

# PREPARATION AND PRESENTATION OF AN ACADEMIC ESSAY / ASSIGNMENT

(Extracted from the Student and Staff Handbook)

## SECTION VII: HOW TO WRITE AN ACADEMIC ESSAY

### *A Guide for Students*

*By Dr Martin Dowson, Ph.D.*

#### 1. INTRODUCTION: WHAT IS AN ACADEMIC ESSAY?

An academic essay is not just an ordered (or dis-ordered!) presentation of facts and information about a topic. Nor is it a narrative about, or generalised description of, a topic or issue. Rather, an academic essay is an argument. In this argument you take a position and marshal evidence to support your case. Essay writing, therefore, involves a deliberate process of selecting and interpreting, not just recording, information. Thus, writing an academic essay means that you do will not accept everything you read at face value. In fact, you may not accept what you read at all!! Therefore, as you go through the stages of writing an essay, you should continually monitor and revise your thoughts about the topic of the essay and the information you have gathered about this topic.

#### 2. ANALYSING THE QUESTION

The first step in writing a good essay is making sure you are answering the question asked by the lecturer. Many students don't spend sufficient time analysing essay questions properly. As a result, they often write very good essays – but not about the topic under consideration! Hence, they get poor marks (and then can't understand why!).

Some important steps towards answering the question asked are:

1. Defining the key terms and phrases in the essay question.
2. Checking the meaning of unfamiliar words, using a specialist subject dictionary for technical words, and a good general dictionary for non-technical words.
3. Identifying relationships between the key terms and phrases you have defined.
4. Underlining the instructional words in the essay, and check their meanings in a dictionary, if necessary: *i.e.* words such as 'compare', 'discuss', 'critically evaluate', 'explain', etc.
5. Checking with your lecturer/tutor concerning the marking criteria. What are you actually required to do to answer the question?
6. Identifying what the question is saying both explicitly and implicitly. For example, when a comparative essay is needed, the word 'compare' may not always be explicitly stated in the essay question e.g. "Distinguish between Luther's and Zwingli's conceptualisations of 'grace' in the New Testament".
7. Paraphrase the question by rewriting it using simpler language and more explicit explanations e.g. "How are Luther's and Zwingli's understandings of 'grace' in the New Testament different from each other?"
8. Discussing your written interpretation of the question with your lecturer/tutor.

#### 3. RESEARCHING THE TOPIC

Once you have figured out what the question is all about (and not before) you should begin researching the essay topic. There is not space here to say everything that needs to be said about researching your topic. However, a few very important points to remember are:

1. Your research should focus on recent works (i.e. those published in the last ten years). Don't cite older works unless they are 'classics' (e.g. Augustine's *Confessions*) or seminal works in a particular field (e.g. William James' *Psychology of Religious Experience*).
2. Use your assigned Text(s) and Book of Readings extensively, but don't be limited by them.
3. For a 'standard' 1500-2000 word essay, you should cite at least 10-15 recent references.
4. Do not (ever) cite references you have read but have not directly used in your essay. Everyone does some 'dead' reading (i.e. reading they don't end up using in their essays) as part of their research. This is a normal part of the research process.
5. Do not use non-academic material e.g. magazines, newspapers, novels, non-refereed journals, material from non-professional websites etc unless you have very good cause to do so. If you're in doubt – ask your lecturer or don't use the material.
6. Wherever possible, focus on information from refereed journals. This is the most up to date, quality material available.
7. Use databases (such as ERIC, PsychInfo, etc.) to locate appropriate refereed journal articles. If you don't know how to do this, find out! Learning how to search databases is probably the most useful research skill you will ever learn.

#### 4. PLANNING YOUR ESSAY

Once you have researched your topic (i.e. you have at least enough material to begin with), you should plan your essay. It doesn't matter if your plan changes as you write your essay – but it matters a lot if you don't have a plan to start with. Many students who don't plan their essays sufficiently only find out at the end of their work, or even after the essay is handed back, what they really wanted to say! An essay plan, however, forces you to think ahead of time what you are trying to say. In this way, you are much more likely to get your point across.

Here are some steps to formulating a coherent essay plan.

1. Read through your notes to identify simple subcategories. For example, if you are writing about issues relating to new immigrants you may consider:
  - (a) new food,
  - (b) new environments,
  - (c) language ability,
  - (d) job prospects,
  - (e) mixed marriages,
  - (f) children retaining the mother/father tongue,
  - (g) legal issues,
  - (h) religious differences,
  - (i) different traditions, etc.

2. Assemble all the information (sources with reference details and your own ideas/interpretations) that can be grouped under each subcategory.
3. Look for relationships between these subcategories *i.e.* some of them may be grouped under broader headings. For example, 'differing food and environments' may be grouped under 'coping with change of lifestyle'. By doing this you will be more likely to write an analytical rather than a descriptive essay.
4. As you continue researching and thinking about the essay you may come up with additional headings, you may decide to rename the headings, or you may decide to change the subcategories under each heading. This is a natural part of the thinking/learning process that occurs when preparing an essay. Remember that these major headings will be the main points in the body of your essay.
5. Analyse the question again. Identify the information that would be most useful in answering the essay question.
6. Write in sentence form how each piece of this information relates to the essay question as a whole. Develop a thesis statement (argument) by stating in one or two sentences what is your considered opinion of the issue/topic.
7. Carefully sequence the selected headings (and their subcategories) in a way which best proves your thesis. You may decide to sequence your information in a number of ways *e.g.* from least important to most important (or vice versa), or from simple issues to complex issues.

7. Now, take a fresh sheet of paper and write down this selected information in point form under the corresponding heading/subheading in proper sequence.
8. What you now have is a detailed essay plan for the body of your essay. This may sound like a lot of hard work to start with. But, if you follow this planning sequence (or something like it) the actual writing of your essay will be much easier than otherwise. If you rush into writing without planning you will almost certainly strike difficulties along the way. There's nothing worse, for example, than getting half-way through an essay and finding out you've run out of things to say or, even, that you don't know what you're trying to say anymore!

## 5. WRITING THE BODY OF THE ESSAY

Once you have analysed the question and developed a coherent essay plan (at least 'Plan A') then (and only then) should you proceed to write the body of the essay. Again, many good students write poor essays because they rush the first three steps (analysing, researching, and planning), and begin writing the body of the essay too early. If, however, you take your time in the first stages, writing the body of the essay will flow much more smoothly.

The body is where you present evidence from your research to support your interpretations of, and views on, the issues relating to the topic. This is a good place to start writing your essay. Under each analytical category in your detailed essay plan, write a clear sentence which encapsulates the main ideas arising from the information you have gathered, and the ideas you have formed whilst synthesising and analysing this information. These 'topic sentences' will help you clarify your essay by establishing the focus of each paragraph.

Then, read your essay question and plan again to check the following.

1. Are your topic sentences arranged in a logical sequence?
2. Do they mark important sections in the flow of arguments and ideas in your essay?
3. Are your weaker points surrounded by stronger points?
4. Is your supporting information relevant and convincing?
5. Do you need to re-phrase your topic sentences, or modify the presentation of your information in any way, in order to make your argument 'crystal clear'?

Having checked your topic sentences in this way, write the first draft of the body of your essay. Here's how. Copy the topic sentence for your first paragraph. Then, use the information in your detailed essay plan to write supporting sentences for the topic sentence. Do the same for all your topic sentences. Use appropriate connectives/linking phrases to establish smooth transitions between paragraphs and ideas. For example, if your purpose is to make a contrast, use phrases like 'in contrast', 'however', 'on the other hand', etc. to link paragraphs or sentences. Don't forget to reference your work as you write the draft. This will save you lots of time and effort later on. Check on the referencing system acceptable to your discipline of study.

### Sample Paragraph

Here is a well-written sample paragraph.

*Cultural differences are also significant in the field of health prevention. Gifford (1990) states that "the slow development of a disease in healthy individuals is not necessarily a culturally shared concept" (p. 13). Gifford presents examples where acceptance of ill health is construed as being ones 'destiny' - a belief typical in Italian and Macedonian cultures. Gifford also found that women in these cultural groups often did not want to know if they had cancer because they believed such knowledge would shorten their life (see also Allport, 1995). It was also believed*

*that attending a screening program might actually cause cancer. Hence people with different cultural beliefs about disease development, while accepting treatment for immediate and acute conditions, may not understand the need for prevention.*

### **Comments on the Sample Paragraph**

1. The topic sentence links with the previous paragraph through the word 'also', and announces the new topic to be discussed 'cultural differences in health prevention'.
2. The writer's judgment/opinion is evident in the use of the word 'significant' to draw the reader's attention to an important point.
3. The supporting sentences present information from acceptable sources (i.e. recent research).
4. The supporting sentences function to explain, elaborate and provide examples of the main topic sentence.
5. The last sentence concludes with the writer identifying an implication/interpretation of the main information in the paragraph.
6. Notice the correct use of in-text referencing to acknowledge the use of sources.

*Please note that, despite the above, which is provided as an example, you should avoid using direct quotations in the body (or other parts) of your essay. Only use direct quotes where the author's words are so well stated that you couldn't possibly rephrase them without destroying the intent of the original quote. In every other case, rephrase the quote in your own words - still citing the original author in brackets after your paraphrase.*

## **6. WRITING AN INTRODUCTION**

Once you have written the body of the essay you may then proceed to write the introduction to your essay. This may seem like working backwards, but by writing the introduction after you've written the body you are more likely to include in the introduction the most important points of your argument. In this way you are preparing your reader for the information/argument that is to come. (Psychologists call this a 'cognitive advance organiser'. In layman's terms it is a 'hint' or a 'glimpse' of what is to come. These 'hints' make the material in the body seem more familiar to the reader when they actually get to it, so they are more likely to assimilate it easily.)

The purpose of the introduction is to inform the reader (i.e. the lecturer!) about the purpose and direction of your essay. Most introductions include some or all of the following information:

1. some background to the essay topic,
2. brief definitions of key concepts,
3. an outline of the body of the essay,
4. the writer's (your) main argument/thesis/opinion about the issue(s) raised in the essay question, and
5. any limits to the essay in terms of time, place, culture, etc. which narrow the scope of your essay.

There are no set rules as to the sequence or inclusion of all these components. The basic principle, however, is to begin with general information/statements and become more specific/focused during the introduction.

### **Sample Introduction**

Here is a sample question, and an example of a good introduction.

#### **Question**

*Illness and healing have important cultural components. As a result, in order to operate effectively, health professionals need to have high levels of cross-cultural awareness and skill. Discuss.*

## **Sample Introduction**

*Australia's health professionals meet great challenges when working in our culturally diverse society. Despite this, current health education and training may not have equipped health professionals to operate effectively in this diverse environment. Specifically, an awareness that different cultures adhere to differing concepts and beliefs regarding illness and health is essential for optimal care. Also, effective cross-cultural patient communication, education and training are of great importance. For these reasons, health education programs and resources which are sensitive to cultural issues are required to support health professionals as they interact with diverse cultural groups.*

### **Comments on the Sample Introduction**

1. The writer begins with a general background statement and immediately introduces the main issue to be discussed.
2. This introduction is followed by an (implicit) outline of the areas to be covered in the body.
3. The writer's argument and opinion is expressed in phrases such as 'meet a great challenge', 'is essential', and 'of great importance', and 'for these reasons'.

## **7. WRITING A CONCLUSION**

The conclusion should be written after the body and introduction. The primary function of the conclusion is to summarise the main points in your essay, and to confirm the thesis stated in the introduction. The introduction and conclusion, when read together, should give a good overview of the essay's thesis/main argument, the main sub-topic areas and the main points/claims relating to each sub-topic. Most conclusions contain the following components.

1. a summary of the major points/claims raised in the body;
2. a rephrased thesis;
3. statements qualifying the thesis.

### **Sample Conclusion**

Here is a well-written sample conclusion.

*In conclusion, an awareness of cultural diversity, and a greater understanding of the differing health related concepts and values held by people from non-western societies/cultures, can only enhance optimal care. Specifically, working towards improved cross-cultural communication skills, through improved higher education, is necessary to better prepare health professionals for the challenges they will encounter in their daily interactions with culturally diverse clients. It cannot be expected that all health professionals will become experts in cross-cultural understanding and communication. However, enhancing professionals' general knowledge of cultural diversity can help ensure and maintain high standards of care and satisfaction for both culturally diverse clients and their caregivers.*

Comment on the sample conclusion.

1. The writer signals the end of the essay with a linking phrase 'in conclusion', and then restates their main thesis/argument.
2. The major claims raised in the body are briefly summarised.
3. The thesis is appropriately limited ("It cannot be expected that all...") to show an understanding of how theory relates to practice/reality.

## 8. PRESENTING YOUR ESSAY

1time making your work look professional (not pretty) by:

1. using high quality white paper (if not submitting electronically).
2. using headers, footers and page numbers where appropriate.
3. constructing your paragraphs consistently (i.e. either indented or separated throughout, and either justified or not justified throughout).
4. making sure your levels of headings (if headings are used) are standardised throughout. (Please note that some lecturers like headings in essays and some don't. Check with your lecturer to determine what is their attitude to this issue. The same goes for points under headings, which most lecturers won't accept in essays, although in other types of academic work these may be acceptable.)
5. eliminating 'hanging' headings (i.e. headings without text underneath them at the bottom of pages).
6. leaving wide margins all round (i.e. 2.5 to 3cm top, bottom, and sides) for both readability and lecturers' written comments.
7. using (a) one-and-a-half or double line spacing, (b) 12 point character/letter size, and (c) Times Roman/New Roman font.
8. indenting, and single spacing, direct quotes over 4 lines (or forty words).
9. using a new page for your reference list. (Your reference list should be placed last, alphabetically by author's surname. You can save yourself a lot of time if you record all the bibliographical details of all your sources on a set of cards, or in your computer, when you make your original notes.)

## 9. A FINAL WORD

All essays require effort. However, if you follow a systematic process (such as the one outlined above) at least the effort you put in will yield satisfying results. Moreover, the more you follow such a process, the easier it becomes to prepare for, and write, your essays *i.e.* the process becomes 'second nature'. Also, don't be afraid to rewrite your work before submission if needed. For what its worth, my record for revising an article for publication is five (substantial) revisions! Good writing doesn't just happen, it takes work.

## SECTION VIII: STYLE GUIDE

### 1. INTRODUCTION

This guide outlines how to use referencing to give credibility to your academic writing by demonstrating how your ideas and interpretations are linked to an already established body of theory and research.

Not acknowledging the ideas or information of other authors (plagiarism) discredits academic writers, and their writing. Moreover, plagiarism is a serious offence which can result in you receiving no mark for an assignment, being excluded from a unit, or even being excluded from an entire course.

### 2. STYLES OF REFERENCING

There are two main styles of referencing. The 'Classical' style (which uses footnotes), and the Author-Date style (which includes the American Psychological Association - APA - style of referencing). The referencing style used within the College is based on the APA style (as outlined in the Publication Manuals of the American Psychological Association).

You should examine closely the APA examples of referencing in the College Referencing Guide.

### 3. USING QUOTATIONS

Quotations are exact words taken from any published or unpublished material.

*Important Note:* You should use direct quotations sparingly in your written work. It is generally much better to restate (paraphrase) quotes in your own words, whilst still referencing the original source. This shows that you have understood the quote, and the contribution it makes to your essay. Direct quotes should only be used where (a) rewording the quote in any way would substantially alter its meaning, or (b) the quote is phrased in such an elegant manner that rephrasing it would destroy its substantive literary quality. As a general rule, few quotes fall into either of these two categories. Hence, it is best to paraphrase unless the quote is a real 'gem'.

Quotations can be used to give a definition of technical or key words/concepts you refer to in your writing. Usually definitions appear early in an essay or assignment *e.g.* in the introduction or first few paragraphs. For example:

*Culture is defined as "...non-biological phenomena that are acquired after birth, shared with others and learned during social interaction in society" (Short, Sharman & Speedy, 1993, p.7).*

Quotations and paraphrases can also be used to restate or elaborate a main idea or generalisation. Usually these quotations are placed in the middle or near the end of a paragraph. For example:

*Outside factors, such as government decisions on routes and fuel costs, and economic factors such as recession, would affect airlines badly. "The sobering fact was that an airline could be extremely well managed and still not make money" (O'Brien, 1995, p.72).*

You can also illustrate your generalisations with examples. These may be in the form of quotations or a summary. For example:

*Language is much deeper and wider than the spoken or written word. It includes "...gestures, facial expressions and other body language" (Pease, 1982, p.78).*

## 4. USING PARAPHRASES AND SUMMARIES

Paraphrases and summaries contain the original meaning of exact quotes, but have been condensed (summarised) or reworded (paraphrased). These techniques make your work appear more mature, and more interesting to read. An example of a summary follows.

Readiness becomes an issue only when teachers determine children's source of knowledge (Forman & Fosnot, 1982).

Note: As in the example above, page numbers are not included when summarising.

Sometimes for emphasis a special introductory clause can be used such as “it is clear from the data that...” Other expressions such as “research has shown that” or “there is evidence that” are commonly used when a writer wants to introduce supporting material. For example:

In England research found that few Bangladeshi women understood advice given about infant hygiene following childbirth (Hagar, 1994).

or

It is argued by Halliday (1975) that children produce meaningful expressions well before their first recognisable words appear.

Note: In all areas of your writing, including paraphrasing and summarising, you should avoid the use of the royal ‘we’ *e.g.* “we believe that...” Also, don’t use the designation ‘I’ in academic writing unless you deliberately mean to express a personal opinion.

## 5. USING REPORTING STRUCTURES

Reporting structures are commonly used when you are including quoted (or summarised/paraphrased) information. Reporting structures allow you to include not only the author’s purpose and attitude, but also your own judgements on the material. For example:

Gifford (1990) states that “the slow development of a disease in healthy individuals is not necessarily a culturally shared concept” (p. 13).

or

Kress (1987) proposes that writing is a potent social practice in our culture, particularly in education.

An important part of using reporting structures is the verbs (underlined above) that are used to introduce the structure. These verbs can range from neutral to interpretive (*e.g.* positive/negative, certain/ uncertain), and must be selected carefully. When you are reading, notice how other writers use these verbs when reporting information. The following lists some common verbs used for reporting structures.

1. Neutral verbs such as ‘state’, ‘add’, ‘describe’ *e.g.* Baker (1989) comments on the fact that students who have a great interest in laboratory work attain good results.
2. Positive verbs such as ‘agree’, ‘praise’ *e.g.* She also encourages high school teachers to teach students appropriate evaluative skills (Baker, 1989).
3. Negative verbs such as ‘fail’, ‘claim’, ‘dismiss’ *e.g.* However, the education system has been criticised for pushing teachers to present inappropriate curricula (Jones, 1991).
4. Uncertain verbs such as ‘doubt’, ‘question’ *e.g.* Dystart (1982) suspects this was due to the fact that there was no formal instruction on curriculum development given to teachers

## 6. EMPHASISING THE AUTHOR OR THE IDEA

Depending on where you position the author in a sentence, you can place emphasis on either the author or on their information/ideas. Notice how journals and textbook writers in your discipline/field do this. In general, however, if you want to place emphasis on the author then place the author at or near the beginning of the sentence. For example:

Gifford (1990) states that the development of a disease in healthy individuals is not necessarily a culturally shared concept.

If you want to place emphasis on the information, then place the author reference closer to the end of the sentence. For example:

Competition may well lead to higher costs in the form of “duplication of facilities, heavy advertising outlay and other selling costs” (Donaldson, 1992, p.148).

## 7. A FINAL WORD

Don't just cite material for the sake of it! Lecturers can spot ‘dumped’ information easily. This means that any and every reference you include in your assignment must be used to support your main points and interpretations. Also, I again restate that the bulk of your assignment should be in your own words. Use direct quotations for special purposes only.

## 8. RECOMMENDED READING

Arnaudet, M.L. & Barrett, M.E.(1984). Approaches to academic reading and writing. Prentice New Jersey: Regents Hall.

Peters, P. (1985). Strategies for student writers: A guide to writing essays, tutorial papers, exam papers and reports. Brisbane: John Wiley & Sons.

Taylor, G. (1989). The student's writing guide: For the arts and social sciences. Cambridge: Cambridge University Press.

## SECTION IX: REFERENCING GUIDE

### Introduction

This guide outlines the referencing conventions that are used by the College. The guide will help you follow and consistently use these conventions as a critical part of your academic reading and writing.

Simply put, referencing is acknowledging the source of information in a text. Referencing gives credibility to academic writing by demonstrating how the writer's ideas and interpretations are linked to an already established body of theory and research.

Not acknowledging the ideas or information of other authors (plagiarism) discredits academic writers, and their writing. Moreover, plagiarism is a serious offence which can result in you receiving no mark for an assignment, being excluded from a unit, or even being excluded from an entire course.

**NB The College encourages you to follow these APA examples of referencing and reproduce the punctuation and abbreviations exactly.**

### 1. QUOTATIONS

Your aim in referencing is to provide enough detail for your reader (i.e. your lecturer!!) to easily locate the citation in your reference list. Every quotation must include:

1. the surname of the author,
2. the year of copyright or edition (not reprint),
3. the relevant page number/s.

For quotations less than 40 words or 4 lines, the exact words must be surrounded by quotation marks (“ ”). For example:

Gifford (1990, p.13) states that “the slow development of a disease in healthy individuals is not necessarily a culturally shared concept”.

or

Kress (1987) proposes that “writing is a potent social practice” (p.81) in our culture, particularly in education.

*If the quotation is more than 40 words or 4 lines (and these should be very rare in your assignments!), then:*

1. begin the quotation on a new line,
2. indent the whole quotation about one tab space and use single spacing, and
3. do not use quotation marks.
4. italicise the quotations

If you decide to quote only part of a sentence or a group of sentences and leave some words out, replace the missing words with three full stops (...). These signal that information has been deliberately omitted because it is not necessary. For example:

Teachers can support the “child's own struggle to make sense of ... the data” (Duckworth. 1979, p.302) by introducing problem-solving activities which enable children to actively investigate the causes and effects of their actions on the people and objects in their environment.

### 2. PARAPHRASES AND SUMMARIES

APA conventions for summaries and paraphrases are very similar to those for quotations. For paraphrases you must include:

1. the surname of the author,
2. the year of copyright or edition (not reprint),
3. the relevant page/s.

If you are summarising an entire text or a major theme of the work then you do not include page numbers. For example:

Grypma (1993) points out that whilst some cultures (particularly 'Western' cultures) are predominantly future orientated, others are much more present orientated.

### 3. QUOTING A CITATION

When reading journal articles or other texts you may decide to use the same quotation or paraphrase as the author you are reading. This is sometimes called 'referring to an author in another work'.

This procedure is not always advisable as the original meaning of a sentence/ phrase can be altered once it is removed from its original context. Ideally you should locate the source of the quotation/paraphrase and read it in its original context. If you are unable to locate the source of the quote, but feel confident that it is suitable for your purposes, there are a few additional conventions to follow. For quotations of citations:

1. Include the author and year of both texts; first the one you read about (the 'other' work) and second the one you read it in. Use the words 'cited in', and include the page number for the text you have read.
2. In your reference list you should only include the text you read. In the example below, Olsen would be in the reference list because that was the text you read.

De Laguna (1970, cited in Olsen, 1977, p.223) argued that this distance actually created a freedom that is not possible through speech.

### 4. BIBLIOGRAPHY/REFERENCE LISTS

#### APA Bibliography

A bibliography is a list of sources used in compiling a document. You should arrange the bibliography in alphabetical order by the author's last name or, if there is no author, by the first main word of the title. You can ignore *A*, *And*, and *The* in a title.

The examples in this bibliography are written in the American Psychological Association (APA) style, which is commonly used in psychology and other social sciences. The rules for creating an APA bibliography style are:

- a. Double-space all entries.
- b. Use hanging indent paragraph style (align the first line with the left margin, and indent all subsequent lines .5 inches from the left margin).
- c. Type all authors' names with the last name first, separated by a comma. Use only initials for the first and middle names, and an ampersand (&) rather than "and" before the last author's name.
- d. In titles of books and articles, begin only the first word of each title, subtitle, and proper name with a capital letter. In the titles of journals, begin all significant words with a capital letter.

- e. Use italics or underlines for the titles of books and periodicals.
- f. Do not underline or use quotation marks around the titles of periodical articles.
- g. Give the full names of publishers, excluding “Co.,” “Inc.,” and the like.
- h. Use the abbreviation “p.” or “pp.” before page numbers in books, magazines, and newspapers, but not for scholarly journals.
- i. Separate each portion of each bibliography entry with a period followed by two spaces.

Below are example entries for different kinds of material you might need to include in a bibliography. To create your bibliography, delete the guideline information in this paragraph and in the paragraphs above, and then replace the following reference examples with your own references using the format indicated in the examples.

### **A BOOK WITH ONE AUTHOR**

Zambroski, R. (1959). *Sarah Akhtar: a biography*. New York: Five Lakes Publishing.

### **A BOOK WITH TWO OR MORE AUTHORS**

Abbar, A. & K. Hightower. (2000). *Photographic essays of the end of a century*. Atlanta: Lakes & Sons.

### **A BOOK WITH AN EDITOR**

Chor, A. (Ed.). (1991). *Writing clearly: bullets, white space and common sense*. New York: Scootney Publishing.

### **A TRANSLATION OF A BOOK**

Ben-Sachar, I. (1939). *Nunummy nibh*. (J. Tippet and C. Polard, trans.) Boston: Jean-Paul Deloria.

### **AN ANONYMOUS BOOK**

*The Chicago manual of style: fourteenth edition*. (1993). Chicago: The University of Chicago Press.

### **A LATER EDITION OF A BOOK**

Cooper, S. (1988). *Computer graphics* (new revised edition). Seattle: Litware, Inc.

### **A WORK IN MORE THAN ONE VOLUME**

Greenberg, R. (1961). *Myth in children's literature* (Vols. 1-2). Boston: Ramona Publishing.

## **A SIGNED ARTICLE IN A JOURNAL**

Con, A. (1984). The effect of pesticides on air quality. *Consolidated Messenger*, 20, 44-60.

## **A SIGNED ARTICLE IN A MONTHLY MAGAZINE**

Shelly, D. B. (1994). Hardware innovations. *Awesome Computers*, January 1995, pp. 14-17.

## **A SIGNED ARTICLE IN A DAILY NEWSPAPER**

Mughal, S. (1994, December 27). Speculation and development. *Island Hopper News*, Section D, p. 1.

## **AN UNSIGNED ARTICLE**

The role of weather in economics. (1981, December 14). *Kimball Museum of Science, Quarterly Journal*, Volume IV, pp. 16-21.

## **A FILM OR VIDEOTAPE**

Castaneda, M. A. (Supervising Director) & M. Sherman (Producer). (1937). *Mom's kitchen*. [Videotape]. Burbank, CA: School of Fine Art.

## **COMPUTER SOFTWARE**

*Microsoft Office* (1987-2002). [Computer program]. Redmond, WA: Microsoft.

## **A Final Word**

Don't just cite material for the sake of it! Lecturers can spot 'dumped' information easily. This means that any and every reference you include in your assignment must be used to support your main points and interpretations. Also, I again restate that the bulk of your assignment should be in your own words. Use direct quotations for special purposes only.

## **Recommended Reading**

Arnaudet, M.L. & Barrett, M.E.(1984). *Approaches to academic reading and writing*. Prentice New Jersey: Regents Hall.

Peters, P. (1985). *Strategies for student writers: A guide to writing essays, tutorial papers, exam papers and reports*. Brisbane: John Wiley & Sons.

Taylor, G. (1989). *The student's writing guide: For the arts and social sciences*. Cambridge: Cambridge University Press.



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