

Postgraduate School

Newsletter 13/ July & August 2014

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From the Office of the Director

I often use the metaphor of mountain climbing to describe the process of postgraduate studies. No matter how well we prepare to climb a mountain, nothing can really prepare you for the experience. Just as with mountain climbing, there are many valleys and hills along the route. The one thing that keeps you going is the single minded focus on the goal – to graduate. The postgraduate school strives to support postgraduate students on their journey. As with any journey, the postgraduate journey is characterized by many milestones that serve as beacons of progress. These milestones include the approval of your research proposal and registration of your title, submitting your work for examination purposes and graduating. Along the way there are numerous other steps that vary according to your discipline and the nature of your study. These include writing a literature review, gathering data or completing the empirical part of the study, writing the methods chapter, writing up your results as well as your conclusions and recommendations. Students can use these milestones to track their progress.

Different postgraduate students invariably find themselves at different stages in the research and writing process and each of the stages demand different types of effort and commitment. In this newsletter we want to focus on the writing of the thesis or dissertation. We encourage students to start writing as early as possible in the research journey. This enables the supervisor to give constructive feedback from the beginning of the research process. Students often ask “What do you mean when you say I must integrate?”. We provide some guidance regarding integration of sources/ideas. Another issue that is a concern for many supervisors is plagiarism. We address the issue of how to avoid plagiarism.

Librarians play a crucial role in the support of postgraduate students. See the contact details of our librarians on page 4. We are expanding our remarkable resource centre consisting of links to helpful documents with valuable information for postgraduate students and *Youtube* videos on research methodology, research design etc. In today’s landscape of massive open access resources there are valuable videos of lectures by international experts on most topics relevant to postgraduate students. See page 8 for more information.

Our best wishes accompany you during your studies. Visit our [website](#) for available scholarship and funding opportunities.

Warm regards

Henriëtte van den Berg

Director: Postgraduate School

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Should you want to either subscribe or unsubscribe from the newsletter, please send an email to postgraduatersvp@ufs.ac.za

SEPTEMBER 2014		
1	Philosophy of Hypothesis testing	Prof Robert Schall Room 19, Johannes Brill 13h00 – 16h00
2	Article writing workshop for novice authors (part 1 of 4)	Prof Harry Kotze, Ms Alet Olivier, Ms Rene du Plessis FGG363 14h00 – 16h00
3-4	Scientific writing skills for theses and dissertations	Ms Selene Delport FGG202 09h00 – 16h30
5	Personal and professional development	Dr Henriette van den Berg Room 19, Johannes Brill building 11h00 – 14h00
8-10	Advanced SPSS session on one-way and two-way ANOVA (analysis of variance)	Dr Melody Mentz Computer Lab B 12h00 – 16h30
11-12	Project Management	Dr Priscilla Mensah & Mr Nico Bekker Computer Lab C 09h00 – 16h30
16	Article writing workshop for novice authors (part 2 of 4)	Prof Harry Kotze, Ms Alet Olivier, Ms Rene du Plessis FGG202 14h00 – 16h00
17	Identifying bursaries and grants using the Research Africa platform	Ms Mandy Jampies Room 378, Centre for Teaching & Learning, Sasol Library, Level 3 14h00 – 16h00
18	Thematic analysis of qualitative data	Dr Asta Rau FGG202 13h00 – 16h30

SEPTEMBER 2014 (continued)		
19	Evaluation of websites and academic databases	Ms Rene du Plessis and Mrs Annamarie du Preez Computer Lab C 10h30 – 13h00
19	Balancing things out: your ability to remain sane in times of academic insanity	Ms Lerato Mmusi-Makhele FGG202 13h00-16h00
22	Library support for researchers in a technological age	Ms Annamarie du Preez Computer Lab E 04h00-16h30
30	Article writing workshop for novice authors (part 3 of 4)	Prof Harry Kotze, Ms Alet Olivier, Ms Rene du Plessis CR Swart Auditorium 14h00 – 16h00
OCTOBER 2014		
23	Improving the quality of qualitative research	Dr Asta Rau Room 19, Johannes Brill building 14h00 – 16h00
28	Article writing workshop for novice authors (part 4 of 4)	Prof Harry Kotze, Ms Alet Olivier, Ms Rene du Plessis CR Swart Auditorium 14h00 – 16h00

Plagiarism and Source integration

What is plagiarism:

Plagiarism in an academic context can be defined as taking someone else's writings, thoughts or ideas and passing them off as your own. This can be done either deliberately or unintentionally; the former case is simply academic cheating and dishonesty and should simply be avoided, whereas the latter can be due to failing to reference a source properly, or using someone else's words without sufficiently changing the wording or phrasing. This is a more subtle issue than deliberate plagiarism and it is what this article will focus on.

Quoting and referencing:

When using an exact quotation from an academic source, this must be acknowledged as such, by putting the text in quotation marks and putting in a reference and page number (referencing conventions will differ between different departments and also between different universities). The issue of failing to acknowledge direct quotes is best tackled at the reading /research stage of your project, by making sure that you record in your notes that you are using a direct quotation any time you write down someone else's precise words from a book, article, internet source or even a lecture. Writing down the page number of the quotation at the time will spare you any potential difficulties with having to look it up later. When using a source that you have obtained online, whether this be an academic journal article or a less formal source, if possible it is best to save (or print) a copy of the journal article, or copy and paste text used from an internet source into a document, so that you can refer back to the source in future as it may not always be available online.

Most referencing systems also require you to state the date that an online source (apart from journal articles) was originally accessed, so this should always be recorded as well.

Paraphrasing:

While acknowledging a direct quotation is relatively straightforward, provided that you have recorded direct quotes in your notes at the reading stage, expressing another author's ideas in your own words is a harder skill to master; failing to do this adequately is probably the most common form of student plagiarism. Firstly, when describing another academic's theories, methods, results etc., you should always acknowledge and reference this; if you are using someone else's work this should be referenced whether it is a direct quote or your own paraphrasing. Secondly, your exposition of another academic's work (for example in a literature review) should both express their ideas in your own words rather than theirs, and also show that you have understood their work by featuring your interpretations as well as a restating of their ideas.

Paraphrasing another source means that you keep the meaning of the original text, but do not use the exact same wording. There are a number of techniques which you can use to do this, and to successfully paraphrase it is a good strategy to combine several of these methods:

- Use synonyms for non-generic words
- Change the sentence structure
- Change the authorial voice from active to passive and vice versa
- Change parts of speech (nouns, verbs etc.)
- Change clauses to phrases and vice versa

An effective piece of academic writing will also go beyond describing other academics' research to

offering a critical analysis of this work, which will show that you have understood and meaningfully engaged with the literature

Other forms of plagiarism:

Finally, plagiarism can also occur with non-text sources such as graphs, tables, maps, illustrations etc. If you use such sources which have been obtained from elsewhere in your work, they should also be properly cited and referenced.

Source Integration:

Source integration is an important part of many forms of academic writing. If done correctly, it shows the reader that you have understood your topic and the surrounding literature, while if not done properly it can lead to plagiarism. Source integration incorporates both proper citation and acknowledgment of other people's work, and smoothly transitioning from your own words to the words of your source, whether this is a paraphrase or direct quotation. Supervisors frequently request their students to incorporate better integration of quotations and sources in their written work. The four main types of source integration are summarising, synthesising, paraphrasing and quoting; paraphrasing has been discussed above, and the others will be considered below.

Summarising: This involves presenting the main points of the book, article, chapter or passage you have read in your own words. A good summary takes the important information from the source and states it as clearly and concisely as possible. One possible method of summarising is to first take notes on the main points and important information from the source material, then try to rewrite these main points in your own words with looking at the book or your notes. If you can

condense this information in your own words while still capturing the major points, you should then be able to summarise. Summarising requires a citation both within the text, and on the reference page/bibliography; however as several pages or even the whole document are usually condensed, page numbers are not necessary in this case.

Synthesising: This is a form of summarising that combines several different sources rather than just one. One method of synthesising is to combine summaries from sources that agree on many of their broad points, and if appropriate contrast this with a synthesis or summary of sources which disagree with these main arguments. Make sure that you do not misrepresent a source's argument simply to make it fit into your paper. As with summaries, synthesised summaries require referencing but not page numbers if they consider a large range of pages.

Quoting and signal phrases: Quoting works best when you make a smooth transition from your own words into the quoted words of another writer, rather than simply putting a quotation in a sentence on its own, which can make it sound abrupt or out of place. One way of doing this is to use **signal phrases**, which are phrases that precede the quotation, for example the author's name followed by a verb ('argues', 'compares', 'describes', 'suggests', 'demonstrates', 'points out', etc.). For example:

Lohr points out that "[a] sample of convenience is often biased, since the units that are easiest to select or are most likely to respond are usually not representative of the harder-to-select or nonresponding units." (Lohr, 2010, p. 5)

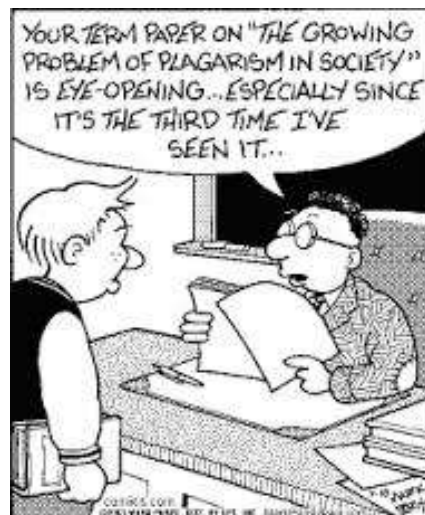
Another method is to use a colon in the sentence to incorporate the quote properly. For example:

Lohr describes the reasons for bias when using the method of convenience sampling: "the units that are easiest to select or are most likely to respond are usually not representative of the harder-to-select or nonresponding units." (Lohr, 2010, p. 5)

Finally, it may be possible to incorporate the quote into your sentence so that it flows into your own words:

Lohr uses the example of the 1936 Literary Digest poll to illustrate that "the sheer size of a sample is no guarantee of its accuracy"; a badly designed survey can perform badly even with a large sample size. (Lohr, 2010, p. 8)

For more information on source integration see: <http://www.una.edu/writingcenter/docs/Writing-Resources/Source%20Integration.pdf> and <http://academics.smcvt.edu/writingctr/Quotes.htm>



Faculty Librarians: co-travellers on your research road

Did you know that each faculty has a librarian that assists staff and students with literature searches and other queries (e.g. inter-library loans)?

Natural and Agricultural Sciences

Mrs (A) Annamarie du Preez
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Health Sciences

Mrs (EA) Elma van der Merwe
Elma@ufs.ac.za
Frik Scott Medical Library, tel. 051 405 3655

Research workshops Galleries

Dr Christel Troskie de-Bruin drew a full-house attendance when she presented a **Qualitative Research** workshop at the PGS on 29 and 30 May.



Honours Mentoring group 2014 sessions:

Academic Ambition by Prof Jonathan Jansen, 22 July



Critical Thinking by Dr Lis Lange (Directorate for Institutional Research & Academic Planning), 6 Aug.



Dr Lis challenged the honours' students with questions and statements on 'the fallacy of critical thinking'; critical thinking and critique are at the heart of the university. All approve and support critical thinking, but are universities really thinking critically about themselves and the world? What is critical thinking? Who/what is an intellectual? What is critique?

Presentation Skills by Prof Valerie Corfield (Stellenbosch University), 30-31 July



Valerie shared an article by Philip E. Bourne on ['Ten Simple Rules for Making Good Oral Presentations'](#):

1. Talk to the audience
2. Less is more
3. Only talk when you have something to say
4. Make the take-home message persistent
5. Be logical
6. Treat the floor as a stage
7. Practice and time your presentation
8. Use visuals sparingly but effectively
9. Review audio and/or video of your presentation
10. Provide appropriate acknowledgments

Strengthening Doctoral Supervision: presented to UFS staff members on 28-31 July by Profs Naydene de Lange and Harry Wels. This is the first phase of the [Nuffic](#) (Netherlands Universities Foundation for International Co-operation) doctoral supervision programme at UFS, aimed at fostering international co-operation in higher education.



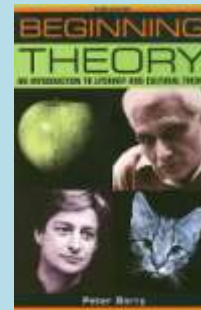
Theory and Theoretical Frameworks



The PGS invited Prof Wilhelm van Rensburg, of the Visual Identities in Art and Design (VIAD) research centre, at the Faculty of Art, Design & Architecture (FADA), University of Johannesburg, to present a workshop on Theory & Theoretical Frameworks on the main campus. Wilhelm has an alternative approach to presenting workshops, and UFS staff members greatly benefited from this two-day presentation.

He addressed various issues about theory, including: sensation in the press; comments from supervisors/reviewers; scandals and hoaxes; unfamiliarity with theory; unfortunate consequences; discourse requirements; and myths about theory.

A free edition of the following book which Wilhelm highly recommended, *Beginning Theory* by Peter Barry (1995 & 2002) is available online and can be downloaded [here](#).



The Good Supervisor: Prof Gina Wisker presented The Good Supervisor: an interactive workshop on effective supervision practices.



Personal Efficacy: Dr Solomon Makola, Campus Director at CUT's Welkom campus, gave a lecture on 'Using a meaning-centred leadership to develop personal efficacy' on 19th August. Dr Makola has recently completed a book on youth leadership, and his passion is helping young people find meaning and sense in life.

Dr Makola observed that "Leadership is a word that has come to mean all things to all people. To me, leadership is nothing but to help others to be better than you are."



BURSARY & SCHOLARSHIP CALLS

1. [NRF: SA/Japan Joint Science and Technology Research Collaboration](#). Internal UFS closing date: **5 September 2014**

2. [NRF: SA/Wallonia-Brussels Federation Science and Technology Research Collaboration](#). Internal UFS closing date: **8 September 2014**

3. [NRF: 2015 Research Career Advancement Fellowships Call for 2015](#). Internal UFS closing date: **25 September 2014**

More information on bursary and scholarship calls is available in the *Bursaries and Scholarships Guide for Postgraduate Students 2014/5* booklet which can be [downloaded](#) from the Postgraduate School website.



Prof **Harry Kotze** at the Postgraduate School is available for students who want advice and guidance on their proposals for NRF and other funding: KotzeHF@ufs.ac.za

Joy Nogabe, our Chief Officer for Postgraduate funding, is now on maternity leave until 1st January 2015. While Joy is on leave, **Naomi Haupt** can be contacted for enquiries on funding on x9432 or DeValdoNE@ufs.ac.za

Postgraduate School Online Resources and Useful Links

We have a series of links to online resources for postgraduate students on the [Resource Centre](#) section of the Postgraduate school website. Areas include research methodology (qualitative, quantitative, mixed methods), academic writing, statistical analysis, writing research proposals, funding proposals, academic articles and conference papers, action research and research paradigms.

You can keep in touch with the Postgraduate School by following us on **Facebook** and adding us on **LinkedIn**:

Facebook:
<https://www.facebook.com/postgraduateschoolufs>



Linked In:
<http://za.linkedin.com/pub/postgraduate-school-ufs/85/202/627>



We also have a **Youtube** page where we have posted some video clips from previous courses which we have run:

Youtube:
https://www.youtube.com/channel/UCxV8rEqyn5N2J8MsT9b41_g or search for 'Postgraduate School UFS' on Youtube.



Who are we?

• Director:

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• Deputy-director:

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• Postgraduate funding:

Naomi Haupt (x9432), DeValdoNE@ufs.ac.za
or postgraduatersvp@ufs.ac.za

• Postgraduate funding workshops:

Harry Kotze, KotzeHF@ufs.ac.za

• Academic writing specialist:

Alet Olivier (x3174), AOLivier@ufs.ac.za

• Office manager:

Eleanor Nel (x3541), NelEP@ufs.ac.za

• Information officer:

Rene du Plessis (x9714), Rene@ufs.ac.za

• Course coordinator:

Khethiwe Biyo (x3112), BiyoKC@ufs.ac.za

• Information desk & student enquiries:

Cecilia Rabanye (x3541)

• Social media, marketing:

Emmie Smit (x9664), emmiesmit.sa@gmail.com

• Evaluation and monitoring:

Chantell de Reuck (x3858), dereuckcj@ufs.ac.za

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Facebook:

<https://facebook.com/postgraduateschoolufs>

Linked In: search for 'Postgraduate School UFS'