Master of International Studies

Student Study Guide 2017

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Message from Dean

It is a pleasure to welcome you to our postgraduate programme at IPU New Zealand. The programme is designed to provide you with learning experiences that will challenge and broaden your thinking, that will expose you to new ideas and help prepare you for working in the world of tomorrow. The programme aims to produce graduates who are eager to learn and to apply the knowledge and skills that they have developed. Today's graduates must be inquiring, adaptable, creative and critical in their thinking as well as being able to identify problems and solutions. IPU New Zealand's postgraduate programme is approved by the New Zealand Qualifications Authority which is the government agency charged with ensuring that such programmes are of high quality.

Graduates from our postgraduate programme can be found working in a wide range of organizations, both in their own countries and abroad, in governmental agencies, NGOs, the hospitality and tourism industries, international relations and in various business, cultural and education institutions. The international and interdisciplinary nature of the postgraduate programme provides teaching and learning that crosses traditional boundaries of nationality and subject areas as students engage with issues ranging from environment to business to poverty to security, as just a few examples of our study areas.

Whatever your home country, you will become part of an international learning community at IPU New Zealand where students come from twenty different countries. Mixing with other students during classes and extra-curricular activities is an important feature of life at the Institute such experiences help our students to think towards the future; to think about the world in which they will live and work and to consider how they can contribute in their own ways to tomorrow's world.

Postgraduate study is not easy. It requires commitment and effort in order to gain the most from it and to be aware and ready for the future. Your lecturers are ready to help guide and work with you in that learning process. I am very happy that you have chosen to undertake your degree studies with us at IPU New Zealand. I shall be interested to observe your progress and I look forward to the day when you graduate and take your qualification into the wider world. Best wishes as you enter your study programme!

Dr Gillian Claridge
Dean Faculty of International Studies

1. Postgraduate Studies at IPU New Zealand

1.1 IPU New Zealand Graduate Profile

Though some secondary school students starting their higher education are interested in specific areas of study—environmental studies, international relations, business, Japanese, for those who know about IPU New Zealand—most are simply excited about continuing to learn. At IPU New Zealand, we are of course keen to grow students in areas they are interested in and excited about. But we are also keen to expand the areas of interest. So, for those of you who come here to become proficient in Japanese, we hope we can involve you in environmental studies. For those who come to IPU New Zealand to make our environment safer, we try to show how international relations is as vital as environmental studies to make our air cleaner and water available. And for those who realize the importance of international diplomacy, we introduce the profit motive to help you realize how profoundly money can influence both ways to save our planet and keep the peace.

No matter what you focus on at the Institute — international relations, environmental studies, international business, Japanese language and culture, language teaching, tourism, human welfare, sports management, our yearbook, volunteer work in the community — we want you and all our graduates to develop the characteristics of the IPU New Zealand Graduate Profile below.

Characteristics of an IPU New Zealand Graduate
Students will graduate with the characteristics in this profile:

1. Are confident and independent and are able to set their own goals
2. Contribute to the society they live in
3. Think critically and solve problems in creative ways
4. Know how to access and evaluate information in a range of ways
5. Are curious and excited about learning
6. Have the ability to listen to others from different countries and to communicate cross-culturally and inter-culturally
7. Are able to use more than one language accurately in a range of social settings, content areas and in their work at a high level of fluency
8. Are able to apply the knowledge and skills gained in a range workplace situations.

1.2 Entry to postgraduate studies

All teaching in the Postgraduate Diploma and Master of International Studies is in English. Permission to enter the programme may in some cases be granted subject to pre-admission completion of English or content courses in order to satisfy minimum English requirements.

1.3 Structure of the programmes

The MIS is normally undertaken over a minimum of two years and involves 240 credits of study. The Postgraduate Diploma in International Studies is a programme taking a minimum of a single year of study for 150 credits and comprises the first 150 credits of the MIS.

In the first year of study, students take Resource Management and Postgraduate Research methods paper and a selection of three papers from those offered. All of the papers provide the basic tools of interdisciplinary methodologies. There is a high level of integration between the papers and a similar approach to problem-solving is adopted within each paper. Papers start with an introduction to the major concepts and issues confronting the topic areas in the management of business sustainability. They then progress through to critical analysis and synthesis of the disciplines.

The Resource Management refines the approaches developed in all of the papers and acts as a keystone to the programme. This paper uses a case study approach to address major interdisciplinary issues in corporate social responsibility and sustainability.

The second-year research component of the MIS requires the completion of 90 credits through some combination of an executive project/research paper and special topics paper; or an executive strategic project or a thesis.

1.4 Tertiary Studies in New Zealand

For overseas students, life and study in a new country can be difficult at first. Many things will be new to you, including studying in English as a second language. However, language is not the only difference. For example, the roles and expectations of teachers and students in New Zealand may be different from your own country.

You may find it helpful to know about these.

General
Gaining access to a tertiary institute or university is a big achievement – but it doesn't stop here. Students are **expected to continue their hard work** throughout their whole study program in order to make ongoing progress.

In Class

- In New Zealand classrooms students are **expected to participate**, that means you should try to speak or take part in discussions.
- Self-directed learning is an important part of studying at IPU New Zealand. The purpose for this is to help you develop independent learning strategies.
- You may be used to learning and memorising many facts. In New Zealand it is also important to know and understand facts, but students are encouraged to think critically about them as well. This means you need to develop your own ideas and opinions!
- Copying work for assignments is not acceptable (see the section on "Plagiarism" in this study guide). The work you do for assignments has to be your own, if it isn't you need to include information on your sources!
- Studying with students from many different countries means that you will find some of their behaviours unusual or even rude and others may not understand your behaviours. For example, in some cultures it is bad manners to blow your nose when you have a cold, whereas in others (including NZ) it is impolite not to!

1.5 Staff Profiles

Dr Rashid Ameer
Assistant Dean Postgraduate Programmes
CPA Australia
PhD, Aston University, United Kingdom
MBA (Distinction), Birmingham City University, United Kingdom
Postgraduate Certificate in Teaching and Learning in Higher Education, Aston University, United Kingdom

Dr. Ameer holds the position of Assistant Dean of the postgraduate programmes and provides administrative support to the Faculty of International Studies. He is also responsible for the supervision of research theses and the administration of thesis examination processes. Prior to joining IPU New Zealand, he taught Corporate Finance, Financial and Management Accounting in the Aston Business School, UK. He has also worked as a trainer for the Association of Chartered Certified Accountants programmes in Malaysia.

Dr. Ameer is highly regarded for his research expertise in corporate finance, corporate governance, Islamic banking and Islamic capital market, and business sustainability. His research in these areas has been published in the leading international journals. He has a successful record of obtaining external research grants. In the year 2010, Accounting Research Institute, UiTM Malaysia, awarded his research team NZ$ 17,000 for the research titled "Appropriateness, Transparency, and Timeliness in Reporting of Risk-Return Payoff in Islamic Deposits: An Exploratory Study on Mudarabah Deposits." This original research was awarded Highly Commendable paper award in 2012 by International Journal of Islamic and Middle Eastern Finance and Management, Emerald UK. His research team, received NZ$8,000 in 2009 from the Fundamental Research Grant Scheme, Ministry of Higher Education Malaysia, to study the Relationship between Sustainability and Financial Management of Top 100 Sustainable Firms. This research was accepted for publication in one of the most influential journals in the sustainability and corporate social responsibility area, Journal of Business Ethics. In addition, research findings were also published in the book series Ethics, Governance and Corporate Crime: Challenges and Consequences (Developments in Corporate Governance and Responsibility, Volume 6, Emerald Group Publishing Limited edited by David Crowther- Chair, the Social Responsibility Network.

He is a peer referee for a number of international journals published by leading global research dissemination platforms, such as Emerald that manages a portfolio of over 300 journals, well over 2500 book titles, and over 1500 case studies. He received from the Emerald publishing the outstanding reviewer award in 2006 and highly commended award for two papers published in 2013. He has worked as an External Expert for the Malaysian Securities Commission licensing examinations and Intermediate examination of The Institute of Surveyors Malaysia. Dr. Ameer is an Emerald Literati.

Dr Maurice Judd
PhD University of Canterbury
MS. (Distinction, Chemistry) University of Canterbury
BSc (Hons), Massey University
Diploma of Teaching and Learning, Christchurch School of Education

Dr Maurice Judd teaches Science, the Environment and Policy-making, and Resource Management in the postgraduate programme. He teaches environmental science papers and coordinates the degree internship programme in the undergraduate degree programme at IPU New Zealand. His research interests include: science communication, the use of scientific information in decision-making, and communicating the opportunity that is sustainable development. He worked as an environmental scientist for Forest Research (currently Scion Research), a Crown Research Institute in New Zealand. He is a Member of the Royal Society of New Zealand.

Dr. Eswaranathan Ehambaranathan
DBA (Political Economy - International Business), AEU, Malaysia
Postgraduate Teaching Certificate (Tertiary Teaching & Learning), RMIT, Australia
MBA (Human Resource Management), MMU, Malaysia
Bachelor of Accounting, MMU, Malaysia

Dr. Nathan's industrial and academic experience encompasses international business and relations across the Asia Pacific region. He was attached with several multinational corporations such as Ford and ACS - Motorola (Sime Darby) across South East Asia. His last held industrial position was as a Human Resource Manager with Brighton Education Group a subsidiary of Nord Anglia Education, United Kingdom. As an academician, he was a lecturer and a course leader at RMIT International University, Vietnam and subsequently led the Business School at HELP University, Malaysia. Prior to joining IPU New Zealand, he was the Director of Studies at the Royal Business College, Hastings Campus, New Zealand.

Dr. Tadashi Iwami
PhD, Politics, University of Otago
MA, Political Science, University of Canterbury
BA Honors, Political Science, University of Canterbury

Dr. Iwami teaches a wide range of courses in International Relations and East Asian Studies at both the undergraduate and the postgraduate
programmes. At the postgraduate programmes, he offers Politics and Development. Iwami's research interests include international peacebuilding, domestic and foreign policies of East Asian nations particularly Japan, traditional and non-traditional security and development/foreign aid policy.

Dr. Farzana Gounder
PhD Linguistics, Massey University
MA, University of Auckland
CELTA

Dr Farzana teaches research skills and final research project papers in the degree programme, and Postgraduate Research methods paper in the postgraduate programme. Her research interests include Narrative analysis, Discourse and society, Health behaviour communication, Media and collective memory, Frame analysis, Academic Writing, Qualitative and quantitative research writing, Transcription and translation.

Dr. Ross Cassells
Doctor of Philosophy (Arts), Development Studies, Massey University, New Zealand
Master of Philosophy (Development Studies), Massey University, New Zealand
Certificate in Teaching English as a Second Language, Trinity College London

Ross Cassells spent the first 20 years of his career with New Zealand Forest Service and NZ's Conservation Department. Following research for a Master of Philosophy thesis in Development Studies, he then spent some years as consultant adviser to the NZ Ministry of Foreign Affairs funded Customary Land Reforestation Project in Solomon Islands. Following this, Ross then spent several years lecturing in Environmental Studies at IPU New Zealand before joining Volunteer Service Abroad, where he was responsible for its volunteer programmes in both Vanuatu and Solomon Islands. Ross also spent some time on Bougainville during this period. More recently Ross has undertaken further research in Solomon Islands to examine the relatively stable hybrid forms of village governance that exist in Choiseul Province to determine whether such models have an application within the proposed Federal Constitution of Solomon Islands.

Ross teaches People, Planet and Sustainability in the postgraduate programme and Politics of Environmental Sustainability and Introduction to Environmental Sustainability in the degree programme.

1.6 Paper Descriptions

Students must complete five papers, including Resource Management from the papers offered before graduating with a postgraduate diploma or continuing their research.

95.801 People, Planet and Sustainability (30 credits)
This paper examines the influence of culture and development on people's perceptions and uses of the environment. It includes historical and socio-economic aspects of land use, as well as culture, development, industrialization, population growth, migration, and religion. Gender-related issues, education and ethics are also examined in the context of peoples' use of the environment.

95.802 Entrepreneurship and Innovation (30 credits)
The paper has four modules – entrepreneurship, innovation and corporate entrepreneurship, and social & sustainable entrepreneurship. The first and second module aim to develop and increase students' understanding of fundamentals of entrepreneurship, innovation theories, concepts, and applications. The third and fourth modules examine current issues related to the need for sustainable business approaches. You will consider macro/microeconomics, and the ecological, political, and environmental factors, which are acting as drivers of change within society.

95.803 Business, the Environment and Corporate Responsibility (30 credits)
This paper has a modular structure that gives students a broad understanding of relationships between business, and society, recognizing that there are multiple perspectives required in analysing the environmental and social responsibility issues involved. Through lectures and seminars, you will develop an understanding of different perspectives within which management decisions and solutions are obtained.

95.804 Science, the Environment and Policy Making (30 credits)
The paper examines the use of science as an aid to increasing student understanding of the natural environment. Because environmental issues are the focus of business sustainability debates nowadays, this paper emphasises critical appraisal of evidence and arguments and effective communication. Topic include climate change, biodiversity, and the business case for using new technologies, with overall emphasis on training students in critical thought and analysis of issues that have significant policy implications in the real world.

95.805 Politics and Development (30 credits)
This paper provides an introduction to research on the political economy of development. The paper contents seek to inform students of the dynamics of economic development, with a focus on political issues. You will consider why governments employ policies that hinder development and why do seemingly inefficient institutions survive. You will also consider how international and domestic institutions and traditions affect development.

95.806 Resource Management (30 credits)
This paper further explores the interrelatedness of culture, commerce, politics and science in understanding and managing the environment. Students examine a selection of case studies showing how economic, environmental, cultural and political viewpoints are important in sustainability decision-making and management. The New Zealand case materials include an introduction to the Resource Management Act and the importance of the Treaty of Waitangi.

This "keystone" paper seeks to provide an interdisciplinary understanding of sustainability to integrate the other paper in your programme of study. The class follows a seminar design where you will be expected to produce a critical analysis of classical and contemporary research and policy papers. You will make presentations, and progress to the production of logically argued reviews and reports with practical recommendations.

95.807 Postgraduate Research methods (30 credits)
This paper provides practical training in research methods in preparation for Master level research. For students in the Postgraduate Diploma programme, the key outcome will be acquisition of research skills, while for students planning to continue into the Year Two, the key outcome of this paper, is preparation of a research proposal for a research paper or research thesis.

95.808 Sustainability and Management Accounting (30 credits)
The aim of this paper is to equip students with knowledge and application of management accounting techniques needed to analyse financial and non-financial primary and secondary data and make recommendations that go beyond cost and benefit from financial perspectives. This paper uses managerial accounting techniques to support managers in their tasks of integrating environmental and social management into conventional economically-oriented accounting, performance management, control and reporting.

95.809 International Human Resource Management (30 credits)
This paper aims to provide a broader understanding of all issues related to the management of people in an international context. The paper follows a modular structure starting with a review of the development of concepts and theories of international human resource management. The third and fourth module explores the complexities of managing a workforce at international level. You will examine these issues, and demonstrate your understanding of these issues in practice.

95.810 Leadership, communication, and change management (30 credits)
This paper aims to explore the academic theory related to the interaction of leadership, communication, and the management of change. You will analyze the forces that drive organizations to change, examine impediments to change, and survey a range of approaches to making organizational change more effective in a modular structured approach in this paper. Several tools for self measurement, insight and change will be used in lectures, tutorials, extended readings, role- playing, presentation, and discussion sessions. As a student, you will gain the vital professional and transferable skills of leadership, oral and written communication, public speaking, negotiation skills, cultural sensitivity, working in a team and project management.

95.891 Special Topic 1: Multinational Business Management (30 credits)
This paper extends the fundamental business management concepts to the international business context, and specifically, what are major considerations given by the managers of multinational companies in developing international and global strategies. It takes a comparative approach, contrasting the managerial practices of multinationals from developed, developing and emerging economies. These practices are reviewed in order to assess strengths and weaknesses in contributing to businesses' growth and sustainable development in the global business environment. In addition, students will examine how cultural differences affect strategies and operations. This course will include analysis of macroeconomic data to assess suitability of foreign markets for expansion or otherwise.

95.891B Special Topic 1: Contemporary issues in marketing (30 credits)
This paper aims to develop a critical understanding of the marketing functions in modern organizations. Philosophers and social, economic and political commentators question the ethos of the marketing system, looking at the manipulation of society, efficient resource utilization, and the social effect of marketing on lifestyles and value systems.

95.892A Special Topic 2: Sustainable Business and Global Business Chains (30 credits)
This paper provides a comprehensive analysis of the sustainable business relationships between cost (energy-material use and CO2 emission/waste) and business performance (value-added and growth) in the world economy including the Pacific Rim economies. Students will learn how important institutional quality (indicators of the governance and ease-of-doing business) is for

further sustainable business. This paper also provides analyses of the global business chains (GBC) or global value chains (GVC) developed by the WTO, the OECD and the United Nations. Students will master how to demonstrate their own fact-findings based on evidence (data). Through seminar discussions on GBC (GVC), students will learn developments of contemporary supply chains, goods "made in the world", and what key policy issues are discussed at the international organizations. Students will understand that analyses of cost-performance (benefit) and business value chains are essential to explore optimal strategies for the development of modern businesses.

95.892B Special Topic 2: Strategic Management and Corporate social responsibility (30 credits)

This paper explores ways in which strategic analysis of business environment can help with adding value and measuring business performance in related to corporate social responsibility, so that a business develops a competitive advantage not only from economic perspective but also from the social perspective. This paper explores the key strategic social responsibility issues and challenges that have an impact on the world of business and are of major concern to governments, civil societies and other interested parties.

For further information on these papers, please contact the MIS Coordinator.

Year Two (Master of International Studies only)

You may select any one paper from the following:

95.992 Executive Project (60 credits)

(Prerequisite 95.806)

The Executive Project is a client based research project in which the student undertakes an investigation into a topic, approved by the Institute, which is of relevance to international interdisciplinary studies. The investigation will be carried out on behalf of a client enterprise (a government department, business, institution, or NGO). The student will also investigate the implications of the findings of the issue studied in a wider context than that of the client enterprise. These implications may be of a theoretical nature or may encompass the wider policy/practical implications of the issue.

IPU New Zealand staff will supervise the student. A co-supervisor may be appointed within the client enterprise. To be acceptable, the project must apply the knowledge and skills that the student has acquired during the programme to a topic of relevance to international interdisciplinary studies. The format of the report will meet IPU New Zealand criteria but will be focused on meeting the needs of the client.

95.993 Executive Thesis (90 Credits)

(*Prerequisite 95.807)*

The executive strategic project is a client-based research project whereby the student undertakes an investigation into a topic, approved by IPU New Zealand, which is of relevance to international interdisciplinary studies. The investigation will be carried out on behalf of a client enterprise (a government department, business, institution, or NGO). The student will also investigate the implications of the findings of the issue studied in a wider context than that of the client enterprise. These implications may be of a theoretical nature or may encompass the wider policy/practical implications of the issue.

95.994 Research Project (60 credits)

(*Prerequisite 95.807*)

The research paper is a piece of original research on a topic agreed to between the student and the Institute. The topic must be interdisciplinary and must apply the knowledge and skills that the student has acquired during the programme and may involve specialist knowledge acquired in the student's initial degree. The topic must be of broad relevance to international interdisciplinary studies. This paper aims to provide a student with a short period of research experience comparative to the thesis of 90 credits, on a topic of interest chosen after consultation with the coordinator and other staff in the Master of International Studies programme. The workload is less than required of a 90 credits thesis, and the actual workload will vary at different stages of the research process.

95.995 Research Thesis (90 Credits)
(Prerequisite 95.807)
The thesis is a piece of original research on a topic approved by the Institute. The topic should be interdisciplinary and apply the knowledge and skills you have acquired during the programme, and may involve specialist knowledge acquired in your initial degree. Thesis research emphasises both global and local issues, as well as the wider context of international interdisciplinary studies. It involves the collection of original data or the testing of original hypotheses within the context of critical analysis of primary literature sources.

Examples of completed topics can be found at; www.ipu.ac.nz

More details about the year two papers can be obtained upon request from the Assistant Dean of the Postgraduate Programme.

2. Study Facilities

The Institute library and computer labs offer great facilities for study and research.

2.1 IPU New Zealand Library

The Library has a wide range of books, periodicals, videos, DVDs, reference materials, newspapers and on-line information that will help in your studies. You will also find books for recreational reading in the Institute library.

The library catalogue can be accessed from the IPU New Zealand Library homepage at http://ipu.ac.nz/home/about-ipu/library/ On the library homepage you will also find links to the online databases that the library subscribes to. Read the database information to find out which database to use.

It is possible to generate bibliographies/references of articles from the Proquest database, and of books from the library catalogue. (You will first need to login to your personal page on the library catalogue using your student ID for both the login and password.). In both cases, you can select APA style bibliographies. Use this as a guide to help you build your list of references. Be sure to verify the accuracy of both the bibliography and the citation style. In particular, the formatting of author names and dates might need to be adjusted.

Personal Language Development Resources
The Personal Language Development Collection can be used to help develop language skills, and a small collection of books and tapes is available to assist in preparing for TOEFL, TOEIC and IELTS tests.

Tutorial Rooms
Tutorial rooms can be reserved by students for group assignment work. Direct dial 350 2855 or on campus dial Ext. 855.

Interlibrary Loan Service
The Library offers an interlibrary loan service for books and journal articles. This means that the IPU New Zealand Library can help you can borrow a book or journal article from another library in New Zealand. See the librarians for more information about this very useful interloan service.

Computer Use
There are a limited number of computers available in the Library for student use. Students may also use their PowerBook or iBook computers in the Library.

Opening Hours
During term time the Institute Library is open:

Monday to Thursday	8:30 am -10:00 pm
Friday	8:30 am - 9:00 pm
Saturday	1:00 pm - 9:00 pm
Sunday	1:00 pm - 9:00 pm

The Library does not open on Public Holidays.
For further information contact: library@ipu.ac.nz

2.2 Computers and IT Support

There is a computer lab for student use in A-block though it is often used for teaching non-computing classes. Please check the class times on the doors of the lab and do not go in if there is a class in session.

Opening Hours
During Terms One , Two and Summer term the computer lab is open:

Monday to Thursday	8:30 am - 5:30 pm
Friday	8:30 am - 5:30 pm

Problems With A Computer?
IT Support staff are located upstairs in the Admin Building. Please see them if you are having any problems with computers between 8:30 am and 5:30 pm on weekdays or you can contact the Technical Support Specialist itsupport@ipu.ac.nz

2.3 Borrowing Equipment

If you need to borrow equipment such as a digital camera, a video camera or a powerpoint projector, you need to get your lecturer to book the equipment for you.

3. Academic Skills and Techniques

The Tertiary study involves learning a range of academic skills and techniques including specialised reading skills, taking notes in lectures, writing essays and reports, referencing, giving presentations, taking part in formal discussions and sitting tests.

For guidance on improving your writing skills, please refer to the following textbook:
Wyrick, J. (2002). *Steps to writing well* (5th ed.). Boston: Heinle.

3.1 Academic Reading Skills

When you read to obtain specific information for an assignment, you should:

- Be sure you know what information you are looking for before you start reading
- Read the covers, introduction and preface of the book to get an overall picture of what the book deals with
- Use the table of contents and index to locate specific information, don't try to read a book from cover to cover
- Check if there is a chapter summary or abstract and, if there is, read it first – this will give you a good idea of the contents of the chapter or article
- Read the relevant pages before you start to take notes
- Try to detect any obvious relationships (e.g. cause-effect, problem-solution) in the text
- Turn the book or article over and try to rewrite the main points in your own words or draw labelled sketches or diagrams (if you can't do this then you do not really understand what you have been reading)

- Take notes using the words in the text in quotation marks, and take some other notes using your own words - later on, this will enable you to determine which are your own words and which are not
- Use different colours in your notes for different levels of information, and to show relationships between information
- Make a note of all necessary bibliographical details of what you are reading
- File or arrange your notes in a way that helps you to retrieve information
- Be cautious when taking information from the Internet: Don't use a reading unless it is from a reputable source.

Dealing With Unknown Words

As students in tertiary education, you will come across many words which are unfamiliar. It is essential that you develop strategies for dealing with these words. Here are a few tips to help you:

- When you are reading over a passage for the first time try to notice which unknown words frequently appear and which appear only once.
- If an unknown word appears only once, ask yourself, " can I understand the text without understanding the word? If you can understand the text without the word ignore it.
- If you can't understand the text without understanding a particular word try to guess the meaning by looking at other words in the sentence, surrounding sentences and nearby tables, diagrams and pictures.
- If you can't guess the meaning of an important word only then look it up in your dictionary.

3.2 Evaluation of Internet Sources

The Internet is a rich source of information. HOWEVER, not all sources are equally good or acceptable for academic research. Before you use web pages for your study ask yourself 'HOW GOOD ARE THEY?'

Here are some basic evaluation criteria:

Accuracy

a. is the information verified by editors or other 'fact checkers'?

b. has the site adopted any standard/rules?

c. is the information reliable?

Some of these things can be hard to know. Ask your lecturer for help to find out about these if you are not sure.

Authority

a. who is the author/publisher? Information from government institutions, well known respectable agencies and universities is usually reliable.

b. what reputation has the author on the topic (e.g., is the author identified as an expert or researcher?)

Objectivity

a. is the text very personal/subjective or biased?

b. what is the purpose of the text: to inform or to persuade?

c. does it give a balanced view or are the arguments one-sided?

The best sources will provide information in an objective way with different sides of arguments all presented.

Type

a.	informational	e.	entertainment
b.	educational	f.	advocacy
c.	news	g.	marketing/sales
d.	personal	h.	other:

You may need to be cautious if a website is presenting news items, personal information or ideas, is providing entertainment or is trying to persuade people to believe certain ideas or buy products. The information on these kinds of websites may be biased or incomplete.

3.3 Writing Essays and Reports

Essays and reports are two of the many type/genres of writing you will be developing during your time at IPU New Zealand. Though both have **Introduction**, **body**, and **conclusion**, however, there are a few technical differences.

Essay: An essay generally addresses one central question and asks you to develop a *thesis statement*- i.e., your personal opinion or position in answer to the question. Usually, you explain or defend your thesis statement with reasons and evidence gained from new insights from reading, research and personal experience.

Your essay must have the following structure:

1. A single statement that describes your position, normally called a THESIS STATEMENT which is a brief 1-2 sentences only, and often contains the words, *should* or *should not*. Write the statement as specifically as possible. Your statement should suggest a particular course of action to address the issue.
2. The essay should have at least THREE reasons supporting the thesis statement, each with its own paragraph. You should draw on information from the paper, and other supplementary research to develop reasons that will support your position.
3. Each of the reasons should be clearly DIFFERENT from the other.
4. Each of the reasons should RELATE directly to the position statement.
5. Each of the reasons should have some EXAMPLES or EVIDENCE (facts, numbers, statistics) to support it.
6. Ensure that you have also addressed to some extent the opposing viewpoints with evidence. Counter the opponents' strongest arguments in either a separate paragraph or a part of preceding paragraph.
7. Conclude the essay in the way that ties things together in a holistic, logical and clear manner.
8. Use the following style and presentation for submission of essay:

   Institute approved cover page that shows your name, student id number, date of submission, paper code and title in full, and the name of the paper controller. The body of the essay should be in 12-point font Time New Roman. The line spacing should be double spaced, three centimeters left margin, pages numbered consecutively and A4 format. Follow the latest APA guidelines for citation and referencing. The paper controller will inform you about the **Word**

limit, **maximum and minimum number of references** that must be included from books and peer-reviewed articles and limitation on the use of Internet sites. **Failure to follow any of the above style and presentation guidelines will be strongly penalised, and you will not be allowed to re-submit**.

Basic Structure of an Essay

The diagram below shows the basic structure of an essay:

TITLE

INTRODUCTION
Background to the subject or topic
Thesis Statement.

BODY
Presentation, analysis & discussion:
Main idea 1: Paragraph(s) with examples and details
Main idea 2: Paragraph(s) examples and details
Main idea 3: Paragraph(s) examples and details), etc.

CONCLUSION
Summary of main points.
Own views or recommendations (if applicable).

Report: A report is a specific form of writing that is organized around concisely identifying and examining issues/ problems/ events that have occurred within an organization, or findings from a research investigation. Unlike essays where you have a position or argument at the very beginning in the form a thesis statement, you are expected to identify and overview a range of issues related to topic for a report, and then reach an original conclusion or solution at the end of the report. A report requires the organization of information by creating headings and sections or subsections. Each of these sections MUST be based on the discussion of several kinds of issues or a complex issue, which needs to be further broken down into smaller issues or a combination of them.

You will be asked to engage in some kind of analysis of the issues or event that the report is based on. This analysis can vary from quite simple identification and description of a complex comparison of the factors involved as well as an evaluation of the value or effectiveness of particular events, processes, or policies. There are three common techniques for writing the analysis section:

1. SWOT analysis involves examining the pros and cons surrounding a particular issue. Each letter in the acronym SWOT - Strength, Weakness, Opportunity, and Threat) could form a separate section within the body of your report's structure.
2. Force field analysis involves identifying the process of comparing the pros and cons before arriving at a decision. Three steps are involved as follows:
   a. Identifying the driving forces in support of decision
   b. Identifying the restraining forces or obstacles against a decision.
   c. Prioritising the most significant driving and restraining forces that will impact on the decision and writing these up in your report.
3. PESTLE analysis involves addressing the political, economic, sociological, technological, legal, environmental issues, aspects or influences in relation to your topic of the report.

Use the following style and presentation for submission of report:

Institute approved cover page that shows your Name, Student ID Number, Date of submission, Paper code and Title in full, and Name of the Paper controller. The body of the Report should be in 12-point font Time New Roman. The line spacing should be double spaced, three centimeters left margin, **Headings** and P**ages** and numbered consecutively and A4 format. Follow the latest APA guidelines for citation and referencing. The paper controller will inform you about the **Word limit, maximum and minimum number of references** that must be included from books and peer-reviewed articles and limitation on the use of Internet sites. **Failure to follow any of the above style and presentation guidelines will be strongly penalised, and you will not be allowed to re-submit**.

The diagram below shows the basic structure of a report:

TITLE INTRODUCTION Brief description of the topic/issue/problem An outline of how the report is organised. BODY Discussion: Issue 1: … Issue 2: … Issue 3: … CONCLUSION Own views or recommendations (if applicable).

Appendices
Appendices should only be used if you need to include extra information (for example, long data tables, equations to convert from imperial to metric units, or copies of questionnaires) which would not be of interest to every reader of your work. If you do need to include appendices, they should be located at the end of your report, after your reference list.

Preparing and Writing an Essay or Report Assignment

Start planning assignments early – avoid leaving things to the last minute!

Below is a plan you can follow when you are working on your essay or report assignment.

A 6 Step Plan For Essay & Report Assignment Work:

➔ **STEP 1: Understanding the assignment question/topic.**

- Analyse the question to make sure you understand what you have to do.
- Check word meanings in Section 3.4 of this Study Guide.
- If you are in doubt, talk to your lecturer.

➔ **STEP 2: Brainstorming.**

- Look at the question and write down all the things you think are relevant to it.
- Include questions about the topic.

➔ **STEP 3: Finding information.**

- Decide what kind of information you want, e.g., facts, opinions, figures, etc.
- Use different sources of information, e.g., Academic database and look in your course textbook first (if applicable).
- Decide what is relevant and useful for your assignment (e.g., look for keywords or check the contents pages of books).
- Write notes and summaries.
- Note down the sources of your information for your list of references or bibliography. It is very time-consuming to try to find them again later!
- Avoid using non-academic sources of information such as blogs, chat rooms and similar sources.

➔ **STEP 4: Outlining**

- An outline shows what sections you will include in your essay/report.
- It helps you organise your writing.
- Begin with some general ideas or the main points you think you want to include in your report. Look at the outline example below:

Topic: ***Marriage: To arrange or not to arrange***
(Note: This is a very general topic. Your lecturers will usually tell you what you need to do in your report, for example, describe, compare and contrast, discuss, etc.)

Thesis: People have a range of needs and marriage can help them get these depending on a range of factors.

1. Physical needs – food, drink, and water, shelter
   1.1 age
   1.2 family expectation
   1.3 shelter, ...

2. Emotional needs – love, understanding, ...
   2.1 love
   2.2 personality, ...

3. Spiritual needs – A place for prayer or reflection, religious community,
   3.1 religion
   3.2 culture
   3.3 social group, …

- You will probably refine your outline as you go, after more reading, thinking and perhaps discussing it with your lecturer.
- You may want to leave out a part, or add another to make sure that your assignment matches the task and level of your paper.

➔ **STEP 5: Illustrations**

- Are there any diagrams or tables, which could be included in your report to help illustrate or support your ideas or arguments?
- Figures and Tables should be numbered, given a title and a citation for the source.
- eg: Figure 1. Map of Thailand (from Donman, 1998, p. 4)
- eg: Table 1. Annual rainfall for Boston (from Miller, 2000, p. 54)
- Figures and Tables should be included within the body of the text in the order in which they are referred to in the report.
- Each Figure and Table should be referred to at least once in your writing.

➔ **STEP 6: Writing/editing drafts of your essay/report**

- Did you follow the assignment instructions?
- Did you answer the question thoroughly?
- Did you include enough/appropriate examples?
- Are your spelling & grammar correct?
- Have you cited sources appropriately?
- Is your reference list complete and correct?
- If you are not sure about your work, ask your lecturer to check your draft.

3.4 Common Key Words in Questions

The following terms are often used in assignment and exam questions.

Analyse:	To separate and describe each part of an idea or concept, and show how the parts relate to each other.
Assess:	To judge the value, merit or significance of the idea or subject critically.
Compare:	To show the similarities and differences between two or more subjects or ideas, with emphasis on the similarities.
Contrast:	To describe differences between two or more subjects or ideas.
Critique:	To make your judgement about the views expressed and support your judgement with evidence.
Define:	To give meaning of a word term, distinguishing it from closely related subjects, sometimes with examples and illustrations.
Describe:	Use words to show the characteristics or properties of something.
Discuss:	To examine different aspects of an idea or argument in detail.
Evaluate:	To inquire and assess the advantages and disadvantages of an idea or problem.
Explain:	Give details and reasons about something so that it can be understood.
Illustrate:	Explain and also provide examples about something.

List: Write a set of words or phrases written down one after another.

Outline: Present the main points about a subject.

Review: Examine a subject critically and comment on the most important aspects or arguments.

Summarise: Present the main points concisely.

3.5 Plagiarism and Academic Honesty

Statement on plagiarism: You must not copy or paraphrase another person's work without giving the source otherwise you may fail your assignment. Use APA style, which is available at the back of this Student Study Guide.

Forms of Academic Dishonesty
The Academic Honesty Policy covers any work submitted for credit as someone's own, including any academic exercises such as written work, computer-generated work, art/design or visual information.

Different types of disciplinary action reflect the varying levels of seriousness of academic dishonesty and are to be taken in regard to students' seniority and academic programme, as well as their history of academic honesty at the Institute.

Note that students may lose between 10% and 100% of marks for assignments or tests if they are found to have plagiarised.

There are four main types of Plagiarism identified by the Institute: Copying, Recycling, Assignment Cheating and Exam/Test Cheating.

3.5.1. Copying

Examples of each kind of copying are provided in the section below. Three types of copying are:

a. **Direct copying**
b. **Inadequate paraphrasing**
c. **Cut & paste**

Submitting work that includes someone else's words, ideas, or data without appropriately acknowledging the source is deemed to be plagiarism. This may take the following forms, each of which will incur one or more of the stated disciplinary actions.

Examples of Three Types of Copying
The paragraphs in the boxes below were taken directly from two environmental studies textbooks. The information from the textbooks could be used to help answer an assignment question.

From Miller, G. Tyler (1999). Environmental Science, 7th edition, p. 20:

"The world's population is still growing rapidly and is projected to increase from 5.84 billion to 8 billion between 1997 and 2025."

From Botkin, D. & Keller, E. (1995) *Environmental Science: Earth as a Living Planet*, p. 93:

"Some believe that our technologies will allow us to colonize previously unused areas, such as the Antarctic and even the deep sea; this may be possible to a limited extent. Others suggest that we can take care of the Earth's population problems by creating space stations or migrating to other planets. But these solutions could take care of only a fraction of the 93 million people added each year to the human population. We may be able to inhabit other planets, but this is not a solution for world problems."

The following show examples of how the textbook information could be plagiarised in an assignment in three different ways:

---

a. Direct Copying = verbatim reproduction of the original text or visuals, ideas, and/or data without in-text citation.

Disciplinary action:
- *10-100% marks deducted, depending on proportion of copied text*
- *No resubmission*
- *Verbal warning by Dean (recorded)*
- *Written censure by Dean for repeated offences*

EXAMPLE:
The world's population is still growing rapidly and is projected to increase from 5.84 billion to 8 billion between 1997 and 2025. Some believe that our technologies will allow us to colonize previously unused areas, such as the Antarctic and even the deep sea; this may be possible to a limited extent. But these solutions could take care of only a fraction of the 93 million people added each year to the human population (Botkin &Keller 1995, p. 93).

Comments about the example:
In this example, whole sentences have been copied and should have quotation marks around them. Miller is not cited as a source for information in the first sentence at all.

---

b. Inadequate Paraphrasing = verbatim copying of text passed as paraphrase by providing in-text citation but no quotation marks.

Disciplinary action
- *10-100% marks deducted, depending on proportion of inadequately paraphrased text*
- *Resubmission and re-evaluation at discretion of course controller*
- *Verbal warning by Dean (recorded)*

EXAMPLE:
Some people believe that technology will allow us to live in areas that were previously unused (e.g., the Antarctic or deep ocean), and this could be possible to a limited extent. Other people think that the Earth's population problem can be taken care of by moving to space stations or other planets. But these solutions would only affect some of the 93 million people added to the world population each year. Going to live on other planets will not solve the problem (Botkin &Keller 1995, p. 93).

Comments about the example:

In this paragraph, sentences from Botkin & Keller have been copied, and some changes have been made by substituting different words and changing word order. The writing is clearly not original. In order to improve this example, the information needs to be fully paraphrased.

---

c. **Cut & Paste** = integrating copied and/or inadequately paraphrased components of text throughout with or without in-text citation.

Disciplinary action:

- *10-100% marks deducted, depending on proportion of copied text*
- *Resubmission and re-evaluation at discretion of course controller*
- *Verbal warning by Dean (recorded)*

EXAMPLE 1:
The world's population is projected to increase to 8 billion between 1997 and 2025, but some believe that our technologies will allow us to colonize and suggest that we can take care by creating space stations. But this is not a solution for world problems.

Comments about example 1:
In this example pieces of sentences have been copied and pasted together without the use of quotation marks, plus there are no references cited. Also what has been written is not clear in meaning.

EXAMPLE 2:
The world's population is growing rapidly, and some believe our technologies will allow us to take care of the Earth's population problems by migrating to other planets, but this is not a solution for world problems.

Comments about example 2:
Although this paragraph makes sense, it still consists of pieces of text that have been copied and pasted together. The paragraph is not an original piece of work. No sources for the information have been cited.

EXAMPLE 3:
The world's population is growing rapidly and some believe our technologies will allow us to take care of the Earth's population problems by migrating to other planets, but this is not a solution for world problems (Botkin & Keller 1995, p. 93).

Comments about example 3:
This is the same paragraph as the one in example 2. This time a source has been cited, but the paragraph still consists of pieces of text which have been directly copied Any text which is directly copied from another source must be shown in quotation marks.

Examples of Acceptable Work
The paragraphs from the environmental studies books could be used as sources to write academic work which is honest and does not include plagiarism. Here are two examples of acceptable use of the textbooks as sources of information:

EXAMPLE 1:

There are around 93 million people added to the world's population every year (Botkin & Keller 1995, p. 93), and the total world population is expected to reach 8 billion by the year 2025 (Miller 1999, p. 20). Botkin & Keller (1995, p. 93) note it has been suggested that in the future humans will be able to go and live on space stations or other planets, but they believe that "this is not a solution for world problems" because only a small number of people could leave.

EXAMPLE 2:

According to Botkin & Keller (1995, p. 93), there are about 93 million people added to the world population every day. By the year 2025, the total world population could reach 8 billion (Miller 1999, p. 20). The possibility of people going to live on other planets or space stations "is not a solution for world problems" (Botkin & Keller 1995, p. 93) because only a small number of people could leave Earth.

Comments about examples 1 and 2:

These two examples of acceptable work include information from Miller and from Botkin & Keller, and a copied phrase from Botkin & Keller. All information sources are cited, and copied material is shown in quotation marks.

3.5.2. Recycling

Where assignments are found to have been submitted twice in different courses.

Disciplinary action

- *100% marks deducted*
- *Resubmission and re-evaluation at discretion of course controller*
- *Verbal warning by Dean*
- *Appearance before the Disciplinary Committee*

3.5.3. Assignment Cheating

a. Copying from another student's assignment, computer program, or project
b. Submitting materials partially or completely written by another person

Disciplinary action

- *100% marks deducted, depending on level of inadequate paraphrase used*
- *No resubmission*
- *Appearance before the Disciplinary Committee*

3.5.4 Exam/test cheating

Using materials (e.g., notes, textbooks, dictionaries) in exam/test situations which are not authorised by the course controller.

Disciplinary action

- *0% marks and*
- *Appearance before Disciplinary Committee*

Course controllers are expected to notify their Dean of each instance of academic dishonesty. Students receiving disciplinary action repeatedly will be referred to the Disciplinary Committee.

3.6 Preparing for Presentations

Research shows that people forget 80% of what they hear within 48 hours of hearing it.
What they remember is not what was said, but how it was said.
Most people remember the presenter, rather than the presentation.

Source: Levy, P. (1990). *Effective Presentations.* U.K.: Longman.

Good presentation skills are both important and useful. If you are asked to prepare a presentation for the class, you can try using the steps listed below.

TRY TO FOLLOW A PLAN USING THE FOLLOWING STEPS:

➔ **STEP 1: Consider your own strengths and weaknesses as a presenter.** This will help you to try and improve your weak points and develop your strengths!

➔ **STEP 2: Think about your audience.** Make sure you target the interests and level of your audience. Perhaps your lecturer has specified the kind of audience he/she wants you to target.

➔ **STEP 3: Find out what the conditions of the presentation will be.** Where will the presentation be? What kinds of presentation facilities does the room have, or what kinds can be brought to the room (e.g., OHP, Projector, etc.)?

➔ **STEP 4: Identify the purpose(s) of the presentation.** What is the presentation about exactly? Try to focus your ideas so you are very clear about your objectives. If you are not sure about the purpose(s) of the presentation, ask your lecturer for some help!

➔ **STEP 5 Research your topic thoroughly.** Find out as much as you can about your presentation topic. It will be much easier to be a confident speaker if you understand your topic well!

➔ **STEP 6 Plan the structure of your presentation.** Make sure there is a logical progression of points during your presentation. Include an introduction and a conclusion.

➔ **STEP 7 Put the details of your presentation together.** Make sure you cover all the instructions/expectations of your lecturer. Also, make sure you can complete the presentation in the time allowed!

➔ **STEP 8 Prepare appropriate visual aids.** Your visual aids (OHTs, use of the whiteboard, PowerPoint slides, props, etc.) must be both effective and appropriate. Check that people will be able to see them clearly AND that they can be used to illustrate your presentation well.

➔ **STEP 9 Prepare notes to refer to during your presentation.** Do not read your speech – this indicates you have a poor knowledge of the subject. Instead, use notes to remind you of major points you want to make.

(HINT: You can put bullet points onto an OHT or PowerPoint slide and then use those as your notes!)

(HINT #2: If you want to give out copies of a written summary of your presentation to the audience, try giving it out at the end of your talk. If you give it out earlier, they might start reading and not listen to you!).

➔ **STEP 10 Practice your presentation and consider body language.** Try to make your audience relaxed and interested in your presentation through the good use of your voice and body language. Make sure everyone in the room can hear you speak, and that you are speaking clearly so everybody can understand. Maintain good posture and make eye-contact with the audience frequently. Try to show your enthusiasm and interest in the topic, and invite responses from the audience.

➔ **STEP 11 Revise and improve your presentation.** Consider how you could improve your planned presentation. Can you use humour, anecdotes, analogies and examples to make it more interesting and easier to understand? Is the language you are planning to use clear and concise? Try doing the presentation in front of a friend to get some advice for improvements.

There are some good videos on preparing presentations in the Institute Library.
Try these ones for some ideas and advice:

"Making your presentation" HF 5718.22 M235
"Oral presentations" PN 4121 O63

3.7 Formal Discussion Skills

When participating in a class discussion or any other group discussion, you need to observe a number of **conventions** if you want to become a successful communicator.

In most Western cultures being candid and open, is regarded as polite. Therefore, it is important to be able to say what you think in a discussion, rather than staying silent or agreeing with everybody else to avoid differences of opinion.

Cultural Conventions/Form/Content

- Your contribution should be clear. Try to express your views directly so that others do not have to guess what you mean to say.
- Your contribution should be relevant to the discussion. If you change the topic, you should indicate that you are doing so.
- Be as informative as possible but do not tell more or less than necessary.
- Listen to what others have to say and try to respond. Show whether you agree or disagree and why or ask for further clarification.
- Silence can be viewed negatively. Others may think that you are not interested in the topic, you don't have any knowledge or ideas about he subject or that you are unwilling to cooperate. It is quite acceptable for others to interrupt your silence in a discussion.
- Make eye contact with all group members while you are speaking.

Language Conventions and Forms
There are some useful expressions commonly used in discussions. Below is a list of these for a variety of functions (add your own in the spaces provided):

Making a point I think/believe that … It seems to me that...	**Agreement** That's right/true... I agree with X on.... I'm in agreement with that.
Adding a new point Actually, there's another issue here. It's also important to consider … There is also …	**Disagreement** Well, I have a different point of view... You may be right, but..... I disagree with you there....
Getting the floor May I ask a question? May I add something here? I'd like to comment on that.	**Interrupting** Excuse me for interrupting, but.... Pardon me, but.... As I was saying.... To finish my point....
Relating your contribution Going back to what X said … In reference to what X said, I think … In other words, you think …	**Asking for clarification/information** When you say XXX, what do you mean by that? Would you mind explaining that more?

3.8 Study Techniques

It is important to set aside time to study and to make sure that you have a nice quiet place to study where there are no distractions. Try some of the following suggestions for effective studying.

Studying on your own
When reading your notes or textbook or other materials:

- Make notes, to summarise, the information.
- Re-write your notes in different ways – maybe draw a table or diagram.
- Cover the notes or textbook after you have read about a topic, and then try to write down what you remember about the topic – then check you are correct (IMPORTANT: this does NOT mean that what you write should be identical to what is in the book or your notes, but it should be correct in meaning!).
- Write a list of important terminology, cover your books and notes, and try to write definitions, explanations and examples – then check you are correct (IMPORTANT: this does NOT mean that what you write should be identical to what is in the book or in your notes, just that it should be correct in meaning!).
- Write a list of major topics, cover up books and notes, and write a mini-essay about the topic to include definitions, explanations and examples – then check you are correct and have not forgotten anything.
- Try writing questions for yourself to answer – then check your answers.

4.0 Assessment and Grading

Assignments challenge you to read, think and write about a topic. They are also a chance to show your lecturer that you understand the topic well.

You will **gain** marks for:

- Answering all parts of the question fully
- Showing you have a clear understanding of the topic
- Referencing correctly
- Logical organisation of ideas
- Accuracy of information

You will **lose** marks for:

- Plagiarism
- Answering all parts of the question fully
- Poor organisation of information and ideas
- Inaccurate information
- Handing in your assignment late (5% per day)

4.1 Grading Standards

The final grade given for assessments is conditional and cannot be confirmed without Academic Board approval.

The award for a final grade is subject to the following;

- Recommendation by the Academic Moderation Committee
- Confirmation by the Academic Board

A restricted pass is only given at the lecturer's discretion after consultation with the Dean.

Grades at IPU New Zealand

A+	=	90	=	100%	Passing Grades
A	=	85	=	89%	
A-	=	80	=	84%	
B+	=	75	=	79%	
B	=	70	=	74%	
B -	=	65	=	69%	
C+	=	56	=	64%	
C	=	50	=	55%	
D	=	40	=	49%	Failing grades
E	=	0	=	39%	

"A" grade work

- Responds fully to the assignment question(s)
- Is well organised and unified
- Provides adequate supporting evidence, examples and details
- Uses appropriate terminology
- Correctly acknowledges and documents sources
- Uses logical arguments where appropriate
- Has no factual errors
- Demonstrate evidence of reading more than the set texts
- Maintains a level of excellence throughout

"B" grade work

- Complies with the first six points listed above, but may contain a few minor errors and shows little or no evidence of extra reading

"C" grade work

- Demonstrates overall competence, but contains minor errors or a serious error

"D" grade work

- Fails in response to some points contains a few serious errors or many minor errors

"E" grade work

- Fails in response to several points contains many serious errors

4.2 Deductions for Late Assignments

All assignments must be handed in on the due date. If your assignment is handed in late, 5% of your mark will be deducted for each day it is late (including weekend days). The 5% is taken off the mark your teacher has given you for your assignment. Here is an example to show how this works:

Example: Handing in a 10% assignment 3 days late:

- If your original mark is 9 out of 10 (A+), you will lose 1.35 marks, and your final mark will be 7.7 out of 10 (B+).
- If your original mark is 7 out of 10 (B), you will lose 1.05 marks, and your final mark will be 6 out of 10 (C+).
- If your original mark is 5 out of 10 (C), you will lose 0.75 marks, and your final mark will be 4.3 out of 10 (D).

If your assignment is submitted after all other students' assignments have been marked and returned then the mark for your late submission will be zero.

4.3 Attendance

It is a requirement by Immigration New Zealand that all international students must have 100% attendance. Each student is required to attend all scheduled classes. Arriving in class after it begins is not acceptable. Lateness is the same as an absence. If 5 minutes late, one hour of

attendance will be taken off. If an agreed weekly individual appointment time is missed, then no attendance will be awarded.

If you or a member of your family is sick and you do not attend class, you will be marked absent. You must get a Doctor's certificate to confirm that you have been unable to attend class due to illness. Immigration New Zealand may also require your Doctor's certificate later, when you renew your student visa.

4.4 Extension of enrolment for thesis

On application from a student, the Dean may grant an extension of up to one term, at no additional cost, to the time for completion of the thesis on any of the following grounds:

(i) sickness of the student or of a close family member,
(ii) pregnancy or childbirth or complications arising from these,
(iii) bereavement of a close family member
(iv) unforeseen complications outside the control of the student, at the Dean's discretion

Students are required to provide evidence of the event leading to the request and a statement from the supervisor. This request for an extension must be accompanied by a detailed plan for completion of the thesis within the time requested. International students (with or without scholarship) must inform the Academic Registry of any changes in their enrolment status to expedite visa extension application, and domestic students must inform the Academic Registry and StudyLink. New Zealand students will not be eligible for student allowance during the extension period.

A student should not be given an extension on the grounds that he simply wishes to do more work and/or have more time to produce a better thesis. Students whose first language is not English, and other students who are experiencing difficulties with writing and expression, should be given advice on where to seek professional help on academic writing. The supervisor cannot be expected to act a copy editor.

A contracted supervisor will not be paid for additional hours, and should therefore be advised immediately of the period of extension approved by the Dean. No supervision will be provided to the student during the period the student is considered absent from working on the thesis.

Termination of enrolment

If the candidate has not had a research proposal approved by the course controller within three months of enrolment for the thesis (ii) If the candidate fails to make satisfactory progress and (iii) If the candidate does not submit the thesis for examination within the specified timeframe, in each of the above situation, your enrolment will be terminated.

4.5 Documentation to hand in with your thesis/project

You should hand in the following with any project involving primary research:

- A copy of your report, including acknowledgements and abstract. THIS SHOULD NOT BE STAPLED. PUT IT IN A PLASTIC FOLDER.
- A CD containing your final report, your power-point presentation and your data in the case of a quantitative study. The CD should be clearly labelled with you name, ID, the title of your project and the date of your presentation.
- All completed questionnaires (Primary research only)

5. Getting Help

5.1 Help with Health and Personal Problems

It can be hard to study when you are feeling over-stressed or sick. Please see the staff at the Health Clinic in D-block if you are sick or have any questions about health. The Doctor at the Health Clinic will be able to issue you a Doctors certificate if you have been unable to attend class because of illness. For non-academic matters and personal problems, see student support.

5.2 Help with Academic Language and Writing Support

Language Development is a crucial aim at IPU New Zealand! The Institute offers not only formal classes but also support to help you develop your language skills and facilitate independent learning. This includes:

Academic Language Support

- Includes Reading, Writing, Speaking, Listening
- Helps to build academic language and oral discussion skills
- Targets individual needs to enhance language awareness

Academic Writing Support

This service aims to help you develop productive writing habits and confidence as a writer. You can use it at any stage of the writing process, even if you haven't written anything! Although you'll be working on a specific assignment, what you learn applies to all of your writing.

Individual appointments can be helpful to:

- Plan, and organise ideas
- Use the appropriate style of writing
- Discuss concerns about structure and organisation
- Address questions about clarity in your writing
- Link your writing with lecture readings
- Learn revision and editing strategies
- Use APA referencing correctly

Make an appointment as early as possible - make appointments regularly! Don't wait until an assignment is due.

A range of online resources to support your academic learning can be found on **Moodle** under **Learning Support**.

Academic Language and Writing Support Tutor: Rosie Estall
Location: A6
Phone: (06) 3540922 ext. 879
Email: restall@ipu.ac.nz.
Normal hours of work: Monday: 9.00 a.m. – 1.00 pm (A6); 3.30pm – 5.30pm (T- Block).
Tuesday – Friday: 9.00 a.m.- 5.00 p.m.

Book an appointment online on Rosie's shared google calendar.
https://www.google.com/calendar/render?tab=mc&pli=1#main_7

IMPORTANT NOTE:

HELP FROM THE ACADEMIC READING AND WRITING SUPPORT IS LIMITED TO LANGUAGE AND STRUCTURE.

- NO assistance is given with content
- It is NOT a proofreading service

5.3 General Academic help

If you cannot resolve any academic problems and have already discussed them with your lecturer(s), please contact:

Assistant Dean Postgraduate programmes Dr Rashid Ameer, rameer@ipu.ac.nz
Dean: Dr Gillian Claridge, gclaridge@ipu.ac.nz

Referencing and Style Guide

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1. Introduction to APA

IPU New Zealand policy

Assignments at IPU New Zealand should be written according to the information in this handout. This is based on the American Psychological Association (APA) system, which is now used in many subject areas at other tertiary institutions.

Library information

This guide is a summary only, it does not attempt to cover all of the situations you will need in using other materials. If you need more information, please ask the librarian for help.

You will find the full APA manual in the Reference section of the library, with the call number PN REF146 P976:

> American Psychological Association. (2001). Publication manual of the American Psychological Association, (5th ed.). Washington, DC: APA.

Another useful manual has the call number PN REF147 A488:

> Amato, C. J. (2002). The World's easiest guide to using the APA: A user- friendly manual for formatting research papers according to the American Psychological Association style guide, (3rd ed.). Corona, CA: Stargazer Publishing.

Also check the Library for other books about APA referencing.

For more information on electronic sources, you can refer to the APA website:

> http://www.apastyle.org/elecref.html

2. Assignment presentation

An academic assignment should be written and presented in a formal style, unless your lecturer has given you other instructions. This formal academic style follows rules called "academic conventions". This is so that the lecturer can focus on your ideas, and not be distracted by the format or style of your work. There are two general rules:

a) Your assignment should be simple and clear.
b) You should be consistent, i.e. you should use the same system for the whole assignment.

Cover page

Each assignment should have a cover page. You can find an assignment cover page template in the course work files in the student server.

Font

Use 12 point for the text of your assignment. Headings can be in 14 point, but you should not use larger fonts. Style should be Times New Roman or Courier

Line spacing

Use double spacing, or 1.5.

Margins
The left-hand margin should be set at 4 cm so that the lecturer can write comments. The right margin should be 2 cm.

Paragraphs
Leave a line or indent to indicate the start of a new paragraph.

Subheadings in reports
These should be in bold or italics. An older style also uses underlining. The most common form is bold.

Footnotes
In the APA system, footnotes are used to give extra information which the author feels would disturb the flow of the writing, but these are not used for citations.

Page numbering
You should number the pages of your assignment, not including the cover page. These are generally part of the footer.

Words from other languages
Write words from other languages in italics. The English word can be written in two ways:

1. Using inverted commas "xxx".

   eg: The Japanese *o-bento* or "boxed meal" can be taken anywhere. Rice, Japan's staple food, generally accounts for a large portion of each *o-bento. O-kazu* or "side dishes" are added to suit personal taste or nutritional needs (Uratsu, 1998, p. 3).

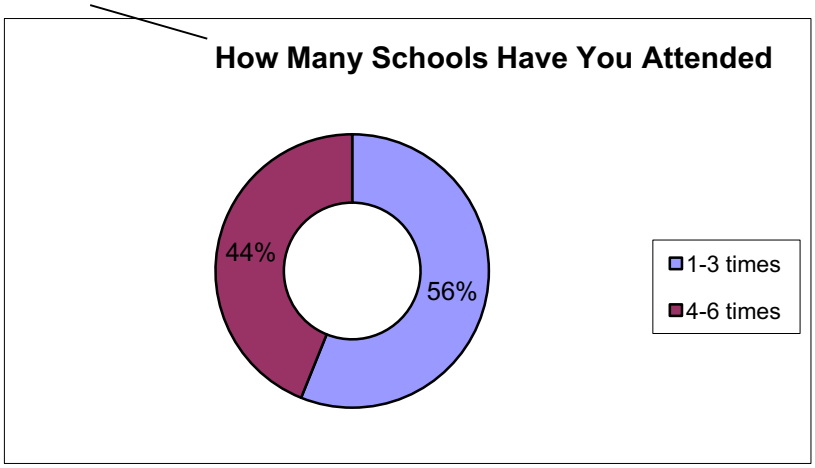
2. Writing an explanation in parenthesis [ ]

   eg: The Japanese *o-bento* [boxed meal] can be taken anywhere. Rice, Japan's staple food, generally accounts for a large portion of each *o-bento. O-kazu* [side dishes] are added to suit personal taste or nutritional needs (Uratsu, 1998, p. 3).

Inserting Figures and Tables

Figures. The word Figure and the number should be in italics and end with a full stop. This is written below the Figure. The caption should be written next to this in plain script (This must be a complete sentence). There should be a frame. Inside the frame there should be a title. Generally the Figure is placed after the text.

Title



Source: Adapted from Smith, 2011; p.23

Figure 2. Question 4 in Section I illustrates "How many schools have you attended from elementary to high school?"

Figure and number in italics

Full-stop

Caption of figure (a complete sentence)

Tables. These should be numbered using Arabic. The word Table and the number should be written in plain text. This is written above the Table. The caption should be written next to this in italic (This must be a complete sentence). There should be a bold line after this and before the table. Generally the Table is placed after the text.

Plain text

Explanation (full sentence)

Line (bold)

Table 3: *Question 5 in Section I examines "If you changed school in high school, what was the reason?"*

Reasons for Changing School		
grade, bad		2
different types of school		1
physical Health		1
move house		1
various reasons		1

Source: Jellow, 2011, p56

***You should choose one style, and be consistent throughout the assignment. Do not forget to <u>add the source under the table or figure</u> if necessary. (In font size 10)**

3. In text citation of references

In Western academic tradition, when someone has an idea they own it as their intellectual property. To show this, they usually publish it somewhere. If you use these ideas as if they are your own, it is regarded as a particular kind of theft called "plagiarism". (Please refer to Section 3.5 of this Study Guide).

It is necessary to use other people's ideas as this helps to strengthen your argument and also it shows that you understand the topic.

3.1 Paraphrasing

- This is your own interpretation of information and ideas expressed by someone else presented in a new form
- This is one way of borrowing ideas from a source
- It is a more detailed restatement than a summary, and focuses concisely on a single main idea

When you paraphrase you are **not** required to:

1. Use quotation marks "…"

   eg: Smith (2008) notes that all students were afraid of submitting their assignments late.

2. Give a page / paragraph number.

   However when you paraphrase from a specific page or magazine article you may include the page number or a range of numbers eg. pp.34-37

   eg: The everyday experiences in a teachers professional life help to change student behaviour for example theft, drug taking and alcohol consumption (Thoray, 2006, pp. 57-60)

NB: If your paraphrase is the main idea or concept of a book or article then you are required to give a page number

3.2 Direct Quotations

You can avoid plagiarism by showing the source of the work in a conventional way. This is called "citing" and allows the reader to find the original information themselves. Citations should be given for all information, diagrams, statistics, etc. that have been taken from somewhere else (ie. not your own idea). If the information is copied this is called **direct quotation** and will need quotation marks.

Print text (books, journals)

You need to include the following information:

- the author
- the year / or n.d. (no date)
- the page number or numbers / paragraph number / line number (if possible) or write n.p.g. (no page given)
- double quotation marks "…."

If the focus is on the author the author's name is written at the beginning.
eg:

Author's family name Year Comma Space Double quotation mark

According to Smith (1998, p. 22), "reading helped students to improve their writing skills."

Fullstop Double quotation mark

If the focus is on the information the author's name is written at the end.
eg:

"It was found that reading helped students to improve their writing skills", (Smith, 1998, p. 22).

Comma

If the direct citation refers to more than one page in the source:
eg:

"Students from around the world were found to improve their writing skills" (Smith, 1998, pp. 21-23).

"pp." is used for "pages"

3.3 Electronic text

This follows many of the same rules as for print documents.
You need to include the following information:

- the author
- the year / or n.d. (no date)
- the page number or numbers / paragraph number / line number (if necessary) or write n.p.g. (no page given)
- double quotation marks "…."

Use the electronic Symbol for "paragraph" (¶), or use "para."

eg.

As Myers (2000, ¶ 5) points out, "positive emotions are both an end ... and a means to a more caring and healthy society."

3.4 Citations

Two authors

If there are two authors, cite both family names with "and" between them in text, but use "&" between them in if citing in parentheses.

eg:

family name of first author family name of second author

All forty survived (Appleton & Jackson, 1990, p. 53)

eg:

Appleton and Jackson (1990, p. 53) stated that all forty survived.

Three or more authors

If there are three or more authors, list all family names in the first citation. After this, you can use the first author's name followed by "et al." (Which means "and others").

eg:

First citation:

... the law changed (Peters, Allan, Cook & Ain, 1998, pp. 32- 33)...

Subsequent citations:

... in New York (Peters et al., 1998, p. 36)

No author

If there is no author for a book, article or web page, use the full title if it is short, or first few words of the title if it is more than about four words long.

eg:

Use double quotation marks for an article or chapter

... on free care ("Study finds", 1982, ¶ 7) ...

... the book *College bound seniors* (1979, p. 19) ...

Use italics for the title of a periodical or book, etc.

No date

If the book, article or website does not have a date of publication, use "n.d." (which means "no date").

eg: ... two hundred years ago (Smith, n.d.)...

Two or more sources

If there is more than one source that supports the point you make, you can list all the sources together. They are listed in alphabetical order of family name.

eg:

Author and date of first source Semicolon Authors and date of second source

... temperatures increased (Miller, 2003, p. 2; Stahl & Brand, 1990, p. 8).

Two or more publications by the same author in the same year
If a writer has produced more than one publication in the same year, you can use letters of the alphabet to show which one you are citing. On your reference list put the references in alphabetical order according to their titles, and label the first one a, the second one b, and so on (see Section 3.54 for more details).
eg:

According to Ashworth (2000b, p. 12), 17 "different dialects were originally spoken in the region." Many of the dialects became extinct largely as a result of colonisation (Ashworth, 2000a).

Publications cited by other authors
If a book or article refers to another publication, you may use this information but must make it clear that you have not read the original piece of work by using the phrase "as cited in". You must list the book or article you have read in your reference list.
eg:

.... was significant (Foster, 1982 as cited in Brook & Cole, 1995, pp. 3- 6).

In this example, you have read the information in the publication by Brook and Cole (1995), but they have cited Foster (1982) as the original source.

Quotations
Quotations are using the exact words from another writer. You should only use quotations when the writer's words are famous, distinctive, beautiful, or otherwise especially important.

Less than 40 words
If quotes are less than 40 words, put them into the text, and use double quotation marks " " around the words.
eg:

The event was referred to as "the most devastating in the history of the region" (Miele, 1996, p. 276), and effects "continue to this day" (Absolm & Freidas, 2002, ¶ 3).

More than 40 words
If quotes are 40 words or more, they should be in their own paragraph, started on a <u>new line</u> and all <u>indented</u>. They do not need quotation marks around the text. (Highlight the paragraph and drag the small arrows in the ruler to indent the paragraph). These should be doubled spaced (or 1.5) depending on your essay format.
eg:

As the tide of chemicals born of the Industrial Age has arisen to engulf our environment, a drastic change has come about in the nature of the most serious public health problems. For the first time in the history of the world, every human being is now subjected to dangerous chemicals from the moment of conception until death (Carson 1962, p. 24)

Personal communications

Personal communications should normally only be used if published material is unavailable. Personal communications include:

- discussions with experts
- letters and memos
- e-mail and electronic bulletin board messages
- telephone conversations
- external lectures and external lecture notes (not your class notes)

They are not included in the reference list, because they cannot be found later by a reader.

You should cite them in the text as follows:

eg:

K. W. Schaie (personal communication, April 18, 2003)

Author's initials — Author's family name — Date the communication took place

Note that it is a good idea to explain in the text who the person is to show why they have been cited.

eg:

K. W. Schaie, the regional manager of the company, stated that staff morale had increased (personal communication, April 18, 2003).

4. The reference list

This is the list of all sources cited in your essay or report assignment. One purpose of a reference list is so that a reader can find the materials cited if they want to read them. Another purpose is to find out if a student has read widely enough for the assignment (ask your lecturer to find out how many references they expect). Please note that lecturers at IPU New Zealand do not usually want a bibliography, which is a list of everything you have read on the topic.

Formatting

The list should be called References, written in bold at the top of a separate page at the end of your essay or report assignment. Each entry should be:

- in alphabetical order of the first word
- in "hanging in-dent" style, i.e. with the first line further to the left and all further lines indented
- If listing several works by the same author, list them in order of publication date.
  eg:
  Kim, L. S. (1991). ...
  Kim, L. S. (1994). ...
  Chronological order
- If listing several works by the same author in the same year, list them in alphabetical order according to the titles. Add a letter to the date so that each reference can be cited clearly in your assignment.
  eg:
  Kaufman, J. R. (1990a). Control over the...
  Kaufman, J. R. (1990b). Roles of ...
  Kaufman, J. R. (1990c). Western views....
  Lower case letters placed after the year

If listing several different pages from the same **electronic** source, cite the **organization**, the **title of the page**, the **year.** List sources in alphabetical order according to the page titles.

eg:
WTO Increases in population explosion, 2011
WTO New statistics for world population, 2011
WTO Reversal of population predictions, 2011

It is important that you pay careful attention to the capital letters, italics, parentheses, etc. in the examples and copy them exactly:

- Only use capital letters at the beginning of a title, or for Proper Nouns
- Use "p." for one page, "pp." for more than one page
- For publisher's names, include "Press" but do not add "Co." or "Inc."

All references must include where appropriate:

- Author or authors
- Date of publication
- Title of article or chapter
- Title of book or journal (in italics or underlined)
- Place of publication
- Publisher of a book
- Volume number of the journal an article comes from
- Page number(s) of an article

Reference List Examples
The examples given here are just a small sample of the ones in the APA manual. You should refer to the manual if you are not sure about something.

BOOKS

Book with one author

Family name | Initials | Year | Title of book (italics) | Capitals only for proper nouns and after a colon

Miller, G. T. (2001). *Environmental science: Working with the earth* (8th ed.). Pacific Grove, CA: Brooks/Cole.

No capital for abbreviated "edition" | Place of publication | Colon | Publisher | Full-stop

Book with two authors

Family name | Initials only | Ampersand | Full stop | Comma | Fullstop & comma | Year in parentheses | Title of book in italics

Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.

Capitals only for proper nouns and after a colon | Place of publication | Colon | Publisher, with capitals | Final fullstop

Book with three or more authors

Comma | Comma | Ampersand

Allan, L. D., Zheng, W., & Yokoyama, H. (1998). *Learning across cultures*. Washington, DC: Springland.

Book with an organization or group as author and publisher

Organization/group as author | Title of article in Italics

Australian Bureau of Statistics. (1991). *Estimated resident population by age and sex in local statistical areas, New South Wales, June 1990* (No. 3209.1). Canberra, Australian Capital Territory: Author.

The group author is also the publisher

Non-English book

Original title in italics

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.

Square brackets around English translation of title

Chapter in an edited book

Author of chapter Title of chapter Initials come before family name for editors

Haub, C. (1996). Future global population growth. In L.W. Ramphal & S.W. Sinding (Eds.). *Population growth and environmental issues* (pp. 53-62). London: Praeger.

Title of book in italics Pages of chapter

Book with no author or editor

Book title in Italics No capital letter for abbreviated "edition"

Merrian-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Entry in an encyclopaedia with an author

Author Title of entry Title of encyclopaedia in italics Volume number and pages

Wolf, K. (2000). Iceland. In *World book encyclopaedia* (Vol. 10, pp. 22- 24). Chicago: World Book Inc.

Entry in an encyclopaedia without an author

Title of entry Title of encyclopaedia in italics

Languages of the world. (1989). In *The new encyclopaedia Britannica* (Vol. 22, pp. 590-814). Chicago: Encyclopaedia Britannica.

PERIODICALS

Journal article

Family name Initial Ampersand Year in parenthesis
Comma Full stop & comma Full stop Title of article

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organisations. *Consulting Psychology Journal: Practice and Research, 45* (2), 10-36.

Title of journal in italics and with capitals Page numbers without "p" or "pp"
Journal volume number in italics Issue number in parenthesis, no italics Final full stop

Magazine article

Year & comma Article title Magazine volume number in italics
Full name of month and date Magazine title in italics

Posner, M. I. (1993, October 29). Seeing the mind. *Science, 262*, 63- 67.

Daily newspaper article, no author

Title of article Year & comma Date

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

Use "p." and newspaper section with the page number

Non-English journal, title translated into English

Original title of the article English translation of the article

Zajonc, R. B. (1989). Bischofs gefühlvolle Verwirrunggen über die Gefühle [Bischof's emotional fluster over the emotions]. *Psychologische Rundschau, 40*, 218-221.

Square brackets

ELECTRONIC SOURCES

Most of the same information is required as for print documents, such as authors, dates and titles, however at the end you need to add:

Database
Retrieved on 13 July 2009 from http://www. and the world goes on.com

The date written in full full URL address

Assigned DOI (Digital Object Identifier)
Usually only journals (journal articles) and some books are assigned a DOI. When there is no DOI use URL address. Locate the DOI on the first page of the article (usually in smaller print near the journal logo, copyright, or near author email address.

Wilens, T. E., & Biederman, J. (2006). Alcohol, drugs, and attention-deficit/hyperactivity disorder. A model for the study of addictions in youth. *Journal of Psychopharmacology, 20,* 580-588. Doi: 10 1177/0269881105058776

The Doi

Website
Retrieved on 13 July 2009 from http://wwwand/the/worlgoeson.com

The date written in full the URL address

This information is based on information from the APA website (http://www.apastyle.org/elecref.html).

Web page with author and date

Author Year of publication Page title in italics Date you found the document

Peck, F. (1996). *The Comma*. Retrieved April 8, 2009, from http://www.uottawa.ca/academic/arts/writcent/hypergrammar.html

Exact address of the web page No fullstop at end

Web page with an organization as author

Name of organization responsible for web page Year of publication Page title in italics

Ministry of Economic Development. (2002). *Regional development*. Retrieved April 8, 2002, from http://www.med.govt.nz/irdev/reg_dev.html

PDF document from the internet with organisation as author

Organisation responsible for PDF document Page title in italics

US Environmental Protection Agency. (1998). *How wastewater treatment works: The basics.* Retrieved April 13, 2004, from http://www.epa.gov/npdes/pubs/bastre.pdf

Exact address of the PDF document on the internet

Web page with no author

Title is listed first in italics

Groundwater basics. (2001). Retrieved April 2, 2002, from http://www.groundwater.org/GWBasics/hydro.htm

Web page with no date

Author name "n.d." means "no date" of publication Title of page in italics

Lubbers, R. (n.d.). *Definition: Global ethics*. Retrieved March 10, 2002, from http://globalize.kub.nl/

Web page with no author and no date

Title of page is listed first (italics) "n.d." means "no date" of publication

Population growth. (n.d.). Retrieved April 7, 2002, from http://www.jump.net/~otherwise/population/population.html

Non-English webpage

Original title (italics) English translation of title in square brackets

Takeda, J. (1997). *Hito to higata* [People and tidal flats]. Retrieved July 7, 2000, from http://www.nat-museum.sanda.hyogo.jp/news/ docs/hm15-1.html

Internet version of a published journal

Year of publication Title of article (no italics)

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist, 50*, 750–765. Retrieved January 25, 1996, from http://www.apa.org/journals/jacobson.html

Title & vol. number of journal (italics) Date you found the document

Web page address No full-stop

Electronic version of a journal article retrieved from a database

Title of article Title and volume number of journal (italics) Page numbers

Sperling, G.B. (2001). Towards universal education. *Foreign Affairs, 80,* 7-13. Retrieved May 9, 2001, from www…

Date you found the article on the database full URL Address

Video or DVD

Title in Italics Specify if video or dvd

Smith, J. (Producer) (1992). *Marketing techniques*. [Videocassette]. New York: Appleby Productions.

Eric Document

Presenter Title of presentation (italics) Conference title

Fuss-Reineck, M. (1993). *Sibling communication in Star trek: The next generation: Conflicts between brothers.* Annual Meeting of the Speech Communication Association. (ERIC Document Reproduction Service No. ED 364932). Retrieved from http://www.eric.ed.gov/

5. Using language which does not offend

One aim of academic language is to try to be objective. The guidelines in this section are to help you write so that you will not use language that offends other people. This is an area in which language changes quite quickly, so some terms used in older books are no longer appropriate to use. (APA, 1994, pp. 54-60)

Ethnic identity

As a general rule, you should use the words that people themselves use:
eg:

Viet Nam	NOT	Vietnam
Inuit	NOT	Eskimos

Gender

eg:

Do not refer to men, when you mean both men and women:

people	NOT	man
humanity	NOT	mankind
Students should hand in their essays	NOT	A student should hand in his essay

Do not specify the sex of the person if it is not part of your discussion:

a nurse	NOT	a male nurse
lecturers' spouses	NOT	lecturers' wives
the chair	NOT	the chairman
a police officer	NOT	a policeman

Disability

Try not to refer to people by their disability:
eg:

blind people	NOT	the blind
a person with a disability	NOT	a disabled person

Do not use words which are now outdated:
eg:

disabled	NOT	handicapped
deaf	NOT	deaf and dumb

Research participants

Use words which show participation:
eg:

research participants	NOT	research subjects
questionnaire respondents	NOT	questionnaire subjects

6. Useful vocabulary for using In-line Citations

Kouzes and Poser (1987) advocate that...

Taylor (1911) provides a definition of...

Bartol and Martin (1994) suggest that...

Coupland (1995) states that...

Kirkpatrick and Locke (1991) comment on...

Toffler (1990) explains...

Arthur et al. (1989) sought to...

Bygrave (1997) conducted a study which hypothesized that…

Dawson and Palmer (1995) make the important point that...

lnkson (1999) reports a rise in...

Both lnkson (1999) and KoIb and Shepherd (1997) argue that...

Inkson's (1999) study examined...

Tannen (1990) devised a questionnaire to...

Schein (1985) notes that... (Gibson, 1995, p. 480).

… is identified by Zaleznik (1989) as "…" (p. 25).

Studies on ... (Cleg, 1989; daft, 1995; Deal and Kennedy 1982) demonstrate…

Bird (1996) compares...

Burns (1978) contrasts...

Dawson and Palmer (1995) compare...

Coupland (1995) found that...

As Handy (1989) states, "learn to cite correctly" (¶ 79)…

In a study by Henshaw (2000) on...

In a study on ... (Henshaw, 2000).

Grant and Oswick (1996) argue that...

It was recently explained that "..." (Inkson and KoIb, 2002, p. 15).

Arthur et al. (1999) conclude that...

In a recent article (Arthur et al., 1999) on

Kruglowski suggests that '…' (cited in Inkson and Kolb, 2002, p. 456).

Kruglowski, cited in lnkson and KoIb, 2002, p. 456 indicates that…

According to Kotter (1979), …

Kent et al. (1982) maintain that...

7. Useful Vocabulary for linking concepts and ideas

yet	also	but
accordingly	before	after
since	therefore	earlier
in summary	although	next
in conclusion	as soon as	nevertheless
as a result	comparatively	until
simultaneously	eventually	in addition
conversely	subsequently	briefly
on the whole	previously	overall
however	whereas	just a
furthermore	and	consequently
on the other hand	eventually	thus
because	while	currently
in the same way	for this reason	