



Cape Peninsula  
University of Technology

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RESEARCH and the  
HARVARD METHOD of  
BIBLIOGRAPHIC CITATION: a research  
writing and style guide for postgraduate  
students

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## 1. Introduction:

The purpose of this guide is to enable you to:

- 1.1 Do library research.
- 1.2 Make judicious use of library sources.
- 1.3 Read, assimilate and summarise the relevant parts of sources consulted.
- 1.4 Write an impeccably researched, documented and original thesis/dissertation.

Note that the use of the terms thesis and dissertation may vary from institution to institution

## 2. The research process

Two good sources to consult before you attempt research are Mouton, 2001 (suitable for post-graduate study) and Behrens, Olén and Machet, 1999 (a more elementary, but very useful introduction to information literacy).

Library research may comprise consulting:

- 2.1 Sources to ascertain whether or not your topic has been researched before. This is very important, as you do not need to reinvent the wheel. By doing this research, you will be able to ascertain whether your proposed project has already been studied, and whether it is feasible and will contribute to knowledge in your specific discipline. This is especially important in respect of doctoral dissertations. Failure to ascertain the existence of prior research may result in your research being nullified.

There are bibliographies which list research in progress and bibliographies which list completed research:

*Current and completed research.* Pretoria: National Research Foundation.

Access is available through the CPUT Library's website (<http://cput.ac.za/library>).

The National Research Foundation (NRF) in Pretoria, which promotes research in South Africa, maintains this database. One of the databases to be found on its webpage is of completed and current research projects in the humanities and social sciences in South Africa. The *Current and completed research projects* database on *NEXUS* provides bibliographic descriptions of over 70 000 research projects, including master's and doctoral theses/dissertations, with abstracts (summaries). The data is collected from universities and universities of technology which register proposed and completed research projects with the NRF.

There is also an index of current and completed research projects at South African technikons called *Navtech*, available as part of *SACat plus* on SABINET Online's MagNet.

The major bibliographic control tool for completed South African theses and dissertations is the following, available on CD-Rom on NISC's *South African studies*, and online as part of the *SACat plus* on SABINET Online's MagNet:

*Union catalogue of theses and dissertations of South African universities.* Potchefstroom: Potchefstroom University for CHE, 1918-.

This is a bibliography of theses and dissertations completed at South African universities. It is available on microfiche for 1918-1989. Subsequent years are available via SABINET Online or on *South African studies*.

For research to be rigorous and of international repute, it is important to search international bibliographic control tools also. The following are helpful:

| Bibliographic tools                             | Scope          |
|---|----------------|
| <i>Dissertation abstracts international</i>     | International  |
| <i>Index to theses with abstracts</i>           | UK and Ireland |
| <i>British reports, translations and theses</i> | UK             |
| <i>Boston spa books</i>                         | International  |
| <i>WorldCat Dissertations and Theses</i>        | International  |

The Cape Peninsula University of Technology Library Services webpages have helpful links. From the Cape Peninsula University of Technology webpage (<http://www.cput.ac.za>) click on Library, followed by Databases. All electronic databases are listed and may be accessed free of charge.

- 2.2 Books which you may borrow from the library. Use the online public access catalogue (OPAC), and remember that browsing is often a worthwhile source of finding relevant and interesting information (the serendipity v the scientific method).
- 2.3 Books which are reference works (the Dewey call number is prefaced by the letter R or by REF), and which may not be removed from the library.
- 2.4 Books which are not available in the Cape Peninsula University of Technology library, but which may be borrowed from other libraries on inter-library loan. You may discover the existence of books through bibliographies, and their whereabouts by consulting union catalogues. The following are useful:
  - < Bibliographies at the back of chapters and books.
  - < National bibliographies (e.g. the *South African national bibliography* and the *British national bibliography*).
  - < Union catalogues of books such as the *Joint catalogue of monographs* (SACat).
  - < Union catalogues of periodicals such as *Periodicals in SA libraries*.
  - < Many of the above are available as databases on SABINET (ask the Library). Check the databases link on the Library website.
  - < CALICO (the Western Cape library consortium which includes the catalogues of all four tertiary institutions in the Western Cape: UCT, US, UWC, Cape Peninsula University of Technology,).

Consult your subject librarian for help with the above.
- 2.5 Serial publications (periodicals, magazines, journals, newspapers) Periodicals (especially professional, scholarly and scientific journals), are an invaluable source of current information.
- 2.6 Periodical indexes will help you to ascertain what articles have been written on a particular subject in magazines, periodicals and journals. Examples of periodical indexes are:

- < *Index to South African periodicals* (available on NISC and via SABINET Online). This indexes over 600 South African periodicals.
- < The HW Wilson guides (USA) which include:
- < *Readers' guide to periodical literature* and *Reader's guide abstracts*
- < *Art index* and *Art abstracts*
- < *Biological and agricultural index*
- < *Business periodicals index* and *Wilson business abstracts*
- < *Education index* and *Education abstracts*
- < *General science index* and *General science abstracts*
- < *Humanities index* and *Humanities abstracts*
- < *Index to legal periodicals and books*
- < *Library literature*
- < *Social sciences index* and *Social sciences abstracts*

Many of the HW Wilson indexes are available on CD-Rom in the Cape Peninsula University of Technology Library. All are available electronically at <http://www.hwwilson.com>.

There are also many British periodical indexes, e.g. *British humanities index*, *Library and information science abstracts*, etc.

Abstracting journals contain short summaries, known as abstracts, of articles which allow you to establish the relevance of the article (i.e. whether it is worth your while obtaining and consulting the full article). Once again, ask your subject librarian for help in accessing and locating material.

- 2.7 Full-text databases, such as those available on EbscoHost, Emerald, Science Direct and others, give the complete text of journal articles.

Databases like *Chemical abstracts*, *Index medicus*, and *Psychological abstracts* are available from commercial vendors.

- 2.8 The Cape Peninsula University of Technology Library has an Audio-Visual collection, and videos may be a good source of information.

- 2.9 The Internet is a valuable source of information, but information found on the Internet should be carefully evaluated, since there is frequently no system of peer evaluation or editorial scrutiny, as with books and journals. Not all information on the Internet is free. Use Google Scholar for academic information.

### 3. Using the sources you have found

- 3.1 Buy a set of index cards (available from any stationer's). Alternatively, you may find a computer software package like *Research toolbox* useful.
- 3.2 Locate the material relevant to your research.
- 3.3 Read the relevant sections carefully, and try to assimilate the facts or the author's argument or point of view.
- 3.4 Write down each quotation which you think is relevant, useful or interesting on a separate index card. Be sure to note the full bibliographical details, e.g.

A quotation from a book:

"Writing a CV is similar to writing a sales letter - you are, in fact, selling yourself - your skills and aptitudes."

Rendell, J.P. 1986. *Getting that job: a guide to writing your own CV*. 2nd ed. London: Clive Bingley: 36.

A quotation from a magazine, periodical or journal:

"Adolescent girls between the ages of 13 and 25 have the highest incidence of anorexia nervosa."

James, L.D. 1985. The psychology of eating. *Psychology Today*, 29(4):25, April.

- 3.5 It is a good idea to compile a separate set of cards for your bibliography, on which you include complete bibliographical data. The full data for the periodical article cited above would read:

James, L.D. 1985. The psychology of eating. *Psychology Today*, 29(4):23-29, April.

It is important to ascertain complete and correct bibliographical data. This will prevent your having to hunt through library catalogues and periodical indexes when compiling the final draft of your thesis.

- 3.6 Hard copy: make photocopies of the title and imprint pages of books, as well as full copies of journal articles. File these according to author.
- 3.7 When you have read copiously, and assimilated and summarised sufficiently, it is time to write the first draft of your research proposal. Remember that this is a process of writing and rewriting, until you are confident that your product is word perfect.

#### 4. The Harvard method of bibliographic citation

NB. The institution at which you are studying might use a slightly different format for bibliographic citations. Some disciplines are also prescriptive in this regard, e.g., psychology prefers the system of the American Psychological Association (APA); the disciplines of literature and language follow the guidelines of the Modern Language Association (MLA). Some universities and/or disciplines require the Vancouver or Chicago citation styles. In the sciences, journal titles are commonly abbreviated. Whatever method you use, it is important to ascertain what your institution or discipline requires (request a style and notation guide), and to follow the instructions implicitly and consistently.

- 4.1 It is very important that you acknowledge your indebtedness to the writers whose works you have consulted in an academically acceptable manner. The internationally accepted standard is the Harvard method of bibliographic citation.

An acknowledgement within the body of your essay would include the name of the author, the date of publication and the page numbers, e.g.

Anderson (1987:73-74) advances three arguments against the death penalty. He contends that the death penalty is inhuman, and no society which purports to be civilised could condone it. It has never been proved that the death penalty acts as a deterrent, and, furthermore, many innocent people have died in vain for the crimes committed by others . . .

Here you have paraphrased the writer's words - i.e., rewritten them in your own words, without quotation marks. You have acknowledged Anderson as source.

OR

"My arguments against the death penalty are three-fold. To do away with any human being is uncivilised and inhuman. There is no proof that the death penalty acts as a deterrent to heinous criminal acts . . . and it is a documented fact that many innocent men and women have been wrongly sentenced for the crimes of others" (Anderson, 1987:73-74).

This is a direct quotation, hence the quotation marks.

NOTE: The ellipsis . . . (three spaced dots), indicating that you have omitted certain words in the original, e.g. "Aids has become pandemic . . . It is a scourge comparable in scale to the medieval plague."

AND

the punctuation. The full stop comes after the textual reference.

OR

Anderson (1987:74) concludes that "the death penalty is no deterrent to crime".

OR

Anderson (1987:74) states: "The death penalty is no deterrent to crime."

NB. Note the use of quotation marks and full stops in the above two citations. Also remember that there is a difference between British and American stylistic conventions in this regard. Use the British convention.

When a book or journal article has been written by two or more authors, the ampersand, &, is used only when the textual reference appears in brackets, e.g.:

"The death penalty is no deterrent to crime" (Black & Green, 2002:15).

According to Black and Green (2002:15), the death penalty is no deterrent to crime.

For three or more authors, cite only the first author, followed by et al.  
Black et al. (2003:427) argue ...

"Life imprisonment lacks the punitive force of the death penalty (Black et al., 2003:427).

NB. Et al. is plural, therefore requires a plural verb.

When citing multiple authors in a textual reference, the sequence is chronological. For example:

*Several authors (Xavier, 1972; Anderson, 1987; Smith, 2000) concur that the death penalty is no deterrent to crime.*

Where authors have published in the same year, the sequence is alphabetical. For example:

*Several authors (Jones, 2000; Smith, 2000; White, 2000) concur that the death penalty is no deterrent to crime.*

It is also important to vary your style of writing and quotation, so that your thesis is not merely a clumsy catalogue of strung-together citations.

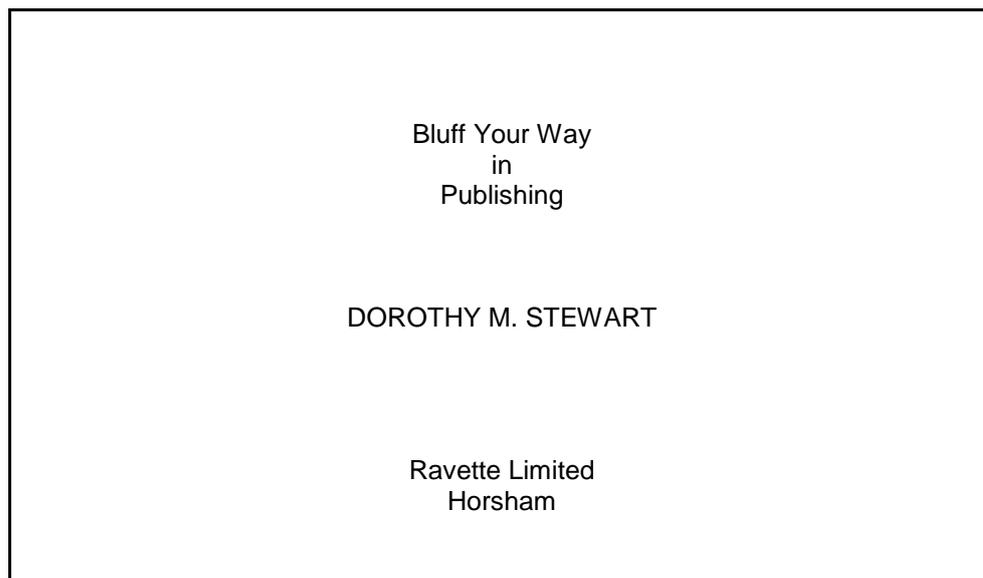
In the writing process, check the spelling of any word you are not 100 per cent sure of in a good dictionary. Learn to use the spell-check facility on your word-processing package. Ensure that it is set for British, not American spelling: Tools – Language – Set Language - English UK or English SA – default.

4.2 Ascertaining the data for your bibliography.

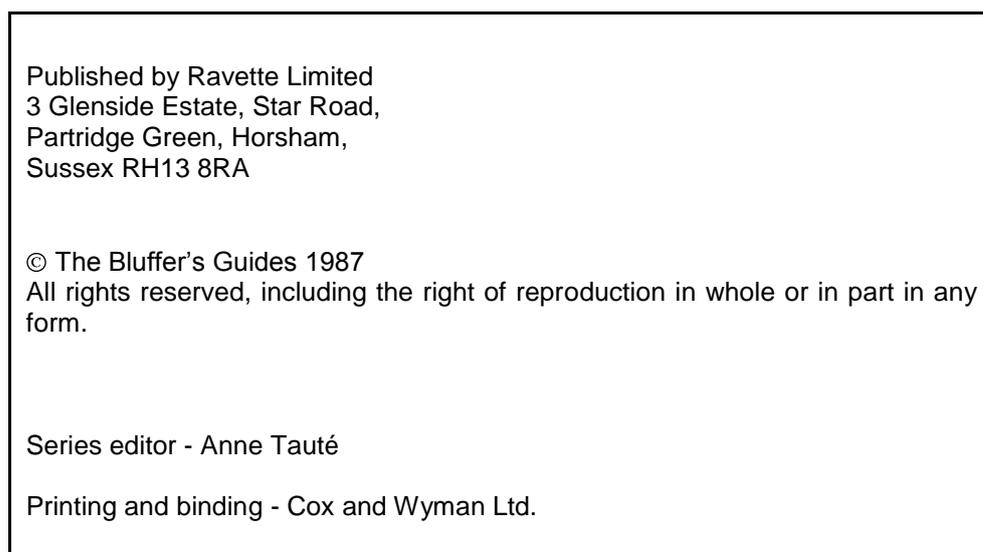
4.2.1 A book:

You will find the bibliographical details, which you need, on the TITLE PAGE and back of title page (IMPRINT PAGE) of the book. Do not use the cover of the book to ascertain bibliographical data, since this is generally inadequate.

Title page:



Imprint page:



You need to cite the following details in the following order:  
Author. Date of publication. Title. Place of publication: Publisher.

The bibliographic citation for the above book would look as follows:

Stewart, D.M. 1987. *Bluff your way in publishing*. Horsham: Ravette.

Alternatively, you may use her full names as they appear on the title page, e.g., Stewart, Dorothy M.

The bibliographic citation for the second edition of a book with three co-authors would look like this:

Van Schalkwyk, H., Viviers, D.A. & Van Aswegen, E.S. 1986. *Language communication - English: language skills and practical communication for students, public servants, professional people and businessmen*. 2nd ed. Johannesburg: McGraw-Hill.

Pay special attention to spacing (one typed space between each item) and punctuation. The # indicates one space in the example below:

Stewart, D.M.#1987.#*Bluff your way in publishing*.#Horsham: Ravette.

Do not insert spaces between authors' initials.

The following will cover most of the variations you might find:

#### 4.2.1.1 The author or editor

A single author:

Brunner, H.

Jones, Jennifer A. (First name given in full on title page. If you prefer, use initials only.)

Two authors:

Gardner, B.P. & Smith, J. (Note the use of the ampersand [&].) NB. In the text you will refer to Gardner **and** Smith, e.g., Gardner and Smith note that . . . , unless your textual reference is bracketed, e.g. (Gardner & Smith, 1984:5).

More than two authors:

Use the first author, followed by et al. Note that et al. is followed by a full-stop.

An editor:

Jennings, W.Q. (ed.).

No indication of an author - e.g., an unsigned article in a periodical or in an encyclopaedia:

Anon (short for Anonymous). Alternatively, enter under title. The use of Anon facilitates quick reference to the bibliography, whereas using a title in your textual reference can be cumbersome (especially if the title is a very long one). In referring to a dictionary or video, you would use the title as main entry, however.

A corporate author:

The "statement of responsibility" for the publication may be a government, e.g., South Africa. Dept of Home Affairs, or a corporate source such as a university or university of technology, a research institute or an international organisation, e.g.

African National Congress  
Cape Peninsula University of Technology  
University of the Witwatersrand  
Medical Research Council  
South African Library  
United Nations Organisation  
World Health Organisation  
Unesco.

No author:

It is preferable to put books whose authorship/editorship is "vague" or inconsequential under the title, e.g., a dictionary or video:

*Shorter Oxford dictionary*. 2<sup>nd</sup> ed. 1993. Oxford: OUP.

*Silent hunter*. 1986. Producer, John Varty; director, Duncan McLachlan. s.l.: Londolozzi Productions. [Videocassette (VHS) (49 mins)].

Using titles can make your textual references clumsy. Use Anon. (short for "anonymous"), for an encyclopaedia, magazine, journal, newspaper article or WWW article with no indication of author.

#### 4.2.1.2 The date of publication

Use the date of the most recent edition. This will usually be stated on the imprint page. Remember that a reprint or impression does not constitute a new edition.

Study the following information from the imprint page of Peter Little's *Communication in business*. 3<sup>rd</sup> ed.

---

© Peter Little 1965  
New Edition © Longman Group Ltd., 1970, 1977

*First published 1965 Second edition 1970*  
*Fifth impression 1975*  
*Third edition 1977*

The date which you would cite in your bibliography would be 1977 – the date of the 3<sup>rd</sup> edition.

If you are unable to find any indication of date (unlikely these days), use the abbreviation *s.a.* (*sine anno*), which is Latin for "without year". Alternatively, use the English n.d. (no date). It is in English, so no italics.

#### 4.2.1.3 The title

Use the title as it appears on the title page. Add the sub-title, if it exists, and separate it from the title by a colon [:]. Underline it, "bold" it, or print it

in italics (as prescribed by printing conventions). With the capabilities of modern word-processing packages, the latter is preferable.

Moral philosophy: a critical introduction

Moral philosophy: a critical introduction

*Moral philosophy: a critical introduction* (preferable).

Unpublished documents (e.g., theses, dissertations, letters, unpublished conference papers, etc.) are not italicised.

NB. British printing conventions stipulate using upper-case (capital) letters for initial letters in words (excluding words like *a*, *the*, *and*, *of*, etc.) when not the first word in a sentence), e.g.

*Moral Philosophy: A Critical Introduction*

*An Outline History of the English Language.*

However, it is easier (and the Harvard convention) to use the *Anglo-American cataloguing rules (AACR)* which stipulate lower-case (small) initial letters throughout, except for proper names. The above examples would be written like this:

*Moral philosophy: a critical introduction*

*An outline history of the English language.*

Choose a style, and follow it consistently.

#### 4.2.1.4 The edition

If there is an edition statement (other than the first), this should be included as part of the title, e.g.:

*Moral philosophy: a critical introduction. 3<sup>rd</sup> ed.*

Use the abbreviation: ed.

Also use the language in which the book is written, e.g. in Afrikaans: 3de uitg.

An impression is simply a reprint of the same edition. Do not use impression or reprint dates. A useful hint is to look for the latest copyright date, since each new edition will have a new copyright date. Paperback editions would generally have a later date of publication than the original hardback publication. The publisher is generally also different.

#### 4.2.1.5 The place of publication

This is the town or city of publication, and not the country, province, state or county.

In the case of international publishers, e.g., Macmillan, Oxford University Press, Random House, HarperCollins, a whole list of place names may be indicated. Select the first on the list, which will generally indicate where the specific title was published. Read the imprint page carefully, if in doubt.

In the case of cities in the USA, it is customary to include the name of the state (abbreviated), as indicated:

Johannesburg

London

Princeton, N.J. (city and state, abbreviated)  
Boston, Mass.  
Chicago, Ill. (city and state, abbreviated).

The reason for this is that many American towns and cities were named after European towns and cities, e.g., Athens, Ohio, is named after Athens in Greece; Boston, Massachusetts, is named after Boston in the UK; there is a Paris in Texas, as well as in France. London, Oxford and Cambridge, as well as being cities in the UK, are found in the USA. The following are standard AACR2 abbreviations of American states:

Alabama: Ala.  
Arizona: Ariz.  
Arkansas: Ark.  
California: Calif.  
Colorado: Colo.  
Connecticut: Conn.  
Delaware: Del.  
District of Columbia: D.C.  
Florida: Fla.  
Georgia: Ga.  
Illinois: Ill.  
Maryland: Md.  
Massachusetts: Mass.  
Michigan: Mich.  
Minnesota: Minn.  
Mississippi: Miss.  
Missouri: Mo.  
Montana: Mont.  
Nebraska: Neb.  
Nevada: Nev.  
New Hampshire: N.H.  
New Jersey: N.J.  
New Mexico: N.M.  
New York: N.Y.  
North Carolina: N.C.  
North Dakota: N.D.  
Oklahoma: Okla.  
Oregon: Or.  
Pennsylvania: Pa.  
Vermont: Vt.  
Virginia: Va.  
Washington: Wash.  
West Virginia: W.Va.  
Wisconsin: Wis.  
Wyoming: Wyo.

You may prefer to use the alternative Zip Code (US postal code) method. A list of these abbreviations may be found on the Cape Peninsula University of Technology Library Services website. Click on Help, followed by [APA](#) under Training resources. Then click on [Abbreviations for USA](#) in the left-hand column. Once again, it is important to be consistent in your use.

## ABBREVIATIONS OF THE STATES OF THE USA

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

Do not use with New York (city). In other words, New York, not New York, NY.

Familiarise yourself with the names of counties in the UK. For example, Sussex, Hampshire, and Essex are counties, and not towns or cities. The paperback publisher Penguin, for example, is located in Harmondsworth, Middlesex, England. The place of publication is therefore Harmondsworth, and not Middlesex (the county), or England (the country).

The place of publication and the name of the publisher are separated from each other by a colon.

If you are unable to locate the place of publication (fairly unlikely), use the abbreviation *s.l.* (*sine loco*) in italics – it's Latin for "without place". Alternatively, you may use n.d. (no date).

### 4.2.1.6 The publisher

Do not confuse the publisher and the printer.

Do not include unnecessary and unwieldy parts of the publisher's name, such as *& co.*, *ltd.*, *press*, & *associates*, etc.

Some examples:

Phaidon (not Phaidon Press Limited)  
 Longman  
 Penguin (not Penguin Books Ltd)

HAUM  
Heffer (not Heffer and Sons)  
Methuen  
Nasou  
Van Nostrand  
McGraw-Hill  
Routledge & Kegan Paul (note the use of the ampersand &).

If no publisher can be found, use *s.n.* (*sine nomine* – “without name”).

NB. University presses: note that there is a difference between a work published by Oxford University Press and Oxford University; by Unisa and Unisa Press.

OUP and CUP are acknowledged abbreviations for Oxford University Press and Cambridge University Press respectively. Sometimes, for the sake of clarity, you may have to include the word “press” or “company” after the name of the publisher, e.g. Research Press, Yale University Press.

NB. Publishers are not always commercial undertakings. They may be government, political or corporate bodies (e.g. Unesco, World Health Organisation, Organisation for African Unity, African National Congress, etc.). They may also be learned societies, e.g., The American Library Association, The American Chemical Society.

4.2.1.7 Your bibliographic citation for a book should look like this. Pay particular attention to the punctuation marks and spacing. This must be done correctly and consistently.

Chase, J.A. 1979. *Advertising: the hits and myths*. New York: Doubleday.

4.2.2 A journal article

Ascertain the following:

- < The author (or authors) of the article you are citing
- < The title of the article
- < The title of the periodical or journal
- < The volume, issue number and date of the journal
- < The page numbers of the article.

This information will normally be found on the table of contents page of the journal.

If you have consulted the article by Walter Kirn, titled “Globalization: the New Radicals” in volume 155, issue number 16, pages 26-30 of the 24 April issue of *Time* magazine, your citation will appear as follows. NB. You need to go to the article to ascertain the author/s, if any, and on what page number the article ends. If you cannot find any indication of author, use Anon. Note that the initial letters of words (with the exception of words like *a*, *an*, *to*, *from*, *with* etc.) in journal titles are written in upper case.

Kirn, W. 2000. Globalization: the new radicals. *Time*, 155(16):26-30, April 24.

If you have consulted an article by K.J. Matthews entitled "Stereotypes in advertising" in the periodical *Marketing Mix*, volume 15, number 7, pp. 23-25, of 1979, your citation would look like this:

Matthews, K.J. 1979. Stereotypes in advertising. *Marketing Mix*, 15(7): 23-25.

If, for example, the article did not end on page 25, and continued on page 39, the citation would look like this:

Matthews, K.J. 1979. Stereotypes in advertising. *Marketing Mix*, 15(7):23-25, 39.

OR

Matthews, K.J. 1979. Stereotypes in advertising. *Marketing Mix*, 15(7):23-25+.

Note that the title of the periodical is underlined, printed in bold or preferably italicised and not the title of the article. Also note that sometimes journal titles are abbreviated, especially in the sciences. Be consistent in your use – abbreviate ALL journal titles, or NONE. For example: *S Afr J Chem* or *South African Journal of Chemistry*; *SAE J-Automot Eng* or *SAE Journal of Automotive Engineers*. Useful links for journal abbreviations are:

ISI Journal Abbreviations Index at

<http://library.caltech.edu/reference/abbreviations/>

and

Journal Abbreviation Resources on the Web at

<http://gateway.library.uiuc.edu/biotech/j-abbrev.html>

You may find that the numbers of periodical issues vary. For example, you may find dates or seasonal issues. Indicate these as follows:

Matthews, K.J. 1979. Stereotypes in advertising. *Marketing Mix*, 15(7): 23-25, July 8. [Volume, issue number and date of issue.]

Matthews, K.J. 1979. Stereotypes in advertising. *Marketing Mix*, 15:23-25, Winter. [There is no issue number here, only volume and page numbers, and seasonal issue no.]

If you can find no indication of the volume or the number, your citation will look like the one below. This is fairly rare, however, and it is important to try to trace the full details of journal citations. Pay particular attention to the punctuation in the example below:

Crabtree, S.W. 1987. The 20 best books of 1986. *Books and Bookmen*: 34-36, December. [Page numbers and month of issue only; no volume or issue numbers.]

NB. Punctuation and spacing are vitally important. This is not a matter of individual choice. It is essential that you are consistent in your punctuation, underlining or italicising, spacing and use of abbreviations. These are internationally accepted academic conventions, and not a matter of personal preference.

#### 4.2.3 A newspaper article.

If the article has a byline (i.e., the name of the reporter or columnist is indicated), use it. Frequently there is no indication of author, e.g., only “staff reporter”, “staff writers” or the news agency, e.g., Reuters. Sapa.

Anon. 2000. Government waiting for lottery kitty to grow. *Cape Times*: 1, Nov. 20. [No indication of author. The article appeared on page 1 of the *Cape Times*, 20 November issue. Note that the title of the newspaper is italicised.]

Nell, S. 2000. Boks can't afford Chester's lack of pace. *Cape Times*: 18, Nov. 20. [Author indicated.]

Use the correct title as given on the masthead, e.g., *Mail & Guardian*, *Die Burger*, *The Star*, *Cape Times*, *Cape Argus*, *The Weekly Telegraph*, *International Express*, *The Times*.

#### 4.2.4 An Internet citation (with acknowledgement to Behrens et al., 1999):

The Internet is a volatile and transient source of information, which gives access to resources like the following:

- < libraries, databases and research centres worldwide
- < e-mail
- < listserves or newsgroups (mailing lists)
- < tele-conferencing and live, multi-user discussions
- < full text of books and classics
- < reference sources
- < indexing and abstract journals

##### 4.2.4.1 URL: this is the Internet equivalent of a full postal address and is used to connect to Internet sites around the world.

##### 4.2.4.2 Elements in a URL address:

|   |   |   |   |
|---|---|---|---|
| <a href="http://www.unisa.ac.za/library/index.html">http://www.unisa.ac.za/library/index.html</a> |   |   |   |
| 1   | 2 | 3 | 4 |

- 1 The first section is the protocol that the site uses. *http://* indicates that the resource is in hypertext.
- 2 The second section indicates the location of the host computer of the organisation (or individual), which has placed the site on the Internet. *WWW* shows that the site is on the World Wide Web; the name of the organisation is *Unisa*, and the abbreviation *ac* means it is an academic institution; the abbreviation *za* is for South Africa.
- 3 The third section relates to the directory structure within the host computer.
- 4 The fourth section is the name of a particular Web page or file.

Some common examples of URL abbreviations are:

| Countries |                | SA educational institutions |   | Others |                              |
|-----------|----------------|-----------------------------|---|--------|------------------------------|
| au        | Australia      | cput                        | Cape Peninsula University of Technology | ac     | academic institutions        |
| ca        | Canada         | uj                          | University of Johannesburg              | com    | commercial                   |
| es        | Spain          | sun                         | University of Stellenbosch              | or co  | businesses                   |
| hk        | Hong Kong      | uct                         | University of Cape Town                 | edu    | USA educational institutions |
| na        | Namibia        | unisa                       | University of SA                        | gov    | government                   |
| nl        | Netherlands    | wits                        | University of the Witwatersrand         | mil    | USA military                 |
| sl        | Swaziland      |                             |   | org    | other organisations          |
| uk        | United Kingdom |                             |   |        |                              |
| za        | South Africa   |                             |   |        |                              |
| zw        | Zimbabwe       |                             |   |        |                              |

There is no code for the USA, because the Internet was developed there. Note that Internet addresses are frequently underlined, since this is the way that hyperlinks are indicated.

#### 4.2.4.3 E-mail messages:

Bloggs, J. ([bloggs@iafrica.com](mailto:bloggs@iafrica.com)). 2001. Invitation to exhibition. E-mail to L Smith ([lsmith@cput.ac.za](mailto:lsmith@cput.ac.za)) [28 October 2001].

#### 4.2.4.4 Home pages:

African National Congress. 1994. *The reconstruction and development programme*.  
<http://www.polity.org.za/govdocs/rdp/rdp/html>  
 [21 June 1999].

The first date refers to the last update or the copyright date. The last date refers to when the website was accessed.

#### 4.2.4.5 Journal articles on the WWW:

Xiao, D., Mosley, P.A. & Cornish, A. 1997. Library services on the World Wide Web. *The Public Access Computer Systems Review*, 8(4).  
<http://www.info.lib.uh.edu/pr/v8/n4/xiao8n4.html>  
 [21 June 1999].

## 5. Bibliography (References/Sources)

A bibliography contains all sources consulted, but not necessarily cited in the dissertation. References/List of References contain only items cited.

Your bibliography, which is a list of all sources consulted and cited, is arranged alphabetically according to author. Where the author cannot be ascertained (rare), file according to title.

It is not necessary to list items according to format (e.g., books, journal articles, theses and dissertations, conference proceedings, etc.) under separate headings. List in one alphabetic sequence.

British printing conventions dictate the use of upper case (capitals) for the initial letters of words (excluding words like *a*, *an*, *the* etc., unless the title starts with one of these words). For example, *Mastering Information Skills*, rather than *Mastering information skills*; *The Oxford Book of English Verse*, rather than *The Oxford book of English verse*. However it is simpler (and Harvard practice) to use lower case for book titles throughout. Use upper case for journal and newspaper titles, however. Whatever your choice of style, be consistent in your use of upper or lower case for initial letters in titles. Remember that proper names, e.g., South Africa, United States of America, always have initial capital letters (e.g. *The Oxford book of English verse*, where “Oxford” and “English” are capitalised).

Where there is no author, e.g., a dictionary, video, etc., your arrangement will be alphabetical according to title (unless you have used Anon.). Limit your use of Anon. to anonymous articles in magazines, journals, newspapers, encyclopaedias, etc.

NB. *A*, *an*, and *the* are ignored in filing. *The Oxford book of English verse* would therefore be filed under *O* for *Oxford*; *The dictionary of national biography* under *D*.

Do not number the items in your bibliography.

Filing rules:

File alphabetically according to author or title (in the case of a dictionary, for example), followed by date, followed by title.

Note the filing sequence in the following examples, where the same author has published more than one work in a particular year. Initial letters have been underlined to demonstrate the sequence of filing.

Adams, A. 1996.  
Adams, A. 2001a. A*partheid's legacy*.  
Adams, A. 2001b. P*olitical ideologies and the Third World*.  
Adams, A. 2002.  
Adams, F. 1985.  
Adams, H. 1982.

The sequence is as follows:

Author  
Initial/s  
Date of publication  
Title (alphabetical)

A useful hint: even if the text of the thesis/dissertation has a justified right-hand margin, do not justify the bibliography. Justification tends to cram spacing, which looks odd in the bibliography.

The following (largely) fictitious examples should cover most of the types of publications you will encounter. Explanations are given in bold in square brackets at the end of each citation, and are not part of the citation.

ANC see African National Congress.  
[See references facilitate textual referencing. Your textual reference would read (ANC, 1994:5).]

African National Congress. 1994. *Reconstruction and development programme*. Johannesburg: ANC. [Example of a corporate author.]  
Anon. 1983. Medieval manuscripts. *Encyclopedia Britannica*, 14:346-347. [An anonymous, unsigned article in an encyclopedia. Because the encyclopedia is so well known, place of publication and publisher are not necessary.]

Anon. 1997. *The beach*, by Alex Garland. Reviewed in: *Publishers Weekly*, 243:39, December 2. [An anonymous book review.]

Brunner, H. 1972. *Hieroglyphic writing: the Egyptian legacy*. 3rd rev. ed. Oxford: Oxford University Press. [3<sup>rd</sup> edition of a book.]

Chase, J.P. 1979. *Advertising in the modern world*. New York: Simon & Schuster. [1<sup>st</sup> edition of a book.]

*Concise Oxford English dictionary*. 11<sup>th</sup> ed. 2004. New York: OUP. [A dictionary. OUP and CUP are accepted abbreviations for Oxford University Press and Cambridge University Press respectively.]

Du Plessis, I.P. (red.). 1981. *Bemarking en reklame*. 2de uitg. Kaapstad: Human & Rossouw. [2<sup>nd</sup> edition of an Afrikaans book with an editor instead of an author. Note that bibliographical details are given in Afrikaans; i.e., in the language of the publication.]

Gardner, B.P. & Smith, G. (eds). 1984. *Child psychology: an introductory guide for parents and teachers*. Harmondsworth: Penguin. [A book with two editors. Note the use of the ampersand (&). Use this in your bibliography, and within brackets, in a textual reference only. Your reference in the text would read: Gardner and Smith, unless the whole textual reference is bracketed.]

For example, Gardiner and Smith (1984:62) state:  
but  
(Gardiner & Smith, 1984:62).

Henderson, R.S., Smith, P.G., Rossiter, I. & King, P.Q. 1987. *The tenets of moral philosophy*. New York: Van Nostrand. [Multiple authors. Note the punctuation after authors' initials.]

[NB. Your textual reference would read: Henderson *et al.*, 1987:64). Do not use *et al.* in your bibliography, however. Give complete bibliographical details.]

*The interview game*. 1985. London: BBC. [video cassette]. [Use the library catalogue to ascertain further details such as producer, director and length. However the details above generally suffice.]

Kruger, J.P. 1988. Sexism in advertising. *Communicare*, 7(3):12-15, March 11. [A journal article indicating journal title, volume, issue number, page numbers and date. NB. The title of the journal is italicised, NOT the title of the article.]

Lee, S.T. 1986. The semantics of advertising. *Psychology Today*, 19:34-37, Fall. [A journal article indicating journal title, volume, page numbers and seasonal issue.]

Lessing, B.P. 1985. Nuclear energy. *McGraw-Hill encyclopedia of science and technology*, 12:127-129. [A signed article in an encyclopedia.]

McKiernan, G. 1996. *Project Aristotle(sm): automated categorization of Web resources*.

<http://www.public.iastate.edu/~CYBERSTACKS/Aristotle.htm>

[4 September 1996]. [An Internet citation.]

*OED see Concise Oxford English dictionary.*

[This see reference will facilitate textual referencing. Your textual reference would read simply (*OED*, 2004:154).]

Potgieter, R.S. 1983. Die advertensiewese in Suid-Afrika: 'n kritiese ondersoek. Ongepubliseerde PhD-proefskrif, Unisa, Pretoria. [Mikrofiche]. [A doctoral dissertation in Afrikaans, available as a microfiche copy. Because it is unpublished, the title is not italicised. Bibliographical details are given in the language of the thesis.]

Pringle, G.S. 1982a. The allegorical novels of J.M. Coetzee. Unpublished PhD thesis, Rhodes University, Grahamstown. [This author has published two works in one year, therefore the dates are indicated as 1982a and 1982b. Note that "allegorical" files before "aspects" in the next entry, and that "the" "a" and "an" are ignored in filing.]

Pringle, G.S. 1982b. Aspects of style in the novels of J.M. Coetzee. *College English*, 35(6):34-41, September.

Puttnam, R.A. 1981. The place of values in a world of facts. In Duff, A. & Smithson, W.O. (eds). *The nature of the physical universe*. Englewood Cliffs, N.J.: Prentice-Hall: 124-139. [You have consulted only one chapter of this book. The chapter was written by Puttnam, and the book was edited by Duff and Smithson. The page numbers refer to the specific chapter consulted.]

Reagan, M. 1997. *The beach*, by Alex Garland. Reviewed in: *Village Voice*, 42:56, March 11. [A book review with an indication of the author.]

Rowse, M.K. (ed.) 1985. *The librarian's guide to the use of AACR2*. London: Library Association. [This is an example of a learned society as publisher.]

Sanlam. 1998. *Annual report: 1998*. Bellville: Sanlam. [A corporate author, and also publisher.]

Smuts, D. 1987. Interview with the author on 4 August 1987, Cape Town. [Cassette recording in possession of author]. [You have interviewed this person, and have taped the interview.]

South Africa. 1982. *Atomic Energy Act, no 92 of 1982*. Pretoria: Government Printer. [Laws.]

South Africa. Department of Housing. 2003. Strategic plan: 1 April 2003 to 31 March 2006. Pretoria: Dept of Housing. [A government publication published by a specific department.]

Stewart, M.T. 1988. Should privatisation prosper? SAA in the year 1990. *Cape Argus*: 3, May 17. [An article with byline (the name of the reporter) which appeared in a newspaper.]

Theron, C. 1997. Letter to the Town Clerk of Stellenbosch, 5 May. [Original copy in records of the Town Council of Stellenbosch]. [Private, unpublished correspondence.]

Truter, M. 1994. The role of the court interpreter in the new South Africa. *Proceedings of the 1994 Conference of the South African Institute of Translators*, Bloemfontein, 18-23 June 1994. Johannesburg: The Institute: 46-59. [Published conference proceedings. You are citing only the paper read by Truter. If conference proceedings are not published, e.g., you have obtained a copy of the paper, italics are not used.]

Underwood, M. 1998. The role of anti-oxidants in cancer of the colon. *The Lancet*, 135(3):34-45. [Abstract in the MEDLINE database, ref. no. 98453765]. [Information obtained from electronic sources such as databases.]

NB Do not include databases like SABINET or ERIC as bibliographic citations. Search engines like YAHOO, GOOGLE, ANANZI etc. are also inappropriate. This is the equivalent of citing the Cape Peninsula University of Technology Library catalogue in your bibliography.

Van Aswegen, E.S. 2000. English literature: from Beowulf to Virginia Woolf. Cape Town: Cape Technikon. [Course notes]. [Unpublished class notes and handouts.]

Van Zyl, L.P. 1988. Afrikaanse digkuns in die jare tagtig. *Insig*, 2(3):21-22, Maart. [An article from an Afrikaans language magazine.]

The following is a quick, alphabetical reference guide to types of publications. The examples are the same ones used in the complete bibliography, above. Consult the citations given in the bibliography above for explanations and fuller details.

#### **Abstracts in databases:**

Underwood, M. 1998. The role of anti-oxidants in cancer of the colon. *The Lancet*, 135(3):34-45. [Abstract in the MEDLINE database, ref. no. 98453765]. [Textual reference: Underwood, 1998:40]

#### **Book reviews:**

< Anonymous book review in journal or newspaper:

Anon. 1997. *The beach*, by Alex Garland. Reviewed in: *Publishers Weekly*, 243:39, December 2. [Textual reference: Anon, 1997:39]

< Book review with author:

Reagan, M. 1997. *The beach*, by Alex Garland. Reviewed in: *Village Voice*, 42:56, March 11. [Textual reference: Reagan, 1997:56]

## Books:

### < One author:

Chase, J. 1979. *Advertising in the modern world*. New York: Simon & Schuster. [Textual reference: Chase, 1979:34-35]

### < Two authors:

Ellis, R. & Peters, J.P. 2000. *Writing about literature*. London: Macmillan. [Textual reference: Ellis & Peters, 2000:76]

### < Multiple authors:

Henderson, R.S., Smith, P.G., Rossiter, I. & King, P.Q. 1987. *The tenets of moral philosophy*. New York: Van Nostrand. [Textual reference: Henderson et al., 1987:35. NB. Use "&" within brackets, "and" in text]

### < Editors:

Du Plessis, I.P. (red.). 1981. *Bemarking en reklame*. 2de uitg. Kaapstad: Human & Rossouw. [Language used is that of the book.] [Textual reference: Du Plessis, 1981:13]

Gardner, B.P. & Smith, G. (eds). 1984. *Child psychology: an introductory guide for parents and teachers*. Harmondsworth: Penguin. [Textual reference: Gardener & Smith, 1984:87]

### < Specific chapters consulted in a book, with an editor, where each chapter was written by a different author:

Puttnam, R.A. 1981. The place of values in a world of facts. In Duff, A. & Smithson, W.O. (eds). *The nature of the physical universe*. Englewood Cliffs, N.J.: Prentice-Hall: 124-139. [Textual reference: Puttnam, 1981:127]

### < First edition:

Chase, J.P. 1979. *Advertising in the modern world*. New York: Simon & Schuster. [Textual reference: Chase, 1979:32]

### < Subsequent editions:

Brunner, H. 1972. *Hieroglyphic writing: the Egyptian legacy*. 3<sup>rd</sup> rev. ed. Oxford: Oxford University Press. [Textual reference: Brunner, 1972:15]

### < Learned societies as publishers:

Rowse, M.K. (ed.). 1985. *The librarian's guide to the use of AACR2*. London: Library Association. [Textual reference: Rowse, 1985:65]

## Conference proceedings:

Truter, M. 1994. The role of the court interpreter in the new South Africa. *Proceedings of the 1994 Conference of the South African Institute of Translators*, Bloemfontein, 18-23 June 1994. Johannesburg: The Institute: 34-45. [Textual reference: Truter, 1994:40]

**Correspondence:**

Theron, C. 1997. Letter to the Town Clerk of Stellenbosch, 5 May. [Textual reference: Theron, 1997]

**Course notes:**

Van Aswegen, E.S. 2000. English literature: from Beowulf to Virginia Woolf. Cape Town: Cape Technikon. [Unpublished course notes]. [Textual reference: Van Aswegen, 2000:5]

**Dictionaries:**

When using a title as main entry, see references facilitate textual referencing, as illustrated below:

*OED* see *Concise Oxford English dictionary*.

*Concise Oxford English dictionary*. 11<sup>th</sup> ed. 2004. New York: OUP. [Textual reference: *OED*, 2004:254]

**Encyclopaedias:**

< Anonymous:

Anon. 1983. Medieval manuscripts. *Encyclopaedia Britannica*, 14:346-347. [Textual reference: Anon, 1983:347]

< Indication of author of article:

Lessing, B.P. 1985. Nuclear energy. *McGraw-Hill encyclopedia of science and technology*, 12:127-129. [Textual reference: Lessing, 1985:128]

**Government Gazette:**

The *Government Gazette* is a weekly newspaper, the official organ of the Republic of South Africa. Treat as for journal/newspaper articles.

South Africa. 1997. White Paper on environmental management policy for South Africa. Notice 1096 of 1997. *Government Gazette*, 385(18164):1-96, July 28. [Textual reference: South Africa, 1997:24]

**Government publications:**

South Africa. Department of Housing. 2003. Strategic plan: 1 April 2003 to 31 March 2006. Pretoria: Dept of Housing. [Textual reference: South Africa. Department of Housing, 2003:13]

**Internet:**

Cape Peninsula University of Technology. n.d. *Copyright policy*. <http://www.cput.ac.za/polic/copyright.html> [25 September 2001]. [Textual reference: Cape Peninsula University of Technology, n.d.]

### Interviews:

Smuts, D. 1987. Interview with the author/researcher on 4 August 1987, Cape Town. [Textual reference: Smuts, 1987]

### Journal and magazine articles:

Crabtree, S.W. 1987. The 20 best books of 1986. *Books and Bookmen*: 34-36, December. [No volume or issue numbers, pages only.] [Textual reference: Crabtree, 1987:35]

Kruger, J.P. 1988. Sexism in advertising. *Communicare*, 7(3):12-15, March 11. [Volume, issue, pages, month, day.] [Textual reference: Kruger, 1988:13]

Lee, S.T. 1986. The semantics of advertising. *Psychology Today*, 19:34-37, Fall. [Volume, pages, season.] [Textual reference: Lee, 1986:35]

Pringle, G.S. 1982. Aspects of style in the novels of J.M. Coetzee. *College English*, 35(6):34-41, September. [Volume, issue, pages, month.] [Textual reference: Pringle, 1982:36]

Van Zyl, L.P. 1988. Afrikaanse digkuns in die jare tagtig. *Insig*, 2(3):21-22, Maart. [Details given in the language of the publication.] [Textual reference: Van Zyl, 1988:21]

### Laws:

South Africa. 1982. *Atomic Energy Act, no 92 of 1982*. Pretoria: Government Printer. [Textual reference: South Africa, 1982:65]

### Newspaper articles:

< Anonymous articles, with no byline:

Anon. 1999. Higher education: quo vadis? *Mail & Guardian*: 15, March 11. [Page number, month and day.] [Textual reference: Anon, 1999:15]

< Articles with byline:

Stewart, M.T. 1988. Should privatisation prosper? SAA in the year 1990. *Cape Argus*: 3, May 17. [Textual reference: Stewart, 1988:3]

### Theses and dissertations:

Potgieter, R.S. 1983. Die advertensiewese in Suid-Afrika: 'n kritiese ondersoek. Ongepubliseerde PhD-proefskrif, Unisa, Pretoria. [Textual reference: Potgieter, 1983:67]

Pringle, G.S. 1982. The allegorical novels of JM Coetzee. Unpublished PhD dissertation, Rhodes University, Grahamstown. [Textual reference: Pringle, 1982:101]

### Videos:

*The interview game*. 1985. London: BBC. [video cassette]. [Textual reference: *The interview game*, 1985]

## 6. The final word

The following points list some pitfalls for inexperienced writers:

### Abbreviations and punctuation:

Use acknowledged abbreviations such as:

- e.g. for example (not *for e.g.*)
- i.e. that is
- viz. namely (*namely* preferable to *viz.* however)
- p./pp. page or pages
- ff. following
- cf. compare.

It is more appropriate to write out *for example* and *that is* in text. Use e.g. and i.e. within brackets only.

Modern usage has dispensed with full stops after abbreviations like *Mr, Mrs, Ms*, etc. The rule in English is as follows:

If the abbreviation ends on the same letter as the word (as in *Mister - Mr*, which both end on the letter *r*): no full stop.

If the abbreviation ends on a different letter from the last letter of the word (as in *company - co.*): full stop.

However, modern usage tends to ignore the above grammatical rule. Once again, aim for consistency, whatever your choice of style. If you decide on *eg* and *ie* (no stops), be consistent in your use throughout the thesis.

There is no need to use full stops in people's names, for their academic degrees or affiliations, e.g.

*Mr JA Smith, MA (UCT).*

Aim for consistency. Choose either the traditional style (full stops) or the modern style (no full stops) and apply consistently throughout.

### Acronyms and abbreviations:

If using acronyms or abbreviations, use the full name in the first reference, followed by the abbreviation in brackets, e.g. The South African Institute for Librarianship and Information Science (SAILIS), The South African Broadcasting Corporation (SABC), the National Research Foundation (NRF). In subsequent references you may use the abbreviation/acronym only.

Write acronyms, which are pronounced like words, e.g., Aids, Unisa, Sasol, in lower case. Where the letters are spelt out, use upper case, e.g., HIV, HMSO, SABC, NRF, ANC.

### African languages (influence on English):

The indefinite and definite articles (*a* and *the*) don't exist in many African languages, and first-language speakers often incorrectly omit them in English.

**Afrikaans (or whatever the English version of an *Anglisisme* is):**

Avoid direct translations from Afrikaans. Use *supervisor* or *promotor* (note the spelling of the latter, unless you are promoting a product, service or sport), rather than *study leader*. Use *research* rather than *study*, e.g., in *The focus of this research (not study) is . . .*

*Must* from the Afrikaans “moet” is best translated as *should* or *ought*, unless the meaning is imperative. The following recommendations *should* (not *must*) be implemented.

**Apostrophes:**

Don't use apostrophes for plurals of abbreviations and acronyms, e.g. QAPs, NGOs, SETAs. In situations where confusion may arise, use the apostrophe, e.g., *Minding your p's and q's; dotting the i's and crossing the t's.*

**Compare *with* and Compare *to***

If A is *compared with* B, you are noting their differences. If A is *compared to* B, you are indicating their similarities or likenesses.

For example: The poet compares his beloved **to** a summer's day.

Compared **with** is the most common.

For example: Compared **with** last year's figures ...

Subjects who consumed at least five helpings of fruit or vegetables daily enjoyed lower blood pressure and cholesterol levels compared **with** those subjects whose intake was less ...

**Consistency:**

Be consistent in your use of capitalisation, numbering, underlining, italics, bold, etc. Use decimal numbering, as demonstrated in this guide. Tables and Figures are similarly and appropriately numbered according to the chapters in which they appear. For example, Fig. 3.1 refers to the first figure appearing in Chapter 3. Table 6.5 refers to the fifth table appearing in Chapter 6.

**Criterion/criteria:**

*Criterion* is the singular; *criteria* is the plural. The same applies to *phenomenon* and *phenomena*.

**Data:**

*Data* is the Latin plural of *datum* and requires a plural verb, hence *data are*. However, there has been a growing tendency to use it as an equivalent to the uncountable noun *information*, followed by a singular verb. This is now regarded as generally acceptable in American use, and in the context of information technology. The traditional usage is still preferable, but it may soon become a lost cause ([www.askoxford.com](http://www.askoxford.com)). Use either one or the other consistently.

### **Ellipses:**

An ellipsis is a punctuation character consisting of three dots in a row. It indicates that a word or phrase has been omitted (e.g. in a quotation) or signifies a trailing off in thought. There should be a space before and after the ellipsis, e.g. some researchers ... concede that ...

### **E-mail, e-commerce, etc.**

According to the experts at AskOxford.com (and the 11<sup>th</sup> edition of the 2004 Concise Oxford *English Dictionary*), email is now by far the most common form. Use the hyphen for e-commerce, e-business, e-cash, e-government, etc. (lower case “e”, but a capital letter “E” at the beginning of a sentence (see <http://www.askoxford.com>).

### **Figures and Tables:**

Figures and Tables are numbered according to the chapter in which they appear, e.g., Figure 4.1 (the first figure in Chapter 4); Table 5.3 (the third table in Chapter 5).

Figures are captioned in 10-point bold at the bottom of the figure. Tables are captioned in 10-point bold at the top of the table.

Aligning tables left (i.e., not justifying right) will obviate intrusive white space.

A List of Figures and List of Tables should appear after the Table of Contents in the preliminary pages of the thesis.

### **Fonts:**

Select a clear, legible and appropriate typeface (Roman or sans serif) and legible type size (e.g. 11 or 12 point). Chapter headings may be typed in 14 point. Serif (e.g. Times Roman) has a more formal, authoritative, classical and traditional appearance, while sans serif is more clean-cut and modern. For a sophisticated layout you could, for example, use sans serif headings and serif text. Mixing fonts needs a graphic designer’s discerning eye, and should be used with caution. Avoid offbeat fonts, e.g., Beanie, Impact, Haettenschweiler, Comic Sans MS.

Times Roman, Universal, Arial and Helvetica are all appropriate typefaces. You may wish to use the corporate font of the Cape Peninsula University of Technology, which is Trade Gothic. Some institutions and disciplines will specify width of margins, fonts, etc.

This is Arial 11 point (sans serif)

This is Helvetica 11 point (sans serif)

This is Times Roman 12 point (serif)

### **Footnotes:**

Footnotes have been replaced by other styles of bibliographic citation, such as Harvard. Restrict footnotes to related, but less relevant comments and asides. Footnotes are numbered. Alternatively, typographical symbols such as asterisks or daggers may be used. Avoid the use of obsolete Latin abbreviations such as *id*, *ibid*, *op cit*, *vide*, *qv*, etc.

### He/she:

In order to avoid accusations of gender bias, the accepted forms are *he or she*, *he/she* or *s/he*. This, however, although “politically correct”, is clumsy. Use plural nouns and pronouns (*they/them*), or add a disclaimer to your introduction (this could be in the form of a footnote), in which you state that *he* (or *she*, depending on the context of the research) is used for ease of reference, but refers to both sexes. The topic of the research may specify gender, e.g., a thesis on ovarian cancer will obviously require the pronouns *she/her*.

### Hyphenation:

Compound words using prefixes require hyphens if the prefix and the following word begin with the same letter, e.g. *pre-empt*, *co-opt*, *co-operative*. There is, however, a trend to spell cooperative as one word. Avoid over-hyphenation: *antisocial*, rather than *anti-social*; *worldwide*, rather than *world-wide*.

Composite adjectives require hyphens. Note the difference between the following: *Students in their first year* (noun) *often suffer from test anxiety* (noun). *First-year* (adjective) *students often suffer from test-anxiety* (adjective) *syndrome*.

Note also the “hanging hyphen” in phrases like *oil- and gas-related enquiries*.

Hyphens are useful in avoiding ambiguity, e.g.

*A black-cab driver.*      *A black cab driver.*  
*The Vice-Chancellor*    *The Vice Chancellor*

### Hyphens and dashes

Automatically format hyphens as **en dashes** and **em dashes**:

On the Tools menus, click AutoCorrect, and then click the AutoFormat As You Type tab, and select and click the appropriate Symbol characters ... with symbols check box.

When you type text followed by a space, one or two hyphens, and then one or no space, followed by more text, Microsoft Word automatically inserts an “en” dash, which substitutes for the word “to”. For example: “See pages 3-10” becomes “See pages 3 – 10”. “The average elevation is 395 – 490 m. Use this style in text.

When you type text followed by two hyphens (--) followed by more text, Word automatically inserts an “em” (long) dash. This is used to insert an explanatory word. For example: “Many pines—ponderosa, for example—grow here”.

In a thesis, use hyphens (the shortest dashes) between page numbers in textual references and in the bibliography, e.g., Jones (1999:13-14), as well as to connect words, e.g., “first-year students”. Use en and em dashes appropriately in text, for example, see Tables 4.8 – 4.10; “Knowledge management—as many critics testify—is one of the more esoteric branches of epistemology”.

### If:

Where a possibility is implied in an if-clause, the indicative mood is used. However hypotheses frequently require the subjunctive mood. For example: *If . . . were* (not *was*). *If I were he* (I’m not).

**Internet:**

Use a capital “I” for Internet.

**Inverted commas/quotation marks:**

Note the use of inverted commas at the end of quotations:

*Eliot claimed that the metaphysical poets of the seventeenth century “possessed a mechanism of sensibility which could devour any kind of experience”.*

*Eliot wrote: “The metaphysical poets of the seventeenth century possessed a mechanism of sensibility which could devour any kind of experience.”*

Note the use of single inverted commas within double (or vice versa) for a quote within a quote. Once again, be consistent. Do not use single inverted commas in some instances, and double inverted commas in others. Note both inverted commas and the final full stop in the following example:

*Jennings (2002:45) notes: “Several authors refer to this theory as ‘dated’, or even ‘obsolete’.”*

Avoid using single quotation marks for irony, sarcasm, jargon, etc. and double for quotes. This will confuse you (and the reader).

**Italics:**

Italics are used for less common words and phrases in foreign languages, e.g., *déjà vu*, *ad hominem*, *comme il faut*, *Sturm und Drang*. Do not italicise frequently used foreign expressions, e.g., *ad hoc*, *bona fide*, *lingua franca*, *curriculum vitae*. Consult a recent edition of a good dictionary (*Concise OED* and *Collins English dictionary* are helpful). Italics are also used for titles of books and titles of journals (not titles of journal articles). Do not use italics and inverted commas together – use one or the other.

**Justification of right-hand margin:**

Justifying the right-hand margin looks professional; however, do not justify right for tables and bibliographic items containing web addresses. (If you do, you get unwanted spaces between items, especially where web addresses are used.)

**Lists:**

Pay attention to punctuation in lists, which should be preceded by a colon, e.g.

*Reasons for the idiosyncrasies of English spelling are:*

- *the great vowel shift;*
- *the Norman conquest of 1066;*
- *the coining of new words during the Renaissance; and*
- *the addition of new words from the colonies.*

Note the use of (a) lower-case letters at the beginning of each sentence, (b) the semi-colon at the end of each sentence, (c) the use of “and” before the last bullet, and (d) the full stop at the end.

An alternative way of writing the list would be as follows:

*The following are some reasons for the idiosyncrasies of English spelling:*

- *The great vowel shift.*
- *The Norman conquest of 1066.*
- *The coining of new words during the Renaissance.*
- *The addition of new words from the colonies.*

Note the use of (a) upper-case letters at the beginning of each point, and (b) the full stop at the end of each point.

In very short (one- or two-word lists), punctuation may be omitted altogether.

Be consistent in your use of punctuation in lists. If you decide to omit punctuation marks, do so throughout.

Bullets facilitate readability in lists. Decide on appropriate formats for specific headings and sub-headings to ensure uniformity.

Semi-colons are also useful instead of commas to separate listed items in a paragraph. Commas as dividers are problematic, especially if they already exist within some of the listed items, e.g.

*Reasons for the idiosyncrasies of English spelling are: the great vowel shift; the introduction of French words into English, which occurred in 1066 with the Norman conquest of Britain; the coining of new words, derived from Greek and Latin, to describe new concepts which evolved during the Renaissance; and the addition of new words from the voyages of discovery, as well as from the colonies which were established in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries.*

### **Margins:**

For a thesis/dissertation, set your left-hand (binding) margin to 3 cm, and all other margins (top, bottom, right) to 2 cm. Follow editorial guidelines for journal articles and conference papers. Ensure that your paper size is set at A4.

### **Numbers:**

Numbers in text are problematic. Use your discretion in deciding whether to write out or use figures. The following are some general guidelines:

Numbers from 1 - 10 are written out. Use figures 1- 10 only in tabulations, prices, scores, currencies, statistics, etc.

However, it is preferable not to mix figures and numbers in the same sentence. For example: *It was reported that the number of injured had risen from eight to fifteen.*

Do not mix decimals and fractions in the same sentence.

When referring to specific chapters, tables, figures, use capitals, e.g., *Chapter 4, Table 4.1, Figure 4.2, Sample 5, Specimen 3, Version 6.* However use lower case when referring to chapters, etc. in general, e.g. *The following chapter deals with an analysis of the data; figures and tables have been included . . .*

The following example from Cutts (1999:18) is a useful guide to the use of numbers within text:

*A 35-strong focus group (see Chapter 1, page 3) assessed three of the four versions for clarity. They rated Version 4 the clearest, with an average score of 18 points from a possible 20. It was the first preference of 26*

people. Version 2 received an average score of 14, but only three first preferences. Version 1, the original, scored only 5 points - seven respondents gave it no points at all.

Spacing in large numbers: 750, 7 500, 750 000, 7 500 000.

Note the spelling of *per cent* (two words). *Percent* (one word) is American usage, but *percent* is acceptable in South African English usage.

Avoid beginning sentences with figures:  
*Seventy per cent* of respondents indicated ...  
rather than  
*70% of respondents indicated* ...

Choose whatever is clear and readable. Tables would generally contain figures, rather than words.

### **Paragraphs and spacing:**

Write in clear, concise paragraphs, in one-and-a-half (preferable) or double-line spacing. Long quotations (25 words +) should be indented and typed in single-line spacing, without quotation marks. They are generally typed in a smaller point size. NB. Headings and captions should be in single-line spacing. This also applies to items in the bibliography, text in tables, and bullets. Leave a line space between items.

### **Plain English:**

Write clearly, appropriate, and concisely. Avoid circumlocutory phrases such as *at this moment in time (now)*; *in respect of (about)*, *so as to (to)*.

### **Pronouns:**

Do not switch from a singular noun or pronoun to a plural within the same sentence or context, whether stated or implied. For example: A student (singular) *suffering from test anxiety may perform less well than expected*; they (plural) *often manifest symptoms of . . .* This should read: A student *suffering from test anxiety may perform less well than expected*; s/he *often manifests symptoms of . . .* Changing the nouns and corresponding pronouns to plurals (*students . . . they*) results in a less clumsy sentence.

### **Proofread and spell-check:**

Proofread and spell-check carefully. Ensure that your word-processing package is set to UK or SA, and not to US spelling conventions. Remember to “default”, since MsWord will automatically revert to US English when saving and opening a document. However, in direct quotations from American texts, titles etc. use the American spelling, e.g., *The color purple*, and not *The colour purple*. Other pitfalls are *practice/practise* and *licence/license*. Note that there is a difference between *program* (computers) and *programme* (teaching, theatre, television, radio, etc.). Avoid using Americanisms such as *fall* (autumn), *grades* (marks), and *school* (university), unless in a direct quotation.

### **Punctuation marks (spaces after):**

No matter what your typing teacher taught you, use one space after all punctuation marks: full stop, comma, semi-colon and colon. Note: there is no such punctuation mark as : -. Use the colon only, with no dash following.

### **Save:**

Save your thesis/dissertation in a variety of formats (hard drive, flash drive, disk, hard copy printouts). Ensure you have updated printouts (which can be scanned should disaster strike), and e-mail the document to yourself and a friend.

### **-se versus -ze endings:**

Modern UK usage prefers -se endings in words such as *analyse*, *organise*, *compromise*, *civilise* (and by analogy, *organisation*, *civilisation*), although the *OED* cites both -se and -ze as correct. Exceptions are *synthesize* and *mechanize*. Note that -ze endings are acceptable in UK/SA English. Be consistent in spelling at all times, e.g. *focused* not *focussed*, *biased* not *biassed*. The -ss- usage is American.

### **South Africa but southern Africa**

### **Square brackets:**

Square brackets are used for interjections by the writer/researcher. For example: Seymour notes that Mary Ann Evans wrote under the pseudonym of George Elliot [*sic*]. *Sic* is Latin, and means "thus". This means that you, the writer, know that George Eliot's name is spelt with one "l", but you have found it spelt like this in the text you have consulted, and are quoting it exactly as you found it. Because *sic* is Latin, not English, it is italicised. If you insert conjunctions (e.g. and, but, however) into a long quotation to make it read more fluently within the context of your writing, the word is placed within square brackets.

### **Tenses:**

Given the convoluted system of tenses in English, candidates are advised to use the present tense where possible. This prevents second-language speakers of English from having to extricate themselves from the intricacies of the various forms of the past tense in English. This is especially important in literature surveys, where reference is made to books, journal articles, etc., which were written in the past.

For example:

Smith, in her seminal work (1972), notes that ... ; however, her findings are refuted by Jones (1980:13), who states that ... . Still later research (Green, 1999; Brown, 2000; Black, 2001) contradicts earlier studies.

Obviously, in some cases, sense dictates the use of the past tense, e.g.:

*No other event of the 19<sup>th</sup> century had such a far-reaching and revolutionising effect upon the thought of the world as the publication by Darwin in 1859 of his Origin of the Species by Natural Selection. It seemed to give a new meaning to the universe, and to begin a new epoch in the history of humanity.*

*This conflict of science with faith gives a clue to the undertone of pessimism running through the works of such Victorian writers as Arnold, Tennyson, Morris and Thackeray. In the novel, the effect of the new theories of Darwin, Spencer and Huxley are seen in the realistic work of George Eliot. George Eliot, whose real name was Mary Anne Evans, is the founder of the psychological novel in which character is minutely analysed. Her books **are** full of the religious problems of her time.*

Note: When reporting the statistical analysis of questionnaires (in your “Findings” chapter, for example, the past tense should be used:

Twenty per cent of respondents rated hotel accommodation in South Africa as “excellent”, while 32 per cent rated it as “adequate”.

Do not mix tenses, unless the sense demands it. With *since*, if both actions begin in the past and have continued up to the time of writing, both verbs should be in the present perfect or present continuous tense, e.g.

*The subject's health* has improved *since he* has given up *smoking* (not *gave up*).

#### **Tone and register:**

Cultivate a concise, objective and academic, discursive, expository style of writing. Try to avoid the use of a too-personal style (*I, me, my*), sweeping generalisations, obfuscating jargon, etc.

#### **Typing and printing conventions:**

Check typing/printing conventions in a handbook of manuscript style. Full stops are followed by one space, as are semi-colons, colons and commas.

Avoid widows (single line or word of paragraph at top of page) and orphans (first line of paragraph which is last line on page). These are printing solecisms.

Most candidates will compile the thesis/dissertation using a variety of computer packages; unless you are completely *au fait* with typing/printing conventions, it is best to ask a professional typist to re-format your text for a professional layout and appearance. Non-compliance with typing conventions looks amateurish, and creates a poor first impression with examiners.

MsWord allows for the automatic insertion (and updating) of tables and figures.

Typing your thesis in MsWord Styles means that an automatic table of contents can be generated and updated as text is edited.

#### **Underlining/bold/italics:**

Avoid underlining for emphasis or for captions and section headings. This is an obsolete typing convention. Use italics for emphasis, and bold for captions and section headings. Titles of books, journals, newspapers etc. are italicised, both within text and in the bibliography.

#### **Web (The):**

Use initial capital letters for Internet, World Wide Web, the Web, but not for individual sites.

The 2004 edition of the Concise Oxford Dictionary shows “website” as the standard form, and not web site.

**Which (and Microsoft Word):**

Microsoft Word insists on a comma after *which*. This is not always correct.

**Example 1:**

If *which* introduces a non-restrictive (i.e., non-essential clause), a comma is needed.

Pizza, which teenagers love, is fattening.

The gist of the sentence is that pizza is fattening—which teenagers love (an incidental clause) does not restrict the meaning that pizza is fattening.

**Example 2:**

If *which* introduces a restrictive (essential) clause, no comma is needed.

Food which has a high salt content contributes to hypertension.

If you removed “which has a high salt content”, the meaning changes, unlike Example 1. Food does not contribute to hypertension—only food with a high salt content does.

**Help in person:**

Consult a language practitioner for the final proofreading and editing. It is strongly advised that you consult a language practitioner to guide you through the entire writing process, from the research proposal, chapter by chapter, especially if English is not your first language.

A professional typist with advanced word-processing skills will ensure a professional appearance and layout. With the text of the document already captured on disk, it is simply a matter of reformatting.

**Help in print:**

Essentials:

- (1) A good, current, English dictionary, such as the *Concise Oxford English dictionary* or the *Collins English dictionary*. (2) A dictionary of usage for correctness and consistency in language. Francois Nel’s *The SA style guide* (2000) is useful and has a South African slant. The *Quick reference plain English guide* (Cutts, 1999) is a practical guide that explains how to write and express yourself clearly, with 20 essential guidelines for better style, grammar, punctuation and layout.

## **COMPILATION**

### **Collation**

Ascertain the correct details for the title page of your work, e.g., the name of the faculty and department, names and degrees of supervisor/s, correct wording and layout, etc.

Keep meticulous details of your bibliography. This will save blood, sweat, tears, time and anguish when collating the final work. Make photocopies of title and imprint pages of books. Print/photocopy entire journal articles. File.

### **Collate correctly as follows:**

Title pages are not numbered.

The table of contents and preliminary pages (e.g. dedication, acknowledgements, abstract) are numbered in small Roman figures, e.g., i, ii, iii, or not numbered at all.

Text is numbered in Arabic figures, e.g., 1, 2, 3.

(You will have to create section breaks for page numbering of preliminary pages and text in MsWord.)

Recto (right-hand pages) are numbered in odd numbers, e.g., 1, 3, 5, 7 etc. Verso (left-hand pages) are numbered in even numbers, e.g., 2, 4, 6, 8 etc. (if printing pages back-to-back). Generally theses and dissertations are printed on one side of the page only, unless very long.

If printing back-to-back, start new chapters on a recto page.

Any illustrations, tables, figures, appendices, etc., should be clearly headed with appropriate captions, and should pertain to the text of your work.

Do not window dress. Ornamental borders and frills have no place in research at tertiary level.

Hint: do the Table of Contents last and ensure that your section numbers and page numbers correlate with the text of your thesis. Alternatively, type in MsWord Styles.

The following explains the sequence of collation for a dissertation/thesis, and gives an example of a title page which candidates should adapt to suit their specific requirements:

## **Sequence**

### ***Title page:***

NB. Theoretically, the title page is page number i. In practice, however, the title page is not numbered.

**For an example of a title page, see overleaf.**

**Bear in mind that if you use the CPUT logo, you must adhere to the alignment (left) and font specified.**



Cape Peninsula  
University of Technology

**TITLE OF THESIS/DISSERTATION**

by

**FULL FIRST NAMES & SURNAME**

**Thesis/Dissertation** (choose the correct one) **submitted in fulfilment/partial fulfilment** (choose the correct one) **of the requirements for the degree**

**Master of Technology/Doctor of Technology:** (choose one)  
**Discipline** (e.g. Chemical Engineering)

**in the Faculty of** (name of Faculty)

**at the Cape Peninsula University of Technology**

**Supervisor:** Type the name of your supervisor here

**Co-supervisor:** Add if necessary – otherwise delete

**Bellville/Cape Town/ /Mowbray/Wellington** (choose campus)

Date submitted (e.g. September 2007)

***Declaration by candidate:***

The candidate must state that the contents of the thesis/dissertation represent his/her own work, and that the opinions contained are his/hers and not necessarily those of the university.

The candidate must also state that the thesis/dissertation has not previously been submitted for academic examination towards any qualification.

Example of declaration

I, (name of student), hereby declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

If you wish to number preliminary pages, this page will be numbered ii (small Roman figures).

***Abstract/Summary/Synopsis:***

This is a concise summary (three pages maximum) of the thesis/dissertation, in double or 1½-line spacing. This will be page iii.

***Dedication (this is optional):***

This should be brief, e.g.

To my parents, with love and in gratitude.  
For my wife/husband/children.

This will be page iv.

***Acknowledgements:***

Avoid long, rambling, and effusively sentimental acknowledgements. Use bullets to facilitate reading, e.g.

I wish to thank:

- my supervisor, Prof Brain, for her guidance, encouragement and support;
- my colleagues in the Faculty of Business at the Cape Peninsula University of Technology for their encouragement;
- the librarians at the Cape Peninsula University of Technology Library for their unstinting help; and especially
- my husband/wife/partner/children, for their love and patience.

Include major contributors of funding, e.g., the NRF, using the following wording:

The financial assistance of the National Research Foundation towards this research is acknowledged. Opinions expressed in this dissertation/thesis and the conclusions arrived at, are those of the author and are not necessarily to be attributed to the National Research Foundation.

This will be page v.

***Table of contents***

(NB: This is not an Index, which is an alphabetical list of subjects, names, etc. at the end of a book, with corresponding page numbers).

This will include all sections of text (including preliminary pages), bibliography/references, appendices, lists of tables and figures, with corresponding page numbers. This will be page number vi.

Pay careful attention to the use of upper/lower case typography in the example overleaf. Avoid upper case, except for chapter headings. Use sentence case, except where proper nouns occur, e.g.

The origins of the English language

not

The Origins of the English Language

**Extract from Table of Contents:**

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If you have used figures and tables, a List of Figures and List of Tables appear immediately after the Table of Contents, with decimal numbers and corresponding page numbers. Typing the Bibliography in a table with no border (appears as grey on screen and does not appear on printed page) facilitates alphabetic sorting.

#### **Text:**

Text is numbered in Arabic figures, i.e., 1, 2, 3 etc.

Decimal numbering should be used for headings and captions throughout. Use lower case in headings, as in the example below. Proper nouns (e.g. South Africa) are always written with initial capitals, as in 6.3.3 below. Do not go beyond three decimal points, e.g., 6.3.2.1 (subsequently use a consistent style of bullets according to the level heading).

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## CHAPTER 6 THE FORMATION OF A NEW STRATEGY OF LABOUR CONTROL

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#### ***Bibliography/References***

These should be listed alphabetically according to author, using an appropriate academic style of bibliographic citation. Use single spacing, with one line between items. Typing your Bibliography/References in a table with hidden gridlines facilitates alphabetical sorting. Page numbering continues after the text of the thesis.

#### ***Appendices***



Behrens, S.J. Olën, S.I.I. & Machet, M.P. 1999. *Mastering information skills*. Pretoria: Unisa Press.

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