



PSYCHOLOGY

POST GRADUATE

ACADEMIC GUIDELINES

2015

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Understanding the Nature of Postgraduate Studies

The term 'postgraduate studies' refers to a continuation of academic studies beyond an undergraduate level of studies. In general, those who engage in postgraduate studies have already completed an undergraduate degree in a chosen discipline, e.g., Psychology. It is rare for students to undertake postgraduate studies in a specific academic discipline in which they have not already demonstrated a high level of academic competence at an undergraduate level. A particular feature of postgraduate studies is that of research. As a first step in postgraduate studies, honours programmes aim to broaden the research abilities of students with a view to preparing them for further graduate studies both at a Masters and Doctoral level.

Academic Writing

As a postgraduate student you are expected to engage in active learning by challenging, sharing and exploring knowledge and understanding within your subject area. At a postgraduate level you are

expected to explore the many and varied theories and opinions expressed in multiple resources. You should aim to become an independent learner able to evaluate information in a sophisticated way.

Using information responsibly is a key to learning, and your success depends on your ability to access and evaluate the opinions of others in the academic community. Your writing on a postgraduate level must demonstrate your ability to understand concepts thoroughly and to evaluate critically the academic voice of others. This means that you will need to interrogate the work of others in a respectful manner that adds to the intellectual effort and community.

Format Instructions

Typing your paper aids you in clarifying your thoughts and also makes it easier for the lecturer to read and mark. For this reason you are required to type **all** your papers.

The research paper should be typed on single sides of the paper, using double line spacing in Times New Roman (12 pitch) font, and left justification only.

Cover Page and Collation Formatting

General Guidelines.

- Leave 2.54 cm (one inch) margins at the top, bottom, left and right sides of all the pages of the paper.
- Double space all lines of text including the title page and the reference section.
- Use boldface for the section headings (e.g., Methods, Results, Discussion) and sub-headings (e.g., Participants, Procedure)
- Use left justification only; leave the right edge of the text ragged.
- Use Times New Roman 12 pt.
- The running head is a shortened version of the title that is no more than 50 characters in length: this includes spaces, and punctuation. The running head and page number are 1.27cm or ½ inch below the top edge of the page.

- **Typing:** The text of the running head is typed in upper case. The running head and page number are on the same line with the running head left justified and the page number right justified. The running head and page number occurs on all pages of the document including the title page. NOTE: For the title page only, the words "Running head:" precedes the text of the running head (see p.1 of the Sample Paper).
- Indent paragraphs 5-7 spaces (1.27cm or ½"); do not indent the abstract.
- When reporting a numerical value, present the numerical value as digits if the value is greater than or equal to 10. If the numerical value is less than 10, type the value as a word, unless it contains a decimal.
- Submit a single-sided copy of your paper for grading. Staple the paper once in the upper left-hand corner. Do not use folders or duo-tangs. Make a backup copy of your paper.

Comments on Writing Style

- You should strive to present your ideas clearly and logically. Be precise in your choice of words.
- Get to the point, this is a scientific paper and therefore wordiness is frowned upon.
- Do not use colloquialisms (informal language): this is a formal paper.
- Refrain from making over-generalisations. For example, “Since the dawn of time, man has been intrigued about”
- Academic papers are generally written in the third person. Although the use of personal pronouns are acceptable (e.g., we, our, I, my), they should be used judiciously: this is, after all, a formal paper. For example, both “The hypothesis for the experiment was . . .” (third person) and “Our hypothesis for the experiment was . . .” (first person), would be acceptable whereas “In my opinion, . . .” would be unacceptable because of the shift in tone from formal to informal.
- The active voice is preferable to the passive voice. For example, it is preferable to say “Participants completed a questionnaire”

(active voice) rather than “Participants were given a questionnaire” (passive voice).

Margins

- The basic guideline is to leave **2.54 centimetres** on each of the four sides of the sheet.
- If you are going to bind the paper in some manner, leave extra space on the left for the space lost in the binding.
- Avoid an overly wide right margin by typing all the way to the margin.
- Do not type outside the prescribed margins.

Paragraphs

Use block format. The first line should be indented (5-7 spaces or 1.27 or ½), but there must be an extra line between paragraphs to clearly indicate where one paragraph ends and the next begins. This paragraph and the ones above utilise a block format.

When reporting a numerical value, present it as digits if the value is greater than or equal to 10. On the other hand, if the value is less than 10, present the value as a word (unless it is a decimal number).

Quotations

Quotations should be brief and functional, adding authority or insight to your point. They must be given *exactly* as they appear in the source and begin and end with quotation marks. If it is necessary to add or change a word for the sake of clarity, it should be included in square brackets. For example, “In the final statement, [Jesus] simply speaks of the Holy Spirit’s coming,” where the original “he” could be ambiguous.

Quotations which comprise of 40 or less words should be presented as part of the sentence. They should be double-spaced, using quotation marks.

Quotations which comprise of more 40 words should be presented using a block-format and be indented 1 cm from the left margin, as has been done with this paragraph. They are double-spaced and should **not** include quotation marks.

Generally the reference for such quotations comes at the end of the quotation (Smyth, 2004, p. 13).

Only use a quotation when absolutely necessary, for example, as an item of evidence in support of a point you are making or where the quotation is exceptionally apt. When in two minds, exclude it. In general, quotations should not comprise more than 10% of your entire document.

Reference List

A reference list is a standardised manner of presenting the sources used in your paper. It is attached to the end of a paper or essay, and must include the names of all the sources used. The following details are required: Author (Surname, Initial(s)). Year. Title (*italicised, not underlined*). Place Published (City): Publisher. Additional details may also be required, depending on the type of source (See Appendix).

Sources not quoted or used in your background reading should not be included the list of references. Additional material could be included in a section labelled “Additional Readings”.

A good reference list is varied in its type of research (dictionary and journal articles, monographs) and in authors used. As noted above, all sources — especially Internet sources — must be carefully evaluated as to their quality, as measured by their relevance, currency and credibility.

The word “references” is **centred** (typed in upper and lower case). Each new reference is left aligned, with the subsequent line of the entry indented 5-7 spaces (1.27cm or ½), and referred to as a **hanging indent**. The titles of books, journals and volume numbers are **italicised**.

Entries in a reference list are always placed in **alphabetical order** by the author’s surname. If there is no author listed, use the first major word in the title to determine alphabetical placement. **Do not number the entries in your reference list.**

In determining the year of publication, choose the last copyright year listed. If the book is a newer edition, use that year. Disregard years referred to as reprint years. If no year is shown, indicate so by using n.d. (no date) in the place of the year.

Referencing

In-text Documentation

Any piece of writing that is based on the work of others should include acknowledgement of the sources used. This acknowledgement is known as documentation. Documentation is necessary for two reasons. Firstly, credit should be given where credit is due. This is a matter of honesty. Students should not create the impression that the ideas or words expressed in their work are their own when they are actually somebody else's. Secondly, documentation gives the reader an idea of the amount and kind of research the writer has done. This second reason is of particular importance to postgraduate students. Documentation enables the markers to see whether a student has done enough reading on the topic under discussion. It also shows them what kind of material the student has read and enables them to recommend other works that may give different facts or opinions. At Cornerstone for post graduate students we use the APA Referencing System. A website that offers resources and tutorials is:

<http://www.apastyle.org>. **You will be getting an APA tutorial during**

orientation and also as part of the Independent Research

preparatory Workshop

Research Policies

Academic Support and Supervision

Faculty provides research supervision and support for students in the honours programme. Research support begins with a Research Methodology module in the first year of study. The head of department assigns students completing research projects to faculty supervisors, who are responsible to guide students through the research process and insure that adequate research support is provided to them. Research supervision includes:

- Assisting students in defining a research topic and appropriate research methodology.
- Assisting students in identifying appropriate literature.
- Advising students in the development of a clear and supportable thesis statement.

- Providing students with feedback regarding the analysis of the literature and data, structure of their arguments and written presentation of their research.
- Monitoring and reporting student progress both for the students and relevant academic committees and/or personnel.
- Completing a final written assessment of the students' research project for review by the moderation and external examination processes.

Examination of Research

Student research proposals are approved by the faculty research supervisors assigned to the student and the Research and Ethics Committee. During the approval process faculty supervisors consider criteria such as the suitability of the research project for the qualification, the suitability of the research methodology and the integrity of the proposed research.

Faculty supervisors bear primary responsibility for the assessment of research projects, but honours level research is also subject to assessment by an external examiner. Final assessment

decisions are made by an examination committee, on the basis of recommendations by the faculty supervisor and external examiner.

Research Ethics

CI students and faculty have a responsibility to familiarise themselves with those human rights that have a bearing on academic work. These include, but are not limited to: equality and non-discrimination, human dignity, privacy, freedom of opinion, freedom of expression, access to information, and just administrative action.

CI undertakes to work according to its core values by promoting and displaying integrity, respect, creativity and excellence in the research process. Supervisors and students carry the responsibility of being transparent by providing accurate and sufficiently detailed information and by being just and fair in giving others appropriate credit. Supervisors and students are to aspire to the highest degree of integrity in their research by complying with the highest standards of appropriate research methodology, acknowledging the limitations of their research and findings, making no misrepresentations in their

findings, not fabricating any information, and committing no form of plagiarism.

Data and information gathered should be available to interested parties without violating or undermining confidentiality. Researchers are accountable to the particular academic community and any other communities in which they participate. Therefore, they will consider potentially destructive consequences of their research on communities and will seek to avoid these consequences or put measures in place to reduce the risk of such consequences.

Students and staff at CI are responsible for taking into account other codes of ethics that are relevant to their work such as the codes of ethics of relevant professional bodies, scholarly societies and partner institutions.

Failure to adhere to the above principles of research ethics will be dealt with as a disciplinary matter, following the *Academic Discipline Policy*. Serious and/or repeated offences of this nature may be the grounds for failure, suspension and/or dismissal from the institution.

On-line Resources

Funda

Funda is the Cornerstone Institute learning content management system, designed to facilitate free-flowing communication among faculty and students in order to enhance the Cornerstone learning experience. It combines the best of social networking, personal scheduling and academic administration into a user-friendly application. It is also environmentally friendly in that it eliminates much printing of module readings and assignments. You will be issued with an individual user name and password so that you can access **Funda** from any computer connected to the Internet, any time of the day or night. Each of your Cornerstone modules appears as a separate tab page in **Funda**, providing you with easy access to many of the resources you need to complete your studies. Here is an overview of the **Funda** features:

Home	View recent announcements, discussions, and chat activity
Announcements	Read current, time-critical information
Schedule	Keep track of important dates and deadlines on a calendar
Resources	Read and download documents and URLs
Assignments, Tests & Surveys	Submit tests, quizzes and assignments online and receive online feedback
Chat Room	Participate in real-time, written conversations with other users
Forums	Engage in written discussions, not in real time
Drop Box	Allow private file-sharing between instructors and students
Gradebook	Access results from assignments and final grades
Help	Access help documentation
News	Access an RSS feed from an external site
Preferences	Set your personal preferences, such as time zone, tab order
Profile	Edit your personal information, including pictures
Roster	View list of module participants
Syllabus	Access the module syllabus
Web Content	Access external websites related to your modules
Wiki	Collaboratively edit simple web pages

Basic **Funda** training will be provided during orientation and during the first term of studies. For assistance with **Funda**, please contact the Faculty Officer.

CI students have full access to JSTOR (<http://www.jstor.org>), a searchable electronic journal repository. You can log onto JSTOR without a username and password by accessing the site via the CI server. This means you can access the site by logging on at one of the work stations in the Computer Laboratory or the wireless network in the building. We are currently working to provide access to JSTOR through logging in to **Funda**. Students also have access to Ebsco host for social sciences and psychology electronic journals (<http://search.ebscohost.com/login.aspx?authtype=uid>).

Academic Integrity

Students are expected to demonstrate academic integrity in all their assignments and exams. Academic integrity requires that one gives proper credit to one's sources and never represents someone else's work as one's own. Violation of academic integrity can take several forms,

the primary ones being plagiarism and cheating, both of which will be treated with appropriate penalties.

Plagiarism

Plagiarism is committed when a person represents someone else's work as his or her own, whether unintentionally or deliberately. Whenever one quotes directly from another source or uses an idea or structure from another source, that source should be properly acknowledged through the use of quotation marks, reference notes, and bibliographical entries, as appropriate.

- Plagiarism that is deemed to be due to carelessness or negligence will be noted and will result in a lowered grade for the assignment.
- Plagiarism that is deemed to be an intentional attempt to deceive (e.g., copying from the Internet with no acknowledgement of the source) is a serious violation of academic integrity and will result in failure of the module.

Cheating

Cheating on an exam or assignment may also take various forms, such as using unauthorised material during an exam, copying another student's work, or assisting another student in cheating. Such violations of academic integrity will be considered serious offences and will result in failure of the module.

Penalties

In all serious violations of academic integrity, as so deemed by the lecturer, the lecturer will report the violation to the Dean with a recommended penalty. The penalty may range from lowering of the grade for the paper (in cases of carelessness or negligence), failure of the module (in cases of deliberate covering up of sources), or full disciplinary review (in cases of recurrence of plagiarism).

In the case of formative assessments, the lecturer must inform the student of the plagiarism and the need to report the matter to the Dean. The student may be allowed the opportunity to resubmit the paper at the discretion of the lecturer. In the case of summative assessments, the matter will be referred directly to the Dean, with no opportunity for

the student to resubmit. When necessary, the matter will be reviewed by the faculty to confirm or amend the lecturer's recommended penalty. In all cases involving a serious violation of academic integrity, the Dean will issue a warning letter to the student, which will become part of the student's permanent record.

Unwillingness to uphold these standards may result in appropriate disciplinary action.

Marking Scheme

An exceptional answer that reflects outstanding knowledge and critical ability		Letter grade
First 75+	Understanding:	Exhaustive, full understanding of all the issues with originality in all the issues
	Selection and coverage:	Full range of credible sources used selectively to support argument
	Structure:	Well presented, coherent and compelling argument
	General:	90+ Insightful, displaying publishable quality, originality and independent thought, ability to make informed judgments
		80+ displays excellent research potential, flexibility of thought, possible
		A

		publishable quality	
		75+ displays high levels of accuracy, evidence of the potential to undertake research and the ability to analyse primary sources critically	
Upper second 70-74	A coherent answer that demonstrates critical evaluation		B
	Understanding:	Independent, critical evaluation of full range of theories with evidence of originality	
	Selection and coverage:	Complex work with key texts used effectively	
	Structure:	Concise, explicit argument	
	General:	Approaching excellence in some areas with evidence of the potential to undertake research	
Second 60-69	A coherent and logical answer which shows understanding of the basic principles		C
	Understanding:	Some capacity to reflect critically with no significant evidence of originality	
	Selection and coverage:	Sound knowledge of primary and secondary sources	
	Structure:	Developed argument but lack fluency	
	General:	Approaching merit, sound degree of competency but incomplete argument with inaccuracies	

Third 50-59	A basic answer which shows little understanding of basic principles		D
	Understanding:	Little capacity to reflect critically with no evidence of originality	
	Selection and coverage:	Basic knowledge of primary and secondary sources	
	Structure:	Sketchy argument	
	General:	Broadly satisfactory, sketchy argument and contains inaccuracies	
Fail	A superficial answer with limited knowledge of core material and limited critical ability		F
<50	Understanding:	Lack of understanding and focus with almost no insight into the topic	
	Selection and coverage:	Limited and/or irrelevant sources	
	Structure:	Argument not fully developed, confused and incoherent	
	General:	40-49 patchy overall knowledge with little evidence of independent thought	
		0-39 fundamental mistakes	

Appendix 1: Title Page

Double spaced } THE PRESENT VALUE OF THE LAWS OF PURITY
AS FOUND IN LEVITICUS

(6 spaces)

A RESEARCH PAPER

(5 spaces)

(6 spaces)

Double spaced } In partial fulfilment
of the requirements in Old Testament 2A
at the
Cornerstone Institute

(5 spaces)

(3 spaces)

by
Adam Matthews

References

American Psychological Association. (2012). *An introduction to APA style: A Student Guide for the 6th edition (2nd printing) of the APA Publication*. Washington, DC: Author.

(http://www.douglas.bc.ca/__shared/assets/Introduction_to_APA_Style_6th_ed62016.pdf)