of methodology
• note areas in which authors are in disagreement
• highlight exemplary studies
• highlight gaps in research
• show how your study relates to previous studies
• show how your study relates to the literature in general
• conclude by summarising what the literature says

The purposes of the review are:
• to define and delimit the problem you are working on
• to place your study in an historical perspective
• to avoid unnecessary duplication
• to evaluate promising research methods
• to relate your findings to previous knowledge and suggest further research

A good literature review, therefore, is critical of what has been written, identifies areas of controversy, raises questions and identifies areas which need further research.

## *Writing the review*

Decide what you need to read. In some cases you will be given a booklist or directed towards areas of useful published work. Make sure you use this help. With the long essay, it will be more down to you to decide. It is important, therefore, to try to decide on the parameters of your research. What exactly are your objectives and what do you need to find out? Before you start reading it may be useful to compile a list of the main areas and questions involved, and then read with the purpose of finding out about or answering these.

Unless something comes up which is particularly important, stick to this list, as it is very easy to get sidetracked, particularly on the internet.

A good literature review needs a clear line of argument. You therefore need to use the critical notes and comments you made whilst doing your reading to express an academic opinion. Make sure to include a clear, short introduction which gives an outline of the review, including the main topics covered and the order of the arguments, with a brief rationale for this. There should always be a clear link between your own arguments and the evidence uncovered in your reading. Include a short summary at the end of each section. Use quotations if appropriate and always acknowledge opinions which do not agree with your thesis. If you ignore opposing viewpoints, your argument will in fact be weaker.

When introducing someone's opinion, don't use "says", but instead an appropriate verb which more accurately reflects this viewpoint, such as "argues", "claims" or "states". Use the present tense for general opinions and theories.

***PLEASE NOTE:*** *It is not the role of your supervisor to provide you with relevant texts. While the supervisor may provide guidance in terms of certain central or interesting sources, at honours level, students are expected to conduct their own research, which includes finding and understanding their own sources.* Some good places to find relevant and appropriate sources include Google Scholar, EBSCOhost/Academic Search Complete and the bibliographies of other relevant articles/books/chapters. You could also see the consultant on level 7 of the library, Mr Lee Goliath, who will help you to search for and obtain sources. Ask your supervisor in due time if you get stuck.

## 5.3  Methodology

At postgraduate level, it is also important that students realise both the strengths and weaknesses of their chosen methodology (i.e. how they've conducted their research has an important outcome on their research findings). The various kinds of methodologies for the various kinds of research which one can conduct are virtually endless. The basic methodology which is most often employed in a literature studies BA Honours is qualitative (as opposed to quantitative) as students tend to analyse the more abstract qualities of creative texts such as novels, poetry or films (e.g. how gender differences are represented)

as opposed to the more concretely measurable aspects of these texts (for example, the number of times the definite article is used in the novel *The Madonna of Excelsior).* In addition, students also follow specific critical or other kinds of theories and apply their methodologies (e.g. a Marxist analysis of the representations of class in *Beloved*). In short, you should make it clear which methodology you are employing and why.

## 5.4 Analysis and discussion

In the natural and social sciences, the analysis of research data may take place in a separate section, but in the humanities, our analysis and discussion are often integrated with each other and even with other aspects, like the literature review (communicate timeously with your supervisor to determine the most appropriate organisation vis-à-vis the research question/problem you have selected). As a general guideline, however, it is important to keep in mind that the main goal of your research essay is to enable *you* have a place to voice *your* new insights and *your* own research. As such, it is important that you do not spend too much time simply summarising sources or giving an overview of the history of the field, but that you rather make it clear *why* these sources/historical developments are relevant, what they add to *your* argument, and how they influenced *your* research project. This is what it means to be a critical thinker – not simply to summarise, or to point out weak points in other peoples' research, films, writings etc., but also to advance a unique argument. Although this argument must be grounded in theory, and must reflect on both the strengths and the weaknesses of previous works, it is crucial that you use extant work as foundation for your own interpretations/perspectives/ recommendations.

## 5.5 Conclusion and/or recommendations

Your conclusion should be no more than 10% of the total word count. What were the main points that you made? What did you discover in your research? How did you contribute to existing research/theories/debates? What are the implications of your findings (but be careful not to generalise or over-simplify)? At honours level, you should also try to be a bit critical of *yourself* – to what extent did you achieve what you set out to do? What could you have done better? Did you identify any future areas of research? In short, your conclusion

looks back at the rest of your essay, but should not simply repeat what you've already discussed. Instead, you should indicate what some of the broader implications of your argument are, and why your research matters.

# 6  Submission Procedure

No long essay will be accepted if the following procedures are not strictly followed.

- Step 1: You must supply two typed, printed, and **bound**, hardcopies of your long essay (complete with all the required elements: cover page, originality pledge, table of contents, essay with appropriate headings/subheadings, end/foot notes, bibliography, and appendices/addendums). No electronic copies e-mailed directly to your supervisor will be accepted.
- Step 2: Both bound documents must be submitted to Ms Karen McGuire in FGG203 by 12:00 on the date of the deadline. You must sign this submission in (time- and date-stamped). **Do not** submit your long essay directly to your supervisor.
- Step 3: The secretary will then send the document to the necessary examiner/s.
- Step 4: Results will be released via Gradebook.

**NB!** There will be NO communications between the student and internal or external examiners during the assessment process. Your results will be made available via official channels only: grades viewed on your final report.

# 7  Referencing

The English Department uses the Harvard style of referencing, both for in-text and source/bibliography listing. **It is crucial that your in-text references, and bibliography are consistent and contain the necessary information**. Please make use of the following guide. Additional information can be obtained at:
- https://www.citethisforme.com/harvard-referencing
- http://guides.lib.monash.edu/citing-referencing/harvard

# HARVARD REFERENCING GUIDELINE

## BIBLIOGRAPHY

Reference lists or bibliographies are created to allow readers to locate original sources themselves. Each citation in a reference list includes various pieces of information, including the:

1. Name of the author(s)
2. Year published
3. Title
4. City published
5. Publisher

Generally, Harvard Reference List citations follow this format:

- Last name, First Initial. (Year published). *Title*. City: Publisher.

Example:

Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner.

Citations are listed in alphabetical order by the author's last name.

If there are multiple sources by the same author, then citations are listed in order by the date of publication.

## CITATIONS

Two types of citations are included:

1. **In-text citations** are used when directly quoting or paraphrasing a source. They are located in the body of the work and contain a fragment of the full citation. All in-text citations must be introduced and grammatically integrated into the body of your text. Do not include any loose-standing citations unless these are longer

than three lines and therefore indented and placed in a separate paragraph. These citations must also be integrated.

Depending on the source type, some Harvard Reference in-text citations may look something like this:

"After that I lived like a young rajah in all the capitals of Europe…" **(Fitzgerald, 2004: 8)**.

2. **Reference Lists** are located at the end of the work and display full citations for sources used in the assignment.

Here is an example of a full citation for a book found in a Harvard Reference list:

Fitzgerald, F. (2004). *The Great Gatsby*. New York: Scribner.

## BOOKS WITH ONE AUTHOR

The structure for a Harvard Reference List citation for books with one author includes the following:

- Last name, First initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s).

If the edition isn't listed, it is safe to assume that it is the first addition, and does not need to be included in the citation.

Example: One author AND first edition:

- Patterson, J. (2005). *Maximum ride*. New York: Little, Brown.

Example: One author AND NOT the first edition

- Dahl, R. (2004). *Charlie and the chocolate factory*. 6th ed. New York: Knopf.

## BOOKS WITH TWO OR MORE AUTHORS

When creating a citation that has more than one author, place the names in the order in which they appear on the source. Use the word "and" to separate the names.

- Last name, First initial. and Last name, First initial. (Year published). Title. City: Publisher, Page(s).

Example:

- Desikan, S. and Ramesh, G. (2006). *Software testing.* Bangalore, India: Dorling Kindersley.
- Vermaat, M., Sebok, S., Freund, S., Campbell, J. and Frydenberg, M. (2014). *Discovering computers.* Boston: Cengage Learning.
- Daniels, K., Patterson, G. and Dunston, Y. (2014). *The ultimate student teaching guide.* 2nd ed. Los Angeles: SAGE Publications.

*\* Remember, when citing a book, only include the edition if it is NOT the first edition!*


## CHAPTERS IN EDITED BOOKS

When citing a chapter in an edited book, use the following format:

- Last name, First initial. (Year published). Chapter title. In: First initial. Last name, ed., *Book Title*, 1st ed.\* City: Publisher, Page(s).
- Bressler, L. (2010). 'My girl, Kylie'. In: L. Matheson, ed., *The Dogs That We Love*, 1st ed. Boston: Jacobson Ltd., pp. 78-92.

*\* When citing a chapter in an edited book, the edition is displayed, even when it is the first edition.*

## MULTIPLE WORKS BY THE SAME AUTHOR

When there are multiple works by the same author, place the citations in order by year. When sources are published in the same year, place them in alphabetical order by the title.

Example:

- Brown, D. (1998). *Digital fortress.* New York: St. Martin's Press.
- Brown, D. (2003). *Deception point.* New York: Atria Books.
- Brown, D. (2003). *The Da Vinci code.* New York: Doubleday.

## PRINT JOURNAL ARTICLES

The standard structure of a print journal citation includes the following components:

- Last name, First initial. (Year published). Article title. *Journal,* Volume (Issue), Page(s).

Examples:

- Ross, N. (2015). 'On Truth Content and False Consciousness in Adorno's Aesthetic Theory.' *Philosophy Today*, 59(2), pp. 269-290.
- Dismuke, C. and Egede, L. (2015). 'The Impact of Cognitive, Social and Physical Limitations on Income in Community Dwelling Adults With Chronic Medical and Mental Disorders.' *Global Journal of Health Science*, 7(5), pp. 183-195.

## JOURNAL ARTICLES FOUND ON A DATABASE OR ON A WEBSITE

When citing journal articles found on a database or through a website, include all of the components found in a citation of a print journal, but also include the medium ([online]), the website URL, and the date that the article was accessed.

Structure:

- Last name, First initial. (Year published). Article Title. *Journal*, [online] Volume (Issue), pages. Available at: URL [Accessed Day Mo. Year].

Example:

- Raina, S. (2015). 'Establishing Correlation between Genetics and Nonresponse.' *Journal of Postgraduate Medicine,* [online] Volume 61(2), p. 148. Available at: http://www.proquest.com/products-services/ProQuest-Research-Library.html [Accessed 8 Apr. 2015].

## PRINT NEWSPAPER ARTICLES

When citing a newspaper, use the following structure:

- Last name, First initial. (Year published). Article title. *Newspaper,* Page(s).

Example:

Weisman, J. (2015). 'Deal Reached on Fast-Track Authority for Obama on Trade Accord.' *The New York Times*, p.A1.

## NEWSPAPER ARTICLES FOUND ON A DATABASE OR A WEBSITE

To cite a newspaper found either on a database or a website, use the following structure:

- Last name, First initial. (Year published). Article title. *Newspaper*, [online] pages. Available at: url [Accessed Day Mo. Year].

Example:

- Harris, E. (2015). 'For Special-Needs Students, Custom Furniture Out of Schoolhouse Scraps.' *New York Times*, [online] p.A20. Available at: http://go.galegroup.com [Accessed 17 Apr. 2015].

## PRINT MAGAZINES

When citing magazines, use the following structure:

- Last name, First initial. (Year published). Article title. *Magazine*, (Volume), Page(s).

Example:

- Davidson, J. (2008). 'Speak her language.' *Men's Health*, (23), pp.104-106.

## WEBSITES

When citing a website, use the following structure:

- Last name, First initial (Year published). Page title. [online] Website name. Available at: URL [Accessed Day Mo. Year].

When no author is listed, use the following structure:

- Website name, (Year published). *Page title*. [online] Available at: URL [Accessed Day Mo. Year].

Example:

- Messer, L. (2015). *'Fancy Nancy' Optioned by Disney Junior*. [online] ABC News. Available at: http://abcnews.go.com/Entertainment/fancy-nancy-optioned-disney-junior-2017/story?id=29942496#.VRWbWJwmbs0.twitter [Accessed 31 Mar. 2015].
- Mms.com, (2015). *M&M'S Official Website*. [online] Available at: http://www.mms.com/ [Accessed 20 Apr. 2015].

## EBOOKS AND PDFS

When citing eBooks and PDFs, include the edition, even if it is the first edition, and follow it with the type of resource in brackets (either [ebook] or [pdf]). Include the url at the end of the citation with the date it was accessed in brackets.

Use the following structure:

- Last name, First initial. (Year published). *Title*. Edition. [format] City: Publisher, page(s). Available at: URL [Accessed Day Mo. Year].

- Zusack, M. (2015). *The Book Thief.* 1st ed. [ebook] New York: Knopf. Available at: http://ebooks.nypl.org/ [Accessed 20 Apr. 2015].
- Robin, J. (2014). *A handbook for professional learning: research, resources, and strategies for implementation.* 1st ed. [pdf] New York: NYC Department of Education. Available at http://schools.nyc.gov/ [Accessed 14 Apr. 2015].

## ARCHIVE MATERIAL

Archival materials are information sources that are used to provide evidence of past events. Archival materials are generally collected and housed by organizations, such as universities, libraries, repositories, or historical societies. Examples can include manuscripts, letters, diaries, or any other artifact that the organization decides to collect and house.

The structure for archival materials includes:

- Last name, First initial. (Year published). *Title of the material.* [format] Name of the university, library, organization, Collection name, code, or number. City.

Examples:

- Pearson, J. (1962). *Letter to James Martin.* [letter] The Jackson Historical Society, Civil Rights Collection. Jackson.
- Marshall, S. and Peete, L. (1882). *Events Along the Canal.* [program] Afton Library, Yardley History. Yardley.

## ARTWORK

To cite artwork, use the following structure:

- Last name, First initial. (Year created). *Title.* [Medium]. City that the artwork is/was displayed in: Gallery or Museum.

Example:

- Gilbert, S. (1795-1796). *George Washington*. [Oil on canvas] New York: The Frick Collection.
- Jensen, L., Walters, P. and Walsh, Q. (1994). *Faces in the Night*. [Paint Mural] Trenton: The Trenton Free Library.


## BLOGS

Blogs are regularly updated webpages that are generally run by an individual.

When citing a blog post, use the following format:

- Last name, First initial. (Year published). *Post title*. [Blog] Blog name. Available at: URL [Accessed Day Mo. Year].

Example:

- Cohen, M. (2013). *Re-election Is Likely for McConnell, but Not Guaranteed*. [Blog] FiveThirtyEight. Available at: http://fivethirtyeight.blogs.nytimes.com/2013/07/01/re-election-is-likely-for-mcconnell-but-not-guaranteed/ [Accessed 4 Apr. 2015].

## BROADCASTS

To cite a radio or tv broadcast, use the following structure:

- *Series title*, (Year published). [Type of Programme] Channel number: Broadcaster.

Examples:

- *Modern Family*, (2010). [TV programme] 6: Abc.
- *The Preston and Steve Morning Show* (2012). [Radio Programme] 93.3: WMMR.

## CONFERENCE PROCEEDINGS

Conference proceedings are academic papers or presentations that are created or used for the purpose of a meeting or conference.

Use the following structure to cite a conference proceeding:

If published online:

- Last name, First initial. (Conference Year). Title of Paper or Proceedings. In: *Name or Title of Conference.* [online] City: Publisher of the Proceedings, pages. Available at: URL [Accessed Day Mo. Year].

If not published online:

- Last name, First initial. (Conference Year). Title of Paper or Proceedings. In: *Name or Title of Conference.* City: Publisher of the Proceedings, pages.

Examples:

- Palmer, L., Gover, E. and Doublet, K. (2013). Advocating for Your Tech Program. In: *National Conference for Technology Teachers.* [online] New York: NCTT, pp. 33-34. Available at: http://www.nctt.com/2013conference/advocatingforyourtechprogram/ [Accessed 11 Jan. 2014].
- Fox, R. (2014). Technological Advances in Banking. In: *American Finance Association Northeast Regional Conference.* Hartford: AFA, p. 24.

## COURT CASES

To cite a court case, use the following format:

- *Case name* [Year published] Report abbreviation Volume number (Name or abbreviation of court); First page of court case.

Example:

- *Young v. United Parcel Service, Inc.* [2015]12-1226 (Supreme Court of the United States); 1.

## DICTIONARY ENTRY

When citing a dictionary entry in print, use the following structure:

- Last name, First initial. (Year published). Entry title. In: *Dictionary Title*, Edition. City: Publisher, page.

When citing a dictionary entry found online, use the following structure:

- Last name, First initial. (Year published). Entry title. In: *Dictionary Title*, Edition. City: Publisher, page. Available at: URL [Accessed Day Mo. Year].

*\*\*If no author/editor/or contributor is given, omit it from the citation. \*\*If the publishing year is unavailable, use the abbreviation n.d., which stands for no date*

Examples:

- Sporadic (1993). In: *Webstin Dictionary*, 8th ed. New York: Webstin LLC, page 223.
- Reference. (n.d.) In: *Merriam-Webster* [online] Springfield: Merriam-Webster, Inc. Available at: http://www.merriam-webster.com/dictionary/reference [Accessed 12 Dec. 2014].

## DISSERTATIONS

A dissertation is a lengthy paper or project, generally created as a requirement to obtain a doctoral degree.

Use the following structure to create a citation for a dissertation:

- Last name, First initial. (Year published). *Dissertation title*. Academic Level of the Author. Name of University, College, or Institution.

Example:

- Shaver, W. (2013). *Effects of Remediation on High-Stakes Standardized Testing*. PhD. Yeshiva University.

## DVD, VIDEO, AND FILM

When citing a DVD, Video, or Film, use the following format:

*Silence of the Lambs* (1991) Directed by Jonathan Demme [Film]. USA: Orion Pictures Corporation. - *Film title*. (Year published). [Format] Place of origin: Film maker.

*\*\*The place of origin refers to the place where the dvd, film, or video was made. Eg: Hollywood*
*\*\*The film maker can be the director, studio, or main producer.*

The elements which should be included in your bibliography/reference lists are**:**

(i) title (in italics)
(ii) year of distribution (in round brackets)
(iii) director
(iv) [Film]
(v) place of distribution: distribution company.

## EMAILS

- Sender's Last name, First initial. (Year published). *Subject Line of Email*. [email].

Example:

- Niles, A. (2013). *Update on my health*. [email].

## PRINT ENCYCLOPEDIA ARTICLES

An encyclopedia is a book, or set of books, used to find information on a variety of subjects. Most encyclopedias are organized in alphabetical order.

Use this format to cite an encyclopedia:

- Last name, First initial. (Year published). Article title. In: *Encyclopedia title*, Edition. City published: Publisher, page(s).

Example:

- Harding, E. (2010). Anteaters. In: *The International Encyclopedia of Animals*, 3rd ed. New York: Reference World, p. 39.

## GOVERNMENT PUBLICATIONS

Government publications consist of documents that are issued by local, state, or federal governments, offices, or subdivisions.

Use the following format to cite the government publications:

- Government Agency OR Last name, First Initial., (Year published). *Title of Document or Article*. City published: Publisher, Page(s).

Examples:

- Pennsylvania Department of Transportation, (2012). *BicyclePA Routes*. Harrisburg: PENNDOT, p.1.

## INTERVIEWS

When citing an interview, use the following format:

- Last name of Interviewer, First initial. and Last name of Interviewee, First initial. (Year of Interview). *Title or Description of Interview*.

Example

- Booker, C. and Lopez, J. (2014). *Getting to know J. Lo*.

## MUSIC OR RECORDINGS

To cite a music piece or recording, use the following format:

- Performer or Writer's Last name, First initial. (Year published). *Recording title*. [Medium] City published: Music Label.

When citing a music piece or recording found online, use the following structure:

- Performer or Writer's Last name, First initial. (Year published). *Recording title*. [Online] City published: Music Label. Available at: URL [Accessed Day Mo. Year].

Examples:

- Jackson, M. (1982). *Thriller*. [CD] West Hollywood: Epic.
- Kaskade, (2015). *Never Sleep Alone*. [Online] Burbank: Warner Bros/Arkade. Available at: https://soundcloud.com/kaskade/kaskade-never-sleep-alone [Accessed 7 Apr. 2015].

## ONLINE IMAGES OR VIDEOS

To cite an image or video found electronically, use the following structure:

- Last name, First initial. OR Corporate Author. (Year published). *Title/description*. [format] Available at: URL [Accessed Day Mo. Year].

Examples:

- Williams, A. (2013). *DJ Gear*. [image] Available at: https://flic.kr/p/fbPZyV [Accessed 8 Apr. 2015].
- 7UP (2015). *7UP Team Up Tiesto*. [video]. Available at: https://youtu.be/TMZqgEgy_Xg [Accessed 8 Apr. 2015].

## PODCASTS

When citing a podcast, use the following format:

- Last name, First initial. OR Corporate Author (Year published) *Episode title*. [podcast]. Podcast title. Available at: URL [Accessed Day Mo. Year].

Example:

- Provenzano, N. (2012). *#NerdyCast Episode 5*. [podcast]. #NerdyCast. Available at: https://itunes.apple.com/us/podcast/nerdycast/id514797904?mt=2 [Accessed 14 Dec. 2014].

## PRESENTATIONS AND LECTURES

To cite a presentation or lecture, use the following structure:

- Last name, First initial. (Year) Presentation Title.

Example:

- Valenza, J. (2014). *Librarians and Social Capital.*

## PRESS RELEASES

When citing a press release in print, use the following format:

- Corporate Author, (Year published). *Title.*

If found online, use the following format:

- Corporate Author, (Year published). *Title.* [online] Available at: URL [Accessed Day Mo. Year].

Examples:

- Imagine Easy Solutions, (2015). *ResearchReady Jr. Now Available For Elementary Age Students.*
- EBSCO, (2014). *EBSCO adds EasyBib Citation Integration.* [online] Available at: http://campustechnology.com [Accessed 11 Jan. 2015].

## SOFTWARE

When citing software, use the following format:

- Title or Name of Software. (Year Published). Place or city where the software was written: Company or publisher.

Example:

- Espanol. (2010). Arlington: Rosetta Stone.

## HARVARD IN-TEXT CITATIONS OVERVIEW

Students use in-text citations to indicate the specific parts of their paper that were paraphrased or quoted directly from a source.

Each in-text citation generally displays the last name of the author and the year the source was published.

The in-text citation is usually located at the end of the quoted or paraphrased sentence.

## IN-TEXT CITATIONS FOR ONE AUTHOR

The author's last name and the year that the source was published are placed in the parentheses.

Example:

- Gatsby's infatuation with Daisy is often revealed in the story, often in simple phrases such as, "... he turned toward her with a rush of emotion" (Fitzgerald, 2004).

If the author's name is already used in the body of the text, then students should exclude it from the in-text citation.

Example:

- Fitzgerald's use of "old sport" throughout the novel suggests that Gatsby considered Nick Carraway a close friend (2004).

## IN-TEXT CITATIONS FOR TWO OR THREE AUTHORS

When a source has two authors, place both authors' names in the order in which they appear on the source, with the word and separating them.

Examples:

- "A range of values can express emotion, too. Stark, high-contrast drawings may carry a strong emotional charge" (Lazzari and Schleiser, 2011).
- "Rather than constantly seeking approval from others, try to seek approval from the person who matters the most - yourself" (Bardes, Shelley and Schmidt, 2011).

## IN-TEXT CITATIONS FOR FOUR OR MORE AUTHORS

Only use the first listed author's name in the in-text citation, followed by "et al." and the publishing year.

Example:

- It can be said that "knowledge of the stages of growth and development helps predict the patient's response to the present illness or the threat of future illness" (Potter et al., 2013).

Example:

- Potter et al. (2013) go on to explain that "among the most Catholic Filipinos, parents keep the newborn inside the home until after the baptism to ensure the baby's health and protection."

## IN-TEXT CITATIONS FOR CORPORATE AUTHORS

Use the name of the organization in place of the author.

Example:

- "Dr Scharschmidt completed her residency in 2012, joined the Leaders Society in 2013, and became a new volunteer this year to encourage other young dermatologists in her area to join her in leadership giving" (Dermatology Foundation, 2014).

If the name of the organization is used in the text, place only the year in parentheses.

Example:

- The Dermatology Foundation (2013) stated in their report that "industry also played an important role in the success of the highly rated annual DF Clinical Symposia— Advances in Dermatology."

## IN TEXT CITATIONS WITH NO AUTHOR

When an author's name cannot be found, place the title of the text in the parentheses, followed by the publishing year.

Example:

- Lisa wasn't scared, she was simply shocked and caught off guard to notice her father in such a peculiar place (Lost Spaces, 2014).

## IN-TEXT CITATIONS WITH NO DATE

When a date is not included in a source, simply omit that information from the in-text citation.

Example:

- "Her hair was the color of lilac blossoms, while a peculiar color, it fit her quite well" (Montalvo).
- Taken from:
    - https://www.citethisforme.com/harvard-referencing
    - http://guides.lib.monash.edu/citing-referencing/harvard

# 8  Plagiarism

*It is NOT enough to simply change some words in the quote; even if you change ALL the words or translate it, you still have to give a reference to the original source.  Be extra careful and provide references throughout your work.* The official UFS policy on plagiarism states: "A student who passes off as her/his own another person's ideas that appear in written sources, visual sources, multimedia products, music, the spoken word, etc. is guilty of plagiarism, which is dealt with in terms of the rules applicable to disciplinary procedures" (see the official policies here: http://www.ufs.ac.za/about-the-ufs/governance/policy-documents). In other words, if you plagiarise in your final research essay, you may be brought before a disciplinary committee and be expelled from the UFS without receiving your honours degree.

## *8.1  Examples of plagiarism and faulty referencing*

For the sake of providing examples, imagine that you want to use the following information from a primary source for your essay/research project:

"When and how we talk about race is often dictated by the politeness protocol, a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner."

This can be found on page 666 of Sue, D.W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist*. 68(8): 663-672.

Now imagine that the examples below occur somewhere in the essay.

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Case 1

When and how we talk about race is often dictated by the politeness protocol, a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner.

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Case 2

The politeness protocol refers to an implicit rule according to which potentially offensive or uncomfortable topics should be avoided, ignored, and silenced or spoken about in a very light, casual, and superficial manner.

Explanation

Both cases 1 and 2 are instances of plagiarism and will incur a mark of 0. Can you detect why? By the way: making spelling and grammatical errors will not enable you to avoid plagiarism.

Case 3

"When and how we talk about race is often dictated by the politeness protocol, a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner."

Explanation

Case 3 is still an instance of plagiarism and will still incur a mark of 0. Do you understand why?

Case 4

Politeness is a social norm that guides when and to what degree of depth we engage with topics that are potentially divisive such as race and racism. It holds that we should avoid such topics whenever possible, and ignore or invalidate those who raise them. If complete avoidance is not possible, for example if one is forced to engage with a controversial topic, politeness requires that the discussion should be superficial.

Explanation

The above is still a case of plagiarism and will still incur a mark of 0. Even though the original words have been changed, the theoretical ideas still belong to the author (Sue, 2013: 666). For this reason, the above case still counts as plagiarism.

Case 5

"When and how we talk about race is often dictated by the politeness protocol, a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner" (Sue, 2013: 666).

Case 6

Sue (2013: 666) argues that the politeness protocol is "a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner".

Explanation: Cases 5 and 6 above illustrate the correct way to quote the original text (although you must remember to include the source details in your bibliography). Each of these examples contain three basic features that are vital for correct referencing. Can you spot them?

Case 7

Politeness is a social norm that guides when and to what degree of depth we engage with topics that are potentially divisive such as race and racism. It holds that we should avoid such topics whenever possible, and ignore or invalidate those who raise them. If complete avoidance is not possible, for example if one is forced to engage with a controversial topic, politeness requires that the discussion should be superficial. (Sue, 2013: 666).

Case 8

Sue (2013: 666) conceptualises politeness as a social norm that guides when and to what extent we engage with topics that are potentially divisive such as race and racism. It advocates the complete avoidance of such topics whenever possible. If some participants differ from the rest because they are inclined to talk about race and, therefore, do not share this attempt at avoidance, those who follow politeness will feel encouraged to reject these participants. Finally, if avoidance and silencing are not available, for example if one is compelled to engage with a controversial topic, politeness requires that the discussion should be light-hearted, shallow and focused on avoiding discomfort (Sue, 2013: 666).

Explanation: The two above-mentioned cases illustrate the correct way to paraphrase the original text. In these cases, the original words were changed, but the changed version 1) still communicates the same idea as the original and 2) contains an in-text reference to the original author (remember to include the text in your bibliography). Note that the two above-mentioned cases are the result of a careful reading of the original text. The students who wrote these two cases realised that in the original text the politeness protocol has two steps ("[the] ground rule [states] that  potentially uncomfortably topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner" (Sue, 2013: 666)). Once they were certain that they understood the details of these two steps, they were able to explain what the politeness protocol means in their own words.

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Case 9

Sue (2013) argues that the politeness protocol is "a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner".

Case 10

Sue (666) argues that the politeness protocol is "a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner".

Case 11

Sue argues that the politeness protocol is "a ground rule stating that potentially offensive or uncomfortable topics should be (a) avoided, ignored, and silenced or (b) spoken about in a very light, casual, and superficial manner".

Explanation: All the above cases illustrate instances of sloppy referencing. Essays/assignments will be severely penalised for such errors (see the rubric that will be made available on Blackboard).

Case 12

Sue (2013: 666) conceptualises politeness as a social norm that guides when and to what extent we engage with topics that are potentially divisive such as race. It holds that we must never talk about potentially divisive topics.

Explanation: In the above example, the original words have been altered, but this altered version does not communicate the original ideas accurately. This reveals that you have misunderstood/misinterpreted the source and will, therefore, incur penalties. Can you spot the problem by comparing its content with the original?