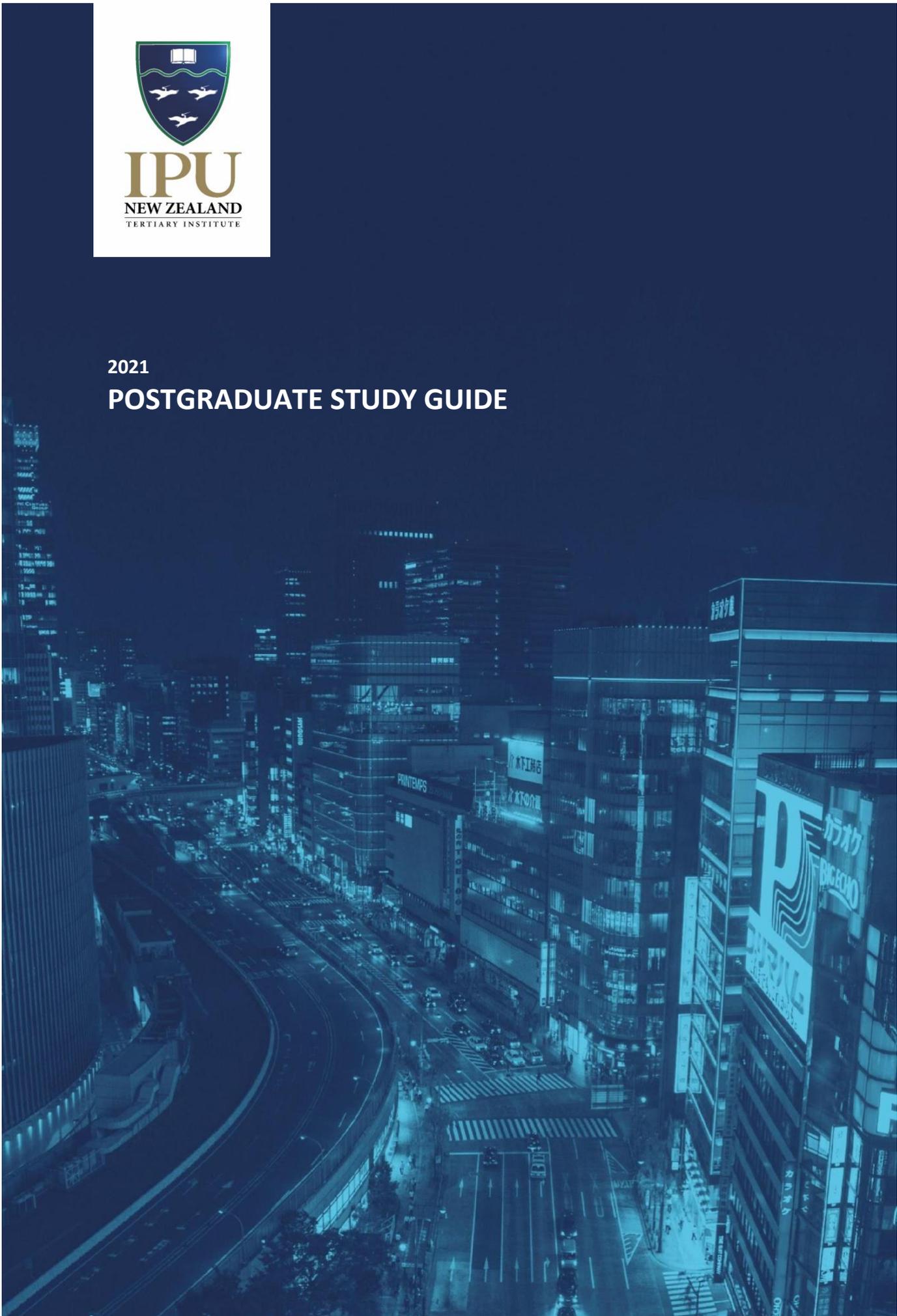




IPU
NEW ZEALAND
TERTIARY INSTITUTE

2021
POSTGRADUATE STUDY GUIDE



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MESSAGE FROM HEAD OF SCHOOL



It is a pleasure to welcome you to our Postgraduate programme at IPU New Zealand. We offer two NZQA approved level 8 and 9 Postgraduate programmes- the Postgraduate Diploma in Contemporary International Studies (PDCIS) 150 credits and the Master of Contemporary International Studies (MCIS) 240 credits.

The Programmes are delivered face-to-face at our campus in Palmerston North, New Zealand (and online for distance offshore and onshore learners from April 2021 until Dec 2022).

The PDCIS programme is designed to prepare students for today's international business environment. Key drivers in this environment are the relationships between economic, political, social, cultural and environmental factors and the need for sustainable business development. The PDCIS aims to develop graduates who can answer this need, by demonstrating pragmatic, efficient, and effective use of strategic planning tools, techniques, and management processes.

Papers taught to integrate concepts and methodologies from the business, political science, socio-cultural and environmental disciplines. They focus on the development of higher cognitive skills for critical analysis and evaluation of business operations. These are the skills which business women and men of the future will use to seek new avenues and opportunities for business growth within a truly unique interdisciplinary framework of sustainable development.

The MCIS programme builds on the knowledge acquired in the PDCIS that demonstrate pragmatic, efficient, and effective use of strategic planning tools and techniques, management processes so that students can independently design and execute supervised pieces of scholarly research in the altruistic spirit of sustainable business development. The Master's programme requires a greater amount of self-discipline to self-directed learning and research compared to PDCIS.

We provide a flexible student-centred learning environment to enhance and develop employability skills for a range of positions in profit and non-profit organisations. The structure of programmes offers a unique social and learning experience to develop - teamwork and integrity, managerial skills, planning and organisation, analysis and decision making - lifelong career building blocks to create positive impacts in the global community.

Best wishes,

Dr Rashid Ameer

1. POSTGRADUATE STUDIES AT IPU NEW ZEALAND

1.1 IPU New Zealand Graduate Profile

At IPU New Zealand, we are keen to educate students in areas they are interested in and excited about. By understanding their needs in the areas of interest, we hope we can involve you in a diverse range of disciplines in the postgraduate programme.

Your keen focus on business and sustainability, international relations, language and culture will help you to develop a unique 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 positively to the global and local community
3. Act with professional courtesy and integrity
4. Are able to apply what has been learned in a range of vocational settings
5. Know how to access and evaluate information in a range of ways
6. Are curious and excited about learning
7. Think critically to solve problems collaboratively
8. Can listen to others from different countries
9. can communicate cross-culturally in a range of contexts and social settings
10. Value creative and sustainable solutions

1.2 Entry to Postgraduate studies

The entry requirement into the MCIS and PDCIS programme is IELTS 6.5 (with no band less than 6.0) or equivalent.

1.3 Structure of the programmes

All teaching in the PDCIS and MCIS is in English. The MCIS requires a minimum of two years of full time study and involves 240 credits of study. The Postgraduate Diploma in Contemporary International Studies (PDCIS) is a programme taking a minimum of a single year of study for 150 credits and comprises the first 150 credits of the MCIS.

In the first year of study, students take TWO compulsory papers: Resource Management and Postgraduate Research methods, and a selection of three papers from those offered. The Resource Management paper refines the approaches developed in all of the papers and acts as a keystone to the programme. There is a high level of integration between the elective and compulsory papers and a similar approach to problem-solving is adopted within each paper.

Postgraduate Research methods is a compulsory paper for all students enrolled in the postgraduate programmes. It describes the research process and the importance of ethical principles in research. It provides in-depth training in the application of research methodologies that allows students to design a research proposal for the Master's thesis.

(Note: Students meeting the entry requirements to MCIS may be allowed to use the final research proposal for the Master's thesis or research paper).

The second-year research component of the MCIS requires the completion of 90 credits, either by
(a) completing a 90 credits Master's thesis OR 90 credits Executive Strategic Thesis or
(b) completing a 60 credits Research paper AND a 30 credits paper offered.

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 of this is to help you develop independent learning strategies.
- You work well independently but ask for help when you need it.
- You monitor and reflect on your knowledge, skills and motivation, diagnose barrier to success and select appropriate strategies to work through them
- You are expected to routinely reflect on your learning experiences and apply insights to familiar and unfamiliar situations.
- 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

Head of School (Global Studies)

CPA Australia

PhD, Aston University, United Kingdom

MBA (Distinction), Birmingham City University, United Kingdom

Postgraduate Certificate in Teaching & Learning in Higher Education, Aston University, United Kingdom

Dr Rashid Ameer manages a multinational team of 15 academics in the School of Global Studies, 200 students in various programmes ranging from Postgraduate Programmes (level 9) to New Zealand Tourism Diploma (level 5). He co-manages the Bachelor Degree and Graduate Diploma of Contemporary International studies with the Head of School Language and Culture. He managed a budget of approximately NZ\$900,000 for the operations of the School in 2020/21. He chairs the IPU New Zealand Academic Board and IPU New Zealand Community Engagement Group. He is a member of the IPU New Zealand Research and Development Committee.



DR HAYATI JALAL

*PhD (Business), Massey University
MSc (HRD), UPM Malaysia
BSc (Honors), UPM Malaysia*

Dr. Hayati is a skilled professional with considerable experience as a Human Resources Generalist who has worked with people from diverse backgrounds. She has 15 years of tertiary teaching and supervisory experience in quantitative science, grant proposals, scientific publications, report generations, data analysis, and SPSS, SEM, and PLS-SEM programming. She teaches a range of Business and Management courses at both the

undergraduate and postgraduate levels. She teaches research skills and management papers in IPU New Zealand's. Her research interests include human resources management (HRM), organisation learning and development, knowledge management, and employee resilience.



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 FARZANA GOUNDER

*PhD in Linguistics (Massey University),
Masters of Arts (University of Auckland),
Bachelor of Arts (University of the South Pacific)*

Dr Gounder is a linguist and Deputy Head of School (Research) at IPU New Zealand Tertiary Institute. She teaches Quantitative and Qualitative Research Methods. Her current research is at the intersections of discourse, health, human security and migration. Her publications include Collective Memory, Identity, and the Legacies of Slavery and Indentured Labour (2021), Women, Gender, and the Legacy of Slavery and Indenture (2020), Social Aspects of Health, Medicine, and Disease in the Colonial and

Post-colonial Era (2020), Narrative Practice and Identity Construction in the Pacific Islands (2015), Indentured Identities: Resistance and Accommodation in Plantation-era Fiji (2011). Dr Gounder's research has been recognized through fellowships and positions, including a Faculty of Arts and Social Sciences Postdoctoral Fellow in Oceanic Linguistics at The University of Waikato.

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. All papers are subject to availability.

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, industrialisation, 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 aims to develop and increase students' understanding of the 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 gives students a broad understanding of relationships between business, and society, recognising 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 includes climate change, biodiversity, and the business case for using new technologies, with an 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 Sustainable Development Goals from an interdisciplinary perspective. You will consider why actors like inter-governmental organisations employ policies that hinder development and why 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 explores the interrelatedness of sustainable development, business, politics and science in understanding and managing the environment. Students examine a selection of case studies showing how economic, sustainable development, cultural and political viewpoints are important in decision-making. 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. You will gain skills in problem-solving, logic, written and oral communication, and story-telling.

95.807 POSTGRADUATE RESEARCH METHODS (30 CREDITS)

This is a compulsory paper for all students enrolled in the postgraduate programmes. The paper describes the research process and the importance of ethical principles in research. It provides in-depth training in the application of research methodologies that allows students to design a research proposal for the Master’s thesis. (Note: Students meeting the entry requirements to MCIS may be allowed to use the final research proposal for the Master's thesis or research paper).

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 an international level. You will gain transferable skills in managing cultural diversity issues in practice.

95.810 LEADERSHIP, COMMUNICATION, AND CHANGE MANAGEMENT (30 CREDITS)

This paper aims to explore the interaction of leadership, communication, and the management of change. You will analyse the forces that drive organisations to change, examine impediments to change, and survey a range of approaches to making organisational change more effective in a modular structured approach in this paper. You will gain the transferable skills of leadership, oral and written communication, public speaking, negotiation skills, cultural sensitivity, working in a team and project management.

Year Two (Master of Contemporary 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 investigates 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. 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 investigates 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 theoretical or may encompass the wider policy/practical implications of the issue.

95.994 RESEARCH PROJECT (60 CREDITS)

(Prerequisite 95.807)

The research project requires students to 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 Contemporary 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.

2. STUDY FACILITIES

The 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 online 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 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 Room A3, A-block. 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 Semesters One and 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

Tertiary studies 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. (2017). Steps to writing well (10th 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 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 unfamiliar words. 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 are 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?
- d. The best sources will objectively provide information 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 an introduction, body, and conclusion, 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.

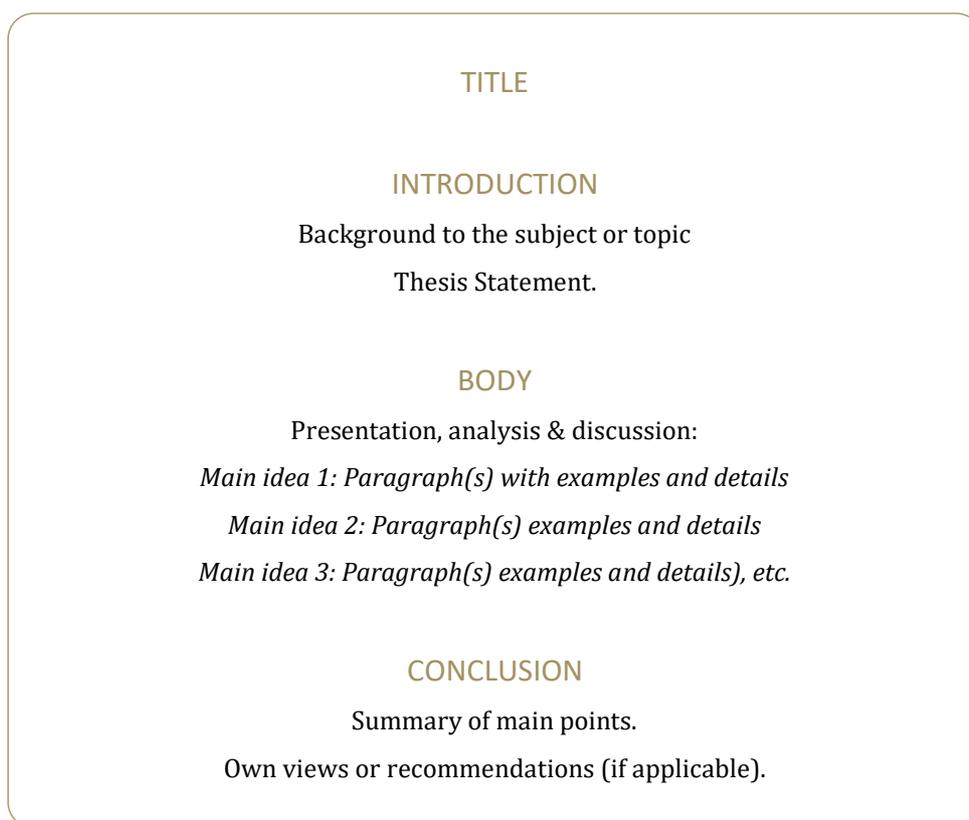
Your essay must have the following structure:

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 the preceding paragraph.
7. Conclude the essay in a way that ties things together in a holistic, logical and clear manner.

BASIC STRUCTURE OF AN ESSAY

The diagram below shows the basic structure of an essay:



8. Use the following style and presentation for submission of the essay:
You must use the IPU New Zealand 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, the left margin should be three centimetres, pages should be numbered consecutively and the essay should be in 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 styles and presentation guidelines will be strongly penalised, and you will not be allowed to re-submit. Save your work in MS Word as: yourfullname_#id.docx and email to the lecturer on the due date or hand in the class if requested by the lecturer.

REPORT

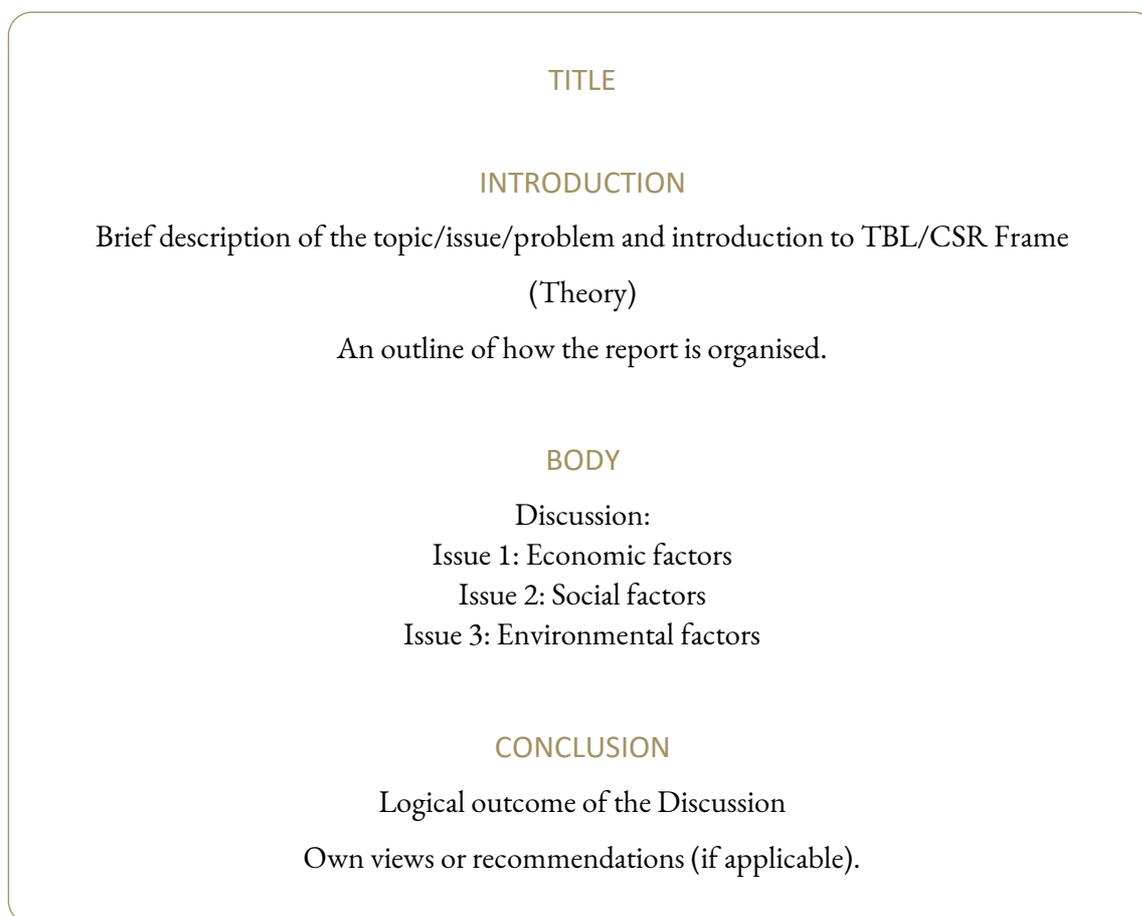
A report is a specific form of writing that is organised around concisely identifying and examining issues/problems/ events that have occurred within an organisation, or findings from a research investigation. Unlike

essays where you have a position or argument at the very beginning in the form of a thesis statement, in a report, you are expected to develop the background to a problem or a question related to the topic of the report, and then by following a systematic process reach an original conclusion or solution at the end of the report. A report requires the organisation of information by creating headings and sections or subsections. Typically, a report has three broad headings: Introduction, Discussion and Conclusion. Your paper controller will give specific instructions on expected headings for your reports.

You will be asked to engage in some kind of analysis of the issues or event that the report is based on. Analysis is a word that means to break the topic into important ideas and then study these ideas to reach a conclusion. This analysis can vary from a quite simple identification and description of a subject or problem to a complex comparison of the theoretical factors involved in a subject as well as an evaluation of the value or effectiveness of particular events, processes, or policies.

One of the analytical frames that is used in the Postgraduate Programme is examining a subject from the point of view of economic, social and environmental factors. This is a common frame in corporate social responsibility (CSR), sustainable development (SD), and sustainability studies described as the Triple Bottom Line (TBL).

The diagram below shows the basic structure of a report using the TBL/CSR frame:



Use the following style and presentation for submission of the report:

You must use IPU New Zealand approved cover page that shows (i) your name, (ii) Student ID Number, (iii) Date of submission, (iv) Paper code and Title in full, and (v) the Name of the Paper controller. The body of the Report should be in 12-point font Times New Roman. The line spacing should be double-spaced, the left margin should be three centimetres, Headings, and Pages are numbered consecutively and the report should be in 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 styles and presentation guidelines will be strongly penalised, and you will not be allowed to re-submit. Save your work in MS Word as: yourfullname_#id.docx and email it to the lecturer on the due date or hand in the class if requested by the

lecturer. If you submit your assignment at the reception desk in the administration building, kindly make sure that it has been stamped showing time and date.

APPENDICES

Appendices should only be used if you need to include extra information (for example, long data tables, Figures, Photographs, etc) 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

Below is a 6 step plan you can follow when you are working on your essay or report assignment.

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:
- 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 Keywords 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 the differences between two or more subjects or ideas.
- Critique: To make your judgment about the views expressed and support your judgement with evidence.
- Define: To give the 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 of something.
- List: Write a set of words or phrases written down one after another.
- Outline: Present the main points about the 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.

The Head of Academic Assurance is notified of all incidences of plagiarism by the teachers and the Heads of Schools. The Head of Academic Assurance keeps this record for future reference. This record will be used by Heads of Schools regardless of the programmes the students enrolled to take appropriate actions as described below.

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 actions reflect the varying levels of seriousness of academic dishonesty and are to be taken with regards to students' 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 colonise 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 the proportion of copied text
- No resubmission
- Verbal warning by Head of School (recorded)
- Written censure by Head of School 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 colonise 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 the proportion of inadequately paraphrased text
- Resubmission and re-evaluation at the discretion of course controller
- Verbal warning by Head of School (recorded)

EXAMPLE:

Some people believe that technology will allow us to live in previously unused areas (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 the 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 the proportion of copied text
- Resubmission and re-evaluation at the discretion of course controller
- Verbal warning by Head of School (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 colonise 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 Botkin & Keller and a copied phrase from Botkin & Keller. All information sources are cited, and the 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 the discretion of course controller
- Verbal warning by Head of School
- 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 the 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 that are not authorised by the course controller.

Disciplinary action

- 0% marks and
- Appearance before Disciplinary Committee

Course controllers are expected to notify their Head of School 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 poor knowledge of the subject. Instead, use notes to remind you of the 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.

Please remember that presentation is not only for those who are presenting; it is also for other students who are listening to it. At times, those students who are not presenting are required to provide the presenter with written forms of feedback after her/his presentation. This process is called peer evaluation. Peer evaluation is an important process for peers (non-presenters) to critically but constructively evaluate it and give the presenter feedback. It is also useful for the presenters to gather feedback from the peers and revise/improve her/his presentation skills on the next occasion.

3.7 Formal Discussion Skills

When participating in a class discussion or any other group discussion, you need to observe several 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 the 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):

<p>MAKING A POINT</p> <p>I think/believe that ...</p> <p>It seems to me that...</p>	<p>AGREEMENT</p> <p>That's right/true...</p> <p>I agree with X on...</p> <p>I'm in agreement with that.</p>
<p>ADDING A NEW POINT</p> <p>Actually, there's another issue here.</p> <p>It's also important to consider ...</p> <p>There is also ...</p>	<p>DISAGREEMENT</p> <p>Well, I have a different point of view...</p> <p>You may be right, but.....</p> <p>I disagree with you there...</p>
<p>GETTING THE FLOOR</p> <p>May I ask a question?</p> <p>May I add something here?</p> <p>I'd like to comment on that.</p>	<p>INTERRUPTING</p> <p>Excuse me for interrupting, but...</p> <p>Pardon me, but...</p> <p>As I was saying...</p> <p>To finish my point...</p>
<p>RELATING YOUR CONTRIBUTION</p> <p>Going back to what X said ...</p> <p>In reference to what X said, I think ...</p> <p>In other words, you think ...</p>	<p>ASKING FOR CLARIFICATION/INFORMATION</p> <p>When you say XXX, what do you mean by that?</p> <p>Would you mind explaining that more?</p>

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
- Not 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 Head of School.

GRADES AT IPU NEW ZEALAND

A+	=	90	=	100%
A	=	85	=	89%
A-	=	80	=	84%
B+	=	75	=	79%
B	=	70	=	74%
B-	=	65	=	69%
C+	=	56	=	64%
C	=	50	=	55%
D	=	40	=	49%
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 Special Consideration for Missed or Impaired Performance in Assessment

A student who has been unable to complete one or more pieces of assessed work or has been seriously impaired in completing major pieces should apply in writing to the Head of School of the programme within which a paper is offered within 72 hours of the due date within 72 hours of the due date of an assessment in Semester 1 and 2, and Summer term. Any appeal for special consideration will not be entertained after 72 hours of the due date. Appropriate documentation must be provided. Failure to provide detailed information about the circumstance within 72 hours would result in no special consideration for missed or impaired performance in assessment and a student would lose marks or even fail in a paper. Only when satisfactory evidence is provided within 72 hours, a mark for the missed item of assessment may be estimated provided that the student has already completed, or will be able to complete, at least 67% of the total assessed work.

4.3 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% will be taken off the mark allocated to the assessment.

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.

4.4 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 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.

4.5 Extension of enrolment for thesis

On application from a student, the *Head of School* 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. the sickness of the student or a close family member,
- II. pregnancy or childbirth or complications arising from these,
- III. bereavement of a close family member

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 as a copy editor.

No supervision will be provided to the student during the period the student is considered absent from working on the thesis.

4.6 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 situations, your enrolment will be terminated.

4.6 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. Ask for a spiral binding service from the receptionist desk in the administration building.
- 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 your 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, contact student support 0800 355050, email studentsupport@ipu.ac.nz. You are advised not to discuss personal or family matters with the non-student support staff.

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

Academic Language and Writing Support Tutor: Rosie Estall

Location: A6

Phone: (06) 3540922 ext. 879

Email: restall@ipu.ac.nz

Book an appointment online on Rosie's shared google calendar.

https://www.google.com/calendar/render?tab=mc&pli=1#main_7

REFERENCING AND STYLE GUIDE

APA 7

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) 7th Edition system, which is used by many other tertiary institutions.

Plagiarism

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”.

Plagiarised assignments are not acceptable. You must not copy or paraphrase another person’s work without giving the source, otherwise you may fail your assignment.

Students need to be aware of plagiarism and how to avoid it (see also the Institute’s “Academic Honesty Policy” in the Student Study Guides). You will also be required to submit your work electronically so that it can be put through Turnitin, a software for checking plagiarism.

Further information

This guide is a summary only. It is based on the Publication manual of the American Psychological Association (7th ed.) which is held in the IPU New Zealand Library:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). APA.

The library also has a number of other books covering APA style. In addition, you may like to refer to the APA website: <https://apastyle.apa.org> and the APA Style blog: <https://apastyle.apa.org/blog/>.

You can also ask your lecturers, IPU’s librarians, or Academic Learning Support Centre staff for help.

Using the APA 7th referencing and style system is always overwhelming at first but, with practice, it becomes a familiar set of rules that help you develop academic writing skills and improve the quality of your work!

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:

- Your assignment should be clear with an organised flow of ideas
- You should be consistent; that is, use the same system throughout the assignment

Cover page

Each assignment should have a cover page. You can find an IPU New Zealand assignment cover page template in the Student Information section on Moodle.

Font

Use Times New Roman or Calibri, and font size 12 for the text of your assignment.

Headings and subheadings

- Headings should be boldface and in font size 14 or 16
- Subheadings should be in font size 12 bold or italics, (the most common form is boldface)
- Subheadings are not underlined in APA 7

Line spacing

Use 1.5 or double spacing (check with your lecturer).

Margins

Your left and right hand margins should be set at 2.5 cm.

Paragraphs

There are two options to indicate the start of a new paragraph:

1. Indent to indicate the start of a new paragraph (7 spaces /1.27 cm). Using the tab key is best.
2. Using block style, insert a space between each paragraph (i.e. do not indent).

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 (check with your lecturer).

Page numbering

You should number the pages of your assignment, excluding the cover page. These are generally part of the footer.

Word count

The word count of your assignment includes the main text, quotations, headings and subheadings, in-text citations, and table and figure captions (check with your lecturer).

Words from languages other than English

Write words, phrases and abbreviations from other languages in *italics*. Foreign words that are common in English (i.e. found in the English dictionary) are not italicised (e.g. rendezvous). Also, if the foreign word is a proper noun it is **not** italicised.

NB: If a foreign word is going to be used frequently in the text, it only needs to be italicised **the first time**.

When a foreign word is used, its English translation should be provided. This can be done in one of two ways:

- By using inverted commas “xxx” e.g.
The Japanese *o-bento*, or “boxed meal”, can be taken anywhere (Shimizu, 2014, p. 3).
- By using square parentheses [] e.g.
The Japanese *o-bento* [boxed meal] can be taken anywhere (Shimizu, 2014, p. 3).

Numbers in your writing

The APA style has guidelines regarding how you should present numbers in your writing:

USE NUMERALS (1, 2, 3 etc.) for the following:

- Numbers 10 and above (unless it starts a sentence)
- Statistical numbers e.g. 2.1
- Times e.g. 1 hr 58 min; ages e.g. 3 years old; dates e.g. May 7
- Exact sums of money e.g. \$15
- Numbers used as numerals e.g. when used in a chart
- Parts of books e.g. Chapter 3
- Table and figure numbers e.g. Figure 3, Table 6
- Percentages e.g. 13% (unless it starts a sentence)
- Numbers that come before a unit of measurement e.g. 28 cm

USE WORDS (one, two, three etc.) for the following:

- Numbers zero through nine e.g. eight people
- Numbers starting a sentence, title or heading e.g. Nineteen people attended ...

WRITING LONG NUMBERS

- Use commas when writing long numbers which are 1,000 or more e.g. 6,000

Figures and tables

- Tables are used to complement information in the text or to simplify text
- Tables and figures should be **numbered**, written in **bold** and positioned above the table/figure title and presented in the order in which are mentioned in your assignment (i.e. **Table 1**, **Table 2**/**Figure 1**, **Figure 2** etc.)
- The **title** appears one double-spaced line below the table or figure number, and is written in *italics* and Title Case e.g. *Consumers Price Index, Annual Change, September 2016-September 2020*
- A **note** can appear below the table/figure to describe contents that cannot be understood from the information provided. Notes are double-spaced and left aligned. However notes are not always necessary
- Reference the source in which the table or figure appears. If you created a figure or table using your own data, this is not necessary
- If you have altered the table or figure, use: Adapted from (source, date, page number)
- Align all tables and figures with the left margin

Tables

- A table usually gives numerical values and/or textual information.

- The word “Table” and its number should be written in **bold** above the table. Include a page number/n.p.g. if it is directly copied
- Tables are characterised by a row-column structure and should include column headings. Column headings are centred. For example:

TABLE 1

Trajectories of E-Cigarette use from Baseline to 1-month Follow-up

(Chiang et al., 2019, p. 6)

REFERENCE LIST ENTRY:

Chiang, S. C., Abrams, L. C., Cleary, S. D., Pant, I., Doherty, L., & Krishnan, N. (2019). E-cigarettes and smoking cessation: a prospective study of a national sample of pregnant smokers. *BMC Public Health, 19*(1), 964. <https://doi.org/10.1186/s12889-019-7299-7>

Figures

A figure may be a chart, a graph, a photograph, a drawing, or any other illustration or non-textual depiction. Any type of illustration or image other than a table is referred to as a figure.

A figure may include these components:

- Image: The image portion of the figure is the chart, graph, photograph, drawing, or other illustration itself
- Legend: A figure legend, or key, if present, should be positioned within the borders of the figure and explains any symbols used in the figure image

For example:

FIGURE 2

Consumers Price Index, Annual Change, September 2016-September 2020

(StatsNZ, 2020, n.p.g.)

Table from a book referred to and not reproduced in text

If you refer to a table that is referenced in a book, format the in-text citation and the reference list entry as for books.

Table referred to but not reproduced or included in the text (from an article)

If you simply refer to a table that is referenced in an article, format the in-text citation and the reference list entry as for articles.

REFERENCE LIST ENTRY:

StatsNZ (2020, October 23). *Consumers price index (CPI)*. <https://www.stats.govt.nz/indicators/consumers-price-index-cpi>

Further information

For more information on tables and figures see <https://apastyle.apa.org/style-grammar-guidelines/tables-figures>.

3. USEFUL VOCABULARY FOR LINKING CONCEPTS AND IDEAS

EFFECTS/ RESULTS	CAUSE/REASON	ADDITION	ALTERNATIVE	EMPHASIS
as a result therefore consequently thus accordingly	because since due to the cause of for this reason	in addition furthermore also as well as together with	otherwise or if unless	generally in fact particularly namely notably
EXAMPLE	COMPARISON	CONCLUSION/ SUMMARY	INDICATING TIME	CONTRAST
for example for instance such as including to illustrate a key point is specifically	likewise compared to whereas comparatively in the same way similarly rather than	on the whole in conclusion to summarise briefly to sum up overall as can be seen	finally eventually subsequently previously meanwhile simultaneously in the meantime	however although yet in contrast on the other hand nevertheless whereas

4. AVOIDING BIAS IN LANGUAGE

One aim of academic language is that it is clear, objective and inclusive. Avoid making generalisations when talking about gender, ethnicity, race, sexual orientation, social class, or physical or mental traits. Here are examples of language to use that will not alienate readers. You can find further information at <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/>

EXAMPLES OF BIASED TERMS	ALTERNATIVE TERMS TO USE
Age - Instead of using broad categories, use exact age ranges which are more relevant and specific	
Elderly	People 65 years and older Older people

Disability - put people first, not their disability	
a disabled person/handicapped wheelchair-bound person mentally challenged the mentally ill The special education student scored 10 points higher.	a person with a disability wheelchair user, person in a wheelchair people with intellectual disabilities people with a mental illness The student in a special education programme scored 10 points higher.
Ethnicity	
American Indian black indigenous people minorities white	Native American Black Indigenous People members of minority groups White
Gender	
man/ mankind opposite sex homosexual transvestite In her classroom, the teacher must have a management plan. A student should hand in his essay.	humanity/human beings/people another sex gay male/man; lesbian; bisexual men and women transgender In the classroom, the teacher must have a management plan. Students should hand in their essays.
Groups	
fatherland mother tongue forefathers the homeless	native land native tongue ancestors people who are homeless
Occupations	

a policeman fireman salesman waiter/waitress <i>- do not specify the sex of the person if it is not part of your discussion:</i> e.g. The male nurse walked into the hospital ward.	police officer fire fighter sales clerk server; wait staff e.g. The nurse walked into the hospital ward.
Role references	
chairman spokesman businessman self-made man manpower	chairperson spokesperson business person self-made person, entrepreneur personnel; staff
Research participants - use words that show participation	
research subjects questionnaire subjects	research participants questionnaire respondents
Other stereotypes	
homeless king-size ladylike man-made workmanship	people who are homeless jumbo; gigantic courteous synthetic; manufactured quality construction

5. CITING SOURCES IN YOUR TEXT

In your written assignments, it is necessary to use people's ideas from other sources to help strengthen your arguments and show understanding of a topic. When you cite a source, you give credit to wherever these borrowed ideas come from. You must cite each source as an in-text citation and include it in the **reference list** (a complete list of sources) at the end of your assignment. Examples are given in this guide.

Correspondence between a reference list entry and an in-text citation

Reference list entry:	Rudzitis, G., & Bird, K. (2011). The myth and reality of sustainable New Zealand: Mining in a pristine land. <i>Environment</i> , 53(6), 16–28. https://doi.org/10.1080/00139157.2011.623062
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Parentetical citation:	(Rudzitis & Bird, 2011)
Narrative citation:	Rudzitis and Bird (2011)

In-text citations

For in-text citations in APA, provide the **author's name** (or the title if there is no author) and the **year of publication** or **n.d.** ("no date"). Note that if a book, you use the **copyright** date. In addition, include **page/paragraph numbers** for direct quotations. These are also recommended for paraphrases and summaries (check with your lecturer).

- For **print sources** (e.g. books), provide the page number or numbers e.g.
As Myers (2015, p. 5) points out, "positive emotions are a means to a more caring society."
- For **online sources**, provide the page number(s)/paragraph number (use "para.") or no page given (n.p.g.). e.g. As Myers (2015, para. 5) points out, "positive emotions are a means to a more caring society."
This could also be written as: As Myers points out, "positive emotions are a means to a more caring society" (2015, para. 5).

If the focus is on the information of the original source, the in-text citation goes at the end of the sentence e.g.

- It was found that reading helps students to improve their writing skills (Smith, 2017, p. 22).
NB: the full stop for the end of the sentence comes **after** the citation.

If the focus is on the author of the original source, the author's name and in-text citation are included at the beginning of the sentence e.g.

- According to Smith (2017, p. 22), "reading helped students to improve their writing skills."
- Smith (2017, p. 22) states "reading helped students to improve their writing skills."

If the in-text citation refers to more than one page in the original source, include all page numbers e.g.

- Students from around the world were found to improve their writing skills (Smith, 2017, pp. 21-23).
- Students from around the world were found to improve their writing skills (Smith, 2017, pp. 21, 25).

Citing multiple different sources in the same parentheses

If a sentence contains information paraphrased from several sources, you can include each source in a single set of parentheses at the end of the sentence. The sources are arranged alphabetically by author, and a separated by a semi-colon. For example:

(Conger & Scheiber, 2019; Hawkins, 2019; Romo, 2019).

Direct quotations

- A direct quotation is identical to and uses the exact words from another author.
- Direct quotations should be used only for important ideas that cannot be expressed differently or sayings that are famous, distinctive or beautifully worded.

LESS THAN 40 WORDS

If a direct quotation is less than 40 words, put it into the text, and use double quotation marks “ ” around the words e.g.

The event was referred to as “the most devastating in the history of the city” (Miele, 2013, p. 276).

40 WORDS OR MORE

If a quotation is 40 words or more, treat it as a block quotation. There are specific rules you must use:

- Start the quotation on a new line
- Indent the whole block from the left hand margin (the Publication Manual recommends 0.5” or 1.27cm, which is the default in MS Word)
- Double-line space the whole quotation
- Do not enclose the quotation in quotation marks
- Either:
 - Cite the author and year in the narrative before the quotation and place only the page/para. number in parentheses after the quotation's final punctuation or
 - Cite the source in parentheses after the quotation's final punctuation
 - Note that a full stop is NOT added after the parentheses

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, 2016, p. 24)

Paraphrasing

- A paraphrase is when you put into your own words a passage from another source.
- A paraphrase may be shorter than and condensed from the original text.
- An in-text citation should go at the end of the paraphrased sentence, giving credit to the original source e.g.

ORIGINAL TEXT:

Engaged learning is a collaborative learning process in which the teacher and student are partners in constructing knowledge and answering essential questions.

PARAPHRASE:

Through an involved and engaged environment of learning, educators and learners work together to build knowledge and find answers to important questions (Conrad & Donaldson, 2011, p. 6).

Summarising

- A summary is when you put into your own words the main ideas of a text from another source.
- A summary is condensed from a much longer original text. For example, a writer may summarise an entire article into one paragraph.

- An in-text citation should go at the end of the last sentence of a summary, giving credit to the original source

ORIGINAL TEXT:

The longest-lived robot ever sent from Earth to the surface of another planet, Opportunity, snapped pictures of a strange landscape and revealed surprising glimpses into the distant past of Mars for over 14 years. But on February 13, 2019, NASA announced that the rover is dead.

The rover was designed to last only three months, but proved itself to be one of the solar system's most unexpected endurance athletes. It travelled more than the distance of a marathon when its designers only expected it to move about a kilometre. As it completed this course, Opportunity provided scientists a close-up view of Mars that they had never seen: finely layered rocks that preserved ripples of flowing water - a prerequisite for life - several billion years ago.

SUMMARY:

NASA's robotic vehicle travelled over 40 kilometres on Mars' surface from 2005 to 2019, capturing important photographs for scientists. Pictures taken on the planet by the robot showed evidence that billions of years ago, there was running water, a necessity for lifeforms (Chang, 2019, n.p.g.).

Referring to a title of a source in your text

Sometimes you will want to refer to the title of a source as part of your discussion within your assignment.

- *Italicise* titles.
- Capitalise the first word of the title, proper nouns and all other major words. It is not necessary to capitalise minor words (prepositions, conjunctions, articles etc.) e.g.
 - In her book *The Best and the Brightest*, Mai Son (2013) explores the factors that ...
 - Dr Ru Bish, a well-known New Zealand environmental scientist, summarised the debate about plastic bag use well in his recent article *Plastic Bag Ban: Annoying for Some, Awesome for Others* (Bish, 2010).
 - *The World Development Report 2019: The Changing Nature of Work* (World Bank, 2019) focuses on the global impact of technology on work and jobs.

NB: The rules for using upper case letters in titles are different for reference list entries.

Useful vocabulary for citing the work of others

1. Use the present simple tense for reporting verbs, especially for recent articles and books e.g.
 - Kouzes and Poser (2019) advocate that ...
 - Taylor (2013) provides a definition of ...
 - Bartol and Martin (2017) suggest that ...
 - Coupland (2016) states that ...
 - Kirkpatrick and Locke (2018) comment on ...
 - Dawson and Palmer (2011) make the important point that ...
 - Inkson (2014) reports a rise in ...
 - Both Inkson (2018) and Kolb and Shepherd (2016) argue that ...
 - Schein (2017) notes that... (Gibson, 2015, p. 480).

- As Handy (2019) states, “learn to cite correctly” (para. 79).
- Studies on xxxx demonstrate ... (Cleg, 2012; Daft, 2015; Deal & Kennedy, 2012).
(NB: Arrange citations alphabetically and separate with a semicolon)
- M. A. Smith (2010) and J. Smith (2007) concur that ...
(NB: use authors’ initials if they have the same surname)

2. Use the past simple tense if presenting the results of past research - even in recent literature.

Examples:

- Bygrave (2017) conducted a study which hypothesized that ...
- Inkson’s (2018) study examined ...
- Tannen (2011) devised a questionnaire to ...
- The groups observed during the research showed a range of leadership styles (Kang 2006).
NB: Verbs, such as “say”, “tell”, “as”, “think”, “feel” and “believe” are normally used in informal spoken language and are not considered appropriate for formal academic writing.

Personal communications

Personal communications are works that cannot be recovered by readers and are cited in the text as personal communications. Information from personal communication should normally only be used if published material is unavailable. Personal communications include:

- discussions with experts, personal interviews
- letters, memos, emails and online bulletin boards, online chats
- telephone conversations
- live speeches
- external lectures and external lecture notes (not your class notes)
- PPT slides and handouts from your lectures (if allowed - check with your lecturer)

These should be cited in the text as follows:

K. W. Schaie (personal communication, March 18, 2019) stated that staff morale had increased.

Author’s initials Author’s family name Date the communication took place

It is also a good idea to explain who the person is, to show why they have been cited.

K. W. Schaie, the regional manager of the company, stated that staff morale had increased (personal communication, March 18, 2019).

NB: Personal communications are **not** included in the reference list, because they cannot be found later by a reader.

Groups/organisations as authors

Spell out the names of groups and organisations the first time they appear in the text, unless they are commonly known by that abbreviation e.g. UNESCO. If they have an abbreviation that is familiar or readily understandable, use it in the second and subsequent citations e.g.

FIRST CITATION:

The United Nations (UN, 2011) published a report stating that two or more is a basic human right.
or
Internet access is considered a basic human right (United Nations [UN], 2011).

SECOND AND SUBSEQUENT CITATIONS:

The UN (2011)...
or
(UN, 2011)

NB: In the reference list use the full name of the group/organisation

Secondary citations

Only material you have actually read should appear in your reference list. Therefore, you should avoid citing, for example, a book or another study which is discussed in a journal article you are reading. You should always try to find the original source. If you are unable to do this (e.g. it may be out of print or unavailable), then you may provide a secondary citation. For example, suppose Kirk's study is cited by Ardern in her article and you did not read Kirk's original work that is referred to. In your text, name the original source (Kirk) and provide a citation for the source you have read (Ardern).

Kirk (1980, as cited in Ardern, 2018) found significant differences between women's voting trends in regional New Zealand in the 1960s.

However, results from another study suggested that significant differences ... (Kirk, 1980, as cited in Ardern, 2018, p. 156).

If the year of publication of the primary source is known, then include it in the citation.

In your reference list, only the source you have read (Ardern) is listed (not Kirk).

Ardern, N. (2018). Women and parochial politics. Oxford University Press.

6. THE REFERENCE LIST

This is the list of all of the sources cited in your assignment. One purpose of a reference list is so that a reader can identify and locate the materials cited in your work. Another purpose is to find out if you have read widely enough for the assignment (ask your lecturer how many/what type of references are expected in the assignment).

Basic Template

The basic reference template contains the following key elements:

AUTHOR/S OR EDITOR/S	(DATE).	TITLE (+ EDITION)	SOURCE			
Last/Family name + initials. Separate multiple authors with a comma, and use "&" before final author. If an editor/s, use "Ed." or "Eds." In parentheses	Year in parentheses (xxxx).	Title (xx ed.)	Publisher/s. List all publishers, separating each by a semi-colon ; List them in the order that they appear If published by an imprint, use the imprint as the publisher			DOI or URL (if applicable) If a DOI is present, then include it. If no DOI, then include the URL. If a URL check if a permalink is available. Always copy and paste the link
Journal article						
Author, A. A., & Author, B. B.	(Year).	Title of the article.	<i>Name of the Periodical,</i>	<i>Volume (issue)</i>	#-#. Article page range	DOI or URL e.g. https://doi.org/xxxx If a DOI is present, then include it. If no DOI, then include the URL
Book						
Author, A. A., & Author, B. B.	(Copyright Year).	<i>Title of the book (xx ed.).</i>	Publisher/s List all publishers, separate each by a semi-colon ;		DOI or URL If present. Note that a DOI is always favoured over a URL	
Chapter in an Edited Book						
Author, A. A., & Author, B. B.	(Copyright Year).	Title of the book chapter	In A. A. Editor & B. B. Editor (Eds.),	<i>Book title (xx ed., pp. #-#).</i>	Publisher .	DOI or URL Use if present

If there is no author, the title of the work goes before the date. For printed material, source data refers to publishers. For online material, identifying sources can be more challenging; so including retrieval information, such as URLs, is necessary.

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 organised alphabetically by the first word
- use the “hanging indent” style, i.e. with the first line at the left margin and all following lines indented (7 spaces/1.27cm). In Microsoft Word use Ctrl+T to create a hanging indent
- be single-spaced with a space between each entry

Upper case letters

- Book/Article titles - capitalise the first word of the title only, and any proper nouns.
NB: The rules for using upper case letters are different when referring to a title in your text.
- Capitalise after a colon or a dash in a title e.g.
 - *International studies: An interdisciplinary approach to global issues.*
 - *West Papua - A brief history.*
- Journal title - capitalise all words, except articles and prepositions e.g.
 - *Journal of the Society for Business Ethics*
 - *International Journal of Tourism Research*

Square parentheses

If the format, medium or description is important for a resource to be retrieved or identified, include it in square parentheses immediately after the title. Examples of these are:

[Audio podcast]	[Manuscript in preparation]	[Poster presentation]
[Audiobook]	[Manuscript submitted for publication]	[PowerPoint presentation]
[Blog comment]	[Map]	[PowerPoint slides]
[Brochure]	[Mobile app]	[Press release]
[Clip art]	[Online forum comment]	[Song]
[Conference session]	[Online forum post]	[Speech audio recording]
[Data set]	[Painting]	[Status update]
[Demographic map]	[Paper presentation]	[TV series episode]
[Facebook page]	[Photograph]	[Tweet]
[Film]	[Podcast]	[Unpublished manuscript]
[Film: educational DVD]	[Policy brief]	[Video]
[Infographic]		[Webinar]
[Interview]		

Publisher

Include all publishers listed in a book, separated with a semi-colon. Write the publisher’s names as listed in the work. However, you can omit designations of business structure (e.g. Inc, Ltd, LLC) in the publisher’s name. If published by an imprint of a publisher, then use that e.g. Red Globe Press instead of Macmillan.

URLs

Always copy and paste all URLs, check for a permalink or DOI to use. Don’t add a full stop at the end.

Presenting authors' names

In APA, only the family name of the author is used in in-text citations. In the reference list, the initial of the author's first name/s is also placed **after** the family name. Sometimes, it can be difficult to identify the family name, especially if the author is from a culture with different naming practices than your own. For example, names in Western/European culture are usually presented with the first name/s first (e.g. *Mark Bray*); if the family name is presented first, it will be followed by a comma (e.g. *Bray, Mark*). To help you, you can look at how the author has been cited in other works and follow that format (refer to the article's reference list first, as the author's previous works might be included).

Omit academic or professional credentials, such as PhD, doctor (Dr), government or military ranks (e.g. General). Name suffixes, such as Jnr (Junior) and Snr (Senior) are included in the reference list but **not** in the in-text citations.

Jones, H. W., Jr., & Jones, H.W., Sr. (1941). My adventures in Alexandretta. *The Journal of Fictional Archaeology*, 1, 1-19.

Same first author, different second author

order alphabetically by second or subsequent authors:

Marvel, M., & Hulk, I. (2013). *Melanoma rates increase in green-skinned people*. URL

Marvel, M., & Jones, J. (2014). *Women with superhuman strength ostracised*. URL

Two or more works by the same author

- Order by year of publication (copyright year if a book), from oldest to most recent. NB: (n.d.) comes first.
Belich, J. (1988). *The New Zealand wars and the Victorian interpretation of racial conflict*. Penguin.
Belich, J. (2001). *Paradise reforged: A history of the New Zealanders from the 1880s to the year 2000*. Allen Lane.
Belich, J. (2010). *A cultural history of economics? Victorian Studies*, 53(1), 116.
<https://search.ebscohost.com/login.aspx?direct=true&db=edsclr&AN=edsgcl.268652315&site=eds-live&scope=site>
- For publications in the same year, list them in alphabetical order according to the first significant words in the titles ("A" and "The" are not significant words). Add a lowercase letter ("a", "b", "c", etc.) after the year, so that each reference can be cited clearly:
Kaufman, J. R. (2015a). *Control over Middle East oil*. ...
Kaufman, J. R. (2015b). *Roles of Western players in Middle East politics*. ...
Kaufman, J. R. (2015c). *Western views on Middle East politics*. ...
- If you are using different webpages from the same online source, then you should make a separate entry for each of them. Cite the **organisation**, the **title of the page**, and the **year**. List sources in alphabetical order according to the page titles:
World Trade Organization. (2011a). *Increases in population explosion*. ...
World Trade Organization. (2011b). *New statistics for world population*. ...
World Trade Organization. (2011c). *Reversal of population predictions*. ...

EXAMPLES OF REFERENCES BY TYPE

Below are examples of how to format references for the most common kinds of sources. Refer to the APA Style manual, or the APA Style Blog (<https://blog.apastyle.org/>) for further information.

AUTHOR	REFERENCE LIST	IN-TEXT CITATION
One author	Roberts, J. Q. (2017). <i>Essentials of essay writing: What markers look for</i> . Macmillan International; Red Globe Press; Palgrave.	(Roberts, 2019) or Roberts (2019)
Two authors List both authors with an ampersand (&) between the names	Fuchida, M. & Okumiya, M. (1992). <i>Midway: The Japanese story</i> . Cassell & Co.	(Fuchida & Okumiya, 1992) or Fuchida and Okumiya (1992) List both authors
3 or more authors, up to 20 authors List all authors up to and including 20. The final author's family name is preceded by an ampersand (&)	Chalkley, T., Hobbs, M., Brown, A., Cinque, T., Warren, B., & Finn, M. (2015). <i>Communication, digital media and everyday life</i> (2nd ed.). Oxford University Press.	(Chalkley et al., 2015) or Chalkley et al. (2015) Et al. is Latin for "and others"
21 or more authors List the names of the first 19 authors, followed by ellipsis (...) and the name of the final author	Tobler, R., Rohrlach, A., Soubrier, J., Bover, P., Llamas, B., Tuke, J., Bean, N., Abdullah-Highfold, A., Agius, S., O'Donoghue, A., O'Loughlin, I., Sutton, P., Zilio, F., Walshe, K., Williams, A. N., Turney, C. S. M., Williams, M., Richards, S. M., Mitchell, N., ... Cooper, A. (2017). Aboriginal mitogenomes reveal 50,000 years of regionalism in Australia. <i>Nature</i> , <i>544</i> (7649), 180-184. https://doi.org/10.1038/nature21416	(Tobler et al., 2017) or Tobler et al. (2017)
No author - book	The title is moved to the author position in the reference list entry and is italicised if it is a book e.g. <i>Interpersonal skills</i> . (2019). Penguin.	(Interpersonal skills, 2019).

<p>No author – Journal, magazine or news article</p>	<p>Use double quotation marks around the title in the in-text citation; use title case (sentence case is used in the reference list entry).</p> <p>Shorten a long title in the in-text citation. writing the first three or four words followed by ...</p> <p>Asian stocks rise as central banks pledge support. (2020, March 2). <i>BBC News</i>. https://www.bbc.com/news/business-51700935</p>	<p>(“Asian stocks rise ...”, 2019).</p>
<p>ARTICLES (IN A JOURNAL, MAGAZINE, NEWSPAPER)</p>		
<p>Journal article</p> <p>Note that the author rules are the same as for books</p>	<p>Read, J. (2014). Coming to grips with quality in language assessment. <i>TESOLANZ Journal</i>, 22, 1-12.</p> <p>NB: The volume number is italicised with the title of the journal. The issue number is in parentheses and not italicised</p>	<p>(Read, 2014, p. 3).</p> <p>or</p> <p>Read (2014) ...</p>
<p>Magazine article</p>	<p>Baker, A. & Williston, N. D. (2019, May). The survivor. <i>Time</i>, 39(3), 36-43.</p> <p>NB: Give year/month if the magazine is a monthly; give year/month/day if the magazine is a weekly</p>	<p>(Baker & Williston, 2019)</p> <p>or</p> <p>Baker and Williston (2019) mention ...</p>
<p>Online journal article</p>	<p>Murugan, A., Sai, G. T. B., & Lin, A. L. W. (2017). Technological readiness of UiTM students in using mobile phones in the English language classroom. <i>Malaysian Online Journal of Educational Technology</i>, 5(2), 51–67.</p> <p>https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1142394&site=eds-live&scope=sit</p>	<p>(Murugan et al., 2017)</p> <p>or</p> <p>Murugan et al. (2017) states ...</p>
<p>Journal article from a library database</p>	<p>O'Connor, S. (2016). Integrating extensive reading into an academic curriculum. <i>Humanising Language Teaching</i>, 18(4), 31.</p> <p>https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=130440366&site=eds-live&scope=site&custid=s9929458</p> <p>NB: Use the Permalink to create the URL</p>	<p>(O'Connor, 2016)</p> <p>or</p> <p>O'Connor (2016) suggests that ...</p>
<p>Article with a DOI</p>	<p>Iwami, T. (2018). Shinzo Abe’s security legislation reform and peacebuilding in Mindanao. <i>Pacific Review</i>, 31(5), 617–634.</p> <p>https://doi.org/10.1080/09512748.2017.1391868</p>	<p>(Iwami, 2018)</p> <p>or</p> <p>Iwami (2018) indicates that ...</p>
<p>Article numbers/e-locator</p> <p>Where article numbers for e-locators exist, write the word Article and then the number</p>	<p>Burin, D., Kiltene, K., Rabuffetti, M., Slater, M. & Pia, L. (2019). Body ownership increases the interference between observed and executed movements. <i>PLOS ONE</i>, 14(1), Article e0209899.</p> <p>https://doi.org/10.1371/journal.pone.0209899</p>	<p>(Burin et al., 2019).</p> <p>or</p> <p>Burin et al. (2019) argue ...</p>

<p>News article with an author and date (including articles on organisation's website)</p>	<p>Tan, L. (2019, January 19). Auckland more diverse than London and New York. <i>The New Zealand Herald</i>. https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11575305</p>	<p>(Tan, 2019) or Tan's (2019) recent article illustrates ...</p>
<p>BOOKS (PRINT & ONLINE)</p>		
<p>Book See previous examples of how to reference authors, when more than one</p>	<p>Lewis, R. D. (2018). <i>When cultures collide: Leading across cultures</i>. (4th ed.). Nicholas Brealey Publishing. NB: Include a space after the colon before the subtitle begins and capitalise the first word of the subtitle.</p>	<p>(Lewis, 2018)</p>
<p>Book with corporate (group) author</p>	<p>Australian Bureau of Statistics. (2011). <i>Estimated resident population by age and sex in statistical local areas, New South Wales, June 2008</i>. Australian Government. Where the publisher is also the author: Hawke's Bay Regional Council. (2010). <i>Building an Art Deco city</i>. Author.</p>	<p>(Australian Bureau of Statistics, 2011) Data from the Australian Bureau of Statistics (2011) shows that.... (Hawke's Bay Regional Council, 2010)</p>
<p>Book with multiple publishers</p>	<p>Suzuki, D., & Dressel, H. (2004). <i>From naked ape to superspecies: Humanity and the global eco-crisis</i> (Rev. ed.). Greystone Books; David Suzuki Foundation.</p>	<p>(Suzuki & Dressel, 2004) or Suzuki and Dressel (2004).</p>
<p>Non-English book</p>	<p>Rong, J. (2014). <i>Lang tuteng</i> [Wolf totem]. Changjiang Literature and Arts.</p>	<p>(Rong, 2014)</p>
<p>Edited book</p>	<p>Zdziech, D. (Ed.). (2018). <i>Oceania: An important part of the Pacific</i>. Jagiellonian University Press.</p>	<p>(Zdziech, 2018)</p>
<p>Chapter in an edited book</p>	<p>Sturgess, A. (2011). Celebrating the square peg: Twice-exceptional learners. In R. Moltzen (Ed.), <i>Gifted and talented: New Zealand perspectives</i> (3rd ed., pp. 379-403). Pearson.</p>	<p>(Sturgess, 2011) or Sturgess (2011) presents ...</p>

Book – excluding first edition	Robson, C. (2014). <i>How to do a research project</i> (2 nd ed.). John Wiley & Sons. NB: Lower case “e” for edition.	(Robson, 2014) or Robson (2014) discusses the challenges of...
Translated book	Kimura, K. (2019). <i>The burden of the past: Problems of historical perception in Japan-Korea relations</i> (M. Speed, Trans.). University of Michigan Press. (Original work published 2014).	(Kimura, 2014/2019)
Ebook (online book)	Bryne, D. (2017). <i>Research ethics</i> . SAGE. https://dx.doi.org/10.4135/9781526408556 Tilouine, M. (2017). <i>Culture at the crossroads of Asia</i> . Routledge. https://www.routledge.com/Nature-Culture-and-Religion-at-the-Crossroads-of-Asia-1st-Edition/Lecomte-Tilouine/p/book/9781138102705	(Bryne, 2017) or Bryne (2017) states ... (Tilouine, 2017) or Tilouine (2017) describes ...
COURSE MATERIAL / LECTURE NOTES		
Lecture notes check with your lecturer before using.	Gounder, F. (2019). <i>Avoiding plagiarism</i> [PowerPoint slides]. Moodle. http://moodle.ipu.ac.nz/ If taken from your class website, then include the name of the learning tool and include a link to the homepage	(Gounder, 2019) or Gounder (2019) shows that...
DICTIONARY / ENCYCLOPAEDIA ENTRY		
	For online reference works which are continuously updated, use n.d. for the year of publication and include the retrieval date (month day, year). For further information see https://apastyle.apa.org/style-grammar-guidelines/references/examples/dictionary-entry-references	
Entry in an encyclopaedia / dictionary with an author or editor	Wolf, K., (2010). Iceland. In <i>World book encyclopedia</i> (Vol. 8, pp. 22-24). World Book. McKinnon, M. (2015.) Manawatu and Horowhenua places: Manawatu River and Gorge. In <i>Te Ara: The encyclopedia of New Zealand</i> . https://teara.govt.nz/en/manawatu-and-horowhenua-places/page-6	(Wolf, 2010) (McKinnon, 2015)

Entry in an encyclopaedia / dictionary without an author	Languages of the world. (2017). In <i>The new Encyclopedia Britannica</i> (Vol. 29, pp. 590-814). Encyclopedia Britannica.	("Languages of the world", 2017)
Entry in an online reference work (e.g. dictionary or encyclopedia)	Merriam-Webster. (n.d.). Global warming. In <i>Merriam-Webster dictionary</i> . Retrieved January 18, 2021 from https://www.merriam-webster.com/dictionary/global%20warming	(Merriam-Webster, n.d.) or According to the Merriam Webster (n.d.) dictionary entry for "global warming" ...
AUDIOVISUAL WORKS		
Film / DVD	Waititi, T. (2016). <i>Hunt for the wilderpeople</i> [Film]. Piki Films. NB: The director should be credited as the author of the film. The format may be included in square parentheses e.g. [Film; special features]. The wording can be adjusted to include commentary, limited-release, educational video etc.	(Waititi, 2016) or Waititi (2016) includes themes ...
Podcast	Host, H. H. (Host). (Dates of podcast). <i>Title of podcast</i> [Type of podcast]. Source. URL Hickey, B., Mandow, N., & Beckford, G. (Hosts). (2018-present). <i>Two cents worth</i> [Podcast]. Radio New Zealand. https://www.rnz.co.nz/programmes/two-cents-worth Ballance, A. (Host and senior producer). (2018, May 27). Gadolinium- plays a key role in MRI scans [Audio podcast episode]. In <i>Elemental</i> . Radio New Zealand. https://www.rnz.co.nz/programmes/elemental/story/2018695368/gadolinium-plays-a-key-role-in-mri-scans	(Hickey et al., 2018) (Ballance, 2019)
Online video posts (e.g. YouTube, TED, a news website)	Username. (Year, Month Day). <i>Title of video</i> [Video]. YouTube. https://xxxxx NB: <ul style="list-style-type: none"> • The name of the producer is put in the author's place • A video taken from a website, such as YouTube, is referenced as a webpage • Often there is more than one version of the source. Cite the source you used 	

TV series	Simon, D., Colesberry, R. F., & Kostroff Noble, N. (Executive Producers). (2002-2008). <i>The wire</i> [TV series]. Blown Deadline Productions; HBO.	(Simon et al., 2002-2008) or Simon et al. (2002-2008)
TV episode or webisode	Morgan, H. (Writer), Hancock, D. (writer), & Donovan, S. (Director). (2019, November 17). <i>Dangling man</i> . (Season 3, Episode 8) [TV series episode]. In P. Morgan (Executive Producer), & A. Eaton [Producer], <i>The crown</i> . Left Bank Pictures; Sony Pictures Television. NB: <ul style="list-style-type: none"> • Include the writer/s and director of the episode with the contributor roles in parentheses after each name • Provide the season and episode in parentheses after the episode title 	(Morgan et al., 2019)
TED Talk	If viewed on the TED website then use the name of the speaker as the author as follows: Aral, S. (2018, November). <i>How we can protect truth in the age of misinformation</i> [Video]. https://www.ted.com/talks/sinan_aral_how_we_can_protect_truth_in_the_age_of_misinformation If viewed on YouTube, then the author of the video is the owner of the YouTube account as follows: TED. (2019, December). <i>How you can use impostor syndrome to your benefit</i> [Video]. YouTube. https://www.youtube.com/watch?v=ZkwqZfvbdFw	(Aral, 2018) or Aral (2018) reiterates (TED, 2019) or TED (2019) reiterates
YouTube video or other streaming video	Steelman Library. (2017, August 18). <i>How to avoid plagiarism: In 5 easy steps</i> [Video]. YouTube. https://youtu.be/UsFcU1PH_8E	(Steelman Library, 2017)
Segments of online material Quotations from audiovisual works	BBC. (1981). Attempting to teach the teacher [Segment]. In <i>The pleasure of finding things out</i> [Video]. https://fod.infobase.com/PortalPlaylists.aspx?wID=256953&xtid=48775	(BBC, 1981) NB: For quotations, provide a time stamp for the beginning of the quotation in place of a page number e.g. (BBC, 1981, 13:33)

Figures and tables	See pages 4-5	The results in Table 1 (Bryant, 2010, p. 113), show ...
OTHER		
Personal communication	Works that cannot be obtained by readers are cited as a personal communication. These include emails, text messages, online chats or direct messages, personal interviews, telephone conversations, unrecorded classroom lecturers etc. These are not recorded in your reference list, only in the in-text citation	(S. R. Robinson, personal communication , March 2, 2020) or S. R. Robinson (personal communication , March 2, 2020)
Secondary sources	<p>If you read a book by Andrews, in which Freud is quoted, you should try to find the original reference. However, if it is not possible to read Freud’s work, you need to acknowledge Andrews as the original source, followed by Freud as the secondary source.</p> <p>The in-text citation will use the phrase ‘as cited in’ to show that one source has been cited in another.</p> <p>Include the date of the original work (if known) in the in-text citation e.g.</p> <p>Jackson, B, & Parry, K. (2011). A very short, fairly interesting and reasonably cheap book about studying leadership (2nd ed.). Sage.</p>	<p>(Barker, 1993, as cited in Jackson & Perry, 2011).</p> <p>or</p> <p>Barker (1993, as cited in Jackson & Perry, 2011), put forward the concept</p>

ONLINE SOURCES

When referencing online sources, either a DOI (Digital Object Identifier) or a URL (website address) must be provided. Always check that the links work (lecturers do select links of sources to look at!), so don’t manually type them in - copy and paste the URL.

URLS:

Add the full URL to the end of each source found on the internet. If using Library databases, use the permalink, or durable URL.

PUBLICATIONS WITH DIGITAL OBJECT IDENTIFIER (DOI)

If a DOI is assigned to a publication, it must be listed at the end of the reference. A URL is not needed when a DOI is present. A DOI is formatted as follows: <https://doi.org/xxx>

DETERMINING WEBSITE DATES

Many websites or webpages do not include publication dates. If no date of publication is provided, use the letters “n.d”. The copyright date of the website should not be used as the publication date.

TYPE OF SOURCE	REFERENCE LIST EXAMPLE	IN-TEXT CITATIONS
Webpage with author and date Include: Author. (Date). Title. Website name; URL	Werneburg, B. L. (2017, May 02). <i>Improve your relationships with better communication</i> . Mayo Clinic. https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/improve-your-relationships-with-better-communication/art-20314073	(Werneburg, 2017) or Werneburg (2017) argues ...
Webpage with a corporate/group as an author	World Health Organization. (2021, January 19). WHO Coronavirus disease (OCVID-19) dashboard. https://covid19.who.int/	(World Health Organization, 2021)
Webpage with no author	Politics vs international relations: Which should you study? (2016). https://www.topuniversities.com/courses/politics/politics-vs-international-relations-which-should-you-study	(“Politics vs international relations?...”, 2016)
Webpage with no date	Palmerston North City Council. (n.d.). <i>News & events</i> . https://www.pncc.govt.nz/news-events	(Palmerston North City Council, n.d.)
Webpage with a retrieval date included (Include a retrieval date if the data is likely to change over time)	United Nations. (n.d.). World population prospects 2019. Retrieved January 20, 2021 from https://population.un.org/wpp/Maps/	(United Nations, n.d.)
Non-English webpage [Include the English translation of the title]	Takeda, J. (2017). <i>Hito to higata</i> [People and tidal flats]. http://www.nat_museum.sanda.hyogo.jp/news/docs/hm15-1.html	(Takeda, 2017) or Takeda (2017) uses hito [people] to describe ...

Updated or reviewed online works	Some online works e.g. webpages, note when a work was last updated . If this date is clearly attributable to the content that you are citing, and not to the overall website, then use the updated date in the reference list. Do not include last reviewed information, as this is not the same as last updated.	
REPORTS & GRAY/GREY LITERATURE		
Annual report	Air New Zealand. (2019). <i>Air New Zealand annual financial results 2019</i> . https://p-airnz.com/cms/assets/PDFs/airnz-2019-financial-results.pdf	(Air New Zealand, 2019) or Air New Zealand (2019) reported ...
Press release	BusinessNZ. (2020, June 25). <i>Primary sector jobs for kiwis gets a boost</i> [Press release]. https://www.beehive.govt.nz/release/primary-sector-jobs-kiwis-gets-boost	
Report/Working paper	Kutner, M., Greenberg, E., Jin, Y., & Paulsen, C. (2006). <i>The health literacy of America's adults: Results from the 2003 National Assessment of Adult Literacy</i> (Report No. NCES 2006-483). https://nces.ed.gov/pubs2006/2006483.pdf	(Kutner et al., 2006)
ACT OF PARLIAMENT		
Acts of Parliament – New Zealand	Health and Safety at Work Act, no. 70. (2015). http://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html	(Health and Safety in Employment Act, 2015)
CONFERENCE		
Conference paper presentation / Poster presentations	Wentworth, D. (2012, November 2-3). <i>E-learning at a glance</i> [Paper presentation]. 5th Annual Distance Education Conference, Wellington, New Zealand. URL [Paper presentation] is required after the title. The full day/s of the conference is also required.	(Wentworth, 2012)

DISSERTATIONS & THESES		
Unpublished	<p>Dguyen, N. T. M. (2014). <i>Dollarisation in the Vietnamese economy</i> [Unpublished Master's thesis]. International Pacific College Tertiary Institute.</p> <p>The type of dissertation is included in square parentheses after the title. Further information is at https://apastyle.apa.org/style-grammar-guidelines/references/examples/unpublished-dissertation-references</p>	(Dguyen, 2014, p. 26)
Research project - unpublished	<p>Ho, H. T. (2014). <i>Sea levels rise: A look at Kiribati and Tuvalu of the Pacific Island nations</i> [Unpublished research project, IPU New Zealand Tertiary Institute].</p>	(Tin, 2020) or Tin (2020) found ...
Master's thesis / Doctoral dissertation - online	<p>Robson, N. (2012). <i>Counting the cost: The impact of the South African war 1899-1902 on New Zealand society</i> [Master's thesis, Massey University]. https://mro.massey.ac.nz/handle/10179/4418</p>	(Robson, 2012) or Robson (2012) conducted ...
SOCIAL MEDIA		
Blog post	<p>General format:</p> <p>Author, A. B. and/or [@username]. (Year, Month day). Title or content of the post up to 20 words. <i>Title of Blog</i>. URL</p> <p>Gates, B. (2020, February 14). My message to America's top scientists. <i>GatesNotes</i>. https://www.gatesnotes.com/Health/My-message-to-Americas-top-scientists</p> <p>NB: Only public content is included in the reference list. Information from private pages is not available to everyone and is treated as personal communication</p>	(Gates, 2020) or Gates (2020) argues ...
Facebook page this format can be used or adapted for other platform or profile pages, including YouTube, Instagram, Tumblr	<p>Wellington Zoo. (n.d.). <i>Home</i> [Facebook page]. Facebook. Retrieved March 3, 2020, from https://www.facebook.com/WgtnZoo/</p> <p>To reference a Facebook page, use the page title in the reference, and include the notation e.g. [Facebook page] in square parentheses</p>	(Wellington Zoo, 2020) or Wellington Zoo (2020) has ...

<p>Social media posts including Facebook, Tumblr, LinkedIn, etc.</p>	<p>World Health Organisation. (2020, February 29). <i>COVID-19 is an infectious disease caused by a new coronavirus introduced to humans for the first time</i> [Video]. Facebook. https://www.facebook.com/WHO/videos/507223210199209/</p>	<p>(World Health Organisation [WHO], 2020) or World Health Organisation (WHO, 2020) shows... Subsequent citations can use the abbreviation WHO</p>
<p>Online forum post</p>	<p>National Aeronautics and Space Administration [NASA]. (2020, March 3). <i>NASA launching rockets to study auroras</i> [Online forum post]. Reddit. https://www.reddit.com/r/nasa/comments/fcm5jw/nasa_launching_rockets_to_study_auroras/?utm_source=share&utm_medium=web2x</p> <p>Square brackets are used after the organisation's name, as it is their username</p>	<p>(National Aeronautics and Space Administration. 2020) or National Aeronautics and Space Administration (2020) ...</p>
<p>Twitter & Instagram</p>	<p>Gates, B. [@BillGates]. (2020, January 2). <i>If your New Year's resolution is to be healthier in 2020, this book is a good place to start</i> [Tweet]. Twitter. https://twitter.com/BillGates/status/1212794686630436864</p> <p>If using a Twitter profile, include the retrieved from date and put [Twitter profile] as the medium</p>	<p>(Gates, 2020) or Gates (2020) tweeted his views about</p>
<p>IMAGES, PHOTOGRAPHS, DRAWINGS ETC.</p>		
<p>Images, photographs, drawings etc.</p>	<p>Artist/Photographer. (Year of work). <i>Title of work</i> [Medium]. Museum/Institution/collection/source. URL</p> <p>Child, E. G. (n.d.). Lake Taupo [Photograph]. Alexander Turnbull Library. https://natlib.govt.nz/records/23231066</p> <p>Broadway [Photograph]. (n.d.). Old Photos NZ. https://oldphotos.co.nz/nz-north-island/palmerston-north/#jp-carousel-556</p>	<p>(Child, n.d.) or Child (n.d.) illustrated that ... (Broadway, n.d.)</p>
<p>Stock images / Clip art</p>	<p>GDJ. (2018). <i>Neural network deep learning prismatic</i> [Clip art]. Openclipart. https://openclipart.org/detail/309343/neural-network-deep-learning-prismatic</p>	<p>(GDJ, 2018)</p>

USE THIS SPACE TO MAKE REFERENCING NOTES ABOUT ANY OTHER SOURCES YOU FIND AND USE.

REFERENCE LIST EXAMPLE

The example is part of a reference list for a final project (BCIS) submitted in 2018.

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Rwanda: The preventable genocide. (2000). African Union.

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