



**The Wits University Graduate  
School of Public and  
Development Management**

**Study Guide**

**2009**

## Quick Reference

# Quick Reference

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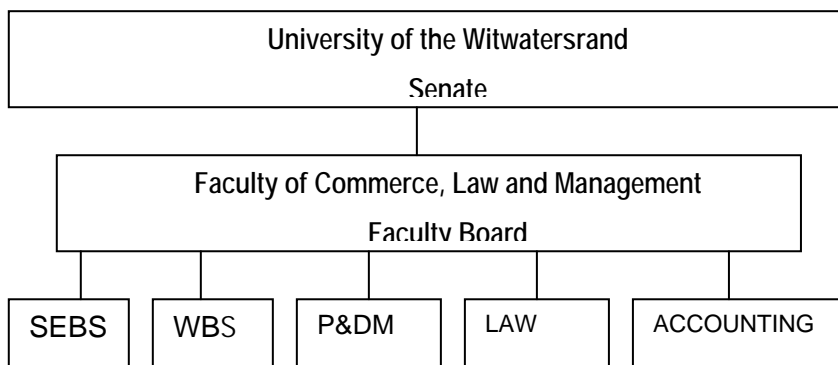
## Introduction and Overview

Welcome to the Graduate School of Public and Development Management. This study guide contains all the essential general information about the school and your studies. A separate guide for each degree and diploma gives further specific information.

### BACKGROUND

The Graduate School of Public and Development Management (P&DM) began as the Public and Development Management Programme in 1990 under the auspices of the Wits Business School. After the University created a Faculty of Management, it was possible to launch the Programme as a *School* in July 1993. This means that P&DM and the Graduate School of Business Administration (WBS) were the two sister schools that made up the Faculty of Management until 2000.

The Graduate School of Public and Development Management is now located in the Faculty of Commerce, Law and Management. It is one of five schools, the others being the Schools of Accountancy, Economic & Business Sciences (SEBS), Graduate School of Business Administration (WBS) and The School of Law. P&DM and WBS, the two *postgraduate* management schools, are located on the Parktown campus and the other three are located on West Campus in Braamfontein. Wits P&DM operates in terms of the rules and frameworks of the University of the Witwatersrand and the Faculty of Commerce, Law and Management.



The vision of Wits P&DM is “leadership through learning for development and democratic governance”. As a Graduate School within Wits University, P&DM provides quality management education for leaders and decision-makers in the public and development fields. P&DM’s values are those enshrined in the constitution of the Republic of South Africa. These values, which guide P&DM’s work and teaching, include the advancement of human rights and dignity, equity and democratic governance.

Wits P&DM, as a school, is involved in a range of activities that include postgraduate degrees, executive management development, research and development support. Since P&DM’s inception, staff have engaged in applied policy research and consulting to support the transformation process in South and Southern Africa. This work has been undertaken to:

- Assist public and development sector organisations to generate strategic plans and policy options
- Contribute to policy and academic debates
- Build the research capacity and profile of staff
- Strengthen the intellectual base of teaching and learning on the degrees and certificates.

## LOGISTICAL DETAILS

### Registration

At Registration, you will be handed files or coursepacks containing course materials with relevant background readings. Please carry these with you at all times during the course. In addition to background reading material, facilitators will also hand out other relevant documents for filing.

You will also receive a tent name. Please keep the tent name at all times during the programme as this will help in getting to know others, including new facilitators who will be joining the Programmes. Please switch off all cell phones as you enter the training venues.

**Note:** Should any of your personal details (particularly your contact details) change during the delivery of the course, it will be your responsibility to convey this information to the ADU and CLM Faculty Office. We make use of email for most communication so you need to advise us of changes to your email address and the details of your off campus email address if you prefer to use this. We suggest you set up your campus email address to forward your emails to your home or work if you do not check your campus email regularly.

### Orientation

The Orientation sessions are considered very important. During these sessions we shall also inform you about the aims, structure, content, rules and process of your course. We also outline key expectations of you in terms of your performance and provide information essential for working students re-entering study.

Given the level at which the courses are taught and the nature of the programmes, it is assumed that participants will take responsibility for their own learning and also learn independently. It is for this reason that we include an *Introduction and Orientation* programme for each degree. Attendance is compulsory. This programme is designed to enable participants to improve their learning capacity and take control of the learning process.

### Structure and Duration

The Guide for each degree or diploma provides you with detailed information on the degree itself.

We assume that you have made the necessary arrangements with your organisations for release onto the programme. If you do have a problem with attendance, please contact the course convenor to explain your situation so that we can deal with the implications for your studies.

### Expectations and Obligations

We assume that all participants, once registered, fully bind themselves to the organising principles of the degree or diploma for which they are registered. These are outlined formally in the Guide for each degree or diploma in the section on Rules and Standing Orders. In this regard, we emphasise the following principles:

- Commitment (to the learning process)
- Participation (in all learning activities)
- Learning by doing (being active in discussions)
- Interaction with peers
- Confidentiality in the learning process.

### Course Work

Apart from lecturers' inputs and other types of input, the degrees and diplomas place emphasis on course work. Course work can consist of two components. Firstly, individual assignments/projects and secondly, group exercises.

In addition, background readings, contained in your course packs are considered very important reference tools in preparation for formal inputs. All participants are expected, to read a minimum of two to three substantive articles before each session.

In general, we assume that each 24 hour contact course offered takes between 120 to 150 hours for you to complete. Only 24 of these hours are spent in the classroom as contact time. The rest of the time is to be spent reading, completing assignments and tasks, interacting with colleagues and testing applications.

When preparing, please make notes of queries or arguments you wish to bring to discussion in groups or plenary. Your emphasis should be on reading actively and engaging with implications for theory and application.

## Learning Group Work

Small learning group work is a critical and integral part of the programme. A major objective of these groups is to assist participants in developing their own understanding, to feed group discussions into plenary and to share different perspectives.

When reading articles, focus should be placed on clarifying main issues, discerning underlying perspectives, and generating interesting questions for wider group discussions.

As public and development management is not considered an exact science, the same reality can be constituted in a variety of different, often conflicting ways. Groups and individuals should strive to explore alternatives inherent in such perspectives.

Please note that the objectives of group discussions are not necessarily to secure agreement or consensus. Disagreements over the definition or resolution of a problem should be taken as a healthy expression of learning and reflected in presentations to the class.

In groups, individuals should attempt to:

- Practice their leadership skills - without dominating discussion;
- Develop their listening abilities - without reducing their role to mere listeners;
- Develop a capacity to conduct group/team work;
- Develop recording and reporting skills.

Often this involves negotiating or working parties to temporarily suspend a perception of themselves as being there to represent an organisation, viewpoint, or even any set of fixed beliefs. The purpose of an exercise is often to explore a whole range of possible ways to look at a problem, and the many alternatives inherent in this. For this reason, open thinking is strongly encouraged.

Team learning sessions are provided in the *Introduction and Orientation* to enable learners to:

- Identify the purpose of working in learning groups
- Learn more about building groups into effective teams in the workplace and for learning
- Identify their own strengths and weaknesses in their role as a team member
- Identify what is required to make learning groups function effectively
- Identify potential problems in team functioning
- Apply problem-solving strategies to pre-empt and deal with problems
- Develop ground-rules for effective team functioning

## Evaluations

A lecturer and module evaluation questionnaire will be distributed after each module and at the end of the course. Participants are requested to fill it in as honestly as possible. For lecturers these evaluation are used in three ways: firstly, to make adjustments to courses on the basis of comment received; secondly, to improve their teaching and learning process; and thirdly, to secure promotion.

If you think that we are not meeting our obligations as individual academics or as a school please tell us. It is important for us to receive both positive and negative feedback to ensure that you have an excellent learning experience. You will select class representatives and general issues and concerns should be channelled through them. You should also raise individual issues with lecturers and course convenors.

### Parking

Parking is available in front of the building and around the side of the residences. **No** parking in reserved areas as your vehicle's wheels will be clamped and a fine of R50 imposed. Please ensure that you receive an official parking sticker at Registration. Please see map attached in Appendix A.

### Library

Admission to the Wits libraries is automatically granted to all registered students of the Site Library of Management. Access is gained by swiping the student card through the card reader at the door. Cards are issued to users on registration and are the responsibility of the individual. They may not be used by unauthorised users or exchanged with other students.

The Library is open for the following hours:

<b>Mon, Tue &amp; Thurs:</b>	08h00 - 22h00
<b>Wednesday:</b>	09h00-(first weds of month open at 10h30
<b>Friday:</b>	08h00 - 17h00
<b>Saturday:</b>	09h30 - 13h30 (except Dec/Jan:)
<b>Sundays:</b>	CLOSED

The Wits Management Library contains:

- Books and journals: covering business, management, marketing, and public and development administration
- Research reports by students of the Faculty.
- Government publications
- Past Exam papers
- Electronic resources: The library subscribes to various national and international databases (bibliographic and full-text) on business, management, economics, company reports and our thesis collection.

Masters students are entitled to take out 4 books for 7 days at a time. Borrowers may renew their books by telephone or via the Internet at <http://www.wits.ac.za/library/> Select "eWits catalogue". Then "View your own library record". Borrowers are responsible for returning items *on or before* the due-date stamped on the date sheet. The Library does not remind borrowers of this date, but overdue notices are sent out regularly. FINES are incurred for OVERDUE items. Renewing does not cancel the fine for already overdue items. Failure to pay outstanding fines could result in action being taken such as student examination results being withheld until outstanding fines are paid and books returned to the library.

Books or journals not held in the Wits Libraries may be requested via the Interlibrary Loan system. For more information, please enquire at the desk.

The Library has two photocopying machines. Money is loaded electronically onto staff/student/visitor cards. Printing from selected computers via a network printer is also available.

## Teaching and Learning Policy

Wits P&DM has developed this collection of regulations and guidelines entitled the "Teaching and Learning Policy" through a process of consultation with lecturers and students over the years since P&DM began. It is intended that the policy will operate as an enabling framework and a clear indication of expectations which will facilitate effective teaching and learning in the School.

Formal regulations are determined by the University and the CLM Faculty Board and as such constitute the framework in which participants and lecturers operate. These Guidelines have been developed as a consequence of the experience of lecturers, administrators and participants in the School.

### DEGREE MANAGEMENT STRUCTURE

In order to manage the various relationships involved in executive management education, the following committees have been established:

- **Academic meetings:** at these P&DM meetings core decisions relating to the delivery of courses are made. These include course content, structure and administration.
- **Class representative meetings:** these P&DM meetings with degree convenors enable participants to raise critical issues relating to the teaching and learning process. Many of the decisions taken at these meetings become policy.
- **Faculty Board meetings:** decisions affecting faculty wide policy are taken at these minuted meetings. These are faculty meetings at which Faculty student representatives can be present.
- **P&DM Postgraduate Degree Committee meetings:** these are minuted Faculty meetings at which the Dean is present and final recording and decisions on marks, research reports and conferring degrees are made.

In addition, the key academic management responsibilities within the school are:

- **Director:** manages the School to ensure achievement of mission.

- **Academic Director:** responsible for the strategic direction and quality of academic programmes.
- **Research Director:** responsible for academic research and overseeing quality of student research.
- **Degree Convenors:** co-ordinate and manage the degree programme.
- **The Academic Delivery Unit (ADU):** located on the first floor of the Donald Gordon Building. It receives and records assignments, issues course packs and assists you with queries related to the administration of your programme.

**PLEASE NOTE:** The Faculty Office (located on the first floor of the Albert Wessels building) deals with all Faculty issues. These include registration, changes to courses or degrees, applications for deferred exams, graduation and transcripts. If you are in any doubt about where you should be going to deal with formal issues, you should consult the ADU staff.

## Grievance Procedure

Any problems or grievances that you may have need to be taken up through this management structure. In other words, a problem or grievance should:

- First be taken up with the Lecturer concerned in the case of a problem that is specific to a course;
- If this does not resolve the problem, or if the problem is with the lecturer, then the problem should be taken up with the Degree Convenor;
- If this does not resolve the problem or if the matter is wider than the degree itself, then the matter can be taken up with the Academic Director;
- If the Academic Director is unable to resolve the problem (or the grievance is with the Academic Director), the matter can go to the Director for resolution;
- If the Director cannot resolve the problem, an appeal to the Dean is possible under exceptional circumstances. Contact with the Dean must be arranged through the Faculty Office.

## TEACHING AND LEARNING APPROACH

The teaching approach in P&DM is directed towards satisfying the vision and mission of P&DM and ensuring that students leave with the skills and understanding to become effective managers. P&DM's degrees have been

structured to facilitate an active learning process which allows for periods for reflection, learning of new knowledge and application. Participants are expected, where possible, to implement what they have learned while at work and to review whether these were useful strategies.

Within this context, P&DM uses **interactive, discussion-based methodologies** designed to achieve specific learning objectives and develop independent thinking and problem solving skills. The discussion method requires students to identify and analyse problems, form reasoned interpretation and test conclusions using their own knowledge and experience.

P&DM's methodology is further based on a "mixed" approach whereby the teaching and facilitation processes are varied in order to ensure the best possible delivery of the subject matter at hand.

In addition, P&DM stresses the need for **group interaction and team process skills** by requiring students to work in learning groups. Learning groups enable students to share experiences and deal with some or many of the problems of working in project teams on the job or across institutions. They can also be a learning support network for students.

A variety of learning methods, including lectures, classroom work, group discussions, case studies, simulations, workshops, exercises, group and individual projects, preparation and presentations will be utilised. Participants are expected to devote time to group interaction and the exchange of experience. This approach is designed to:

- Enable participants to contribute actively to the course by injecting their practical and professional know-how into the learning process.
- Assist participants to identify their own learning needs and pursue learning opportunities that will strengthen their development.
- Encourage the application of the process to their everyday working challenges.

In order to take full advantage of each of the modules, it is essential that you:

- Do the required pre-reading and preparation for each module. Lecturers assume that participants are prepared for class and structure the session accordingly. To get the most out of discussion-based learning you need to be prepared for classes.
- Participate actively in all sessions. This participation is vital to ensure that you have understood the core concepts and applications for the module you are undertaking and that you develop confidence to articulate ideas and share your insights.
- Complete post-module assignments and examinations for evaluation and reflection on time. This enables you to receive feedback and improve the quality of your work.

In order to make the most of this learning process, it is essential that participants prepare for class and complete work on time. The tight deadlines related to the programme cannot be pushed out as it affects the broad learning process as well as the participants' opportunities for adequate feedback and interaction with colleagues and lecturers.

We do understand that you are all busy working professionals and that crises arise but you will only benefit from the programme if you try to meet the requirements and work to deadline.

### Course Outlines and Packs

The course pack and/or course outline should be viewed as a contract between a lecturer and his/her students. Along with providing materials relevant to the course, the course pack provides the student with all the necessary information regarding the course as a whole. This ensures that students are aware beforehand of their commitments with respect to the course as regards preparation, presentations, projects, examinations and the like.

Please read the course outline carefully at the beginning of the course and make sure you are familiar with due dates for assignments. This course outline is the contract between you and the lecturer of the course.

## ASSESSMENT OF PERFORMANCE

The assessment of participants' performance will be undertaken during the course, as well as upon conclusion of course work. Levels of understanding and application will be measured in different parts of the course as follows:

- Written examinations to assess understanding of theoretical and conceptual issues as well as practical issues.
- Assignments, essays, presentations, simulations and portfolio work to assess application of theoretical, conceptual and practical aspects of the material.

The purpose of individual and learning group exercises and assignments is twofold:

- They enable the lecturer to assess participants' understanding of key concepts, as well as their ability to apply this understanding in "real" contexts.
- They enable participants to assess their own understanding of key concepts and their ability to apply these in exercises and assignments.

### Assessment

The assessment structure below is used to mark both exam and coursework assignment questions.

F	Less than 50%	FAIL
D	50% - 59%	Third Class Pass
C	60% - 69%	Second Class Pass

B	70% - 74%	Upper Second Class Pass
A	75% and above	First Class Pass

For a final exam a symbol of FABS (failed absent) will be recorded and a mark of zero will be given where a student does not write an exam and is not granted a deferred exam. This means that you are not allowed to continue with your Degree or Diploma.

### Mark Allocation

The Faculty has set up the following guidelines:

- The examination must constitute a minimum of 50% of the overall course mark and must be an individual examination. The mark for the exam may be more than 50%.
- This may be a take-home examination or an examination equivalent assignment. The lecturer concerned decides the type of exam. The Faculty Board has placed an upper limit of 25% of the total course mark on learning group work (presentations, assignments, etc.).
- The balance of the work for the course will make up the remaining marks to be allocated. This must be made up of individually evaluated work such as the examination, tests, or individual assignments.

### Marking Scheme

A “marking scheme” for assignments is outlined below. This indicates the methods of grading (A - F), and the requirements that need to be satisfied for the allocation of each grade:

#### Grade A (75+)

Shows insight and creative thought. Synthesises different theories and conceptual models drawn from the relevant body of literature. Attempts to resolve problems or makes decisions in a defensible way. Structures the assignment/answer in a logical and coherent manner. Presents the material clearly. **Originality of thought and depth of critical insight** are what distinguishes the A grade from the B.

#### Grade B (70-74):

Is familiar with the relevant theories and ideas in the literature and is able to apply and evaluate them. The argument and analysis are developed comprehensively using the available information correctly Provides illustrative examples applying theoretical concepts appropriately. The answer is logically structured, well written and clearly presented.

#### Grade C (60-69):

Shows a fair understanding of the relevant body of knowledge, but the application of knowledge is either not fully developed or more of a “textbook” nature. Thus, the scope and limitations of a particular theory are not fully recognised, and the available evidence is not fully exploited. The argument displays a certain logic and is properly presented.

#### Grade D (50-59):

This is the minimum effective level - i.e. the mistakes are forgivable. The comments for “C” apply, but with one or two definite gaps - e.g.: Not more

than one, or at the most two of the following: listed apparently trivial issues alongside important ones; OR made use of theories which really did not seem to apply, OR misused the correct ones; OR came up with a solution which is not well justified and seems to contradict the evidence or the models referred to.

**FAIL (below 50%):**

Does not understand theory and its application to relevant problems or decisions. Weakness in critical analysis and insufficient mastery of relevant literature. Comprehension is not demonstrated - e.g.: basic facts are incorrectly represented and explained; theories are misrepresented. The answer is illogical. Irrelevant points are included and given much weight as relevant ones.

**BELOW 35%:**

All of the points referred to under "FAIL", plus does not seem to have made an effort to come to grips with the question or do the background reading.

## Plagiarism

Plagiarism is considered a serious offence by the University and all Schools, including P&DM, have a School Plagiarism Committee to deal with such offences. As P&DM is a post-graduate school, the School Plagiarism Committee is required to submit all cases it believes to be intentional plagiarism to a University Disciplinary Committee. The University Committee can expel the student and take legal action against him/her. In terms of University policy we require students to sign a declaration on plagiarism for each assignment (See Appendix E).

## Types of Assessment: Coursework Assessment

This is an assessment task that you complete during the course or before the examination. It is marked and returned before the examination. The intention is to give you feed back on your performance prior to the examination.

### Copying in Individual Coursework Assignments

Students are encouraged to discuss general approaches to individual assignments with their learning groups and other students but the final product must be the student's original work. If a lecturer thinks that copying has taken place the students involved must be given written notice to meet with the lecturer to discuss the issue. If no acceptable explanation is provided all students involved will receive zero for the assignment which may result in them being failed on that course or excluded from the degree.

## Submission of Coursework Assignments

All assignment must be printed and placed in the assignment box outside the ADU unless you are a block release student with a deadline that falls outside of an attendance period. This box is cleared each day and the assignments are date stamped. Students must **always** keep a copy of the final version of their assignments. Late assignments carry penalties that lecturers can apply. It is your responsibility to make sure that you submit on time.

If you are a Block release student who is not resident in Gauteng and your assignment submission date does not fall within the residential block, you may submit your assignments by fax or email. Please see the procedure outlined in Appendix B. If you do not receive confirmation that your assignment has been received, you must contact ADU. The onus is on you to make sure that the assignment has arrived. You must keep a disc copy of the final draft of your assignment in case we do not receive your assignment through human or electronic error. ADU staff cannot do anything with late assignments other than record the date of submission and hand them over to the lecturer concerned.

Please do not send assignments to individual staff email addresses or place them in lecturers' pigeonholes or under their office doors.

### Penalties for late coursework assignments

The due date and time for all assignments is provided in the course outline in the front of your course pack. We have made sure that assignments are staggered so not all are due in at the same time. You must stick to these deadlines and plan your time accordingly.

Students will lose 5% per day that the coursework assignment is late without a valid excuse. After seven days the participant will receive zero for the assignment and no feedback. **Extensions must be applied for in advance of the due date for the assignment.** If you know you will not be able to complete on time and have a valid excuse (see next page) you must apply before the due date. Applications received after the due date are usually treated unfavourably as they indicate poor planning and failure to give adequate attention to studies. You must apply to the **LECTURER** teaching the course for an extension for a coursework assignment.

### Circumstances where an extensions for coursework assignments may be considered

Students may apply for an extension for coursework assignments under the following circumstances:

#### **Individual Crisis:**

An **individual** may apply **in writing to the lecturer concerned, BEFORE the due date** for the assignment. An extension of the due date under the following circumstances:

1. **Bereavement**
2. **Illness** - a doctor's certificate **MUST** be provided as evidence and a letter explaining why the extension is necessary.

3. **Exceptional and unanticipated obligations arising from employment** responsibilities- in this instance, the application must be accompanied by *bona fide* written evidence of the obligations from the line manager or organisation concerned.

PLEASE NOTE: General pressure of work is not regarded as sufficient reason for an extension as this applies to most P&DM students in most work situations. Most P&DM students are working full-time, and many are in demanding positions. In beginning your studies you are accepting responsibility for taking on additional evening and weekend work to complete the course, and managing your time appropriately. Poor time management and planning is not a valid excuse for late assignments in the same way as it is not an excuse for non-delivery in your workplace.

An application for extension is more likely to be favourably considered when the group or individual is able to provide evidence of work on the assignment completed to date. If extensions are requested for any other reasons than those mentioned above, the following criteria will be used to decide on whether an extension is granted: the track record of the student's prior performance, the validity of the circumstantial problems, the advantage to the student of granting an extension, equity with respect to the rest of the class and proof of work already completed on the assignment. e.g. a draft version.

This application must be made in writing to the lecturer and must provide a full and detailed account of the circumstances that have made it impossible to complete the assignment and must stipulate a new due date for submission of the assignment. Please email the request to the lecturer concerned and/or contact him/her by telephone.

**Please Note:** ADU Staff cannot grant extensions for coursework assignments. This request must be directed to the lecturer who is teaching the course.

### **Class Needs:**

The **class** may negotiate for the extension of an assignment due date using the following procedure:

1. Written application for the extension must be handed to the lecturer by the class representative(s) concerned no less than **one full week** prior to the stipulated deadline. It can also be emailed.
2. The lecturer will then consult with any other lecturers who may be affected by the extension after which s/he will make the decision to grant the extension or not. This will only be granted in exceptional circumstances as an extension on one assignment usually puts pressure on students for other assignments that have already been scheduled.

### **Procedure for Addressing Marking Grievances in coursework assignments**

If a student is unhappy with an assignment mark, he/she should discuss this with the lecturer concerned **within two weeks of the return of the assignment**. If a student is still not happy with this, he/she may submit a written application for review to the relevant Convenor, stating clearly the reasons why he/she is concerned about the mark allocation.

If the Convenor for the degree is unable to resolve the problem to the satisfaction of the student, the student may present the case **in writing** to the Academic Director. If the dispute has not been resolved at this stage, the claim should go to the Director for final resolution. If the Director's action still does not resolve the problem, the student has the right to appeal to the Dean.

### Learning Group Coursework Assignments

Some coursework assignments can be in the form of Learning Group assignments. All assignments and exercises receive a list of written comments which will enable students to learn from the assessment process and develop their skills.

Students may feel that some members of their learning group have not contributed equally to the assignment. The lecturer may use various means to allocate the mark proportionally between the group members. The following example is one way in which it can be done.

The group mark is allocated proportionally to each individual based on the group's evaluation of each member's contribution. The following criteria were drawn up by past students for peer evaluation of their group members.

#### Learning Group Participation Criteria (to be used by each group member)

Criteria:	Weighting
1. Attendance and participation in meetings: <ul style="list-style-type: none"> <li>• Arrive on time and leave on time</li> <li>• Let other members know if you are not going to be there</li> <li>• Explore other options for meeting or work required if unable to attend</li> <li>• Send promised work anyway</li> <li>• Have a considered and voiced opinion</li> <li>• Allow others to have an opinion</li> </ul>	20
2. Complete preparation as agreed on time.	20
3. Complete written work as per university requirements. Bring hard disc and copies.	20
4. Meet all agreed deadlines.	20
5. Participate in the integration of the assignment.	20

Students should always clarify the criteria on which they will be evaluated for presentations with the relevant lecturer prior to the evaluation. The following is a guideline used by lecturers, although many will adapt it to their needs.

1. Presentation, style and language - format, writing style, referencing, etc.	10
2. Structure - clarity of purpose, flow and internal consistency	10
3. Analysis, understanding of problem and logic of argument	20
4. Evidence of reading, theory and background	20
5. Relevant detail and coverage of key issues	20
6. Conclusion \recommendation \findings	10
7. Creativity and overall impression	10
<b>Total mark</b>	<b>100</b>

## Types of Assessment: Examination Assessment

### EXAMINATIONS

The exam procedures outlined below are formal regulations of the University and Faculty. Examinations are set to reflect the challenges of the course, and should test the student's ability to integrate different ideas and express these in the form of a coherent argument. Sit down examinations are the norm due to increasing incidence of internet plagiarism. These different forms are discussed below.

#### Sit-down two/three hour examinations

These examinations are written at a specific time on a particular date. For block release students these are usually written on the first day of the block after the course has taken place or sometimes directly at the end of the Block before students leave. For part-time students, these exams are scheduled in the week after the course has ended. While these are not always students or lecturers preferred type of examinations, they are the only way of being sure that the work reflects a students individual performance.

#### Open book examinations

These are examinations where students are allowed to refer to printed materials and reading provided during the course. Some guidelines for approaching writing these are:

- Don't spend a lot of time in the exam reading through the material or quoting extensively from it. You must already be familiar with the material and should only be using it to check specific information, connect points and issues and give more detail than you would be expected to remember. If you are reading for the first time you are likely to do badly.

- Pay particular attention to accurate referencing and use of conventions regarding quotations. Errors will be treated more seriously than when you don't have the source material in front of you.

### Take home examinations or exam equivalent assignments

These are examinations where you take the question home, write it and return it by a certain time, usually the following day.

- Points one and two above apply to these as well.
- Examiners expect greater attention to style, spelling and the quality of writing when you have had time to do a draft first, spell check and check your referencing. Your submission must reflect this. Check the Assignment Style Guide for guidance.
- **Take home examinations or exam equivalent assignments are treated exactly the same as examinations written under traditional exam conditions. This means that if you do not submit on time and you have not applied for a deferred examination ahead of time or within three days of the due date, you will fail absent (FABS) and be excluded from the degree. If you apply for a deferred examination for a take home examination close to the due date or within three days after the due date, you will have to produce evidence of draft work completed so far. This will be used to assess whether you have begun your preparation adequately and have genuinely been unable to complete because of adverse circumstances, not simply left the task until the last minute.**

If you plagiarise, copy or in any other way behave dishonestly (e.g. copy from a colleague, get someone else to write your exam or bring notes into the examination when they are not allowed the matter will be referred to the university legal office and you may be expelled from the university.

### Assessment of examinations

The university marking structure outlined above is used to mark exams.

### Mark Allocation

The Faculty rules state that exams must constitute **a minimum of 50%** of the overall course mark and must be an individual examination.

### Satisfactory Progress

**Please note the following important Rules.**

- If a student obtains 34% or less in any individual course (the combined exam and coursework mark) his/her registration shall, save by the permission of the Dean, be cancelled. This mark is made up of the combined course work and examination marks. This means that you cannot continue with your degree. In exceptional circumstances appeals can be made to the Dean.
- A student will not be granted credit in a course unless he/she obtains a mark of at least 35% in the written examination or examination equivalent, even if he/she obtains an overall mark for that course of 50% or more. If you get less than 35% for an examination for a course you will fail that course irrespective of the mark you obtained for your coursework.

## Deferred Exam Applications

A deferred exam is not a right and will not be granted automatically. All queries for deferred exams **must** go through the **Faculty Office**. Please refer to Appendix C for details. **Lecturers, ADU or any other P&DM staff member cannot grant a deferred exam.** The Faculty Office must receive the application for a deferred exam by the latest **THREE days after the due date of the exam**. If you are not able to complete the forms in person, contact the Faculty Office immediately by fax or email to lodge your request and get hold of the correct forms. Repeated requests for deferred exams will not be viewed favourably unless there are exceptional circumstances.

Applications must be completed in full on forms available from the Faculty Office. Acceptable reasons for deferred exams are:

- Illness (ensure that the medical certificate is completed in every respect, is signed by the medical practitioner consulted and related to the dates of the exam or shortly before. You will be asked to provide evidence of work completed thus far for an examination equivalent assignment and must hand this in at the time of your application for deferment.
- Bereavement.
- Overseas business travel or unexpected work commitments (documentary evidence must be produced from employers). General or specific work-related pressures do not provide a basis for an application especially when the application is made after the due date of the exam.

Applications must be received within three working days of any examination missed. These are date stamped on receipt. Applications after this time will not be considered. It is the applicant's responsibility to obtain the form and return it on time. Where the individual knows in advance that he or she will require a deferred exam e.g. for business travel or childbirth, this must be applied for in advance.

If permission for a deferred examination is granted, this may be set at any time after your return and may take the form of an oral examination. Failure to attend an exam or to obtain permission for a deferred exam will result in the participant being failed absent and a zero mark for the course will be recorded. This usually leads to you failing the course and perhaps being off the degree if you get a mark of below 35% for the course.

If the exam is a take home exam or an exam equivalent then the same rules apply. If the exam is not returned on the due date the student is failed absent. In order to submit late the student needs to follow the procedures for applying for a deferred exam in advance of the exam.

P&DM does not offer supplementary examinations.

## University Policy on Examinations Procedure

Under **NO CIRCUMSTANCES** is a lecturer permitted to reveal students' exam results, whether verbally or otherwise, prior to their publication. There is NO re-marking of exam scripts at the University.

Students who are concerned about their exam marks may request the lecturer concerned to check their script. Lecturers may explain to the student concerned how their performance was assessed, where their strengths and weaknesses were on the paper but may not show students the script or any comments on the script from either the marker or the external examiner. The lecturer cannot change the mark unless there is an error in calculation in which case the matter has to be corrected by the Faculty Board.

## The External Examiner

In order to ensure uniformity of marking and accuracy in the addition of marks, an external examiner (an academic or professional person who is an expert in the field being examined) is appointed for every course. The role of the external examiner is to see that the examination questions asked are reasonable, that marking is fair, accurate and consistent, that the overall quality of the course is appropriate and to check that the total mark is correct.

External examiners are required to look especially at borderline cases, not only between pass and fail, but also between classes of pass. Once the mark sheet have been completed and signed by the external and internal examiner, these are forwarded to the P&DM Postgraduate Committee for consideration and then to the Faculty Higher Degrees Committee. for noting.

The course lecturers, the Academic Director, the Faculty Office and the Dean, attend the P&DM Postgraduate Committee meetings. At this meeting, discrepancies between internal and external examiners' marks are considered, as are borderline cases, not only between pass and fail, but also between classes of pass. The approved marks are then entered onto the official university record. Changes to marks at this stage are very difficult to make and require permission of the Dean.

ALL course results must, at the end of the teaching block in which they have been completed, or mid or end of year, be ratified by the Examinations Committee. These must then be published as **FINAL RESULTS**. Results will not be published if students have not paid their fees.

## Dishonest Practices in Exams

Any apparent incident of cheating or plagiarism in an exam (including take-home exams) must be reported by the marker to the Academic Director who will initiate the process for a disciplinary hearing. Cheating in an exam (take home or written under exam conditions) is a serious breach of the University Rules which can result in credit for a course being withdrawn and exclusion from the University.

## Assignment Style Guide

This section outlines Wits P&DM's expectations in terms of all written work for assignments, all referencing of coursework, examination equivalent assignments and research reports.

### WRITING ASSIGNMENTS

**Think of your audience:** Whom are you writing for? What aspects need to be covered? What does not need to be covered? Remember that if you are being assessed, your assessor will want to know if you know the material you are writing about.

**Research your topic:** Speak to experts and read the relevant literature.

**Make a rough draft using headings:** Write down ideas you think you need to cover. Use headings and list ideas under each heading. Use headings in your final draft. They help to keep you as the writer focused and they help your reader to follow your thinking.

**Go for readability:** Your aim is to help your reader understand the content of your assignment easily. Present paragraphs in an easy to understand sequence and in easily digestible sections. Reading your work should not be a daunting task.

**Stick to the subject:** Don't add in extra information to show how much you have researched. It must fit in with your argument. **Know your facts well enough to feel confident about your message:** Be specific. Write about specific situations, images and data. Be accurate. If a reader spots one inaccuracy he or she will question the whole assignment.

**Tips on organising your material:**

*Post-it notes:* Write your ideas onto post-it notes. You can rearrange them into the sequence you want.

*Headings:* Headings give the reader a quick overview of the report, memo or assignment.

## Improving your use of academic writing

### Use the active voice rather than the passive voice:

*Active voice:*

The manager restructured the compensation package and made bonuses possible.

*Passive voice:*

The compensation package was restructured and bonuses were made possible.

### Use transitions to make your paragraphs flow:

*Common transitional words/phrases:*

Similarly, beyond, meanwhile, ultimately, subsequently, therefore, finally, moreover, also, first, second, third, in the meantime, after a while, on the contrary, in contrast to, at the same time, equally important, in addition, in the future, to sum up, on the whole, in other words, for example.

### Use direct quotations sparingly:

Verbatim (word for word) quotations should be used occasionally for interest and to hold the reader's attention. The quote that you use needs to make the intended point more succinctly, pointedly or neatly than you could by paraphrasing.

### Write in a formal tone:

*Gauteng is the richest province in South Africa. While many people expect everything to be in order, all is not well because learners still suffer in terms of allocation of resources.*

This is better written as:

*Gauteng is the richest province in South Africa. As a result of this people assume that schools should be running effectively and efficiently but this is not the case because of uneven allocation of resources.*

Avoid using too many words or long introductions to your sentences e.g. "In his book on work practices Mashele (1999) argues that .....". This should read : "Mashele (1999) argues....."

Avoid personal opinion unless the task specifically asks for it. Judgement expressions such as *'It is obvious that'* should be avoided in formal and academic writing. The argument you present should make the flaws in the argument clear.

Avoid making the point through exaggeration and superlatives e.g. *'It cannot be overemphasised'* and *'pathetic responses from the Minister.'* You must persuade through the quality of the argument and the evidence you present, not through appeals to emotion.

Questions should largely be avoided in academic documents. For example, *How are we supposed to implement without financial support?* These kinds of questions are rhetorical questions - ones to which an intelligent reader knows the answer. Rather rephrase it as a statement that indicates clearly

what your point is, for example, *“Provincial officials have to implement policies decided at national level without being given the additional resources to do so”*.

### **Italics**

Italics should be used for words that are not in English.

### **Abbreviations and acronyms**

Acronyms such as SABC should be used in the same way as other abbreviations such as GDP. The first time you use them in the report or assignment they should be used in full followed by their abbreviation in brackets e.g. *The South African Bureau of Standards (SABS) noted.....* If it is a commonly understood acronym or abbreviation you can then use the acronym for the rest of the assignment. There is rarely a case for the use of the acronym `etc`. Instead you should list the specific cases or examples you are referring to. Give a list of acronyms if you are using many in a particular assignment.

### **Spelling**

Make use of the spell-checker, especially if you are a poor speller or your keyboard skills are weak and you make typographic errors. Remember that you must also proof-read carefully or get someone else to do so for you. Not doing so indicates sloppy work, lack of professionalism and poor time management and if there are numerous mistakes you will be asked to redo the assignment and/or lose marks.

### **Presentation of assignments**

Your assignments must be typed and submitted in the required format. Please adhere to the required length. You should use double spacing and a 12-point font size in Ariel, Times New Roman, Century Schoolbook, CG Times or Century Gothic. Avoid using too many typefaces. In general one or two typefaces make your document more readable. All your pages must be numbered and it is a good idea to put your name as footer on each page in small print in case pages become detached.

## **The Process of Writing**

Since academic work is about argument and argument is about persuading people, it stands to reason that writing is one of the most important skills you can develop not only in academic life but also in your lifetime. Most people who have been in formal education started this process as undergraduates and are now coming back into it after a break from studying and some have had little initiation into this type of writing before. This can be unnerving, especially if you have not been doing this kind of writing in your work environment. You need to see your writing development as a process that will culminate in your research report.

Like reading, many people assume that once writing is learnt, no more learning about writing is necessary. Even the most prolific and well-known writers will tell you that they are always learning. The only way to learn it is to do it and constantly revise it as your ideas become clearer.

The following are some suggestions on how to approach preparing an assignment.

## Pre-writing Phase

**Unpacking the question:** What exactly do you have to do? Break the main question down into smaller questions? Do you have to role-play i.e. are you writing as yourself or have you been asked to be someone else e.g. an evaluator reviewing a programme? If in doubt, make sure you check with the person setting the assignment.

**Checking the assessment criteria:** What am I being evaluated on? There are general criteria outlined in this Guide but there will also be specific criteria usually related to content for each assignment. Make sure you check these clearly with the person who has set the assignment.

**Doing the research:** What do you need to answer the question? Where will you find the information? How much do you need?

**Thinking about your argument:** What is your argument? How is it related to the question? How will you support your argument? What evidence? Try mind-mapping the argument.

**Structuring your writing:** In the **introduction**, take your reader down the path you will follow in the assignment. In this way, the reader knows where he/she is going and won't be confused or surprised. In the **body** of your assignment, lay out the main point and sub-points of your argument. Provide the evidence. Make sure you have answered the question in a coherent, sequenced way. In the **conclusion**, summarise your main argument and evidence.

## Writing Phase

Start writing well before your deadline. You are under time pressure but setting aside small bits of time well ahead to work on sections of the assignment will avoid producing a poor product at the end. Identify your audience.

Get comfortable and take it section by section if the whole assignment is too daunting. You may want to free write the sections first. Write until you have completed a first draft. Leave it for a day or two and read it again using the Writing Checklist below.

## Post-writing Phase

Write up Draft 2. In most cases this should involve re-writing sections, re-organising your paragraphs and rephrasing poorly worded sections. Give Draft 2 to a friend/colleague to read. Ask them what your argument is to check if it is being communicated clearly. You can always submit a draft to your lecturer for comment. If you do this **before** the due date this will enable you to make sure that you are on the right track and get feedback that will help you to obtain better marks and understand your topic better. If you submit a draft, please mark it clearly as DRAFT FOR COMMENT on your title page. Check with the lecturer concerned that they have received it and make arrangements for getting feedback.

**Edit your formatting:** Do you have headings, are the headings consistent, have you referenced clearly, have you used grammar and punctuation correctly?

## Basic Structure

The following is a useful guide for structuring assignments.

**Title Page:** Include your title, the Assignment title, lecturer's name, your name, the course name and date.

**Contents Page:** Include the main headings from your assignment with their page numbers. (You can use the index and tables function under Insert in MS Word to create and generate a table of contents for a long document).

**Introduction:** Interpret the topic in your own words. Outline your central argument(s) or how you intend to tackle the task that has been asked of you. Outline the structure of your assignment. Try not to use jargon and explain it when you do. Be logical and concise. Your introduction could be half to one page.

**Body:** Define the key concepts used especially where they are contested ideas or concepts. Structure your argument in a logical way (perhaps use a mind map). Consult as many readings as necessary. Use examples or explanations to justify your argument. One paragraph should equal one main idea. Use your own words unless quoting. Include only relevant information. Assume that the reader knows very little about your topic.

**Conclusion:** Summarise the main arguments. Conclude the essay by asserting that you have done what you set out to do in the introduction. Create a sense of completion.

**References:** Reference all the books and articles you referred to in your assignment.

**Presentation:** Written assignments, including essays, reports and memos should be typed as this makes it easier for the marker to read and looks more professional. 3.54 cm (1") margins should be used on all sides to give room for assessor's comments and text should be one and half spaced.

## Some Common Weaknesses to avoid

**The question is not answered.** The writer has often not checked what is required or poorly analysed the topic. Lecturers go through assignment requirements in class with students. This is your opportunity to check that you understand what is required. If you are not there when this is discussed it is your responsibility to find out from peers what is expected.

**There is no argument.** There are a series of points or ideas but these are not pulled together to make an argument. The reader is left to guess what your argument is.

There is an argument but **no or little evidence.** The assignment is largely about the views or opinions of the student with little or no reference to how those views are supported by (and contradicted by) the evidence of a wider community of researchers and practitioners.

The argument **is not communicated clearly**. There is an argument somewhere deeply embedded in the paper but it is not stated clearly.

**Conventions, particularly, referencing have not been adhered to.** This will result in the assignment being sent back for revisions and cost you unnecessary time.

The assignment is and **looks like a first draft**. It is a series of ideas put together at the last minute and is poorly written, badly argued and poorly edited.

The assignment is a **repetition of the lecturer's notes**. There is little evidence of reading and integration of that reading into the assignment. Lecturers do not want to see their notes reproduced.

Parts of the assignment have been **plagiarised** and sources have not been accurately referenced. Please read the section on plagiarism carefully.

Not taking responsibility for developing your writing skills as a professional and student. There are opportunities available to do this through the Wits Writing Centre contactable on 717 4125. Many university websites contain very good guides for improving your writing and revision of many aspects of writing skills and can be searched using internet search engines. In the end there is no better way improve your writing than to write more and often.

## Writing Checklist

### Structure:

- Have I included a front page with all the required information?
- Does my introduction clearly outline 1) my argument (s) and 2) the structure of my assignment/report?
- Does the body of my assignment clearly raise the main debates and arguments that were set out in the Introduction?
- Does my conclusion adequately summarise and conclude the main issues raised in the body of the assignment?
- Have I included a reference list?

### Content:

- Have I addressed the relevant aspects of the topic?
- Have I adopted a critical or analytical approach?
- Have I avoided jargon?
- Have I used examples to illustrate what I mean?
- Are my sentences short, logical and concise?
- Have I referenced properly (quotations and paraphrasing)?

### Argument:

- Are my arguments well developed and sufficiently justified?

- Are my arguments well structured (one main Idea – one paragraph)?
- Do my ideas and paragraphs flow logically?

**Appearance:**

- Does my report/ assignment look like a professional piece of work?
- Have I made a duplicate copy electronic of the final draft of my report/ assignment and put it in a safe place in case my assignment goes missing or I am asked to make changes?

**References on Writing**

Fairbairn G. (1992) Reading, Writing and Reasoning: A Guide for Students Buckingham: Society for Research into Higher Education and Open University Press.

Rose, J. (2001) The mature student's guide to writing Basingstoke: Palgrave.

Creame, P. & Lea, M.R. (1997) Writing at university : a guide for students Buckingham: Open University Press.

There are also numerous university websites that deal with study skills, writing and student support. The Learning Centre, University of New South Wales, Australia <http://www.lc.unsw.edu.au> contains links to many other sites.

**Other references**

Study Skills (general)

<http://www.ucc.vt.edu/stdysk/checklis.html>

<http://www.ccsf.edu/Services/LAC/lernsites.shtml> \*

<http://www.sussex.ac.uk/languages/1-6-8.html>

Reading Skills

<http://www.yorku.ca/cdc/lsp/readingonline/read1.htm>

<http://www.uefap.co.uk/reading/readfram.htm>

<http://lib.upm.edu.my/iisrea.html>

<http://www.utoronto.ca/writing/critrdg.html>

**Writing Centre**

The University has a Writing Centre where students can receive assistance with improving their writing. It is located in the Ground Floor, Wartenweiler Library, East Campus. (011)717 4125/36.  
[write@wcentre.ac.za](mailto:write@wcentre.ac.za)

## PLAGIARISM

In university courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Academic discourse rests on assumptions of a body of knowledge developing through building on previous knowledge. This progression is traced through referencing the thoughts and contributions of others to the development of ideas.

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is the "failure to acknowledge the ideas or writing of another" or "presentation of the ideas or writing of another as one's own" and should be read to cover intentional and unintentional failure to acknowledge the ideas of others. In this context "others" means any other person including a student, academic, professional, published author or other resource.

The University of the Witwatersrand, Johannesburg believes that failing to acknowledge the use of ideas of others constitutes an important breach of the values and conventions of the academic enterprise. All incidents of suspected plagiarism are referred to the School Plagiarism Committee (SPC) for investigation. The SPC can impose a penalty of loss of marks up to a maximum of 100%, plus refuse the student permission to write the examination or equivalent and record the offence and penalty on the student record. Please note that the University Policy on plagiarism considers all incidents of plagiarism at postgraduate level to be sufficiently serious to be considered by a University Committee. A conviction from this committee can result in expulsion from the university, the offence being noted on your university record and legal action being taken against you by the University.

### Recognising plagiarism

To avoid plagiarism, you must give credit whenever you use

- Another person's idea, opinion, or theory;
- Any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- Quotations of another person's actual spoken or written words; or
- Paraphrase (writing of another person's words in your own way) and not acknowledging where these ideas came from.

### How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams *et al.*:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial labourers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large

cities (like Fall River, Massachusetts, where the Bordens lived) which became the centres of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

The preceding passage is considered plagiarism for two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- The writer has failed to cite a source for any of the ideas or facts.

**If you do either or both of these things, you are plagiarising.**

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams, et al., 1998, p.1).

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original use of her own words.
- Lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of north-eastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams, 1998, p.1)

This is acceptable paraphrasing because the writer:

- Records the information in the original passage accurately.
- Gives credit for the ideas in this passage.
- Indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

## Strategies for Avoiding Plagiarism

Put in quotations everything that comes directly from the text especially when taking notes or using internet sources.

Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully. Cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without looking.

Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Do not 'cut and paste' text from the internet without referencing it. You must put direct (word for word) quotes in quotation marks in the text and indicate the source/s. You must also indicate the source for work you have paraphrased. These sources can be traced and disciplinary action will be taken against you for plagiarism. Selections of information from the internet must be referenced in the same way as other published information.

**ASK FOR HELP!** If you are in doubt about whether you are plagiarising or not, ask your lecturer or supervisor for help. Give them a draft of your work and indicate to them where you are not too sure if you have got the referencing right.

## Terms You Need to Know

### Common Knowledge

Common knowledge is facts that can be found in numerous places and are likely to be known by a lot of people.

*Example:* Nelson Mandela became South Africa's first black president in 1994.

This is generally known information. You do not need to reference this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

*Example:* The President's stance on Iraq has softened marginally since polls showed more American's are turning against the war. Bush's relationship with Congress has hindered the chances of a turnaround on this issue (*Nairobi Post*, 2003, January 21).

The idea that " Bush's relationship with Congress has hindered the chances of a turnaround on this issue", is not a fact but an interpretation; consequently, you need to cite your source.

### Quotation

A quotation is when you use someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

### Paraphrasing and summarising

A paraphrase is using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information. When you summarise (i.e. put the main ideas into your own words) and when you paraphrase you must cite the original source of these ideas.

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## REFERENCING

In all your written work you are expected to reference the sources that you have used in preparing your argument.

"Successful referencing requires that you understand which system to use and how to use it, and that you pay attention to every comma, every space, every detail." (Fassler Walvoord, 1985, p.411)

The purposes of all referencing systems are to:

- Help the reader identify, trace and evaluate the sources you have used.
- Allow the reader to find those sources if desired.

- Make the information about sources easily available to the reader without unnecessarily disrupting the flow of the text.

Quotation from, paraphrase or summary of, or reference to another writer or his/her work requires that the sources of the statement be cited. Failure to do so results in **plagiarism** i.e. passing off someone else's work as your own, either by simply copying it word for word or paraphrasing it without acknowledgement. Always check with your research supervisor or course lecturer if you are in doubt as to how to reference ideas, quotes or evidence used from other writers or speakers.

Referencing is a system of shorthand that allows you to convey information in the shortest and simplest way possible. Different systems of referencing have developed over the years. Each system has a specific shorthand code, if you mix these up, you run the risk of confusing your reader, who may think a page number is actually a volume number and so on. **Never mix different forms of referencing.**

Wits P&DM uses the **APA (American Psychological Association) system of referencing**. This is also known as the Author-Year System and occasionally referred to as the Harvard System. It is up to you to familiarise yourself with the conventions of this system and this guideline aims to help you do just that.

Referencing is often a painful task and researchers sometimes think nit-picking lecturers design it as a punishment. It is also usually the last step in a writing process that has left you tired and drained. But, it is a step that is vital to the effective completion and presentation of your research, and it would be a pity to mess it up at this stage. This document won't necessarily take away the pain, but it should help you to make referencing a more bearable task.

## The APA System

The most obvious difference between the APA and other referencing systems is that the APA style does not use footnotes or footnote numbers for the purpose of referencing. "Instead you let your readers know the source of the information or ideas you are using by giving the last name of the author or authors of a work, and the year in which it was published, right in the body of your paper" (Hubbuck, 1992, p. 253).

In this system, footnotes "are used only to give extra information or to cite multiple sources. The footnote number appears, slightly raised, just after the relevant word or sentence in the text. The number has no punctuation. Numbers begin at 1 and run consecutively through the paper. If there are several chapters to the paper, numbering begins anew with each chapter" (Fassler Walvoord, 1985, p. 413). See the example at the bottom of this page.<sup>1</sup>

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<sup>1</sup> Footnotes appear at the bottom of the page, after the last line of the paper's text. Footnotes are always written in single spacing, and the number indicating the footnote is slightly raised.

Key points to remember about referencing:

- If you use someone's material in your text, reference in the text in shortened form using the author and date. **Do not put URLs in the text.**
- Quotations of a phrase or a single short sentence may be incorporated into the body of your writing simply using quotation marks. Quotations of greater length should be single spaced and inset with 2cm margins and written as a separate paragraph.
- All references in the text must also be referenced on a separate page at the back of text.
- Referencing format must be the same throughout the document (consistent). If you use **BOLD** to highlight a book, then highlight all books in the same way. If you use italics then stick to this form. Each document has different information that is regarded as the most important information for someone else to be able to find that document – for books it is the title and for journal articles it is the journal title. This information gets highlighted in some way (bold, italics, underlining) and this highlighting must be consistent.
- Check every full-stop, comma, colon and capital letter.

There are two main areas of application for APA style:

- Reference Page with complete information for finding documents referred to in the text. These references are listed alphabetically (without numbering) by the author's surname
- Referencing or citing the work of others in the body of your document

### References/citations in the text

These are examples of how to refer to the work of others in the body of the text you are writing. Document your study throughout the text by citing the author and date of the works you used in your research. This style of citation briefly identifies the source for readers and allows them to locate the full source in the reference list at the end of the article.

### Quoting/citing from a book or journal article

The surname of the author(s), year of publication and page number(s) must appear in parenthesis after a quotation or a reference to the work.

e.g. (Stadler, 1987, p. 68) **or** (Stadler, 1987:68) – Choose one style and be consistent throughout your document.

If the **entire publication** is being referred to, then the page number(s) is omitted:

e.g. (Stadler, 1987)

In works by **three or more authors**, the surnames of all the authors should be given in the first reference to the work:

e.g. (Luke, Ventris, Reed and Reed, 1988, p. 18)

In later references to the same work in the text only the first author's name is given, followed by a comma and *et al.* (in italics because it is not English) another comma and the year of publication:

e.g. (Luke, *et al.*, 1988, p. 25)

"In a single parenthetical reference you may cite several sources, especially if you want the reader to have an idea of the weight of the evidence, or if you want to refer your reader to several studies on the subject. In the parentheses, separate references by semi-colons (;)" (Fassler Walvoord, 1985, p. 412)

*e.g.. It is doubtful whether most children are capable of such distinctions before age ten* (Adams, 1980; Block & Hairston, 1981; Fairchild, et al., 1979). [Items are in alphabetical order]

Some **further examples** of references in the text are given below:

- Chalmers (1982) states that...
- Some authors (for example Nkomo, 1989) argue that...
- Some authors, for example Luke, Ventris, Reed and Reed (1988, pp. 35-40) detail this...
- An additional comment (Luke *et al.*, 1988) to the effect that...

**Note** that if the reference comes at the end of a sentence, then the full stop is after the reference. e.g..... (Nkomo, 1989).

### **Citing from a chapter in a book of collected articles with different authors**

When you cite from a chapter in a book, you use the name of the author of that chapter that you used not the name of the editor of the book.

### **Citing from a newspaper**

The name of the newspaper, *italicised*, as well as the date of the newspaper should appear in parentheses:

(*Financial Mail*, 1993, March 16)

### **Citing from a journal**

The name of the author of the article and the year of publication should appear in parentheses. Further details of the journal will appear in the list of references:

(Hyslop, 1986, p. 90)

### **Groups as authors**

This includes corporations, associations and government departments.

e.g. Department of Education, 2003.

### **Citing from an internet source**

This is the same as citing from books or other publications. You use the author and a date. **You do not put the URL in the text.**

### Personal communications

May be letters, memos, emails and personal interviews. They are not included in the reference list as they are not published and recoverable.

e.g. A. Baloyi (interview, 19 April 2005)

P. Musuka (personal communication, 16 February 2004)

Be careful to ensure you have permission to quote these and that they have scholarly importance to your work.

### References at the end of the paper in your Reference section

All references in the text must appear in your reference list at the back of your text. The List of References at the back of your document must be listed alphabetically and with paragraph formatting 'hanging indent'.

A **List of References** confines itself to the sources actually cited in the text. For your assignments and research reports you are required to produce a List of References. This is a list of references and not a bibliography (i.e. all the sources you have consulted but not necessarily quoted). In assignments you must put in a List of References (not a bibliography) unless you are specifically told to produce something different.

A **bibliography** contains all the sources that you may have read in the course of researching the paper and/or which may have influenced your thinking on the subject. A bibliography can make an important contribution to the research area, particularly if it is an area in which research has not recently been summarised.

### Referencing Books

Information is given in the following order:

- author
- date
- title
- other publication information:
  - editors, translators
  - title of series
  - volume of series
  - volume number
  - edition (if not the original)
- facts of publication: city and publisher

### **One author of a book**

Lasch, C. (1978). *The culture of narcissism: American life in an age of diminishing expectations*. New York: Norton.

### **Two or More Authors of a book**

Easton, S., Mills, J.M. & Winokur, D.K. (1982). *Equal to the task: How working women are managing in corporate America*. New York: Seaview Books.

Vacca, R. & Vacca, J. (1986). *Content area reading (2<sup>nd</sup> ed.)*. Boston: Little Brown.

### **Book with an organisation/corporation as author**

If responsibility for the contents of a book is taken by an agency, corporation or institute, use the name of the group as the author. Alphabetise according to the first word in the name - disregarding *the, an, a*. Spell out the full name of the group.

National Council on Crime & Delinquency. (1969). *Model rules for juvenile courts*. New York: Author

Office of Technology Assessment (OTA). (1982). *World population and fertility planning technologies: The next twenty years*. Washington DC: Government Printing Office.

### **Book - edition other than original edition**

Lanyon, R. & Goodstein, L. (1982). *Personality assessment (2<sup>nd</sup> ed.)*. New York: Wiley.

### **Book with author and Editor and/or translator**

Freud, S. (1961) *The future of illusion* (J. Strachey, Ed. And Trans.). New York: Norton. (Original work published 1928).

In your paper the citation would be (Freud, 1928/1961).

### **Non-English book**

If you read the book in a language other than English, cite the original version. Give the original title (in the language you read it in) and, in brackets, the English translation of the title.

Piaget, J., & Inhelder, B. (1951). *La genèse de l'idée de hasard chez l'enfant* [The origin of the idea of chance in the child]. Paris: Presses Universitaires de France.

### **Book with Editor rather than Author - A Collection of Works.**

This is a book where the articles in the book may have been written by different authors but one person had edited all the articles. You use this when you are referring to the whole book and it is referenced under the name/s of the editor/s.

Mahowald, M.B. (Ed.) (1978). *Philosophy of woman: Classical to current concepts*. Indianapolis: Hackett.

Spiro, R.J., Bruce, B.C., & Brewer, W.F. (Eds.) (1980). *Theoretical Issues in reading comprehension*. Hillsdale, NJ: Erlbaum.

### **Work in a Collection (i.e. a chapter in a book with an editor)**

This is a book where the articles in the book may have been written by different authors but one person had edited all the articles. You use this style of referencing when you are referring to one of the articles, not the whole book and the entry is listed under the name of the writer of the article or chapter, not the editor of the whole book.

Miller, N. & Gentry, K.W. (1980) Sociometric indices of children's peer interaction in the school setting. In H.C. Foot, A.J. Chapman & J.R. Smith (Eds.) *Friendship and social relations in children*. (pp. 145-177). New York: Wiley.

The numbers following the title are the inclusive page numbers of the article cited.

**Note:** If you have an author who has published more than one article or book in a year, you add *a*, *b*, *c* to the author's details. For example,

Stadler, N. (2001a) and the rest of the reference, for the first article/book in that year, Stadler, N. (2001b) for the next one. In the text, (Stadler, 2001a), etc.

**Note:** In your reference list at the back, if you have several articles or books written by one author, you can use the following shorthand:

Jones, P. (1986) *Abc publication*  
\_\_\_\_\_ (1996) *Def publication*  
\_\_\_\_\_ (2000) *Xyz publication*

### **Articles in Scholarly journals**

Fitzgibbons, D., Goldberger, L. & Eagle, M. (1965) Field dependency and memory for incidental material. *Perceptual and Motor Skills*, 21, 743-49.

Most journals are paginated consecutively throughout the year, so a volume number and a page number are all a reader needs to find an article. If you refer to an article in a journal that begins each issue with page 1, you will have to give the reader the issue number as well as the volume number.

*The Journal of Social Issues*, 38 (4), 99-110

### **Work discussed in a secondary source**

You should always try to find the original source rather than relying on someone else's citation of that source (where they may have interpreted

the source in ways you do not share). However, if obtaining the original source is not possible then give the secondary source in the references list and in the text, name the original work, and give a citation for the secondary source.

For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References.

In the **text**, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

In the **references** use the following citation

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

## Magazines

Here you give the date of publication rather than the volume number.

Anderson, K. (1983, January 24). An eye for an eye: Death row may soon lose a lot more residents to the executioner. *Time*, pp. 28-39.

If an article does not have an author, begin your entry with the title.

## Newspaper Articles

Kolata, G. (1987, Dec. 17) New research holds promise for dyslexics. *The Star*, Sunrise ed., p. 12.

If the article has no named author reference by the first significant work in the title.

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

In the text use a short title for the citation. e.g. ("New Drug,"1993)

## Unpublished Lecture or Speech

Martin, M.S. (1984, April.) Your investment portfolio. Speech at the University Club at Towson, MD.

## Interviews and personal communications

Personal communications, such as e-mail messages to you, or private interviews that you conducted with another person, should be referred to in your in-text citations but NOT in your reference list. To cite a personal communication such as an interview or an e-mail, provide initials and last

name of the communicator, the words personal communication, plus an exact date in the body of your paper.

Professor A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

M. Nkosi also claimed that many of his employees regularly failed to attend work on Mondays. (Interview, November 3, 2002).

In the APA style, interviews are not entered into your reference list; they are simply cited in the body of your paper. You do need to provide a list of interviewees as an Appendix in your Research Report or document.

## Conference papers and conference proceedings

### Published conference proceedings

Greenstein, R., Karlsson, J., Sithole, S. and Tikly, L. (Eds.) (1995) *Towards a New Framework for School Organisation. Proceedings of Conference held in Durban.* Durban: Education Policy Unit, University of Natal 25-26 April.

Buckland, P. (1990). *Managing Mass Education: Bureaucracy Technocracy or Democracy?* Paper presented at Kenton Conference on Education. Port St Johns.

## Technical and Research Reports

### Government reports from the Government Printing Office

US Bureau of Educational and Cultural Affairs. (1964). *Teacher and scholar abroad: First person reports of the US exchange programs.* (BECA Publication No. EFC 74-5338). Washington, DC: US Government Printing Office.

### Government reports not printed by Government Printing Office

Department of Education. (December 1996). *Changing Management to Manage Change in Education.* Pretoria: CTP Printers.

### Report form a private organisation

Sitenge and Associates (2003, July). *Analysis of the employment practices of Limpopo government departments.* Author.

### Unpublished master's thesis

Mashele, Z.W. (2002). *Exploration of the roles and functions of school governing bodies in previously disadvantaged schools.* Unpublished Master's Thesis, University of the Witwatersrand, Johannesburg, South Africa.

## Electronic Media and URLs

The Internet is a worldwide network of interconnected computers. Although there are a number of methods for navigating and sharing information across the Internet, by far the most popular and familiar is the graphical interface of the World Wide Web. The vast majority of Internet sources cited in APA journals are those that are accessed via the Web.

The variety of material available on the Web, and the variety of ways in which it is structured and presented, can present challenges for creating usable and useful references. Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines:

- Direct readers as closely as possible to the information in your references. Whenever possible, reference specific documents rather than home or menu pages.
- Provide addresses that work. Documents available via the Internet include articles from periodicals (e.g., newspaper, newsletter, or journal); they may stand on their own (e.g., research paper, government report, online book or brochure); or they may have a quintessentially Web-based format (e.g., Web page, newsgroup).

At a minimum, a reference of an Internet source in your list of References should provide a document title or description, a date (either the date of publication or update or the date of retrieval), and an address (in Internet terms, a uniform resource locator, or URL). The URL is the most critical element: If it doesn't work, readers won't be able to find the cited material, and the credibility of your paper or argument will suffer. The most common reason URLs fail is that they are transcribed or typed incorrectly (rather cut and paste them); the second most common reason is that the document they point to has been moved or deleted.

### **The components of a URL**

The protocol indicates what method a Web browser (or other type of Internet software) should use to exchange data with the file server on which the desired document resides. The protocols recognized by most browsers are hypertext transfer protocol (http), hypertext transfer protocol secure (https), and file transfer protocol (ftp); other Internet protocols include telnet and gopher.

In a URL, all of the protocols listed in this paragraph should be followed by a colon and two forward slashes (e.g., http://). The host name identifies the server on which the files reside. On the Web, it is often the address for an organization's home page (e.g., http://www.apa.org is the address for APA's home page). Although most host names start with "www," not all do (for example, http://journals.apa.org is the home page for APA's electronic journals, and http://members.apa.org is the entry page to the members-only portion of the APA site). The host name is not case sensitive; for consistency and ease of reading, always type it in lowercase letters.

The rest of the address indicates the directory path leading to the desired document. This part of the URL is case sensitive; faithfully reproduce uppercase and lowercase letters and all punctuation. It is

important to provide the directory path, and not just the host name, because home pages and menu pages typically consist mainly of links, only one of which may be to the document or information you want the readers to find. If there are hundreds of links (or even just 10 to 20), readers may give up in frustration before they have located the material you are citing.

If you are using a word-processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a period. Do not put a full stop at the end unless it is there in the URL.

Test the URLs in your references regularly when you first draft a paper or research report, when you submit it for marking, when you're preparing the final version for submission or publication and when you're reviewing the proofs or final draft of a report. If the document you are citing has moved, update the URL so that it points to the correct location. If the document is no longer available, you may want to substitute another source (e.g., if you originally cited a draft and a formally published version now exists) or drop it from the paper altogether.

### Citations in Text of Electronic Material

To cite or refer to a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words page and chapter are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)

(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5)

(Beutler, 2000, Conclusion section, para. 1)

### Periodicals

#### **Internet articles based on a print source**

At present, the majority of the articles retrieved from online publications in psychology and the behavioural sciences are exact duplicates of those in their print versions and are unlikely to have additional analyses and data attached. This is likely to change in the future. In the meantime, the same basic primary journal reference (see Examples 15) can be used, but if you have viewed the article only in its electronic form, you should add in

brackets after the article title "Electronic version" as in the following fictitious example:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

If you are referencing an online article that you have reason to believe has been changed (e.g., the format differs from the print version or page numbers are not indicated) or that includes additional data or commentaries, you will need to add the date you retrieved the document and the URL.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 13, 2001, from <http://jbr.org/articles.html>

### **Article in an Internet-only journal**

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

### **Article in an Internet-only newsletter**

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy - Project update. *Telehealth News*, 2(2). Retrieved from <http://www.telehealth.net/subscribe/newslettr4a.html>

**Note:** Use the complete publication date given on the article. Note that there are no page numbers.

In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is all that can be provided in the reference.

Whenever possible, the URL should link directly to the article. Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word-processing program to insert) a hyphen at the break.

## **Non-periodical documents on the Internet**

### **Stand-alone document, no author identified, no date**

*GVU's 8th WWW user survey*. (n.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

If the author of a document is not identified, begin the reference with the title of the document.

### **Document available on university program or department Website**

Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). Technology and education: *New wine in new bottles: Choosing pasts and imagining*

*educational futures*. Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

### **Report from a private organisation, available on organisation Web site**

Aga Khan Foundation. (2004). *Annual Report (2003-2004)*. Retrieved November 30, 2005 from <http://www.akdn.org/pubs/Publist.htm>

## Other Electronic Sources

### **Newsgroups, online forums and discussion groups and electronic mailing lists.**

Care should be taken when citing electronic sources – as a rule, these are not referenced in formal publications because they are not generally peer reviewed, are not regarded as having scholarly content, and are not archived for a significant length of time.

### **Message posted to a newsgroup**

Chalmers, D. (2000, November 17), Seeing with sound [Msg 1] Message posted to <news://scipsychology.consciousness>

### **Government Report available on government agency Web site, no publication date indicated**

United States Sentencing Commission. (1997). Sourcebook of federal sentencing statistics. Retrieved December 8, 1999 from <http://www.ussc.gov/anrpt/1997/sbtoc97.htm>

### **Daily newspaper article, electronic version available by search**

Lavill, S. (2005, November 30). Activists accused of spying on Iraq. *Guardian Unlimited*. Retrieved November 30, 2005 from <http://www.guardian.co.uk/Iraq/Story/0,2763,1653881,00.html>

## References on referencing

Most examples used in this guide are taken from:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Online referencing information from APA can also be found at <http://www.style.org> There is also a link to referencing electronic sources from the Wits Library page. The full book is in the Reference section of the management library.

Fassler Walvoord, B. (1985) *Writing: Strategies for all disciplines*. New Jersey: Prentice-Hall.

Hanson, R. (1996) *Writing successfully*. Boston: Allyn and Bacon.

Hubbuck, S.M. (1992) *Writing research papers across the curriculum* (3<sup>rd</sup> ed.) Fort Worth TX: Harcourt Brace Javanovich.

This information was based on APA Guidelines 5<sup>th</sup> Edition. For additional information on Electronic References, see APA's website at: <http://www.apa.org/journals/webref.html> or <http://APAStyle.org>

## Referencing Style

All references should be alphabetically listed at the end of your document. On MSWord highlight the references then go Table/sort/OK, and it will sort your references for you. **Do not** list books, journals or electronic sources under separate headings. If you reference correctly your reader will know what type of publication it is.

It is easier to read references if they are formatted with a 'hanging indent'. Once again highlight your references, then go Format/paragraph/click on 'special' and choose hanging/OK.

# 4

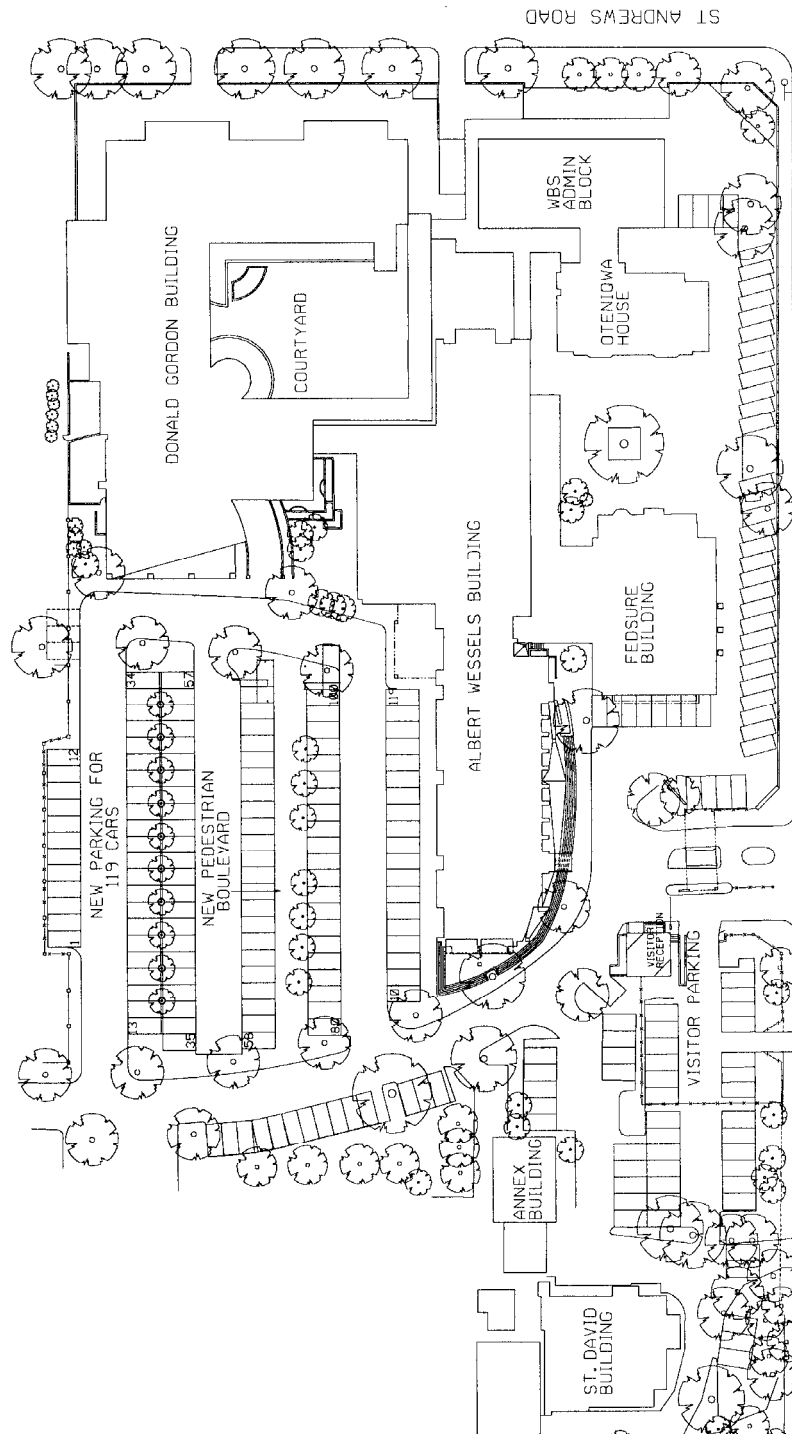
## Appendices

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The following appendices are to assist you to work within the framework and requirements of the programme. The intention is to make the learning process as smooth as possible to enable you to focus on building your skills and capacities.

# A

## A. Map of Parktown Campus



# B

## B. Assignment Submission Procedure

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All assignments must be submitted using the official cover sheet, which includes the student's and the subject information as well as a plagiarism declaration. Failure to submit using the correct form will result in the assignment/exam equivalent not being marked. The cover sheet is available on the internet site on the course outlines page: <http://pdm.mgmt.wits.ac.za/pdmdeg2.html>

All assignments from part-time students are to be printed out and placed in the assignment box outside the ADU on the second floor of the Donald Gordon Building.

Block release students who hand in during teaching blocks must also submit assignments in this way. Block release assignments due between the blocks may be emailed if the student is not resident in Gauteng. By submitting your assignment with the official cover sheet, with the plagiarism declaration, you will be deemed to have declared the work your own, regardless of whether you have signed the sheet or not.

Part-Time and Full-Time students may not e-mail assignments. They must be placed in the assignment box.

### Procedure To Be Followed When Emailing

To ensure that your assignment is received, downloaded and recorded correctly, the following procedure **MUST BE FOLLOWED**:

1. **Subject** field in email address must be as follows:

Code of Course:           **PADM5041**  
Your surname:           **Phakula**  
Lecturer's Surname:   **MOGALE**

Therefore the subject line would look like this:  
**PADM5041PhakulaMOGALE**

2. On receipt of your assignment the following message will be sent to you:

**Assignment received, downloaded and recorded.**

If you receive this message please **DO NOT PHONE** to check whether your assignment has arrived.

3. If you have not received a response from us within three working days, **THEN YOU CAN PHONE** Sam More at (011) 717-3527. If Sam is not in, leave a message on his answering machine. He will respond as soon as possible.
4. A **FRONT PAGE** as per the examples provided **MUST** appear at the beginning of your email. It is no use sending us the body of your assignment without this information. Please put a header or footer on your document so that each page is numbered and each page has your name on it.
5. Please do not send your front page and body of assignment and appendices separately. Your assignment must be in **ONE DOCUMENT**.
6. If you need to request an extension for an assignment, please EMAIL your request to the lecturer concerned.
7. Students on block release study programmes may submit assignments by E-mail. You can email your assignment to: [samuel.more@wits.ac.za](mailto:samuel.more@wits.ac.za).

At no time should a final assignment be sent to a lecturer.

### Procedure when using assignment box

1. This box is cleared twice daily, sometimes three times.
2. The front cover will be stamped and put in your mailbox.
3. If it is not in your mailbox when next you attend lectures then please phone Sam More on (011) 717-3527.
4. The marked assignment will be returned to your mailbox. (Exam equivalent assignments are not returned to students as per university rules).

### Contacting the ADU

It is essential that you always use your **Last Name** and **Student Number** when contacting the ADU, whether you email, fax or leave a message on our answering machines.

When you leave a message on our answering machines do not rush through your telephone number - say it slowly and clearly - and please leave it every time. We do not keep these numbers in our heads and must look them up each time. This delays our response to your queries.

# C

## C. Deferred Examinations Policy

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### General Principles

1. Deferred examinations are not a right and will only be granted in exceptional circumstances. You will not be granted repeat deferred exams.
2. Wits P&DM may only grant deferred examinations in circumstances when the candidate is prevented from attending the original examination by factors outside his/her control. Further they will only be *considered* if the required application forms are completed and returned to the Faculty Office before or within three days of the date of the original examination.
3. Students will be notified of the dates of examinations at the beginning of each year of their course (i.e. at registration) and must commit to be available for these dates. In the cases of part-time students, an appropriate undertaking to this effect is required from their employers and must be provided on the appropriate form.
4. No one other than the Academic Director is empowered to agree to a deferred examination. Verbal, written or electronically mailed comments from other academic or administrative staff have no authority in this area.
5. Repeated requests for deferred examinations will be monitored and refused if there are no genuine reasons for requests.
6. A deferred examination will usually be a different examination question and may take a different form to the original examination.

### Factors beyond the Control of the Candidate

The Dean may grant deferred examination on one of the following grounds:

Severe illness attested to on the standard application form, by a qualified medical practitioner or the Wits Campus Health and Wellness Clinic. Such certification of illness must be based on a diagnosis on or before the date of the original examination.

It should be noted that:

1. Certificates from medical practitioners appended to the application form will not be accepted.

2. Minor illnesses through which people normally would be expected to perform their day-to-day duties at work are not acceptable.
3. Post-dated evidence of the form “ the patient tells me that he/she was ill on the date of the examination” is not acceptable, nor is any post-illness diagnosis by a practitioner after the date of the original examination.
4. Illness during an examination, which the candidate feels may have affected his/her performance, must be reported to the invigilator and candidate must report immediately after the examination to the Wits Campus Health & Wellness Clinic to obtain an opinion. Subsequent medical evidence will not be accepted as a basis for the granting of a deferred examination.
5. The date of an examination coinciding with any major holy day of his or her faith. In such circumstances written evidence to this effect must be received from the religious leader of his/her congregation using the standard application form.
6. The date of an examination coinciding with the candidate’s selection and appearance for the University, the province or the country in a sporting, cultural or similar event. Once again appropriate documentary evidence of this must be provided on the standard application form.
7. Unscheduled, urgent and vital international work-related needs to be absent from university on the date of the examination. This will be granted only in exceptional circumstances. In such cases the candidate will normally be expected to write the examination prior to the departure and provide an undertaking, in writing, not to contact or discuss the paper with any other candidate. Full documentary proof of absence from the university must be provided including copies of air tickets, passport departure stamps (in the case of international visits) and a motivation from the employer indicating why the breach of earlier undertakings is necessary.

### Additional Factors

1. Misreading or not diarising the dates of examinations is **not** a valid reason for the granting of a deferred examination.
2. If an application for a deferred is not granted, the student will be failed absent from the original examination, will be given a zero mark and, according to the regulations for his/her degree, can have his/her registration cancelled.
3. At his/her discretion the Director may require the candidate to submit himself/herself for a deferred examination (a written or oral examination) immediately on his/her return to the university.

# D

## D. Assignment Cover Pages

This page can be found at: <http://pdm.mgmt.wits.ac.za/pdmdeg2.html>

### INDIVIDUAL ASSIGNMENT

Course code	[course code]
Name of course	[name of course]
Lecturer	[lecturer's name]
Assignment question	[type the assignment question here]
Assignment hand in date	[the hand in date]
Student Name	[Your name]
Student Number	[Your student number]

Declaration on plagiarism

I \_\_\_\_\_

(Student number: \_\_\_\_\_)

am a student registered for \_\_\_\_\_

in the year \_\_\_\_\_. I hereby declare the following:

I confirm that the work I submit for all assessment for the above course is my own unaided work. I have followed the required conventions in referencing the thoughts and ideas of others. I am aware that the correct method for referencing material and a discussion on what plagiarism is are explained in the P&DM Style Guide and these issues have been discussed in class during Orientation and documented in the Introduction and Orientation Guide.

I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong. I understand that the University of the Witwatersrand may take disciplinary action against me if there is a belief that this is not my own unaided work or that I have failed to correctly acknowledge the source of the ideas or words in my writing.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(assumed to be signed if submitted electronically)

## GROUP ASSIGNMENT

Course code	[course code]
Name of course	[name of course]
Lecturer	[lecturer's name]
Assignment question	[type the assignment question here]
Assignment hand in date	[the hand in date]
Group Name	[Group name]
Group members: 1 2 3 4 5 6	[Group Student Numbers] 1 2 3 4 5 6

This guide was compiled by Lynn Hewlett using material from a variety of acknowledged sources. It draws on previous work at P&DM compiled and written by Dr. Cecile Badenhorst, Catherine Churchill, Lynn Hewlett and Dr Anne Mc Lennan.