



ACADEMIC GUIDELINES

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1. INTRODUCTION

This booklet contains basic information about some of the study skills you will need to help you get through your academic journey successfully. This includes information about the different types of written assignments; how to format, arrange and technically structure written assignments; and how to correctly cite and use references in your work. This guide is meant to give you some generic insight into what the general requirements of tertiary education and academic writing are. More specifically, individual guidance on assignment writing is provided by Student Development and Support (email academicsupport@cornerstone.ac.za).

1.1 Scholarship: the context for academic work

At Cornerstone, our goal is to guide you in becoming scholars of your profession and of society. We define scholars as people who have the ability to continuously and independently reflect on the daily lived experiences of people, and then apply their knowledge and analysis to change their immediate environment for the better. This means we want you to be a thought-leader and a leading practitioner in your profession and community - a public intellectual and change leader. This is what we call praxis - to both reflect on and change the world.

A great scholar outlines a problem, makes sense of it in theoretical terms and then develops and recommends a practical solution to solve the problem. You begin the process of becoming a great scholar by how you learn and exercise skills of reading and writing in a scholarly way, which is what these guidelines will help you with.

1.1.1 Ethics of scholarship: what to never compromise on

To become a great scholar requires you to never compromise on two things, namely to develop and present your own original conclusions and ideas, and to credit whose ideas you have worked with in developing your own. These are the core ethical requirements of good scholarship. In scholarship, we are interested in learning new things, which means we are interested in new perspectives that help us make sense of old and new problems of professions, of societies and of life in general - to only repeat what others already said does not make you a great scholar or change leader. A great scholar offers real solutions by first outlining what we already know about the problem (what others already said as done in a 'literature review'), then offering his/her way of making sense of the problem that continues on from what we already know ('analysis' of data you collected), and offers new solutions to the problem ('discussion', 'conclusions' and 'recommendations').

If all this seems somewhat theoretical, do not worry, sections 7 (Plagiarism) and 9 (Referencing) give you practical guidelines on how to adhere to the ethical requirements of scholarship. We will assess your writing specifically in terms of these factors: have you

answered the assignment question/instruction, have you attempted to offer an original idea, and have you followed the academic standards (outlined in this guide) including referencing properly?

1.2 Getting started

1.2.1 Organising your time

Research has shown that the most important factor that contributes to students' success in higher learning is their use of time. Whether you are studying full-time or part-time, you will need to develop some time management skills.

Every credit you have registered for equals 10 hours of work (this includes lectures, readings, assessments, etc.). Therefore, if you have registered for 128 credits for the year, you will need to complete a total of 1280 hours for your studies. There are approximately 30 academic weeks in a year which would require 43 hours of study per week. It is important that you plan to have sufficient time to meet this requirement.

Practical suggestions for organising your time

1. Work out an estimate of the required time for the credits you have registered for. You can do this by multiplying the credits you registered for by 10, then dividing it by 30 academic weeks for the year. Further divide this by the number of days you have available in the week (Be realistic. If you do not have 7 days available do not work on this number). You should now get an idea of how many hours you will need to spend on your studies per day.
2. On a weekly schedule, fill in all the essential activities on which you spend time. The blocks left over are potentially available for studying. Use free lecture periods for small study tasks, e.g. going through lecture notes, or getting books out of the library.
3. The next step is to find out exactly what your commitments are for each course. Find out when tests and examinations are to be written. This information can be found in your module outline for each course. Record all this information beforehand. Try to fit the hours you estimated above into this schedule.
4. Now you should be able to see at a glance when work will be piling up. A lot of time is wasted trying to obtain reserved prescribed books just before an assignment. Planning your assignments well in advance will help you to avoid the rush and save valuable time.
5. Finally, effective time use depends on knowing yourself and the circumstances under which you work best.
6. Below is an example of a weekly schedule for a term.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Term Assessment week					

A plan is only as good as how effectively it is carried out. Stick to your plan and if you need to, pair up with a peer or request assistance from Student Development and Support to help keep you accountable.

2. TYPES OF ASSESSMENTS

Below is a list of some of the assessment types you will encounter. These are the most common types, however, it is not an exhaustive list as lecturers may choose various other types of assessments for their relevant modules.

2.1 Essay paper

Essay papers are the main form of assessments you will be required to do. Comprehensive guidance on essay writing is provided throughout this booklet.

2.2 Tests, quizzes, and exams

The tests, quizzes, and exams will require that you pay attention in class, read the prescribed readings and have some level of engagement with the topics and materials related to the module. They are usually short quizzes to assess the learning that took place over a certain period of time. Your module outline and the lecturer for each module will guide you on what information the tests and quizzes will assess.

The exams may be larger in scope (covering more work across the term/semester) and will require more concerted study efforts. Lecturers will provide guidance regarding the extent of coverage of the exam. An invigilator will also be required for this form of assessment.

2.3 Reading tests

Some module assessments will consist of a combination of reading tests. These reading tests may take place weekly or a few times throughout the term or semester. The focus will be on specific readings or a set of readings as required by the lecturer.

2.4 Case studies

Depending on the module, you will be required to either construct a case study or do an analysis on a case provided to you. While case studies generally require that you analyse a particular situation or context, there may be specific requirements based on the assignment question. Generally, you are expected to provide an understanding of the case, do an analysis based on context and sometimes theory, as well as make suggestions and recommendations pertaining to what the question asks of you.

2.5 Presentations

For some modules you may be required to do individual or group presentations. These are oral assessments requiring you to present your work in front of the class using PowerPoint presentation slides and other forms of media. Presentations are usually based on particular topics covered in the module and may need to be accompanied by an additional summary or reflective paper.

2.6 Interviews

Some modules require that you conduct interviews with one or more people. Depending on the assignment question, you will be assessed on your interviewing skills, as well as your ability to answer the assignment question. Interview assessments are often accompanied by a written piece of work based on the interview. You will need to present the findings of your interview, along with providing some analysis and reflection according to the specific assignment requirements.

2.7 Discussion forums

Discussion forums are mainly used in our online modules. However, contact modules may also include these as a form of assessment. You will be provided with a topic which you need to discuss on the FUNDA platform. The extent of engagement in these forums will vary according to the module. Generally, you will have to make an initial contribution of your own in response to the assignment question. You will also need to comment on the posts of others. The module outline will specify the length of each contribution you will need to make

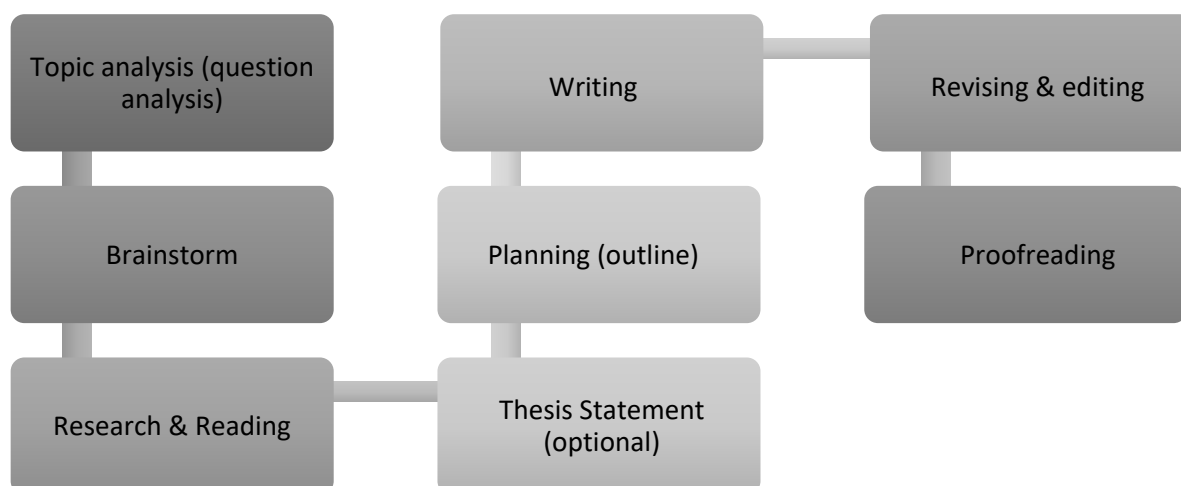
3. ASSIGNMENT / ESSAY WRITING

3.1 General information

Writing an essay/assignment is a process that requires a fair bit of practice and work. As a general rule, written assignments should be properly written to effectively convey the intended meanings of the work to the reader. Hence, students are asked to pay attention to the language used as the level of coherence (consistency) in one's work can greatly influence how the information is portrayed or understood as well as the final grade of a written assignment. In other words, if the reader cannot understand what the student is saying, then the point will not be made. Below are some guidelines on how to go about essay writing. However, the steps outlined also have a general application for almost any other assignment that you will be given.

Good essays (or written assignments) are usually the ones that follow the writing process outlined here:

3.2 The writing process



3.2.1 Topic analysis & brainstorming

To start the writing process, it is important to plan the assessment by doing a topic analysis and making use of a scratch outline (such as a mind map). Brainstorming in this way can help generate ideas on the topic and act as a plan that will direct your research and reading. It can additionally enable you to see if you have forgotten anything important or if you have included any irrelevant material.

Most questions you answer will have words in the title that are intended to show you what kind of response is required. It is also important to work out the content of a question, but this should not be too difficult. What you need to look at very closely are the **direction words** (see

table below for examples of key direction words to look out for) which indicate how you should deal with the content.

Example of a topic analysis

Full assignment question:

Identify the needs which Rogers says drive an individual and explain how these needs shape the counselling process.

Direction words: Identify and Explain

Content words:

- Needs that drive a person according to Rogers
- The counselling process

The list below is a summary of some of the most common direction words – try to familiarise yourself with them. These words are important for you to understand when analysing assignment questions.

KEYWORD	ACTION REQUIRED
Analyse	<i>Find and describe the main ideas, show how they are related and why they are important</i>
Assess	<i>Consider and evaluate the extent to which something is true. Provide relevant evidence that supports your conclusion</i>
Clarify	<i>Make a concept, theory or relationship clearer</i>
Comment	<i>Discuss briefly</i>
Compare	<i>Show both the similarities and differences, emphasising similarities</i>
Contrast	<i>Describe differences</i>
Criticise	<i>Give your judgement or reasoned opinion of something, giving its good and bad points. Your opinion should be supported by facts and/or arguments. (Remember to <u>criticise</u> does not necessarily mean to <u>attack</u>).</i>
Define	<i>Give the precise meaning of something, with no detail to show or prove an opinion or judgement</i>
Demonstrate	<i>Write a detailed account in a logical sequence</i>
Describe	<i>Give a detailed account, and provide good and bad points</i>
Discuss	<i>Explore and expand upon an idea or concept</i>
Distinguish	<i>Show the main differences</i>
Elaborate	<i>Provide more details</i>
Evaluate	<i>Discuss advantages and disadvantages, with your opinion</i>

Examine	<i>Identify key points and the most important information, while providing reasons for why this information has been identified as the most crucial for the topic</i>
Explain	<i>Give reasons for something</i>
Explore	<i>Consider different viewpoints and perspectives, by taking a questioning approach to the assignment instruction</i>
Identify	<i>List and describe</i>
Illustrate	<i>Give examples to make your meaning clear</i>
Interpret	<i>Show the meaning and relevance of data or other material presented</i>
Outline	<i>Give a short summary, giving main points and omitting minor details Same as “sketch / state”</i>
Relate	<i>(a) tell the story, or (b) show the connections between things</i>
Reflect	<i>Give your opinion, thoughts and feelings about both the content that you have learnt and how you have learnt it</i>
Review	<i>Similar to critically viewing something. Thoroughly look at various aspects of a subject</i>
Show how	<i>In a logical sequence, provide evidence that indicates the reasons why or how things have occurred</i>
Sketch / state	<i>Same as “outline”</i>
Summarise	<i>Give a brief account of the main ideas – no details or examples</i>
Support	<i>Back up a statement with facts, ideas and proof</i>
Trace	<i>Follow the progress or history of the subject and give the main point from the beginning to the end of an event</i>
To what extent	<i>Consider how far something is true or contributes to a final outcome. Consider also ways in which it is not true</i>

Once you have determined the direction and specific requirements of the assignment, you can use this as a framework for brainstorming ideas related to your initial plan based on the topic analysis. By brainstorming ideas early in the writing process, you will have more direction when going into your research and be more focused when doing the necessary reading.

3.2.2 Research: Gathering information

Once you have a good grasp of how to deal with the assignment question, you will need to identify appropriate sources of information and conduct your research. The quality of your sources and your critical evaluation of them will have a profound effect on the quality of your work. High-quality sources are generally those that were relatively recently published, of an appropriate depth for the nature of the assignment, and are themselves well documented.

There will always be “classic” sources that retain their value even with age (such as the Bible), but generally the older the text, the less relevant it is to contemporary issues and the less it has benefited from more recent discoveries and methodologies.

Sources of information

- Peer-reviewed journal articles that are pertinent (applicable) to your topic may be helpful sources of information, though the academic quality of journals varies considerably. You will have access to EBSCO, which has a range of databases for you to search for journal articles, as well as e-books.
- Evaluating the quality of internet sources is often very difficult, as such sources are frequently the thoughts of an individual that have not been subjected to rigorous academic scrutiny. One must exercise great caution when consulting such sources. A research effort that only consults internet sources is generally inadequate.
- For some assignments, dictionary articles may prove useful; for others, dictionary articles will be too superficial.
- Even with the internet at your fingertips, the library is still a reliable resource with rich information.

N.B. When conducting your research, be sure to note the author and publication details that are necessary to give due credit to the source (we call this referencing).

3.2.3 Reading

When reading you should consider the following:

- Establish the purpose of your reading. Are you reading for a class, discussion or assignment?
- Plan your reading time. Make sure that you break your reading up into manageable parts.
- Focus on the topic for a particular week or the question of an assignment.
- Get direction – know where you need to be going with your reading. What is the destination? Then map out how you will get there.
- In the case of an assignment let your topic analysis and brainstorming be your guide for your reading. Your planning should always direct both your information gathering and your reading.
- Only read relevant information. Be selective about what you read. Always ask yourself if what you are reading will help you to accomplish your goal.

- Keep track of what you read (note-taking).

3.2.4 Thesis statement

You cannot write a good research paper if you have not decided what research question you are writing about. A broad topic is not enough – you must know what particular aspect of the topic your research deals with, and be able to state in clear and specific terms what exactly you will be doing in your essay. It is therefore important that you learn to develop a thesis statement.

A thesis statement is a sentence that explicitly identifies the purpose of the paper or previews its main ideas. It usually appears toward the end of the introduction and explains in some detail what it is that you intend to write about. At the research stage, you need to have a working thesis, which is a statement of the problem. It helps to formulate it in two parts namely: Topic, comment and research question/problem.

- The topic is the subject you are researching.
- The comment is an important point about the topic, the one that you will deal with.
- The research problem/question refers to the question you want to answer with your paper.

A thesis statement is not a statement of fact, but a claim that you will endeavour to demonstrate or prove in your paper. It is much more specific than a topic or a title.

The research question is the basic form of inquiry you undertake with your paper.

Examples

Example of an expository (explanatory) thesis statement:

The life of the typical college student [topic] is characterized by time spent studying, attending class, and socializing with peers [comment].

Research question: What does the life of a typical student look like?

Example of an analytical thesis statement:

An analysis of the college admission process [topic] reveals one challenge facing counsellors: accepting students with high test scores or students with strong extracurricular backgrounds [comment].

Research question: What challenges do counsellors face in the college admission process?

3.2.5 Planning outline

Before starting to write, you need to decide how to arrange the information you have gathered. It is very important to decide which information is important and how one piece of information relates to another. Your lecturer wants to see how well you can organise and evaluate material to communicate your understanding of the information. By creating an outline in the planning

stage, you will have more direction and create a sense of coherence for your writing which can drastically reduce the writing time.

3.2.6 Writing

3.2.6.1 Assignment / Essay requirements

The content of written assignments can vary, but basically most written assignments include the following items in the following order:

- Cover page
- Table of contents
- The actual written part of the assignment
- List of references
- If necessary; figures, tables, and appendices

3.2.6.2 Essay structure

1. Introduction
2. 'Body' (arguments/essay content)
 - N.B. Use subheadings. Do not simply use 'Body' as a heading*
3. Conclusion

Each of these 3 components are discussed in more detail below:

The Introduction

Your essay should begin with an introduction. This is where you briefly introduce the topic as well as the questions/issues, which you will be addressing in the essay. A good introduction will:

- Arouse the reader's interest
- Make a general statement about the topic
- Set the scene/provide some context
- Explain how you interpret the assignment question
- Define or explain key terms if necessary
- Give a brief outline of which issues you will explore, and in which order

Example of an introduction

Maintaining enrolment of a consistent group of students from the influx of freshman to the completion of their degree is a feat most universities have been unable to master (Kemp 2016). Therefore, the topic of student retention will be explored. The exploration will include a description and explanation of factors related to student retention rates. In addition, a variety of retention strategies will be discussed and evaluated. A better knowledge of the factors and strategies of student retention will be gained.

The 'Body'

This is the section where you develop all of the arguments for your position. It is called the 'body' of your essay since this is where one 'fleshes out' or elaborates on the points outlined in your introduction. These points will be divided into **paragraphs**:

Paragraph 1

- Covers the first thing you said you would address.
- The first sentence (the topic sentence) introduces the main idea of the paragraph.
- Supporting sentences develop the topic.
- Include relevant examples, details, evidence, quotations, and references.
- A concluding, linking or transition sentence should be included at the end of your paragraph.

Example of paragraphs

In order to explore factors that impact student retention rates in higher education, factors that influence dropout rates need to be addressed. Since adjustment to tertiary education is such a major undertaking, students who experience difficulty adjusting may have a tendency to drop out of university (Forsythe & Johnson, 2017:270). It can be an overwhelming transition, influenced by a variety of factors. These factors, which are directly related to retention, can be categorized into three major groupings namely academic, social, and emotional factors (Forsythe & Johnson, 2017:105).

Academic adjustment has a relatively high influence on retention rates as this adjustment is directly related to the purpose of a student. A student's academic ability is a large determining factor of retention (Lou & Noels, 2017:111). If a student does not have the academic ability to meet the standards of tertiary education, they are very likely to drop out (Lou & Noels, 2017:87). Apart from academic ability, the incentive to learn, as well as willingness to take action in order to meet academic demands, is key to student retention (Forsythe & Johnson, 2017:170). If the student has distinct, intentional goals in mind for their education, they are more likely to stay committed than those who do not (Forsythe & Johnson, 2017:70). The academic environment a student finds themselves in also plays a role. Since these factors are directly linked to the basis of being a student, they have a great impact on retention.

Paragraph 2 and other paragraphs

- The first sentence links the paragraph to the previous paragraph and then introduces the main idea of the paragraph.
- The paragraphs following throughout your essay should generally follow the same structure as the paragraph above.

Linking/Transitioning Words

To indicate a contrast	To provide an illustration	To extend a point	To show cause and effect/ conclusion	To show the next step
however	for example	similarly	therefore	after
on the other hand	in other words	equally	thus	afterwards
in contrast	for instance, say	indeed	accordingly	lastly/last but not least
alternatively	namely	in addition	hence	finally
on the contrary	such as	in the same way	for this reason	first and foremost
conversely	chiefly	likewise	this implies	ultimately
in comparison	mainly	too/also	in this/that case	next
rather	most importantly	besides	consequently	first(ly), second(ly), third(ly)
in fact	including	above all	because of this/that	
another possibility	a typical/particular	as well	this suggests that	
better / worse	especially	furthermore	in short	
but	key example		in brief	
despite this	in particular		it might be concluded	
notwithstanding			accepting/ assuming	
in spite of			resulting from	
nevertheless			in consequence of this	
yet			as a result	
instead			consequence	
although			owing to/due to the fact that	

The conclusion

The conclusion is the part of your essay that draws everything together and closes off your argument by summarizing the main themes and stating your general conclusions. It is important to clearly state why these conclusions are significant without introducing new information not stated in the 'body' of your essay.

- Does not introduce new material.
- In the last sentence, sum up your argument very briefly, linking it to the title.
- Show how you answered the assignment question.
- Set the issues in a broader perspective/wider context.
- Discuss what you have failed to do – e.g. answers not clear, space was limited.
- Suggest further questions of your own.

Example of a conclusion

Since institutions all over the world are facing the challenge of student retention, it is a valuable topic of discussion. Therefore, certain factors impacting student retention were explored in three main areas. Additional factors, not in the three areas, were also discussed. These factors were identified and described in relation to their contribution to student retention. Various retention strategies were also investigated and evaluated.

Owing to the fact that little research has been done on multifaceted areas influencing retention, it would be useful to do more in depth research on the subject.

A full essay structure with examples of the above items, is provided in **Appendix 1**.

4. WRITING STYLES

When writing academically, you are required to have a wide range of writing skills. This includes understanding that different types of assessments serve different purposes and therefore you need to use specific writing styles. Narrative, descriptive, expository and persuasive essays are the most common writing styles you will be required to use. However, each of these may sometimes require you to use other writing skills, such as objectivity, subjectivity, reflection and critical analytical thinking.

4.1 Narrative

Narrative writing is a personalised style of writing.

- Include actual lived experiences
- Take a storytelling approach – include the setting, characters and a plot
- The main aim is to entertain and draw the reader in

4.2 Descriptive

Descriptive writing does not simply describe for the sake of description. In academic writing, description is used for the purpose of making meaning.

- Describe details using descriptive language
- Make use of adverbs, adjectives and other descriptive languages
- Make use of imagery to entertain the reader

4.3 Expository

The main purpose of an expository essay is to provide explanations. This may take the form of various other essays such as comparative, analytical and cause/effect essays.

- Explain the details of a topic
- Base details on facts and not opinion
- Present balanced views about a topic
- Provide support

4.4 Persuasive/Argumentative

The main purpose is to persuade/convince the reader of your viewpoint in specific ways.

- Present a particular position or viewpoint
- Include all sides of an argument
- Be clear about your argument
- Provide supporting evidence, but include your opinion
- Persuade the reader of your viewpoint

5. OTHER SKILLS NEEDED FOR ACADEMIC WRITING

5.1 Objective/Subjective writing

Academic writing is not simply about giving your opinion on a subject. Depending on the type of assignment or essay, you will need to be objective or subjective. Objectivity is a neutral style of writing, which does not include any of your own views or opinions. You present facts without taking sides. Subjectivity in writing expresses your own viewpoint in relation to the topic. Your writing will be more biased as your personal feelings influence your writing when you are subjective.

5.2 Reflective writing

Writing reflectively is not just about the information you have learnt. Instead, it is how you have learnt this information that is essential. Reflective writing is therefore about your experience of the learning process. It is your opinion, thoughts and feelings about both the content that you have learnt and how you have learnt it. Reflective writing is about looking at the good and bad points of the learning process. Thus, reflecting on your strengths and weaknesses is important for this type of writing. It is less evidenced and more personal.

Reflection is about one of two things or both. It is learning that takes place through the process of thinking. It is also your personal response to experiences, situations and information. Reflective writing is therefore your own processing of information. It usually starts with you – you should examine your own thoughts before examining the thoughts of others. It involves examining your knowledge of the topic, previous experiences with the topic and why you think the way that you do. Evaluating your values and beliefs and how they influence your thinking becomes an essential part of this process.

How to write reflectively

Writing reflectively could be a requirement for part of an assignment or an entire assignment. Below are some general principles for writing reflectively, however, always check your module outline first. Different lecturers require different types of information.

What you need to include

- How you are able to relate to the topic
- What your thoughts are – what is interesting, what is difficult, what you agree on or disagree about and why
- What you view differently from your previous knowledge on the topic
- Your questions
- Different opinions to those that you learnt
- Any new ideas
- What steps you need to take in your thoughts and actions next
- Making a connection between what was learnt and your own experiences

5.3 Critical/Evaluative Writing

The purpose of writing critically is to evaluate a given text.

- While your main analysis will be of the required text, it is necessary to engage with other sources of information as well. This will allow you to reasonably evaluate the main text, with all the important information.
- Critical writing requires that you question the text.
- It does not have to be a negative evaluation of the text. Instead, it should be viewing both the positive and negative points of the main text in relation to other related readings or knowledge. You should explore both the strengths and weaknesses of the text or topic.
- Being critical should demonstrate that you have taken other perspectives, theories or approaches into consideration.
- It should also demonstrate your own stance on the topic.
- You should look at the text in context, not just the content. This includes the purpose of the text, its intended audience and the structure. Based on these aspects, you will form a judgement of the text.
- While critical papers are specific assignments you may receive, critical thinking is also a required skill that you will need to demonstrate in most of your assignments.

5.4 Analytical Writing

This requires you to break the information into sections.

- You should segregate the different concepts and understand how they connect to each other.
- Essential to an analysis is viewing the evidence and deciding how convincing or unconvincing the evidence is.
- You also need to provide your own opinion on why you think the text is convincing or unconvincing.
- Analytical writing requires both critical evaluation and reflective skills.

Depending on the type of assessment, you will be required to demonstrate one or more of the above writing skills. More particularly, remember that different essay styles will determine the writing skills that you will need to use.

6. GENDER IN LANGUAGE

Gender-exclusive language is generally recognised as inappropriate for academic writing and should be avoided. Language is powerful; it reflects and influences perceptions, attitudes and behaviour. Gender-neutral and non-sexist language ensures that no gender is privileged or prejudiced against another. Below are some guidelines on how to successfully do this.

“A person shows his commitment in their academics by ...” can be dealt with in the following ways:

- Using the plural: “People show their commitment...”
- Using the passive voice: “Commitment in academics is shown by...”
- Eliminating the pronoun: “A person shows commitment...”

Using the forms of “man” (men)

- chairman: chairperson / chair
- policeman / policewoman: police

Male generic forms

- man in the street: average people, people generally
- man-kind: humanity, all people
- forefathers: ancestors, forebears
- brotherhood: community, partnership

7. PLAGIARISM

7.1 What is plagiarism?

Plagiarism is the taking of another person’s thoughts, words, judgments, ideas etc., and presenting them as your own. This includes situations in which content is generated or reproduced using artificial intelligence (AI) tools without the necessary authorization or proper attribution.

Plagiarism is not only a form of cheating; it is theft and is thus a serious academic offense. All allegations of plagiarism will be investigated and may result in action being taken against the wrongdoer. All cases of plagiarism get reported to the Dean for our records. A charge of plagiarism, depending on the severity and/or recurrence, may result in a zero mark for the assignment or module, suspension or expulsion.

- Direct quotations, ideas, structures or diagrams from published and unpublished work must be referenced in the proper form.

- Paraphrasing must also be acknowledged and referenced.
- Creators of images and audio-visual presentations must also be acknowledged.
- Students should take particular care when referencing their work.

When you submit your assignment on Funda (our learning management system), our plagiarism-detection software (Turnitin) will analyse the similarity of your work to other sources. For different study levels we apply different standards. If your similarity score exceeds the accepted standard, we will apply our plagiarism procedures.

Generally, plagiarism can result in an automatic deduction of the final mark of the assessment:

- 5% for 1st-year modules,
- 10% for 2nd-year modules,
- 15% for 3rd-year modules and
- 20% for honours-level modules.
- Suspension or expulsion (reserved for repeated offenses).

In the case where a lecturer has decided to give the student an opportunity to resubmit with correction, the maximum amount to be awarded for the assessment upon resubmission is to be 50% (a pass mark).

Even if your similarity score falls in the 'safe zone' (below the plagiarism procedure trigger), if it is more than 10%, always seek academic support from your lecturer and/or Student Development and Support at academicsupport@cornerstone.ac.za.

See our Academic Integrity Policy for more information about plagiarism procedures and penalties.

7.2 Collaborative work

You are not allowed to collaborate on any individual assignments unless authorised by your lecturer. While you may discuss the assignment with your classmates, all work (including research, findings and notes) must be done independently. Unauthorised collaborative work is considered plagiarism as you are passing off someone else's work as your own.

In the event of group work, such as presentations, the lecturer will indicate the extent of the collaboration and the individual delivery of the output and submitted work.

If you are unsure about how and what to reference you should seek more guidance which is available to you at the Student Development and Support department.

7.3 Artificial Intelligence (AI)

Artificial intelligence (AI) refers to the simulation of human intelligence by software-coded heuristics. “An artificial intelligence tool is a software application or system that utilizes artificial intelligence (AI) techniques and algorithms to perform specific tasks or solve problems that typically require human intelligence” (Chat GPT 4.0). This definition excludes tools which are specifically and only designed to improve grammar and spelling.

Where AI tools are required to be used in the completion of an assessment task, there will be clear instructions on how the tools should be applied. Students may select appropriate AI tools as resources in undertaking certain assessments especially where these support learning and practice such as brainstorming and idea generation. There will however be certain assessments where it will be clearly indicated that students may not use AI tools for the completion of certain tasks.

Where students do use AI tools in completing assessment tasks, they are required to:

- reference all the AI tools they have used;
- highlight any sections of text which are drawn from AI tools
- indicate all prompts which have been entered into AI tools

AI sections of text should be indicated in the same manner as quotations from any other reference materials. The full set of AI tools employed and all prompts used must be listed at the end of the assessment task.

8. FORMAT INSTRUCTIONS

8.1 Formatting

- Papers should be typed and submitted in Microsoft Word.
- Papers are to be typed using 1.5-line spacing.
- Use either Arial (11 pitch) or Times New Roman (12 pitch) font.
- Papers are submitted on FUNDA. On the rare occasion that your paper is printed, this is to be on single sides of the paper only.

8.2 Pagination (numbering your pages)

The first number to appear will be on the first page of the text of the paper (i.e. the Introduction page).

- The number is placed at the top right hand of the paper. It should not be underlined or followed by a full stop.

8.3 Margins

- Margins are to be set at “Normal” (2.54cm all round).
- If you are going to bind the paper in some manner, leave extra space on the left for the space lost in the binding.
- Do not type outside the prescribed margins.

8.4 Paragraphs

- Use the justified alignment (block format).
- The first line is not indented, but there must be an extra line between paragraphs to clearly indicate where one paragraph ends and the next begins.

8.5 Assignment length

- Lecturers will indicate in the module outlines a required or approximate length of a paper in the number of words written or number of pages required.
- Such guidelines for paper length are intended to refer to the length for the body of the assignment, not including the title page, table of contents or reference list.
- Include the word count at the end of your paper in block brackets. E.g. [Word count: 1520].

8.6 Cover Page and Collation (assembling of assignment)

- The cover page is the front page, followed in order by the Table of Contents, the Introduction, the chapters in order (the body), the Conclusion and the Reference List.

8.7 Table of Contents

- The Table of Contents should reflect the exact headings that are used in the paper. A numbering system is to be used for headings in the paper, with the same numbering system reflected in the Table of Contents.
- The title TABLE OF CONTENTS is bold and centred on the first line. Double space between the heading and the first entry.
- Spacing between further entries should be consistent.
- Reference list should not have a page number on your Table of Contents.
- Refer to a sample Table of Contents in Appendix 1.

8.8 Headings

- Capitalise headings.
- Differentiate headings and subheadings by means of any format tool e.g. bold, caps, italics etc.
- Headings should appear exactly the same in the Table of Contents as what it appears within the assignment.

9. REFERENCING

There are many different styles of referencing. Cornerstone, as a rule, uses Harvard referencing convention but also provides the American Psychological Association (APA) style (for psychology honours students specifically). You will be required to reference using one of these referencing styles. The most important thing is that you understand the purpose of referencing and use it correctly and consistently, irrespective of the style your programme requires. You will be provided with referencing guides in each of your modules.

At undergrad level students are evaluated on which sources they use and how they are used. You will therefore only use a reference list in your assignment. Do not include sources you have not used and cited directly (this would be seen as “padding” your reference list). If you would like, you can include additional material you have consulted in a section labelled “Additional Readings”.

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

Only the authors of post-graduate publications include a bibliography in their work, which is a list of all sources consulted in their research for their publication, even those they do not directly cite. At post-grad level, students are expected to interact with and integrate a wide scope of material on their subject matter.

9.1 General elements in a reference

9.1.1 Author

- Identify the author by surname, followed by a comma and the author’s initials with a full-stop directly after each initial.
- When there is more than one author, follow the examples in the appendix. In some cases, the organisation may function as the author, in these cases give the name of the organisation as the author.

- If no author can be found (e.g. Internet site, newspaper article), use “Anon.” in place of the author’s name. This is true even in cases where an editor exists.

9.1.2 Editor

- In edited books, the authors are usually cited either in the chapter they contributed, as one of many contributors to a book, or in an alphabetical list at the beginning of the book. In these instances, reference the author as you usually would (see examples below).
- On the rare occasion when a book is produced by an editor rather than an author, and no author is named, then the name of the editor is used at the beginning of the reference in place of the author’s name, followed by the abbreviation “Ed.” (or “Eds.” Is more than one) e.g. Merchant, E.S. Ed.

9.1.3 Date of Publication

- In determining the date of publication, choose the last copyright date listed. If the book is a newer edition, use that date. Disregard dates referred to as reprint dates.
- If the date of publication is unknown, give the abbreviation “n.d.” If the list contains more than one item published by the same author in the same year, add lower case letters immediately after the year to distinguish them. For example: 1998a.

9.1.4 Title

- Titles of books are taken from the title page of a book and are written in exactly the same way as on the title page as far as wording and spelling are concerned.
- Subtitles, when present, should follow a colon and space immediately after the title.
- Only the first letter of the title and subtitle should be in uppercase, except for proper nouns e.g. Cape Town and acronyms e.g. HIV/AIDS.
- Titles of books, journals, magazines and newspapers should be italicised or underlined; either method is acceptable, as long as it is consistently applied.
- Titles of articles in a journal, magazine, newspaper, dictionary, or encyclopaedia are NOT italicised or underlined. In these instances, it is the title of the publication that is italicised or underlined.

9.1.5 Edition

- When a book is other than the first edition, the edition should be identified in the reference list after the title. For example: Dunn, J.D.G. 1978. Jesus and the Spirit. 2nd ed. London: SCM.

9.1.6 Place of Publisher

- Give only the first place of publication or the one most important as indicated by typography or layout.
- Add the country of publication for less known locations. If the place is uncertain, give a probable place, with a question mark and enclosed in square brackets e.g. [Johannesburg?]: First South African Publishers.

9.1.7 Name of Publisher

- The name of the publisher follows the place of publication in the shortest form in which it can be identified and understood.

9.2 In-text Referencing

Whenever you use, summarise, paraphrase, comment on, analyse, refer to or quote (etc.) another author's ideas or words in any way, you must indicate this, in every instance in your text. This acknowledgement is known as documentation.

In-text referencing 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 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. 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.

The reference will appear immediately following the text cited and consists of three parts: the author's name, the year of publication, and the page number.

Example

(Klopper, 2016:20)

Please note the following variations:

If there is no available date for a source:

Example

(Klopper, n.d:20)

For Internet citations there are typically no page numbers:

Example

(Mashaba & Solomon, 2017)

When the author's surname is used in the text, the year and page number should immediately follow the author's surname in brackets. When you directly quote the author verbatim author surname year of publication and page number in brackets after closing the quotation.

Example

Erickson (2019:450) argues that ...

When citing an author who is cited by another author the text or reference should make clear that this is being done and the citation should refer to the source from which you have taken your information.

Example

Erickson (2019:94) cites Bruce as saying...

Or

Bruce (as cited by Erickson 2019:94) states that...

When citing a group of authors in the body of your text, be sure to use the whole word "and" when listing them.

Example

Herman, Karethi, Rogers and Jacobs (2018:77-81) argue that ...

However, when listing more than one author in parentheses (brackets), the ampersand, "&", is used.

Example

(Simon, Garfunkel & Weber, 2017:311)

When citing an e-book without pages use the chapter number.

Example

Erickson (1985, Development, para 2)

If there are no heading count the paragraphs from the top.

Example

Erickson (2019, para 2)

9.3 Bible referencing

The Bible, and other religious texts, are considered to be valuable sources for all Theology and Biblical Studies modules, as well as for illustrating and explaining the values and cultural perspectives that are behind an argument. The Bible and other religious texts are not

considered to be “academic” sources when a set number of sources have been requested for a particular assignment. You should write the reference out in full and include the version used.

You should only include the version abbreviation if you have used multiple versions.

Example

(Psalm 23:1-4, NKJV)

All in-text references must have an accompanying reference list entry and the information in one should correspond to the other.

For further information and examples of the Harvard referencing refer to **Appendix 1**.

9.4 Quotations

Sometimes you may want to quote your source verbatim (word for word). Quotations should be brief and functional, adding authority or insight to your point.

Quotations must be given exactly as they appear in the source and begin and end with quotation marks.

Example

“Within the last week alone, the remains of a 6-year-old girl were found after being reported missing a few days earlier. Many of these crimes were committed by assailants known to the victims” (Namugwe, 2018:1).

Quotations of more than 3 lines in length should use a block format and be indented 1 cm from the left margin.

They are single-spaced and should not include quotation marks. Generally, the reference for such quotations comes at the end of the quotation.

Example

Instances of gender-based violence (GBV) on university campuses are rarely reported to the authorities. This makes it difficult to gauge the prevalence of this problem, which in turn affects efforts for prevention. This article describes a university-wide online survey aimed at assessing, first, the prevalence of GBV experienced by the three sectors in the community— students, academic and research staff, and professional/ administrative staff (Finchilescu, 2018:17).

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 useful. When in two minds, exclude it. In general, **quotations should not comprise more than 10% of your entire assignment word count**.

9.5 Acronyms

When dealing repeatedly with a long name of an organisation or illness for example, use the full name the first time you mention it followed by the acronym in parentheses. Thereafter you can just use the acronym.

Example

The Wildlife Conservation Society (WCS) has as its mission....

Thus, the WCS insists that....

9.6 Reference list

- A reference list is a list of sources used.
- It is attached to the end of a paper or essay.
- Be sure to arrange sources in alphabetical order by author's surname, followed by initials, year of publication, title, place of publisher, and name of publisher.
- Do not number or bullet point the entries in your reference list.
- The following details are generally required:

Author - Surname, Initial(s). Year. Title (italicised or underlined). Place Published (City):
Publisher. Additional details may also be required, depending on the type of source
(see Appendix 1)

- All entries are in justified (block) paragraph format, with a line between entries.
- The entries are in alphabetical order by author's surname.
- No points or symbols (e.g., ●) or numbers as lists are used with each reference entry.

10. MARKING SCHEME

A = EXCELLENT (75% - 100%)

Represents a high level of information gained, ability to use methodology, ability to communicate and evidence of originality.

B = ABOVE AVERAGE (70% - 74%)

Represents an above-average grasp of the information and methodology, ability to communicate and evidence of originality.

C = AVERAGE (60% - 69%)

Represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or an inability to demonstrate insight into the material studied.

D = BELOW AVERAGE (50% - 59%)

Represents unsatisfactory achievement in all areas but is passable.

F = UNACCEPTABLE (below 50%)

Represents work that fails to meet the requirement for a course.

APPENDICES

APPENDIX 1 – COMPLETED ASSIGNMENT

(Cover Page, Table of Contents, Essay Body, Reference List and Honour Pledge)

ASSESSMENT 3: RETENTION IN HIGHER EDUCATION

Type the assignment name according to your module outline

RESEARCH PAPER

This is the type of assignment

In partial fulfilment
of the requirements in Research and Study Skills

at
Cornerstone Institute

State the module name

by

Sarah Martin
19 February 2019

Include your name, surname and date of submission

1. INTRODUCTION

Make sure that your headings are the same in your table of contents

Arouse the readers with your first sentence

Maintaining enrolment of a consistent group of students from the influx of freshman to the completion of their degree is a feat most universities have been unable to master (Kemp, 2016:133). Therefore, the topic of student retention will be explored. The exploration will include a description and explanation of factors related to student retention rates. In addition, a variety of retention strategies will be discussed and evaluated. The factors and strategies of student retention will be gained.

In-text citation

Outline the issues to be explored and provide a summary of the purpose of the paper

2. FACTORS

Topic sentence

In order to explore factors that impact student retention rates in higher education, factors that influence dropout rates need to be addressed. Since adjustment to tertiary education is such a major undertaking, students who experience difficulty adjusting may have a tendency to drop out of university (Forsythe & Johnson, 2017:270). It can be an overwhelming transition, influenced by a variety of factors. These factors, which are directly related to retention, can be categorized into three major groups: academic, social, and emotional factors (Forsythe & Johnson, 2017:105).

Supporting sentences with in-text citation

This is a linking sentence

Academic adjustment has a relatively high influence on retention rates as this adjustment is directly related to the purpose of a student. A student's academic ability is a large determining factor of retention (Lou & Noels, 2017:111). If a student does not have the academic ability to meet the standards of tertiary education, they are very likely to drop out (Lou & Noels, 2017:87). Apart from academic ability, the incentive to learn, as well as willingness to take action in order to meet academic demands, is key to student retention (Forsythe & Johnson, 2017:170). If the student has distinct, intentional goals in mind for their education, they are more likely to stay committed than those who do not (Forsythe & Johnson, 2017:70). The academic adjustment a student finds themselves in also plays a role. Since these factors are directly linked to the basis of being a student, they have a great impact on retention.

Concluding sentence: Summarise the main points of the paragraph

An area which might be just as important as academic adjustment is social adjustment (Lou & Noels, 2017: 8). The assimilation of a first year student into their new social environment is critical. Their commitment to the institution is dependent on this assimilation into college life (Lou & Noels, 2017:77). Other factors of social adjustment include obtaining a support system and balancing the new freedoms of social activity (Kemp, 2016:13). A pivotal aspect of retention is homesickness, as students suffering from homesickness are three times as likely to drop out as those who don't suffer from it (Kemp, 2016:15). Strong social support systems can help to combat social adjustment difficulties, and are therefore of crucial importance. Contact that is informal in nature with faculty members can also function as a form of support for a new student. Depending on the quality of the contact, this has been found to help maintain

enrolment (Forsythe & Johnson, 2017: 50). Humans are suited for socializing, and for this reason social aspects play a huge role in retention rates.

Humans can also be highly emotional beings, and because of this, the third area is emotional adjustment. Any significant change has a huge emotional impact on a person. Therefore, it is not surprising that a student in their first year may experience some emotional turmoil (Forsythe & Johnson, 2017:62). This can result from identity being brought into question, along with doubts of self-worth, lack of direction, and relationship uncertainty. A personal crisis could result from the emotional turmoil a student faces (Forsythe & Johnson, 2017:44). Problems in the emotional area of adjustment which can appear, amongst others, include anxiety, low self-esteem, and depression (Forsythe & Johnson, 2017:141). Studies have found that anxiety specifically has been a predetermining factor of student dropout rates (Lou & Noels, 2017:71). Due to this fact alone, we can conclude that retention is certainly impacted by emotions brought about during adjustment.

Concluding sentence

Some factors do not necessarily fit into these categories, but do, however, play a major role in student retention. One such factor is the relations a student has with their parents (Lou & Noels, 2017: 199). The new found independence a student receives as a first year student, along with separation from their parents, affects all three of the areas of adjustment mentioned above (Forsythe & Johnson, 2017:101). Another influence on retention is the unrealistic expectations a student has prior to entering tertiary education (Forsythe & Johnson, 2017:115). These high expectations cause a tendency in students to drop out when these expectations aren't met (Forsythe & Johnson, 2017:205). Another major influence, which is highly relevant in the South African context, is finance. Financial sustainability is not usually something students have mastered. A student's capacity to pay fees of tertiary education have a direct impact on whether they can complete their degree. For this reason, finances play a huge role in retention. As clearly demonstrated, there are a significant variety of factors that influence student dropout rates, and as a result, student retention rates.

3. STRATEGIES

Strategies have been developed to assist student retention. The predominant retention strategy is counselling (Forsythe & Johnson, 2017:33). It has been proven that counselling interventions can dramatically decrease dropout rates. It is important to identify students at risk of dropping out so that prevention can occur (Kemp, 2016:134). Another suggestion made by Kemp (2016:134) is putting formal retention programs as well as progression programs in place in institutions. To ensure continued enrolment, support systems involving faculty and peers should be instituted (Forsythe & Johnson, 2017:145). This support increases confidence

and encourages retention. A good way of implementing a support system is mentoring programs (Forsythe & Johnson, 2017:106). All these strategies are invaluable to retention.

4. CONCLUSION

Since institutions all over the world are facing the challenge of student retention, it is a valuable topic of discussion. Therefore, certain factors impacting student retention were explored in three main areas. Additional factors, not in the three areas were also discussed. These factors were identified and described in relation to their contribution to student retention. Various retention strategies were also investigated and evaluated. Owing to the fact that little research has been done on multifaceted areas influencing retention, it would be useful to do more in depth research on the subject.

Summarise the main themes of the paper and make suggestions for further research

Show the importance of the topic and conclude with the assignment question

REFERENCE LIST

Forsythe & Johnson. 2017. Emotional, Social, and Academic Students: A Longitudinal Study of Retention. *Journal of Counseling & Development*, 72(3):281-288. <https://web.a.ebscohost.c/eho/pdfwerpdfviewer?sid=7b491e79-58677-804f-41fa4dfe84%40sessionmgr401&hid=4107>. [3 March 2017].

Kemp, A.D. 2016. The Class Action Survey: An Assessment Instrument Designed to Evaluate Student's Subjective Attitudes Regarding a Course in College Student Retention and Persistence to Graduation. *Education*, 137(2):133-140. <https://web.a.ebscohost.com/ehost/pdfviewersid=2c130b64-fee4-438f-8367-4c927c1bb9cf%40sessionmgr4010&vid=1&hid=4107>. [3 March 2017].

Lou & Noels. 2017. Factors Negatively Affecting University Adjustment from the Views of First-Year University Students: The Case of Mersin University. *Educational Sciences: Theory and Practice*, 14(4):1301-1308. <https://current.cornerstone.ac.za/access/content/group/4b58cbf2-3ea0-4579-8061-af084d0a0204/Ass/Factors%20negatively%20affecting%first%year>. [06 October 2020].

Simpson & Maltese. 2017. Homesickness and Adjustment in University Students. *Journal of American College Health*, 60(5):415-419. <https://web.a.ebscohost.com/host/pdfviewer/pdfviewer?sid=d99a06ce-1f4c-bf-a2d2-665eb5422bbc%40sessio4d=1&hid=4204>. [23 February 2017].

Journal article reference: Author's surname, initials and year of publication

Journal title/name always in italics, volume, (number): page numbers

Title of the article

Web address and the date you accessed the article

APPENDIX 2 – REFERENCE EXAMPLES

TYPE OF EXAMPLE	IN-TEXT EXAMPLE	REFERENCE LIST EXAMPLE
<p>Book – 1 author</p> <p>Author Year. <i>Title:</i> <i>Subtitle.</i> Place: Publisher.</p>	<p>(McGrath, 2016:133-135).</p> <p>Direct quote</p> <p>McGrath (2016:133-135) states... Paraphrase</p>	<p>McGrath, MJ. 2016. <i>The Christian theology reader</i>. Wiley: Blackwell.</p>
<p>Book – 2 authors</p> <p>Authors. Year. <i>Title:</i> <i>Subtitle.</i> Place: Publisher.</p>	<p>(McDowell & Wallace, 2019: 24). Direct quote</p> <p>According to McDowell and Wallace (2019:24)... Paraphrase</p>	<p>McDowell, S. & Wallace, W. 2019. <i>So the Next Generation Will Know: Preparing Young Christians for a Challenging World</i>. United States of America: David C. Cook.</p>
<p>Book – 3-7 authors</p> <p>Authors. Year. <i>Title:</i> <i>Subtitle.</i> Place: Publisher.</p>	<p>(Picker, Griffiths & Weaving, 2019:4-5).</p> <p>Direct quote</p> <p>Picker, Griffiths and Weaving (2019:4-5) Paraphrase</p>	<p>Picker, M., Griffiths, CL. & Weaving, A. 2019. <i>Field guide to insects of South Africa</i>. Cape Town: Struik.</p>
<p>Book – 4 authors or more</p> <p>First author, et al., Year. <i>Title: Subtitle.</i> Place: Publisher.</p>	<p>(De Young, et al., 2018:232).</p> <p>Direct quote</p> <p>De Young, et al. (2018:232) state... Paraphrase</p>	<p>De Young, CP., et al. 2018. <i>United by faith</i>. Oxford: Oxford University Press.</p>
<p>Book – no author to be found</p> <p>Anon. Year. <i>Title:</i> <i>Subtitle.</i> Place: Publisher</p>	<p>(Anon. 2017:66-73).</p> <p>Direct quote</p> <p>Anon. (2017:66-73). Paraphrase</p>	<p>Anon. 2017. <i>The eliciting of frank answers</i>. Miami: Engineering Publications.</p>

<p>2 books in 1 year by the same author</p> <p>Use a letter identifier after year.</p>	<p>(McGrath, 2019b:110).</p> <p>Direct quote</p> <p>In his research McGrath (2019b:110) finds...</p> <p>Paraphrase</p>	<p>McGrath, A.E. 2019a. <i>A Theory of Everything (That Matters): A Brief Guide to Einstein, Relativity, and His Surprising Thoughts on God</i>. Grand Rapids, Michigan: Zondervan.</p> <p>McGrath, A.E. 2019b. <i>Springboard for faith</i>. London: Hodder and Stoughton.</p>
<p>Resource with editor but no author</p> <p>Editor. Ed. Year. <i>Title: Subtitle.</i> Place: Publisher.</p>	<p>(Kidd Ed. 2019: 100).</p> <p>Direct quote</p> <p>Kidd Ed. (2019: 100) states...</p> <p>Paraphrase</p>	<p>Kidd, T.S. Ed. 2019. <i>America's Religious History: Faith, Politics, and the Shaping of a Nation</i>. Michigan: Giles Anderson.</p>
<p>Article cited in a book</p> <p>Article details. In Book details.</p>	<p>(Oppenheim, 1981:24-25).</p> <p>Direct quote</p> <p>(Oppenheim, (1981:24-25).</p> <p>Paraphrase</p>	<p>Oppenheim, P.L. 1981. Power politics. <i>Journal of power engineering</i>, 1 (3):19-26. In Strong, K. 1985. <i>Advances in power engineering</i>. Berlin: Springer.</p>
<p>Chapter or article in a book with different contributors</p> <p>Authors. Year. Title: Subtitle of the chapter. In Editor(s) of book. Ed(s). <i>Title of book.</i> Place: Publisher. Page number(s).</p>	<p>(Bjork, 1989:317).</p> <p>Direct quote</p> <p>Bjork (1989:317).</p> <p>Paraphrase</p>	<p>Bjork, R.A. 1989. Retrieval inhibition as an adaptive mechanism in human memory. In Roediger, H.L. III & Craik, F.I.M. Eds. <i>Variety of memory & consciousness</i>. Hillsdale, NJ: Erlbaum. 309-330.</p>
<p>Resource with no date</p> <p>Use "n.d." in place of the year</p>	<p>(Feure, n.d.:13). Direct quote</p> <p>Feure (n.d.:13) Paraphrase</p>	<p>Feure, P.N. n.d. <i>How to catch a snail and other stories</i>. Toronto: Better Day.</p>

<p>Edition of the book other than the first</p> <p>After the title, add the ordinal number (2nd, 3rd etc.) of the edition followed by "ed."</p>	<p>(Oppenheim, 2016:14-20). Direct quote</p> <p>Oppenheim (2016:14-20). Paraphrase</p>	<p>Oppenheim, P.L. 2016. Power politics. <i>Journal of power engineering</i>, 1 (3):19-26. In Strong, K. 2016. <i>Advances in power engineering</i>. Berlin: Springer.</p>
<p>Publication by a corporation or company</p> <p>Name of company. Year. <i>Title of publication</i>. Place: Publisher</p>	<p>According to Hammond Suddards Edge (2001) Direct quote</p> <p>Hammond Suddards Edge (2001) believe... Paraphrase</p>	<p>Hammond Suddards Edge. 2001. <i>Privacy and communications</i>. London: CIPD.</p>
<p>Newspaper article</p> <p>Author. Year. Title of article'. <i>Title of newspaper</i>. Publication Date. page(s).</p>	<p>(Syal, 2013:1). Direct quote</p> <p>Syal (2013:1) Paraphrase</p>	<p>Syal, R. 2013. Abandoned NHS IT system has cost £10bn so far. <i>Then Guardian</i>. 23 September 2013. p.1.</p>
<p>Journal article - print</p> <p>Authors. Year. Title of article. <i>Title of journal</i>, volume (number):page(s), Month.</p>	<p>(Poggiolesi, 2016) Direct quote</p> <p>Poggiolesi (2016) concludes that... Paraphrase</p>	<p>Poggiolesi, F. 2016. On defining the notion of complete and immediate formal grounding. <i>Synthese</i>, 193(10), pp.31-38.</p>
<p>Journal article - online</p> <p>As with print journal, followed by the website address and [date of access].</p>	<p>(Poggiolesi, 2016) Direct quote</p> <p>Poggiolesi (2016) concludes that... Paraphrase</p>	<p>Poggiolesi, F. 2016. On defining the notion of complete and immediate formal grounding. <i>Synthese</i>, 193(10), pp.31-38. doi:10.1007/s11229-015-0923-x. [accessed 21 July 2019]</p>

<p>Encyclopaedia or dictionary article Author. Year. Title of article. <i>Title of publication</i>, edition. Volume:page(s). Place: Publisher.</p>	<p>(Spry, 2019:505). Direct quote Spry (2019:505). Paraphrase</p>	<p>Spry, W. 2019. Homestead and exemption laws. <i>Encyclopaedia Britannica</i>, 15th ed. 11:505-705. Chicago: Encyclopaedia Britannica.</p>
<p>Encyclopaedia or dictionary - online As with online journal. Use the name of the dictionary if no author is provided and n.d. if no date can be found.</p>	<p>(Encyclopedia Britannica, 2020) Direct quote Encyclopedia Britannica (2020) Paraphrase</p>	<p>Encyclopaedia Britannica. 2020. Global warming. Encyclopaedia Britannica. https://www.britannica.com/science/global-warming. [accessed 5 October 2020].</p>
<p>Website Author. Year. <i>Title of website</i>. Available: Website address. [Date accessed].</p>	<p>(Beebe, 2020) Direct quote Beebe, (2020) Paraphrase</p>	<p>Beebe, F. 2020. A Complete Bibliography of Publications in Annals of the History of Computing. Available: Beebe, F. 2020 https://www.researchgate.net/publication/260418469 [accessed 2 October 2020].</p>
<p>Image or diagram Reference as you would with text. (If changes have been made to the image include "Adapted from" in the in-text citation.)</p>	<p>(Adapted from Bendix, 2018:286) Direct quote Adapted from Bendix, (2018:286) Paraphrase</p>	<p>Wolfe, D. 2018. <i>Labour relations: a South African perspective</i>. Cape Town, South Africa: JUTA publishers.</p>

<p>Book review</p> <p>Reviewer Last name, Initials. Year. Title of review. Review of Title of book. Author. Publication details of review.</p>	<p>(Zajko, 2019:367).</p> <p>Direct quote</p> <p>Zajko (2019:367)</p> <p>Paraphrase</p>	<p>Zajko, V. 2019. Review of <i>Female Mobility and Gendered Space in Ancient Greek Myth</i> by A. Konstantinou. <i>American Journal of Philology</i>, 140(2), p.367, Available at: 10.1353/ajp.2019.0021 [Accessed 1 March 2022].</p>
<p>Thesis or dissertation</p> <p>For unpublished papers, do not italicise the title.</p>	<p>(Donald, 2018:17-19).</p> <p>Direct quote</p> <p>Donald, (2018:17-19).</p> <p>Paraphrase</p>	<p>Donald, P. 2018. Parousia, resurrection and our hope: An exegesis of 1 Corinthians 15:20-28. Cape Town: Cornerstone Institute. BTh Senior Project Paper.</p>
<p>Classic Works</p>	<p>(Qur'an 4:3).</p> <p>(1 John 1:4, New International Version).</p> <p>Note: For the Bible, add the version, e.g. American Standard.</p>	<p>Major classical works, such as Greek, Roman or religious works should only be included as in-text citations and should not be added to the reference list.</p>
<p>Unpublished lecture notes or slides</p> <p><i>(i.e. notes that have been handed out, <u>not class notes you have taken yourself.</u>)</i></p> <p>Lecturer. Year. Description of material. Place: name of institution.</p>	<p>(Joshua, 2019: slide 3).</p> <p>Direct quote</p> <p>Joshua (2019) Paraphrase</p>	<p>Joshua, N. 2019. Lecture 3: Widows and orphans [Power Point Presentation]. Cape Town: Cornerstone Institute.</p>

<p>Video</p> <p><i>Name of feature.</i> Date. Place: Production Company/Distributor. [Format]</p>	<p>(Forgiveness, 2017). Direct quote Forgiveness, (2017) Paraphrase (The interview game, 2017) Direct quote The interview game, (2017) Paraphrase</p>	<p><i>Forgiveness.</i> 2017. Sandown: Ster-Kinekor Home Entertainment. [Motion picture] <i>The interview game.</i> 2017. London: BBC. [Video recording]</p>
<p>Online video (e.g. YouTube) Same as website</p>	<p>(Ellton, 2012) Direct quote Ellton, (2012) Paraphrase</p>	<p>Ellton, L. 2012. <i>Nolan walking.</i> Retrieved from: http://www.youtube.com/watch?v=89dZ4NPPYOdk. [accessed 10 March 2020].</p>
<p>Television broadcast Name of producer. <i>Title of programme.</i> Place: Broadcast service. Day Month. [Format].</p>	<p>(Bruce, 2018) Direct quote Bruce (2018) Paraphrase</p>	<p>Bruce, N. 2018. <i>The MacNeil/Lehrer news hour.</i> New York and Washington, DC: Public Broadcasting Service. 11 October. [Television broadcast].</p>
<p>Social Media and podcasts</p> <p>Author. Date. <i>Title</i> [Format, Date]. Available: web link. [Date accessed].</p> <p>Use a screen name if the author's full name is unavailable.</p>	<p>(Cornerstone Institute, 2020) Direct quote Cornerstone Institute (2020) Paraphrase (Rethmen, 2020) Direct quote Rethmen (2020) Paraphrase</p>	<p>Cornerstone Institute. 2020. <i>Community Chest book donation to Cornerstone Institute</i> [Facebook update, 15 September]. Available: https://cornerstone.ac.za/ [accessed 16 September 2020] Rethmen, E. 2020. <i>Community Chest book donation to Cornerstone Institute.</i> [Podcast, 15 September]. Available: https://cornerstone.ac.za/ [accessed 15 September 2020].</p>

<p>Brochure</p> <p>Name of organisation that produced the brochure. Date. <i>Title of brochure</i>. Place: Publisher.</p>	<p>(Research and Training Centre on Independent Living, 2017)</p> <p>Direct quote</p> <p>City of Cape Town (2017)</p> <p>Paraphrase</p>	<p>Research and Training Centre on Independent Living. 2017. <i>Guidelines for reporting and writing about people with disabilities brochure</i>. Liverpool: Liverpool County Council.</p> <p>City of Cape Town. 2017. <i>City of Cape Town heritage pamphlet</i>. Cape Town: City of Cape Town.</p>
<p>Conference proceedings</p> <p>Author. Date. Title of published document. <i>Title of conference</i>. Date of conference. Place (of publication): Publisher. Page(s).</p>	<p>(Truter, 2019:40)</p> <p>Direct quote</p> <p>Truter (2019:40)</p> <p>Paraphrase</p>	<p>Truter, M. 2019. The role of the court interpreter in the new South Africa. Proceedings of <i>the conference of the South African Institute of Translators</i>. 18-23 June 2019. Bloemfontein: The Institute. pp.39-45.</p>
<p>Blog</p> <p>Author. Date. <i>Title of blog</i>. [Blog day Month]. Available: Web link. [Date accessed].</p>	<p>(Franks, 2018). Direct quote</p> <p>Franks (2018) Paraphrase</p>	<p>Franks, S. 2018. <i>A blog about history</i> [Blog, 6 July]. Available: http://www.ablogabouthistory.com/2018/07/06/egyptian-rock-art-found/. [accessed 8 March 2019].</p>
<p>Interview</p> <p>Name of person interviewed. Year. Description of the interview, place, date of interview. [Format].</p>	<p>(Herman, 2019)</p> <p>Direct quote</p> <p>Herman, (2019)</p> <p>Paraphrase</p>	<p>Herman, W. 2019. Interview by author, Seattle, 12 November. [Personal conversation].</p>

<p>Personal Communication</p> <p>Author (e-mail address). Year.</p> <p>Subject, date sent, recipient (e-mail address).</p>	<p>(Johnson, 2020)</p> <p>Direct quote</p> <p>Johnson, (2020)</p> <p>Paraphrase</p>	<p>Johnson, S. johnsons@cornerstone.ac.za). 2020. RE: Gradebook. E-mail, 3 March, to Burns, T Initial burnst@cornerstone.ac.za)</p>
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