

# STUDENT GUIDE

**Academic Writing and  
Referencing**



## **ACADEMIC WRITING AND REFERENCING STUDENT GUIDE**

**PREPARED BY: AVIKAR RAMSUNDRA**

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## SECTION A: PREFACE

### INTRODUCTION

#### Welcome to the AAA School of Advertising Academic Writing and Referencing Guide

In the fast-paced academic environment, effective communication, writing, and research skills are indispensable. This workshop aims as a platform to empower you with the tools necessary to navigate your academic journey with confidence.

The workshop will cover a comprehensive exploration of key academic skills in English. We will breakdown assignment prompts, delve into the art of crafting a well-structured essay, and engage in practical exercises to cement your understanding. The workshop further aims to ensuring your work is not only insightful but also impeccably cited through vigorous research and referencing.

We then cover active reading and skills to elevate your editing and proofreading skills to refine your written work. We conclude with time management, offering strategies to balance your academic and personal commitments.

Recommended reading

Wilson, J. R. 2022. Academic Writing. Harvard. Accessed:

[https://wilson.fas.harvard.edu/files/jeffreywilson/files/jeffrey\\_r.\\_wilson\\_academic\\_writing.pdf](https://wilson.fas.harvard.edu/files/jeffreywilson/files/jeffrey_r._wilson_academic_writing.pdf)

## **TOPIC 1: ACADEMIC READING**

### **Evaluate various types of academic reading**

Reading is not just a passive process. It is an interactive one involving a relationship between you and the text you are reading (inter-is a prefix meaning "between"), which often changes as you read and apply critical-thinking skills. That is why when you read a text for the second time, you uncover new meanings and make new inferences.

Each reader approaches a text in a different way: your ideas, beliefs, and specific knowledge about the topic reflect who you are and your unique experiences. You will therefore interact with the text in a unique way.

In addition, the nature of the text itself, the purpose of the author in writing, the audience it was intended to reach, and the reason for reading it all play a role in the way you interact with it, as do the author's own ideas, beliefs, background, and the specific choices-in diction, style, and tone-that he or she makes.

### **Reading to Determine Whether the Essay Is Related to Your Topic (to explore)**

When you search for potential sources for a research essay, you look for essays that seem promising, perhaps from their titles or the fact that they are listed in bibliographies of general works such as textbooks or in encyclopedias, indexes, or subject directories. If you are using an online resource, you might search for articles or books by keywords related to your topic. Since you are reading for exploratory purposes, you do not want to waste time by closely reading each text, so a different strategy is essential. Once you find a potentially useful essay, you can read the abstract, if available, the introduction, and headings. If it still looks promising, turn your attention to the main parts of the essay, scanning for topic sentences and other content clues. Finally, read the concluding section. Scanning prevents wasting time on what might not be

useful, giving you more time to scan other potential sources. Underlining and annotation can be minimal at this stage since you are evaluating the essay's usefulness. It is vital, however, that you record all relevant bibliographic information for every potential source—title, author, journal or book title (and include names of editors if the source is an edited book), journal volume and issue numbers, and page range, or website details. This information will enable you to access the source quickly when you are ready. It often happens that you end up using some information you recall from a source you were not planning to use. Having the bibliographic information at hand can be a life-saver for late-stage additions to your essay.

### **Reading to Extract Main Ideas (to summarize)**

You might read an essay in order to write a formal summary, or precis. In this case, you identify the important points, perhaps by underlining them, after you have thoroughly read the text, as you will not know which are the main and which the sub-points until you have completed your first reading. This practice applies to other reading purposes too: do the underlining in a later reading - after you have become familiar with the entire contents of the essay, its purpose, its tone, and so on.

### **Reading to Use the Text as a Secondary Source in Your Essay (to synthesize )**

After you have explored to determine the best sources, you need to flesh out the general areas of each article that you identified as potentially useful. Thus, you must now read closely, take careful notes, and think of how each point relates to your thesis. How much you annotate depends on the importance of the source, so your initial task is to attempt to answer this question. After scanning the entire essay, you might decide that only one section directly pertains to your topic. You may then wish to summarize this section to use in your essay. If a phrase or sentence is particularly significant or expressed in a memorable way, you can record its wording exactly for future use. Make sure that you record the page numbers of every potential source whether you are quoting directly, summarizing, or making a brief reference.

## **Reading to Analyze**

Although simply responding to a work may or may not be an assignment at the university level, rhetorical analyses are common because they reveal how an essay is put together, making them useful as models for your own writing. In an analysis you are concerned with breaking down the text to determine the author's premises, to test the validity of the claims and conclusion, and to examine the author's methods and strategies. Thus, your interaction with the text will involve such activities as identifying and evaluating; it will involve critical thinking and objective analysis. Of course, there are other reasons for reading: to write a review of a book or film, to prepare an informational or evaluative report, to compare and contrast two essays, to study for an exam, to see whether an essay topic interests you, for pure pleasure, and many more. Asking "How am I going to use the text?" before you begin can orient you appropriately and help you select the most useful strategies of those discussed below.

## **Scanning**

Scanning is a form of selective reading. In a general scan, you read to get the gist of a text. You read efficiently, keeping an eye out for content markers, such as headings and places in which the author summarizes material (this summary could include tables, graphs, and other visual representations used to condense textual explanation). You try to identify main ideas in the essay by locating topic sentences within major paragraphs; topic sentences are often, but not always, the first sentence of the paragraph. Thesis statements, plans, or hypotheses are found in academic essays at the end of the introductory section. You proceed to skim, skipping detail such as examples. General scanning is a good way to start reading a text since it gives you an overview of content. From a general scan, you might then move on to another selective reading method. In a specific scan, or targeted scan, you look for specific content, for words and phrases related to your topic. If you are looking for information in a book, you are likely able to locate it by referring to the subject index (or author index) found at the back of the book after any appendices or bibliographies. These indexes may give you many page references, so you may have to scan several pages to access the information you seek. If your source is a journal article

involving original research, you may not need to target scan the whole article—only the appropriate sections. But if your potential source is a journal article that is not divided into formal sections, you may have to scan the entire text. If you are accessing a text online, however, you can use your browser's Find function to locate significant words or phrases.

### **Focused Reading**

Because focused reading is time-consuming, it is best to scan a text beforehand to find the most relevant portions, which you then read in detail. University-level reading across the disciplines often involves both scanning and focused reading. As the term focused reading implies, you read the text closely line by line and word by word. You may want to analyze the text's rhetorical strategies, tone, or stylistic elements. You may want to subject it to a critical analysis by testing the author's premises or questioning the conclusions he or she draws from the evidence, or you may simply want to determine the main ideas.

### **Dividing the Whole**

Information is more easily grasped if it is separated into logical divisions. Experiments may be divided into formal sections, each labelled according to convention; formal reports also use standardized headings. Such predictable categories tell you where specific information can be found; for example, in the "Methods" section, the writer describes how the study was set up, the number of participants, how they were chosen, what measurements were applied, and similar details. If you are interested in whether the author proved a hypothesis, you would read the abstract or the introduction and then read the "Discussion" section.

### **Reading Paragraphs: Locating Main Ideas**

Scanning paragraphs for important information is not a mechanical process. The paragraphs in much academic writing may be long and detailed; sentences may also be long and complex. Furthermore, in academic or journalistic prose, the topic sentence is not always the first sentence of the paragraph. A topic sentence states the main idea of the paragraph, which can be

developed by examples or analysis throughout the rest of the paragraph. Although it is less common in academic writing, a writer may build toward the central idea, in which case the topic sentence may be a middle or even the last sentence in the paragraph. The function of the topic sentence is partly structural - providing a foundation for the paragraph; this anchoring can occur in different places in the paragraph.

The following paragraphs illustrate different methods of paragraph construction. In the first, the opening sentence announces the paragraph's main idea, that Canadians have much to be proud of but are often unaware of their heroes; it is the topic sentence, which is developed through examples .

This paragraph can be said to have been developed deductively: the topic sentence makes a general statement after which more specific statements are used for support:

Canadians have lots to celebrate, aside from hockey and Medicare, though we tend not to celebrate very loudly. How many Canadians even know that Nancy Huston, a Calgarian by origin but writing in French, won France's prestigious Prix Femina, or that Canadian composer Howard Shore has won three Oscars, three Golden Globes and four Grammys for his film scores?.

– Toope, "Of hockey , Medicare and Canadian dreams": page 224 in Part III: The Reader.

### **Evaluate general reading strategies**

Sooner or later readers find themselves grappling with the elements of the sentence words, phrases, and clauses. When you look more closely at a text, you may be confronted with problems in any of the three areas listed below, but the last two typically present most of the challenges for student readers:

1. The relationships among words and the other syntactical units in a sentence, phrases and

clauses (grammar and sentence structure).

2. The author 's stylistic and linguistic choices.

3. Word meanings (vocabulary).

## **Grammar and Sentence Structure**

Knowing the meaning of words is not going to help with comprehension unless you are familiar with the conventions that govern the arrangement of these words in a sentence - that determine the order of words and other relationships among the syntactical units in a sentence. Fortunately, most English speakers entering university have been practicing these conventions for years, albeit unconsciously, in their daily speech and writing.

## **Connotations and Denotations**

All readers need to know how a writer is using words before they can make assumptions about meaning. Individual words carry connotations, or implications, beyond those of their dictionary meanings, or denotations. Paying careful attention to context - the surrounding words-can help you determine a word's connotation and help you figure out its meaning. Sometimes dictionaries suggest a word's connotations, although often, when you look up a word in a dictionary, you find one or more of its common definitions and have to look at the passage itself to know exactly how it is being used (its connotation). Dictionaries are often not the "final word" on meaning but necessary starting places.

A word can acquire different connotations through its use over time or by a specific group. In some cases, positive or negative values have become associated with the word. Many common words have several connotations. Consider, for example, the implications of the words slender, slim, lean, thin, skinny, underweight, scrawny, and emaciated, which suggest a progression from positive (graceful, athletic...) to negative ( ... weak, sickly). Sometimes only context will make a

word's connotation clear.

## **Linguistic Resources**

Writers may indirectly signal their intended meaning to their readers, and if readers fail to pick up the signals, they will fail to "read" the work correctly. Thus, reading an essay might involve more than figuring out contextual clues: it might involve asking questions like, what response is the author looking for from me? Does the author want me to read literally, or does the surface level of the words hide another meaning? Although these kinds of questions relate to the author's purpose, their answers are inevitably embedded in the language of the text. Therefore, the author's use of language is the place to find answers.

## **Word Meanings**

Dictionaries are an indispensable part of the writing life whether you are a professional writer or a student writer. They are also an essential part of the reading life. But while a good dictionary is part of the key to understanding challenging texts, it is not the only one - sometimes it is not even the best one. This is because the texts you read at the post-secondary level may be more challenging than what you are used to. To look up every unclear word would require too much time; as well, if you interrupt your reading too often, it will be hard to maintain continuity, reducing your understanding. Thankfully, you do not need to know the precise meaning of every word you read; you need to know the exact meanings of the most important words but only approximate meanings for many of the others.

## **Context Clues**

Important nouns, verbs, adjectives, and adverbs are also often revealed through context-the words around them. Writers may define difficult words or may use synonyms or rephrasing to make their meanings easy to grasp; such strategies are used if the author thinks the typical reader may not know them. On the other hand, authors may use an unfamiliar word in such a

way that the meanings of the surrounding words clarify the meaning and connotation of the unfamiliar word.

## **Family Resemblances**

If context does not help you determine a word's meaning, you can look for resemblances, recalling words that look similar and whose meanings you know. A "family" of words may arise from the same Latin or Greek root. (Most English words of more than one syllable are derived from Latin; others come from Greek.) Thus, you may be able to infer the meaning of a new word by recalling a known word with the same word element. For example, you can easily see a family resemblance between the word meritocracy and the familiar word merit. You can take this a step further by looking at the second element and recalling that meritocracy and democracy contain a common element. In a democracy, the people determine who will govern them. In a meritocracy, then, merit determines who governs.

## **Specialized Language**

The strategies discussed above for understanding unfamiliar words apply to all kinds of writing. However, the academic disciplines have their own specialized vocabularies that scholars use to communicate with each other. This language is known as jargon, and even the jargon of two subdisciplines, such as plant sciences and zoo logy, can vary. When you take undergraduate courses in a discipline, you begin to acquire this specialized vocabulary, which has developed along with the discipline itself. To acquire knowledge about a subject is to simultaneously acquire its language, in addition to the other conventions of the discipline.

## TOPIC 2: THE ELEMENTS OF ACADEMIC WRITING

There are millions of academic books and articles out there. No one could possibly read them all. There are, however, only about fifteen or so kinds of information that appear in an academic book or article. In our course, we will introduce and discuss each element as we go. Some of the terms below may be confusing at first, but it will be helpful to have a glossary for the elements of academic writing.

- Text: The thing being interpreted—the object, event, topic, or phenomenon being discussed, even if it's not a book.
- Author: The person interpreting the text.
- Question/Problem: Why the text needs interpretation.
- Method: How the text is being interpreted.
- Thesis/Argument: The central interpretation of the text.
- Stakes/Implications: Why the argument matters.
- Terminology: Key concepts in the argument.
- Assertion: A point in the body of an essay that has not yet been substantiated with evidence. All the assertions should logically produce the argument
- Evidence: The information—facts, examples, quotations, details, experiments, data, statistics—presented in support of an assertion. There are three kinds of evidence—textual, historical, and citational—and evidence always receives analysis.
- Textual Evidence: Facts, examples, details, quotes, etc. drawn from the text, often followed by analysis.
- Historical Evidence: Facts, examples, details, quotes, etc. from outside the text; context that influenced or helps explain the text, often followed by analysis.
- Scholarly Evidence: Scholars cited to help deliver an argument. There are three kinds of Scholarly Evidence: critical, historical, and theoretical.
- Critical Scholarship: A scholar who has interpreted the same text as the author, often

marshaled to support analysis or argument, or used as a counter that the author responds to. Historical Scholarship: A scholar who has interpreted the historical evidence relevant to a text, usually cited to help contextualize evidence accurately.

- Theoretical Scholarship: A scholar whose ideas (often abstract or philosophical) help an author deliver an argument, even though that scholar doesn't directly discuss the text or context in question.
- Citation: References to the sources of evidence.
- Analysis: The interpretation of evidence, whether it's textual, historical, or scholarly.

Counter/Response:

- Alternate evidence, analysis, or argument (real or imagined) that an author must account for to be fully persuasive.

## **Pre-writing Techniques**

Freewriting utilizes your associations with something. To freewrite, begin with a blank piece of paper or a blank screen and start recording your associations with a subject. Do not stop to reflect on your next thought or polish your writing: simply write continuously for a predetermined time-such as five or ten minutes.

In brainstorming, which can be done either collaboratively or individually, you list your associations with a topic, writing down words and phrases until you feel you have covered the topic thoroughly. Although you do not intentionally look for connections when you generate your list, you can later look back to explore possible connections between the items.

Clustering is a spatial technique that generates associations and seeks connections among them. You begin by writing a word or phrase in the middle of a blank page and circling it. As associations occur to you, you write them down and circle them, connecting them by a line to the word/phrase that gave rise to the association. As you continue this process beyond the first layer of connections, you will develop larger clusters in some places than in others. The well-

developed clusters may suggest the most promising ways to develop your topic. Whatever method you use, the thesis statement you come up with should reflect your purpose in writing. For example, if you were writing a personal essay on dance as part of your application to a performing arts program, it would be very different from what you would write for a research essay.

## **Composing**

Making the commitment to the first draft is difficult for many people—students and non-students alike. It is important to realize that a first draft is inevitably "drafty"—in need of revising. But this should not hold you back from fully recording your thoughts—imperfectly expressed as they may be. When you compose an essay, you draft the introduction, middle paragraphs, and conclusion. Techniques and strategies for these tasks are described in detail in *The Structure of the Essay* (below).

## **Revising**

Although in composing the first "rough" drafts your focus is on getting ideas down, during the revision stage you should not expect to be simply dotting i's and crossing t's. The word revise means to "see again." First, you should take a hard, objective look at your essay's purpose and audience, its structure, support, and clarity. Review these areas as if you are seeing them for the first time. Waiting at least several hours after you have completed a rough draft before revising is sensible. Ask the kinds of questions you originally asked when you were creating an outline and see if you are satisfied with the results. Next, check for grammatical correctness and concision. Then, it will be time to dot the i's and cross the t's—checking for spelling errors and typos and ensuring that the essay conforms to the required format. The importance of these end-stage activities cannot be underestimated, although they sometimes are. After all, when you have finished the rough draft, the paper looks physically complete. But try to see your essay through the eyes of your instructor. What often strikes a reader first are the very things you may have glossed over as your deadline approached: grammatical errors, lack of coherence, faulty word

choice, wordiness, typos, and mechanical errors that are simple to fix. Though nothing will replace careful attention to every detail, here is a checklist that will help you "re-see" your essay.

## Evaluate use of logic and structure in texts

### Content and Structure

- Is the essay's purpose clear from the introduction?
- Is it consistent throughout the essay?
- Is it written for a specific audience
- What would show a reader this (for example, level of language, voice or tone, kinds of evidence, citations)?
- Is the thesis statement consistent with the focus of the essay and its main points? If not, consider adjusting the thesis so that it is.
- Are all paragraphs adequately developed and focused on one main idea?
- Are any paragraphs noticeably shorter or longer than others? If so, can you effectively combine short paragraphs or break up longer ones?
- Have different kinds of evidence been used for support? Does any part of the essay seem less well supported than other parts?
- Would an example, illustration, or analogy make an abstract point more concrete or a general point more specific?
- Could a reader misunderstand any point? If so, would this be due to the way it is expressed? If your draft has been commented on/edited by a peer, pay particular attention to passages noted as unclear. If one reader has difficulties in comprehension, others will too.

### Grammar and Style

- Are there sentence fragments (i.e., "sentences" missing a subject or predicate) , run-on

sentences (two "sentences," or independent clauses, with no punctuation between them), or comma splices (two "sentences" separated only by a comma)?

- Is punctuation used correctly? For example, are commas used (1) to separate independent clauses with a coordinating conjunction (and, or, but, for, nor, yet, so) and to separate an introductory word, phrase, or clause from a following independent clause; (2) to separate items in a list or series; (3) to separate non-essential information from essential information? Are semicolons and colons used correctly? Are dashes and parentheses used correctly and sparingly (dashes for emphasis, parentheses for asides)?
- Are apostrophes used correctly to indicate possession and similar relationships in nouns and indefinite pronouns (e.g., the book's author-one book; the books' authors-more than one book; anyone's opinion-indefinite pronoun)?
- Do verbs agree in number with their subjects and pronouns with their antecedents (the noun they replace)? • Is the relationship between a noun and its antecedent clear (i.e., every pronoun should refer back to a specific noun)?
- Has the principle of pronoun consistency been maintained (i.e., pro nouns should not arbitrarily change from third person [he/she, they/them] to first or second person [I/me, we/us, you])?
- Is parallelism present in sentences with elements that must be parallel (lists, compounds, correlative conjunctions, and comparisons)?
- Are there any misplaced or dangling modifiers, confusing sentence meaning?
- Are you satisfied that every word you have used is the best word and expresses precisely what you want to say? Is the level of language appropriate and have you avoided contractions and slang?
- Have you avoided repetition? Have you managed to eliminate unnecessary words and phrases?

## **Mechanics**

- Have all outside references been cited correctly? Have you used the documentation style favored by your instructor or by your discipline?
- Have you met word count, essay/page format, and other specific requirements?
- Have you proofread the essay at least twice (once for content and flow, once for minor errors such as typos- breaking each word into syllables and reading syllabically throughout is the best way to catch minor errors)?

## **The Structure of the Essay**

Most essays are divided into an introduction, middle or body paragraphs, and a conclusion. Each part contributes in a different way to the essay. In this section you will learn techniques and strategies for drafting each part.

## **Writing Introductions**

The introduction is more than just a starting place. Its primary function is to inform the reader about the essay's purpose, topic, and approach to the topic (usually through the thesis statement); it may include the essay's main points. As well, the introduction may indicate the primary organizational pattern for the essay. In all these ways, the introduction previews what is forthcoming. A good introduction is persuasive: it must sufficiently interest the reader, encouraging him or her to read on, perhaps by conveying the importance of the topic. The introduction not only introduces the essay but also introduces its writer; therefore, you must come across as credible and reliable.

## **Creating Reader Interest**

Readers need to be convinced at the outset that your essay is worth reading. The most traditional way to generate interest and persuade your reader of the topic's importance is to use

a logical opening: to begin with a universal statement that becomes more specific and ends with the most specific claim, the thesis itself; this method is called the inverted triangle method. One risk in this approach is that in making the first sentence too broad or familiar, it fails to interest the reader. Therefore, student writers are often encouraged to use a dramatic opening. Examples of dramatic openings include the use of personal experience, description, or narration, or asking a pertinent question that intrigues the reader. An opening could also make an emotional appeal; however, use these appeals cautiously because you cannot always assume that a typical reader will respond in the way you wish. The following examples illustrate two different ways of attracting reader interest. Note that, in both cases, the last sentence is the thesis statement.

### **Writing Middle Paragraphs**

The structure of middle paragraphs is often said to mirror that of the essay itself: the paragraph begins with a generalization that is supported by the sentences that follow. In its structure and function, the essay's thesis statement is equivalent to the topic sentence of a paragraph, which announces the main idea (topic) of that paragraph. This analogy is useful because it stresses the importance of a predictable order for both essays and paragraphs. But not all paragraphs are constructed this way. When a writer uses a topic sentence to announce the central idea, the rest of the paragraph provides support, such as examples, reasons, statistical data, or other kinds of evidence.

### **Writing Strong Paragraphs**

Effective paragraphs are unified, coherent, and well-developed. A unified paragraph focuses on only one main idea; when you move to another main idea, you begin a new paragraph. If, however, a paragraph is long, you should consider dividing it into two paragraphs even if each contains the same idea. Look for the most logical place to make the division. For example, you could divide the paragraph where you begin an important sub-point. A coherent paragraph is

easy to follow. Coherent paragraphs are both clear and carefully arranged to place the emphasis where you want it to be. Compositional theorists use the term reader-based prose to suggest a focus on the concerns of the reader. In reader-based prose, the writer carefully designs the paragraph for a specific audience by using understandable and well-organized prose, stressing what is most important and omitting what is irrelevant, and clarifying the relationships among the points and sub-points. Coherence can be achieved by considering the following points.

### **Strategies for Coherent Writing**

1. Logical sentence order: In logical sentence order, one sentence follows naturally from the preceding one, and there are no sentences out of order or off-topic. (An off-topic sentence would not result in a unified paragraph). There are no gaps in thought that the reader has to fill.
2. Organizational patterns: You can order the paragraph according to specific patterns (see Rhetorical Patterns and Paragraph Development, below).
3. Precise language: When you consider what words to use, remember that it is not always a case of the right word versus the wrong word. Always choose the best word for the given context. Whenever you use a word that is not part of your everyday vocabulary, you should confirm its meaning by looking it up in a dictionary.
4. Appropriate adverbial transitions: Transitional words and phrases enable you to convey precise relationships between one idea and the next.
5. Selective rephrasing and reiteration: Knowing the knowledge level of your audience will determine whether and when you should rephrase in order to clarify difficult concepts.
6. Repetition of keywords/phrases or the use of synonyms: Repetition can be used to emphasize important ideas. Of course, needless repetition should always be avoided.
7. Parallel/balanced structures: Employing parallel/ balanced structures creates coherence, in part, through the use of familiar syntactic patterns . Writers and politicians alike know the virtue of balanced structures: they are pleasing to the audience and often

easy to recall.

## TOPIC 3: ASSIGNMENT PREPARATIONS

When you start work on an assignment it is important to think about the structure of what you need to write and your time management strategy. One of the first things you need to know is:

- What kind of assignment is this (e.g. essay, report, project)?

This information will be in the assignment brief, that is to say the information that tells you what you need to do. When you first look at your assignment brief there will almost certainly be a clue in the instructions about exactly what kind of writing you have to produce. For example, there might be a sentence that begins 'write an essay' or 'prepare a report' or 'produce a reflective account of'. Sometimes, though, the wording is less clear and will use a more academic term. For example, you might be asked to write an evaluation, an analysis or a critical review of something. In many cases the assignment brief will give advice on the format to use, so make sure you follow it closely. If there is no guidance it is better to follow the generic structures of either the essay or the report, depending upon which you think is more suitable for the assignment you have been given.

Other things that you need to know are:

- How many marks is this assignment worth?
- When is the deadline?
- How does it fit into what I am learning on this course?
- How much do I know about the subject?

### **Assessment criteria**

It is important to find out right at the beginning how a piece of work will be marked, to help you do the work as well as possible and guide you in the areas you need to concentrate on. For example, if some of the marks are for including references and you do not give any you are likely

to be marked down.

As well as subject-specific criteria, here are some areas that might be included in any mark scheme:

- appendices
- grammar
- layout
- references
- spelling
- style
- word length. It is also worth asking yourself how many marks you want for this assignment. Do you want really high marks or are you happy just to pass? This will help you decide on how much time and effort you need to put in.

## Research

Any assignment will call for some research before you can begin to write. This part of the preparation often consists of filling in certain gaps.

The research you do could be:

- using your existing notes
- making new notes
- using outside sources
- carrying out primary research.

They will all need to have time allocated to them, either for any reading and notetaking you will need to do or for any primary research. Using your existing notes Look through the notes you have on the subject of the assignment, either from your own reading or from lectures and seminars. They will be useful in helping you plan what you are going to say. Make sure they are in good order and that you can understand them. If you find any problems with them, you might

have to make new notes or at least tidy up your existing ones.

**Making new notes** If you want to do a good assignment and get as many marks as you can. You will need to make new notes on the subject you are going to write about. Ways that you can do this include:

- taking apart the assignment title and making notes on the different aspects you find in it
  - working through additional material suggested on your reading list and making notes from that
  - following up specific chapters you have been advised to read and making notes from them
  - making notes from any other sources you use as part of your research. You might also have missed a key lecture, in which case you need to find relevant handouts, either from a fellow student or from your lecturers. Whatever it is, make sure that you know where to go to get the information and that you build in time for this aspect of your preparation. Using outside sources
- Does the assignment brief give you any advice on which sources to use? Does it state a particular number of sources you should use? What types of sources are advised (internet, books, journals, etc.)? Carrying out primary research You might be told that you have to do some primary research as part of the assignment. For example, you may have to collect data through questionnaires or interview, or you may be asked to research an organization for a case study. The process of gathering, collating and analysing the data takes time and must be built into your planning.

You need to be clear about exactly what kinds of resources you need to use for each assignment. They may be:

- books
- journals
- the internet
- companies or other organizations
- published research

- existing studies
- other sources.

### **Why do you need to do any research?**

Research is an important activity in any study and helps develop your learning and knowledge of your subject. Whatever type of writing you have to do as part of that study (essay, report, case study, etc.), there is an expectation that what you create has not come entirely from ideas in your head. Sources that you bring in can be used in many ways: for example to provide background information, to support your arguments, as evidence or to give a fuller explanation. If used properly they will improve the quality of your work, showing that you are aware of the wider context you are writing in and that you understand the depth and complexity of academic study.

### **What research do you need to do?**

It may be that you know quite a bit about the subject of the assignment already – perhaps it is something you are very interested in or have studied before. However you will need to find and use additional sources to any existing material you have.

### **Sources**

There are usually three main source areas for any assignment:

1. material you already have
2. libraries (for traditional sources)
3. online (for electronic sources).

### **Material you already have**

This could, for example, be:

- lecture, tutorial or master videos
- notes from textbooks and study guides

Check how useful the material will be for your assignment. Notes will help provide a broad

understanding of the topic you are going to write about but are unlikely to be in sufficient detail. Libraries Your assignment brief may recommend material to use for your research in addition to your textbooks and recommended books on your reading lists. These are unlikely to be sufficient and you will almost certainly need to look further afield. Start with your university library catalogue, using the classification numbers for the subject(s) you are researching or to look for work by particular authors. Printed copies of journals are another important source to use, although it is often more convenient to search for journal articles online. Online resources While computers mean you can access an enormous amount of material at speed and with ease that facility can at times seem overwhelming.

There is a place for printed material in any research you do, from the textbook that gives a comprehensive overview of your subject to the useful book you come across by chance when browsing the subject shelves in your university library. You can work backwards and forwards in a book, marking pages with a bookmark or adhesive note in a way that is not possible with an electronic source. Many books and textbooks are now of course also available as e-books, allowing you to search the text for specific information. However access to them is restricted in various ways (e.g. the time you are allowed to browse the book or the number of pages you can copy). Journals should be of major importance in your research. They can provide up-to-date articles on a specific aspect of the subject you are writing about. A peer-reviewed journal means the article will have been written by someone who knows about the subject and is then put through a quality vetting process by other experts in the field. Both journals and newspapers can be searched easily through electronic databases. If you find a good article it is certainly much faster and easier to access it online than to have to borrow and photocopy it from your library

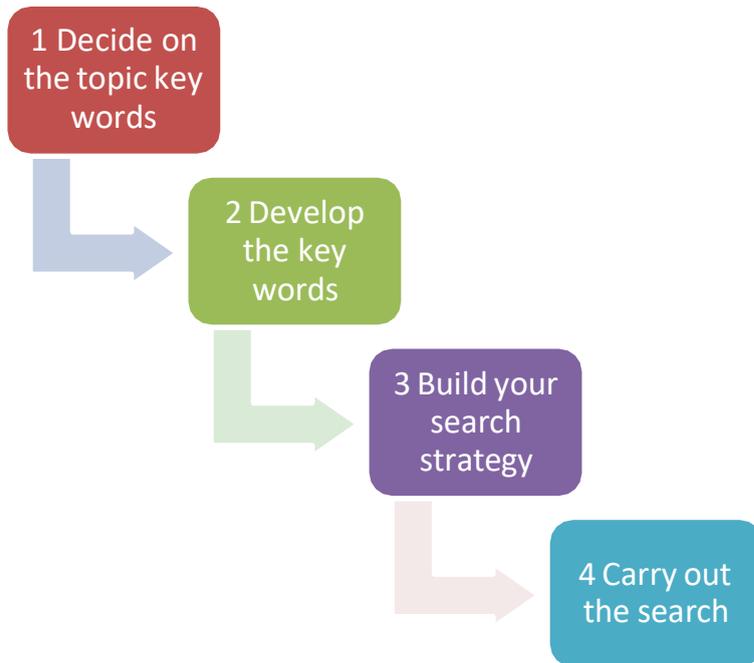
### **Primary vs. secondary sources**

Sometimes an assignment will specify whether you should use either primary or secondary sources, or may ask you to use both. If the information you find out about your topic comes from the writings of other people this is a secondary source (e.g. what historians have written about

the Industrial Revolution). If the information is from someone who lived in that time (e.g. the diary of a factory owner) this is a primary source. Electronic sources One of the biggest problems in being able to access so much information through computers is deciding which sources are reliable and useful and which can be ignored. Search engines such as Google or online encyclopedias such as Wikipedia can be useful at the very beginning of your research in pointing you towards sources and helping you decide the parameters of the subject you are writing about. Google Scholar will help you find academic, peer-referenced journals. However you cannot rely on these sources alone for your research, they will not be comprehensive enough and many sources will lack authenticity. You may find that they will be discounted as credible sources if you include them in your references, so you need to check your institution or department's policy on this. You also need to ensure that any sources you use are correctly and fully referenced.

### **Keyword searches**

Keywords are those words in a title that tell you what the concepts or ideas are. They help you focus your thinking. Once decided, you can use them to carry out keyword searches (usually only electronically). If you do them in a structured way you will maximise the quality of your results. The flow chart below shows the steps to go through:



## Use of AI in writing

Generative AI is an artificial intelligence tool that allows users to ask it questions or make requests and receive quick written responses. It uses Large Language Models (LLMs) to analyze vast amounts of textual data to determine patterns in words and phrases. Detecting patterns allows LLMs to predict what words may follow other words and to transform the content of its corpus (the textual data) into new sentences that respond to the questions or requests. Using complex neural network models, LLMs generate writing that mimics human intelligence and varied writing styles.

The textual data used to train the LLM has been scraped from the internet, though it is unclear exactly which sources have been included in the corpus for each AI tool. As you can imagine, the internet has a vast array of content of variable quality and utility, and generative AI does not distinguish between accurate/inaccurate or biased/unbiased information. It can also recombine accurate source information in ways that generate inaccurate statements, so it's important to be discerning when you

use these tools and to carefully digest what's generated for you. That said, the AI tools may spark ideas, save you time, offer models, and help you improve your writing skills. Just plan to bring your critical thinking skills to bear as you begin to experiment with and explore AI tools.

As you explore the world of generative AI tools, note that there are both free and paid versions. Some require you to create an account, while others don't. Whatever tools you experiment with, take the time to read the terms before you proceed, especially the terms about how they will use your personal data and prompt history.

## **Potential uses**

### **Brainstorming/exploring the instructor's prompt**

Generative AI can help spark ideas or categories for brainstorming. You could try taking key words from your topic and asking questions about these ideas or concepts. As you narrow in on a topic, you can ask more specific or in-depth questions.

Based on the answers that you get from the AI tool, you may identify some topics, ideas, or areas you are interested in researching further. At this point, you can start exploring credible academic sources, visit your instructor's office hours to discuss topic directions, meet with a research librarian for search strategies, etc.

### **Generating outlines**

AI tools can generate outlines of writing project timelines, slide presentations, and a variety of writing tasks. You can revise the prompt to generate several versions of the outlines that include, exclude, and prioritize different information. Analyze the output to spark your own thinking about how you'd like to structure the draft you're working on.

### **Models of genres or types of writing**

If you are uncertain how to approach a new format or type of writing, an AI tool may quickly generate an example that may inform how you develop your draft. For example, you may never have written—a literature review, a cover letter for an internship, or an abstract for a research project. With good prompting, an AI tool may show you what type of written product you are aiming to develop, including typical components of that genre and examples. You can analyze the output for the sequence of information to help you get a sense of the structure of that genre, but be cautious about relying on the actual information (see pitfalls below). You can use what you learn about the structures to develop drafts with your own content.

## **Summarizing longer texts**

You can put longer texts into the AI tool and ask for a summary of the key points. You can use the summary as a guide to orient you to the text. After reading the summary, you can read the full text to analyze how the author has shaped the argument, to get the important details, and to capture important points that the tool may have omitted from the summary.

## **Editing/refining**

AI tools can help you improve your text at the sentence level. While sometimes simplistic, AI-generated text is generally free of grammatical errors. You can insert text you have written into an AI tool and ask it to check for grammatical errors or offer sentence level improvements. If this draft will be turned into your instructor, be sure to check your instructor's policies on using AI for coursework.

As an extension of editing and revising, you may be curious about what AI can tell you about your own writing. For example, after asking AI tools to fix grammatical and punctuation errors in your text, compare your original and the AI edited version side-by-side. What do you notice about the changes that were made? Can you identify patterns in these changes? Do you agree with the changes that were made? Did AI make your writing more clear? Did it remove your unique voice? Writing is always a series of choices you make. Just because AI suggests a change, doesn't mean you need to make it, but understanding why it was suggested may help you take a different perspective on your writing.

## **Translation**

You can prompt generative AI tools to translate text or audio into different languages for you. But similar to tools like Google Translate, these translations are not considered completely "fluent." Generative AI can struggle with things like idiomatic phrases, context, and degree of formality.

## **Transactional communication**

Academic writing can often involve transactional communication—messages that move the writing project forward. AI tools can quickly generate drafts of polite emails to professors or classmates, meeting agendas, project timelines, event promotions, etc. Review each of the results and refine them appropriately for your audiences and purposes.

## **Potential pitfalls**

### **Information may be false**

AI tools derive their responses by reassembling language in their data sets, most of which has been culled from the internet. As you learned long ago, not everything you read on the internet is true, so it

follows that not everything culled and reassembled from the internet is true either. Beware of clearly written, but factually inaccurate or misleading responses from AI tools. Additionally, while they can appear to be “thinking,” they are literally assembling language—without human intelligence. They can produce information that seems plausible, but is in fact partly or entirely fabricated or fictional. The tendency for AI tools to invent information is sometimes referred to as “hallucinating.”

### **Citations and quotes may be invented**

AI responses may include citations (especially if you prompt them to do so), but beware. While the citations may seem reasonable and look correctly formatted, they may, in fact, not exist or be incorrect. For example, the tools may invent an author, produce a book title that doesn’t exist or incorrectly attribute language to an author who didn’t write the quote or wrote something quite different. Your instructors are conversant in the fields you are writing about and may readily identify these errors. Generative AI tools are not authoritative sources.

### **Responses may contain biases**

Again, AI tools are drawing from vast swaths of language from their data sets—and everything and anything has been said there. Accordingly, the tools mimic and repeat distortions in ideas on any topic in which bias easily enters in. Consider and look for biases in responses generated by AI tools.

### **You risk violating academic integrity standards**

When you prompt an AI tool, you may often receive a coherent, well written—and sometimes tempting—response. Unless you have received explicit, written guidance from an instructor on use of AI generated text, do not assume it is okay to copy and paste or paraphrase that language into your text—maybe at all. See your instructor’s syllabus and consult with them about how they authorize the use of AI tools and how they expect you to include citations for any content generated by the tool. The AI tools should help you to think and write, not think or write for you. You may find yourself violating the honor code if you are not thoughtful or careful in your use of any AI generated material.

### **The tools consume personal or private information (text or images)**

Do not input anything you prefer not to have widely shared into an AI generator. The tools take whatever you put in to a prompt and incorporate it into its systems for others to use.

### **Your ideas may be changed unacceptably**

When asked to paraphrase or polish a piece of writing, the tools can change the meaning. Be discerning and thorough in reviewing any generated responses to ensure the meaning captures and aligns with your own understanding.

## TOPIC 4: REFERENCING

### Plagiarism

Plagiarism is the reproduction of somebody else's work or ideas, presenting it as your own without giving recognition to that person. This represents academic or intellectual theft. When you write a sentence in your academic report or writing, without a reference or quoting it in inverted commas, it implies that it is your own work or idea. However, if this is not the case, you have committed plagiarism – a very serious transgression in academic circles. Even when you translate a sentence or part of another author's work, or if you describe it in your own words (paraphrase), you still have to give credit to that author through an in-text reference and entry in the **reference list for that source**.

Plagiarism can be prevented by using precise textual references and entries in your reference list.

Academic report writing therefore requires that all consulted sources must be indicated in the text and that complete details must be given in the reference list.

#### **Purpose of textual references and reference list**

- It gives recognition to the original author whose ideas or facts have been used.
- The author provides proof of the source of information used.
- References to the sources prove the comprehensiveness of the research.
- References to recognised sources lend authority to the author's views.
- References prove the origin of the author's views.
- The reference list can be used by the reader to verify the correct interpretation of and reference to a source.
- The reference list serves as an additional source of information that can be consulted for more information on the subject.

#### TEXT REFERENCES

A text reference consists of the author's surname, the date and page number(s) where the information referred to was found.

Exception: An article found on a web page which is in HTML-format, does not have page numbers. In such a case the text reference will only have the author's surname and the date.

Always make a corresponding entry in the reference list which contains all the information about the source in order to locate the source easily. Refer to chapter 4 of this guide for more information about the reference list.

Text references can be made in either one of two ways: As part of the sentence:

According to Healy (2011:17) patients need to know that they can trust and rely on health care practitioners to take care of their problems.

At the end of the sentence:

Patients need to know that they can trust and rely on health care practitioners to take care of their problems (Healy, 2011:17).

Example of in-text reference to an internet source:

South Sudan has been facing severe food deficits for many years due to a decrease in local food production which resulted in poor food stocks from previous harvests and high prices for staple food (FAO, 2018).

## Authors

The author is the person responsible for the intellectual content of a source. An author can also be an institution or organisation, for example in the case of a yearbook of a university or a report by a government department.

### One author

In the text, give the author's surname, date of publication and page number.

**Text:**

During 2016, mathematics clinics were enthusiastically attended by school learners during most school holidays (Mkhize, 2016:18).

**Reference list:**

Mkhize, D. 2016. Fix the pipeline! *Civil Engineering*, 11:17-19.

**Two authors**

Note the difference between the two examples in the text: when the authors are part of the sentence, use and, but when the citation is in brackets at the end of the sentence, use & between the authors.

**Text:**

Semenya and Letsosa (2013:8) contend that witchcraft is a threat to the community.

**OR**

Witchcraft is a threat to the community (Semenya & Letsosa, 2013:8).

**Reference list:**

Semenya, D.K. & Letsosa, R. 2013. Effects and impact of witchcraft on Sotho Reformed churches and the Biblical view of witchcraft. *Verbum et Ecclesia*, 34(1), art. 676. <http://dx.doi.org/10.4102/ve.v34i1.676>

**Three to seven authors**

When a source has three or up to seven authors the first author is mentioned in the text, followed by *et al.* in italics (note the full stop only at the end of *et al.* as it is an abbreviation for *et alii*, meaning *and others*). This is followed by the date and page number. Mention the rest of the authors or contributors in

**Text:**

According to Dikobe *et al.* (2016:185) the mental health of professional nurses is negatively affected when caring for psychiatric patients with dual diagnosis.

**Reference list:**

Dikobe, J., Manyedi, E.M. & Sehularo, L.A. 2016. Experiences of professional nurses in caring for psychiatric patients with dual diagnosis. *Africa Journal of Nursing and Midwifery*, 18(1):183-197.

the referencelist.

### More than seven authors

If there are more than seven authors, mention the first author in the text, followed by *et al.* List the first six authors in the reference list, followed by a comma, an ellipsis (three full stops) and then the last authors' surname and initials.

#### **Text:**

According to Monyeki *et al.* (2002:37) overweight in South African adolescents is a big concern and suggests that physical activity programmes in schools are needed to reduce relatively high body fatness and improve cardiorespiratory fitness in these children.

#### **Reference list:**

Monyeki, K.D., Toriola, A.L., De Ridder, J.H., Kemper, H.C.G., Steyn, N.P., Nthangeni, M.E., ... Van Lenthe, F.J. 2002. Stability of somatotypes in 4 to 10 year-old rural South African girls. *Annals of Human Biology*, 29(1):37-49.

Exception: When two different sources by the same first author and year are used and they shorten to the same form in the text, give the second author (or more authors if necessary to ensure distinction) followed by *et al.*

(Schutte, Huisman, Schutte, Van Rooyen, Malan, & Malan, 2007), as well as (Schutte, Huisman, Schutte, Malan, Van Rooyen, Malan, & Schwarz, 2007), will both shorten in the text to Schutte *et al.*, 2007.

Use as follows:

#### **Text:**

.....(Schutte, Huisman, Schutte, Van Rooyen *et al.*, 2007).

.....(Schutte, Huisman, Schutte, Malan *et al.*, 2007).

#### **Reference list:**

Schutte, A.E., Huisman, H., Schutte, R., Malan, L., Van Rooyen, J., Malan, N. & Schwarz, P. 2007. Differences and similarities regarding adiponectin investigated in African and Caucasian women. *European Journal of Endocrinology*, 157(2):181-188.

Schutte, A.E., Huisman, H.W., Schutte, R., Van Rooyen, J.M., Malan, L. & Malan, N.T. 2007. Aging influences the level and functions of fasting plasma ghrelin levels: the POWIRS-study. *Regulatory Peptides*, 139(1-3):65-71.

**More than one reference to the same author(s) in the same year** When using more than one publication by the same author(s) published in the same year, distinguish it by adding a, b or c after the date in the text, as well as in the reference list. Order these entries in the reference list alphabetical according to the titles.

**Text:**

Problems in life like the absent father in a family should be assisted by pastoral theology together with other disciplines such as psychology, sociology, counselling and education (Freeks, 2017a:180).

Because of the dilemma that families experience with the discipline of teenagers it is important that fathers must maintain discipline at home (Freeks, 2017b:6).

**Reference list:**

Freeks, F.E. 2017a. A pastoral-theological view on the fundamental role of the father in variance with contemporary family structures and its adverse challenges for fatherhood: a literature review. *Journal for Christian Scholarship*, 53(3-4):177-192.

Freeks, F.E. 2017b. Responses of adolescents regarding the indispensable role of the Christian father as mentor within the family: a qualitative study. *In die Skriflig / In Luce Verbi*, 51(1), art. 2255. <http://dx.doi.org/10.4102/ids.v51i1.2255>

**Two authors with the same surname in the same year** When referring to two authors with the same surname who published in the same year, the initials of the authors must be used in the text to distinguish between the two.

**Text:**

The foundation of a multi-racial and multi-cultural democracy is, in Mauritius as in South Africa, the promotion and protection of basic human rights (Van der Walt, G., 2010:716).

The question whether South Africa's Constitution survives as a promise of an inclusive and post-apartheid constitutionalism, or dies an early death lies in the hands of two competing retroactive discourses (Van der Walt, J., 2010:103).

**Reference list:**

Van der Walt, G. 2010. The United Nations convention on the rights of the child – has the bridge been crossed between theory and practice: Mauritius and South Africa? *Obiter*, 31(3):715-724.

Van der Walt, J. 2010. Vertical sovereignty, horizontal constitutionalism, subterranean capitalism: a case of competing retroactivities. *South African Journal on Human Rights*, 26(1):102-129.

It can also happen that you refer to two different authors with the same surname and initials who published in the same year. It is then necessary to use the authors' first names in the text reference and the entry in the reference list to distinguish **between the two authors**.

**Text:**

Planning and proper administration are of the utmost importance to make a success of training programmes in an organisation (Meyer, Marjon, 2016:224).

For an organisation to stay in line with the skills development legislation is to appoint a skills development facilitator (Meyer, Marius, 2016:56).

**Reference list:**

Meyer, Marius. 2016. Human resource development legislation.

In: Meyer, Marius, ed. *Managing human resource development: a strategic learning approach*. 5th ed. Durban: LexisNexis. pp. 25-60.

Meyer, Marjon. 2016. Planning and organising training. In: Meyer, Marius, ed. *Managing human resource development: a strategic learning approach*. 5th ed. Durban: LexisNexis. pp. 223-251.

**Anonymous author / No author indicated**

Anonymous information is not very scientific and should be avoided as far as possible. It is normally the case when information from the internet is used or in the case of newspaper articles where the author is unknown.

Try to establish an author – often there is an institution or some kind of organisation involved which can be used as the author. If no author can be identified at all, the abbreviation Anon. (anonymous) is used.

**Text:**

Several innovative musical developments took place at the turn of the sixteenth and seventeenth centuries (Anon., 2009).

**Reference list:**

Anon. 2009. *Chamber music*. <http://www.classicol.com/classical.cfm?music=instrumentInfo&section=ChamberMusic&title=About%20Music>

Date of access: 29 Sep. 2010.

**Organisation as author**

An organisation can also be an author. The organisation's abbreviation or acronym can be used in the text. Begin the entry in the reference list with the abbreviation / acronym, followed by the full name of the organisation in brackets.

**Text:**

The consumer price inflation went up from 4,9% in September 2018 to 5,1% in October 2018 (Stats SA, 2018).

**Reference list:**

Stats SA (Statistics South Africa). 2018. *Consumer price index: October 2018*. (Statistical release P0141). <http://www.statssa.gov.za/publications/P0141/P0141October2018.pdf> Date of access: 22 Nov. 2018.

**Government Department as author****Text:**

It is an urgent need to make sure that every child in South Africa receives quality education (Department of Basic Education, 2019).

**Reference list:**

Department of Basic Education (South Africa). 2019. *Action plan to 2019: towards the realisation of Schooling 2030*. <https://www.education.gov.za/Curriculum/ActionPlanto2019.aspx> Date of access: 3 Jun. 2019.

## Direct quotations

Direct quotations should be used functionally. Do not use quotations in order to avoid difficulties with translation. If the quotation forms part of a comprehensive argument, the punctuation is part of that argument and is placed outside the brackets or inverted commas.

Zimbabwean youths show an interest in farming, but as Makate *et al.* (2018:436) conclude they “fail to make meaningful investments in agriculture”.

Maori researchers’ dissatisfaction with mainstream researchers has led to an increased desire and capacity for “by Maori, for Maori, with Maori research” (Cram *et al.*, 2004:167).

When a sentence between brackets or inverted commas starts with a capital letter, it indicates that this sentence is used independently and therefore requires a full stop inside the bracket or inverted comma. Begin the new sentence with a capital letter after the bracket or inverted comma.

“The narrow focus on language and culture as barriers to uptake of services has not only hindered a wider theoretical understanding of the problems, but also has had the effect of perpetuating ineffective health promotion practice.” (Chiu, 2003:167) Several researchers conducted studies on ...

When a direct quotation is longer than 50 words, indent and justify / block the quotation, without inverted commas. Recommended indentation is 1cm to the left and right margins.

With the emphasis placed globally on human rights the following excerpt of Segone (2006) captures the importance of public policies which should be in place:

Within a human rights approach, evaluation should focus on the most vulnerable populations to determine whether public policies are designed to ensure that all people enjoy their rights as citizens, whether disparities are eliminated and equity enhanced, and whether democratic approaches have been adopted that include everyone in decision-making processes that affect their interests. (p.12)

## Indirect quotations / paraphrasing

When you give an author's ideas in your own words, you have to take care that the spirit and argumentation of the original are retained. Do not use and twist a citation to your own purposes. Also, vary the style of citation in your argument.

Citation at the end of sentence:

It is the responsibility of government to ensure that solid waste is being effectively managed by all sectors of society (Naidoo, 2009:4).

*If the author is an institution, it is preferable to place the text reference at the end of the sentence:*

South Africans generated approximately 108 million tonnes of waste in 2011 (Department of Environmental Affairs, 2012).

Citation where author(s) is part of the sentence:

According to Phetoe (2012:12) the children of people living with HIV are being stigmatised because of their association with their parents.

By comparing the view of Himonga (2017:101) with that of Glazewski and Plit (2015:191), it ...

## Secondary sources

A secondary source is, for example, when an author writes about Freud's view of psychoanalysis without reading Freud's own work. Making use of the work of other authors like Smith, Jones or White who wrote about Freud, asks for a secondary citation. It is, however, possible that these authors interpreted Freud incorrectly, causing you to work unscientifically and unethically. Keep secondary citations therefore to the minimum as it is "second-hand" information.

If you are forced to use secondary information because the primary source is unavailable or written in a foreign language, it can be cited in the text as follow:

**Text:**

According to Freud (cited by Williams, 1996:10), dreams are ...

**Reference list:**

Williams, L. 1996. *Freud's theories about dreams*. London: Batsford.

*Only sources you have handled get an entry in the reference list. In this case it is Williams.*

**Text references to more than one source**

When referring to more than one source when a statement is made, arrange the references alphabetically according to the first author, in the same order they will appear in the reference list. Use a semi-colon after each reference.

The field of inclusive education has been criticized for inadequate theoretical rigour and conceptual clarity (Allan, 2014:512; Black- Hawkins, 2014:449; Waitoller & Artiles, 2013:319; Walton, 2016:7).

## THE REFERENCE LIST

### General principles

- Start the reference list on a new page.
- All sources referred to in the text must be included in one alphabetical list (according to first author).
- Use the term Reference list as heading. A bibliography refers to a more substantial list covering the subject.
- Complete bibliographical information for every source is essential so that the source can be traced easily.
- The language of the source and not that of the document (research paper or thesis), is used in the reference list.
- Do not number entries or use "bullets" in the reference list.
- Use 1.5 spacing and leave a line open between entries or use 18 pt paragraph spacing after each entry.

- The reference list must be left aligned and not justified (“justify” creates block format and this leaves unnecessary open spaces especially when typing internet addresses).
- The titles of published sources are typed in italics. Do not italicise the titles of unpublished material.
- All entries must have a full stop at the end except when a permanent internet link or DOI is at the end of the entry.
- Do not use a full stop after a URL (internet address). The URL must be hyperlinked.

### Alphabetical arrangement

Arrange the entries in alphabetical order according to the first author. Remember the principle of “nothing before something”. A surname such as Le Roux is placed before Leaky. Arrange sources by the same author as follows:

- Chronologically from old to new
- Sources with single author
- Sources with co-authors

Compare the entry for Deci, E.L. in the example reference list in this guide. Arrange works by different authors with the same surname alphabetically according to the first initial. Surnames starting with “Mc” or “Mac”

Mac Lean, W. Mc  
Donald, B.  
McArthur, K.

### Elements of a reference entry

Each entry in the reference list has four elements:

Author(s)

Date of publication

Title and edition

Source

To make it easy to remember, think of the four “W’s”: Who –

Author(s)

When – Date

What – Title

Where – Source or publishing information for books

## Authors

Authors are typed in inverted form, surname first and then initials.

Examples:

Mabaso, T.P.P. Nesselroade, K.P.,

Jr. Saej, S.P.

Van Aarde, M.N.

## Date of publication

Only the most recent date or copyright date must be given. If you cannot determine a date, an approximate date must be given:

2015 or 2016	When one or the other date is correct.
1997?	The probable date.
s.a.	sine anno – without date. When the year is absolutely unknown – use only in highly exceptional cases.

Except for literary or classical works do not mention reprints as the content has not changed.

For literary works it may be informative to give the date of the reprint together with the original date (if available).

Dickens, C. 1892, 1903 printing. *The adventures of Oliver Twist*.

London: Richards.

**Text reference:**

(Dickens, 1892, 1903 printing).

Dates with Roman numerals must be changed to Arabic numerals. See the table below:

Symbol	Value
I	1
V	5
X	10

L	50
C	100
D	500
M	1000

When symbols with lower value are placed before those with higher value, they are subtracted from the higher value. When symbols with lower value are placed after those with higher value, they are added to the higher value. MMIX is therefore 2009 and MMXIX is 2019.

### Title and edition

#### Title

The title of the source is typed in *italics*.

Use the complete wording of the title as it appears on the title page of the publication. Capital letters are used according to the language rules of the specific language. A subtitle is preceded by a colon and starts with a small letter.

Norton, K. 2016. *Singing and wellbeing: ancient wisdom, modern proof*.  
New York, NY: Routledge.

#### **Text reference:**

(Norton, 2016:63-65, 68).

For multi volume books (sets) where each volume has an individual title, give the title as follow:

Donne, J. 2008. The poems of John Donne. Vol. 2, *Religion poems, wedding celebrations, verse epistles to patronesses, commemorations and anniversaries*, edited by R. Robbins. New York: Longman.

#### **Text reference:**

(Donne, edited by Robbins, 2008:103).

When a title is in a foreign language, give the title in that language, followed by the translated title in square brackets [ ].

Mathis, M. & Briand, S. 2019. Le changement climatique, les épidémies et l'importance de la médecine des voyages [Climate change, epidemics and the importance of travel and tropical medicine]. *Revue Médicale Suisse*, 15(649):898-900.

**Text reference:**

(Mathis & Briand, 2019:898).

### Edition (books)

Always mention the edition of a book. The first edition is not mentioned. Use the following example abbreviations:

English	2nd ed. / 3rd ed. / 4th ed.
Afrikaans	2de uitg. / 8ste uitg.
German	2. Aufl.
Dutch	3de dr.

Widmaier, E.P., Raff, H. & Strang, K.T. 2016. *Vander's human physiology: the mechanisms of body function*. 14th ed. New York, NY: McGraw-Hill Education.

**Text reference:**

(Widmaier et al., 2016:168).

### Publishing information (books)

#### Place of publication

Give only the town or city of publication, not the country. If more than one place is mentioned on the book, give the one mentioned first in the language as it appears on the title page. If no place can be traced, use S.I. (sine loco – without place).

Optional: The name of a state in the US may be used in abbreviated form after the city. Be consistent in applying this rule throughout your reference list if you choose to do so. Use the following table:

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

## Publisher

Give the name of the publisher in the shortest possible form. Omit unnecessary words such as “Inc.,” “Co.,” “Publishing” and “Sons”.

If more than one publisher is mentioned, give the one mentioned first.

If no publisher is mentioned, the abbreviation s.n. (sine nomine – without publisher) is used.

If the author and publisher are the same person or institution, the name of the publisher is omitted and only the town or city is given.

Turban, E., Volonino, L. & Wood, G.R. 2015. *Information technology for management: digital strategies for insight, action and sustainable performance*. Hoboken, NJ: Wiley.

**Text reference:**  
(Turban et al., 2015:97).

Abbreviation of the  
US State New Jersey

American Psychological Association. 2010. *Publication manual of the American Psychological Association*. 6th ed. Washington, DC.

**Text reference:**  
(American Psychological Association, 2010:255).

Author is the same as publisher and  
not mentioned again

### Series (optional)

If a book is part of a well-known series, the title and number of the series are placed in brackets at the end of the reference. For certain subject areas, e.g. Theology the series in which a book is published gives authority to the publication.

Wilson, L. 2018. *Proverbs: an introduction and commentary*. Downers Grove, IL: InterVarsity Press. (Tyndale Old Testament commentaries, 17).

**Text reference:**  
(Wilson, 2018:33).

Series title and number

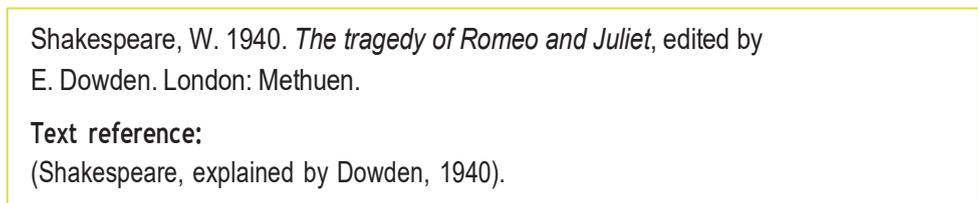
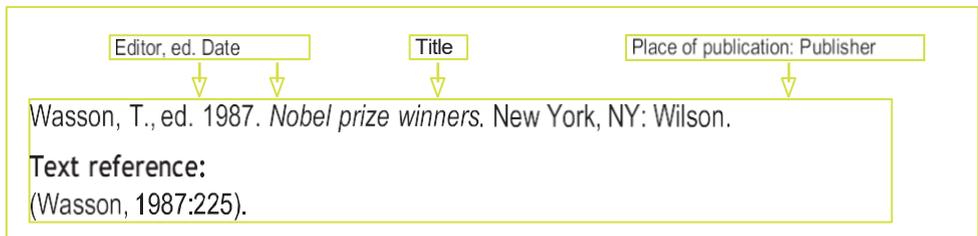
## REFERENCES TO SPECIFIC SOURCES IN THE REFERENCelist

### Books



### Books with editors

Usually books with editors is a collective work where each chapter is written by a different author(s) (see 4.2). In such a case, the author of the chapter should be cited. But there are some kinds of books that have editors that doesn't fall into this category, e.g. some dictionaries, and then the editor is cited in text. In the reference list, use the abbreviations ed. / eds. for editor(s); red. / reds. for "redakteur(s)"; Hrsg. for Herausgeber in the language of the source.



## Translations

Larsson, S. 2008. *The girl with the dragon tattoo*. Translated from the Swedish by Reg Keeland. New York, NY: Alfred A. Knopf.

### Text reference:

(Larsson, 2008:199-200).

## Chapter in a collected work

A collected work comprises a number of chapters, each written by a different author(s) and compiled by an editor(s).

When a chapter in a collected work is used, the author of the chapter must be cited. The information of the book (collected work) is mentioned after that, and also the page numbers of the chapter.

Author of chapter	Date	Title of chapter	Editors of book
↓	↑	↑	↑
Smith, V.S. 2013. Cybertaxonomy. In: Shorley, D. & Jubb, M., eds. <i>The future of scholarly communication</i> . London: Facet. pp. 63-74.			
↑		↑	↑

**Text reference:**  
(Smith, 2013:69). *Title of book (italics)*

Place of publisher: Publisher	Page numbers of chapter
----------------------------------	-------------------------

## Collected works with different dates

When a collection is published with contributions with different dates and by different authors, the original date of the contribution is used in the text reference and the publication date of the collected work is added in the reference list.

Jakobson, R. 1959. On linguistic aspects of translation. In: Venuti, L., ed. 2004. *The translation studies reader*. 2nd ed. New York, NY: Routledge. pp. 138-143.

### Text reference:

Jakobson (1959:139) explains that synonyms are not, as a rule, complete equivalents.

## Electronic books (e-books)

E-books are available in various formats (e.g. HTML, Epub, Adobe Digital Editions) and can be read on a variety of devices (PCs, cellphones, e-readers like Kindle, Nook, to name a few).

## E-readers

E-books downloaded on e-readers like the Kindle, doesn't always have page numbers, but location numbers. In the text use page numbers if available. When using older versions of the Kindle / e-reader use paragraph numbers, or chapter and section numbers. Later versions of Kindle, Kindle 3G do show page numbers.

Lewis, C.S. 2009. *Mere Christianity* [Kindle edition]. HarperOne. Available from Amazon.com.

### Text reference:

"The only things we can keep are things we freely give to God. What we try to keep for ourselves is just what we are sure to lose." (Lewis, 2009:213).

## eBooks from online libraries

When an e-book is accessed from an online library like E-book Central, Bentham Science, Dawson, Springer eBook Collection, etc. give the following elements in the entry of the reference list: author(s), date, title of the book, publisher information (if available), DOI or stable internet address.

If the e-book is in PDF format, with page numbers, include the page number in the text reference. If there aren't page numbers, you can use the paragraph number, or chapter number with paragraph number e.g. ch. 3, par. 15.

Pridmore, S. 2010. *Suicide and predicament: life is a predicament*. Available from Bentham e-books: <http://www.eurekaselect.com/node/53816/suicide-and-predicament-life-is-a-predicament> Date of access: 21 Nov. 2018.

### Text reference:

(Pridmore, 2010:34).

Long, M. 2015. *Second language acquisition and task-based language teaching*. West Sussex: Wiley. Available from Ebook Central: <http://site.ebrary.com/lib/northwu/Doc?id=10902333> Date of access: 19 Sep. 2018.

**Text reference:**  
(Long, 2015:89).

## Chapter in an edited ebook

Chen, C.W.S. & Sun, Y-W. 2018. Bayesian forecasting for tail risk. In: Kreinovich, V., Sriboonchitta, S. & Chakpitak, N., eds. *Predictive econometrics*. Cham, Switzerland: Springer. pp. 122-145. Available from Springer eBook Collection: <http://link.springer.com/10.1007/978-3-319-70942-0> Date of access: 3 Dec. 2018.

**Text reference:**  
(Chen & Sun, 2018:133).

## Encyclopedias

### Printed encyclopedias

Usually encyclopedias are edited and compiled by editors, with contributors writing the different articles. The entry in the reference list will look like that of a chapter in a collected work (see 4.2).

Conteh-Morgan, J. 2003. Modern drama. In: Gikandi, S., ed. *Encyclopedia of African literature*. London: Routledge. pp. 332-336.

**Text reference:**  
(Conteh-Morgan, 2003:332).

### Online encyclopedias

Murphy, J. B., & Van Andel, T. H. (2018). Plate tectonics. In *Britannica academic*. <https://academic-eb-com.nwulib.nwu.ac.za/levels/collegiate/article/plate-tectonics/108555>

**Text reference:**  
(Murphy & Van Andel, 2018).

## Dictionaries

When a dictionary is consulted purely to clarify the meaning of words or to translate words, it does not have to be included in the reference list. If, however, definitions or explanations of words are quoted, the dictionary must be indicated. This also applies where contradictory explanations of terms are involved.

### Dictionaries with an author(s)

When the dictionary has an author or authors (thus not editor(s) or compiler(s)), the text reference and entry in the reference list are handled the same as a book with an author

Peters, P. 2013. *The Cambridge dictionary of English grammar*.  
Cambridge: Cambridge University Press.

#### **Text:**

The term morpheme refers to “the minimal unit of linguistic meaning, a form to which a meaning may be attached” (Peters, 2013:151).

### Dictionaries with an editor(s) or compiler(s)

Use the editor’s surname in the text reference, the same way as a text reference for a book. In the reference list entry, after the surname(s) of the editor(s) or compiler(s) qualify it with the appropriate abbreviation for editor(s) or compiler(s), e.g. ed. / eds. or comp. / comps.

Editor of the dictionary

Date

Title

Edition

VandenBos, G.R., ed. 2015. *APA dictionary of psychology*. 2nd ed.  
Washington, DC: American Psychological Association.

#### **Text reference:**

Place of publication: Publisher

The APA dictionary of psychology defines obsessive-compulsive disorder (OCD) as ... (VandenBos, 2015:313).

Danker, F.W., ed. 2000. *A Greek-English lexicon of the New Testament and other early Christian literature*. 3rd ed. Chicago, IL: University of Chicago Press.

**Text reference:**

(Danker, 2000:933).

Dictionaries with an editor(s) or compiler(s), each entry written by different author(s)

Brokaw, D. 1990. Character and personality. In: Hunter, R.J., ed. *Dictionary of pastoral care and counseling*. Nashville, TN: Abingdon Press. pp. 136-137.

**Text reference:**

(Brokaw, 1990:136).

### Online dictionaries

Give the precise internet address (URL) of the dictionary as well as the date of access.

Authors of the dictionary

Date

Title of dictionary (italics)

Butterfield, A. & Szymanski, J. 2018. *Dictionary of electronics and electrical engineering*. 5th ed. <https://www.oxfordreference.com/view/10.1093/acref/9780198725725.001.0001/acref-9780198725725>

Date of access: 8 Dec. 2018.

Date of access

Precise URL where the word is found in the dictionary

**Text reference:**

The dictionary of electronics and electrical engineering defines a drone as an aircraft that is unmanned and controlled over a radio link which is used for surveying, military applications or used as hobbies by people who love gadgets (Butterfield & Szymanski, 2018).

Merriam-Webster Inc. 2019. *Merriam-Webster dictionary*.  
<https://www.merriam-webster.com/dictionary/palimpsest> Date of access:  
7 Jan. 2019.

**Text reference:**

The term palimpsest is defined by the Merriam-Webster online dictionary as “writing material used one or more times after earlier writing has been erased” (Merriam-Webster, Inc., 2019).

### Dictionaries on mobile apps

Merriam-Webster Inc. 2019. *Merriam-Webster dictionary* (Version 4.3.3) [Mobile application].

**Text reference:**

Nanotechnology is the science of working with atoms and molecules to build microscopic devices (Merriam-Webster Inc., 2019).

### Theses and dissertations

Use recognised abbreviations for universities and degrees. According to the NWU manual for master’s and doctoral studies, the following terms are used:

English	Afrikaans
Mini-dissertation	Skripsie
Dissertation	Verhandeling
Thesis	Proefskrif

For international theses and dissertations use the terms on the title page. Full stops are optional in the abbreviations for qualifications, eg: M.Sc. or MSc (Magister Scientiae), Ph.D. or PhD (Philosophiae Doctor).

Author      Date      Title

Ndaba, B. 2019. *Novel biochemical and catalytic microwave-assisted methods for the synthesis of biobutanol*. Potchefstroom: North-West University. (Thesis – PhD).

**Text reference:**

(Ndaba, 2019:53).

Qualification

Location of university:  
Name of University

Saah, P. 2017. *Exploring Mintzberg's managerial roles of academic leaders at a selected higher education institution in South Africa*.

Mafikeng: North-West University. (Mini-dissertation – MBA).

**Text reference:**

(Saah, 2017:103).

Doctoral theses and master's dissertations are widely available on institutional repositories. Include the permanent link (“handle”) to the thesis / dissertation in the reference list.

*Note:* when giving a permanent link, a date of access is not necessary.

Jackson, S. 2018. *Transracial adoption in South Africa: challenges faced by adoptive parents*. Stellenbosch: University of Stellenbosch. (Thesis – MA).

<http://hdl.handle.net/10019.1/105010>

**Text reference:**

(Jackson, 2018:36).

Permanent link

International theses / dissertations accessed from a commercial database e.g. ProQuest:

Carroll, A.R. 2018. *Ecosystems, communities, and species: understanding mammalian response to ancient carbon cycle perturbations*. Ann Arbor, MI: University of New Hampshire. (Dissertation – PhD).

<http://nwulib.nwu.ac.za/login?url=https://search-proquest-com.nwulib.nwu.ac.za/docview/2058145688?accountid=12865> Date of access: 13 Apr. 2019.

**Text reference:**

(Carroll, 2018:59).

## Journal articles

The title of the journal is written in full and in *italics*. Do not use journal abbreviations. The journal title is typed in uppercase and lowercase letters.

When the journal title has a parallel title in two languages, give both if needed (e.g. *In die Skriflig / In Luce Verbi*).

Use Arabic numerals for the volume and issue numbers of the journal. Volume and issue numbers must be indicated if available. Check for complete information in relevant databases.

Mthimunya, K.D.T., Pedro, A. & Daniels, F.M. 2018. Predictors of academic performance among second-year nursing students at a university in the Western Cape. *South African Journal of Higher Education*, 32(1):192-215.

**Text reference:** (Mthimune *et al.*, 2018:200).

The diagram includes the following labels and arrows pointing to the reference text:

- Authors:** Points to "Mthimunya, K.D.T., Pedro, A. & Daniels, F.M."
- Date:** Points to "2018"
- Title of article:** Points to "Predictors of academic performance among second-year nursing students at a university in the Western Cape"
- Volume (issue number):** Points to "32(1)"
- page numbers of article:** Points to "192-215"
- Title of journal in italics:** Points to "*South African Journal of Higher Education*"

### Online journal articles

Journal articles published online are assigned a DOI number (digital object identifier).

A DOI is a unique alphanumeric number assigned to online sources (not only journal articles) to identify it and provide persistent links to its location on the internet.

When a DOI is available for a source, include it in the entry of the reference list. The DOI can usually be found on the first page of the online journal article, or it can be found on the database where the journal is indexed.

Initially DOI numbers were given in a number format that started with doi:10.xxxx/xxxxxxxxxxxx. Since 2017 CrossRef (a registration agency) changed the format of the DOI to the form of a URL which resolves into a working link. Give the DOI in the format found on the source.

A DOI is a permanent link, no need for access date.

Note: no full stop after the DOI number

Schreurs, B., De Cuyper, N., Van Emmerik, I.J.H., Notelaers, G. & De Witte, H. 2011. Job demands and resources and their associations with early retirement intentions through recovery need and work enjoyment. *South African Journal of Industrial Psychology*, 37(2), art. #859. doi:10.4102/sajip.v37i2.859

**Text reference:**

(Schreurs <i>et al.</i> , 2011:2).	Article number	DOI number	No full stop
------------------------------------	----------------	------------	--------------

Many online journals don't have continuous page numbering across all the issues. Each article has an article number (eg. Art. #859) and each article starts with page 1 if it is downloadable in PDF format. In the text reference give the page number of the PDF-version of the article, even if each article starts with p. 1. If the journal is only in HTML format with no page numbers, then the text reference won't have a page number.

Ndaguba, E.A. & Hanyane, B. 2019. Stakeholder model for community economic development in alleviating poverty in municipalities in South Africa. *Journal of Public Affairs*, 19(1), e1858. <https://doi-org.nwulib.nwu.ac.za/10.1002/pa.1858>

DOI in this format is

**Text reference:**

(Ndaguba & Hanyane, 2019:9).	Article number	hyperlinked. No date of access (permanent link)
------------------------------	----------------	---

Moss, F.C., Neuwirth, M., Harasim, D. & Rohrmeier, M. 2019. Statistical characteristics of tonal harmony: a corpus study of Beethoven's string quartets. *Plos One*, 14(6), e0217242. <https://doi.org/10.1371/journal.pone.0217242>

**Text reference:**

(Moss *et al.*, 2019).

**Journal articles "in press"**

Online journals publish articles on their web page that was provisionally accepted by the editorial team but not yet formally published in a specific issue of the journal. It can be cited as follows:

Probable date



Harwood, C., Thrower, S., Slater, M.J., Didymus, F. & Frearson, L. 2019? Advancing our understanding of psychological stress and coping among parents in organized youth sport. *Frontiers in Psychology* (Provisionally accepted). doi: 10.3389/fpsyg.2019.01600

**Text reference:**

(Harwood *et al.*, 2019?).

Note: Check the article's publication status again before handing in your final assignment / research report and supply the complete reference if available.

### Abstracts of journal articles

It can happen that a journal article is written in a foreign language but has an abstract in English, or that only the abstract of a complete article is available. It is acceptable to use this information, but the reference must give a clear indication that the original source was not used. Reference it as follow:

This example is in French and the title is translated into English, thus the title in brackets:

Giesen, K.G. 2018. [Transhumanism as the dominant ideology of the fourth industrial revolution] [Abstract]. *Journal International De Bioethique Et D'ethique Des Sciences*, 29(3):189-203. doi: 10.3917/ijibes.293.0189

**Text reference:**

(Giesen, 2018).

← No page number

### Internet and other electronic information sources

#### Articles from the world wide web

Note that scientific journal articles retrieved from the internet should be treated as journal articles discussed in 4.7.1. Reports of organizations, working papers, white papers, commissions of inquiry etc. found on the internet can be treated as internet sources.

The specific internet address (URL) must be given for information retrieved from the internet. The URL is hyperlinked. No fullstop after the URL.

Also add the date when the information was retrieved (date of access). Remember, the date of access is not needed for permalinks or DOI numbers. Before submitting your assignment or research paper, make sure all URLs are still valid.

Author Date

↓ ↓

FAO (Food and Agriculture Organization of the United Nations). 2019. *Hunger and food insecurity*. <http://www.fao.org/hunger/en/> Date of access: 29 Jun. 2019.

↓ ↓

**Text reference:** Title Internet address (URL) Date of access

(FAO, 2019) ← No page number, internet article in HTML format  

Commission of Inquiry on State Capture. 2018. *Legal team opening address*. [https://www.sastatecapture.org.za/site/files/documents/2/LEGAL\\_TEAM\\_OPENING\\_ADDRESS.pdf](https://www.sastatecapture.org.za/site/files/documents/2/LEGAL_TEAM_OPENING_ADDRESS.pdf) Date of access: 4 Jul. 2019.

**Text reference:**  
(Commission of Inquiry on State Capture, 2018:4).

Abrego, L., Amado, M.A., Gursoy, T., Nicholls, G.P. & Perez-Saiz, H. 2019. *The African continental free trade agreement: welfare gains estimates from a general equilibrium model*. (IMF working paper, WP/19/124). <https://www.imf.org/~media/Files/Publications/WP/2019/WPIEA2019124.ashx> Date of access: 11 Jun. 2019.

**Text reference:**  
(Abrego *et al.*, 2019:5).

## Electronic newsletters

Author	Title	Title of article	Title of newsletter, issue number
National Consumer Commission. 2019.	Online buyers.	<i>NCC News</i> ,	Issue 3.

<http://www.thencc.gov.za/sites/default/files/media/Newsletter%2011th%20Issue.pdf> Date of access: 27 May 2019.

**Text reference:** (National Consumer Commission, 2019:9).

URL: <http://www.thencc.gov.za/sites/default/files/media/Newsletter%2011th%20Issue.pdf>

Date of access: 27 May 2019.

## Blogs

Blog posts can be used as sources of information but you have to make sure it is scientific and reliable.

The author of a blog post can be a person or persons but it can also be an organisation or company, or even a group author.

If possible give the exact date, e.g. year, day and month in the reference list, but only the year in the text reference.

Author	Exact date	Title (italics) [Blog post].
Gates, B.	2019, 14 May.	<i>A critical step to reduce climate change</i> [Blog post].

<https://www.gatesnotes.com/Energy/A-critical-step-to-reduce-climate-change> Date of access: 18 Jun. 2019

**Text reference:** (Gates, 2019).

URL: <https://www.gatesnotes.com/Energy/A-critical-step-to-reduce-climate-change>

Date of access: 18 Jun. 2019.

## Blog comments

Determining the author of a blog or comment is sometimes difficult. Use the name of the individual who commented on the blog post or the screen name (it can sometimes be something weird that doesn't look like a name, eg. Cu4t).

The date should be the date when the comment was published (not that of the blog post).



NWU-Pukke (@NWUPuk). 2019, 20 Jun. *The “Take back the bult”-project is progressing well with Phase 1 being completed* [Facebook post]. [https://www.facebook.com/NWUPuk/posts/10156654042903823?\\_tn\\_=-R](https://www.facebook.com/NWUPuk/posts/10156654042903823?_tn_=-R) Date of access: 21 Jun. 2019.

**Text reference:**

(NWU-Pukke, 2019).

## Twitter

Elsevier (@ElsevierConnect). 2019, 9 Jul. *3 tips on preparing a literature review* [Tweet]. <https://twitter.com/ElsevierConnect/status/1148577631354458113> Date of access: 10 Jul. 2019.

**Text reference:**

(Elsevier, 2019).

## Instagram

Jansen, J. (j djansen007). 2018, 25 May. *“Recognising your own brokenness is part of owning your story”* [Instagram post]. <https://www.instagram.com/p/BjMUgzejXwg/> Date of access: 3 Jun. 2018.

**Text reference:**

(Jansen, 2018).

## Photographs, images and videorecordings on social media

Stats SA (@StatsSA). 2019, 12 Feb. *Quarterly labour force survey (QLFS), 4th quarter 2018* [Video clip]. <https://www.facebook.com/StatsSA/videos/371408283412031/> Date of access: 25 Mar. 2019.

**Text reference:**

(Stats SA, 2019).

Statswork. 2019, 27 Jun. *How is a meta-analysis performed?* [Infographic]. <https://www.instagram.com/p/BzM02KWJ6NJ/> Date of access: 8 Jul. 2019.

**Text reference:**

(Statswork, 2019).

## Audiovisual and other media on the internet

### PowerPoint

UNAIDS. 2018. *Global AIDS update 2018* [PowerPoint]. [https://www.unaids.org/media\\_asset/2018-global-aids-update-slides-part1](https://www.unaids.org/media_asset/2018-global-aids-update-slides-part1) Date of access: 31 Jul. 2019.

**Text reference:**

(UNAIDS, 2018).

### Video

Robinson, K. 2006. *Do schools kill creativity?* [Video]. Talk presented at an official TED conference. [https://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) Date of access: 15 Apr. 2019.

**Text reference:**

(Robinson, 2006).

### YouTube video

Simple Science Answers. 2013, 2 Aug. *Pharmacodynamics made simple!* [YouTube video]. [https://www.youtube.com/watch?v=FN\\_8Y6fzK40](https://www.youtube.com/watch?v=FN_8Y6fzK40) Date of access: 22 Feb. 2019.

**Text reference:**

(Simple Science Answers, 2013).

## Podcast

Trump, D. 2018, 25 Sep. *President Trump speech at the UN General Assembly* [Podcast]. <https://www.stitcher.com/podcast/ricochet/potus-pod/e/56420033> Date of access: 18 Nov. 2019.

**Text reference:**  
(Trump, 2018).

## Map

Author Date Title  
Dr Kenneth Kaunda District Municipality. 2019. *Map* [Map]. <https://municipalities.co.za/map/140/dr-kenneth-kaunda-district-municipality> Date of access: 15 Jul. 2019.

**Text reference:** Date of access URL  
Source: Dr Kenneth Kaunda District Municipality, 2019.

Lecture notes on an LMS LMS = learning management system.

Franken, A. 2019. Occupational hygiene investigation. Study unit 3 [PowerPoint presentation]. Unpublished lecture notes on eFundi, BHIG211. Potchefstroom: NWU.

**Text reference:** Note: title is not in italics because it is unpublished  
(Franken, 2019).

## Conference publications

### Conference proceedings published as a collection

Refer to conference proceedings published in hard copy in a collection in the same way as a chapter in a collected work (see 4.2).

Authors of paper (chapter)	Date	Title of paper	Editors of collection
John, S., Pedro, J. & Nyandoro, O.T.C.	2012.	Development of a model- based wheel slip control using feedback linearization.	In: Madyira, D.M., Janse van Rensburg, N. & Nel, A.J., eds.
<i>Conference proceedings.</i>			
8th South African Conference on Computational and Applied Mechanics (SACAM 2012), Johannesburg, South Africa. Pretoria: South African Association for Computational and Applied Mechanics. pp. 37-43.			
<b>Text reference:</b> (John et al., 2012:38).	Note on the conference name, where and when the conference was held	Place of publication: Publisher	Page numbers of chapter

### Conference papers published online

Many organisations publish their conference presentations on their web pages.

Schlünz, G.I. & Barnard, E. 2013. *A discourse model of affect for text- to-speech synthesis*. Paper delivered at the 24th annual Symposium of the Pattern Recognition Association of South Africa, Pretoria. <http://www.prasa.org/proceedings/2013/prasa2013-14.pdf> Date of access: 15 Mar. 2019.

**Text reference:**  
(Schlünz & Barnard, 2013).

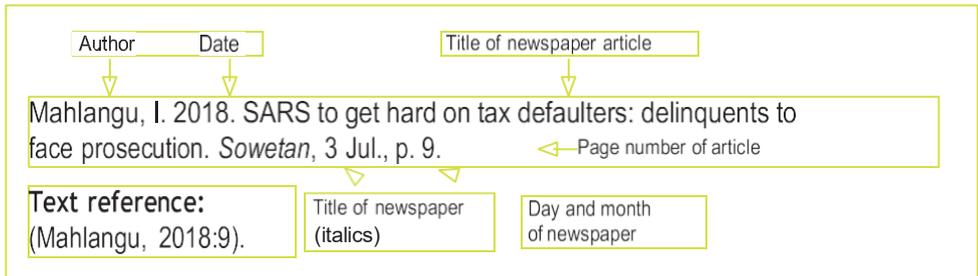
### Study guides

Van der Walt, J.L. 2019. *Understanding the natural and technological world*. Faculty of Natural and Agricultural Sciences. Potchefstroom: North-West University. (Study guide, WVNS 211 EC / WVTS 211 EC).

**Text reference:**  
(Van der Walt, 2019:4).

## Newspaper articles

### Newspaper articles in printed format



### Electronic newspaper articles

Use the following format for newspaper articles in HTML-format:



## Acts

### South African acts

As acts are available from a variety of printed and online sources, information about the publisher is unnecessary. Give the official name of the act in the text reference and in the reference list.



## Constitution of South Africa:

*Constitution of the Republic of South Africa* 1996.

### Text reference:

In terms of Section 26 of the *Constitution of South Africa* (1996) everyone has the right to have access to adequate housing.

## International acts

Name of the act (italics)

Volume and name of the code where act appears (U.S.C. = United States Code)

*Civil Rights Act of 1991* 42 U.S.C. § 2000e-2.

### Text reference:

(*Civil Rights Act of 1991*).

Section of code

## Law reports

Title of the case (italics)

Date Collection of law reports

*Watson and another v Renasa Insurance Company Limited* 2019 2 All SA 280 (WCC).

### Text reference:

The case *Watson and another v Renasa Insurance Company Limited* (2019) demonstrates to which extraordinary lengths the defendant insurance company has gone to avoid payment to its insured.

Page number Court

Volume of reporting

## Government publications

### Government Gazette

National Government publishes the Government Gazette to communicate messages of national importance to the general public. Several types of government documents are published in the Government Gazette, like notices, regulations, bills, proclamations etc.



President of the Republic of South Africa. 2019. National Prosecuting Authority Act (32/1998): establishment of an Investigating Directorate in the Office of the National Director of Public Prosecutions. (Proclamation no. 20 of 2019). *Government Gazette*, 42383:4-5, 4 Apr.

**Text reference:**  
 (President of the Republic of South Africa, 2019:4).

### Provincial Gazette

As is the case with the Government Gazette, provincial government documents like notices and ordinances, are published in the Provincial Gazette.

City of Tshwane Metropolitan Municipality. 2016. Waste management bylaw. (Notice 1393 of 2016). *Provincial Gazette*, 274:209-241, 24 Aug.

**Text reference:**  
 (City of Tshwane Metropolitan Municipality, 2016:210).

### The Bible and other religious writings

#### The Bible

When it is considered essential for the Bible to be included in the reference list (for example when various translations are compared) it is done as follows. Use the wording as it appears on the title page.

**Text reference:**

The words in Psalms 23:6 “... goodness and mercy shall follow me” (Bible, 1989) are translated in the New international version (Bible, 1995) with: “... goodness and love will follow me.”

**Reference list:**

Bible. 1989. *Life application Bible*. King James version. Wheaton, IL: Tyndale.

Bible. 1995. *The Holy Bible*. New international version. Cape Town: Bible Society of South Africa.

**Bible commentaries**

Evans, M.J. 2017. *Judges and Ruth: an introduction and commentary*. Downers Grove, IL: InterVarsity Press. (Tyndale Old Testament commentaries, 7).

**Text reference:**

(Evans, 2017:96).

**The Quran**

Quran. 1967? *Holy Quran*. Text, translation and commentary by Abdullah Yusuf Ali. Durban: Sartaj.

**Text reference:**

(Quran, 1967?).

**Classical works**

Aristotle. 1857. *The metaphysics of Aristotle*. Literally translated from the Greek, with notes, analysis, questions and index by the Rev. John M'Mahon. London: H.G. Bohn. (Bohn's classical library, v. 8).

**Text reference:**

(Aristotle, 1857:21).

Homer. 1890. *Illiad, Books 1-12*. Introduction, a brief Homeric grammar and notes by D.B. Monro. 3rd ed., rev. Oxford: Clarendon Press.

**Text reference:**

(Homer, 1890:101).

Personal correspondence (interviews, letters, e-mail) The author is the interviewee. Do not italicise the title, as it is not a formally published document. Includes private correspondence via a social media platform.

Interviewee

Date

Title / topic of interview (no italics)

Coutinho, A. 2013. The requirement for an explosives engineering degree in the South African explosives industry, Department of Mineral Resources [Personal interview]. 7 Oct., Pretoria.

**Text reference:**

(Coutinho, 2013).

Form of communication

Day Month, Place

Molefe, Z. 2018. Research data management [e-mail correspondence]. 1 Apr.

**Text reference:**

(Molefe, 2018).

## Patents

Give the name of the inventor(s), the date of the invention, the title of the patent / invention and the patent number. If found on the internet, give the URL and date of access.

Inventors

Date

Title

Jungerman, R.L. & King, R. 2013. *Solar monitor for solar device*. (Patent: US 8610425). <http://www.freepatentsonline.com/8610425.html> Date of access: 26 Jun. 2019.

**Text reference:**

(Jungerman & King, 2013).

Patent: Country of issue (use abbreviations below) Patent number

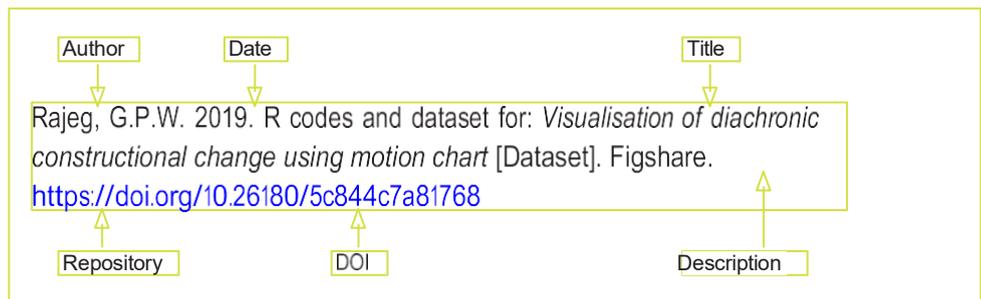
URL and Date of access

Country codes of patents:

AP – African Regional Industrial Property Organization	FI - Finland	MX – Mexico
AR – Argentina	FR – France	NL – Netherlands
AT – Austria	GB – United Kingdom	NO – Norway
AU – Australia	GC – Gulf Cooperation Council	NZ – New Zealand
BE – Belgium	GR – Greece	PH – Philippines
BG – Bulgaria	HK – Hong Kong	PL – Poland
BR – Brazil	HR – Croatia	PT – Portugal
CA – Canada	HU – Hungary	RO – Romania
CH – Switzerland	IE – Ireland	RU – Russia
CN – China, People’s Republic of	IL – Israel	SE – Sweden
CR – Costa Rica	IN – India	SG – Singapore
CS – Czechoslovakia	IP – Web publication	SI – Slovenia
CZ – Czech Republic	IT – Italy	SK – Slovakia
DD – German Democratic Republic	JP – Japan	SU – USSR
DE – Germany	KR – Korea, Republic of	TR – Turkey
DK – Denmark	LT - Lithuania	TW – Taiwan
EE – Estonia	LU – Luxemborg	US – Unite States
EG – Egypt	LV – Latvia	WO – WIPO (World Intellectual Property Organization)
EP – EPO (European Patent Office)	MC – Monaco	ZA – South Africa
ES – Spain	MD – Moldova	



Author, Date, Title (in italics), Description (e.g. dataset), Publisher or repository, DOI, URL or permanent link.



### Audiovisual and other media

Indicate the type or medium in square brackets at the end of the entry.

### CD

Haydn, J. 2001. *Piano concertos*. Producer: Georges Kadar, performed by Franz Liszt Chamber Orchestra. New York, NY: Sony Classical. [CD].

**Text reference:**  
(Haydn, 2001).

Wolf, H. 2010. Vier mignon Lieder aus Gedichte von J.W. von Goethe. In: Grieg, E., Wolf, H., Rachmaninoff, S., Wilding, J. & De Villiers, P. *Songs*. Performed by Mark Nixon, Erica Eloff, King's Piano Trio. London: Bel Canto Records. [CD].

**Text reference:**  
(Wolf, 2010).

### DVD

Wise, R. 2002. *The sound of music*. Produced by Argyle Enterprises. Beverley Hills, CA: Twentieth Century Fox Home Entertainment. [DVD].

**Text reference:**  
(Wise, 2010).

## Unpublished work

This includes manuscripts not formally published, programmes, brochures etc.

Note: Do not italicize the titles of unpublished works.

Author Date                      Title (do not italicize)

Zulu, S. 2014. Sandile Zulu: 1:54 contemporary African art fair, 16-19 October 2014, London. (Unpublished brochure).

**Text reference:**  
(Zulu, 2014).                      Unpublished (or similar note)

**AI (Artificial Intelligence) generated content** such as **ChatGPT** is difficult to reliably reproduce; a number of tools produce outputs that cannot be linked to or retrieved and there is no published source that you can reference directly. You may not always be able to rely on the quality of information given via AI generated tools. It can make mistakes, such as making up information and academic sources. It can respond to the same question asked multiple times with different answers and these answers are not always correct. Therefore, it is worth considering finding a more authoritative source to reference instead.

If your assessment instructions permit the use of AI tools (e.g. using an AI tool to generate content or ideas, or to assist in developing your work) **you must acknowledge it as a source in your in text citation and reference list**. It would be worth consulting the Academic Misconduct Procedure for clarity.

Though specific referencing guidance for AI tools is still developing, the Library currently recommends that you base the reference for generative AI content on the reference style for **personal communication**. The examples given below could be followed in the absence of any other form of guidance you may have been provided with.

(OpenAI ChatGPT 2023) which would appear within your sentence/paragraph/caption where you address the source directly.

OPENAI CHATGPT, 2023. ChatGPT response to Lesley Smith, (personal communication, 5<sup>th</sup> May)

## EXAMPLE REFERENCE LIST

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