



GUIDELINES FOR PROPOSAL AND FINAL REPORT 2025



Department of
Language and Tourism
POLITEKNIK NEGERI SRIWIJAYA

PREFACE

Research methodologies continue to evolve, leading to the emergence of various research paradigms with dedicated adherents. Consequently, standardizing a single methodology into one proposal and final report writing guide is challenging. Nevertheless, a writing guide for proposals and final reports remains essential to assist students in achieving uniformity while setting a minimum standard for writing proposals and final reports.

This guide introduces several updates from the previous final report writing guidelines, including:

- [1] Adoption of the American Psychological Association (APA) style for citation and references formatting.
- [2] Inclusion of both qualitative and mixed-method research approaches alongside quantitative research.
- [3] Mandatory use of reference management software such as EndNote, Mendeley, or Zotero for citations and references.
- [4] Requirement to use journal articles as the primary reference sources.

These updates aim to enhance the quality of student research.

Palembang, February 2025

Head of the Department of Language and Tourism

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PART - 1

FINAL REPORT PROPOSAL

1. GENERAL ASPECTS OF THE FINAL REPORT PROPOSAL

The following outlines the matters about the Final Report Proposal.

- 1.1 The Final Report Proposal is a research plan proposed by the student under the supervision of advisors (advisor 1 and advisor 2) and is written following the established conventions of scholarly writing.
- 1.2 The Final Report Proposal must consist of a minimum of three chapters.
- 1.3 The Final Report Proposal must be presented at a Final Report Proposal Seminar.
- 1.4 The student must have completed the Research Methodology course before writing the Final Report Proposal.

2. RESEARCH TOPIC

- 2.1 The First Advisor determines the research topic following his/her area of research and field of expertise.
- 2.2 The first Advisor may solicit opinions from the Second Advisor regarding the research topic to be studied by the student; however, the authority to decide remains solely with the First Advisor.
- 2.3 The research topics that the students will investigate must be aligned with the academic discipline of the study program.

3. CRITERIA FOR THE FINAL REPORT PROPOSAL

The following outlines the criteria for the Final Report Proposal.

- 3.1 The Final Report Proposal shall consist of a minimum of three chapters that encompass the following elements:
 - 3.1.1 Introduction
 - 3.1.2 Literature Review
 - 3.1.3 Research Methodology
- 3.1 The proposal must be free from any indication of plagiarism.
- 3.2 The proposal must employ primary references in the form of relevant national and international journal articles, with the requirement that 50% of these references have been published within the last five years. Additional references may include pertinent books, provided that 50% of them have been published within the last ten years.

4. WRITING THE FINAL REPORT PROPOSAL

The Final Report Proposal is composed of three sections: the preliminary section, the main section, and the concluding section.

PRELIMINARY SECTION

The preliminary section of the Final Report Proposal comprises:

- 1.1 Cover Page
- 1.2 Approval Page
- 1.3 Validation Page
- 1.4 Plagiarism-Free Declaration
- 1.5 Preface
- 1.6 Abstract
- 1.7 Acknowledgment
- 1.8 Table of Contents
- 1.9 List of Tables
- 1.10 List of Figures
- 1.11 List of Appendices

MAIN SECTION

The writing of the introductory chapter shall be tailored to the type of research-quantitative, qualitative, or mixed-method. For quantitative research, the introductory chapter shall address the research problem by identifying a research gap. This gap may manifest as contradictions with previous research findings, a paucity of studies addressing the topic under investigation, or as a follow-up to recommendations from prior studies. If necessary, the introductory chapter may also incorporate an empirical gap from practical contexts relevant to the topic under investigation. The introductory chapter for quantitative research consists of:

CHAPTER I – INTRODUCTION

- 1.1 Background of the Research
- 1.2 Focus of the Research
- 1.3 Research Questions
- 1.4 Research Objectives
- 1.5 Research Significance

Subsequently, the literature review chapter for quantitative research provides a more detailed explanation of the content outlined in the introductory chapter. In this chapter, the researcher must systematically articulate the research argument or position, which will culminate in the formulation of the proposed hypothesis. This argument must be based on a thorough review and synthesis of various supporting literature, rather than merely summarizing previous research findings. Although a relevant general theory may be incorporated as a cohesive element of the overall argument, its inclusion is not mandatory.

CHAPTER II – LITERATURE REVIEW

2.1 Supporting Theory

In this subsection, the writer explains the relevant theory (if any) that will be used as the basis for the research argument. Note that supporting theory is distinguished from previous research in that it is drawn from theories that have been well-established in prior studies. The writer must clearly explain how the chosen theory relates to the variables under investigation or to the proposed hypothesis.

2.2 Theoretical Framework and Hypothesis Development

The conceptual framework is constructed based on the hypotheses developed. The hypotheses must be formulated based on supportive findings from previous research. In quantitative research, hypotheses generally describe associative or causal relationships—that is, the relationship or influence between independent and dependent variables. The hypotheses are then depicted in a conceptual framework to facilitate the reader’s understanding of the interrelationships among the variables. Hypotheses are tested partly without simultaneous testing.

Similarly, in qualitative research, the literature review chapter explains the research argument derived from an examination of previous literature. This literature review is intended to convince the reader that the chosen research topic warrants deeper exploration of the subject, thereby ensuring that the research findings will uniquely contribute to the existing literature. The use of theory is not required in qualitative research, given that its essence is inductive and based on the realities observed in the field.

The structure of the literature review subsections for qualitative research depends on the conceptual requirements and the review of previous studies; therefore, the naming of subsections may be adjusted accordingly.

CHAPTER II – LITERATURE REVIEW

2.1 The Concept Under Investigation

2.2 Review of Previous Research Literature

CHAPTER III – RESEARCH METHODOLOGY

The writing of Chapter III can be distinguished by the type of data to be used. The following is the structure for writing Chapter III for quantitative research using primary data:

3.1 Time and Location of the Research

“Time of research” refers to when the data are collected, while “location of research” refers to where the data are collected.

3.2 Research Design

Research design encompasses the research methods chosen by the student.

3.3 Population and Sample

In addition to specifying the population, the researcher must also describe the characteristics of the selected sample, the unit of analysis, the sample size, and the sampling technique employed. Sampling may be conducted using probability or non-probability techniques; for non-probability sampling techniques (such as convenience sampling and snowball sampling), the population size is not required.

3.4 Instrument Development

Before developing the research instrument, the student must provide the operational definitions for each variable used in the study. In Chapter II, the student presents the definitions and meanings of the variables according to the literature; in Chapter III, these definitions are further operationalized through instruments adapted from those developed in previous research.

These instruments consist of indicators or items (statements) based on validated findings from earlier studies, along with the scale to be used (e.g., a five-point Likert scale, a Likert-type scale with more or fewer than five points, a semantic differential scale, or other types). To distribute the questionnaire, the student is permitted to use a printed version, an online version, or both.

3.5 Data Collection Techniques

In quantitative research, data are typically collected using survey techniques, whether online or through conventional methods.

3.6 Data Analysis Techniques

In quantitative research, data analysis involves describing the data—such as profiling the respondents and the data characteristics by tests of validity and reliability. Furthermore, if the student intends to use regression analysis or path analysis for hypothesis testing, classical assumption tests must be applied. One such test is for normality. If the data are not normally distributed, non-parametric statistics must be employed; if the data are normally distributed, parametric statistics may be used. Additionally, if the student employs a structural equation model for hypothesis testing, classical assumption tests are not required.

CHAPTER III – RESEARCH METHODOLOGY

The following is the structure for writing Chapter III for quantitative research using secondary data:

3.1 Unit of Analysis, Population, and Sample

The unit of analysis is the research object to be analyzed to test the hypothesis, which may be an individual, a company, or an organization.

3.2 Data Collection Techniques

The student must explain, among other aspects, the source of the data, the method by which the data were obtained, and the period during which the data were collected.

3.3 Operationalization of Variables

The writer must explain the proxies or indicators used to measure each variable. For each proxy employed, the source of the reference and the rationale for its selection must be provided.

3.4 Data Analysis Techniques

The explanation of data analysis techniques for secondary data is analogous to that for primary data, adjusted according to the analysis model and the analytical software used.

The following is the structure for writing Chapter III using a qualitative approach:

CHAPTER III – RESEARCH METHODOLOGY

3.1 Research Location and Time

3.2 Informants

3.3 Data Collection Techniques

3.4 Data Validity and Reliability

3.5 Data Processing Techniques

CONCLUDING SECTION

1. REFERENCES. The References must be compiled using reference management software (e.g., Mendeley, EndNote, or Zotero).
2. Research Instruments. These may consist of questionnaires, observation guides, or interview guides. For research utilizing primary data, the student is required to include the research questionnaire.
3. Plagiarism Similarity Scan Report.
4. Other Appendices (if necessary).
5. Curriculum Vitae of the Writer.



PART - 2

**FINAL REPORT
(QUANTITATIVE & QUALITATIVE)**

1. GENERAL ASPECTS OF THE FINAL REPORT

The following outlines matters about the Final Report.

- 1.1 The Final Report is one of the requirements for obtaining the A.Md.Li degree in the Department of Language and Tourism at Sriwijaya State Polytechnic.
- 1.2 The Final Report carries a credit weight of 6 credits.
- 1.3 Within the curriculum, the Final Report is a course.

2. CRITERIA FOR THE FINAL REPORT

The following are the criteria about the research and writing of the Final Report.

- 2.1 The Final Report must be written within a maximum period of one semester.
- 2.2 The Final Report shall consist of a minimum of five chapters that incorporate the following elements:
 - 2.2.1 Introduction
 - 2.2.2 Literature Review
 - 2.2.3 Methodology
 - 2.2.4 Data and Discussions
 - 2.2.5 Conclusion and Suggestion
- 2.3 The report must be free from any indication of plagiarism.
- 2.4 The report must employ primary references in the form of relevant national and international journal articles, with the requirement that 50% of these references have been published within the last five years.

3. WRITING THE FINAL REPORT

The guidelines for writing the Final Report are the same as those for the Final Report Proposal, with the addition of a chapter on Results and Discussion and a Conclusion chapter.

PRELIMINARY SECTION

The preliminary section of the Final Report consists of:

- 1.1 Cover Page
- 1.2 Approval Page
- 1.3 Validation Page
- 1.4 Plagiarism-Free Declaration
- 1.5 Preface
- 1.6 Abstract
- 1.7 Acknowledgment
- 1.8 Table of Contents
- 1.9 List of Tables
- 1.10 List of Figures
- 1.11 List of Appendices

MAIN SECTION

The main section is written in the same manner as the Final Report Proposal, with the addition of at least two new chapters as follows:

CHAPTER IV – RESULTS AND DISCUSSION

There are three approaches for writing Chapter IV, which are adapted according to the type of research approach (quantitative or mixed method) and the type of data (primary or secondary). The following explanation pertains to the writing of Chapter IV using a quantitative approach with primary data. For writing Chapter IV using a quantitative approach with secondary data, appropriate adjustments may be made.

4.1 Data Description

Data description comprises two components: the respondent profile and the data profile. Generally, the respondent profile includes information on gender, age, the highest level of education completed, marital status, and employment status. However, the content of the respondent profile depends on both the respondents and the research topic. For example, marital status may not be relevant in research conducted in a school setting, whereas religion and ethnicity become significant if the research topic pertains to religious or ethnic matters.

In quantitative research, data description typically presents the frequency of each response option. For instance, for the first indicator of a variable, the frequency of responses—such as “strongly disagree,” “disagree,” etc.—must be calculated. In addition, the value for each indicator must be computed. For example, if for the first indicator, 65 respondents choose “Strongly Disagree” (STS) and “STS” is assigned a value of 1, then the total value for that indicator is calculated as $65 \times 1 = 65$. Regression analysis, structural equation modeling, or other methods may be used to test the hypotheses.

Further data description regarding the data profile may include details such as frequency distributions, cross-tabulations, means, medians, or standard deviations, depending on the needs of the study.

4.2 Results

This section presents the results of the analyses, including the outcomes of instrument validity tests, reliability tests, classical assumption tests, model feasibility tests, and hypothesis testing.

4.3 Discussion

Based on the results of the hypothesis testing, the researcher discusses the findings of the proposed hypotheses as a means of supporting the constructed argument. Although the acceptance of a hypothesis provides scientific support to the argument, the rejection of a hypothesis does not necessarily imply that it does not contribute to the advancement of knowledge. All findings should be discussed in a scientifically rigorous manner, supported by previous research findings

to elucidate why the research argument is supported or, if not, to present a scientific rationale. The number of discussion subsections may be adjusted according to the number of hypotheses proposed.

The following is the format for writing Chapter IV using a qualitative approach:

CHAPTER IV – RESULTS AND DISCUSSION

5.1 Results

This section presents key findings, including descriptions of informants, observations, interviews, or other data obtained through various data collection techniques. The data must be validated using triangulation.

5.2 Discussion

The student addresses the research questions presented in the Introduction chapter. The structure of the discussion should follow the sequence of the research questions. Emphasis should be placed on the central themes that emerge from the data and on explaining the interrelationships among these themes.

CHAPTER V – CONCLUSION

5.1 Conclusion

This section presents the research objectives and provides a summary of the research findings. The conclusion should be written in paragraph form.

5.2 Implications

Research implications include both theoretical and practical implications. The theoretical implications describe the contribution of the research to the development of knowledge in the area of the research topic, while the practical implications explain the contribution to stakeholders relevant to the research topic.

5.3 Research Limitations

This section outlines the limitations of the study, particularly those related to the conceptual framework or research methods. Research limitations arise because the researcher must contend with certain constraints to ensure the study remains researchable. Therefore, these limitations must be disclosed to enable the reader to understand the context of the research more clearly.

5.4 Recommendations for Future Research

This section contains the researcher's recommendations for future research on topics that remain of interest and are related to the current study. The recommendations may also be adjusted following the stated research limitations.

As with the Final Report Proposal, the Final Report must be supplemented by an end section that includes the References, Research Instruments, Plagiarism Similarity Scan Report, any additional Appendices, and the Writer's Curriculum Vitae. If necessary, details regarding data processing steps may also be attached.

FINAL SECTION

1. References.
The references should be prepared using reference management software (e.g., Mendeley, EndNote, or Zotero).
2. Research Instruments.
These may include questionnaires, observation guides, or interview guides.
3. Permission Letter for Data Collection from the Institution (if data are obtained from an institution).
4. Plagiarism Similarity Scan Report.
5. Other Appendices (if necessary).
6. Writer's Curriculum Vitae.



PART - 3

GUIDELINES FOR WRITING RESEARCH AND DEVELOPMENT FINAL REPORTS

Before elaborating on the systematic structure of writing final reports resulting from research and development, it is essential first to understand the systematic structure of a research proposal for development studies, as outlined below:

A. Proposal Writing Format

The research and development Final Report Proposal is composed of three sections: the preliminary section, the main section, and the concluding section.

PRELIMINARY SECTION

The preliminary section of the research and development Final Report Proposal comprises:

1. Cover Page
2. Approval Page
3. Validation Page
4. Plagiarism-Free Declaration
5. Preface
6. Abstract
7. Acknowledgment
8. Table of Contents
9. List of Tables
10. List of Figures
11. List of Appendices

MAIN SECTION

The introductory chapter for research and development consists of:

CHAPTER I: INTRODUCTION

- A. Background of the Problem
- B. Problem Identification
- C. Problem Scope
- D. Problem Formulation
- E. Development Objectives
- F. Benefits of the Developed Product
- G. Specifications of the Developed Product

CHAPTER II: THEORETICAL FRAMEWORK

- A. Theoretical Review
 1. Concept 1
 2. Concept 2
 3. Concept 3
 4. And so forth
- B. Review of Relevant Studies
- C. Conceptual Framework

CHAPTER III: RESEARCH METHODOLOGY

- A. Type of Research
- B. Development Procedures
- C. Product Testing Design
 - 1. Testing Design
 - 2. Test Subjects
- D. Data Collection Techniques and Instruments
- E. Data Analysis Techniques

CONCLUDING SECTION

- 1. REFERENCES. These References must be compiled using reference management software (e.g., Mendeley, EndNote, or Zotero).
- 2. Research Instruments. These may consist of questionnaires, observation guides, or interview guides. For research utilizing primary data, the student is required to include the research questionnaire.
- 3. Research Implementation Schedule
- 4. Plagiarism Similarity Scan Report.
- 5. Other Appendices (if necessary).
- 6. Curriculum Vitae of the Writer.

B. Final Report Writing Format

1. Preliminary Section

- 1. Cover Page
- 2. Approval Page
- 3. Validation Page
- 4. Plagiarism-Free Declaration
- 5. Preface
- 6. Abstract
- 7. Acknowledgments
- 8. Table of Contents
- 9. List of Tables
- 10. List of Figures
- 11. List of Appendices

2. Main Section

Chapter I: Introduction

- A. Background of the Problem
- B. Problem Identification
- C. Problem Limitation
- D. Problem Formulation
- E. Development Objectives
- F. Benefits of the Developed Product
- G. Specifications of the Developed Product

Chapter II: Literature Review

- A. Theoretical Review
 - 1. Concept 1
 - 2. Concept 2
 - 3. Concept 3
 - 4. etc.
- B. Review of Relevant Studies
- C. Conceptual Framework

Chapter III: Research Methodology

- A. Type of Research
- B. Development Procedure
- C. Product Trial Design
 - 1. Trial Design
 - 2. Trial Subjects
- D. Data Collection Techniques and Instruments
- E. Data Analysis Techniques

Chapter IV: Research and Development Results

- A. Results of Initial Product Development
- B. Validation Results
- C. Product Testing Results
- D. Final Product Review
- E. Research Limitations

Chapter V: Conclusions and Recommendations

- A. Conclusion on the Product
- B. Recommendations for Product Utilization

3. Final Section

- 1. References
- 2. Appendices
- 3. Curriculum Vitae

C. Explanation of the Main Section

1. Background of the Problem

This section explains the rationale for developing an educational product. The term "research product" refers to instructional materials, learning devices, educational media, assessment or evaluation instruments, or instructional models (Soenarto, 2013). To ensure the rationale of the research, the researcher should compare the ideal conditions (what should be) with the actual conditions at the time of the research.

2. Problem Identification

This section outlines various variables, factors, and possibilities considered as causes of the researched problem. The explanation should be broad but aligned with the ideas presented in the background section.

3. Problem Limitations

In this section, the researcher defines the specific problem to be studied by selecting issues identified in the problem identification section. For example, if seven issues are identified, three may be selected for further examination.

4. Problem Formulation

This section explicitly states the research problem in the form of questions.

5. Development Objectives

This section details the goals the researcher aims to achieve through product development. The objectives should align with the problem formulation. For instance, if three research questions are posed, the objectives should ideally also be three.

6. Benefits of the Developed Product

This section explains the theoretical and practical benefits of the research findings, particularly regarding the users of the developed educational product.

7. Specifications of the Developed Product

Product specifications pertain to the building blocks of the developed product, such as the number of chapters in the instructional materials, types of texts used, sources of texts, evaluation types, etc.

8. Literature Review

This section contains a review of theories, definitions, and concepts derived from textbooks, dictionaries, encyclopedias, proceedings, and scholarly journals. Blogs and lecture handouts are not acceptable sources. The literature review should include both paraphrased content and a critical analysis of theoretical references.

9. Review of Relevant Studies

Relevant studies include theses, dissertations, proceedings, and scholarly journals. This review supports the current research but must also highlight differences between the present study and previous research.

10. Conceptual Framework

This section presents a logical and rational depiction of the relationship between theoretical review and the developed research product, typically in diagrammatic form.

11. Research Methodology

This section outlines the research type, location, timeframe, subjects, instruments, data validity, and analysis techniques.

12. Type of Research

This research employs Research and Development (R&D) methods. The primary goal of R&D is to develop and validate educational products (Borg & Gall, 1983). Development involves either enhancing an existing product or creating a new one. Validation is conducted through internal (expert and practitioner evaluation) and external (field testing) assessments (Sugiyono, 2015).

13. Development Procedures

This section describes at least four development phases: exploration, development, testing, and revision (dissemination is optional for D-III/D-IV programs). Each phase covers needs analysis, expert/practitioner involvement, limited and main field testing, and feedback-driven revisions.

14. Product Trial Design/Product Testing Subjects

- a. Testing Design (optional): Describes the research design for evaluating product effectiveness. Quasi-experimental or classroom action research may be used.
- b. Test Subjects: Specifies the number of subjects, location, and testing period.

15. Data Collection Techniques and Instruments

Describes steps in development, validity, and reliability of research instruments. Qualitative data are gathered through questionnaires, interviews, and observations, while quantitative data are collected through tests.

16. Data Analysis Techniques

Data analysis follows both qualitative and quantitative methods.

17. Initial Product Development Results

Presents needs analysis, interview results, observations, and the developed educational product.

18. Validation Results

Describes the assessment of the product by practitioners (undergraduate level) and optional expert evaluation (doctoral level).

19. Product Testing Results

Descriptive process evaluations document test subject responses, while quantitative analysis assesses test results.

20. Final Product Review (optional)

Discusses the relevance of the developed product to previous research findings.

21. Research Limitations

Details research limitations unrelated to funding.

22. Product Conclusions

Conclusions should align with the problem formulation.

23. Recommendations for Product Utilization

Provides recommendations for users regarding the developed product.

24. Dissemination (optional)

Explains how the research findings were disseminated, such as through seminars or journal publications.



PART - 4

GENERAL WRITING GUIDELINES

1. **TECHNIQUES FOR WRITING PROPOSALS AND FINAL REPORTS**

The following are the guidelines about the writing of the Final Report Proposal and Final Report.

- 1.1 In general, the Final Report Proposal and the Final Report must be written using the American Psychological Association (APA) format as adopted by the Department of Language and Tourism at Sriwijaya State Polytechnic.
- 1.2 The Proposal shall consist of 8,000-10,000 words, excluding the preliminary and concluding sections (20–25 pages).
- 1.3 The Final Report shall consist of 75,000-90,000 words, excluding the preliminary and concluding sections (a minimum of 32 pages).
- 1.4 The Final Report Proposal must contain at least three chapters- namely, the Introduction, Literature Review, and Research Methodology chapters- whereas the Final Report must contain at least five chapters: The Introduction, Literature Review, Research Methodology, Results and Discussion, and Conclusion.
- 1.5 It must be written using Microsoft Word, with 1.5 line spacing and a 12-point font size.
- 1.6 The text should be justified (aligned to both the left and right margins).
- 1.7 Citations and the reference list must be managed using reference management software (e.g., EndNote, Mendeley, Zotero, or other similar software).
- 1.8 Journal articles should be used throughout all chapters.
- 1.9 References other than journal articles may include books, reports, conference proceedings, or other sources as specified in the APA Style guidelines (7th edition or later, if available).
- 1.10 At least 50% of the journal articles and other sources cited must be recent and published within the last five years.
- 1.11 The Final Report submitted for the Final Report Proposal Seminar must be printed double-sided and bound in a soft cover of a lime or yellowish-green color.

2. **TITLE**

The following are the guidelines for the title of the Final Report Proposal:

- 2.1 The title shall consist of a maximum of **12 words**, excluding conjunctions.
- 2.2 It must not contain abbreviations unless they are already widely recognized.
- 2.3 The title should not be overly narrow by specifying the exact location of the research.
- 2.4 It must not include brand names or the names of companies/ institutions (unless approved by the relevant parties).

2.5 The title may be in the form of an interrogative sentence and/or include subordinate clauses separated by a colon (:).

3. ABSTRACT

3.1 The abstract is a summary of the Final Report and should consist of several introductory sentences (optional), the research objectives, research methods, unit of analysis, data analysis techniques, research findings, and the recommendations provided.

3.2 The abstract must be written in English and consist of 250 to 300 words.

3.3 The abstract should be typed in Times New Roman, 11-point font, and single-spaced.

3.4 The abstract must conclude with five keywords related to the research topic, each written in lowercase and separated by commas.

4. PARAGRAPHS

4.1 In each chapter, the first paragraph's first line should not be indented; however, subsequent paragraphs must be indented by one tab (approximately 5 to 7 spaces), so that the first character of each new paragraph begins at the 7th or 8th character position.

4.2 Each paragraph must consist of at least three sentences.

5. HEADINGS

Headings for sub-sections (subtitles) may contain up to five lines.

5.1 Level One: Centered, bold, with each word's first letter capitalized.

5.2 Level Two: Left-aligned, bold, in lowercase.

5.3 Level Three: Indented, bold, in lowercase.

5.4 Level Four: Indented, bold italic, in lowercase.

5.5 Level Five: Indented, italic, in lowercase.

5.6 In Levels Three, Four, and Five, only the first word should have an initial capital letter.

5.7 In Levels Three, Four, and Five, paragraphs should begin aligned with the subheading line.

6. NUMBERING

6.1 Numbers from 1 to 9 should be written out in words (one, two, three, etc.), whereas numbers 10 and above should be written as numerals (10, 11, 12, 13, etc.).

6.2 When a number is followed by a unit symbol (e.g., USD 9), it may be written in numeral form or words (e.g., nine dollars).

7. PAPER

- 7.1 The paper used for the proposal and Final Report shall be white HVS paper with a weight of 80 grams, sized A4 (21.0 cm × 29.7 cm).
- 7.2 To support environmental sustainability (green campus), both the proposal and the Final Report shall be printed and reproduced on both sides.

8. COVER

- 8.1 The cover (outer binding) shall be a soft cover made of buffalo material during the Final Report examination, and a hard cover after the examination (revision) upon approval, in a lime or yellowish-green color.
- 8.2 Dividers between chapters shall be provided using doorslag paper dividers in a lime or yellowish-green color bearing the logo of the Department of Language and Tourism at Sriwijaya State Polytechnic.

9. FONT

- 9.1 The Final Report must be written using a uniform font throughout, specifically Times New Roman in 12-point size, except for chapter titles, which shall be in 14-point font.
- 9.2 Bold typeface shall be used for chapter and sub-chapter titles.
- 9.3 Italics may be used for specific purposes, such as for foreign terms, regional language words, or loanwords in scholarly writing.

10. MARGINS

The manuscript for the Final Report shall adhere to the following margin specifications:

- 10.1 Top margin: 4 cm
- 10.2 Bottom margin: 3 cm
- 10.3 Left margin: 4 cm
- 10.4 Right margin: 3 cm

11. FORMAT

- 11.1 Each chapter title and section title must begin on a new page, typed in capital letters and centered at the top of the page.
- 11.2 Sub-chapters shall be typed aligned to the left margin in bold lowercase letters, except that the first letter of each word shall be capitalized.
- 11.3 In each new paragraph, the first word should be indented after the seventh tab stop (or beginning at the eighth tab stop).
- 11.4 Tables within the text must be accompanied by a table number and title, with the table number formatted with a capital “T” (e.g., Table

- 2.1, indicating the first table in Chapter II), and the title positioned above the table.
- 11.5 Figures within the text must be accompanied by a figure number and title, with the figure number formatted with a capital “G” (e.g., Figure 3.1, indicating the first figure in Chapter III), and the title positioned below the figure.
- 11.6 The representation of symbols or notations must utilize computer software features. Units and abbreviations used should conform to those commonly employed in the respective disciplines (e.g., 100 °C; kg; 12 ppm; ml; etc.).
- 11.7 Foreign terms within the text should be italicized.
- 11.8 A space should be inserted after commas, semicolons, and colons.
- 11.9 Hyphenation must adhere to standard and correct rules.

12. SPACING

- 12.1 The line spacing for the main text shall be double-spaced, except for titles, subtitles, sub-chapters, table titles, figure titles, and appendix titles, which shall be one-and-a-half-spaced.
- 12.2 The spacing between the chapter title and the first line of the main text (or between the chapter title and a sub-chapter heading) shall be four line spaces.
- 12.3 The abstract shall be typed single-spaced; the abstract title and its entire text shall be in italics for English-language abstracts, using a 12-point font.
- 12.4 The spacing between references in the References shall be single-spaced, except for the spacing between separate reference entries.
- 12.5 The line spacing for the Preface, Table of Contents, and lists of tables or figures shall be double-spaced.

13. PAGE NUMBERING

- 13.1 Preliminary Section
The preliminary section of the Final Report shall be numbered using lowercase Roman numerals (i, ii, iii, etc.), positioned at the center bottom of each page, starting from the inner title page (following the cover) up to the Curriculum Vitae page. The title and approval pages shall not display page numbers, although they are considered as pages i and ii and need not be typed.
- 13.2 Main Section
Page numbering for the main section, from the Introduction through to the Conclusion, shall use Arabic numerals (1, 2, 3, etc.). Each chapter title page shall display the page number at the center-bottom, while subsequent pages shall have the page number in the upper-right corner, with a three-space gap from the top margin. Non-chapter pages and sub-chapter numbers shall be formatted in nonparentheses (e.g., 1, 2, etc.).

13.3 Concluding Section

Page numbering for the concluding section, from the References to the Curriculum Vitae, shall be typed at the bottom margin exactly centered, with a three-space gap from the bottom edge of the text. Subsequent pages shall have the page number in the upper-right corner, three spaces from the top margin, aligned with the right margin. The numbering for the References and subsequent pages shall continue from the final numbered page of the main section.

14. QUOTATIONS AND REFERENCES

- 14.1 The references must be formatted with justified alignment and single spacing.
- 14.2 When citing material from a website, use the writer's name or the institution's name.
- 14.3 Citations must not originate from personal blogs or Wikipedia.
- 14.4 The reference list shall be arranged in alphabetical order.
- 14.5 The first line of each reference shall be left-aligned, and subsequent lines shall be indented by one tab (approximately 1.27 cm).
- 14.6 The use of reference management software is mandatory.

15. TABLES

- 15.1 Tables must be created with a table title written above the table.
- 15.2 The table title shall be in 11-point font, left, in italic, and should indicate the chapter to which the table belongs (e.g., Table 1.x for a table in Chapter 1, Table 2.x for a table in Chapter 2, etc.).
- 15.3 The text within tables shall be single-spaced and set in 10-point font.
- 15.4 Tables should include only top and bottom borders, with no side borders.
- 15.5 The text in tables should be left-aligned with a one-space gap.
- 15.6 Table captions should be differentiated by chapter—for example, Table 1.x for tables in Chapter 1, Table 2.x for those in Chapter 2, and so on.
- 15.7 The source of the table should be written at the end of the table in 10-point font.

16. FIGURES

- 16.1 The figure is created with a caption written above the figure.
- 16.2 The caption is positioned to the left above the figure, written in font size 11 and in italic.
- 16.3 The source of the figure is written below the caption in font size 10.
- 16.4 The figure description is written using font size 11.
- 16.5 The labeling of figures is differentiated by chapter. For example, Figure 1.x refers to the x-th figure in the first chapter, Figure 2.x refers to the x-th figure in the second chapter, and so on.



PART - 5

ETHICS AND COPYRIGHT

1. GENERAL PROVISIONS

To adhere to the ethical guidelines for writing research reports, the following points must be observed:

- 1.1 The research report must not constitute plagiarism, as evidenced by a similarity scan conducted using Turnitin, operated by the Department Staff.
- 1.2 The names of respondents, informants, or sources must not be included in the research report unless explicit consent has been obtained, as proven by an informed consent document.
- 1.3 Research involving minors (aged 15 years or younger) as units of analysis must be accompanied by a statement of consent from their parents, legal guardians, or authorized officials at the data collection site.
- 1.4 Any material in the form of photographs, graphics, tables, or other works produced by third parties must be accompanied by permission from the copyright holder.
- 1.5 If the research is conducted within an institution, students must obtain written permission from the relevant authority within that institution.
- 1.6 Violations of these provisions will result in academic sanctions per the applicable code of ethics.

2. PUBLICATION

- 2.1 If a student authors a scholarly article based on their research report and publishes it in a journal or conference proceeding, they must include the affiliation of Politeknik Negeri Sriwijaya and the names of both academic advisors. The student shall be listed as the first writer, while the advisors shall be credited as the second and third writers.
- 2.2 If an academic advisor writes a scholarly article based on data obtained from a student's research but presents it differently, the advisor must obtain permission from the student. Additionally, the student's name must be included as one of the writers.
- 2.3 Violations of these provisions will result in sanctions following the Code of Ethics Guidelines and the prevailing regulations at Politeknik Negeri Sriwijaya.



PART - 6

PLAGIARISM

Every scholarly work written by students must be free from plagiarism, whether committed intentionally or unintentionally. According to the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language), plagiarism is defined as "the act of taking another person's written work (ideas, and so forth) and presenting it as one's own."

Concerning this, the Ministry of National Education of the Republic of Indonesia, in Regulation No. 17 of 2010, states that plagiarism in academic writing refers to an intentional or unintentional act of obtaining or attempting to obtain credit or recognition for a scholarly work by quoting part or all of another person's work and/or scholarly work and claiming it as one's own without properly and adequately citing the source.

To prevent plagiarism, all scholarly works, including research proposals and reports, must undergo a similarity check. This scanning process is conducted by the Administrative Staff of the Department of Languages and Tourism.

If plagiarism is detected, Politeknik Negeri Sriwijaya will impose sanctions in accordance with the institution's prevailing regulations.



PART - 7

**WRITING TECHNIQUES,
CITATIONS, AND REFERENCES**

1. CITATIONS

- 1.1 Direct quotations must be enclosed in quotation marks.
- 1.2 When using a direct quotation, the writer's last name, year of publication, and page number of the source must be provided.
- 1.3 If a direct quotation consists of 40 words or fewer, it should be incorporated within the paragraph and accompanied by the writer's last name, year of publication, and page number.
- 1.4 If a direct quotation consists of 41 words or more, it must be formatted as an indented block, single-spaced, and without quotation marks. The author's last name and year of publication must be included.
- 1.5 A direct quotation must not exceed a maximum of 80 words.
- 1.6 An indirect quotation is a paraphrased version of a direct quotation and must include the author's last name and the year of publication of the referenced source.
- 1.7 All citations must be listed in the reference section, and all sources included in the reference section must be cited within the text.
- 1.8 Direct quotations taken from a foreign or regional language may be accompanied by a translation.

2. CITATION FORMATTING IN TEXT

2.1 Citation with a Single Writer

Chairy (2012) states that ...
... (Chairy, 2012).

2.2 Citation with Two Writers

Allen and Bennett (2010) state that ...
... (Allen & Bennett, 2010).

2.3 Citation with Three Writers

Boluk, Kline, and Stroobach (2017) state that ...
... (Boluk, Kline & Stroobach, 2017).

2.4 Citation with Four or More Writers

For both first and subsequent mentions:
Hair Jr. et al. (2006) state that ...
... (Hair Jr. et al., 2006).

3. CITATION AND REFERENCE LIST FORMATTING BASED ON REFERENCE TYPE

3.1 Article Journal

(Young *et al.*, 2018) – Jika pertama kali ditulis maupun sudah disebutkan sebelumnya

Young, J. L., Butler, B. R., Dolzhenko, I., & Ardrey, T. (2018). Deconstructing teacher quality in urban early childhood education. *Journal for Multicultural Education*, 25-34. doi:10.1108/JME-08-2016-0046

Zhang, Jahromi dan Kizildag (2018) – Jika pertama kali ditulis dan sudah disebutkan sebelumnya

Zhang, T. C., Jahromi, M. F., & Kizildag, M. (2018). Value co-creation in a sharing economy: The end of price wars? *International Journal of Hospitality Management*, 71, 51-58. doi:0.1016/j.ijhm.2017.11.010

3.2 Book

Yuen dan Kong (2018) (Yuen dan Kong 2018)

Yuen, B., & Kong, P. (2018). *Arts and culture for older people in Singapore: An annotated bibliography*. Switzerland: Springer Nature.

3.3 E-Books

Mujiyadi et al. (2004) (Mujiyadi et al., 2004)

Mujiyadi, B., Murni, R., Gunawan, Setiti, S. G., Suradi, & Widodo, N. (2004). *Social issues in Indonesia: Research contribution in formulating politics of social welfare* E. Kironosasi & B. Pudjianto (Eds.), Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf>. Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf>

3.4 Anthology (Book Chapter/Edited Book)

Saricam dan Okur (2019) (Saricam & Okur, 2019)

Saricam, C., & Okur, N. (2019). Analysing the consumer behavior regarding sustainable fashion using theory of planned behavior. In S. Muthu (Ed.), *Consumer Behaviour and Sustainable Fashion Consumption* (pp. 1-37). Singapore: Springer.

3.5 Final Report

(Murwanti, 2013)

Murwanti (2013)

Murwanti, A. (2013). **Mitoni, lurik and the stitches of lament** (Disertasi), University of Wollongong, Wollongong. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=5187&context=theses>

3.6 Article in a Conference Proceeding

Amram (2007)

(Amram, 2007)

Amram, Y. (2007). *The seven dimensions of spiritual intelligence: An ecumenical, grounded theory* Paper presented at the 115th Annual Conference of the American Psychological Association San Francisco. http://yosiamram.net/yosi_amram_com/docs/7_Dimensions_APA_Accepted_Yosi_Amram.pdf

de Nisco et al. (2013) (de Nisco et al., 2013)

De Nisco, A., Mainolfi, G., Marino, V., & Napolitano, M. R. (2013). *The influence of consumer ethnocentrism, animosity, and product country image perception on attitudes towards foreign products. A study on Italian consumers.* Paper presented at the International Marketing Trends Congress, Paris. <http://www.marketing-trends-congress.com/archives/2014/pages/PDF/216.pdf>

3.7 News Article from an Online News Portal

Asdhiana (2016)

(Asdhiana, 2016)

Asdhiana, I. M. (2016). Mentawai, salah satu suku tertua di dunia. Retrieved from Kompas.com website: <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia>
Retrieved from <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia>

Carolina (2016)

(Carolina, 2016)

Carolina, E. (2016). Analysis: ASEAN Economic Community for Entrepreneurs. *Jakarta Post*. Retrieved from Jakartapost.com website: <http://www.thejakartapost.com/news/2016/01/13/analysis-asean-economic-community-entrepreneurs.html>
Retrieved from <http://www.thejakartapost.com/news/2016/01/13/analysis-asean-economic-community-entrepreneurs.html>

3.8 Encyclopedia

Lavrakas (2008)

(Lavrakas, 2008)

Lavrakas, P. J. (2008). Encyclopedia of survey research methods. In P. J. Lavrakas (Ed.). Thousand Oaks, California: SAGE Publication.

3.9 Online document

Biro Pusat Statistik (2015) (Biro Pusat Statistik, 2015)

Biro Pusat Statistik. (2015). Jumlah kedatangan wisatawan mancanegara ke Indonesia menurut negara tempat tinggal 2000- 2013 Retrieved from http://www.bps.go.id/tab_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16. Retrieved June 14, 2015, from Biro Pusat Statistik Indonesia http://www.bps.go.id/tab_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16

3.10 Web

Volunteer Movement (1998)

(Volunteer Movement, 1998)

Volunteer Movement. (1998). Why do we launch the volunteer movement? Retrieved from http://www.volunteering-hk.org/print/aboutvs/vs_intro

3.11 Report

Tourism Research Australia (2011) (Tourism Research Australia, 2011)

Tourism Research Australia. (2011). *International visitors in Australia*. Canberra: Tourism Research Australia, Departement of Resources, Energy and Tourism Retrieved from <http://www.ret.gov.au/tourism/Documents/tra/International%20Visitor%20Survey/International%20Visitors%20to%20Australia%20-%20December%20Quarterly%202010.pdf>

3.12 Magazine Article

Keith (2008)

(Keith, 2008)

Keith, N. (2008). Corporate social responsibility. *World Focus*, 9.

3.13 Article Without a Year

Ramer (n.d.)

(Ramer, n.d.)

Ramer, S. C. (n.d.). Meditations on urban identity: Odessa/Odesa and New Orleans. In S. C. Ramer & B. A. Ruble (Eds.), *Place, identity, and urban culture: Odesa and New Orleans*. Washington, D.C.: Woodrow Wilson International Center for Scholars.

3.14 Article Without a Writer

Anonim (2010)

(Anonim, 2010)

Anonim. (2010). Statistik Kasus HIV/AIDS di Indonesia Dilapor s/d September 2010. Cases of HIV.AIDS in Indonesia Reported through September 2010 Retrieved from <http://spiritia.or.id/Stats/StatCurr.pdf>. Retrieved December 22, 2010, from Ditjen PPM & PL Depkes RI <http://spiritia.or.id/Stats/StatCurr.pdf>

4. REFERENCE LIST FORMATTING

Researchers must arrange reference titles in alphabetical order without categorizing them based on the type of source. The following is an example of reference list formatting.

Allen, P. J., & Bennett, K. (2010). *PASW statistics by SPSS: A practical guide. Version 18.0*: Cengage Learning.

Amram, Y. (2007). *The seven dimensions of spiritual intelligence: An ecumenical, grounded theory* Paper presented at the 115th Annual Conference of the American Psychological Association San Francisco. http://yosiamram.net/yosi_amram_com/docs/7_Dimensions_APA_Accepted_Yosi_Amram.pdf

Anonim. (2010). Statistik Kasus HIV/AIDS di Indonesia Dilapor s/d September 2010. Cases of HIV.AIDS in Indonesia Reported through September 2010 Retrieved from <http://spiritia.or.id/Stats/StatCurr.pdf>. Retrieved December 22, 2010, from Ditjen PPM & PL Depkes RI <http://spiritia.or.id/Stats/StatCurr.pdf>

Asdhiana, I. M. (2016). Mentawai, salah satu suku tertua di dunia. Retrieved from Kompas.com website: <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia> Retrieved from <http://travel.kompas.com/read/2016/10/27/071000427/mentawai.salah.satu.suku.tertua.di.dunia>

Biro Pusat Statistik. (2015). Jumlah kedatangan wisatawan mancanegara ke Indonesia menurut negara tempat tinggal 2000-2013 Retrieved from http://www.bps.go.id/tab_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16. Retrieved June 14, 2015, from Biro Pusat Statistik Indonesia http://www.bps.go.id/tab_sub/view.php?tabel=1&daftar=1&id_subyek=16¬ab=16

Boluk, K., Kline, C., & Stroobach, A. (2017). Exploring the expectations and satisfaction derived from volunteer tourism experiences. *Tourism and Hospitality Research*, 17(3), 272-285.

- Carolina, E. (2016). Analysis: ASEAN Economic Community for entrepreneurs. *Jakarta Post*. Retrieved from <http://www.thejakartapost.com/news/2016/01/13/> Retrieved from <http://www.thejakartapost.com/news/2016/01/13/analysis-asean-economic-community-entrepreneurs.html>
- Chairy, C. (2012). Spirituality, self-transcendence, and green purchase intention in college students. *J. Soc. Behav. Sci*, 57, 243-246.
- de Nisco, A., Mainolfi, G., Marino, V., & Napolitano, M. R. (2013). *The influence of consumer ethnocentrism, animosity, and product country image perception on attitudes towards foreign products. A study on Italian consumers*. Paper presented at the International Marketing Trends Congress, Paris. <http://www.marketing-trends-congress.com/archives/2014/pages/PDF/216.pdf>
- Hair Jr., J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6 ed.). New Jersey: Prentice-Hall, Inc.
- Keith, N. (2008). Corporate social responsibility. *World Focus*, 9.
- Lavrakas, P. J. (2008). Encyclopedia of survey research methods. In P. J. Lavrakas (Ed.). Thousand Oaks, California: SAGE Publication.
- Mujiyadi, B., Murni, R., Gunawan, Setiti, S. G., Suradi, & Widodo, N. (2004). *Social issues in Indonesia: Research contribution in formulating politics of social welfare* E. Kironosasi & B. Pudjianto (Eds.), Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf> Retrieved from <http://www.depsos.go.id/Balatbang/Puslitbang%20UKS/PDF/SocialIssues2004.pdf>
- Miarwanti, A. (2013). *Mitoni, lurik and the stitches of lament*. (Disertasi), University of Wollongong, Wollongong. Retrieved from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=5187&context=theses>
- Ramer, S. C. (n.d.). Meditations on urban identity: Odessa/Odesa and New Orleans. In S. C. Ramer & B. A. Ruble (Eds.), *Place, identity, and urban culture: Odesa and New Orleans*. Washington, D.C.: Woodrow Wilson International Center for Scholars.
- Saricam, C., & Okur, N. (2019). Analysing the consumer behavior regarding sustainable fashion using theory of planned behavior. In S. Muthu (Ed.), *Consumer Behaviour and Sustainable Fashion Consumption* (pp. 1-37). Singapore: Springer.
- Tourism Research Australia. (2011). *International visitors in Australia*. Canberra: Tourism Research Australia, Departement of Resources, Energy and Tourism Retrieved from <http://www.ret.gov.au/tourism/Documents/tra/International%20Visitor%20Survey/>

International%20Visitors%20to%20Australia%20-%20December%20Quarterly%202010.pdf.

Volunteer Movement. (1998). Why do we launch the volunteer movement? Retrieved from http://www.volunteering-hk.org/print/aboutvs/vs_intro

Young, J. L., Butler, B. R., Dolzhenko, I., & Ardrey, T. (2018). Deconstructing teacher quality in urban early childhood education. *Journal for Multicultural Education*, 25-34. doi:10.1108/JME-08-2016-0046

Yuen, B., & Kong, P. (2018). *Arts and culture for older people in Singapore: An annotated bibliography*. Switzerland: Springer Nature.

Zhang, T. C., Jahromi, M. F., & Kizildag, M. (2018). Value co-creation in a sharing economy: The end of price wars? *International Journal of Hospitality Management*, 71, 51-58. doi:0.1016/j.ijhm.2017.11.010



APPENDICES



FINAL REPORT

*Example 1
Outer Cover Page
(1 student with 2 advisors)*

**TITLE OF THE FINAL REPORT IN BOLD
UPPERCASE LETTERS, MAXIMUM 12 WORDS (Font
Size 16)**



**To fulfill one of the graduation requirements for the D-III English Study Program
Politeknik Negeri Sriwijaya**

Prepared By :

Student Name

NPM

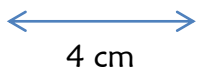
Advisors :

Advisor Name 1 (including academic title)

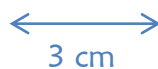
NIP

Advisor Name 2 (including academic title)

NIP



**D-III ENGLISH STUDY PROGRAM
POLITEKNIK NEGERI SRIWIJAYA
2025**

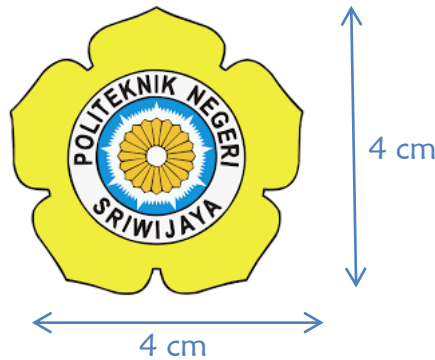




FINAL REPORT

*Example 2
Inner Cover Page
(1 student with 2 advisors)*

**TITLE OF THE FINAL REPORT IN BOLD
UPPERCASE LETTERS, MAXIMUM 12 WORDS (Font
Size 16)**



**To fulfill one of the graduation requirements for the D-III English Study Program
Politeknik Negeri Sriwijaya**

Prepared By :

Student Name

NPM

Advisors :

Advisor 1 Name (including academic title)

NIP

Advisor 1 Name (including academic title)

NIP

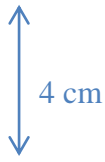


**D-III ENGLISH STUDY PROGRAM
POLITEKNIK NEGERI SRIWIJAYA**



2025





APPROVAL PAGE

*Example 3
Approval page
(Prepared by 1 student with 2 advisor)*



The Final Report Titled :



TITLE OF THE FINAL REPORT IN BOLD UPPERCASE LETTERS, MAXIMUM 12 WORDS prepared by **Student Name (NPM**) has been approved by the advisors for defense in the **Final Report Examination.**

Advisor 1

Advisor 2

Full name and academic title
NIP

Full name and academic title
NIP





VALIDATION PAGE

*Example 4
Validation Page*



The Final Report titled :

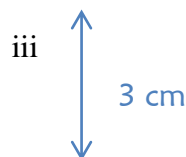


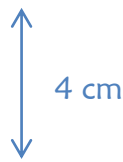
TITLE OF THE FINAL REPORT IN BOLD UPPERCASE LETTERS, MAXIMUM 12 WORDS prepared by Student Name (NPM) has been defended in the Final Report Examination before the Examination Committee on **Day, Date**.

	Examination Committee	Signature
Chairperson	Full name and academic title NIP	
Member 1	Full name and academic title NIP	
Member 2	Full name and academic title NIP	

Acknowledged By:
Head of the Department of Language and Tourism
Politeknik Negeri Sriwijaya

Full Name and Academic Title
NIP





PLAGIARISM-FREE DECLARATION

*Example 5
Plagiarism-Free Declaration*

I, the undersigned :

Name :

NPM :

Year of Enrollment :

Study Program :



Declare that this scientific document Final Report does not contain any parts of other scientific works that have been submitted to obtain an academic degree at any Higher Education Institution. Additionally, there are no works or opinions written or published by others/institutions, except those properly cited and listed in the references.

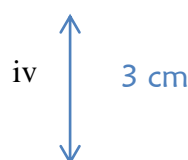


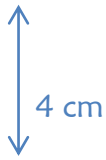
I hereby declare that this scientific document is free from any elements of plagiarism. Should this Final Report later be proven to be plagiarism of another author's work and/or deliberately submit others' work or opinions as my own, I am willing to accept academic and/or legal sanctions in accordance with applicable regulations.

Palembang, Date-Month-Year



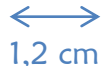
.....
NPM.





PREFACE

*Example 6
Preface*

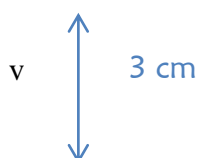


The preface is written using Times New Roman font, size 12 pt, with 1.5 spacing. It contains a brief overview of the topic and title of the final report, which will be elaborated in detail from Chapter 1 to Chapter 5. The first paragraph of the preface explains the importance of discussing the issue under review.



The preface should be written in 1 to 2 paragraphs. The second paragraph may emphasize the necessity of constructive criticism and suggestions to enhance the research.

Writer's Name



4 cm

ABSTRACT

*Example 7
Abstract*

4 cm

The abstract consists of a maximum of 200 words written in English. It covers key issues, research objectives, methodology/approach, and research findings. The abstract is written in a single paragraph, justified alignment, and should not exceed 200 words. (Font: Times New Roman 11, single spacing).

3 cm

2 cm

Keywords: Maximum 5 keywords, separated by commas. (Font: Times New Roman 11, single spacing).

vi 3 cm



ACKNOWLEDGMENT

(Font Times New Roman 12, space 1.15).

*Example 8
Acknowledgment*



All praise and gratitude are devoted to Allah swt, who has granted health, mercy, and guidance, allowing the writer to complete this Final Report as one of the requirements for obtaining an academic degree. Although far from perfect, the writer takes pride in reaching this stage and completing this Final Report promptly.

A fellow student at Sriwijaya State Polytechnic once said, “If you have a goal, set a deadline to achieve it.” This mindset has driven the writer to push themselves to the maximum limit, ensuring the completion of this Final Report within the designated time. This Final Report is dedicated to:

- My beloved parents, Jaya Somantri and Ade Rahmah, thank you for your endless prayers, encouragement, motivation, sacrifices, advice, and unconditional love.
- My younger siblings, RiKy Alfari, Naswa Putri Fadilah, and Fatma, thank you for being my source of encouragement throughout the completion of this Final Report.
- The extended family of Mr. Abdurrohimi—Umi, Uwa Mamat, Bi Yanti, Mang Gugun, Wa Tuti, Mang Us, and all other family members whom I cannot mention one by one—thank you for your prayers, advice, input, and unwavering support.
- My dear siblings Ulya, Nida, Arkan, Abay, Wira, Hilal, Sakinah, Rosyid, and Jingga, thank you for your prayers and encouragement.
- My classmates of the 2022 batch, Class 6 BB—Cahya Musma Ningrum, Nitha Desi Larasati, Aris Ahar Budiman, Fau/y Syukron Siddiq, Dwi Rahmat, Baiq Rita Astari, and other friends—thank you for your support in completing this Final Report.
- My Bodeh Squad friends—Wibowo TuKarana, Noor Rahmad, Try Nurdiansyah, Alfian, Dayat Pratama, Khairul Arifin, Ferdy, Tegar Pandu, Hendrik, Budi, and Texel—thank you for your input, suggestions, motivation, and guidance throughout this journey.
- My Final Report companions—Woro Endah Palupi, Agus Abdul Qodir, Fara, Citra Elmika, Rini Sabrina, Dewi Mondari, Widya Ayu, and Muhammad Far’i—thank you for your feedback, encouragement, suggestions, and guidance.
- My comrades-in-arms—Ramdan Aja, Saeful Rahman, Aris Munandar, Bachtiar Ardiansyah, Adi Kuncoro, and Ardian Dwi Nugroho.
- My dearest internship friends, Mis Lambe Turah and Aqidatul, thank you for your motivation all this time.
- All my friends in the Department of Languages and Tourism, Sriwijaya State Polytechnic, Class of 2022.

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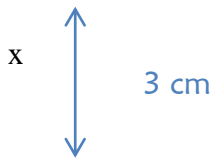
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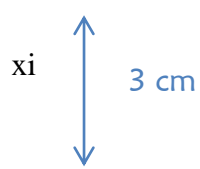
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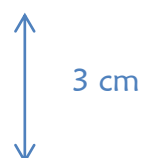
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KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI

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JURUSAN BAHASA DAN PARIWISATA

Jalan Sungai Sahang Bukit Besar - Palembang 30139 Telepon (0711) 353414
Laman : <http://polsri.ac.id>, Pos El : info@polsri.ac.id

FINAL REPORT SUPERVISION AGREEMENT

We, the undersigned :

The First Party,

Name :

NPM :

Department : Language and Tourism

The Second Party, as the Advisor 1

Name :

NIP :

Department : Language and Tourism

On this day, date, both parties have agreed to conduct Final Report supervision consultations.

Content of the Agreement:

1. Supervision consultations must be conducted at least 1 (one) time per week.
2. Supervision sessions will be held every at
....., located at

This agreement is made with full awareness to ensure the smooth completion of the Final Report.

Palembang,

The First Party,

The Second Party,

()
NPM

()
NIP

Acknowledged by
Head of the Department of Language and Tourism

()
NIP





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FINAL REPORT SUPERVISION AGREEMENT

We, the undersigned :

The First Party,

Name :

NPM :

Department : Language and Tourism

The Second Party, as the Advisor 2

Name :

NIP :

Department : Language and Tourism

On this day, date, both parties have agreed to conduct Final Report supervision consultations.

Content of the Agreement:

1. Supervision consultations must be conducted at least 1 (one) time per week.
2. Supervision sessions will be held every at located at

This agreement is made with full awareness to ensure the smooth completion of the Final Report.

Palembang,

The First Party,

The Second Party,

()
NPM

()
NIP

Acknowledged by
Head of the Department of Language and Tourism

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FINAL REPORT SUPERVISION FORM

Name :
 NPM :
 Department : Language and Tourism
 Address in Palembang :
 Permanent Address :
 Advisor :
 1. Advisor 1 :
 Address :
 Phone Number :
 2. Advisor 2 :
 Address :
 Phone Number :
 Title of Final report :

.....

Note from Advisor I :

Number	Date	Time	Stage of Activities Discussed	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Number	Date	Time	Stage of Activities Discussed	Signature
13.				
14.				

Note from Advisor II:

Number	Date	Time	Stage of Activities Discussed	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Number	Date	Time	Stage of Activities Discussed	Signature
13.				
14.				

Note from Advisor II :

.....
.....
.....

Palembang,
Head of the Department
of Language and Tourism,

()
NIP

Note:

The Head of Department must verify the number of supervision sessions conducted, as required by the Final Report Guidelines, before signing this supervision form. This Final Report supervision form must be attached to the Final Report.



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RECOMMENDATION FOR FINAL REPORT EXAMINATION

The Advisors of the Final Report provide recommendations to,

Name :

NPM :

Department : Language and Tourism

Final Report Title :

.....
.....
.....
.....

The student has fulfilled the requirements and is eligible to participate in the Final Report Examination in the Academic Year

Advisor I, Palembang,
Advisor II,

() ()

NIP NIP



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FINAL REPORT EXAM REVISION

Room :

Examiner Lecturer :

Student's name :

NPM :

Department : Language and Tourism

Final Report Title :

Number	Revision description	Signature

Palembang,
Examiner Lecturer,

()
NIP





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IMPLEMENTATION OF FINAL REPORT REVISION

The following student,

Name :
NPM :
Department : Language and Tourism
Final Report Title :
.....
.....

Has carried out revisions to the Final Report examined on day, date
month, year

The implementation of the Final Report revision has been approved by the Examiner Lecturer
who provided the revision:

Number	Comments	Examiner Lecturer *)	Date	Signature

Palembang,
Chief Examiner **),

()
NIP

Note:

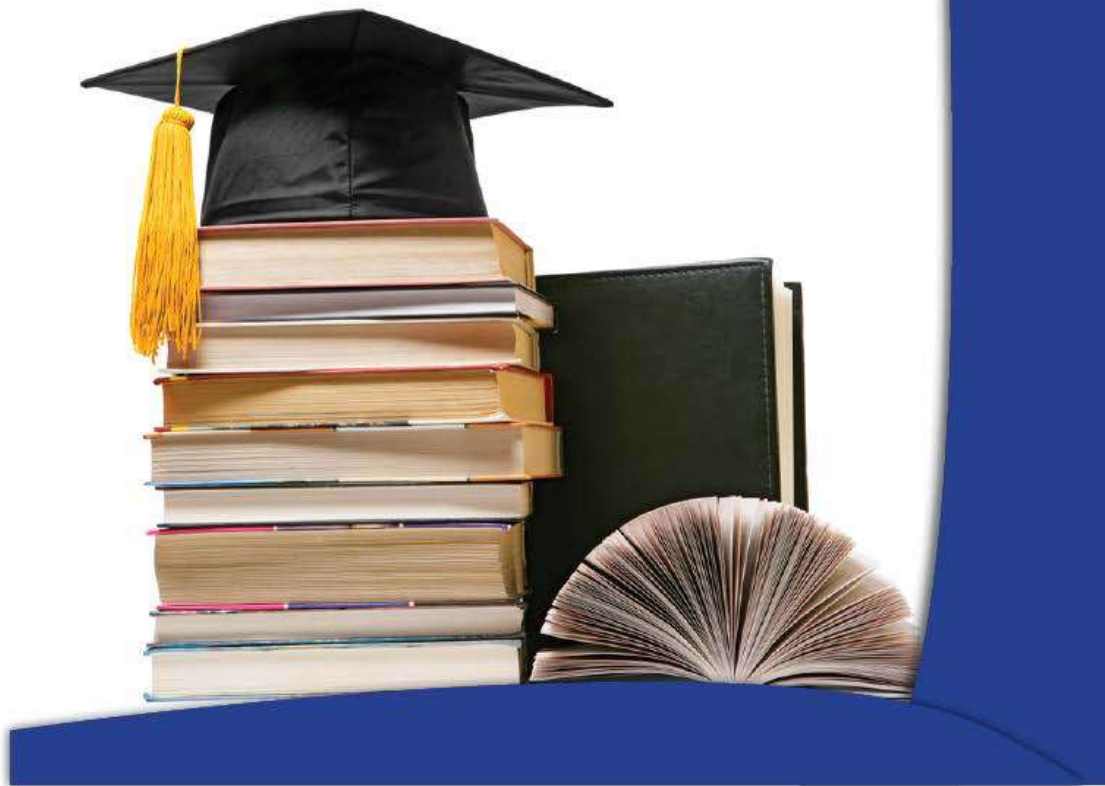
- *) Examiner lecturer who provided revisions during the Final Report examination.
 - ***) Examiner lecturer assigned as the Chief Examiner during the Final Report examination.
- This Revision Implementation Sheet must be attached to the Final Report.





Guidelines for APA Referencing and Essay Writing

Southern Institute of Technology



APA Style 7th Edition

Revised 2020

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You should refer to these guidelines every time BEFORE you hand in an assignment.

ASSIGNMENTS

Please follow the instructions from your tutor when submitting your assignments. Some papers will require electronic submission; others will require hard copy submission. Make sure that you read the instructions carefully.

Assignment layout

Please follow the prescribed format when submitting your assignments:

There is a prescribed cover sheet, an example of one is attached. Please use the correct one for your paper when submitting assignments. A copy of the cover sheet for your assignment should be available in your Blackboard courses or from your tutor.

- All pages should be numbered.
- All assignments are to be typed, grammatically correct, and spell checked.
- Leave a wide margin.
- Use double or one and a half spacing between lines.
- Use a 12 point font that is easy to read, such as Times New Roman, Arial or Palatino. Do not use Courier for essays.

Refer to your *Southern Institute of Technology Faculty Student Handbook* for detailed presentation guidelines or your tutor.

All assignments should be accompanied by a reference list that starts on a separate page at the end of the assignment.



Assignment Coversheet

Paper: _____

Assessment number: _____

Date Due: _____

Date Submitted: _____

Paper Coordinator: _____

Declaration

- I declare that the work contained in this assignment is my own, except where acknowledgement of source is made.
- I understand that my work may be used for moderation purposes.

Name: _____

Signature: _____

Date: _____

ACADEMIC WRITING: WHAT IS IT?



Academic writing refers to a particular style of expression.

Characteristics of academic writing include

- a formal tone,
- use of the third-person rather than first-person perspective,
- clear focus on the issue or topic rather than the author's opinion,
- precise word choice
- avoid jargon, slang, and abbreviations.

Academic writing is formal writing. Many new writers have trouble telling informal writing apart from formal writing. They resort to informal writing, since it's easier and more familiar.

Characteristics of informal writing include the use of colloquialisms and jargon, writing in the first person or making "I" statements, making direct personal statements, and imprecise word choices.

Just as you probably wouldn't wear shorts and flip-flops to a wedding, there's a time and a place for informal writing. The most informal writing imaginable is the text message, full of abbreviations such as "R U here?" to convey quick questions and responses. In comparison, the most formal writing of all can be found in legal documents.

Informal writing is fine for diary entries, blogs, personal writing (including reflective writing), letters or emails to friends. However, writers working on assignments and essays for school, scientific papers, research papers, conference presentations, and business proposals generally employ a more formal style akin to donning a suit or dress to attend a wedding.

Here are examples of informal and formal writing.

Informal writing: I think he's a loser.

Formal writing: Macbeth's horrific choices cause him to lose everything he holds dear: children, wife, friends, crown and king.

In this example, the first statement is informal. The writer speaks in the first person, using the word "I", and states an opinion. The author employs the slang term "loser", which is inappropriate in a formal context. He also uses the contraction "he's". If this were in the middle of a paragraph, it may be easier to understand to whom the author is referring. Taken as a simple statement, however, it's impossible to know whether the writer thinks his best friend, his dog, or a rock star is a loser!

The second example uses an academic, formal style typical of what your tutors might expect at the tertiary level. Written in the third-person, the sentence omits references to the writer and focuses on the issue. Strong, specific adjectives like "horrific" convey the author's view clearly without resorting to slang. The use of the colon creates a strong, formal feel when properly used here to introduce a list.

Key Features:

1. **Strong writing:** Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work. Writing detailed outlines helps many authors organize their thoughts. Strong academic writing **begins with solid planning**.
2. **Excellent grammar:** Learn the major and minor points of grammar. Spend time practicing writing and seek detailed feedback from tutors or writers you respect. English grammar can be detailed and complex, but strong writers command the major points after many years of study and practice proper punctuation use and good proofreading skills improve academic writing as well.
3. **Consistent stylistic approach:** SIT uses APA 7th edition (more on this later).



INTRODUCTION TO ACADEMIC WRITING

Markers look for content and process

Has the question been answered? Is there evidence of “wide” and critical reading?

Is there a logically structured argument? Does your work conform to academic writing conventions?

Common terms used in essays

- Analyse** Find the main ideas and show how they are related, what their function is and why they are important.
- Comment on** Discuss, criticise, or explain the meaning.
- Compare** Note the similarities and differences of what you are being asked to compare.
- Contrast** Compare by showing the differences.
- Criticise** Make a judgment about the merit of theories and opinions or about the truth of statements. Back this by discussing the evidence. It is not necessary to attack it. Discuss the strong and weak points and include your own analysis.
- Define** Give the formal meaning of a word, term or phrase.
- Describe** Give a written, detailed account or verbal picture in a logical sequence. Emphasise the important points. An explanation or interpretation is not required.

- Diagram** Make a graph, chart, or drawing. Label it and include a brief explanation.
- Discuss** Investigate and examine by argument giving the reasons for and against. Present a point of view - this will require both description and interpretation. Your opinion must be supported by carefully chosen authoritative evidence.
- Evaluate** Make an appraisal of the worth of something. Give the opinion of leading practitioners in the field of the truth or importance of the concept. Include the advantages and disadvantages. You may also include your opinion.
- Explain** Interpret the facts; your main focus should be on the “why” or “how” with the aim of clarifying reasons, causes and effects. Do not just describe or summarise.
- Illustrate** Use a figure, diagram or example (comparisons or analogies) to explain or make clear.
- Interpret** Explore and clarify the meaning using examples and personal comment.
- Justify** Give a statement of why you think it is so. Give reasons for your statement or conclusion.
- List** Give a concise numbered list of words, sentences, or comments. Same as enumerate.
- Outline** Give a general summary/description containing the main ideas supported by secondary ideas. Omit minor details.
- Prove** Show by argument or logic that it is true. Establish certainty by evaluating and citing experimental evidence or by logical reasoning.
- Relate** Show the connections and how one causes, or is like, another.
- Review** Examine the subject critically. Analyse and comment briefly in an organised sequence on the major points.
- State** Express the main points in brief and narrative form. Omit details or examples.
- Summarise** Give a concise account of the main points. Omit details and examples.
- Trace** Give the development, process or history of an event or idea.

Note:

Citations – occur within the body of your essay.

References – occur at the end of your essay, in a specially formatted list.

GENERAL INFORMATION

A reference list and the use of relevant in text citations should be a part of **every written assignment** while you are studying on your degree. There might be one or two exceptions during your study, but these exceptions will always be pointed out to you by your tutor.

There is no need to reference class lectures or handouts. These are considered to be part of the generally known body of knowledge and do not need to be cited in either your assignment or your reference list. There are two exceptions:

1. One is when a lecture handout is ascribed to a particular source by a tutor. For example, if the tutor deliberately gives you the source of something such as a diagram and you use that diagram in an assignment you must then reference correctly the original source.
2. The other is when a tutor cites a particular example in class that is related to his or her own research. For example, if Aaron uses an example that is from his Honours research project, or if Sally refers to the fieldwork she did during her Doctoral study. This is knowledge that is specialised and comes from only the person concerned. It should be referenced as a presentation (the format is part of the reference section).

Guest speakers should also be cited and referenced in the same way as a presentation (the format for doing this is later in the handbook).

Be wary of relying on internet sources. When it comes to the body of academic knowledge and academic quality and standards they are at the lower end of the scale. Of course, there are exceptions, such as an online academic journal (more about on-line referencing later in this handbook). Make sure that your reference lists contain plenty of references to the academic literature. This is what studying on a degree is all about. Go to the library!!!!

Don't use Wikipedia as a reference. It can be used as a general source of information when researching an unfamiliar topic, but it is not suitable to use as a reference.

Proofread every assignment at least twice! Get a friend or flat mate to proofread as well, do not rely solely on spell check!

Read your work aloud. This will help you to find the mistakes, clarify your ideas, and see if they make sense.

Spell check! Those red and green lines under your writing mean something. Make sure you fix up the errors they are telling you about.

COMMON MISTAKES



Avoid Americanisms with spellings. The most common form of American influenced English is the use of “z” rather than “s”, for example, “realize/realize”, “capitalization/capitalisation”. Use the “s” version rather than the “z” version in your essays at SIT.

Other examples: use favourite, not favorite; programme, not program.

Keep your language formal. Avoid colloquialisms. For example, ‘a lot’, ‘stuff’, ‘heaps’.

Avoid contractions. For example, use “do not” instead of don’t; use “cannot” instead of can’t.

PLEASE NOTE that “could’ve” is short for “could **have**” NOT “could **of**”.

Their = personal pronoun, there = over there.

Whether = either/or, weather = the rain, and wether = castrated male sheep.

Affect = verb, e.g. “It was done to affect a change.” Effect = noun, e.g. “The effect was that it fell down.”

It’s = it is, its = something belongs to it (possessive).

Apostrophe use: the rule is different for other words than **it**. For example:

- The cat's house = the house belongs to the cat
- cats = more than one cat
- The cats' house = the house belongs to more than one cat
- CDs = more than one CD **NO APOSTROPHE**
- Centuries should be written like this: 1900s, 1800s **NO APOSTROPHE**

Don't use random capitals in your essay. Make sure that capital letters are used correctly: at the start of a sentence, and for proper nouns, e.g. people's names, places.

Don't use 'I' or 'me' when writing an essay. Keep personal pronouns out of academic writing. Try not to use 'we' either, for example, "When we look at bar 3 of the song we see that...". This needs to be rewritten as "In bar 3 of the song it can be seen that...".

If you are writing a reflective piece, then usually it is ok to use 'I'. You can also use 'I' when writing a log or journal. If you are unsure check with your tutor.

CONNECTIVES

There are some useful words that you can use in your writing to help with flow and development of ideas. The following table has some helpful hints.

Use	Example	Use	Example
add idea	<i>and, also, as well as, furthermore, in addition</i>	add opposite idea	<i>but, however, on the other hand, in contrast, although</i>
add similar idea	<i>similarly, also, as, once again</i>	give example	<i>for example, for instance, as follows:</i>
exception, reservation	<i>even though, still, yet, nevertheless</i>	give alternative, or repeat	<i>in other words, or rather, alternatively</i>
give cause/reason	<i>for, because, since, as</i>	give effect/reason	<i>therefore, thus, hence, consequently, as a result, so</i>
show time relationship	<i>presently, soon, while, later, shortly, before, afterwards</i>	show spatial relationship	<i>between, next, front, beyond, across</i>
give summary, conclusion	<i>therefore, in summary, to conclude, in short</i>	generalizing/give qualification	<i>in general, overall, in most cases, usually, frequently, mainly</i>
highlighting	<i>in particular, particularly</i>	transition	<i>now, as far as X is concerned, with regards to, as far as</i>
list ideas in time order or order of importance	<i>first, second, etc. then next, finally</i>	referring	<i>who, which, when, where, whose, that</i>

BASIC RULES OF GRAMMAR

This is a quick, basic grammar review for nouns, verbs, and the sometimes-confusing usage of lay versus lie and rise versus raise. This reference can be used **for anyone confused or curious about the basics of English grammar.**

NOUNS

Noun identification: What is a noun? A noun is a person, place, thing, quality, animal, idea or activity. For example:

Person — Maria

Place — Detroit

Thing — Desk

Quality — Width

Animal — Dog

Idea — Independence

Activity — Navigation

Spot the nouns in a sentence: **Maria went into the city to purchase detergent.**

Nouns: Person — Maria

Place — City

Thing — Detergent

The functions of nouns: Nouns sometimes function differently in sentences. For example:

Subject: Maria likes ice cream

Object of Preposition: He gave the ice cream to Maria

Subject complement: The best customer is Maria

Grammar vocabulary: Nominal means any word, or group of words, used as a noun. The nominal word used in the original noun example is Maria.

Types of nouns: The names of specific things, places, and people, like Maria or Detroit, are Proper nouns.

General, colloquial names, like table or house are Common nouns. Common nouns can either be concrete, or abstract.

When an object is concrete i.e. you can see it and touch it, like a phone or a chair, it is a Concrete noun.

When it is a quality or idea, like freedom or justice, it is an Abstract noun.

Mass nouns are nouns that cannot be counted, and they usually do not have a plural form For example: Freedom, sand, money.

Collective nouns refer to groups of people and/or things. Unlike mass nouns, they can usually be counted, so they usually have plural forms. For example:

Singular	Staff	Herd
Plural	Staffs	Herds

Plural nouns are the nouns that have been changed into their plural states by adding -s or -es. Remember your irregular nouns, such as mice and children! They too are plural nouns.

The pronoun must always agree with antecedent, so if the antecedent is male, the pronoun must be male, if the antecedent is plural, the pronoun must be plural, etc. For example:

Correct: When Maria bought the detergent, she used her credit card.

Incorrect: When Maria bought the detergent, they used his credit card.

Personal pronouns can refer to the person/people speaking (first person,) spoken to (second person,) or spoken about (third person.)

	First Person	Second person	Third person
Subject singular	I	you	he, she, it
subject plural	We	you	they
object singular	He/she	you	him, her, it
object plural	us	you	them

Example: I wanted to give them to her, but he wouldn't let me.

I — first person singular

Them — third person plural

Her — third person singular

He — third person singular

Me — first person singular

Possessive pronouns: Like regular nouns, personal pronouns can also be possessive. Possessive determiners are possessive forms of personal pronouns. Possessive determiners must have a following noun.

	First person	Second person	Third person
determiner singular	my	Your	His, her, its
determiner plural	our	Your	their
pronoun singular	mine	Yours	His, hers, its
pronoun plural	ours	yours	theirs

VERBS

A verb is an action part of speech. It can also express a state of being, or the relationship between two things. It is most powerful when following a noun. For example: He HIT her. Verbs are the most complicated part of speech because they can sometimes become nouns, depending on their use.

The three kinds of verbs: transitive verbs, intransitive verbs, and linking verbs.

Transitive verbs: These take objects. Transitive verbs carry the action of subject and apply it to the object.

Example: She TOOK the bags.

Intransitive verbs: These do not take an object, but express actions that do not require the agent doing something to something else.

Example: She LEFT.

Linking verbs: These link the agent with the rest of the sentence and explain the link between the subject and the rest of the sentence.

Examples: appear, grow, seem, smell, taste.

Example: Maria seems tired from shopping.

SENTENCE CONSTRUCTION

A sentence is a group of words which starts with a capital letter and ends with a full stop (.), question mark (?) or exclamation mark (!). A sentence contains or implies a predicate and a subject.

Sentences contain **clauses**.

Simple sentences have one clause.

Compound sentences and **complex** sentences have two or more clauses.

Sentences can contain **subjects** and **objects**.

The subject in a sentence is generally the person or thing carrying out an action. The object in a sentence is involved in an action but does not carry it out, the object comes after the verb.

For example: The boy climbed a tree.

If you want to say more about the subject (the boy) or the object (the tree), you can add an adjective.

For example: The young boy climbed a tall tree.

If you want to say more about how he climbed the tree you can use an adverb.

For example: The young boy quickly climbed a tall tree.

The sentence becomes more interesting as it gives the reader or listener more information.

PARTS OF A SENTENCE

Adjective	Describes things or people
Adverb	Alters the meaning of the verb slightly
Article	a, an - indefinite articles the - definite articles
Conjunction	Joins words or sentences together
Interjection	A short word showing emotion or feeling
Noun	Names things
Preposition	Relates one thing to another
Pronoun	used instead of a noun to avoid repetition
Proper noun (subject)	The actual names of people or places etc.
Verb	Action or doing word

A simple sentence contains a single subject and predicate. It describes only one thing, idea or question, and has only one verb - it contains only an independent (main) clause.

Any independent clause can stand alone as a sentence. It has a subject and a verb and expresses a complete thought.

For example: Jill reads.

Even the addition of adjectives, adverbs, and prepositional phrases to a simple sentence does not change it into a complex sentence.

For example: The brown dog with the red collar always barks loudly.

Even if you join several nouns with a conjunction, or several verbs with a conjunction, it remains a simple sentence.

For example: The dog barked and growled loudly.

Compound sentences are made up of two or more simple sentences combined using a conjunction such as **and**, **or** or **but**. They are made up of more than one independent clause joined together with a co-ordinating conjunction.

For example: "The sun was setting in the west and the moon was just rising."

Each clause can stand alone as a sentence.

For example: "The sun was setting in the west. The moon was just rising."

Every clause is like a sentence with a subject and a verb. A coordinating conjunction goes in the middle of the sentence, it is the word that joins the two clauses together, the most common are (**and**, **or**, **but**)

For example: I walked to the shops, **but** my husband drove.

I might watch the film, **or** I might visit my friends.

My friend enjoyed the film, **but** she didn't like the actor.

COMPLEX SENTENCES

Complex sentences describe more than one thing or idea and have more than one verb in them. They are made up of more than one clause, an **independent clause** (that can stand by itself) and a **dependent (subordinate) clause** (which cannot stand by itself).

Example: "My mother likes dogs that don't bark."

THE ANATOMY OF A SENTENCE

The verb is the fundamental part of the sentence. The rest of the sentence, with the exception of the subject, depends very much on the verb. It is important to have a good knowledge of the forms used after each verb (verb patterns), for example: to tell [someone] TO DO [something].

Here we can see that the verb to tell is followed immediately by a person (the indirect object, explained later), an infinitive with 'to', and, possibly, an object for the verb you substitute for DO.

Verbs also show a state of being. Such verbs, called BE VERBS or LINKING VERBS, include words such as: am, is, are, was, were, be, been, being, became, seem, appear, and sometimes verbs of the senses like tastes, feels, looks, hears, and smells.

For example: "Beer and wine **are** my favourite drinks." The verb "are" is a linking (be) verb.

Fortunately, there are only a limited number of different verb patterns. Verbs can describe the [action](#) (something the subject actually does) or [state](#) (something that is true of the subject) of the subject.

For example: **ACTION:** I play football twice a week.

STATE: I've got a car.

Some verbs can represent both actions and states, depending on the context.

For example, **work:** **ACTION:** David's **working** in the bank.

STATE: David **works** in a bank.

Finding the Verb:

When you analyze a sentence, first identify the verb. The verb names and asserts the action or state of the sentence.

For example: "Working at the computer all day **made** David's head ache."

The main verb of the sentence is "**made**", not working.

Verbs identify our activity or state.

For example: eat, sleep, run, jump, study, think, digest, shout, walk

The subject is the person or thing the sentence is 'about'. Often (but not always) it will be the first part of the sentence. The subject will usually be a noun phrase (a noun and the words, such as adjectives, that modify it) followed by a verb.

Finding the Subject:

Once you determine the verb, ask a *wh...?* question of the verb. This will locate the subject(s).

For example: David works hard.

Who "works hard"? = David does = the subject.

Beer and wine are my favourite drinks.

What "are my favourite drinks"? Beer and wine are=the subjects.

The subject(s) of a sentence will answer the questions, "who or what."

The Predicate:

Once you have identified the subject, the remainder of the sentence tells us what the subject does or did. This part of the sentence is the predicate of the sentence.

The predicate always includes the verb and the words which come after the verb.

For example: Michael Schumaker drove the race car.

"Michael Schumaker" is the subject; "drove the race car" is the predicate.

More advanced terminology – The Object:

Some verbs have an object (always a noun or pronoun). The object is the person or thing affected by the action described in the verb. Objects come in two types, direct and indirect. The direct object refers to a person or thing affected by the action of the verb.

For example: "He opened **the door**." Here the door is the direct object as it is the thing being affected by the verb to open.

The indirect object refers to a person or thing who receives the direct object.

For example: "I gave **him** the book." Here **him** (*he*) is the indirect object as he is the beneficiary of the action.

Transitive / Intransitive verbs:

Verbs which don't have an object are called intransitive. Some verbs can only be intransitive (disagree). In addition, they cannot be used in the **Passive Voice** e.g. smile, fall, come, go.

For example: David disagreed. - intransitive.

Verbs that have an object are called transitive verbs e.g. eat, drive, give.

For example: David **gave** her a present.

Some verbs can be transitive or intransitive e.g. sing

For example: Xavier Nadu sings. - intransitive.

Xavier Nadu sings pop songs. - transitive.

COMMAS

Some common mistakes with commas are to either use them too much or use them not at all. Commas are useful and necessary parts of punctuation, but you need to use them correctly.

Use a comma

- between elements in a series of three or more items. This includes before *and* and *or*. Examples: . . . the height, width, or depth. AND . . . in a study by Stacy, Robbs, and Burt (2018).
- to set off a phrase or clause that is not essential to the sentence. This is a clause that adds to a sentence but if it were to be removed it would leave the grammatical structure and meaning of the sentence intact. Example: Mr Jones, who was big and strong, liked to catch butterflies.
- to separate two **independent** clauses that are joined by a conjunction. Example: Mr Jones liked catching butterflies, and used to holiday on Stewart Island. It is NOT correct to use a comma between two clauses that are **dependent**, that is, related to each other. For example: Mr Jones liked catching butterflies and keeping them in jars.
- to set off the year in citations that occur in parenthesis. Example: (Smith, 2018).

Do **not** use a comma before an essential or restrictive clause. That means a part of the sentence that limits or defines the material it modifies. For example: The switch that stops the recording device also controls the light.



SEMI-COLON AND COLON USE

Use a semicolon (;)

- to separate two independent clauses that are not joined by a conjunction. Example: The participants in the first study were paid; those in the second were not paid.
- to separate elements in a series that already contain commas. Example: The colour order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

Use a colon (:)

- between a grammatically complete introductory clause (one that could stand as a sentence on its own) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter. Examples: For example, Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness. They have agreed on the outcome: Informed participants perform better than do uninformed participants.
- in ratios and proportions. Example: The proportion of males to females was 1:2.

DO NOT use a colon after an introduction that is not an independent clause or complete sentence.

WRONG

Your group's task is: to rank the 15 items in order of their importance for the group's survival.

CORRECT

Your group's task is to rank the 15 items in order of their importance for the group's survival.

DO NOT use a colon after "such as."

WRONG

I enjoy playing physically demanding sports such as: soccer, racquetball, and ice hockey.

CORRECT

I enjoy playing physically demanding sports such as soccer, racquetball, and ice hockey.

After a word, phrase, or clause has been introduced by a colon, the sentence must end with the introduced element. (The main clause cannot be picked up again after the introduced element.)

WRONG

We were offered a choice of desserts: pudding, an assortment of pastries, and a fruit cocktail, but we were too stuffed to eat another bite.

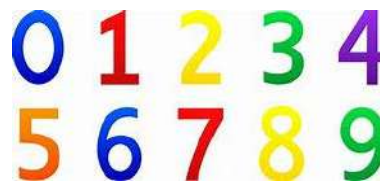
CORRECT

We were offered a choice of desserts: pudding, an assortment of pastries, and a fruit cocktail. Unfortunately, we were too stuffed to eat another bite.



Probably the best thing you can do to improve your writing is to READ. Set yourself a goal of reading a journal article or a chapter in a book every week. Go to the library and see what interests you.

WRITING NUMBERS



Use numerals to express the following:

- numbers 10 and above. Examples: 12 cm, the remaining 10%, 25 years old
- numbers in the abstract of a paper or in a graphical display within a paper
- numbers that immediately precede a unit of measurement. Examples: a 5-mg dose, with 10.54 cm of
- numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles. Examples: multiplied by 5, 3 times as many, more than 5% of the sample, a ratio of 16:1, the 5th percentile
- numbers that represent time, dates, ages, scores and points on a scale, exact sums of money, and numerals as numerals. Examples: 1 hr, 34 min, 2-year-olds, scored 4 on a 7-point scale. *Exception:* use words for approximations of numbers of days, months and years. Example: about three months ago.
- numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers. Examples: Grade 8 (but the eighth grade), Table 3, Row 5.

NUMBERS EXPRESSED IN WORDS

Use words to express the following:

- numbers zero through nine in the text (except as described above).
- any number that begins a sentence, title, or text heading (when possible, reword the sentence to avoid beginning with a number). Example: Thirty-three percent of the sample were men.
- common fractions. Example: one fifth of the class, two-thirds majority
- universally accepted usage. Examples: The Twelve Apostles, Five Pillars of Islam.

TABLES AND FIGURES

At times in your assignments you will be required to insert tables and figures into your text.

These must be clearly and properly labelled. Figures and Tables should ALWAYS be referred to in your essay/report. They must be meaningful and have a purpose.

Figures include pictures, photographs, charts, graphs, drawings, maps.

Tables refer to information that is presented in numeric fashion, generally using columns and rows.

Tables

Number tables sequentially, e.g., Table 1, Table2, ...

The title should be brief and explanatory. It should be easy to understand what information is contained in the table from its title.

Tables should be labelled like this, **above** the table:

Table 1

Title of Table in Italics and Capitalised Like This

Example of a table that you have created.

Table 1

Number of Cups of Coffee Consumed on a Daily Basis

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number	7	4	5	4	6	3	3

Example of a table that contains information from somewhere else. This requires a note at the bottom of the table, to explain where it came from.

Table 2

Frequency of Swim Safe Lessons Completed

Number of Lessons	Frequency	Percent (%)
0	1	0.1
1	13	1.5
2	13	1.5
3	35	4.1
4	37	4.4
5	99	11.7
6	74	8.7
7	101	11.9
8	155	18.3
9	135	15.9
10	185	21.8
Total	848	100%

Note. Frequency of Swim Safe Lessons Completed. From *I can do a dolphin jump, I can! An evaluation of the Swim Safe Southland Central Southland Pilot Project* (p. 10), by S. Bodkin-Allen et al., 2011, retrieved from <http://www.sit.ac.nz/documents/pdf/Research/I-can-do-a-dolphin-jump-I-can-online-report.pdf>

And then in the reference list you need to have the source as well, in correct APA format.

Bodkin-Allen, S., McAleer, D., McKenzie, D., & Whittle, J. (2011). *I can do a dolphin jump, I can!* <http://www.sit.ac.nz/documents/pdf/Research/I-can-do-a-dolphin-jump-I-can-online-report.pdf>

Figures

Number figures sequentially, e.g., Figure 1, Figure 2, ...

The title should be brief and explanatory.

Figures should be labelled like this, **above** the figure:

Figure 1

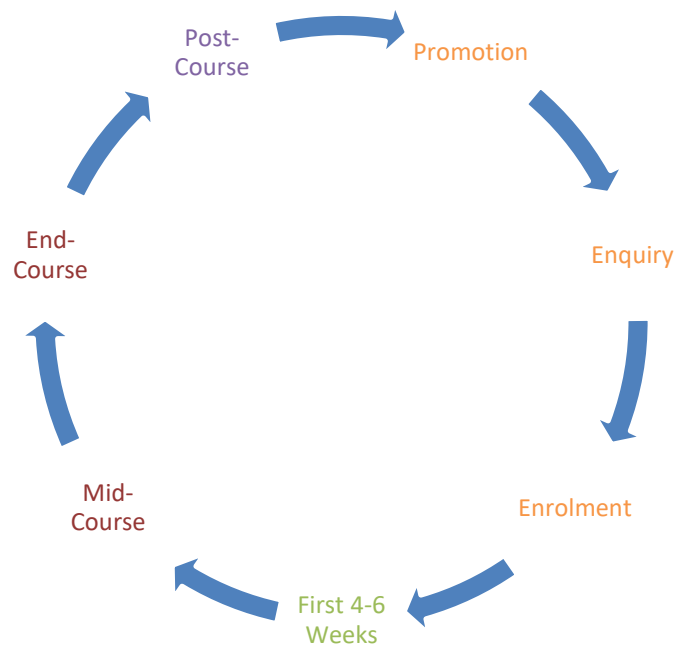
Title of Figure in Italics and Capitalised Like This

The caption should be succinct but descriptive. A reader should not have to refer to the text to try to work out what the figure is. It also needs to be referred to in the text. For example: "The seven stages of the student life cycle can be seen in Figure 3."

Example:

Figure 3

The Student Life Cycle



If your figures are of your own devising, that is, you have created the graphs or the model, then you do not need to add any further information.

Figure notes contain information needed to clarify the contents of the figure for readers. If you have used a model, drawing, photograph or picture to present information from another source, then you need to state what that source is in the note.

The source should also appear in your reference list, along with all the other sources you have used in your report or essay, at the end of your assignment in a correct APA format.

So, then it would be:

From a journal:

Note. Caption that explains and describes what the figure is. From “Title of Journal Article,” by A. A. Author and B. B. Author, Year, *Title of Journal*, volume (issue), p. 128 (DOI or URL).

From a book:

Note. Descriptive caption. From *Title of Book* (p. 128), by A. A. Author and B.B. Author, Year, Publisher (DOI or URL).

From a website:

Note. Descriptive caption. From *Title of Webpage*, by A. A. Author and B. B. Author, Year or n.d., Site name (URL).

Or

Note. Descriptive caption. From *Title of Webpage*, by Group Author Same as Site Name, Year or n.d. (URL).

Example:

(This example is from a webpage with no author and no date).

Figure 2

Treble clef



Treble Clef

Note. Clefs assign individual notes to certain lines or spaces. The treble clef is also called the G clef. From *The Staff, Clefs and Ledger Lines*, by Musictheory.net, n.d. (<http://www.musictheory.net/lessons/10>).

And in the reference list you would have:

Musictheory.net. (n.d.). *The staff, clefs and ledger lines*. <http://www.musictheory.net/lessons/10>

DOUBLE OR SINGLE QUOTATION MARKS

Use double quotation marks to enclose quotations within text.

Use double quotation marks to:

- Enclose quotations that are less than 40 words long within text. See examples of direct quotes on page 35 and 36.
- Refer to a letter, word, phrase or sentence. For example, the letter “m”, answered “yes” or “no.”
- To set off the title of a periodical article or book chapter when the title is used in the text (do not use quotation marks around the article or book chapter title in the reference list entry). Capitalise the title in the text using title case (all words that are four letters long or greater within the title of a source), even though sentence case is used in the reference entry. See page 32 and 33.

For example, in text:

Oerlemans and Bakker’s (2018) article, “Motivating Job Characteristics and Happiness at Work: A Multilevel Perspective,” described...

In the reference list:

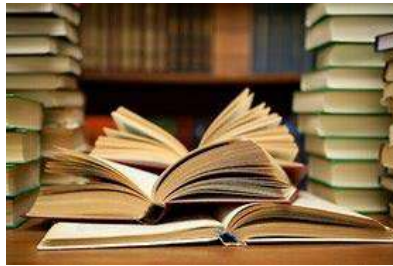
Oerlemans, W.G.M., & Bakker, A.B. (2018). Motivating job characteristics and happiness at work: A multilevel perspective. *Journal of Applied Psychology*, 103(11), 1230-1241. <https://doi.org/10.1037/ap10000318>

Use single quotation marks within double quotation marks to set off material that is in the original source in double quotation marks. It is incorrect to have double quotation marks within double marks.



DEFINITIONS

- Sometimes in your essay writing you will need to define particular terminology, for example, the key words in the essay question.
- Do **NOT** use a dictionary to define such terms and do **NOT** use internet sites such as Wikipedia!
- Use an appropriate and relevant ACADEMIC source, for example, Roy Shuker (2012) *Popular Music Culture: The Key Concepts* if you are defining terms that are used in contemporary music study.
- If you are confused about where to go to for definitions in your subject area, then ask your tutor.



IN TEXT CITATION RULES FOR CAPITALISATION OF TITLES

APA style is a “down” style, meaning that words are lowercase unless there is specific guidance to capitalise them as follows:

- Capitalise the first word in a complete sentence.
- The first word after a colon if what follows is a complete sentence.
Example: The statement was emphatic: Further research is needed.
- Always capitalise proper nouns, including author names and initials: D. Jones.
- Always capitalise names of specific academic institutions, and academic courses: Southern Institute of Technology, Bachelor of Environmental Management, Bachelor of Nursing.
- Capitalise a job title or position when the title precedes a name: Dr. Aisha Singh, Dr. Singh, Registered Nurse Paul T. Lo, Nurse Lo.
- Do not capitalise a job title or position when the title follows the name or refers to a position in general: John Key was prime minister of New Zealand, Paul T. Lo is a registered nurse, Penny Simmonds is a chief executive.

- Do not capitalise the following:
 - Names of diseases or disorders: diabetes, leukemia, major depression
 - Therapies and treatments: cataract surgery, immunotherapy, cognitive behavior therapy
 - Theories, concepts, hypotheses, models, principles: psychoanalytic theory, law of effect, theory of mind
 - However, capitalise personal names that appear within the names of disease, disorders, therapies, treatments, theories, concepts, hypothesis, models and principles: Alzheimer's disease, non-Hodgkin's lymphoma, Freudian theory, Down syndrome, Maslow's hierarchy of needs, Pavlovian conditioning.
- If you refer to the title of a source within your paper, capitalise all words that are four letters long or greater within the title of a source (this is called title case): *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media*.

PLEASE NOTE: Capitalisation is one of the quirky elements of APA. It has opposite rules for in text citations and the reference list. In the text of your essay MOST letters of titles are capitalised (as per the rules above), BUT in your reference list, only the first word of a title will be capitalized (the is called sentence case). For example: *Writing new media*.

- When capitalising titles, capitalise both words in a hyphenated compound word: *Natural-Born Killers, Self-Report*.
- Capitalise the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
- Italicise the titles of stand-alone works such as books, reports, periodicals, webpages, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind; The Wizard of Oz; Friends*.
- You should also put the year of publication or release after the title the **first time** you refer to the work in the text of your essay: For example, *Dark Side of the Moon* (1973), *Gone with the Wind* (1939).
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry"; "The Only Exception".
- Band names should have the first letter of each word **capitalised**. For example, Iron Maiden.

ABBREVIATIONS AND ACRONYMS

- Abbreviations and acronyms are shortened forms of words or phrases. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or GP) while an acronym contains a set of initial letters from a phrase that usually form another word (such as radar or scuba).
- With abbreviations and acronyms, you need to put them in full the first time, followed by the abbreviation or acronym in parentheses after it. For example, the first time you refer to SIT you need to say: “Here at the Southern Institute of Technology (SIT) the APA system of referencing is used.” And from then on you only have to put SIT.
- In general, if you abbreviate a term, use the abbreviation at least three times in a paper. Write the term out in full if only using it one or two times.

Abbreviations in tables and figures

- Define abbreviations used in tables and figures, even if the abbreviations have already been defined in the text. The abbreviation can appear in parentheses after first use of the term within a table, or the definition can appear in a table or figure general note underneath a table or figure.

Unit of measurement abbreviations

- Write out the full names of units of measurements that are not accompanied by numeric values: several kilograms, age in years, duration of hours.
- Use abbreviations and symbols for units of measurement that are accompanied by numeric values: 4 cm, 30 kg, 12 min, 22 °C. Do not define or spell out unit of measurement abbreviation, even the first time that are used.
- To prevent misreading, do not abbreviate the words “day”, “week”, “month”, and “year”, even when they are accompanied by numeric values. Do abbreviate the words “hour”, “minute”, “second”, “millisecond”, and any other division of the second when they are accompanied by numeric values: 6 hr, 30 min, 5 s, 2.65 ms.

WRITING YOUR ESSAY



- PLAN your essay. Read and re-read the question – what are you being asked to do? For example: describe, compare, explain, etc. Look at the marking criteria – where do you get marks. For example, if the question asks you to refer to statistics from New Zealand, then make sure that your essay includes statistics from New Zealand. Check the word limit for the essay and stick to it – one of the arts of academic writing is to write succinctly.
- Use the **words of the question EVERYWHERE** in your essay. The introduction, the conclusion, and the first and last sentence of every other paragraph should use the words of the question (or a variation on them). This will ensure that you stay on track and actually answer the essay question.
- The **introduction** should use the words of the question and outline what you are going to say. It should give an indication of at least three of the main points of your essay. It can begin: “This essay will examine/discuss/explore . . .”. **You cannot begin “I will examine. . .” as you need to write your essays in the third person.**
- **You may also need to state explicitly that confidentiality has been maintained throughout the essay if you are writing about people / institutions.**
- Organise the **main body** of your essay into paragraphs that each deal with a separate issue. Use topic sentences, the first sentence of each paragraph, to pinpoint exactly what it is you will be discussing in the paragraph. Make sure you keep to the one idea per paragraph rule. Don’t go off on tangents. If the topic sentence of your paragraph is: “One aspect of the role of technology in the consumption of popular music relates to the use of **cellphones** in today’s society.” Don’t start discussing radio or television in the same paragraph. The entire paragraph should only be about **cellphones**.
- As a general kind of rule EVERY paragraph in the **main body** of your essay should have more than one citation in it. This provides the evidence and proof for what you are saying. You need to use quotations from (or paraphrase, that is, saying something in your own words that originated in another source) journal articles, books, and internet articles to back up what you are saying. These quotations and paraphrases must always be backed up with the APA formatted citation, for example (Shuker, 2012, p. 4).

- **Direct quotes of 40 words or less**, should be contained within the paragraph, enclosed within double quotation marks.

Example:

Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).

- **Direct quotes of more than 40 words** should be indented as a block quotation. Quotation marks are not used to enclose a block quotation. The source is either (a) cited in parentheses after the quotation’s final punctuation, or (b) cited in the narrative before the quotation, with the page number in parentheses after the quotation’s final punctuation. There is no full stop after the closing parentheses in either case.

Examples:

Researchers have studied how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is central to many people’s everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings. (Alderson-Day & Fernyhough, 2015, p. 957)

Richardson-Tench et al. (2014) described how a potential researcher selects a problem to research:

The researcher must have the appropriate experience and skills to address the research problem. Frequently, research experience is related to qualifications. Beginning skills can be learnt in undergraduate programs, although many such programs are now focusing on the reparation of research consumers rather than researchers. (p. 31)

- Please note that quotes of 40 words or more are not usually included in the word count for the assignment.
- **A general kind of structure for each paragraph:**
 - Topic sentence.
 - Possible further clarification of the topic with another sentence with more detail.
 - A quotation or example to back up and provide evidence for your first sentence.
 - Discussion in your own words of the topic and the quotation/evidence.

- Use of a second source to provide further proof or evidence, or to provide a contrasting idea, followed by further discussion.
- A final sentence using the words of the question that gives a sense of conclusion to the paragraph and/or possibly leads to the next paragraph and topic.
- The **conclusion** of your essay needs to use the words of the question and summarise the main points of your essay. It is important that you do summarise these points and mention them all again (briefly, a sentence on each is enough) and that you don't just make your conclusion about whatever you think about the topic in general. Your conclusion needs to make the reader feel convinced that you have answered the question. New information should not be contained within the conclusion.



USING QUOTES AND PARAPHRASING

Try to use a mixture of direct quotations and paraphrasing of sources throughout your essay. Direct quotations should be used to make a particular point, or to make a concept stand out. Paraphrasing can be used to show that you have read or engaged with a particular source.

Direct quote = word for word from the source

Paraphrasing = putting an idea or concept from a source into your own words

Your writing needs to be a **combination** of quotes and ideas from other sources **together with** your own ideas and words. Use other sources to back up the statements that you make.

Your essay should be a balance of your own words and paraphrasing/direct quotes from sources. Try to use sources to reinforce your own statements, rather than as the bulk of the essay. Assignments that rely too heavily on direct quotes are not likely to achieve high marks. Likewise, assignments that use no sources are unlikely to get a high mark. It is a real skill getting the mix right, and different assignments might require more of your own statements than others. Ask your tutor if you need direction on how much of your essay should come from direct quotes and paraphrasing. While your essay should contain sources, it also needs to show that you can synthesise/discuss/argue. Sources need to be used to support and validate, rather than make up the majority of your word count.

Learning how to get this balance in your writing is all part of what you will be learning throughout your course of study.

USE OF HEADINGS

Generally, headings should not be used in academic essays. Your topic sentences should be clear enough to direct the reader to the content and ideas of the paragraph. Headings can be used in report writing and for research proposals. These types of writing generally follow a prescribed format with a set list of headings. If in doubt, ask your tutor to clarify whether headings should or should not be used.

USE OF APPENDICES

For some assignments it is necessary to include additional material in the form of an appendix. Material that adds to the essay or report but that would be distracting or inappropriate to include in actual text should be included as an appendix, at the end of the essay/report, after the reference list.

An example of material that could be included as an appendix is a log of observations that were carried out for an assignment, or a transcript of an interview that was used for a case study.

Appendices should be labelled using letters (Appendix A, Appendix B)



APA REFERENCING

- Every time you make a statement, a claim, an assertion, an opinion, you **MUST** show your audience the **EVIDENCE** on which it is based. Degree study, especially at the Bachelor level, is built on establishing the validity, reliability, integrity, and relevance of the evidence that underpins one's opinions.
- When you refer to someone else's words or ideas in your text, the source should be acknowledged by stating the author and year. You must always acknowledge your sources otherwise you will be guilty of **plagiarism**.

At SIT the American Psychological Association (APA) 7th edition style of citations and referencing is used. Please note that APA style covers more than just citations and referencing, it can also cover how you format your document, right down to specifying the margin size. However, at SIT it is **only the referencing and citation aspect of APA style that we are concerned with**.

- It is **important** that you follow the correct procedures and get everything in the right place.
- Microsoft Word has an inbuilt referencing element that will help you with getting the right format for APA, but you need to know a bit about what it is in order to be able to use this.
- Please note that the following material has been sourced from a variety of places including the APA official website (<http://www.apastyle.org>) and the *Publication Manual of the American Psychological Association* (7th ed.).

IN-TEXT CITATIONS

APA is known as an author-date style of referencing because only the author's surname and the year of publication are necessary to refer to in the body of the essay itself. The rest of the information can be found in the reference list, at the end of your essay. Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The underlying principle is that ideas and words of others must be formally acknowledged. The reader can obtain the full source citation from the list of references that follows the body of the paper.

You **don't need to put the full title of the book or article into your essay paragraphs**. All you need is the author's **surname**, and the **year** it was published, and the page number (most of the time).



BOOKS AND JOURNALS

Most of your citations should come from **books** (in the library) and **journals** (also known as periodicals).

There are different ways that you can structure your sentences, you might want to include the author's surname into the sentence itself.

When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors.

Consider the following example:

Veish and Langer (2015, p. 39) found that microneedle patches for monitoring a diabetic patients' blood glucose levels helps them to easily manage their need for insulin.

[**Note:** *and* is used when multiple authors are identified as part of the formal structure of the sentence. Compare this to the example in the following section.]

When the authors of a source are **not part** of the formal structure of the sentence, both the authors and year of publication appear in parentheses.

Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviours are related to higher levels of physical and mental health (Agli et al., 2014; DeAngelis & Ellison, 2018; Krause & Hayward, 2016; Jones, 2018; Salsman et al., 2015; VanderWeele, 2017).

[**Note:** *&* is used when multiple authors are identified in parenthetical material. Note also that when several sources are cited parenthetically, they are ordered alphabetically by first authors' surnames and separated by semicolons.]

Also please note that no page number is included in the above example because it is the *whole study or whole book that is being referred to.*



MULTIPLE AUTHORS

When a source that **one** or **two** authors, include the author name(s) every time the source is cited. In parenthetical citations, use an ampersand (&) between names for a work with two authors or before the last author when all names must be included to avoid ambiguity. In narrative citations, spell out the word “and”.

Consider the following examples:

(Luna, 2020)
Luna (2020) state

(Salas & D’Agostino, 2020)
Salas and D’Agonostino (2020) argue that...

When a source that has **three or more** authors is cited, include the name of only the first author plus “et al.” (an abbreviation of “et alia” which means “and others”) in every citation, including the first citation, unless doing so would create ambiguity.

Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviours are related to higher levels of physical and mental health (Salsman et al., 2015, p. 3761).

Salsman et al. (2015, p. 3761) showed that ...

In the reference list a source which has three or more authors, ALL the authors (up to 20) are spelt out in the reference list. If there are more than 21 authors “...” is used between the 19th author and the last author. APA 7th ed. replaces all authors between the 19th and last author with “...”.

For example:

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woolen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K.C., Ropelewski, C., Wang, J., Leetmaa, A., ... Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437-471. <http://doi.org/fg6rf9>

And in the citation, it is (Kalnay et al., 1996)

AVOIDING AMBIGUITY – WHICH ONE IS WHICH?

Sometimes multiple works with three or more authors and the same publication year shorten to the same in-text citation, which creates ambiguity (more than one interpretation). To avoid this, when the in-text citations of multiple works with three or more authors shorten to the same form, write out as many names as needed to distinguish the references and abbreviate the rest of the names to “et al.” in every citation.

For example, two works have the following authors:

Maxwell, Scourfield, Holland, Featherstone, and Lee (2012)
Maxwell, Scourfield, Featherstone, Holland, and Tolman (2012)

Both these citations shortened to Maxwell et al. (2012). To avoid ambiguity when citing them both in your work, cite them as follows:

Maxwell, Scourfield, Holland, et al. (2012)
Maxwell, Scourfield, Featherstone, et al. (2012)

Because “et al.” is plural (meaning “and others”, it cannot stand for only one name. When only the final author is different, spell out all names in every citation.

Hasan, Liang, Kahn, and Jones-Miller (2015)
Hasan, Liang, Kahn, and Weintraub (2015)

WORKS WITH THE SAME AUTHOR AND SAME YEAR

When multiple references have an identical author (or authors) and publication year, include a lowercase letter (a, b, c, etc.) after the year. The year-letter combination is used in both the in-text citation and the reference list entry. Use only the year with a letter in the in-text citation, even if the reference list entry contains a more specific date.

For example:

(Judge & Kammeyer-Mueller, 2012a)

Judge and Kammeyer-Mueller (2012b)

And

(Sifuentes, n.d.-a, n.d.-b)

Assign the letters a, b, etc. in the order the works appear in your reference list. Your reference list is arranged alphabetically by author, then year, then title. In the titles, J comes before O, so these two references will be ordered like this in the reference list:

Judge, T. A., & Kammeyer-Mueller, J. D. (2012a). Job attitudes. *Annual Review of Psychology*, *63*, 341-67. <https://doi.org/10.101146/annurev-psych-120710-100511>

Judge, T. A., & Kammeyer-Mueller, J. D. (2012b). On the value of aiming high: The causes and consequences of ambition. *Journal of Applied Psychology*, *97*(4), 758-775. <https://doi.org/10.1037.a0028084>

AUTHORS WITH SAME SURNAME

If the first authors of multiple references share the same surname but have different initials, include the first authors' initials in all in-text citations, even if the year of publication differs. Initials help avoid confusion within the text and help readers locate the correct entry in the reference list.

For example:

(J. Taylor & Neimeyer, 2015; G. Taylor, 2015)

If the authors have the same surname and the same initials, then you write out their given names in full.

For example:

(James Taylor, 2015) and (John Taylor, 2015)

CITING A SOURCE MULTIPLE TIMES IN ONE PARAGRAPH

Sometimes you might want to use one particular source several times during one paragraph. Putting an in-text citation after every sentence that comes from that source would look awful and break the flow of your writing... but leaving the in-text citations out risks plagiarism.

Introduce the source early in the paragraph, with the author as part of the sentence rather than in brackets. For example: Bryman (2016, p. 100) describes several aspects of the data gathering process.

For the rest of the paragraph, you can refer back to the author by name or pronoun when elaborating on their ideas. For example: He notes that the relevance and number of questions can affect participation rates. Bryman also found that...

As long as it is clear to the reader that all of the ideas come from that same source, there is no risk of plagiarism and the paragraph flows well.

It is **NOT ACCEPTABLE** to use several statements or ideas from one source throughout a paragraph and use one citation at the end of the paragraph to “cover” all the information within. If only one citation is used at the end it appears that only the final sentence is from that particular source, and the rest of the information is the writer’s own ideas. **THIS IS STILL PLAGIARISM.** A citation only covers the sentence (or in the case of blocked quotations that are longer than 40 words, the quotation) that it is part of. One citation at the end of a paragraph **DOES NOT** cover the entire paragraph.

Note that if you put the author's name in brackets later on in the paragraph (for example, if you include a quotation from that source) you should always include the year of publication in the brackets.

WHICH SOURCES SHOULD I USE?

The best sources to use in academic writing are those that have been through some kind of review process. When an article gets submitted to a journal it is read and critiqued by other academics. This is known as **peer review**. Books go through a similar process in the publishing world.

Sources such as Wikipedia, or random pages on the internet have **not been through a peer review** process, and so are not generally favoured by your tutors as valid and appropriate sources to use in your essays. However, it depends what you are using the source to support. The Shure Microphone website, for example, might be appropriate to use in a Business assignment when you are asked to

provide evidence of specifications of a particular microphone, but not credible to use to back up an academic discussion about microphones in a general sense.

Think about the sources you are choosing when you write your assignments. Ask yourself:

- Is there a date?
- Is there a name?
- Is there evidence of some kind of review process before it has gone on the internet?

Academic writing and APA referencing is about quality of sources. Ideally your information should have **quality**.

SOURCES THAT YOU HAVEN'T READ YOURSELF

Every effort should be made to cite only sources that you have actually read. When it is necessary to cite a source that you have not read ("Hayes" in the following example) that is cited in a source that you have read ("Bell & Waters" in the following example), use the following format for the text citation and list **only the source you have read** in the Reference list:

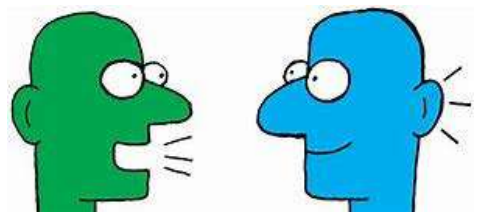
In-text citation:

Hayes (as cited in Bell & Waters, 2014, p. 183) stated that research focus groups... **OR**

Research focus groups... (Hayes, 2000, as cited in Bell & Waters, 2014).

Reference list:

Bell, J., & Waters, S. (2014). *Doing your research project: A guide for first-time researchers* (6th ed.). McGraw-Hill Education.



PERSONAL COMMUNICATIONS

These may be letters, memos, email, personal interviews, telephone conversations, and the like.

However, in order to use a quotation from someone you **must get that person's permission** and you must make notes of the interview or phone call.

You cannot quote someone without his or her knowledge and permission. This is simply not ethical. When a person is interviewed for this type of information, they may request that you give them a copy of your notes of the conversation to be approved by them, prior to you using it in your assignment.

Because personal communications are non-recoverable data, they are not included in the reference list. Cite them in the text only. Give the initials as well as the surname of the communicator and provide as exact a date as possible.

E.M Paradis (personal communication, August 8, 2019)

Or

(T. Nguyen, personal communication, February 24, 2020)

DOIs AND URLS



A digital object identifier (DOI) is a unique alphanumeric string that identifies content and provides a persistent link to its location on the internet. DOIs can be found in database records and the reference lists of published works.

A uniform resource locator (URL) specifies a location of digital information on the internet and can be found in the address bar of your internet browser. URLs in references should link directly to the cited work when possible.

Include a DOI for all works that have a DOI, regardless of whether you used the online version or the print version. If a print work does not have a DOI, do not include a DOI or URL in the reference. If an online work has both a DOI and a URL, include only the DOI.

If an online work has a URL but no DOI, include the URL in the reference as follows:

- **For works without DOIs from websites** (not including academic research databases), provide a URL in the reference (as long as the URL will work for readers).
For example:
- **For works without DOIs from most academic research databases**, do not include a URL or database information in the reference because these works are widely available. The reference should be the same as the reference for a print version of the work. Examples of academic research databases and platforms that are widely available include CINAHL, Ebook Central, EBSCOhost, Google Scholar, JSTOR, MEDLINE, Science Direct.
- For works from databases that publish works of limited circulation or original, proprietary material available only in that database (e.g. intranet material for an organization), include the name of the database and the URL of the work. If the URL requires a login, provide the URL of the database or archive home page or login page instead of the URL for the work.

FORMAT OF DOIs AND URLS

Present both DOIs and URLs as hyperlinks (i.e. beginning with “http:” or “https:”).

Because a hyperlink leads readers directly to the content, it is not necessary to include the words “Retrieved from” or “Accessed from” before a DOI or URL.

It is acceptable to use either the default settings for hyperlinks in your word processing program (e.g. usually blue font, underlined) or plain text that is not underlined.

Links should be live if the work is to be published or read online.

The format for the DOI in the reference list is:

<https://doi.org/xxxxx>

The string “<https://doi.org/>” is a way of presenting a DOI as a link, and “xxxxx” refers to the DOI number.

This DOI format is a direct link to the work. It simplifies and standardizes retrieval.

- Copy and paste the DOI or URL from your web browser directly onto your reference list to avoid transcription errors.
- DO not change the capitalisation or punctuation of the DOI or URL.
- DO not add line breaks manually to the hyperlink, it is acceptable if your word=processing program automatically adds a break or moves the hyperlink to its own line.
- Do not add a period (full stop) after the DOI or URL because it may interfere with the link functionality.
- When a DOI or URL is long or complex, you may use a shortDOIs or shortened URL if desired. Use the shortDOI service provided by the International DOI Foundation (<http://shortdoi.org/>). Enter a cut and paste of the DOI and this service will create a new shortDOI.



ONLINE SOURCES

You will also need to use sources from the internet when you write essays. Some of these have authors, some have titles only and no author, and some have no date. There are rules to follow in all of these scenarios.

- If there is an author use the author-date format, just like you would for a book or article, for example (Smith, 1990).
- If no author is identified, use the first few words of the title in place of the author. These must be placed within double quotation marks, for example, (“Eating Tomatoes,” 1990).
- If no date is provided, use “n.d.” in place of the date, for example, (“Eating Tomatoes,” n.d.)
- To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations. Note that the words *page* and *chapter* are abbreviated in such text citations:

Example:

(Cheek & Buss, 1981, p. 332)

(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the abbreviation para.

Example:

(Myers, 2000, para. 5)

Do not cite the URL in the body of the essay. This information will be put into the reference list (at the end of the essay).

The only exception to this is if you are referring to an entire website in general in your essay, then you would provide the name of the website in the text and include the URL in parentheses. For example, you might write: We created our survey using Qualtrics (<https://www.qualtrics.com>).

OR

Marketing and branding of the All Blacks is an integral part of their commodification. This is exemplified by Allblacks.com (<http://www.allblacks.com/>).

SOCIAL MEDIA

If you paraphrase or quote information from social media, provide a reference list entry and in-text citation (author and year).

Author. (year, month, day). *Title* [format]. Website name. <https://...>

- Include either the author's last name and initials or the corporate author name.
- Provide any social medial identity information in square brackets after the name.
- Provide as specific a date as is available on the webpage. This might be a year only; a year and month; or a year, month and day.
- If the date is unknown, use n.d. (for no date) in parentheses, e.g. (n.d.). If the date is unknown but can be approximated use "ca." (for circa) followed by the approximated year in square brackets, e.g. [ca. 2017]. If you use either n.d. or ca., you will need to also include the date you retrieved the information.
- For the title, put the name of the page or the caption of the post as the title. If there is no caption or title on the post, use the first words of the post. Put the title in italics.

- Put the format after the title in square brackets, e.g. [Instagram photograph], [Tweet], [Status update], [@username].

Facebook examples:

Invercargill City Council. (n.d.). About Invercargill City Council [Facebook page]. Retrieved November 29, 2019, from https://www.facebook.com/pg/InvercargillCityCouncil/about/?ref=page_internal

New Zealand Red Cross. (2019, November 27). *As the number of people suspected to have contracted measles* [Status update]. Facebook. <https://www.facebook.com/NewZealandRedCross/posts/2745164498860631>

Instagram examples:

University of Canterbury Lib [@uclibrary]. (2018, November 27). *UC's architectural drawings declared a national heritage treasure! Housed at the Macmillan Brown Library, the Armson Collins Architectural Drawings Collection* [Photograph]. Instagram. <https://www.instagram.com/p/BqrJg7Agu75/>

University of Canterbury Lib [@uclibrary]. (n.d.). *Posts, followers, following* [Profile]. Instagram. <https://www.instagram.com/uclibrary/>

Twitter examples:

Ministry of Health [@minhealthnz]. (2017, April 3). *Typhoid* [Tweet]. Twitter. <https://twitter.com/aklpublichealth/status/849041745186660357>

Trump, D. J. [@realDonaldTrump]. (2017, March 7). *I am working on a new system where there will be competition in the drug industry* [Tweet]. Twitter. <https://twitter.com/realDonaldTrump/status/839110000870109184>





BIBLE / QURAN

To cite the Bible or the Quran, provide the book, chapter, and verse. The first time the Bible is cited in the text, identify the version used. Consider the following example:

"You are forgiving and good, O Lord, abounding in love to all who call to you" (Psalm 86:5, New International Version).

Note: No entry in the References list is needed for the Bible or Quran as they are considered a classical work, and only require an in-text citation.

DIRECT QUOTATIONS

When a direct quotation is used, **always** include the **author, year, and page number** as part of the citation.

A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Example:

Patients receiving prayer had "less congestive heart failure, required less diuretic and antibiotic therapy, had fewer episodes of pneumonia, had fewer cardiac arrests, and were less frequently intubated and ventilated" (Vance, 2001, p. 829).

A lengthier quotation of 40 words or more should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin. See the example on page 36 and in the specimen essay provided at the end of this guideline.

For indented quotations the citation comes **AFTER** the full stop at the end of the quote.

Note that pp. is the plural version of p. For example: (Smith & Jones, 2018, pp. 123-125).



DIRECT QUOTATION OF MATERIAL WITHOUT PAGE NUMBERS

To directly quote from written material that does not contain page numbers, such as a webpage or website, provide another way of locating the quoted passage, such as a heading or section name, or a paragraph number.

For example:

Osteoarthritis, “although often described as simply due to wear and tear, it is now thought to be the result of a number of factors including inflammation, injury or ageing” (Arthritis New Zealand, n.d., “What is osteoarthritis” section).

“Singing is distinguished from speaking by the manner in which the breath is expended to vibrate the vocal cords” (Encyclopaedia Britannica, 2018, para.2).

PARAPHRASING

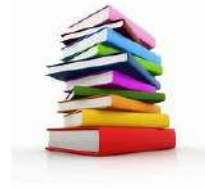
Paraphrasing (putting someone else’s ideas into your own words) must also be acknowledged by a citation. APA 7th edition is also a little quirky with regard to whether or not paraphrasing requires only the surname and year in the citation, or the page number as well. The *Publication Manual of the American Psychological Association* suggests that the page number is “encouraged” when paraphrasing, as it helps interested readers locate the relevant passage with a source.

At SIT we are interpreting this as “do it”. Therefore, even when paraphrasing **ALWAYS SUPPLY A PAGE NUMBER.**

REFERENCING

As stated previously, every assignment should be accompanied by a reference list. SIT uses the APA style of referencing, although there are many others and you will come across these as you read and research your assignments. There are many rules that are part of APA that you need to follow when you prepare your reference list. Again, it is important that you get this right and get the commas and full stops in the right place. You will **lose marks** in your assignments if you do not follow the correct format. References cited in the text of your essay must appear in the reference list and vice versa.

SOME GENERAL THINGS ABOUT APA 7TH EDITION



1. The reference list begins on a **separate page**.
2. Entries in your reference list appear in **alphabetical** order by the surname of the first author.
3. APA uses a **hanging indent**. This is where the lower lines hang inwards underneath the top line.
4. **APA has opposite rules for capitalisation of titles (as mentioned earlier) between the in-text citations and the reference list (sentence case).**
5. **Sentence case is used for capitalisation of reference list titles. Capitalise** only the first letter (and any proper nouns) of titles and subtitles of any book, articles, reports, webpages chapters, and titles of unpublished periodicals in reference list entries. Capitalise the first letter of all significant words in periodical titles (they are treated like proper nouns).
6. APA citations and references use an ampersand (&) between authors' surnames, NOT "and". But if you are using the authors' surnames in a sentence then "and" is used, as per the normal rules of writing.
7. Present both DOIs and URLs in your reference list as hyperlinks (i.e. beginning with "http:" or "https:"). It is acceptable to use either the default display settings for hyperlinks (e.g. usually blue font, underlined) or plain text that is not underlined. Leave links live if the work is to be published or read online. **THIS IS A SIGNIFICANT CHANGE FROM APA 6th edition.**
8. When a DOI or URL is long or complex, you may use a shortDOI or shortened URL if desired. Use the shortDOI service provided by the International DOI Foundation (<http://shortdoi.org/>). Enter a cut and paste of the DOI and this service will create a new shortDOI.
9. DO not include a retrieval date for a reference, **unless** it is from a webpage that is inherently designed to change (e.g. a dictionary entry, Twitter profile, Facebook page, map generated by Google Maps) or reflects information that changes over time (a website that updates information frequently, such as Stats NZ). Provide a retrieval date, when needed, before the URL, e.g., Retrieved December 2, 2019, from <https://xxxxx>
10. APA 7th edition **DOES NOT REQUIRE** that the city, state (US) or country where the book was published to be provided. **THIS IS A SIGNIFICANT CHANGE FROM APA 6th edition.**

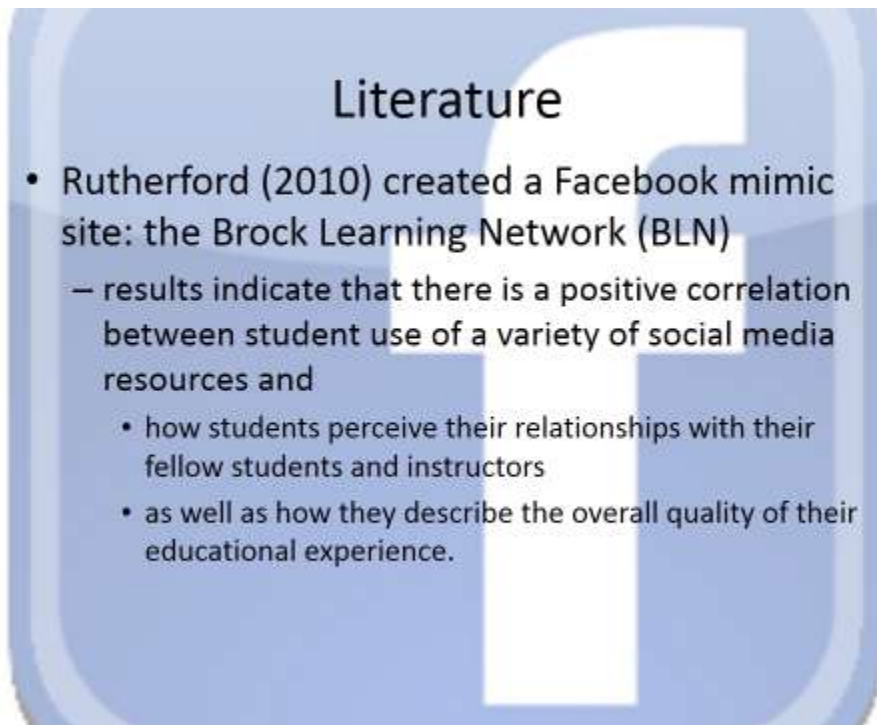
WHAT IF I AM GIVING A POWERPOINT PRESENTATION?

Several times during the course of your studies you will be asked to give a presentation.

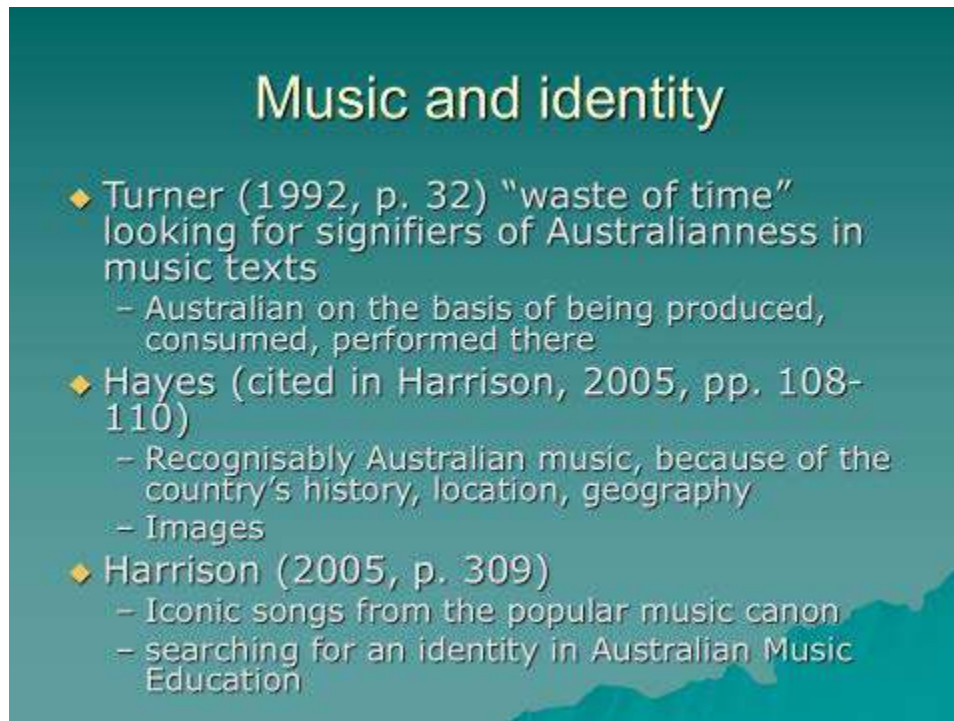
If you are using powerpoint, or something similar, then you will need to provide the sources for any information that you include that comes from a source. So, giving a presentation is **exactly like** writing an essay.

You should include a citation on a slide and follow the same format as you would in an essay. Some examples are given below:

Example 1: the whole article is being referred to and summarized/paraphrased, so it isn't necessary to provide a page number



Example 2: page numbers are provided here, because there are specific quotes, or specific passages being referred to.



The final slide of a presentation should be a correctly APA formatted list of all your sources.

Please note that if you are using figures and tables you should reference these exactly as you would if they were in an essay. The exception is images that you are using to "window-dress" your slides. You do not need to cite these, except where instructed so by your tutor.

APA AND ACADEMIC POSTERS

Like PowerPoint presentations and essays, academic posters also require citations and a reference list. Citations should be used whenever a source is referred to, and a list of references in APA format should be provided somewhere on the poster (usually this is the bottom right hand corner).

REFERENCE LIST AND CITATION FORMAT EXAMPLES

BOOKS AND REFERENCE WORKS

The books category includes authored books, edited books, anthologies, religious works and classical works. The reference works category includes dictionaries, encyclopedias and diagnostic manuals.

Use the table below to assist with references for books and reference works.

Author or editor	Date	Title	Source	
			Publisher information	DOI or URL
Author, A. A., & Author, B. B.	(2020).	<i>Title of book.</i>	Publisher Name.	https://doi.org/xxxx
Name of Group.		<i>Title of book (2nd ed., Vol.4).</i>	First Publisher Name; Second Publisher Name.	http://xxxxx
Editor, E.E. (Ed.).		<i>Title of book [Audiobook].</i>		
Editor, E.E., & Editor F.F. (Eds.).		<i>Title of book (E.E. Editor, Ed.).</i>		
		<i>Title of book (T. Translator, Trans.; N. Narrator, Narr.).</i>		

BOOK WITHOUT A DOI, A PRINT VERSION

Format:

Author, A. A. (year). *Title of book.* Publisher.

Reference:

Lloyd Owen, D. A. (2018). *Smart water technologies and techniques: Data capture and analysis for sustainable water management.* John Wiley & Sons.

Citation:

According to Lloyd Owen (2018, p.2) ... **OR** ... (Lloyd Owen, 2019, p. 2)

BOOK WITH A DOI OR URL, RETRIEVED ONLINE

- Include the DOI if available
- Include the URL if there is no DOI and the URL is accessible to all readers

Note: Do not use a URL from an online academic library database, as this is not generally accessible to all readers (i.e., a student login has been required). Add nothing if there is no DOI nor a generally accessible URL – the reference is the same for a print book.

If a DOI is available

Format:

Author, A. A. (year). *Title of book*. Publisher. <https://doi.org/xxxx>

Reference:

Cameron-Smith, A. (2019). *A doctor across borders: Raphael Cilento and public health from empire to the United Nations*. Australian National University Press.
<https://doi.org/10.22459/DAB.2019>

Citation:

According to Cameron-Smith (2010, p.17) ... **OR** ... (Cameron-Smith, 2019, p. 17)

If there is no DOI but there is a URL accessible to all readers

Format:

Author, A. A. (year). *Title of book*. Publisher. <https://www....>

Reference:

Scanlon, V. C., & Sanders, T. (2007). *Essentials of anatomy and physiology* (5th ed.). F.A. Davis.
<https://yhdp.net/uploads/Essentials-of-Anatomy-and-Physiology.pdf>

Citation:

According to Scanlon and Sanders (2007, p.46) ... **OR** ... (Scanlon & Sanders, 2007, p. 46)

If there is no DOI and it has been accessed from an online library database

Format:

Author, A. A. (year). *Title of book*. Publisher.

Reference:

Budras, K.-D., Greenough, P. R., Habel, R. E., & Mülling, C. K. W. (2011). *Bovine anatomy* (2nd ed.). Schlütersche.

Citation:

Budras et al. (2011) state ... **OR** ... (Budras et al., 2011)

BOOK, EDITION OTHER THAN THE FIRST

Format – print example:

Author, A. A., & Author, B. B. (year). *Title of book* (2nd ed.). Publisher.

Reference:

Marieb, E. N., & Hoehn, K. (2016). *Human anatomy & physiology* (10th ed.). Pearson.

Citation:

According to Marieb and Hoehn (2016, p. 419) ... **OR** ... (Marieb & Hoehn, 2016, p. 419)

EDITED BOOK WITHOUT A DOI

Format:

Editor, A. A., & Editor, B. B. (Eds.). (year). *Title of book*. Publisher.

Reference:

Lindquist, R., Snyder, M., & Tracy, M. F. (Eds.). (2014). *Complementary & alternative therapies in nursing* (7th ed.). Springer.

Citation:

Lindquist et al. (2014) ... **OR** ... (Lindquist et al., 2014)

EDITED BOOK WITH A DOI

Format:

Editor, A. A. (Ed.). (year). *Title of book*. Publisher. <https://doi.org/10.xxxx/xxxxxx>

Reference:

Helbich, M. (Ed.). (2018). *Frontiers in mental health and the environment*. MDPI.
<https://doi.org/10.3390/books978-3-03897-391-1>

Citation:

Helbich (2018) ... **OR** ... (Helbich, 2018)

BOOK IN ANOTHER LANGUAGE

When a book is in a different language, include a translation of the book title in square brackets.

Format:

Author, A. A., & Author, B. B. (year). *Title of book* [Translation of book title]. Publisher.

Reference:

Molinari, E., & Labella, A. (2007). *Psicologia clinica: Dialoghi e confronti* [Clinical psychology: Dialogue and confrontation]. Springer.

Amano, N., & Kondo, H. (2003). *Nihongo no goi tokusei* [Lexical characteristics of Japanese Language] (Vol. 7). Sanseido.

Citation:

Molinari and Labella (2007, p. 25) state ... **OR** ... (Molinari & Labella, 2007, p. 25)

Amono and Kondo (2003) state ... **OR** ... (Amono & Kondo, 2003)

BOOK REPUBLISHED WITH A TRANSLATOR

Format:

Author, A. A., & Author, B. B. (year). *Title of book* (T. Translator, Trans.). Publisher. (Original work published year).

Reference:

Schiller, F. (2018). *Don Carlos infant of Spain: A dramatic poem* (F. Kimmich, Trans.). Open Book. (Original work published 1804).

Citation:

Schiller (1804/2018, p.19) ... **OR** ... (Schiller, 1804/2018, p.19)

ONE VOLUME OF A MULTIVOLUME WORK

If the volume does not have its own title, include the volume number in parentheses without italics.

Reference:

Berman, A., Snyder, S. J., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Luxford, Y., Moxham, L., Park, T., Parker, B., Reid-Searle, K., & Stanley, D. (2012). *Kozier and Erb's fundamentals of nursing* (2nd ed., Vol. 2). Pearson.

Citation:

Berman et al. (2012, p. 537) ... **OR** ... (Berman et al., 2012, p.537)

MANUAL, PRINT VERSION

When the author and publisher are the same, omit the publisher.

Reference:

Brother Industries. (n.d.). *Reference guide: Brief explanations for routine operations HS-J6000DW HL-J6100DW*.

Citation:

Brother Industries (n.d., p.1)... **OR** ... (Brother Industries, n.d., p.1)

MANUAL, ONLINE ACCESS

Reference:

World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Canterbury District Health Board. (2019, January 25). *Hand hygiene* (Ref. 234641). <http://edu.cdhb.health.nz/Hospitals-Services/Health-Professionals/CDHB-Policies/Infection-Prevention-Control-Manual/Documents/Hand-Hygiene-Policy.pdf>

Citation:

World Health Organisation (2019) ... **OR** ... (World Health Organisation, 2019)

Canterbury District Health Board (2019, p. 2) ... **OR** ... (Canterbury District Health Board, 2019, p.2)

DICTIONARY, THESAURUS OR ENCYCLOPEDIA

When the author and publisher are the same, omit the publisher.

Reference – print example:

Merriam-Webster. (2019). *Merriam-Webster's Collegiate Dictionary* (11th ed.).

Citation:

Merriam-Webster (2019) ... **OR** ... (*Merriam-Webster's Collegiate Dictionary*, 2019)

When an online reference work is continuously updated (as with Merriam-Webster.com Dictionary), use “n.d.” as the year of publication and include a retrieval date.

Reference - online example:

Merriam-Webster. (n.d.). *Merriam-Webster.com dictionary*. Retrieved November 28, 2019, from <https://www.merriam-webster.com/>

Citation:

Merriam-Webster (n.d.) ... **OR** ... (Merriam-Webster, n.d.)

ANTHOLOGY

Anthologies are collections of multiple works, either by the same author or organized around the same theme. How you cite and anthology depends if you are citing the entire anthology, or a single work included in it (see work in an anthology).

Format:

Editor, E. (Ed.). (year). *Anthology title* (Volume number if applicable). Publisher.

Reference:

D’Este, S., & Rankine, D. (Eds.). (2013). *The faerie queens – a collection of essays exploring the myths, magic and mythology of the faerie queens*. Avalonia.

Citation:

D’Este and Rankine (2013) ... **OR** ... (D’Este & Rankine, 2013)

EDITED BOOK CHAPTERS, ENTRIES IN REFERENCE WORKS

This includes chapters of edited books, and the entries in reference works includes dictionary, thesaurus and encyclopedia entries.

Use the table below to assist with references for edited book chapters and entries in reference works.

Chapter author	Date	Chapter title	Source	
			Edited book information	DOI or URL
Author, A. A., & Author, B. B. Name of Group.	(2020).	<i>Title of chapter.</i>	In E. E. Editor (Ed.), <i>Title of book</i> (pp. 3-13). Publisher Name. In E. E. Editor & F. F. Editor (Eds.), <i>Title of book</i> (3rd ed., Vol. 2, pp. 212-255). Publisher Name.	https://doi.org/xxxx http://xxxxx

CHAPTER FROM AN EDITED BOOK WITHOUT A DOI

Format:

Author, A. A. (year). Title of chapter. In B. Editor & C. Editor (Eds.), *Title of book* (2nd ed., pp. pages of chapter). Publisher.

Reference:

Casida, J.E. (2010). Pest toxicology: The primary mechanisms of pesticide action. In R. Krieger (Ed.), *Hayes' handbook of pesticide toxicology* (3rd ed., pp. 103-117). Academic Press.

Citation:

Casida (2010, p. 105) states ... **OR** ... (Casida, 2010, p. 105)

CHAPTER FROM AN EDITED BOOK WITH A DOI

Format:

Author, A. A. (year). Title of chapter. In B. Editor & C. Editor (Eds.), *Title of book* (2nd ed., pp. pages of chapter). Publisher. <https://doi.org/10.xxxx/xxxxxx>

Reference:

Wall, R., & Rafferty, A. M. (2017). Trouble with “status”: Competing models of British and North American public health nursing education and practice in British Malaya. In H. Pols., C.M. Thompson., & J. H. Warner (Eds.), *Translating the body: Medical education in Southeast Asia* (pp. 67-94). Nuss Press. <https://doi.org/10.2307/j.ctv1xxzqp>

Citation:

Wall and Rafferty (2017, p. 82) state ... **OR** ... (Wall & Rafferty, 2017, p.82)

ENTRY IN A DICTIONARY, THESAURUS OR ENCYCLOPEDIA, WITH KNOWN AUTHOR

Format – print example:

Author, A. A. (Year). Title of entry. In E. Editor (Ed.), *Name of encyclopedia or dictionary* (Volume number, pp. first page of entry-last page of entry). Publisher.

Reference:

King, P. N., & Wester, L. (1998). Hawaii. In *The world book encyclopedia* (Vol. 9, pp. 88-110). World Book.

Citation:

King and Wester (1998, p. 91) ... **OR** ... (King & Wester, 1998, p. 91)

When an online reference work is continuously updated (as with Merriam-Webster.com Dictionary), use “n.d.” as the year of publication and include a retrieval date.

Format – online example:

Author, A. A. (Year). Title of entry. In *Name of encyclopedia or dictionary*. Retrieved Month Date, from <https://www.xxxx>

Reference:

Merriam-Webster. (n.d.). Piano. In *Merriam-Webster.com dictionary*. Retrieved December 2, 2019, from <https://www.merriam-webster.com/dictionary/piano>

Selanders, L. (n.d.). Florence Nightingale. In *Encyclopedia Britannica*. Retrieved December 2, 2019, from <https://www.britannica.com/biography/Florence-Nightingale>

Citation:

Merriam-Webster (n.d., para.1) ... **OR** ... (Merriam-Webster, n.d., para.1)

Selanders (n.d., para. 2) ... **OR** ... (Selanders, n.d., para. 2)

SPECIFIC WORK IN AN ANTHOLOGY

To cite a specific work within the anthology, place the author of the work first. The editor/anthology information is also included.

Format:

Author, A. A. (year). Title of work: Subtitle if necessary. In E. Editor (Ed.), *Title of anthology: subtitle* (Volume number or page numbers). Publisher. (Original work published Year)

Reference:

Fassbinder, R.W. (1992). Imitation of life: On the films of Douglas Sirk. In M. Töteberg & L. A. Lensing (Eds.), *The anarchy of the imagination* (pp. 77-89). The Johns Hopkins University Press. (Original work published 1971)

Citation:

Fassbinder (1971/1992) ... **OR** ... (Fassbinder, 1971/1992)

PERIODICALS

Periodicals include journals, magazines, newspapers, newsletters and even blogs and other online platforms that publish articles. Journals and periodicals might have volume/issue numerals. For example, they might be volume 6, number 2. In this case the volume numeral is in italics followed by the number in brackets but not italics. Example; 34(2).

Use the table below to assist with references for periodical articles.

Author	Date	Title	Source	
			Periodical information	DOI or URL
Author, A. A., & Author, B. B. Name of Group.	(2020). (2020, January).	<i>Title of article.</i>	<i>Title of Periodical, 34(2), 5-14.</i>	https://doi.org/xxxx http://xxxxx
Author, C. C. [username]. Username.	(2020, February 16).		<i>Title of Periodical, 2(1-2), Article 12.</i> <i>Title of Periodical.</i>	

JOURNAL ARTICLE WITH A DOI

Use sentence capitalisation in the article title. Capitalise the first letter of each main word in the journal title. Italicise the journal title and volume number. Add the issue number if available, Include the DOI number; it usually appears on the first page of the article.

Format:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, xx, pp-pp.
<https://doi.org/xxxx>

Reference:

Montayre, J., Dimalapang, E., Sparks, T., & Neville, S. (2019). New Zealand nursing students' perceptions of biosciences: A cross-sectional survey of relevance to practice, teaching delivery, self-competence and challenges. *Nurse Education Today*, 79, 48-53.
<https://doi.org/10.1016/j.nedt.2019.05.013>

Citation:

Montayre et al. (2019, p. 52) states ... **OR** ... (Montayre et al., 2019, p. 52)

JOURNAL ARTICLE WITH NO DOI, WITH A NONDATABASE URL

Only include the URL if the article is accessible online to all readers. Do not include a URL from a library database; in these cases, the reference ends after the page range.

Format:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, xx, pp-pp.
<https://xxxxx>

Reference:

Akin, D., & Huang, L. M. (2019). Perceptions of college students with disabilities. *Journal of Postsecondary Education and Disability*, 32(1), 21-33. <https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-32>

Citation:

According to Akin and Huang (2019, p.21) ... **OR** ... (Akin & Huang, 2019, p.21)

JOURNAL ARTICLE WITHOUT A DOI, FROM AN ACADEMIC RESEARCH DATABASE

This is for a journal article found on an academic institution database. A URL for the database is provided instead of a DOI, e.g. <http://ezproxy.sit.ac.nz:xxxxx>

Do not include the database name or URL.

Reference:

Whitehead, A., & Gould Fogerite, S. (2017). Yoga treatment for chronic non-specific low back pain. *Explore: The Journal of Science & Healing*, 13(4), 281-284.

Citation:

Whitehead & Gould Fogerite (2017, p. 282) states ... **OR** ... (Whitehead & Gould Fogerite, 2017, p. 282)

JOURNAL ARTICLE WITH A DOI, 21 OR MORE AUTHORS

Because the original DOI was long and complex, a short DOI is used. Either the long or short form of the DOI is acceptable. List the first 19 authors, then use ... and then list the last author's name.

Reference:

Gaudinski, M. R., Coates, E. E., Houser, K. V., Chend, G. L., Yamshchikov, G., Saunders, J. G., Holmans, L. A., Gordon, I., Plummer, S., Hendel, C. S., Conan-Cibotti, M., Lorenzo, M., L., Sitar, S., Carlton, K., Laurencot, C., Bailer, R. T., Narpala, S., McDermott, A. B., Namboodirir, A., M., ...

Ledgerwood, J. E. (2018). Safety and pharmacokinetics of the Fc-modified HIV-1 human monoclonal antibody VRC01LS: A phase 1 open-label clinical trial in healthy adults. *PLoS Med*, 15(1), e1002493. <https://doi.org/10.1371/journal.pmed.1002493>

Citation:

Gaudinski et al. (2018) states ... **OR** ... (Gaudinski et al., 2018)

JOURNAL ARTICLE WITH A DOI , COMBINATION OF INDIVIDUAL AND GROUP AUTHORS

Reference:

Eysenbach, G., & CONSORT-EHEALTH Group. (2011). CONSORT-EHEALTH: Improving and standardizing evaluation reports of web-based and mobile health interventions. *Journal of Medical Internet Research*, 13(4), e126. <https://doi.org/10.2196/jmir.1923>

Citation:

Eysenbach and CONSORT-EHEALTH (2011) state **OR** ... (Eysenbach & CONSORT-EHEALTH 2011)

JOURNAL ARTICLE, IN PRESS

In press articles are peer reviewed, accepted articles that are going to be published in a journal. The article is yet to be assigned to a volume/issue. Although articles in press do not have all the bibliographic details available yet, they can be cited using the year of online publication and the DOI.

Reference:

Kreuzer, M., Cado, V., & Raïes. (2019). Moments of care: How interpersonal interactions contribute to luxury experience of healthcare consumers. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2019.11.033>

Citation:

Kreuzer et at. (in press) ... **OR** ... (Kreuzer et al., in press)

MAGAZINE ARTICLE, ONLINE

Both the month and the date should be included after the year.

Reference:

Jousset, P. (2019, November 29). Illuminating earth's faults. *Science*, 366(6469), 1076-1077.
<https://science.sciencemag.org/content/366/6469/1076>

Citation:

Jousett (2019) **OR** ... (Jousett, 2019)

NEWSPAPER ARTICLE, ONLINE

Services like Stuff or Scoop are aggregate news contents. Don't use Stuff as the title or author.

If there is a newspaper title, include it in italics

Both the month and the date should be included after the year.

Reference:

Harding, E. (2019, November 21). Invercargill Kmart ready to open. *The Southland Times*.
<https://www.stuff.co.nz/national/117596378/invercargill-kmart-ready-to-open>

Citation:

Harding (2019) reported **OR** ... (Harding, 2019)

NO NEWSPAPER TITLE, AUTHOR AND NO AUTHOR

If there is no newspaper title use the format for a webpage on a website instead, e.g.

Reference:

Taunton, E. (2019, December 2). *Low methane New Zealand sheep coming to a farm near you*. Stuff.
<https://www.stuff.co.nz/business/farming/117862851/low-methane-sheep-coming-to-a-farm-near-you>

Citation:

Taunton (2019) ... **OR** ... (Taunton, 2019)

No author - The reference list entry starts with the article title and uses sentence case capitalisation.

Reference:

Teaming up on health innovation. (2014, September 10). *Manawatu Standard*.
<http://www.stuff.co.nz/manawatu-standard/news/10480728/Teaming-up-on-health-innovation>

Citation:

("Teaming up on Health Innovation," 2014)

MAGAZINE OR NEWSPAPER ARTICLE WITHOUT A DOI , FROM A PRINT VERSION

Both the month and the date should be included after the year.

Precede page numbers for newspaper articles with p. or pp.

If an article appears on discontinuous pages, give all page numbers, and separate the numbers with a comma (e.g., pp. B1, B3, B5-7).

Reference:

Killick, D. (2012, June 25). Housing is a problem beyond politics. *The Press*, p.17.

Citation:

According to Killick (2012) ... **OR** ... (Killick, 2012)

WEBPAGES ON WEBSITES

Use this reference category if no other reference category fits the work you are referencing (e.g. book, book chapters, journal articles, newspaper articles, encyclopedias, dictionaries). If the author and website name are the same, don't repeat it as the source element.

Use the table below to assist with references for webpages or websites.

Author	Date	Title	Source	
			Website name	URL
Author, A. A., & Author, B. B. Name of Group.	(2020). (2020, April). (2020, May 2). (n.d.)	<i>Title of work.</i>	Site Name.	http://xxxxxx Retrieved June 22, 2020, from https://xxxxxx

Reference:

Templeton, S. (2019, June 4). *Why your reusable shopping bag isn't better than a single-use plastic one*. Newshub. <https://www.newshub.co.nz/home/lifestyle/2019/06/why-your-reusable-shopping-bag-isn-t-better-than-a-single-use-plastic-one.html>

Citation:

According to Templeton (2019) ... **OR** ... Shopping bags are ... (Templeton, 2019).

If the author and website are the same don't repeat it as the source element. Include a retrieved date is the information on a page that can be updated.

Reference:

Stats NZ. (n.d.). *Population*. Retrieved December 4, 2019, from <https://www.stats.govt.nz/topics/population>

Citation:

Stats NZ (n.d.) ... **OR** ... (Stats NZ, n.d.).

WEBPAGE ON A WEBSITE WITH NO DATE

Do not use a date from a webpage or website footer because this date may not indicate when the content on the site was published. If no separate date is indicated for the work on the webpage, treat the work as having no date.

Reference:

Ministry of Education. (n.d.). *Innovative learning environments*. TKI.
<http://elearning.tki.org.nz/Teaching/Innovative-learning-environments>

Citations

Ministry of Education (n.d.) ... **OR** ... (Ministry of Education, n.d.).

DOCUMENTS ON WEBSITES

Reference:

Ministry of Health. (2015). *Eating and activity guidelines for New Zealand adults*.
https://www.health.govt.nz/system/files/documents/publications/eating-activity-guidelines-for-new-zealand-adults-oct15_0.pdf

Citation:

Ministry of Health (2015) ... **OR** ... (Ministry of Health, 2015).

WEBPAGE WITH NO AUTHOR LISTED

The author of a webpage may not be given in a normal byline, but it can be determined from context.

For a webpage from an organisational or government website, the organisation or government agency itself is the author, unless otherwise specified. The author may also be located on an “about us” or acknowledgements page.



REPORTS AND GRAY LITERATURE

There are many kinds of reports, including Government reports, technical reports and research reports. They are sometimes referred to as gray literature. Gray literature also includes press releases, codes of ethics, policy briefs, and annual reports

Use the table below to assist with references for reports and gray literature.

Author	Date	Title	Source	
			Periodical information	DOI or URL
Author, A. A., & Author, B. B. Name of Group.	(2020). (2020, May 2).	<i>Title of report.</i> <i>Title of report</i> (Report No. 123). <i>Title of gray literature</i> [Description].	Publisher Name.	https://doi.org/xxxx http://xxxxx

REPORT BY GOVERNMENT AGENCY OR OTHER ORGANISATION

The specific agency responsible for the report appears as the author. Look at the cover or title page of the work. If the cover or title page lists only the name of the group (and no names of individuals), treat the reference as having a group author.

Omit the publisher name when the author and publisher are the same.

Reference – online example:

Australian Government Productivity Commission & New Zealand Productivity Commission. (2019). *Growing the digital economy in Australia and New Zealand: Maximising opportunities for SMEs*. https://www.productivity.govt.nz/assets/Research/b32acca009/Growing-the-digital-economy-in-Australia-and-New-Zealand_Final-Report.pdf

Citation:

Australian Government Productivity Commission and New Zealand Productivity Commission (2019, p. 59) reports... **OR** ... (Australian Government Productivity Commission & New Zealand Productivity Commission, 2019, p. 59)

Reference – print example:

Ministry of Health. (2019). *Progress on gambling harm reduction 2010 to 2017: Outcomes report – New Zealand strategy to prevent and minimise gambling harm*.

Citation – print example:

Ministry of Health (2019, p. 15) report states... **OR** ... (Ministry of Health, 2019, p. 15)

Spell out the full name of a group author in the reference list entry. An abbreviation for the group author can be used in the text, but not in the reference list entry.

First citation: According to the Ministry of Health (MOH, 2019) ... **OR** ... (Ministry of Health [MOH], 2019)

Subsequent citations: (MOH, 2019)

REPORT BY INDIVIDUAL AUTHORS AT A GOVERNMENT AGENCY OR OTHER ORGANISATION

If the cover or title page list the names of individuals, treat the reference as having individual authors and in the name of the group as part of the source element.

Look to see if the document includes a suggested reference, the author's names included in that reference indicate who should be credited (note that the format of the suggested reference may need to be adjusted for APA style 7th edition).

Reference – print example:

Skelton, P. (2019). *Investigation of freshwater management and allocation functions at Otago Regional Council – Report to the Minister for the Environment*. Ministry for the Environment.

Citation:

Skelton (2019) states ... **OR** ... (Skelton, 2019)

REPORT BY A TASK FORCE OR WORKING GROUP

The name of the taskforce is capitalised in the reference because it is a proper noun.

Reference:

Independent Taskforce on Workplace Health and Safety. (2013). *The report of the Independent Taskforce on Workplace Health and Safety: He korowai whakaruruhau*.
<http://hstaskforce.govt.nz/documents/report-of-the-independent-taskforce-on-workplace-health-safety.pdf>

Citation:

Independent Taskforce on Workplace Health and Safety (2013) state ... **OR** ...
(Independent Taskforce on Workplace Health and Safety, 2013)

POLICY OR ISSUE BRIEF

Identify the number of the policy or issue brief in parentheses after the title.

Reference:

Brown, M. A., Simcock, R., & Greenhaugh, S. (2015). *Protecting the urban forest* (Policy brief 13). Landcare Research.
https://www.landcareresearch.co.nz/_data/assets/pdf_file/0016/101446/Policy_Brief_13_Protecting_urban_forest.pdf

Citation:

Brown et al., (2015) states ... **OR** ... (Brown et al., 2015)

If the number is not provided, identify it as an issue or policy brief in square brackets.

Reference:

New Zealand Medical Association. (2017). *Improving health literacy* [Policy brief].
http://www.nzma.org.nz/_data/assets/pdf_file/0019/56053/Health-Literacy-Policy-Briefing-web.pdf

Citation:

According to the New Zealand Medical Association (2017, p. 6) ... **OR** ... (New Zealand Medical Association, 2017, p. 6)

SAFETY DATA SHEET

Author or manufacturer name. (Year, Month, Day). Name of substance [Safety Data Sheet].
<https://xxxxxx>

Omit the publishers name if it's the same as the author/manufacturer.

Reference:

Caltex NZ. (2017, August 2). Diesel [Safety Data Sheet]. <https://caltex.co.nz/assets/Uploads/Caltex-Diesel.pdf>

Dentsply Sirona New Zealand. (2018, December 11). *2% Xylocaine dental with adrenaline (epinephrine) 1:80,000 injection* [New Zealand Data Sheet]. Medsafe.
<https://www.medsafe.govt.nz/profs/datasheet/x/XylocaineDentalandAdrenaline.pdf>

Medsafe. (2018, October 23). *Paracetamol (Pharmacy Health), 500 mg, uncoated tablets* [New Zealand Data Sheet].
<https://www.medsafe.govt.nz/profs/datasheet/p/paracetamolpharmacyhealthtab.pdf>

Citation:

Caltex NZ (2017)... **OR** ... (Caltex NZ, 2017).

Denstply Sirona New Zealand (2018) ... **OR** ... (Dentsply Sirona New Zealand, 2018).

Medsafe (2018) ... **OR** ... (Medsafe, 2018).

LEGISLATION

ACTS AND REGULATIONS

Title of Act Year Enacted. <http://xxxxxx> (if available online)

Reference:

Resource Management Act 1991.

<http://www.legislation.govt.nz/act/public/1991/0069/latest/DLM230265.html>

Citation:

According to the Resource Management Act 1991 there is **OR** ... to promote the sustainable management of natural and physical resources (Resource Management Act 1991).

Reference:

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016.

http://www.legislation.govt.nz/regulation/public/2016/0013/latest/DLM6727530.html?search=ts_act%40bill%40regulation%40deemedreg_workplace+regulation_reselel_25_a&p=1

Citation:

According to the Health and Safety at Work (General Risk and Workplace Management) Regulations 2016, there is ... **OR** ...must identify hazards (Health and Safety at Work (General Risk and Workplace Management) Regulations 2016).

If referring to a particular part of an Act or of a regulation include that information in the In-text Citation only.

A part of an Act is indicated by s. and a part of a regulation by reg. The part referred to should come first, following the pattern “[part] of the [Act or regulation]”, for example:

... s. 1(3) of the Health and Disability Services (Safety) Act 2001...

OR at the start of a sentence

Section 1(3) of the Health and Disability Services (Safety Act) 2001 states...

OR at the end of a sentence

... (Fire and Emergency New Zealand (Fire Permits) Regulations 2017, reg. 7(1)).

CONFERENCE PAPERS AND PRESENTATIONS

Conference sessions and presentations include paper presentations, poster sessions, keynote addresses and symposium contributions. Include a label in square brackets after the title to describe how the presentation was described at the conference (even if they were not physically present).

The date should match the dates of the full conference, even though a presentation or session likely occurred on only one day.

Also include the location of the conference: provide the city, state, province or territory if applicable (U.S. two-letter state abbreviations and similar abbreviations in other countries, if available); and the country spelt out in full.

For example:

New York, NY, United States

Sydney, NSW, Australia

Invercargill, New Zealand

Use the table below to assist with references for conference sessions and presentations.

Author	Date	Title	Source	
			Conference information	DOI or URL
Presenter, A. A., & Presenter, B. B.	(2020, September 18-20).	<i>Title of contribution</i> [Type of contribution].	Conference Name, Location.	https://doi.org/xxxx
	(2020, October 20 – November 1).	<i>Title of report</i> (Report No. 123).		http://xxxxx
		<i>Title of gray literature</i> [Description].		

Use the table below to assist with references for symposium contributions.

Author	Date	Title	Source	
			Conference information	DOI or URL
Contributer, A. A., & Contributor, B. B.	(2020, September 18-20). (2020, October 20 – November 1).	Title of contribution.	In C.C. Chairperson (Chair), <i>Title of symposium</i> [Symposium]. Conference Name, Location.	https://doi.org/xxxx http://xxxxxx

PAPER PRESENTATION

Reference:

Bodkin-Allen, S., Swain, N., West, S., Pike, G. (2018, October 4-7). *It's not that bad singing with other people: The effect of a single Outreach on singing attitudes and confidence in adults* [Paper presentation]. Waves into the future, 40th Australian New Zealand Association for Research in Music Education (ANZARME) Conference, Gold Coast, QLD, Australia.

Carstensen, C., & Madden, K. (2019, November 18-20). *The glasses are on, implementing augmented reality and virtual reality from an educator's perspective* [Paper presentation]. Australasian Nurse Educators Conference (ANEC), Dunedin, New Zealand.

Citation:

Bodkin-Allen et al. (2018) stated... **OR** ... (Bodkin-Allen et al., 2018)

Carstensen and Madden (2019) ... **OR** ... (Carstensen & Madden, 2019)

POSTER PRESENTATION

Reference:

Harding, L., Dobbs, S., & Prinsloo, L. (2018, May 6-9). *Ako Te Reo Māori; Pākehā nurse educators' experiences as students to appreciate an alternative educational pedagogy within New Zealand* [Poster presentation]. NETNEP 7th International Nurse Education Conference, Banff, Alberta, Canada.

Citation:

Harding et al. (2018) ... **OR** ... (Harding et al., 2018)

SYMPOSIUM CONTRIBUTION

Reference:

Fallu, M. (2019, November 4). *The leisure and recreation for people with disabilities in Southland, ten years on (a longitudinal study)*. In S. Bodkin-Allen (Chair), SIT-OP Collaborative Research [Symposium]. Dunedin, New Zealand.

Citation:

Fallu (2019) ... **OR** ... (Fallu, 2019)

CONFERENCE PAPER – PUBLISHED IN A BOOK OR JOURNAL

Use the same format as for a book or book chapter, or for a journal article.

Reference:

Baker, O., Murphy, A., & Tajveer, N. (2018). Web intelligence in tourism: User experience design and recommender system. In E. Erturk (Ed.) *Proceedings of the Computing and Information Technology Research and Education New Zealand (CITREZZ2018) Conference, 11-13 July 2018* (pp. 110-113). <https://www.citrenz.ac.nz/conferences/2018/pdf/2018-CITREZZ-PACIT.pdf>

Citation:

Baker et al. (2018) ... **OR** ... (Baker et al., 2018).

DISSERTATIONS AND THESES

References for doctoral dissertations and master’s theses are divided by whether they are published or unpublished. Unpublished works generally must be retrieved from the university in print form, whereas published works are available from a database, or a university archive. For unpublished dissertations and theses, the university name appears in the source element of the reference, whereas for published dissertations and theses, the university name appears in square brackets after the title.

Use the table below to assist with references for unpublished dissertations and theses.

Author	Date	Title	Source
Author, A. A.	(2020).	<i>Title of dissertation</i> [Unpublished doctoral dissertation]. <i>Title of thesis</i> [Unpublished master’s thesis].	Name of Institution Awarding the Degree.

Use the table below to assist with references for published dissertations and theses.

Author	Date	Title	Source	
			Database or archive name	URL
Author, A. A.	(2020).	<i>Title of dissertation</i> [Doctoral dissertation, Name of Institution Awarding the Degree]. <i>Title of thesis</i> [Master’s thesis, Name of Institution Awarding the Degree].	Database Name. Archive Name.	http://xxxxx

UNPUBLISHED DISSERTATION OR THESIS, PRINT/HARDCOPY FORMAT

Reference:

Knight, A. (2001). *Exercise and osteoarthritis* [Unpublished master’s dissertation]. Auckland University of Technology, Auckland, New Zealand.

Citation:

Knight (2001) stated ... **OR** ... (Knight, 2018)

DISSERTATION OR THESIS, FROM A DATABASE

Reference:

Pflieger, J. C. (2009). *Adolescents' parent and peer relations and romantic outcomes in young adulthood* (Doctoral dissertation). ProQuest Dissertations and Theses Global.

Citation:

Pflieger (2009) stated ... **OR** ... (Pflieger, 2009)

DISSERTATION OR THESIS, PUBLISHED ONLINE IN AN INSTITUTIONAL REPOSITORY OR WEBSITE

Reference:

Thomas, R. (2009). *The making of a journalist: The New Zealand way* (Doctoral thesis, Auckland University of Technology, Auckland, New Zealand). Tuwhera Open Access.
<http://hdl.handle.net/10292/466>

Citation:

Thomas (2009) stated ... **OR** ... (Thomas, 2009)

COMPUTER SOFTWARE AND MOBILE APPS

Common software and mobile apps mentioned in text, but not paraphrased or quoted, do not need citations. For example, Microsoft Office (e.g., Word, Excel, PowerPoint), social media apps (e.g., Facebook, Instagram, Twitter), Survey software (E.g., Qualtrics, Survey Monkey), Adobe products (E.g., Adobe Reader, Photoshop, Adobe Acrobat), Java, and statistical programs (e.g., R, SPSS, SAS).

If you use common software or mobile apps simply give the proper name of the software or app along with the version number in the text, if relevant.

For example:

Students had installed the Facebook app on their mobile devices.

Data were analysed with the IBM SPSS Statistics (Version 25).

Include reference list entries and in-text citations if you have paraphrased or quoted from any software or app, or if the mentioning software, apps, and apparatuses or equipment of limited distribution – that is, if the reader is unlikely to be familiar with them.

Use the table below to assist with references for software and mobile apps of limited distribution and for apparatuses and equipment.

Author	Date	Title	Source	
			Publisher	URL
Author, A. A., & Author, B. B. Name of Group.	(2020).	<i>Title of work</i> (version 1.2) [Computer software]. <i>Title of work</i> (Version 4.6) [Mobile app]. <i>Name of apparatus</i> (Model number) [Apparatus]. <i>Name of equipment</i> (Model number) [Equipment].	Publisher. App Store. Google Play Store.	http://xxxxx

COMPUTER SOFTWARE

Reference:

Esolong, A. N. (2014). *Obscure Reference Generator* [Computer software]. E & K Press.

Citation:

Esolong (2014) ... **OR** ... (Esolong, 2014)

If the author and publisher are the same, omit the publisher.

Reference:

Rovio Entertainment. (2009). *Angry birds* [Mobile iOS].

Citation:

Rovio Entertainment (2009) ... **OR** ... (Rovio Entertainment, 2009)

MOBILE APP

Reference:

Epocrates. (2019). *Epocrates medical reference* (Version 18.12) [Mobile app]. App Store.
<https://itunes.apple.com/us/app/epocrates/id281935788?mt=8>

Citation:

Epocrates (2019) stated ... **OR** ... (Epocrates, 2019)

AUDIOVISUAL MEDIA

Use the table below to assist with references for audiovisual media that stand alone.

Author	Date	Title	Source	
			Publisher	URL
Director, D. D (Director). Producer, P. P. (Executive Producer). Host, H. H. (Host). Artist, A. A. Uploader, U. U.	(2020). (1989-present). (2012-2019). (2019, August 21).	<i>Title of work</i> [Description].	Production Company. Label. Museum Name, Museum Location. Department Name, University Name.	http://xxxxx

Use the table below to assist with references for audiovisual media that are part of a greater whole.

Author	Date	Title	Source	
			Publisher	URL
Writer, W. W. (Writer), & Director, D. D (Director). Producer, P. P. (Producer). Host, H. H. (Host). Composer, C. C. Artist, A. A.	(2020). (2020, April 3).	Title of episode (Season No., Episode No.) [Description]. Title of song [Description].	In P.P. Producer (Executive Producer), <i>Title of TV series</i> . Production Company. In <i>Title of podcast</i> . Production Company. On <i>Title of album</i> . Label.	http://xxxxx

FILM OR VIDEO

Reference:

Zanuck, R. D., Brown, D. (Producers), & Spielberg, S. (Director). (1975). *Jaws* [Motion picture]. Universal Pictures.

Jackson, P., Osborne, B., & Walsh, F. (Producers), & Jackson, P. (Director). (2003). *The lord of the rings: The return of the king* [Motion picture]. New Line Cinema; WingNut Films.

Citation:

Zanuck et al. (1975) ... **OR** ... (Zanuck et al., 1975)

Jackson et al. (2003) ... **OR** ... (Jackson et al., 2003)

TELEVISION SERIES

Reference:

Laing, J. (Producer). (2006). *Outrageous fortune* [Television series]. South Pacific Pictures.

Citation:

Laing (2006) ... **OR** ... (Laing, 2006)

SINGLE EPISODE IN A TELEVISION SERIES OR WEBISODE

Reference:

Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Executive producer), *House*. Fox Broadcasting.

Pond, M. (Writer), Silverman, D. (Director). (1989, December 17). Simpsons roasting on an open fire (Season 1, Episode 1) [TV Series episode]. In J. L. Brooks, M. Groening, & S. Simon (Executive Producers), *The Simpsons*. Gracie Films; Twentieth Century Fox Film Corporation.

Citation:

Egan and Alexander (2005) ... **OR** ... (Egan & Alexander, 2005)

Pond et al. (1989) ... **OR** ... (Pond et al., 1989)

TED TALK

Reference:

Durán, A. (2019, September). How I use art to tackle plastic pollution in our oceans [Video]. TED Talks.
https://www.ted.com/talks/alejandro_duran_how_i_use_art_to_tackle_plastic_pollution_in_our_oceans

Citation:

Durán (2019) ... **OR** ... (Durán, 2019)

YOUTUBE VIDEO

Reference:

South Carolina ETV. (2014, October 28). *Ghost caught on camera at USS Yorktown* [Video file]. YouTube. <https://www.youtube.com/watch?v=FYnFKpHWPvs>

Citation:

South Carolina ETV (2014) ... **OR** ... (South Carolina ETV, 2014)

MUSIC ALBUM

For classical works, the composer is the author. Note in [] after the title the individual or group who recorded this version. Provide the publication date of this version and the year of original composition in () at the end of the reference.

Reference:

Bruckner, A. (1996). *Symphony no. 1* [Album recorded by Chicago Symphony Orchestra]. Decca. (Original work published 1865-1866).

Citation:

Bruckner (1865-1866/1996) ... **OR** ... (Bruckner, 1865-1866/1996)

For all other recordings, the recording artist or group is the reference.

Reference:

Bowie, D. (2016). *Blackstar* [Album]. Columbia.

Citation:

Bowie (2016) ... **OR** ... (Bowie, 2016)

SINGLE SONG OR TRACK

Reference:

Beyoncé. (2016). *Formation* [Song]. On *Lemonade*. Parkwood; Columbia.

Citation:

Beyoncé (2016) ... **OR** ... (Beyoncé, 2016)

PUBLISHED MUSIC SCORE

Published music scores are referenced like books and book chapters.

PODCAST, AUDIO OR VIDEO

Specify the type of podcast (audio or video) in square brackets. If the URL of the podcast is unknown, (e.g., if accessing via an app), omit the URL.

Reference:

Turner, N. (Host). (2019, March 4). *Measles in New Zealand* [Audio podcast]. Goodfellows Clinics.
<https://tunein.com/podcasts/Science-Podcasts/Goodfellow-Clinics-p1250741/?topicId=133519780>

Citation:

Turner (2019) ... **OR** ... (Turner, 2019)

ARTWORK IN A MUSEUM OR ON A MUSEUM WEBSITE

Use this for all types of museum artwork, including paintings, sculpture, photographs, prints, drawings and installations. Always include a description of the medium or format in square brackets after the title.

Reference:

Da Vinci, L. (1503-1519). *Mona Lisa* [Painting]. The Louvre, Paris, France.

If the art is viewed online, include the URL.

Da Vinci, L. (1503-1519). *Mona Lisa* [Painting]. The Louvre, Paris, France.
<https://www.louvre.fr/en/oeuvre-notices/mona-lisa-portrait-lisa-gherardini-wife-francesco-del-giocondo>

Citation:

Da Vinci (1503-1519) ... **OR** ... (Da Vinci, 1503-1519)

PHOTOGRAPH

Creator's Last Name, First Initial. (Year of creation). *Title of image* or description of image. [Type of work]. URL/database.

Reference:

Cohn, R. H. (1978). *Conversations with a gorilla* [Photograph]. National Geographic.
<https://www.nationalgeographic.com/magazine/1978/10/conversations-with-koko-the-gorilla/>

For an untitled photograph, include a description in square brackets in place of a title.

Tugnoli, L. (2019). [Photograph series of the tragic famine in Yemen shown through images in which beauty and composure intertwined with devastation]. The Pulitzer Prizes.
<https://www.pulitzer.org/winners/lorenzo-tugnoli-washington-post>

Citation:

Cohn (1978) ... **OR** ... (Cohn, 1978)

Tugnoli (2019)... **OR** ...(Tugnoli, 2019)

POWERPOINT SLIDES OR LECTURE NOTES

There is no need to reference class lectures or handouts. These are considered to be part of the generally known body of knowledge and do not need to be cited in either your assignment or your reference list.

The exceptions are: when a lecture handout is ascribed to a particular source by a tutor, then you must then reference correctly the original source; when a tutor cites a particular example in class that is related to his or her own research, that is specialised and comes from only the person concerned. It should be referenced as a presentation (the format is shown in **paper presentation**).

Reference:

Housand, B. (2019). *Superheroes and the gifted* [PowerPoint slides]. Slideshare.
<https://www.slideshare.net/brianhousand/superheroes-and-the-gifted>

Citation:

Housand (2019) ... **OR** ... (Housand, 2019)

SOCIAL MEDIA

If you paraphrase or quote information from social media, provide a reference list entry and in-text citation (author and year).

Author (year, month day). *Title* [format]. Website name. <https://...>

- Include either the author's last name and initials or the corporate author name.
- Provide any social medial identity information in square brackets after the name.
- Provide as specific a date as is available on the webpage. This might be a year only; a year and month; or a year, month and day.
- If the date is unknown, use n.d. (for no date) in parentheses, e.g. (n.d.). If the date is unknown but can be approximated use "ca." (for circa) followed by the approximated year in square brackets, e.g. [ca. 2017]. If you use either n.d. or ca., you will need to also include the date you retrieved the information.
- For the title, put the name of the page or the caption of the post as the title. If there is no caption or title on the post, use the first words of the post. Put the title in italics.
- Put the format after the title in square brackets, e.g. [Instagram photograph], [Tweet], [Status update], [@username].

FACEBOOK PAGE

Reference:

Invercargill City Council. (n.d.). About Invercargill City Council [Facebook page]. Retrieved November 29, 2019, from

https://www.facebook.com/pg/InvercargillCityCouncil/about/?ref=page_internal

Te Papa. (n.d.). *Home* [Facebook page]. Facebook. Retrieved December 6, 2019, from

<https://www.facebook.com/TePapa/>

Citation:

Invercargill City Council (n.d.) ... **OR** ... (Invercargill City Council, n.d.)

Te Papa (n.d.) ... **OR** ... (Te Papa, n.d.)

FACEBOOK POST

Reference:

New Zealand Red Cross. (2019, November 27). *As the number of people suspected to have contracted measles* [Status update]. Facebook.

<https://www.facebook.com/NewZealandRedCross/posts/2745164498860631>

Smithsonian Magazine. (2016, December 12). Stephen Hawking congratulates American Ingenuity Award winners [Video]. Facebook.
<https://www.facebook.com/smithsonianmagazine/videos/10154292681468253/>

Citation:

New Zealand Red Cross (2019) ... **OR** ... (New Zealand Red Cross, 2019)
Smithsonian Magazine (2016) ... **OR** ... (Smithsonian Magazine, 2016)

INSTAGRAM

Present the name of the individual or group author the same as you would for any other reference. Then provide the handle (beginning with the @ sign) in square brackets, followed by a period. Provide the first 20 words of the post as the title. Count a URL, a hashtag or an emoji as one word each, and include them in the reference if they fall within the first 20 words.

Reference:

University of Canterbury Lib [@uclibrary]. (2018, November 27). *UC's architectural drawings declared a national heritage treasure! Housed at the Macmillan Brown Library, the Armson Collins Architectural Drawings Collection* [Photograph]. Instagram.
<https://www.instagram.com/p/BqrJg7Agu75/>
University of Canterbury Lib [@uclibrary]. (n.d.). *Posts, followers, following* [Profile]. Instagram.
<https://www.instagram.com/uclibrary/>

Citation:

University of Canterbury Lib (2018) ... **OR** ... (University of Canterbury Lib, 2018)
University of Canterbury Lib (n.d.) ... **OR** ... (University of Canterbury Lib, n.d.)
Or if combined in one citation
University of Canterbury Lib (n.d., 2018) ... **OR** ... (University of Canterbury Lib, n.d., 2018)

INSTAGRAM PHOTO OR VIDEO

Format:

LastName, FirstInitial, MiddleInitial. [@Instagram username]. (Year, Month Day). *Title/Caption of photo* [Instagram photo]. Instagram. URL of post
PageName. [@Instagram username]. (Year, Month Day). *Title/Caption of video* [Instagram video]. Instagram. URL of post

Reference:

Fox, M. J. [@realmikejfox]. (2018, June 5). *It takes < than a min to learn how to save a life. Watch the video at handsonly.nyc #ICanSaveALife with #HandsOnlyCPR* [Instagram photo]. Instagram. <https://www.instagram.com/p/BjppDLDBxRF/>

EarthPix. [@earthpix]. (2019, January 8). *Snow train ride in Lago Bianco Switzerland CH by @yingxingdelia* [Instagram video]. Retrieved from <https://www.instagram.com/p/BsY81cZIVLJ/>

Citation:

Fox (2018) ... **OR** ... (Fox, 2018)

Earthpix (2019) ... **OR** ... (Earthpix, 2019)

INSTAGRAM PROFILE

Format:

LastName, FirstInitial. MiddleInitial. [@Instagram username]. (n.d.). *Posts* [Instagram profile]. Retrieved Month Day, Year, from URL of profile

PageName. [@Instagram username]. (n.d.). *Posts* [Instagram profile]. Retrieved Month Day, Year, from URL of profile

Provide a retrieval date, because the contents of the page can change over time.

Reference:

Shapiro Library. [@snhulibrary]. (n.d.). *Posts* [Instagram profile]. Retrieved January 23, 2019 from <https://www.instagram.com/snhulibrary/>

Citation:

(Shapiro Library, n.d.) ... **OR** ... (Shapirao Library, n.d.)

TWEET

Reference:

Ministry of Health [@minhealthnz]. (2017, April 3). *Typhoid* [Tweet]. Twitter. <https://twitter.com/aklpublichealth/status/849041745186660357>

Trump, D. J. [@realDonaldTrump]. (2017, March 7). *I am working on a new system where there will be competition in the drug industry* [Tweet]. Twitter.
<https://twitter.com/realDonaldTrump/status/839110000870109184>

Citation:

Ministry of health (2017) ... **OR** ... (Ministry of Health, 2017)

Trump (2017) ... **OR** ... (Trump, 2017)

ONLINE FORUM POST

Reference:

National Aeronautics and Space Administration [NASA]. (2018, September 12). *I'm NASA astronaut Scott Tingle. Ask me anything about adjusting to being back on Earth after my fist spaceflight!* [Online forum post]. Reddit.
https://www.reddit.com/r/IAmA/comments/9fagqy/im_nasa_astronaut_scott_tingle_ask_me_anything/

Citation:

National Aeronautics and Space Administration (2018) ... **OR** ... (National Aeronautics and Space Administration, 2018)

If you need further APA style examples, please refer to the *Publication Manual of the American Psychological Association* (7th ed.) (2020).

WRITING A REFLECTIVE LOG

What should I include in my reflective log/journal?

The purpose of the reflective log/journal is to encourage you to think more critically about what you have learned during the practical experience or recording/engineering process and what difference this may make to your professional (or personal) life as a result. A course or programme can only be said to have had a real impact if there is individual learning which goes on beyond the end of the course itself. This is what we are looking for in the reflective log.

Here are some prompts or questions for you to consider when putting together your reflective log:

- identify moments or events in the practical experience which gave you inspiration, new insights or ways of seeing
- try to explain what it was about the above events which made you think differently
- try to example how you managed to synthesize the new skills, or any understandings and abilities you have gained from this assessment
- try to pinpoint the triggers which made you see things differently or gave you ideas (e.g. was it conversation with peers, an inspirational lecture or tutorial?)
- explain what you are planning to do with this new learning within your professional context?
- were there areas of the course when your learning was less effective - why do you think this was the case?

With all examples the assessor is looking for relevance and justification for decisions. The assessor is looking for “what and why” or “how and why” statements, and also resolution ideas for the future experiences.



GUIDELINES FOR PRESENTATIONS



In some of the courses you take you will be required to do an oral presentation as part of your assessment for the paper.

Here is some information to help you with preparing your presentation.

- 1 **Dress** professionally and appropriately.
- 2 Use **PowerPoint** as an audio-visual aid. Some courses show you how to use this, otherwise you can learn through attending a local computer class.
- 3 **Don't read your slides** word for word. Your audience can read them for themselves. Use your slides as a general guide to your main points.
- 4 **Never read** a presentation word for word. This is very boring! Speak from notes that should provide cues for you to elaborate on.
- 5 **Make eye contact** with your audience. Include the whole room in your eye contact.
- 6 **Be prepared.**
- 7 Stick within the **time limit**.
- 8 **Use your voice:** pause, speed, inflection, vary your vocal tone. Speak clearly and not too fast.
- 9 **Don't go up at the end of sentences.** (Like you are asking a question). HRT! (High Rising Terminal)
- 10 **Use gestures:** don't be afraid to use your arms for emphasis.
- 11 **Don't lean on the podium.**
- 12 **Don't mumble.**
- 13 **Don't think out loud.** Your audience can hear everything you say so make sure that everything you say is relevant and meaningful.

USEFUL SOURCES

Your Southern Institute of Technology *Faculty Student Handbook* has a useful section on assignment preparation.

The SIT Library also has APA resources found at:

<https://sitnz.sharepoint.com/sites/MySIT/Pages/Library.aspx>

<https://www.sit.ac.nz/library>

There are several copies of the APA 7th edition book in the SIT library. It also has more useful information about APA referencing, citing, writing style and grammar.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) <https://doi.org/10.1037/0000165-000>

Another useful website is:

<https://www.cite.auckland.ac.nz/2.html>

This is a very handy website that has a tool in it to help with APA 7th edition referencing and citations. If you are ever confused about how to correctly reference a source do make use of it.



APPLICATION FOR EXTENSION ON DUE DATE OF SUMMATIVE ASSESSMENT

If extenuating circumstances exist, students may apply for an extension on the due date of a summative assessment. Please refer to your *SIT Faculty Student Handbook* for details.