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# WRITING SKILLS WORKBOOK

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3rd edition



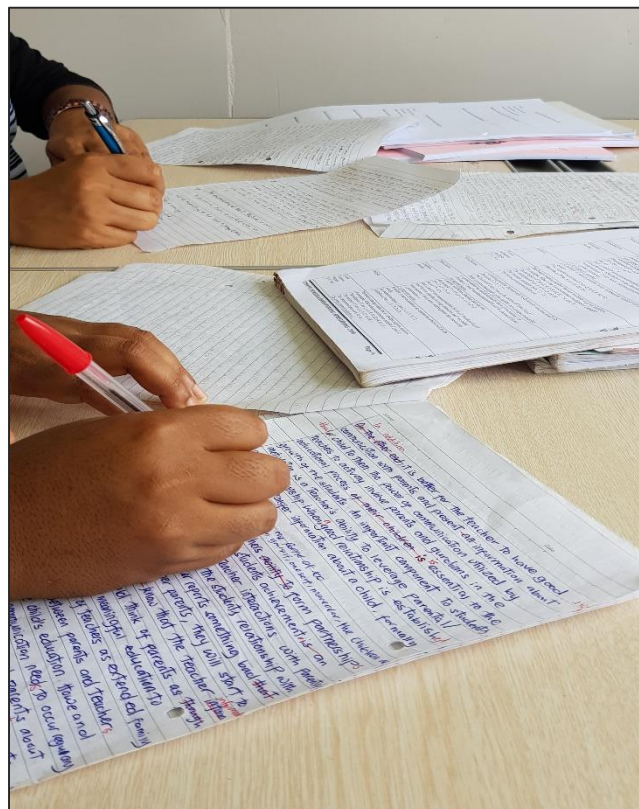
2020

Prepared for CLT by Volunteer Service Abroad (VSA) NZ

# Abstract

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This Writing Skills Workbook was originally written by Molly Oldfield (VSA Volunteer 2018-2019) and has been adapted by Dr Ngairé Tihema (VSA Volunteer 2018-2020) to coincide with APA 7th edition. The booklet is for all students at Divine Word University campuses, as it focuses on the basic skills needed to write at university level, regardless of the type of assignment. It includes in-depth information about the academic writing process and how to acknowledge sources you have used.



Writing is a pivotal life skill, and everyone can learn new ways to improve their writing skills at different stages. So, keep this book as a reference for your writing throughout university and beyond.

# Contents

## Table of Contents

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Abstract.....	1
Contents.....	2
Why essays are important: .....	6
Features of a 'good' essay: .....	6
Essay pitfalls:.....	6
Chapter One: Before Writing .....	7
Plan your time:.....	7
Collect information: .....	7
Reading and making notes:.....	7
Chapter two: Starting to Write .....	8
The writing process:.....	8
Step one: Analysing the question .....	9
Strategy for analysing an essay question:.....	9
Step two: Developing the essay plan.....	9
Structure .....	11
Introductions:.....	12
Example of an introduction: .....	12
Example of how to state the main aim of the essay:.....	12
Thesis statement:.....	13
1. A thesis statement is a sentence.....	13
2. A thesis statement expresses a viewpoint; that is, the writer's opinion, attitude or idea.....	13
Body paragraphs: .....	14
Coherence and linking: .....	14
Exercise one: .....	15
Conclusion:.....	15
Example of a conclusion: .....	15
What is a concluding statement? .....	16
Sample essay:.....	16
Essay question:.....	17
Introduction paragraph.....	17
Body paragraph 1.....	17

Body paragraph 2.....	17
Body paragraph 3.....	18
Body paragraph 4.....	18
Body paragraph 5.....	18
Conclusion.....	19
References: .....	19
Chapter 3: Referencing .....	21
Why is it important to reference accurately?.....	21
Why do we reference?.....	21
The quality of your sources is important .....	21
In-text citations: .....	21
When do you use an in-text citation?.....	22
Some points to note:.....	24
Secondary sources: .....	25
An important thing to remember: .....	25
Exercise two: .....	26
Reference list: .....	26
Examples of APA formats: Use these as a guide.....	27
Book with one author: .....	27
Book with two authors:.....	27
Book with three or more authors: .....	27
Book with more than twenty authors:.....	28
Edition other than the first edition:.....	28
Chapter in an edited book: .....	28
Periodical (Journal) .....	29
Newspaper or Magazine article .....	29
Newspaper or Magazine article (no author given) .....	29
University course notes .....	30
Readings from course notes .....	30
Lecture notes/course handout–print version (unpublished work) .....	30
Lecture notes/course handout – electronic version.....	31
Personal communication (lectures, interviews, conversations).....	31
Electronic sources .....	31
Individual as author: .....	31
Organisation as an author.....	32
Article in Electronic Journal .....	32

Electronic source with no author .....	32
Sample reference list: .....	33
Points to note:.....	33
Common errors students make when referencing include: .....	33
Exercise three: .....	34
Chapter four: Polishing the final draft .....	35
Editing: .....	35
Steps to help you edit: .....	35
Proofreading: .....	36
Check your referencing:.....	36
Presentation (if you are using a computer or laptop): .....	36
Exercise four: .....	37
Academic writing style:.....	37
Grammar and spelling:.....	38
1. Incomplete sentences .....	39
Exercise five: .....	39
2. Run-on sentences.....	40
Exercise six: .....	40
3. Subject-verb agreement .....	40
4. Apostrophes .....	41
Exercise seven:.....	42
Spelling.....	42
Exercise eight: .....	42
Punctuation.....	43
Appendix 1: Words often used in essay topics and exam questions.....	45
Appendix 2: Linking words and phrases .....	47
Appendix 3: Paraphrasing .....	49
Appendix 4: Introducing paraphrases and quotes.....	50
Appendix 5: Editing checklist .....	51
Appendix 6: Answers to some of the questions .....	52
Exercise 2 answers: In-text citations exercise see p. 23 - 24 .....	52
Exercise 3 answers: Reference list exercise see p. 32.....	52
Exercise 4 answers: APA referencing see p. 35.....	52
Exercise 5 answers: Incomplete sentences see p. 37 .....	53
Exercise 6 answers: Run-on sentences see p. 38.....	53
Exercise 7 answers: Apostrophes see p. 39 .....	53

Exercise 8 answers: Commonly confused words see p. 40 - 41..... 54  
Reference List:..... 55

# Why essays are important:

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*Being able to express yourself clearly in written form is crucial for your success at university. This book is designed to help you develop your skills in academic writing. It is a useful resource that will show you how to structure your writing, use APA referencing correctly and give you tips on grammar and spelling.*

***Please keep it as a reference for the rest of your studies.***

## **An Essay**

... tests a student's ability to present an argument in an organised way. It requires two things: good structure to specifically answer the question and supporting evidence/research from reputable sources relevant to the topic (see page 15).

Essays play a pivotal role in helping students to build knowledge. After writing an essay, you will be able to understand a topic at a deeper level than previously. Also, the process of filtering and sifting, interpreting and analysing information, develops research skills and promotes critical thinking – important qualities for university and beyond. And essays undoubtedly help students to write well – another extremely valuable attribute.

## Features of a 'good' essay:

Lecturers' opinions vary on what they look for when marking essays, but the best essays have some qualities in common. Some of these qualities are quite abstract, such as enthusiasm for the topic that comes through in the writing, while others, to do with structure and technique, are more concrete and explicit. The features of a good essay are set out below:

- Correctly interprets the essay question or topic and answers it fully.
- Puts forward a well-thought-out argument and line of reasoning, rather than merely reproducing information from source material.
- Treats the topic in sufficient depth, with evidence of thorough research.
- Demonstrates understanding of key principles, theories, and concepts, and builds these into the discussion.
- Maintains focus and relevance to the question.
- Is cohesive, i.e., "links together", and is logically structured.
- Expresses ideas clearly; is free of clumsy or awkward phrasing, and errors in spelling, grammar, and vocabulary.
- Provides references for source material, in APA referencing style.
- Keeps to the word limit, without being substantially under or over.
- Demonstrates interest in, and enthusiasm for, the topic.

If you feel that your essays meet the above criteria but that your grades do not reflect the amount of work you put in, consider whether any of the following might apply:

## Essay pitfalls:

- Did you address the essay question or topic, without going off-track or missing some important aspect?
- Did you use vague or out-of-date publications, or unreliable sources (e.g., Wikipedia or similar)?
- Did you include too many direct quotations? An overuse of quotes – the "cut and paste" essay – suggests a lack of understanding of the topic. Quotes should be used infrequently, and only for special effect or to emphasise a point.
- Did your essay lack structure or flow, without any direction?
- Was your argument based on generalisations, sweeping statements, or unsupported claims?

# Chapter One: Before Writing

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## Plan your time:

Producing an assignment to a high standard takes time. The process is usually a circular one – researching the topic, thinking about what it all means, deciding what information to include, putting ideas together, then back to more research, thinking and so on. So, it helps to focus the task by drawing up a timeline for the essential stages, not only to make sure that you are realistic about how long things take, but to overcome any feeling of being overwhelmed and not knowing where to start. The basic steps to allow for in your time plan include:

- Finding information
- Reading and taking notes
- Grouping, sorting and ordering information
- Developing an outline
- Putting together a first draft
- Re-drafting and writing the final version
- Checking references
- Compiling the references list
- Editing and proofreading

The last three stages are particularly important and should not be rushed. Sloppy work with careless mistakes and incorrect referencing affects the quality of your work and costs valuable marks.

## Collect information:

A good place to start gathering information for your assignment is to revisit your lecture notes and your unit handbook. Which of those key ideas, concepts, principles, and theories that you have been learning about relate to the assignment topic?

You will more than likely need to extend your research beyond what is in your unit handbook and lecture notes. Knowing how to find information quickly and efficiently is a key skill.

## Reading and making notes:

Reading and making notes in preparation for writing an assignment will be more effective when you keep in mind the information you are looking for and the purpose for which you need it. Undirected reading takes time away from more productive activities. The following are some general tips for managing your reading load and taking notes.

<b>Read selectively</b>	For your assessments select what you need, when you need it. Read for background knowledge as time allows.
<b>First, gain an overview</b>	Before close reading, get the “big picture.” Look at tables of contents, chapter and section headings, tables and graphs; read abstracts introductions and conclusions.



<b>As you read, ask yourself questions</b>	There is no point in continuing with a reading if you are not understanding it. Stop and ask, "What does the author mean by this?". If you cannot provide the answer, re-read the text.
<b>Do not waste time copying blocks of text</b>	Think about why you need the information: ask yourself, "what is the point I want to make?". Then summarise the idea in your own words.
<b>Keep full referencing details</b>	Carefully record all reference details, including publisher, place of publication etc. A lot of time can be wasted trying to track down these details later.
<b>Note who said what</b>	Make notes to distinguish between direct quotes, paraphrases and your own ideas. Confusing these in your assignment may lead to incorrect referencing or unintentional plagiarism.

## Chapter two: Starting to Write

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### The writing process:

Writing assignments is a process that takes time. The writing part of an assignment comes after you have planned, gathered and organised information that you have researched. Good writing takes time and effort so always allow yourself plenty of time to prepare, produce and finalise your written work.

The table below illustrates the steps you should take when researching, writing and editing your assignments.

#### 1. Analyse the question

- Understand what is being asked
- Make a summary in your own words
- Check the key words (definitions)

---

#### 2. Plan an approach

- Brainstorm ideas
- Create a skeleton outline

---

#### 3. Research, gather and process information

- Use reading lists, textbooks, online materials, and other books.
- Review notes and sources, etc.
- Check back to your essay plan.
- Make notes from your resources and acknowledge sources

- Make sure things are relevant – sift and collect

#### 4. First draft and reworked draft

- Check for logic, style, clarity, tone, structure and accuracy.
- Does it answer the question?

#### 5. Final draft

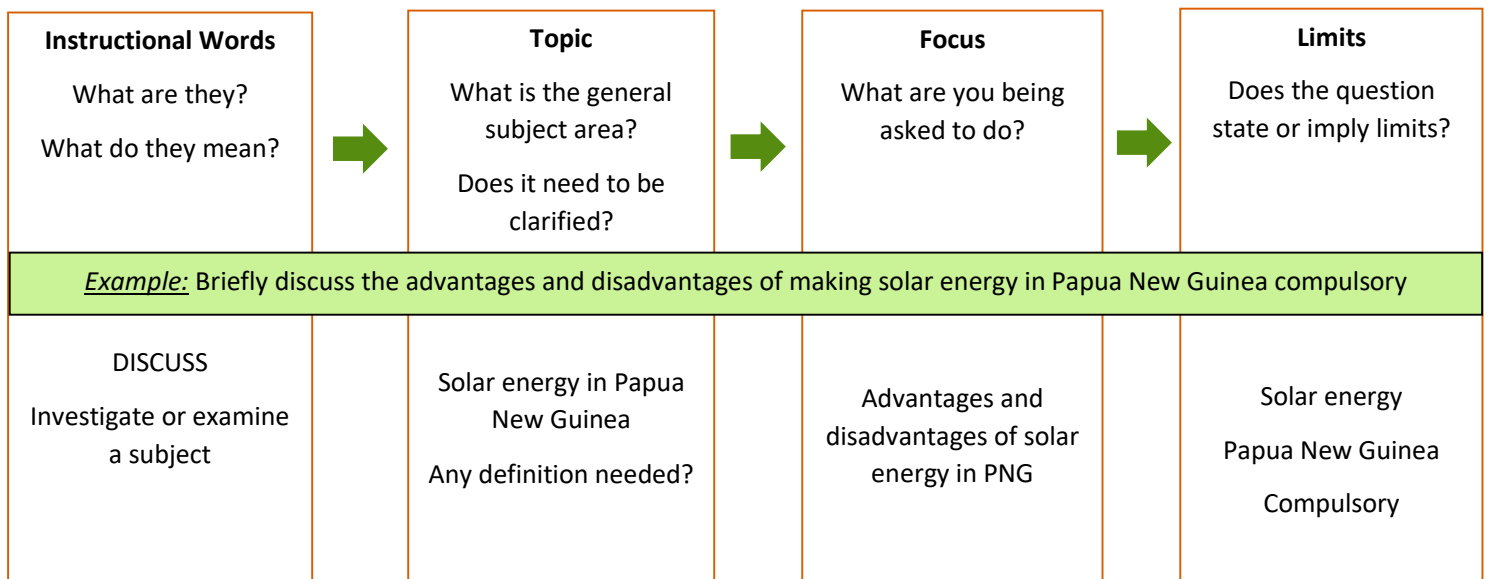
- Check for spelling punctuation, grammar, correct format, correct references.
- Check that it is in the limits set such as word count.

### *Step one: Analysing the question*

Careful analysis and understanding of essay questions are extremely important. University essay topics often have more than one component, but sometimes students only answer a part of the question. For this reason, you need to ask yourself, “What exactly is the lecturer asking me to write about?” and “have I covered the whole question?”.

### Strategy for analysing an essay question:

Here is a four-step approach you might like to use to analyse and understand your essay question, thinking about instructional words (a list of these can be found on page 42), the topic, the focus and the limits.



It is important to recognise and understand the instructional words that your lecturers use in their essay questions. A full list of instructional words can be found on page 40-41.

### *Step two: Developing the essay plan*

From our analysis of the question we can move on to develop a skeletal structure for the essay. An initial plan will not only help focus your research, but also help you to write a well-constructed essay that flows logically.

Using the same essay topic:

Briefly discuss the advantages and disadvantages of making solar energy in Papua New Guinea compulsory.

Your plan might look like this:

**Introduction**

How would you describe Papua New Guinea's current energy source? Is it sustainable or unsustainable?

What is solar energy?

Thesis statement: "The advantages and disadvantages of making solar energy compulsory in Papua New Guinea are....."

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**Body:**

**Paragraph 1**

What are the current energy source arrangements?

---

**Paragraph 2**

What are the advantages of solar energy?  
Advantage 1

---

**Paragraph 3**

Advantage 2

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**Paragraph 4**

What are the disadvantages?  
Disadvantage 1

---

**Paragraph 5**

Disadvantage 2

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**Paragraph 6**

What is your view on this topic? Do the advantages outweigh the disadvantages?  
Either "Yes, because..."  
Or "No, because..."

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**Conclusion:**

Summary of the main ideas

Restate the thesis

Broader significance of the topic

## Structure

### Introduction (10% of total word count)

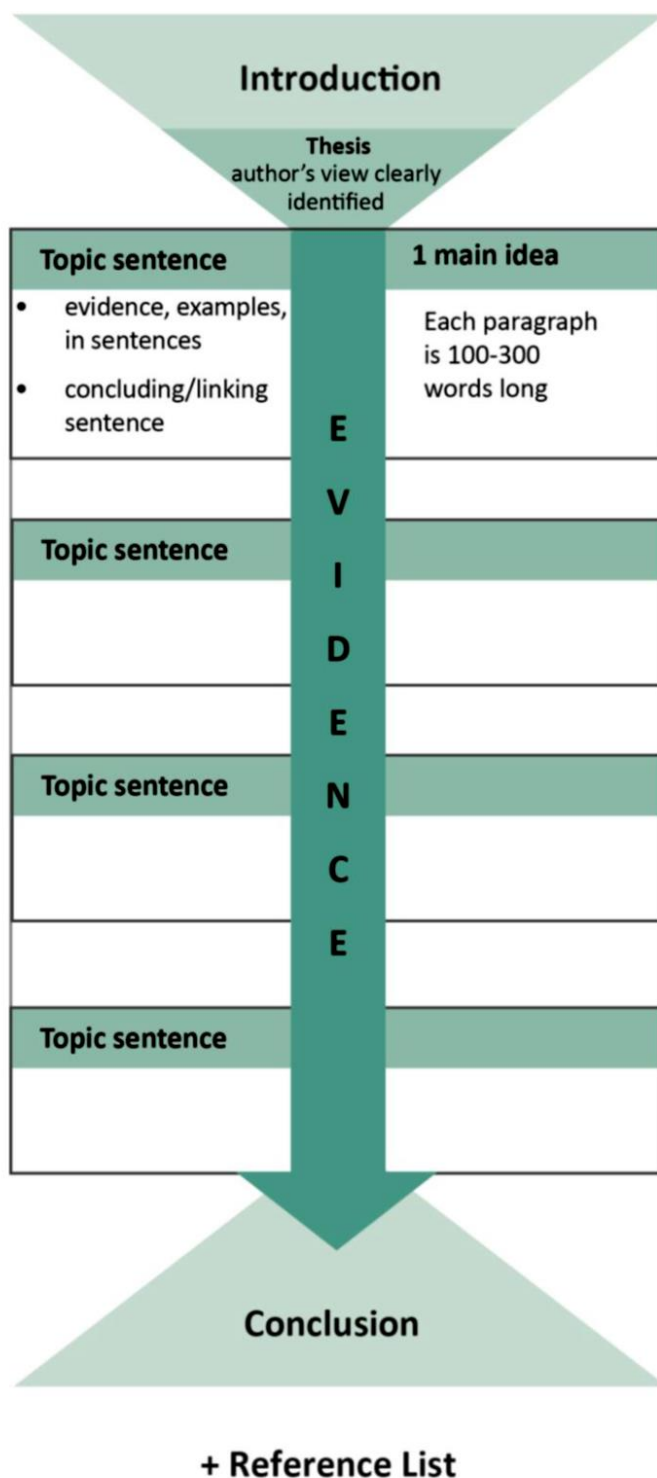
- Gains the reader's attention
- Provides brief background material about the meaning, context and significance of the topic.
- Identifies the 'gap', problem or issue outlined in the question.
- Gives the reader some understanding of the order in which the ideas in the essay will be presented.
- Clearly identifies the author's point of view in a thesis statement.

### The body of an essay (100 – 200 words each paragraph)

- Your argument is developed through your paragraphs.
- Each paragraph should contain only one main idea.
- Each paragraph supports the main idea explaining the issues and providing evidence e.g. quotes, statistics, facts, examples, case studies.
- Decide how many points you wish to make and in what order.
- Link the paragraphs together
- Make sure paragraphs follow in a logical sequence (as promised in the introduction) so that the essay flows towards the conclusion.

### The conclusion (10% of total words)

- Sum up your main points
- Tie these back to the thesis statement
- Avoid adding new material or using quotes.
- Possibly comment or make recommendations for further discussion of the topic.



## Introductions:

The introduction is one of the most crucial parts of an academic essay, as it holds the content of your essay together. The introduction should lead the reader into the discussion, setting the scene for what follows. It should be concise without too much background detail (further background can be provided after the introduction) and state the precise focus of the essay.

Introduction – Approximately 10% of your total word count

A good introduction fulfils the following **four** requirements:

1. It **engages** the readers’ interest by using simple, strong sentences. A stimulating, quirky or surprising first statement can be effective here.
2. It **introduces** the topic (gives a bit of background if necessary, puts the topic in context, comments on the significance of the topic).
3. It provides a **focus statement** or **thesis** for the essay. This can be a presentation of the main argument or conclusion of the essay. Often, key words from the question will appear in the focus statement, but the writer’s own words are always used. A good focus statement expresses a clear point of view.
4. It gives the reader some understanding of the **order** in which the ideas of the essay will be developed.

### Example of an introduction:

**Topic:**  
**Examine** the use of Facebook in learning and teaching for tertiary level students and teachers.  
**Discuss** the impact of Facebook on tertiary education by **outlining** both positive and negative effects. **State** your overall position.

Introduce the overall <b>topic</b>	The social networking website Facebook has become increasingly popular with over 1.8 billion people using Facebook on a monthly basis (Facebook, 2017). As a result, there is discussion within the tertiary education sector about the ways in which websites like Facebook can be used in learning and teaching. Social networking websites can be defined as online spaces where individuals “present themselves, articulate their social networks, and establish or maintain connections with others” (McCarthy, 2012, p. 758). The use of social networking sites within universities is of interest because of their potential for both positive and negative impact. Therefore, learners and teachers need to critically evaluate the educational value of such sites. This essay discusses both the positive and negative effects of using Facebook at tertiary level. It identifies benefits related to online community building, engagement and collaboration. It also identifies concerns about its potential to distract students, and problems of safety and privacy.
Identify the <b>sub-topic</b>	
Define key terms	
State the <b>relevance</b> (why it is important)	
State the <b>main aim</b> of the essay in one clear sentence	
Outline the order of the content	

### Example of how to state the main aim of the essay:

“In this essay...”

“...will be shown/presented/explained/argued/discussed...”

“...followed by an explanation/discussion/presentation of...”

“...in order to show/explain/present...”

## Thesis statement:

A statement, which appears in the introduction, and tells the reader what an essay is **about** (its subject) and what the writer's **viewpoint** on the subject is.

- Is the most important element of your essay
- Makes your argument or position clear
- Is brief – sums up the answer/argument in one or two sentences
- Is relevant – tells your readers what your essay is about.

By the time they finish reading your introduction, your reader should have a clear idea of your argument and the order in which you will present your ideas.

A thesis statement does not just express a fact. It is a statement of opinion that needs to be proved or explained.

### 1. A thesis statement is a sentence

A sentence contains (at the very least) a subject (a noun – a person, place, thing or idea) and a verb (an action word – a doing or being word)

*Not a thesis statement:*

This paper will discuss the effects of radiation.

This contains a subject (underlined), but it does not *do* anything – it does not provide any other information.

*Thesis statement:*

The effects of radiation are often **unpredictable**.

The subject is underlined. The adjective is in **bold**.

### 2. A thesis statement expresses a viewpoint; that is, the writer's opinion, attitude or idea.

A thesis statement could be disagreed with. A thesis statement is something that needs to be explained or proved. It may not necessarily express a fact.

*Thesis statement:*

Though many problems exist, Papua New Guinea will benefit from globalisation through increased trade, employment opportunities, and technological advances.

This thesis statement clearly gives the author's viewpoint. It also sets up the progression for the argument. A thesis statement should indicate the parts which are going to be included in the essay.

*Examples of thesis statements (examples are underlined)*

HUMAN FACTORS: A MAJOR CAUSE OF FAMINE (Tetsuya Okita)

According to recent research, the number of famines does not appear to decrease with the advance of technology. Most people believe that famines are caused by droughts or floods, factors beyond human control. But they are wrong. Droughts and floods cause famines when coupled with man-assisted disasters. I believe that a major cause of famine is human factors such as civil wars and government mismanagement.

First, civil wars can cause famines. Take a country like the Sudan, which experienced drought for a few years. When the civil war broke out, millions of Sudanese died of starvation. This is because the United Nations (UN) and other food suppliers were cut off by the war. For example, the Red Cross suspended all flights to Sudan because all the landing in areas held by the Sudan Peoples' Liberation Army (SPLA) had been bombed by the government (Prendergast 32). However, in Botswana, which faced a ten-year drought in the 1980s ("The Horn is Empty" 38),

nobody died of starvation, mainly because the country did not have a civil war. Relief food could be transported easily by road or by air.

Second, government mismanagement can be a major cause of famine. For example, Ethiopia could actually feed itself, since more than half of the country's arable land is being cultivated. But...

### Body paragraphs:

Paragraphs are the building blocks of good essay writing.

A good paragraph should have **one** idea. All the sentences in the paragraph should relate to this one idea. This is an example of how a body paragraph should be presented:

Topic sentence: Identifies the main idea/focus of the paragraph	One key benefit of using Facebook in teaching and learning is its capacity for online community building. As Duffy (2011) argues, Facebook can connect students with peers and teachers, involving them in communities: a vital component for student success. For example, in Australia and Singapore, first year undergraduate students participated in virtual discussions, which helped them to connect with their peers and reduced feelings of loneliness and isolation (McCarthy, 2013). In addition, the students appreciated having time to create and reflect on their responses before they posted them. This time to respond may be beneficial for quieter students, who sometimes avoid vocalising their opinions in a face-to-face environment. When students are seated in large lecture theatres or classrooms, it may be difficult for them to get to know one another. Research shows that socialising and connecting to others is a crucial component of a satisfactory tertiary experience (Elliot & Shin, 2002). Thus, Facebook can provide a valuable mode of social interaction for students.
Evidence/research to support the main idea	
Explain and apply (may include your opinion)	
Reconnect to topic/focus of the essay	

A clear topic sentence is the key to a good paragraph. It is generally the first sentence and lets the reader know what the paragraph is about. The supporting sentences explain and are linked to this idea.

How long should a paragraph be?

- Around 4-6 sentences – if it is much longer it will be hard for the reader to follow your ideas
- Sometimes an idea is too big for one paragraph. Have a think about where you can break it up. You can use linking words such as 'additionally' to show your reader you are still thinking about the same idea.
- If you find you are starting to write about a new idea you need to start a new paragraph.

### Coherence and linking:

Your essay needs to be clear, so it is important to ensure two things:

1. There should be a logical progression of ideas/paragraphs in your essay.
2. Paragraphs should follow on logically from one another following your outline of ideas in the introduction.

The topic sentence is a good place to show the link back to your argument and to show how your argument is linked between paragraphs.

## Exercise one:

---

Underline the following parts of the paragraph; topic sentence/main idea of the paragraph, evidence, explain and apply/opinion, reconnect to the focus of the topic.

To maximise career opportunities, business students should develop not only their professional and academic skills but also their soft skills. Coursework at university builds professional capability in disciplines such as accountancy, economics, marketing and law. Within these, other skills are developed, such as analysis and research, negotiation and presentation, communication and innovation (Victoria Career Development and Employment, 2007). Soft skills refer to the other dimensions that employers look for, including cross-cultural understanding, team building, persuading and influencing and self-management. These skills are acquired by students through their personal commitment and the way they participate in their university life, community and voluntary work.

## Conclusion:

A good conclusion has similar tasks to the introduction:

1. It sums up the essay's **main points**. This is done concisely, focusing only on the main arguments – the conclusion should not repeat every argument made in the essay.
2. It restates the essay's **main argument** or **conclusion**. Use different phrasing than you used in the introduction. Use phrases like, "This essay demonstrated how..." , "Clearly, the evidence demonstrates..." etc.
3. It leaves the reader with a **sense of satisfaction** – of an argument having been brought to its logical conclusion, of the question having been answered.

*A conclusion should never include new material.*

## *Example of a conclusion:*

Topic

**Examine** the use of Facebook in learning and teaching for tertiary level students and teachers. **Discuss** the impact of Facebook on tertiary education by **outlining** both positive and negative effects. **State** your overall position.



Restate the main aim

Summarise key points from the body paragraphs (paraphrase)

State overall position

In summary, this essay has considered the positive and negative aspects of using Facebook at a tertiary level. Research has identified how Facebook can facilitate social interaction and rich collaboration between peers. Therefore, it has the potential to complement face-to-face modes of delivery. However, if Facebook is going to be effectively and safely used in tertiary teaching and learning, then students and teachers need careful guidance. Concerns about use centre on the tendency of Facebook to distract students, as well as the need to support students to better control privacy settings. In conclusion, although the use of any online tool comes with inherent challenges that need careful consideration, the benefits exemplify how the integration of technology offers new approaches to teaching and learning.

### Traps to avoid in a conclusion:

Do not introduce any new material. If you have an important new idea, it needs to come in the body of your essay. Remember to rework your introduction in this case.

Do not use in-text citations or quotes. You have already established your evidence and argument in your main body paragraphs. In the conclusion you are pulling this all together to tell the marker what you think.

### *What is a concluding statement?*

A statement that appears at the end of an essay and reflects the thesis statement, but this time as a conclusion.

#### 1. A concluding statement contains key words from the thesis statement

Thesis statement:

New Zealand's Unemployment Benefit System contributes to the marginalisation of the poor.

Concluding statement:

Unless the Unemployment Benefit System is significantly altered to address these issues, it will continue to create a marginalised underclass in New Zealand.

Note also that the word "underclass" conveys the meaning "of the poor" from the thesis statement.

#### 2. A concluding statement does not merely restate the thesis statement. It draws a conclusion based on the evidence presented in the body of the essay.

Thesis statement:

The effects of radiation are often unpredictable.

Concluding statement:

This essay has shown then, how environmental conditions, the source of the radiation and remedial actions taken can significantly alter the effects of radiation.

## Sample essay:

Below is an example of an essay, the left-hand margin indicates the structure and organisation of the essay.

Look for the following:

- Where is the writer's answer to the question?
- What key points does the writer put forward to support their thesis?
- What evidence is there to support the key points?

- How well does it highlight the links between paragraphs?

## Essay question:

**Examine** the use of Facebook in learning and teaching for tertiary level students and teachers. **Discuss** the impact of Facebook on tertiary education by **outlining** both positive and negative effects. **State** your overall **position**. (Write 1200 words)

### Paragraph parts

### Example essay (1,113 words)

#### Introduction

##### paragraph

Introduce the overall **topic**

Identify the **sub-topic**

**Define** key terms

State the **relevance** (why its important)

State the **main aim** of the essay in one clear sentence

**Outline** the order of the content

The social networking website Facebook has become increasingly popular with over 1.8 billion people using Facebook on a monthly basis (Facebook, 2017). As a result, there is discussion within the tertiary education sector about the ways in which websites like Facebook can be used in learning and teaching. Social networking websites can be defined as online spaces where individuals “present themselves, articulate their social networks, and establish or maintain connections with others” (McCarthy, 2012, p. 758). The use of social networking sites within universities is of interest because of their potential for both positive and negative impact. Therefore, learners and teachers need to critically evaluate the educational value of such sites. This essay discusses both the positive and negative effects of using Facebook at tertiary level. It identifies benefits related to online community building, engagement and collaboration. It also identifies concerns about its potential to distract students, and problems of safety and privacy.

#### Body paragraph 1

Identify topic/focus of paragraph

Bring in research

Explain and apply

Reconnect to topic/focus of paragraph

One key benefit of using Facebook in teaching and learning is its capacity for online community building. As Duffy (2011) argues, Facebook can connect students with peers and teachers, involving them in communities: a vital component for student success. For example, in Australia and Singapore, first year undergraduate students participated in virtual discussions, which helped them to connect with their peers and reduced feelings of loneliness and isolation (McCarthy, 2013). In addition, the students appreciated having time to create and reflect on their responses before they posted them. This time to respond may be beneficial for quieter students, who sometimes avoid vocalising their opinions in a face-to-face environment. When students are seated in large lecture theatres or classrooms, it may be difficult for them to get to know one another. Research shows that socialising and connecting to others is a crucial component of a satisfactory tertiary experience (Elliot & Shin, 2002). Thus, Facebook can provide a valuable mode of social interaction for students.

#### Body paragraph 2

Identify topic/focus of paragraph

Bring in research

Another advantage of Facebook in the tertiary setting is that it can increase student engagement with course content. Research shows that students who participate actively in their learning, and in their overall tertiary experience, are more likely to succeed (Pascarella & Terenzini, 2005). For example, in one study, many students were permanently signed into Facebook, so they could frequently engage with posts related to their course content, assignments and activities (Irwin, Ball,

Explain and apply

Reconnect to topic/focus of paragraph

Desbrow & Leveritt, 2012). An additional dimension of their participation is that students may use Facebook comments to critique their experience. For instance, Rambe (2012) found that students felt empowered to voice concerns about teaching methods, course materials and institutional processes. They were also relieved to find that their classmates shared their difficulties. As a result of students' critique, lecturers were made aware of issues that affected learning and were able to address these problems. This type of online interaction demonstrates how Facebook can be used to access, engage with and critique course content.

### Body paragraph 3

Identify topic/focus of paragraph

Bring in research

Explain and apply

Reconnect to topic/focus of paragraph

Linking sentence

A further benefit of Facebook is student collaboration. Students are often required to do group work or projects where they need to meet outside of class, but it may be difficult for them to find a suitable time and place to meet. According to Lankshear and Knobel (2011), online collaboration promotes "innovation and productiveness", because people "learn, create and innovate in the company of others" (p. 215). Additionally, students may feel more at ease when learning in this "informal and flexible environment" (Mazman & Usluel, 2010, p. 451) because it is easy for them to exchange information (Sanchez & Javed, 2014). This flexibility and ease of use means that students are able to contribute to an assignment from their homes on opposite sides of a city at a time that is convenient and without the expense of travelling to meet face to face. The ability to work at home may also decrease the capital expenditure of educational institutions as the need to provide spaces for group work is reduced. These examples illustrate the potential for social networking sites to support collaborative learning. However, there are concerns about Facebook, which need to be considered.

### Body paragraph 4

Identify topic/focus of paragraph

Bring in research

Explain and apply

Reconnect to topic/focus of paragraph

One negative impact of Facebook is its capacity to distract students from their studies. For instance, Kirschner and Karpinski (2010) question whether students are able to engage with academic writing or listening while using Facebook at the same time. Studies have found that students who use Facebook have a lower Grade Point Average (GPA) and spend less time studying than students who do not use Facebook (Junco, 2012; Kirschner & Karpinski, 2010). A reduction in the time spent on activities particularly seems to occur when students are feeling under time pressure (Janković et al., 2016). Even as little as five to ten hours per week on social media is likely to have a negative impact on students' engagement with assignments (Rouis et al., 2011). These studies all point to a negative relationship between Facebook use and academic performance.

### Body paragraph 5

Identify topic/focus of paragraph

Bring in research

A second issue with Facebook concerns safety and privacy. Although it is possible for Facebook users to control access to their own profiles and data, Facebook does not make this an easy process, and a large proportion of students are unclear about how to do this effectively (Jordaan & Van Heerden, 2017). Students are then vulnerable to online predators, who may have access to contact details, personal information, and photographs. Photographs and videos are a particular concern because of their potential to cause embarrassment and distress (Kolek & Saunders, 2008). For example, in New Zealand, photographs of young girls being sexually assaulted when drunk were posted on a Facebook page causing immense harm to

Explain and apply	the victims (Quillam, 2013). Students are also increasingly concerned about the marketing tools being deployed on Facebook and feel a loss of control over their personal data (Jordaan & Van Heerden, 2017). Therefore, in tertiary teaching and learning contexts, students should be supported to learn how to protect their profiles and data, and use social networking sites safely.
Reconnect to topic/focus of paragraph	

## Conclusion

Restate <b>main aim</b>	In summary, this essay has considered the positive and negative aspects of using Facebook at a tertiary level. Research has identified how Facebook can facilitate social interaction and rich collaboration between peers. Therefore, it has the potential to complement face-to-face modes of delivery. However, if Facebook is going to be effectively and safely used in tertiary teaching and learning, then students and teachers need careful guidance. Concerns about use centre on the tendency of Facebook to distract students, as well as the need to support students to better control privacy settings. In conclusion, although the use of any online tool comes with inherent challenges that need careful consideration, the benefits exemplify how the integration of technology offers new approaches to teaching and learning.
Summarise <b>key points from body paragraphs (paraphrase)</b>	
State overall <b>position</b>	

## References:

Chapter in edited book	Duffy, P. (2011). Facebook or faceblock: Cautionary tales exploring the rise of social networking within tertiary education. In M. Lee & C. McLoughlin (Eds.), <i>Web 2.0-based e-learning: Applying social informatics for tertiary teaching</i> (pp. 284-300). IGI Global
Journal article	Elliott, K. M. & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. <i>Journal of Higher Education Policy and Management</i> , 24(2), 197-209. <a href="https://doi.org/10.1080/1360080022000013518">https://doi.org/10.1080/1360080022000013518</a>
Webpage	Facebook Inc. (2017). <i>Stats</i> . <a href="http://newsroom.fb.com/company-info/">http://newsroom.fb.com/company-info/</a>
Journal article	Janković, B., Nikolić, M., Vukonjanski, J. & Terek, E. (2016). The impact of Facebook and smart phone usage on the leisure activities and college adjustment of students in Serbia. <i>Computers in Human Behaviour</i> , 55, 354-363. <a href="https://doi.org/10.1016/j.chb.2015.09.022">https://doi.org/10.1016/j.chb.2015.09.022</a>
Journal article	Jordaan, Y. & Van Heerden, G. (2017). Online privacy-related predictors of Facebook usage intensity. <i>Computers in Human Behaviour</i> , 70, 90-96. <a href="http://dx.doi.org/10.1016/j.chb.2016.12.048">http://dx.doi.org/10.1016/j.chb.2016.12.048</a>

Journal article	Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. <i>Computers in Human Behaviour</i> , 28(1), 187-198. <a href="https://doi.org/10.1016/j.chb.2011.08.026">https://doi.org/10.1016/j.chb.2011.08.026</a>
Journal article	Kirschner, P. A. & Karpinski, A. C. (2010). Facebook and academic performance. <i>Computers in Human Behaviour</i> , 26(6), 1237-1245. <a href="https://doi.org/10.1016/j.chb.2010.03.024">https://doi.org/10.1016/j.chb.2010.03.024</a>
Book (3 <sup>rd</sup> edition)	Lankshear, C. & Knobel, M. (2011). <i>New literacies: Everyday practices and social learning</i> (3 <sup>rd</sup> ed.). Open University Press.
Journal article	McCarthy, J. (2012). International design collaboration and mentoring for tertiary students through Facebook. <i>Australasian Journal of Educational Technology</i> , 28(5), 755-775. <a href="http://ascilite.org.au/ajet/submission/index.php/AJET/article/view/1383/602">http://ascilite.org.au/ajet/submission/index.php/AJET/article/view/1383/602</a>
Journal article	McCarthy, J. (2013). Learning in Facebook: First year tertiary student reflections from 2008 to 2011. <i>Australasian Journal of Educational Technology</i> , 29(3), 337- 356. <a href="http://ascilite.org.au/ajet/submission/index.php/AJET/article/view/373/268">http://ascilite.org.au/ajet/submission/index.php/AJET/article/view/373/268</a>
Book	Pascarella, E. T. & Terenzini, P. T. (2005). <i>How college affects students: A third decade of research</i> . Jossey-Bass

Sample essay and references sourced from:  
 AUT. (n.d.) *Essays*. <https://library.aut.ac.nz/doing-assignments/essays>

# Chapter 3: Referencing

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## Why is it important to reference accurately?

Understanding and using referencing are important parts of your academic writing. Referencing is acknowledging the author or source of information in your assignment. When you get information or ideas from your research, you **MUST ALWAYS** acknowledge the source of your information.

If you do not do this, then you are pretending someone else's work is your own. This is called plagiarism and your lecturers take this very seriously. It can result in failure, so do not do it!

## *Why do we reference?*

1. It gives credibility to your work because you can back up your ideas with opinions of experts.
2. It supports your academic integrity. If you do not reference your sources, then you are plagiarising.
3. It allows your marker to find your sources easily
4. It shows your marker that you have done research and that you can use research to support your own ideas.

## *The quality of your sources is important*

The Internet is a great place to source information. However, for academic writing you should only use reputable academic sources such as online journals where you can be sure the information is going to be accurate. **DO NOT** use Wikipedia. It is not a reliable source as anyone can post information there.

Divine Word University uses APA referencing which has two forms:

- In-text citations which are in the body of your essay.
- The reference list – at the end of your essay.

## In-text citations:

In-text citations are an important part of academic writing. You use in-text citations to show your marker where your ideas have come from. This shows you have evidence for your ideas, and you can demonstrate academic integrity. Your in-text citations should match the full details of your sources in your reference list.

In APA style, an in-text citation gives the author's last name and date of publication (and page number if you have used a direct quote). It can be in two forms:

1. **An in-text citation can be at the end of a sentence in brackets and will follow the form: (author's surname, year, and page number for a direct quote).**

### *Example:*

"Times of economic uncertainty can be challenging for fixed income earners" (Hale, 2005, p. 57).

2. **Or it can be part of your sentences (in this case only the date and page number for an in-direct quote is in brackets).**

### *Example:*

Hale (2005) pointed out that economic uncertainty can be a real problem for fixed income earners.

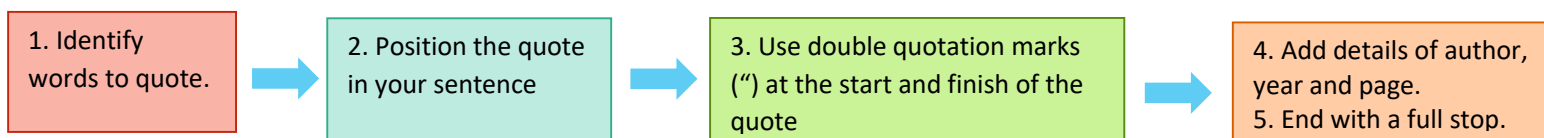
## When do you use an in-text citation?

### 1. When you quote directly from another text

Quoting means that you:

- Copy the exact words from the original work
- Position the quote in your own sentence
- Use quotation marks around the copied words
- State the surname(s) of the author(s), the year, and the page number

Example of quoting:



**Original (someone else's work):**

Web 2.0 technologies including social networking sites such as Facebook and MySpace, and content-sharing sites such as YouTube and Flickr, allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others.

**Your work:**

Social networking sites can be defined as online spaces where individuals "present themselves, articulate their social networks, and establish or maintain connections with others" (McCarthy, 2012, p. 758).

A second way is to incorporate the author's name into your sentence. Here the author's surname is outside of the brackets, while inside the brackets is the year and page number. See the example below.

Schmidt (2002, p. 150) argues that, "under MMP, governments are less efficient because they need a longer period of time to reach a consensus".


**Note:** You must always include quotation marks and the page number for short quotes (less than 40 words). For long quotes (40 words or more), these need to appear in block text without quotation marks.

## 2. When you paraphrase, i.e. when you use an idea or opinion belonging to another person and put it in your own words:

Paraphrasing means that you:

- Rewrite something in your own words, and
- Include the author's surname and the year of publication

Example of paraphrasing:

Similar words	<b>Original:</b> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">A significant finding of the study was that appropriate use of blogs and Facebook groups, if <b>accepted</b> by students as a learning tool, enhances students' <b>engagement</b> in learning activities of an academic nature <b>on-and-off campus</b>.</div>
Different word forms	
Change the order	<b>Paraphrase:</b> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">When students <b>are willing</b> to use Facebook groups and blogs appropriately for learning, <b>whether on campus or other locations</b>, they are more <b>engaged</b> in academic activities <b>(Ivala &amp; Gachago, 2012)</b></div>
↓   ↓   ↓ 	<div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; display: inline-block;">(Authors, year)</div>
Check the meaning	

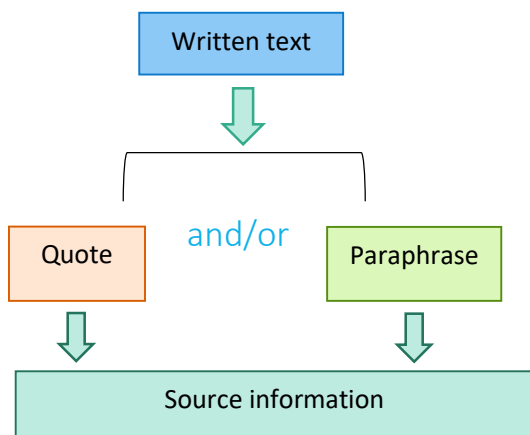
A second example of an in-text citation for a paraphrased sentence;

Conventions are defined as political rules that are needed to serve a constitutional purpose (Joseph, 2001).

**Note:** Paraphrasing is much better than quoting, because when you put ideas in your own words, it shows your marker that: you have done the reading, you understand what you have read, and you can use what you read to help you answer the question.



An example of using a direct quote and a paraphrase in a text:



Students may feel more at ease when learning in an informal and flexible environment (Mazman & Usuel, 2010 p. 451) because it is easy for them to exchange information (Sanchez & Jared, 2014).

3. When you use factual data from another work (this includes statistics, precise statements of facts, and information from graphs, tables, figures, pictures or maps):

Figure 1 demonstrates that young Australians are showing less interest in voting, compared to previous years (Carmichael, 2012).

4. When you use information from course handouts, lecture notes or power point slides

According to the conventions of individual ministerial responsibility, a Minister is responsible for any actions or mistakes committed by his/her staff (Eichbaum, 2010).

5. When you refer to personal communication (including emails, letters, personal interviews, telephone conversations)

Professor McKenzie commented in an email ... (personal communication, March 25, 2010)

**Note:** Personal communication is not included in the Reference List

Some points to note:

When a text has **three or more authors**, you must include only the first author's surname every time you use an in-text citation for that source in your essay. The first author's surname must be followed by **et al.** (an abbreviation from Latin meaning **and others**) and the date (and the page numbers if it is a direct quote). In the previous edition of APA (i.e., 6<sup>th</sup> edition), you were required to include all of the authors' family names. Now, in the APA 7<sup>th</sup> edition, you only have to include the first author's family name.

e.g., APA 7<sup>th</sup> edition: (Bale et al., 2003).

e.g., APA 6<sup>th</sup> edition: (Bale, Church & Boston, 2003).

If you need to reference more than one author (i.e. if you are drawing on more than one source for your information), you need to list the authors in alphabetical order by the first author's last name. Separate the references with a semicolon.

e.g.: Several studies (Haywood, 2002; Joseph, 2001; McGee, 2005) have shown that...

*No individual author? Give the corporate author*

e.g. (World Health Organisation, 2002)

*No author? Use the title*

e.g. (Globalisation: Trends and predictions, 2009)

*For a website, cite the author (or title) and year of publication, NOT the URL.*

e.g. (International Monetary Fund, 2001)

*No date?*

Use the abbreviation (n.d.). e.g. (Smith, n.d.)

*No page numbers?*

Use the abbreviation (para.) or symbol (¶) e.g. (Wiffin, 2013, para. 34)  
Count the paragraphs by yourself and use the number of the paragraph that the quote is from. e.g. (Fagan, 2013, para. 9) or (Fagan, 2013, ¶ 9)

## Secondary sources:

When you want to include information that refers to another author, you can include this as a secondary citation. In the following example, the writer read about Keith's views in a book by Shaw and Eichbaum:

Keith (2001, cited in Shaw & Eichbaum, 2008, p. 42) argued for the Treaty as the founding document of government in New Zealand.

Only the source you have actually read (in this case the book by Shaw and Eichbaum written in 2008) would appear in the reference list.

*An important thing to remember:*

When you use ideas from your readings, you should always try and add your own comment or analysis and link it back to your argument. This demonstrates your understanding and evaluation of the relevance of this material.

## Exercise two:

---

Write in-text citations () for the following:

1. A quote taken from p. 16 of a book written by Raymond Miller that was published in 2007.

2. Information taken from Chapter 3 of the 4<sup>th</sup> edition of *Unbridled Power?* By Geoffrey Palmer, published in 2008.

3. Information from a website written by the International Monetary Fund called Global Financial Stability Report: A Quarterly Review on Market Developments and Issues, written in June 2002. The URL is <http://www.imf.org/pubs/ft/gfsr/2002/02/index.htm>

4. A quote taken from an article called "Deals behind closed doors diminish Parliament and the people" written by Karl Fresne, published on May 25, 2010, p. 32. *The Dominion Post*.

## Reference list:

A **reference list** contains complete information (e.g. title and publication details) of all the sources you used in your assignment. All references should be listed in alphabetical order by the author's surname, or by title if there is no author. Your references should be listed on a separate page at the end of your assignment.

You must provide the following information for each reference:

**Names:** The first author's surname is listed, followed by the first name initials, and then other authors' names in the same format, as required.

*Note that there is a comma after the surname and that full stops are necessary after the initials.*

**Date:** The date of publication appears after the author's name, or after the title if there is no author. The date is written within brackets. A full stop is necessary after the bracket.

**Titles:** Italicise the titles of books, journals, newspapers and magazines. Capital letters are required for the first word of the book's main title and subtitle, and for proper nouns. Journal titles have a capital letter for the beginning of every word.

**Titles of chapters or articles:** In books, journals, etc. these are not written in italics. Use a colon between title and subtitle, and a full stop after the title.

**Volume/issue/page numbers:** Provide this information for chapters in edited books and articles in journals and newspapers.

**Publisher:** The name can be abbreviated. Do not forget the full stop at the end.

# Examples of APA formats: Use these as a guide

In your reference list, do not separate books, journals (i.e. periodicals, magazines, newspapers) etc. List all entries together, in alphabetical order, according to the author's surname or title (if no author is given).

Remember to check they match with your in-text citations.

The examples below use italics for the titles of books and periodicals because it is typed. If you are compiling the list by hand, you should underline titles.

## Book with one author:

Example: McKernan, J. (1988). *The writer's handbook*. Rinehart and Winston.

Author	Publication year	Title	Publisher
↓	↓	↓	↓
McKernan, J. (1988). <i>The writer's handbook</i> . Rinehart and Winston.			

**Paraphrase in-text citation:** (McKernan, 1988)

**Direct quote in-text citation:** (McKernan, 1988, p. 76)

## Book with two authors:

Example: Williams, K., & Jones, S.P. (2001). *Globalisation: International trade and communication*. Kingsley Press.

1 <sup>st</sup> Author	2 <sup>nd</sup> author	Publication Year	Title	Publisher
↓	↓	↓	↓	↓
Williams, K. & Jones, S. P. (2001). <i>Globalisation: International trade and communication</i> . Kingsley Press.				

**Paraphrase in-text citation:** (Williams & Jones, 2001)

**Direct quote in-text citation:** (Williams & Jones, 2001, p. 39)

## Book with three or more authors:

Example: Boston, J., Martin, J., Pallot, J., & Walsh, P. (1996). *Public management: The New Zealand model*. Oxford University Press.

1 <sup>st</sup> Author	2 <sup>nd</sup> Author	3 <sup>rd</sup> Author	4 <sup>th</sup> Author	Year	Title	Publisher
↓	↓	↓	↓	↓	↓	↓
Boston, J., Martin, J., Pallot, J. & Walsh, P. (1996). <i>Public management: The New Zealand model</i> . Oxford University Press.						

**Paraphrase in-text citation:** (Boston et al., 1996)

**Direct quote in-text citation:** (Boston et al., 1996, p. 15)

### Book with more than twenty authors:

The family names and initials for up to twenty authors should be provided in the reference list. For more than 20 authors, list the first 19, followed by an ellipses (...), then list the final author. For example:

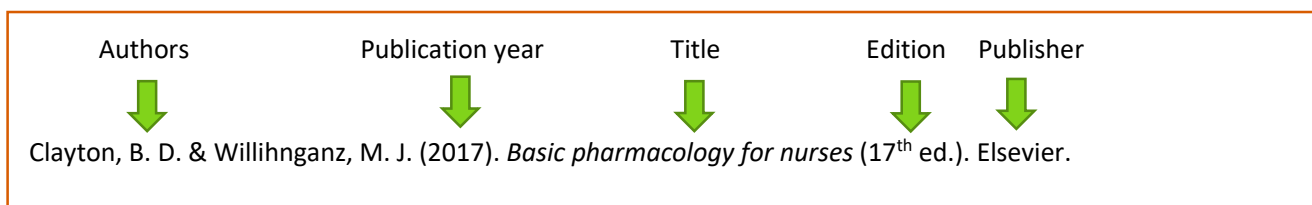
1<sup>st</sup>FamilyName, Initial., 2<sup>nd</sup>FamilyName, Initial., 3<sup>rd</sup>FamilyName, Initial., 4<sup>th</sup>FamilyName, Initial., 5<sup>th</sup>FamilyName, Initial., 6<sup>th</sup>FamilyName, Initial., 7<sup>th</sup>FamilyName, Initial., 8<sup>th</sup>FamilyName, Initial., 9<sup>th</sup>FamilyName, Initial., 10<sup>th</sup>FamilyName, Initial., 11<sup>th</sup>FamilyName, Initial., 12<sup>th</sup>FamilyName, Initial., 13<sup>th</sup>FamilyName, Initial., 14<sup>th</sup>FamilyName, Initial., 15<sup>th</sup>FamilyName, Initial., 16<sup>th</sup>FamilyName, Initial., 17<sup>th</sup>FamilyName, Initial., 18<sup>th</sup>FamilyName, Initial., 19<sup>th</sup>FamilyName, Initial., ... 24<sup>th</sup>FamilyName, Initial. (Year). *Book title*. Publisher.

**Paraphrase** in-text citation: (1<sup>st</sup>FamilyName et al., Year)

**Direct quote** in-text citation: (1<sup>st</sup>FamilyName et al., Year, p. 9)

### Edition other than the first edition:

Example: Clayton, B. D. & Willihnganz, M. J. (2017). *Basic pharmacology for nurses* (17<sup>th</sup> ed.). Elsevier.

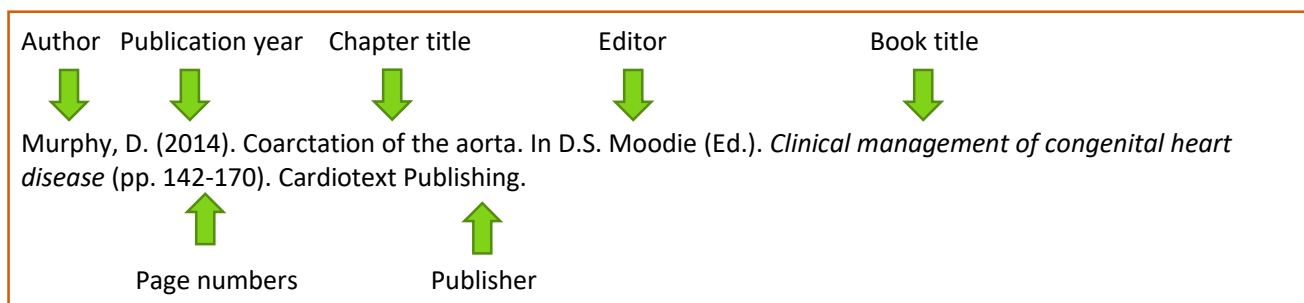


**Paraphrase** in-text citation: (Clayton & Willihnganz, 2017)

**Direct quote** in-text citation: (Clayton & Willihnganz, 2017, p. 295)

### Chapter in an edited book:

Example: Murphy, D. (2014). Coarctation of the aorta. In D.S. Moodie (Ed.). *Clinical management of congenital heart disease* (pp. 142-170). Cardiotext Publishing.



**Paraphrase** in-text citation: (Murphy, 2014)

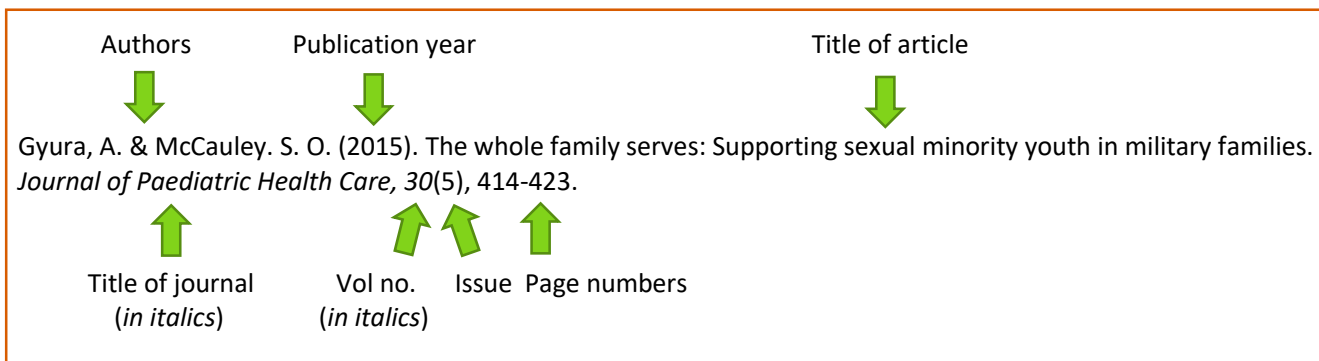
**Direct quote** in-text citation: (Murphy, 2014, p. 155)

Note: Check punctuation: full stops, commas and colons

## Periodical (Journal)

If articles, course notes or internet sources have more than one author, follow the same instructions given for books on pp. 25.

Example: Gyura, A. & McCauley, S. O. (2015). The whole family serves: Supporting sexual minority youth in military families. *Journal of Paediatric Health Care*, 30(5), 414-423.

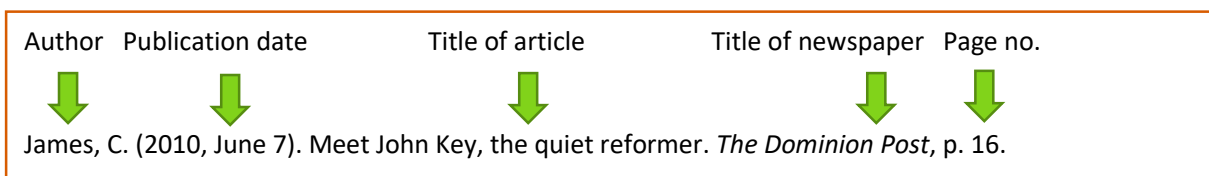


**Paraphrase in-text citation:** (Gyura & McCauley, 2015).

**Direct quote in-text citation:** (Gyura & McCauley, 2015, p. 419).

## Newspaper or Magazine article

Example: James, C. (2010, June 7). Meet John Key, the quiet reformer. *The Dominion Post*, p. 16.

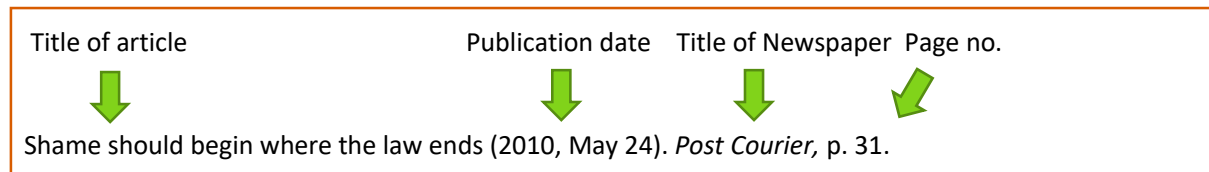


**Paraphrase in-text citation:** (James, 2010)

**Direct quote in-text citation:** (James, 2010, p. 16)

## Newspaper or Magazine article (no author given)

Example: Shame should begin where the law ends. (2010, May 24). *Post Courier*, p. 31.

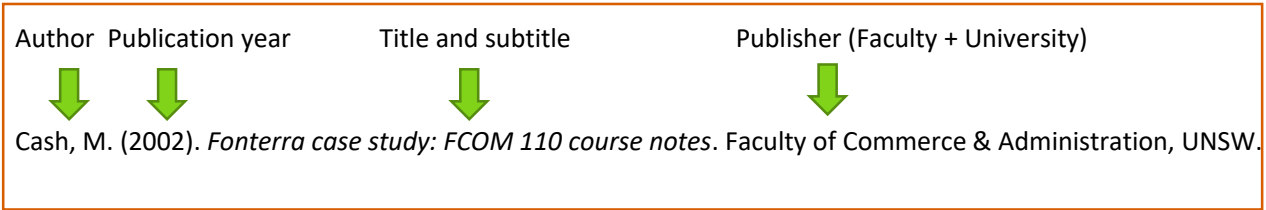


**Paraphrase in-text citation:** ("Shame should begin", 2010)

**Direct quote in-text citation:** ("Shame should begin", 2010, p. 31)

## University course notes

Example: Cash, M. (2002). *Fonterra case study: FCOM 110 course notes*. Faculty of Commerce & Administration, UNSW.

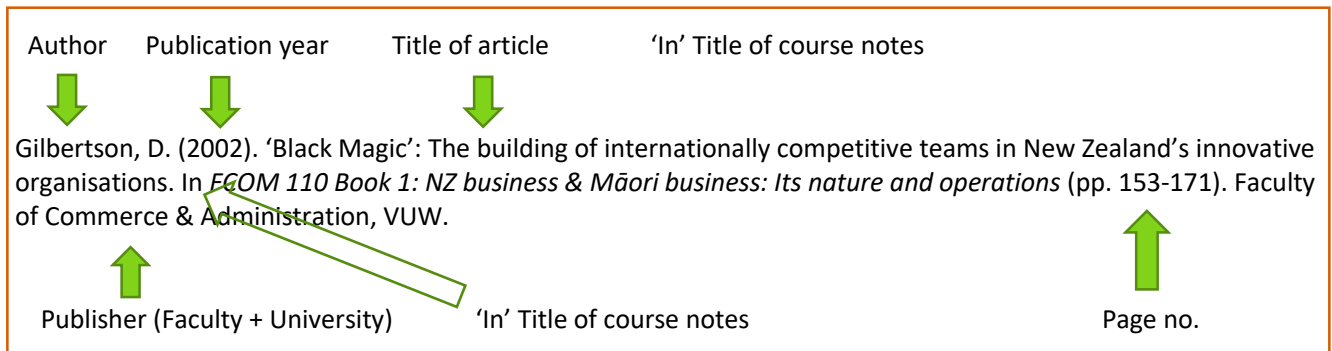


**Paraphrase** in-text citation: (Cash, 2002)

**Direct quote** in-text citation: (Cash, 2002, p. 6)

## Readings from course notes

Example: Gilbertson, D. (2002). 'Black Magic': The building of internationally competitive teams in New Zealand's innovative organisations. In *FCOM 110 Book 1: NZ business & Māori business: Its nature and operations* (pp. 153-171). Faculty of Commerce & Administration, VUW.



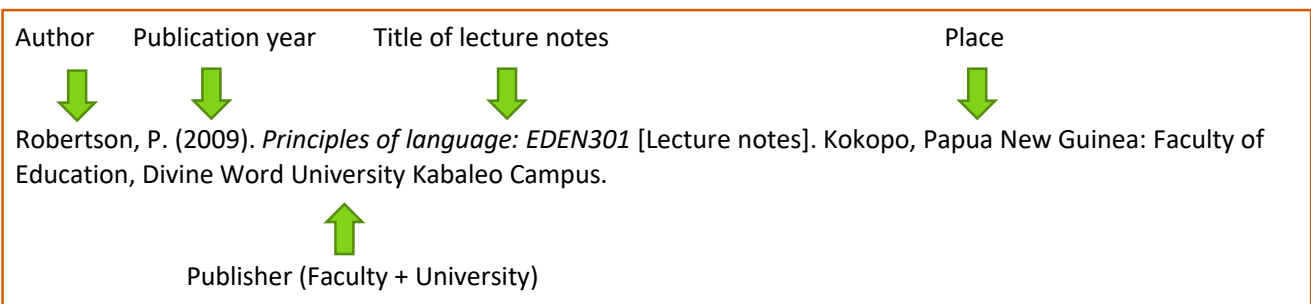
**Paraphrase** in-text citation: (Gilbertson, 2002)

**Direct quote** in-text citation: (Gilbertson, 2002, p. 163)

*Note: For lecture notes, course handouts and PowerPoint slides, you need to include the format in square brackets after the title.*

## Lecture notes/course handout—print version (unpublished work)

Example: Robertson, P. (2009). *Principles of language: EDEN301* [Lecture notes]. Faculty of Education, Divine Word University Kabaleo Campus.







**Paraphrase** in-text citation: (Robertson, 2009)

**Direct quote** in-text citation: (Robertson, 2009, p. 10)

### Lecture notes/course handout – electronic version

For any electronic versions of lecture notes, such as PowerPoint slides, you need to include the web source (Moodle, Blackboard, etc.).

Example: Eichbaum, C. (2010). *Lecture 3: FCOM 111* [PowerPoint slides]. Moodle.

Author	Publication year	Title of PowerPoint	Web source
			
Eichbaum, C. (2010). <i>Lecture 3: FCOM 111</i> [PowerPoint slides]. Moodle.			

**Paraphrase** in-text citation: (Eichbaum, 2010)

**Direct quote** in-text citation: (Eichbaum, 2010, para. 8)

### Personal communication (lectures, interviews, conversations)

No entry in the reference list is needed as personal communications are not “findable” or retrievable. Instead, a personal communication should only be referenced with an in-text citation.





Example: (Smith, personal communication, September 14, 2008).

### Electronic sources

In addition to the author (often this can be an organisation) and title, electronic sources need the web address or URL.

### Individual as author:

Example: Keith, K. (2008). *Cabinet manual – On the constitution of New Zealand: An introduction to the foundations of the current form of government*. <http://www.cabinetmanual.cabinetoffice.govt.nz/node/68>

Author	Publication year	Title of article
		
Keith, K. (2008). <i>Cabinet manual – On the constitution of New Zealand: An introduction to the foundations of the current form of government</i> . <a href="http://www.cabinetmanual.cabinetoffice.govt.nz/node/68">http://www.cabinetmanual.cabinetoffice.govt.nz/node/68</a>		
 URL		

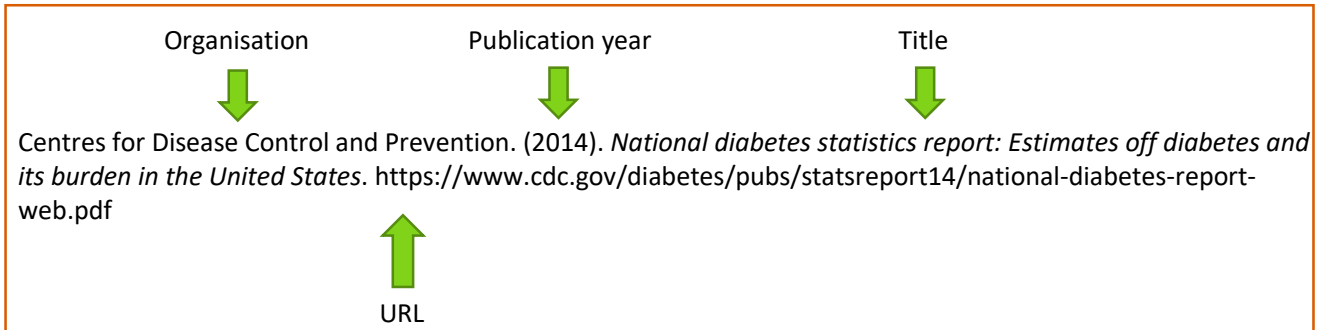
**Paraphrase** in-text citation: (Keith, 2008)

**Direct quote** in-text citation: (Keith, 2008, para. 72)



## Organisation as an author

Example: Centres for Disease Control and Prevention. (2014). *National diabetes statistics report: Estimates off diabetes and its burden in the United States*. <https://www.cdc.gov/diabetes/pubs/statsreport14/national-diabetes-report-web.pdf>



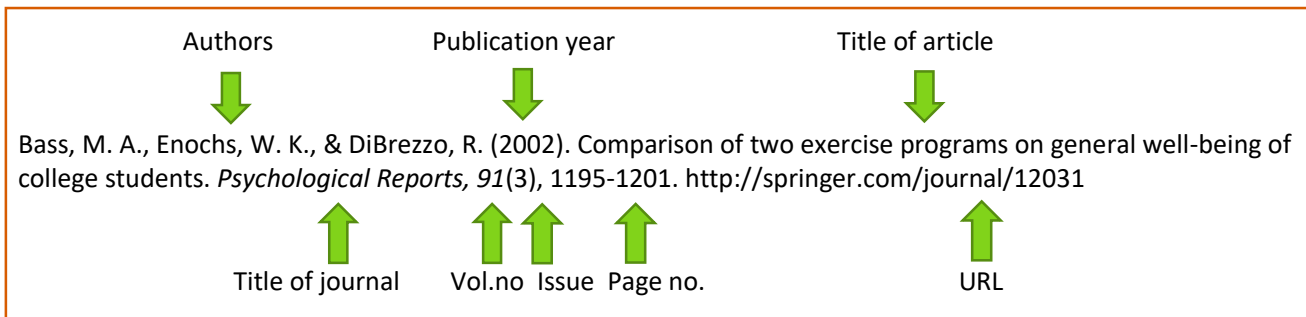
**Paraphrase in-text citation:** (Centres for Disease Control and Prevention, 2014).

**Direct quote in-text citation:** (Centres for Disease Control and Prevention, 2014, para. 32)

## Article in Electronic Journal

An electronic journal article requires the same information as the print version. You also need to include the name of the database from where you retrieved the article.

Example: Bass, M. A., Enochs, W. K., & DiBrezzo, R. (2002). Comparison of two exercise programs on general well-being of college students. *Psychological Reports*, 91(3), 1195-1201. <http://springer.com/journal/12031>



**Paraphrase in-text citation:** (Bass, Enochs, & DiBrezzo, 2002).

**Direct quote in-text citation:** (Bass, Enochs & DiBrezzo, 2002, p. 1197)

## Electronic source with no author

Example: *International business: A check list*. (2001). <http://www.unibus/chklt.html>



**Paraphrase in-text citation:** (International business: A check list, 2001)

**Direct quote in-text citation:** (International business: A check list, 2001, p. 44)

## Sample reference list:

### Reference list:

- Beckett, S. T. (2008). *The science of chocolate* (2nd ed.). Royal Society of Chemistry.
- Branch, S., Ramsay, S. & Barker, M. (2008). The bullied boss: A conceptual exploration of upwards bullying. In A. Glendon, B. M. Thompson & B. Myers (Eds.), *Advances in organisational psychology* (pp. 93-112). <http://www.informit.com.au/humanities.html>
- Cioe, J. (2012). *The normal distribution* [Lecture notes]. <http://moodle.vle.monash.edu.au>
- Department of Health and Ageing. (2012). *Aboriginal and Torres Strait Islander health performance framework 2012 report*. <http://www.health.gov.au/internet/publications/publishing.nsf/Content/oatsih-hpf-2012-toc>
- MacIntyre, S. (2008, August). *Participation in the classroom, productivity in the workforce: Unfulfilled expectations*. [Paper presentation]. 13th Australian Council for Educational Research Conference, Brisbane, Australia. [research.acer.edu.au/research\\_conference\\_2008/8](http://research.acer.edu.au/research_conference_2008/8)
- Preston, R. (2010). Observations in acute care: Evidence based approach to patient safety. *British Journal of Nursing* 19, 442-447. <http://www.britishjournalofnursing.com>
- Ramsey, J. K. & McGrew, W. C. (2005). Object play in great apes: Studies in nature and captivity. In A. D. Pellegrini & P. K. Smith (Eds.), *The nature of play: Great apes and humans* (pp. 89-112). Guilford Press.
- Sievers, W. (1966). Monash University [Photograph]. <http://trove.nla.gov.au/work/15565401?q=monash&c=picture&versionId=18284000>

### *Points to note:*

- Different types of sources are included in this example but they are all in alphabetical order by authors' surnames.
- The second and subsequent lines of each entry are indented by 1.25cm (hanging indent).
- List authors' names in the order given in the book (i.e. do not alphabetise them).  
Williams, J., Brown, S., & Anderson, J. (1988). *Grow to love APA referencing formats*. Printworks.
- Proper nouns retain their capital letters in the title:  
Martin, P. (2000). *Economic development in New Zealand's retail sector: 1990-1995*. Reed.

### *Common errors students make when referencing include:*

- Putting the title not the author in the in-text citation
- Not taking source information details when reading and researching initially
- Leaving referencing till it is too late to do it accurately
- Not putting the reference list in alphabetical order
- Not indenting the second and subsequent lines of each reference in the reference list
- Punctuation
- Reference list sources do not match the references in the booklet
- Not using page numbers in the in-text citations for quotes.

## Exercise three:

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Rewrite the following references for a reference list according to APA style:

G Palmer, *Unbridled Power? An Interpretation of New Zealand's Constitution and Government*, Oxford University Press, Wellington, NZ 1979.

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'*Innovation and entrepreneurship.*' Chapter 5, written by G. Jones, in a book edited by J. Gilbert, G. Jones, T. Vitalis, R. Walker, D. Gilbertson. (1995) *Introduction to Management*. Harcourt Brace: Sydney, NSW, Australia pp. 23–29.

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'Asia life Styles: Special Report' in *Far Eastern Economic Review*. July 14. 1995, pages 14-21 in issue 2 volume 6 by Minh Pham.

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An International Monetary Fund website called *Global Financial Stability Report: A Quarterly Review on Market Developments and Issues*, published in June 2001. The URL is <http://www.imf.org/pubs/ft/gfsr/2002/02/index.htm>.

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## Chapter four: Polishing the final draft

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Editing and proofing are crucial steps in the writing process. It is critical for both academic and professional writing. You need to allow time for this. It is recommended that you allow at least 24 hours between finishing your essay and editing and proofing.

Spending time on polishing your draft can raise your marks by a whole grade (or more!). It is not a last minute flick through. It requires time and effort.

Editing and proofing are different tasks.

- *Editing* focuses on the content and structure related to the question.
- *Proofing* examines finer details such as referencing, grammar, style, spelling and presentation.

### Editing:

When editing you are checking that the ideas and arguments are easy for the reader to follow, link well together and most importantly address all parts of the question. It is the key time for you to “tighten up” your writing to ensure your message is as effective as possible.

When you have finished your draft, give yourself some time and then come back and look at it again, perhaps the next day. This gives you some distance to take a fresh look at what you have written.

### *Steps to help you edit:*

Use this checklist to ensure your work is thoroughly edited.

### *Print out your draft (if you wrote it on a computer or laptop)*

#### *Read through your draft structure*

- Is your thesis statement clear?
- Does it address the question?
- Look carefully at each paragraph. Ask yourself:
  - What is it about?
  - What job is it doing in the essay?
- Do you need to rearrange any paragraphs?
- Should you combine any paragraphs that deal with the same idea?
- Check the lengths of your paragraphs. Are they too long? Do you need to break them up?

#### *Check for relevance*

- Is every part of your essay relevant to your question? Check in terms of the question and your original plan.
- Is there any unnecessary material that does not answer the question?

#### *Check that you have answered the question fully. Have you left any part out?*

#### *Look at each part of your essay: do they fulfil their function*

- Introduction check
- Thesis check
- Paragraphs check
- Conclusion check

*Read through and check that your assignment makes sense and that your marker will understand what you have written.*

## Proofreading:

Steps to help you proofread:

When you are sure you have edited your essay (and checked that you have answered the question), you should move to the finer details. Check that:

1. Your writing has a clear and simple academic style
2. Your work is free of spelling and grammatical mistakes (see page 36)
3. Your referencing is in correct APA style
4. Your presentation is professional

Whenever you write, you should ALWAYS check your work by reading it out loud. If it sounds wrong, it probably is. Reading your work out loud will help you focus on what is really written on the paper, rather than what you think you have written.

## *Check your referencing:*

Ensure all sources are acknowledged, and that all references are listed in your reference list, and visa versa. Check that your APA formatting is correct (see Chapter 2). Proofread your references carefully, checking spacing, punctuation, formatting (italics, capital letters, etc.), and accuracy of spelling, dates and page numbers.

## *Presentation (if you are using a computer or laptop):*

As a general rule set your work out as follows:

- Use 1.5 or double spacing
- Leave an extra line between paragraphs
- Number each page
- Include your reference list on a separate page at the end

*ALWAYS KEEP A COPY OF THE WORK YOU HAND IN.*

## Exercise four:

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Find and correct the APA in-text citations and the reference list mistakes in the following:

Tobacco use only benefits certain sectors of society, those that are involved in its production and governments who raise taxes from its sale (P. Baker). The primary producers, mainly small farmers, gain direct financial benefit from tobacco growth (John E. Wilkins 1999, 23). In addition, thousands of retailers depend on the sale of tobacco for the survival of their business. However, the major beneficiaries are tobacco firms and governments who gain substantial revenues from tobacco

(<http://cancersoc.co.nz/tobacco/html> 2002). The Chinese government, for example, “gains 60% of the retail price of a packet of cigarettes” (Matthews 1998, page 12), a substantial source of income that means it is not in governments’ interests to ban tobacco sales outright, despite the worldwide call from health lobby groups.

Reference List:

*Baker, P.* 2002, *The anti-smoking lobby*, London, Healtheries Press.

*Wilkin, J.* 1999. *The Smoking Industry*. Blackwoods: New York.

Matthews, J. (1996). *Tobacco wars*. Sydney: Kingston Press.

NZ Cancer Society, 2002. Lung disease and its causes. [Online]. Available from <http://cancersoc.co.nz/tobacco/html>

Young, S and B. Parker. 2001. *NZ small Businesses*. Auckland: Reed.

How well did you do?

0–6 mistakes: Look carefully at the guidelines in Chapter Two again.

7–11 mistakes: Almost perfect. Proofread one more time.

12–16 mistakes: Well done! Now apply these skills to your own writing.

## Academic writing style:

**1. Academic and business writing should be formal.** This means no slang, no jargon, no clichés, no abbreviations (e.g.), no contractions (don’t, isn’t, it’s etc.).

You can use acronyms in your writing as long as you write the name of the organisation out in full the first time with the acronym in brackets. Once you have done that, you can use the acronym in the rest of your essay. (An acronym is a word made up of the first letters in a phrase e.g. UNICEF).

**For example:**

The World Health Organisation (WHO) has decided to increase the number of project managers.

Now you can write WHO whenever you want to refer to the World Health Organisation.

2. *Academic and business writing should be simple and clear.* You want your understanding of your topic and the strength of your argument to be clearly communicated to the reader (and marker!).

#### How do you do this?

##### Keep sentences short:

Sentences that are too long and complicated are hard to understand. A good average length is 15-20 words (roughly 1 ½ lines). You need a variety of sentence lengths to keep your writer interested but watch for those that run over more than two lines.

##### Prefer the simple to the complex:

Sometimes students think that their writing should contain complicated words to sound academic. But sometimes the complex word is best. If the right word is a big word, go ahead, but if a shorter one does the job, use it.

- *Use* is better than *utilise*
- *Change* is better than *modification*

##### Look at the following example:

At present the recessionary cycle is aggravating volumes through your modern manufacturing and order processing environments which provide restricted opportunities for cost reduction through labour adjustments and will remain a key issue.

##### Now look at the short version:

Output and orders have fallen because of the recession but there is little scope for reducing the workforce.

##### Avoid unnecessary words:

Most writing can be cut in half and still say the same thing. Words that add nothing to the meaning of the sentence and serve only as fillers should be deleted. Look at the above example to see how much clearer this makes your writing. Remember when you edit to trim the fat from your writing.

##### Some common phrases to avoid are:

Due to the fact that...  
At this moment in time...

## Grammar and spelling:

All students can make grammatical mistakes in their essays. This makes your writing look unprofessional. Whenever you write, you should **ALWAYS** check your work. No matter how experienced a writer you are, your first draft can always be improved.

##### Ask yourself:

Does it make sense?  
Are there any mistakes in my spelling or grammar?  
Can I improve this in any way?

You need to be aware of the following common grammatical errors and how to correct them:

- Incomplete sentences
- Run on sentences
- Subject-verb agreement
- Apostrophes
- Spelling

- Punctuation

## 1. Incomplete sentences

All sentences need to convey a complete thought, have a verb and be able to stand alone. If you read these out loud you can hear that something is missing.

Coming from many backgrounds\*  
Although the funding was delayed\*  
Because there has been a concreted anti-smoking campaign\*

You need to complete the idea:

*Coming from many backgrounds*, students bring a range of skills with them when they arrive at university.

*Although the funding was delayed*, more tutors were appointed.

*Because there has been a concreted anti-smoking campaign*, teenage smoking has reached its lowest level since 1980.

Fragment warning signs:

If you begin the following words or phrases, make sure they belong to a complete sentence.

Words ending in -ing or -ed

Connecting words such as:

After

Because

Which

Where

Although

Especially

When

While

Before

Until

Whenever

Sometimes we make sentences fragment when breaking a long sentence up. When you break a sentence up, read it out loud to make sure there are TWO complete sentences there.

## Exercise five:

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Identify the sentence fragment and correct it with punctuation. Alternatively, you could make this into 2 complete sentences.

When managers behave unethically, it can lead to a decrease of public trust. Leading to problems for businesses that rely on community support.

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## 2. Run-on sentences

Each sentence should contain only one main idea. Run-on sentences happen when your sentences run together into one long sentence. Think about where your sentences begin and end.

### Example:

Run-on sentences give no indication of where one idea ends and the next begins readers find them difficult to understand.

**HINT:** Read aloud to determine where the subject switches to another idea.

[1<sup>st</sup> idea] *Run-on sentences give no indication of where one idea ends and the next begins* [2<sup>nd</sup> idea] *readers find them difficult to understand.*

Separate sentences using a full stop.

*Run-on sentences give no indication of where one idea ends and the next begins. Readers find them difficult to understand.*

## Exercise six:

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Correct the run-on sentences

Other businesses could adopt the same tactics as this manager did this could spread very quickly and have a negative impact on other local organisations.

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Scenarios like this could have many positive implications for organisations, this could lead to greater sharing of resources, increased employment and better job opportunities for school leavers, it also provides positive examples for junior managers to follow in their careers.

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## 3. Subject-verb agreement

In English the noun or subject of the sentence always agrees with the verb (for example *the **student** reads; the **students** read*). The problems generally come when we want to have a phrase between the subject of the sentence and the verb.

**The treaty** between the two countries **was/were** ratified last year.  
**The members** of the delegation **was/were** officially welcomed

In your head, remove the words between the subject and the verb to see which phrase is correct.  
 The **treaty** ~~between the two countries~~ **was** ratified last year.

## 4. Apostrophes

The apostrophe is commonly misused, but it is important and provides a useful function.

It shows two things:

### 1. Something is missing (when we shorten a word)

- I'm (I am)
- Isn't (is not)
- Where's (where is)
- You're (you are)
- Don't (do not)
- It's (it is)

### 2. Something owned

Shane's actions (the actions that belong to Shane)

There are some basic rules for adding the apostrophe to indicate that something is owned:

Is there only **one** owner or is there **more than one**?



Add 's	If the owner is more than one, and ends in 's', just add '
The student's books (the books belonging to the student)	The students' books (the books belonging to the students)
	If the owner is more than one with no 's', then add 's
	Men's coats   Women's team   Children's toys

**Rule:** Do not add the apostrophe if it is just a simple plural. Just add 's' and no apostrophe.

One police officer. Two police officers... - not **X** two police officer's\*

**Rule:** Some words show belonging. In this occasion never take out the apostrophe. They are:

**Its | Hers | Ours | His | Yours | Theirs**

The dog wagged its tail.

The book is theirs.

## Exercise seven:

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Correct the apostrophes in the following sentences:

1. Police officer's need to be able to trust each other\*
2. Shanes actions were unethical and unprofessional\*
3. Its time for the government to put it's money into more funding for education\*

### Spelling

Spelling is an important part of professional writing. If spelling has been a weakness for you in the past, you need to develop strategies to improve. At the very least you should use spell check when using the computer but be aware that it might not pick up when you use the wrong word e.g. there/their.

Strategies for learning to spell well:

1. **Use a dictionary** to check the correct spelling or use a good speller friend to check your work.
2. **Stick the hard words on index cards**, see them every day and take time to learn them.
  - Write the words clearly on the cards and make the 'hard part' stand out from the rest – maybe write the letters in a larger size or in a different colour.
3. **Use your hearing**. Remember you first learnt language by listening. Breaking words into syllables and saying them out loud can help you to remember how they are spelt.
  - E.g. Mis – cell – an – e – ous
4. **Saying words out loud** can also help you with tricky spelling where words have silent letters. Try saying these words out loud to help you remember the hidden letter
  - Wed – nes – day
  - A – lig – n – ment

5. **Beware of words that sound the same.**

There/their/they're  
Where/were/wear  
Your/ you're  
Sight/site/cite  
Whether/ weather  
To/two/too  
Its/it's

## Exercise eight:

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Below are some commonly confused words. Which one do you use?

Everyone agreed to sign the agreement, \_\_\_\_\_ Australia.  
The committee will \_\_\_\_\_ the report's recommendation.

Accept Except
------------------

The counsellor can \_\_\_\_\_ you on this matter.  
Go and see Course \_\_\_\_\_

Advise  
Advice

The long-term \_\_\_\_\_ is unknown.  
This will \_\_\_\_\_ the whole commercial sector.

Affect  
Effect

The gentlemen paid her a \_\_\_\_\_.  
The proposed changes will \_\_\_\_\_ these existing facilities.

Complement  
Compliment

The article seemed to \_\_\_\_\_ cost-cutting measures.  
Workers can \_\_\_\_\_ that this will lead to cutbacks.

Imply  
Infer

The \_\_\_\_\_ sessions went well.  
The new lecturer wanted to \_\_\_\_\_ using Powerpoint.

Practice  
Practise

Compared to last winter, \_\_\_\_\_ much warmer this year.  
The company released \_\_\_\_\_ annual report.

Its  
It's

\_\_\_\_\_ are several advantages to this proposal.  
Students can access \_\_\_\_\_ results online.

There  
Their

## Punctuation

Punctuation may seem like a relatively unimportant aspect of writing, but it controls how your reader will read your work.

Look at the following statements:

King Charles walked and talked half an hour after his head was cut off.

King Charles walked and talked. Half an hour after, his head was cut off.

The addition of punctuation changes the meaning completely.

The following checklist offers guidelines for the use of some common punctuation marks.

Punctuation Rule:	Example:
A full stop (.) indicates when a sentence has ended.	MMP has ensured a greater degree of representation.
A comma (,) separates a phrase from a main part of the sentence to make the ideas easier to follow.  <i>Note: Never use commas to join sentences together.</i>	Although it is raining, I am still going to the game tonight.  The photographs, which were taken in Port Moresby, show how the city has grown.
A colon (:) precedes a list. You use commas to separate the items in the list.  <i>NB You need a complete sentence first.</i>	You need four skills to succeed at university: academic writing skills, good study habits, the ability to organise your own time and a real interest in your subject.

A semicolon (;) can link two sentences together if there is a close connection between them.

*NB You need a complete sentence before and after a semicolon.*

*NB The word 'however' always comes after a full stop or a semicolon and is then followed by a comma.*

The Treaty of Waitangi is the key founding document in New Zealand; this needs to be recognised in all government policies.

MMP has ensured a greater degree of representation; however, it has also created some problems that the Electoral Commission is attempting to resolve.

# Appendix 1: Words often used in essay topics and exam questions

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<b>Account for</b>	Give reasons for something
<b>Analyse</b>	Take apart. Describe the different parts of the subject, how they interrelate and contribute to the whole.
<b>Argue</b>	Give reasons or facts for and against an issue; try to prove by giving reasons or evidence for and against
<b>Assess</b>	Briefly analyse, then make careful judgement of the worth of something (e.g. a theory) in the light of its truth, usefulness etc. Give supporting evidence. You might include your opinion to a lesser extent.
<b>Compare</b>	Look for similarities, though differences may be mentioned, and come to a conclusion.
<b>Contrast</b>	Look for differences, though similarities may be mentioned, and come to a conclusion.
<b>Critique</b>	Express your judgement about a subject. Analyse the subject and describe to what extent it is supported by evidence. In a lengthy assignment you might want to analyse alternative ideas and describe the extent to which evidence supports them, and make a comparison.
<b>Define</b>	Give concise, clear meanings. Show that the distinctions implied in the definition are necessary to distinguish this particular item from all others in that class.
<b>Describe</b>	Give a detailed account of something.
<b>Discuss</b>	Investigate or examine a subject. Present a point of view after considering both sides of an issue or question. Your point of view should be supported by evidence
<b>Evaluate</b>	Present a careful judgement of the problem, stressing both advantages and limitations. Evaluation implies evidence-based argument and, sometimes, personal judgement.
<b>Explain</b>	Clarify and interpret the material you present. State the 'how' and 'why', the results, and, where possible, causes.
<b>Explore</b>	Examine by working through systematically
<b>Illustrate</b>	Explain or clarify your answers by using specific examples or concepts. Sometimes you may do this by using a visual representation such as a figure, picture, diagram, graph, or drawing.
<b>Interpret</b>	Express the meaning of, translate, exemplify (give examples of), solve, or comment upon the subject. Usually you will give your judgement of or reaction to the problem, but always make use of evidence.
<b>Justify</b>	Give evidence which supports an argument or an idea. Show why decisions or arguments were made and consider objections that others may make.

<b>Outline</b>	Give the main features or general principles of a subject. Emphasise structure and arrangement. Do not include minor details.
<b>Prove</b>	Show whether something is true or false. Establish something with certainty by evaluating and giving experimental evidence or by logical reasoning.
<b>Relate</b>	Emphasise connections and associations in descriptive form, or by a narrative which shows how things are connected to each other.
<b>Review</b>	Analyse the major points of the subject in an organised sequence and briefly comment on them.
<b>State</b>	Present in brief, clear form
<b>Summarise</b>	Give the main facts in shortened form. Do not include details and examples
<b>Trace</b>	Follow the development or history of a topic step by step from some point of origin.
<b>How, what and why?</b>	How, what and why are often used in academic assignment questions. It is not possible to list all the ways in which they can be used but below are some of the most common meanings.
<b>How</b>	Describe a process. You usually identify the main points. Support your description of the process and main points with evidence. You often use examples as part of your evidence.
<b>What</b>	State and describe the main features of a topic, or event. Support your statements about the main features with evidence related to the subject.
<b>Why</b>	Give the reasons for an event, process or fact. Support these reasons with evidence.

## Appendix 2: Linking words and phrases

Within a sentence	From one sentence to the next	From one paragraph to the next
<b>Sequencing</b>		
	First(ly), second(ly), third(ly), finally	First(ly), second(ly), etc. In the first (second, third) place The primary (secondary, third) reason One (another, a final) reason
<b>Sequencing in time</b>		
When As While, whilst After Before	Then At once Next Meanwhile In the meantime Soon Now At this moment Hitherto Until then (or now) After this Before this Subsequently Immediately Suddenly Gradually	Meanwhile In the meantime Hitherto At once The next (generally not just “next”) Soon (as soon as) At this time (or moment) Until this time Subsequently Throughout this Suddenly Gradually
<b>Sequencing in place</b>		
Where Wherever	There At this (or that) point Here	At this (or that) point
<b>Showing contrast</b>		
Yet But	However Even so Nevertheless Instead On the contrary Rather Yet By contrast Otherwise On the other hand Alternatively At any rate In any case	<i>Any of the between sentence links</i>
<b>Showing similarity</b>		
	Likewise In the same way Similarly In a similar manner Like A parallel argument	Likewise In the same way Similarly In a similar manner Like A parallel argument



<b>Expanding on or refining an argument</b>		
And, and also	Also In addition Furthermore For example Another	In addition (an additional) Furthermore An (or one) example Another
<b>Showing cause and effect</b>		
Because Since For So, so that	For this reason That being so On account of this Therefore As a result Consequently Thus In that case Hence Accordingly	<i>Any of the between sentence links</i>
<b>Showing conditionality</b>		
If, then Provided that Unless	Granted That being so In that case Under the circumstances	Granted In the above case Under these circumstances
<b>Resisting conditionality</b>		
(a)though Even though Whether	Still Despite this In spite of	Still Despite this In spite of this

# Appendix 3: Paraphrasing

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A few hints on how to paraphrase effectively

1. Read the original document
2. Ask yourself two questions:
  - What are the main ideas?
  - How can I use this information to support my own views?
3. Then put the idea you want all in your own words

For short passages:

- Change the words
  - Use a thesaurus if you need to but make sure you rephrase, rather than simply replace the original
  - Make sure it all makes sense
- Break up long sentences and/or combine small sentences

For longer passages:

- Close the book
- Write down what you remember (then go back and check)

For example:

**Original passage:**

“Competitive advantage arises when an organisation acquires or develops an attribute or combination of attributes that allows it to outperform its competitors. These attributes can include access to natural resources, such as high-grade ore or inexpensive power, or access to highly trained and skilled personnel – human resources. New technologies such as robotics and information technology – either to be included as part of the product, or to assist in making it – are often important sources of competitive advantage” (Campling et al., 2008, p. 204).

***Use the information in your essay to support your own views***

**Paraphrased passage:**

Competitive advantage is an important factor for organisations to strive after. Companies look for a niche that they can exploit, such as availability of resources, qualified staff or new technology, to give them a lead over their competitors (Campling et al., 2008). This advantage not only helps keep organisations sustainable but also promotes high standards in business.

If you can do this, you are showing that you can:

- Effectively incorporate material from your readings (and that you understand what you have read!)
- Reference your sources correctly and
- Justify the significance of your readings to support your argument

## Appendix 4: Introducing paraphrases and quotes

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It is easy to get used to only using one or two ways of introducing quotes or paraphrases. Here is a list of some other options. Using different introductions can add more specific meaning to what you are quoting, or why you are quoting it, as well as making your assignment more interesting to read.

For example:

Bob Smith considers that...

Jackie Aston emphasises...

According to...	Considers	Maintains
Adds	Describes	Mentions
Affirms	Disagrees	Notes
Agrees	Doubts	Outlines
Analyses	Emphasises	Insists
Argues	Establishes	Points out
Asserts	Explains	Predicts
Believes	Expresses	Presents
Challenges	Finds	Proposes
Claims	In...’s opinion	Proves
Clarifies	In...’s view	Questions
Comments	Indicates	Recommends
Concludes	Insists	Refers to

## Appendix 5: Editing checklist

Make sure you read your work carefully. This checklist will help you identify the areas you need to work on and edit.

<b>First, examine the whole:</b>	✓
I have answered every part of the question	
I have answered the question clearly	
I emphasise key words from the question in the intro, conclusion & body	
My argument is strong and clear	
My assignment is well-organised	
My work makes sense	
My assignment fits the word limit	
<b>Next, focus on each section</b>	
My assignment is well balanced in terms of the attention given to each part	
The different sections are easily recognizable	
The transition between sections is smooth	
<b>Then, focus on individual paragraphs</b>	
Each paragraph is on one topic	
The main point is clear	
Sentences are in the right order	
Paragraph breaks are in the right place	
Transitions between paragraphs is smooth	
Every paragraph contributes to answering the question	
<b>Finally, examine each sentence</b>	
Each sentence is complete	
Each subject and verb agree	
The tenses are consistent	
The meaning is clear	
The grammar is correct	
Every word is spelled correctly	
All sources are used correctly	
Referencing details are correctly cited	
I've included my list of references	

## Appendix 6: Answers to some of the questions

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### Exercise 2 answers: In-text citations exercise see p. 23 - 24

1. Question: A quote taken from page 16 of a book written by Raymond Miller that was published in 2007.  
Answer: (Miller, 2007, p. 16)
2. Question: Information taken from Chapter 3 of the 4th edition of *Unbridled Power?* by Geoffrey Palmer, published in 2008.  
Answer: (Palmer, 2008)
3. Question: Information from a website written by the International Monetary Fund called Global Financial Stability Report: A Quarterly Review on Market Developments and Issues, published in June 2001. The URL is <http://www.imf.org/pubs/ft/gfsr/2002/02/index.htm>.  
Answer: (IMF, 2001)
4. Question: A quote taken from an article called “Deals behind closed doors diminish Parliament and the people” written by Karl Fresne, published on May 25, 2010, p. 32. *The Dominion Post*.  
Answer: (Fresne, 2010, p. 32)

### Exercise 3 answers: Reference list exercise see p. 32

1. Palmer, G. (1979). *Unbridled power? An interpretation of New Zealand's constitution and government*. Oxford University Press.
2. Jones, G. (1995) Innovation and entrepreneurship. In J. Gilbert, G. Jones, T. Vitalis, R. Walker & D. Gilbertson (Eds.), *Introduction to management* (pp. 23-29). Harcourt Brace.
3. Pham, M. (1995). Asia life styles: Special report. *Far Eastern Economic Review*, 6 (2), 14-21.
4. International Monetary Fund. (2001). *Global financial stability report: A quarterly review on market developments and issues*. <http://www.imf.org/pubs/ft/gfsr/2002/02/index.htm>

### Exercise 4 answers: APA referencing see p. 35

Tobacco use only benefits certain sectors of society, those that are involved in its production and governments who raise taxes from its sale (**Baker, 2002**). The primary producers, mainly small farmers, gain direct financial benefit from tobacco growth (**Wilkin, 1999**). In addition, thousands of retailers depend on the sale of tobacco for the survival of their business (Young & Parker, 2001). However, the major beneficiaries are tobacco firms and governments who gain substantial revenues from tobacco (**NZ Cancer Society, 2002**). The Chinese government, for example, “gains 60% of the retail price of a packet of cigarettes” (Matthews, **1996, p. 12**), a substantial source of income that means it is not in governments’ interests to ban tobacco sales outright, despite the worldwide call from health lobby groups.

#### Reference List:

**Baker, P. (2002).** *The anti-smoking lobby*. Healtheries Press.

Matthews, J. (1996). *Tobacco wars*. Kingston Press.

NZ Cancer Society. (2002). *Lung disease and its causes*. <http://cancersoc.co.nz/tobacco/html>

Wilkin, J. E. (1999). *The smoking industry*. Blackwoods.

Young, S. & Parker, B. (2001). *NZ small businesses*. Reed.

### Remember

- The reference list is ALWAYS in alphabetical order
- Only use last names in in-text citations (or the title if no author(s) is given)
- For an in-text citation for an internet site, use the author or organisation's name. Only use the URL in the reference list at the end
- Only titles should be in italics
- In the title, only the first letter is in capitals: of the first word; of any names of people; places; and things. Also any word after a colon is also in capitals, e.g. *Management in small organisations: The opportunities and challenges*
- The author's surname always comes before the initial
- Use initials, not first names
- Publication years are always in brackets
- The place of publication is no longer required according to APA 7<sup>th</sup> edition

Always refer to the referencing chapter if you need more help.

### [Exercise 5 answers: Incomplete sentences see p. 37](#)

When managers behave unethically, it can lead to a decrease of public trust, leading to problems for businesses that rely on community support.

#### **Or you could say:**

When managers behave unethically, it can lead to a decrease of public trust. **This** leads to problems for businesses that rely on community support.

### [Exercise 6 answers: Run-on sentences see p. 38](#)

1. Other businesses could adopt the same tactics as this manager did. This could spread very quickly and have a negative impact on other local organisations.
2. Scenarios like this could have many positive implications for organisations. This could lead to greater sharing of resources, increased employment and better job opportunities for school leavers. It also provides positive examples for junior managers to follow in their careers.

### [Exercise 7 answers: Apostrophes see p. 39](#)

1. Police officers need to be able to trust each other.
2. Shane's actions were unethical and unprofessional
3. It's time for the government to put its money into more funding for education.

Exercise 8 answers: Commonly confused words see p. 40 - 41

Everyone agreed to sign the agreement, **\_except\_** Australia.  
The committee will **\_accept\_** the report's recommendation.

The counsellor can **\_advise\_** you on this matter.  
Go and see Course **\_Advice\_**.

The long-term **\_effect\_** is unknown.  
This will **\_affect\_** the whole commercial sector.

The gentleman paid her a **\_compliment\_**.  
The proposed changes will **\_complement\_** the existing facilities.

The article seemed to **\_imply\_** cost-cutting measures.  
Workers can **\_infer\_** that this will lead to cutbacks.

The **\_practice\_** session went well.  
The new lecturer wanted to **\_practise\_** using Powerpoint.

Compared to last winter, **\_it's\_** much warmer this year.  
The company released **\_its\_** annual report.

**\_There\_** are several advantages to this proposal.  
Students can access **\_their\_** results online.

Check a dictionary if you are not sure of the meaning of a word as meanings can change the way a word is spelt.

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