Tutorial letter 301/3/2018

CMNALLE

Semesters 1 & 2

Department of Communication Science

IMPORTANT INFORMATION:

This tutorial letter contains important information about your studies in the Department of Communication Science.

CONTENTS

1 INTRODUCTION

Dear Student

This tutorial letter must be studied together with your Tutorial Letters 101 and is an integral part of your study package.

This tutorial letter provides you with guidelines for answering multiple-choice questions, writing formal essays and compiling portfolios and examination portfolios. It outlines the many academic conventions you are expected to master in order to successfully complete your assignments and/or examination portfolios, offering guidance on how to apply the correct technical care or quality to any academic work that you produce as a student in this Department. In conjunction with this tutorial letter, you can also access a website on writing for academic integrity created by members of the Department of Communication Science. This website offers a series of videos that walk you through most of the conventions as outlined below.

The website can be accessed through this link:

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/home

Under each section of this tutorial letter, a link will also be posted to the specifically corresponding pages of the website.

This tutorial letter ends with a serious warning with reference to committing plagiarism in any of your work submitted.

We expect you to use this tutorial letter in union with your Tutorial Letters 101 (of your respective modules). This should answer all of your questions regarding the correct presentation of your assignments and, where applicable, your portfolios.

2 ONSCREEN MARKING

Unisa makes use of *onscreen marking*. This system allows for the electronic marking of assignments and is designed to expedite the process of receiving assignments and sending feedback (the marked assignment) back to you.

When submitting your assignments via *my*Unisa, the following aspects need to be kept in mind, so as to allow for the timely processing of your assignment:

- Your assignment should not be password protected, or set for “Read Only” mode. We are unable to make comments or indicate mark allocations on such documents.
- Assignments submitted electronically are returned electronically.
- To access your marked assignment, you will have to have access to your *my*Life email account or *my*Unisa.

- The contents of a marked assignment will become visible on the *my*Unisa Assignment page when you click on "view" (corresponding to the module and assignment submitted). If the assignment is not yet marked, you will only see your original submitted document.
- In order to see those comments on your assignment that are presented as "sticky notes", you will have to "download" (not just "view") the assignment. You can download your assignment by clicking on the downward facing arrow icon in the browser window.
- Any problems experienced with the "view" function, should be brought to the attention of myLifeHelp@unisa.ac.za
- If you do submit your assignment in hard-copy, it might still be scanned and electronically assessed.

3 FEEDBACK ON ASSIGNMENTS AND YOUR *my*LIFE ACCOUNT

You will receive feedback on your assignments via your *my*Life email account. It is essential that you have access to this account and review your email regularly. Assignments cannot be sent to any other email account. Should you wish to forward your *my*Life emails to another account, please follow the instructions listed on the next page.

1 Log in to your myLife account (www.outlook.com).

2 Click on **"Options"** (top right hand corner of *my*Life e-mail screen) and select the **"Create Inbox Rule"** option from the drop down list.

3 Click on the **"Create a new rule for arriving messages…"** from the **"New"** drop down list.

4 Select the **"[Apply to all messages]"** option from the **"When the message arrives, and:"** drop down list.

5 Select the **"Redirect the message to…"** from the **"Do the following:"** drop down list.

6 Type in your **preferred e-mail address** in the **"To - >"** from the **"Message Recipients:"** drop down list.

7 Check that your three options are filled in correctly and click on **"Save"**.

8 Click on the **"YES"** button for **"Do you want this rule to apply to all future messages?"**.

9 To reply using the address the message was sent to, select **"Automatic" from the "Default Reply Address"** drop down list.

10 A **COPY** of all your incoming e-mails will now be redirected to your alternate e-mail account.

PLEASE NOTE:
The original e-mail will still be stored in your *my*Life e-mail account. Make sure that your email account does not reach maximum storing capacity after which our emails will start bouncing back. Try to empty the mail box regularly.

4 TECHNICAL AND PRESENTATION REQUIREMENTS

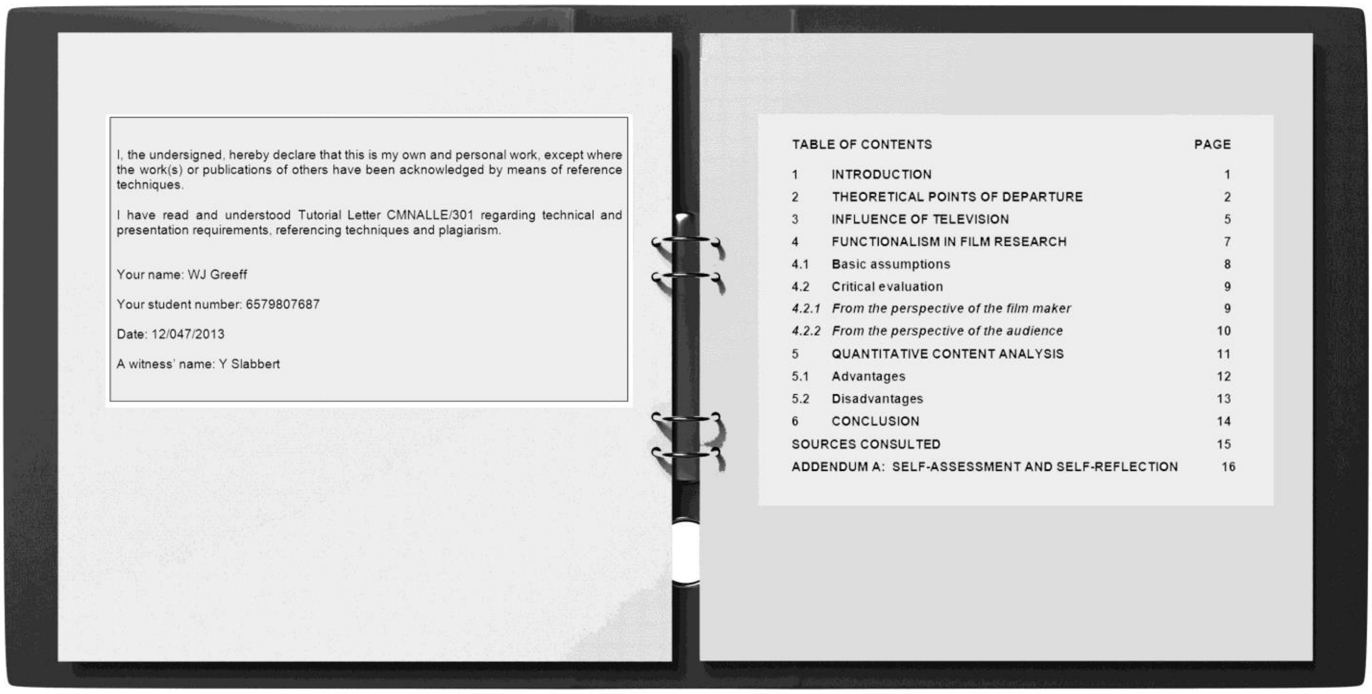
4.1 Various technical and presentation requirements

In the following sections, the various aspects required in your assignment, assignment portfolio or examination portfolio are outlined and discussed (references to “assignment” in the remainder of this tutorial letter include portfolios and examination portfolios). These are by names your declaration; table of contents; introduction and conclusion or summary and sources consulted (where applicable).

See corresponding videos here:

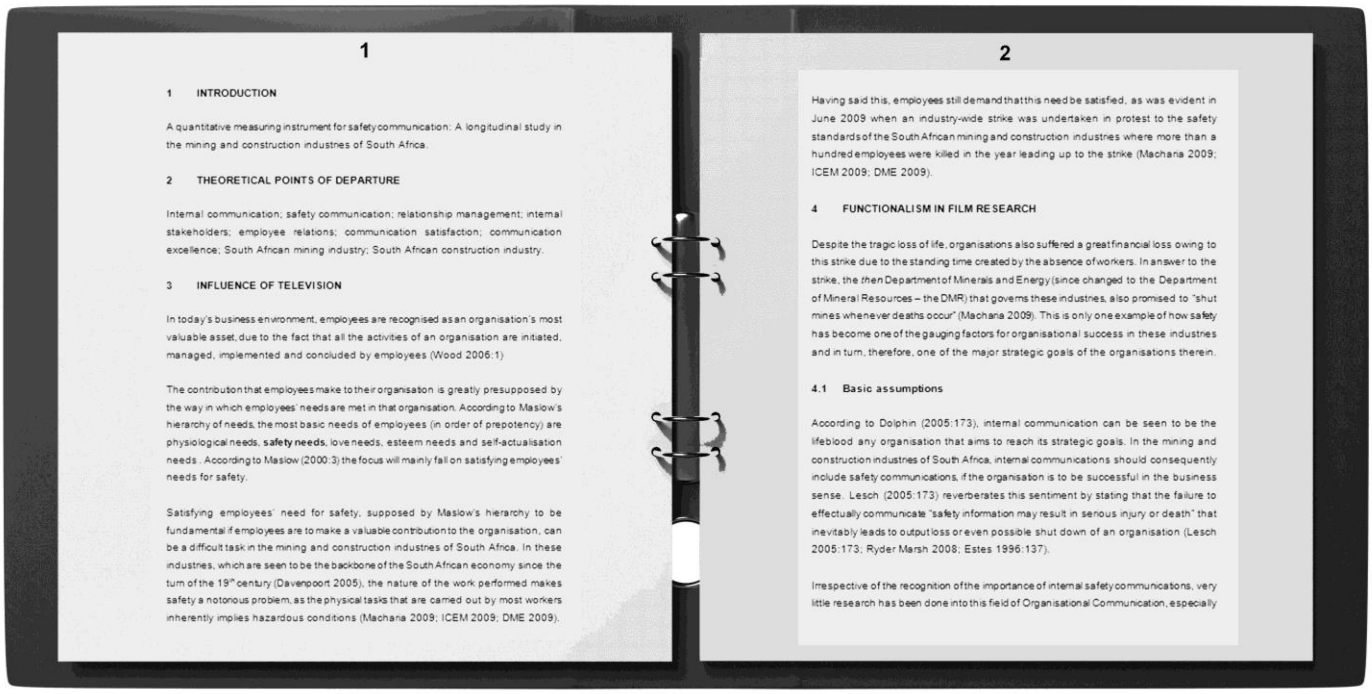
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/technical-guidelines-in-academic-writing

Below, an example is given, which illustrates how an assignment could look once all of these aspects have been incorporated. Consider specifically the order of these and the aspects commented on in each case. The particulars of each technical aspect are discussed respectively below this example.



Take note:

- The declaration of own work submitted is taken up at the front of your assignment, directly before your table of contents.
- The table of contents and the declaration are each on a separate page.
- Page numbers of headings in the TOC refer to the pages in the document on which the heading **appears**.
- Ensure that your Tutorial Letter 301 is taken up in your list of sources consulted.



1

1 INTRODUCTION

A quantitative measuring instrument for safety communication: A longitudinal study in the mining and construction industries of South Africa.

2 THEORETICAL POINTS OF DEPARTURE

Internal communication; safety communication; relationship management; internal stakeholders; employee relations; communication satisfaction; communication excellence; South African mining industry; South African construction industry.

3 INFLUENCE OF TELEVISION

In today's business environment, employees are recognised as an organisation's most valuable asset, due to the fact that all the activities of an organisation are initiated, managed, implemented and concluded by employees (Wood 2006:1)

The contribution that employees make to their organisation is greatly presupposed by the way in which employees' needs are met in that organisation. According to Maslow's hierarchy of needs, the most basic needs of employees (in order of prepotency) are physiological needs, **safety needs**, love needs, esteem needs and self-actualisation needs . According to Maslow (2000:3) the focus will mainly fall on satisfying employees' needs for safety.

Satisfying employees' need for safety, supposed by Maslow's hierarchy to be fundamental if employees are to make a valuable contribution to the organisation, can be a difficult task in the mining and construction industries of South Africa. In these industries, which are seen to be the backbone of the South African economy since the turn of the 19th century (Davenpoort 2005), the nature of the work performed makes safety a notorious problem, as the physical tasks that are carried out by most workers inherently implies hazardous conditions (Macharia 2009; ICEM 2009; DME 2009).

2

Having said this, employees still demand that this need be satisfied, as was evident in June 2009 when an industry-wide strike was undertaken in protest to the safety standards of the South African mining and construction industries where more than a hundred employees were killed in the year leading up to the strike (Macharia 2009; ICEM 2009; DME 2009).

4 FUNCTIONALISM IN FILM RESEARCH

Despite the tragic loss of life, organisations also suffered a great financial loss owing to this strike due to the standing time created by the absence of workers. In answer to the strike, the *then* Department of Minerals and Energy (since changed to the Department of Mineral Resources – the DMR) that governs these industries, also promised to "shut mines whenever deaths occur" (Macharia 2009). This is only one example of how safety has become one of the gauging factors for organisational success in these industries and in turn, therefore, one of the major strategic goals of the organisations therein.

4.1 Basic assumptions

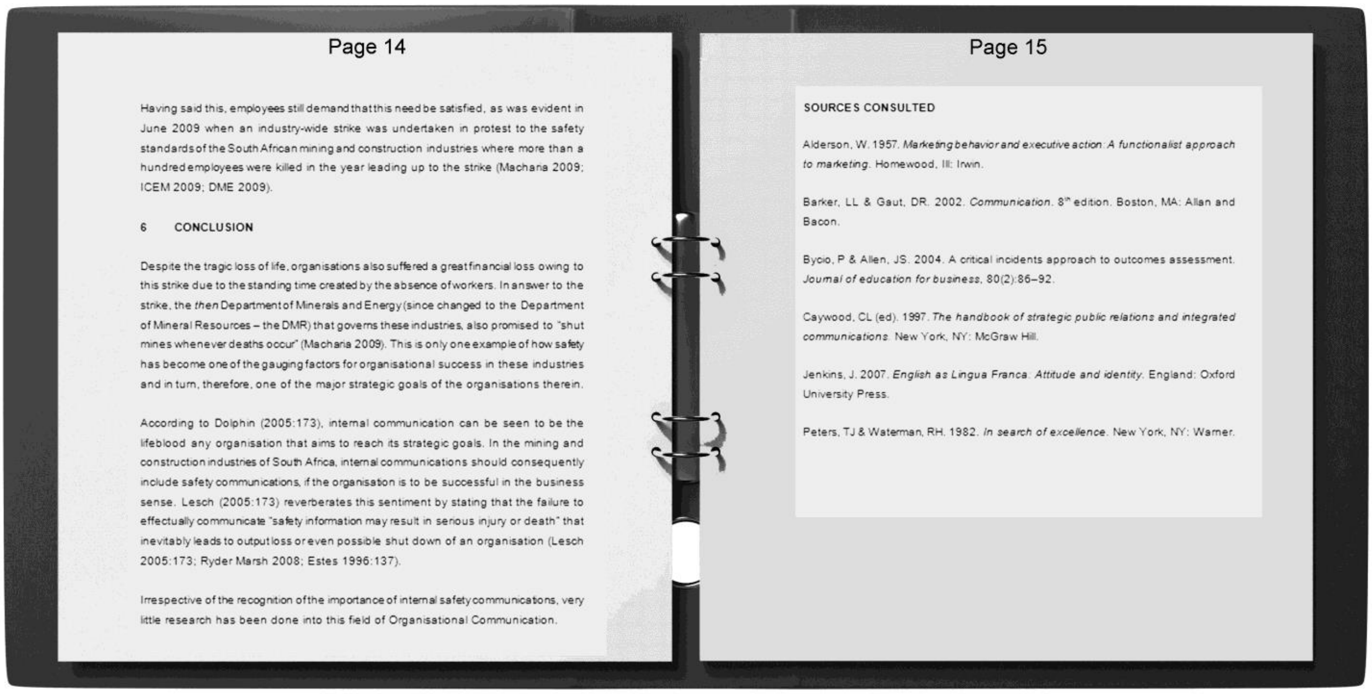
According to Dolphin (2005:173), internal communication can be seen to be the lifeblood any organisation that aims to reach its strategic goals. In the mining and construction industries of South Africa, internal communications should consequently include safety communications, if the organisation is to be successful in the business sense. Lesch (2005:173) reverberates this sentiment by stating that the failure to effectually communicate "safety information may result in serious injury or death" that inevitably leads to output loss or even possible shut down of an organisation (Lesch 2005:173; Ryder Marsh 2008; Estes 1996:137).

Irrespective of the recognition of the importance of internal safety communications, very little research has been done into this field of Organisational Communication, especially

Take note:

- The body of your assignment (usually commencing with the introduction if required) follows the table of contents on a separate page.
- All the pages of the body of your assignment should be numbered (at the top, as in this case, or at the bottom of the page).
- The headings in the body of your assignment should **exactly** correspond to those taken up in your table of contents.
- It is in the body of your assignment that you make use of **in text referencing**. For example, in the case above the following two references are used:

"mines whenever deaths occur" (Macharia 2009)	According to Dolphin (2005:173), internal communication can



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6 CONCLUSION

Despite the tragic loss of life, organisations also suffered a great financial loss owing to this strike due to the standing time created by the absence of workers. In answer to the strike, the *then* Department of Minerals and Energy (since changed to the Department of Mineral Resources – the DMR) that governs these industries, also promised to "shut mines whenever deaths occur" (Macharia 2009). This is only one example of how safety has become one of the gauging factors for organisational success in these industries and in turn, therefore, one of the major strategic goals of the organisations therein.

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Irrespective of the recognition of the importance of internal safety communications, very little research has been done into this field of Organisational Communication.

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SOURCES CONSULTED

Alderson, W. 1957. *Marketing behavior and executive action: A functionalist approach to marketing*. Homewood, Ill: Irwin.

Barker, LL & Gaut, DR. 2002. *Communication*. 8th edition. Boston, MA: Allan and Bacon.

Bycio, P & Allen, JS. 2004. A critical incidents approach to outcomes assessment. *Journal of education for business*, 80(2):86–92.

Caywood, CL (ed). 1997. *The handbook of strategic public relations and integrated communications*. New York, NY: McGraw Hill.

Jenkins, J. 2007. *English as Lingua Franca: Attitude and identity*. England: Oxford University Press.

Peters, TJ & Waterman, RH. 1982. *In search of excellence*. New York, NY: Warner.

Take note:

- The list of sources consulted follows after your assignment and appears on a separate page.
- These sources are indicated below one another, in a consolidated list, listed alphabetically.

4.2 Your declaration

All work submitted by you, whether as an assignment, assignment portfolio or examination portfolio, **must** be accompanied by an affidavit, signed by you verifying that the work is your own. When submitting this assignment via *my*Unisa, it becomes difficult to include your signature or that of your witness. In this case, you can include your name and that of your witness in lieu of your signatures.

This declaration must be placed in the **front** of your assignment or portfolio. The wording of the affidavit is given below. Due to the fact that you will be making use of this tutorial letter to obtain the declaration, you have to acknowledge it in your list of sources consulted. It is **not** necessary to include this declaration when you submit answers to multiple-choice questions on a mark-reading sheet.

> I, the undersigned, hereby declare that this is my own and personal work, except where the work(s) or publications of others have been acknowledged by means of reference techniques.
>
> I have read and understood Tutorial Letter CMNALLE/301 regarding technical and presentation requirements, referencing techniques and plagiarism.
>
> Your name
> Your student number
> Date
> A witness' name

4.3 Table of contents

We expect a certain measure of academic accuracy in the content and presentation of assignments. This means that each assignment **must** include a **table of contents** and a list of **sources consulted**.

The following is a **hypothetical example** of how you could present a table of contents. **Hypothetical** means that it is an imaginary table of contents aimed at illustrating what a table of contents looks like. None of your assignments or activities will be planned or structured according to these headings. You need to list the headings used in your **own** assignment when compiling your table of contents (or as stated in Tutorial Letter 101 of your module). Please take note of the typography applicable to the various headings.

For example:

TABLE OF CONTENTS		**PAGE**
1	**INTRODUCTION**	**1**
2	**THEORETICAL POINTS OF DEPARTURE**	**2**
3	**INFLUENCE OF TELEVISION**	**5**
4	**FUNCTIONALISM IN FILM RESEARCH**	**7**
4.1	**Basic assumptions**	**8**
4.2	**Critical evaluation**	**9**
4.2.1	***From the perspective of the film maker***	**9**
4.2.2	***From the perspective of the audience***	**10**
5	**QUANTITATIVE CONTENT ANALYSIS**	**11**
5.1	**Advantages**	**12**
5.2	**Disadvantages**	**13**
6	**CONCLUSION**	**14**
SOURCES CONSULTED		**15**
ADDENDUM A: SELF-ASSESSMENT AND SELF-REFLECTION		**16**

Look at this example again and note the following:

- The headings and subheadings used in the table of contents must correspond with those used in your assignment.
- There are very specific conventions for the setting out of headings at the various levels.

For example, various letter types are used for different heading levels, as indicated in the example below. The same conventions for the setting out of your headings apply in the assignment.

1	**FIRST-LEVEL HEADINGS ARE IN CAPITAL LETTERS AND BOLD**
1.1	**Second-level headings are in lower case and bold**
1.1.1	***Third-level headings are in lower case, bold and italics***

In addition to the above you must keep the following in mind:

- The page number for each heading in the table of contents must correspond with the page number(s) in your assignment.
- The headings **and** the subheadings are numbered, but there is **no** full stop after any number.
- The **introduction** and **conclusion** are **included** in the table of contents.
- The heading "SOURCES CONSULTED" is listed in the table of contents, but is **not** numbered.
- The content of the assignment is not presented under just one or two headings. The work (in this example) is structured into six separate sections.
- Note that neither the instructions for the assignment nor "Question 1" are used as headings and in fact should never be used as headings. A heading is a concise phrase that encapsulates the essence of the section it speaks to.
- **Nothing** is underlined in the table of contents or in the text.

The table of contents comes **before** your actual assignment.

4.4 Introduction and conclusion/summary

Please refer to Tutorial Letter 101 of each module that you have registered for and determine whether an introduction is required. If not, follow the guidelines provided in the applicable tutorial letter. This also applies to a conclusion.

If an introduction and conclusion are required, begin with a short introductory paragraph to set out the problem and relate it to the study material. It is also a good idea to round off your assignment with a concluding paragraph (or summary) indicating how you have solved the problem, or summarised the main arguments.

While you are working on the assignment you should constantly check whether you are actually **answering the assignment question(s) set** and not merely giving a summary of the study material. Your assignment must show that you have consulted all the prescribed study material and that you understand it.

This means that you should select the appropriate material and discuss this as far as possible **in your own words**.

The University of Melbourne offers the following regarding the writing of introductions and conclusions.

Link to home page and reference:

http://services.unimelb.edu.au/academicskills/all_resources

Link to source document:

http://services.unimelb.edu.au/__data/assets/pdf_file/0007/468862/Writing_introductions_and_conclusions_for_essays_Update_051112.pdf

Writing introductions and conclusions for essays

Paragraphs with special requirements

An introduction should tell your reader exactly what your paper is about and how it is structured.

Introductions are usually 5-10% of the length of an a typical essay. Readers gain their first impressions of a paper from this section, so an effective introduction is vital.

Generally, introductions begin with some brief **background** or **contextual information** that provides a focus for your paper.

This should be followed by a clear articulation of your controlling argument or point of view - a sentence that is sometimes called a **thesis statement**. The thesis statement must directly and clearly respond to the set question or topic and can sometimes be indicated by phrases such as; "*This paper will argue that …*" or "*This essay will advance the idea that …*"

Next, an **overview** of **how** you will support your argument should be presented, with a clear preview of the order in which you will proceed; this process can be indicated by such phrases as "*In order to explore these issues, this paper will first…*"; "*This will be followed by …*"; "*The paper will conclude with…*" etc.

The introduction should also clarify how you intend to **interpret** or **limit** the question. You may also need to **define key terms**, or theoretical approaches.

Do not 'pad' your introduction with too much detail or references from other sources, rather, relate this section *directly* to the set question or topic. It can be useful to incorporate some of the actual words of the question into your introduction.

The introduction should tell your reader:

- How you understand the topic (e.g. context, background, key terms)
- What your controlling argument is
- What issues you will cover (and in which order)
- Highlight ideas as major or minor (for longer essays)
- What conclusion you will reach

Writing an essay is not like writing a mystery novel with an unfolding plot. Aim to be transparent and direct. Your reader should not have to read several pages before finding out what your argument or thesis is; it needs to be in the introduction.

Following is an example of an introduction with its key aspects identified in the text boxes.

Question (from Arts): *To what extent can the American Revolution be understood as a revolution 'from below'? Why did working people become involved and with what aims in mind?*

Historians generally concentrate on the twenty year period between 1763 and 1783 as the period which constitutes the American Revolution. However, when considering the involvement of working people, or people from below, in the revolution it is important to make a distinction between the pre- revolutionary period 1763-1774 and the revolution of 1774- 1788 , marked by the establishment of the continental Congress (1). This paper will argue that the nature and aims of the actions of working people are difficult to assess as it changed according to each phase. The pre-revolutionary period was characterised by opposition to Britain's authority. During this period the aims and actions of the working people were more conservative as they responded to grievances related to taxes and scarce land, issues which directly affected them. However, examination of activities such as the organisation of crowd action and town meetings, pamphlet writing, formal communications to Britain of American grievances and physical action in the streets, demonstrates that their aims and actions became more revolutionary after 1775.

Sets general context of the period

How the key term 'from below' is interpreted

Thesis statement *or statement of argument*

Indication of conclusion

Elaboration on content of essay

The conclusion

A conclusion should bring together different sections of your essay. The assertions you made in your introductory paragraph should have been fully developed and substantiated through the essay, so that the conclusion can bring together all of the strands of the argument, refer back to the essay topic and end on a well-reasoned, logical note.

Remember that your conclusion should not offer any new material. Rather, consider telling your reader:

- what the significance of your findings, or the implications of your conclusion, might be;
- whether there are other factors which need to be looked at, but which were outside the scope of the essay;
- how your topic links to the wider context ('bigger picture') in your discipline.

Don't simply repeat yourself in this section. A conclusion which merely summarises is repetitive and reduces the impact of your paper.

A conclusion follows that matches the introduction with its key aspects identified in the text boxes.

Although, to a large extent, the working class were mainly those in the forefront of crowd action and they also led the revolts against wealthy plantation farmers, the American Revolution was not a class struggle. Working people participated because the issues directly affected them - the threat posed by powerful landowners and the tyranny Britain represented. Whereas the aims and actions of the working classes were more concerned with resistance to British rule during the pre revolutionary period, they became more revolutionary in nature after 1775 when the tension with Britain escalated. With this shift, a change in ideas occurred. In terms of considering the Revolution as a whole range of activities such as organising riots, communicating to Britain, attendance at town hall meetings and pamphlet writing, a difficulty emerges in that all classes were involved. Therefore, it is impossible to assess the extent to which a single group such as working people contributed to the American Revolution.

Statement of the concluding position of the essay

Summary of key argument

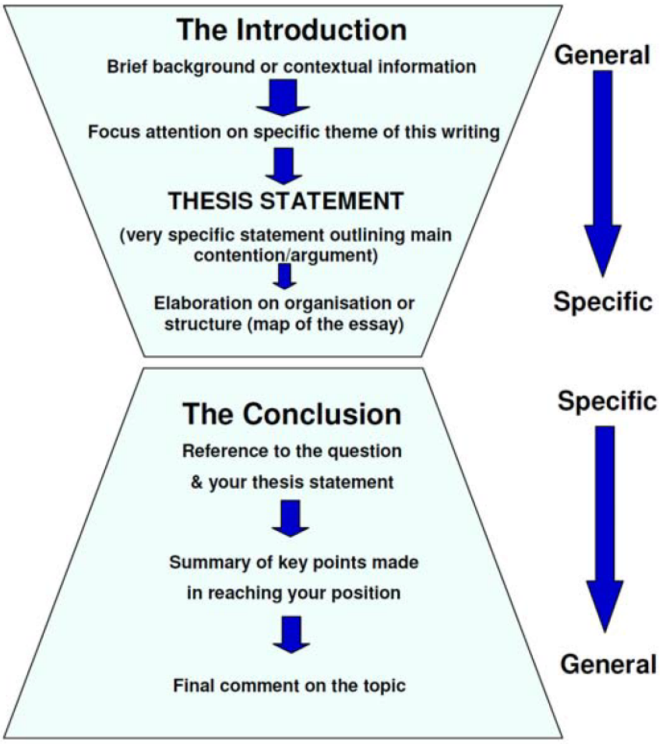
Re-statement of controlling argument

Final thought; reference back to the question and restatement of conclusion

** Intro and Conclusion adapted from a student paper*

Key structural elements of introductions and conclusions

Note how the Introduction moves from general information to specific, while the Conclusion works in reverse; from specific to general.



Further resources

Bate, D. & Sharpe, P. (1996). *Writer's Handbook: how to write better essays.* Sydney: Harcourt Brace.

Clanchy, J., & Ballard, B. (1986). *Essay Writing for Students: a practical guide.* Melbourne: Longman.

Germov, J. (2011). *Get great marks for your essays, reports and presentations* (3rd ed.). NSW: Allen and Unwin.

Jordan, R.R. (1999). *Academic Writing Course.* (3rd ed.). Oxfordshire: Longman.

Strunk, W., Jr. & White, E.B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

Using English for Academic Purposes: A guide for students in Higher Education [online]. Retrieved July 2011 from http://www.uefap.com/

4.5 Sources consulted

In order to avoid plagiarising, you need to reference all sources you made use of in completing your assignment. This is done in two places: in the body of your text, where these references are referred to as “in-text references”, as well as in the list of sources consulted. Consider again the example above – you will note that there are references in the body of the assignment, followed by a comprehensive list at the end of the body of the assignment. When acknowledging the study material or sources that you have consulted **at the end of your assignment**, note that the information is presented in a prescribed order and that prescribed punctuation marks are used. The title of the book (or journal) is in *italics*. The title should be underlined if you are writing out your assignment or activity by hand.

Refer to the section on reference techniques in this tutorial letter for more specific details.

You can also access videos that pertain to the general conventions of referencing here:

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference

For example:

Du Plooy, T. 2001. *Communication research. Only study guide for COM3706.* Pretoria: University of South Africa.

Fourie, PJ (ed). 2001. *Media studies. Volume 1: institutions, theories and issues*. Lansdowne: Juta.

Steinberg, S. 2007. *An introduction to communication studies*. Wetton: Juta.

Look at the examples again and note the following:

- Full particulars of the **study guide** are acknowledged in the list of sources consulted.
- Full bibliographical details are given: Author’s or authors’ surname(s), initials. Date. Title. Place: Publisher.
- Commas (,), full stops (.) and colons (:) are used in specific positions.
- The sources consulted are arranged alphabetically (and chronologically) according to authors' surnames, including the author(s) of the study guide.
- If the same author has produced two works in the same year then we need to apply a special convention which is discussed in **section 5** of this tutorial letter.
- Authors whose names are mentioned or quoted in the contents of the assignment **must** be acknowledged in the list of sources consulted.

- You should **not** separate the various media in the list of sources consulted under different headings, but must combine all sources into one list that must be arranged alphabetically by author.

The term "bibliography" is **not used** because it usually denotes all the possible sources related to a specific topic — use LIST OF SOURCES CONSULTED.

4.6 Labelling figures, illustrations and tables

In your work, you might want to insert figures, illustrations and/or tables to substantiate or inform your writing. Apart from always making sure that you use these sparingly and only when it is warranted (i.e. relevant to your discussion), you need to make sure that they are labelled correctly.

See videos regarding this convention here:
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/technical-guidelines-in-academic-writing/1-2-the-presentation-of-assignments

When you label a figure or an illustration, the label follows the figure or illustration (appearing at the bottom).

For example:

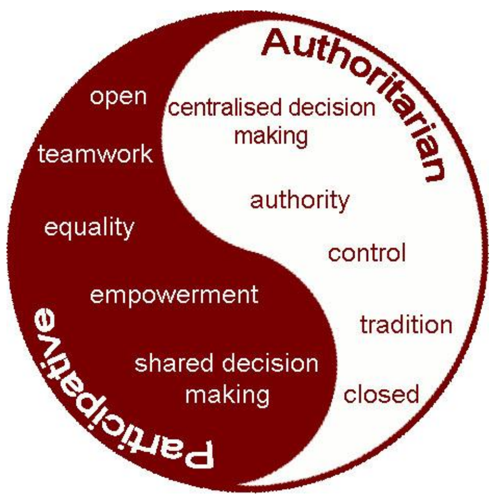


Figure 3: Authoritarian and participative cultures

When you label a table, however, the labelling precedes the table (appearing at the top).

For example:

Table 1: Responses to positively and negatively phrased questions

	Positively phrased item	**Negatively phrased item**
Item:	This organisation can be relied upon to keep its promises.	This organisation cannot be relied upon to keep its promises.
Cumulatively disagree	70.1% (*N* = 281)	66.5% (*N* = 281)
Cumulatively agree	29.9% (*N* = 281)	33.5% (*N* = 281)

Note:
The label is always centered, in b**old** and numbered (in the case where the work does not have different chapters) from 1 onwards.

4.7 Formative and summative assessment

In 2003, the Department of Education issued a directive that all tertiary institutions have to provide proof that their students were active during a period of study. This is one reason why you are required to do and hand in assignments, especially the compulsory Assignment 01. These assignments are evaluated and **formative assessment** is done.

Formative assessment is developmental in nature and the aims are as follows:

- to support your learning process, by diagnosing your strengths and weaknesses and by giving feedback on your progress
- to extend our teaching process
- to serve as incentive for and proof of your constructive engagement with the study material
- to assist you in the planning, preparation and execution of the examination or your examination portfolio
- to assist you to make a decision on your readiness for summative assessment

Formative assessment therefore means that your assignment(s) is/are evaluated as part of your learning and as part of an ongoing development process.

Summative assessment takes place at the **end** of a learning programme and in your case this will be the evaluation of your examination or examination portfolio.

The main aim behind **summative assessment** is to determine whether or not you can demonstrate that you have reached a required level of competence, in terms of the learning outcomes specified for each module.

Whilst **formative assessment** (the assignment[s]) is only based on a portion of the syllabus, the **summative assessment** (the examination or portfolio examination) can be based on the entire syllabus for each module.

4.8 Other presentation requirements applicable to the content

None of us were born with the ability to write. Writing is a skill and as with any skill it has to be practised. This is especially the case when dealing with an academic style of writing which you have to learn as you progress as a student.

Please see a video relating to academic writing style here:

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/technical-guidelines-in-academic-writing/1-3-academic-writing-style

Here are a few guidelines that you ought to follow and which relate to other matters concerning the presentation of the **content** of your assignment:

- Your arguments or discussions should relate to the (sub-) headings in all instances. If not, ask yourself whether a new or separate subheading should be formulated.
- Try to avoid unnecessary repetition of the same material or the same argument.
- Also try to avoid material that is not relevant to the task or assignment.
- Although tempting, you must avoid simply copying study material without showing any level of interpretation or insight, as this constitutes plagiarism. It does also not contribute to your personal or academic development.
- Lengthy quotations must also be avoided. Try to formulate the central argument or assumption in your own words and, where applicable, acknowledge the source. Study the Section regarding PLAGIARISM.
- Sentences that are longer than three lines very often result in poor sentence construction and lack of clarity. Consider using short sentences while you are writing.
- Personal ways of expressing oneself, such as "I think...", or "our needs...", or "in my opinion...", are not suitable for an academic style of writing. No personal forms of address are to be used.

You should develop the habit of using non-personal language, such as "the recipient in this case...", or "the communicator...", or “Steinberg (2007:16) states that...”.

You should preferably refer to the name of the author(s) or researcher(s) or theorist(s) whose arguments are being discussed.

- Contractions such as can't (instead of cannot) or that's (instead of that is) are not suited to an academic style of writing and **may not be used**.

- Abbreviations such as "comm" (for communication), "ads" (for advertisements) or "TV" (for television) are not suited to an academic style of writing and **may not be used**.

- Approved abbreviations (such as "e.g.", or "i.e.", or "etc.") should ideally only be used between brackets and **must be written out in full**, as "for example", or "that is", or "et cetera" **in the text**.

- However, if you are referring to organisations that are better known by their abbreviations or acronyms, then the convention is to write out the name of the organisation in full the first time that you refer to it, followed by the acronym in brackets, after which you may continue to use the acronym.

For example:

> During 2004, the Independent Communications Authority of South Africa (ICASA) published a position paper on new regulations pertaining to the ownership of broadcasting companies. On the whole, the industry responded well to ICASA's action on the matter.

- If you feel unsure about the spelling of a word, get into the habit of consulting a dictionary.

If you do not own a dictionary, suggest to your family and friends that a dictionary is number one on your next birthday-present list! If you use a word processor, remember to change the language setting to **English – UK** or **English (South Africa)**, and **not American spelling**. American spelling may only be used when you directly quote an American author.

4.9 Other presentation requirements applicable to the presentation

As in the case of the table of contents, the content of your assignment also has to be presented according to specific technical guidelines:

- The pages of your assignment must be numbered, either at the top or bottom of a page. This numbering has to correspond with that provided in the table of contents.

- If you type the assignment, use the Arial font, double or 1.5 spacing.

Please ensure that:

- your written work (or typewritten work or print-out) is dark enough to be legible (use only one side of the page.)

- you leave a 5 cm margin on the right-hand side of each page for the lecturer's comments

- you have proofread your work for spelling, grammar and/or typing errors

- you have **separated** the pages from one another and have stapled them inside the assignment cover (if you are physically submitting a hard-copy of your assignment or portfolio)

- you use **bold** and *italics* sensibly

  Bold text is reserved for display purposes and providing emphasis, such as for headings and subheadings, and is seldom used within the body of the text.

  Unlike **bold** text which has limited uses, *italic* text has many roles, of which the principal one is to provide emphasis in a text.

  Other uses of italic text include the following:

    - Book titles
    - Names of newspapers
    - Names of art works, including musical compositions
    - Names of films and television programmes
    - Titles of periodicals, magazines and journals
    - Foreign words and phrases
    - Third-level headings
    - Technical terms introduced into your assignment for the first time

You can refer to the checklist on the following page to ensure that your work meets the technical and academic requirements.

CHECKLIST FOR TECHNICAL PRESENTATION

☑ *Make sure you can "check" all of these boxes before you submit your assignment.*

(Use your own discretion and read all of your tutorial letters before making any decisions. You need **not** include this checklist in your assignment – this is just to be used in your preparations.)

I INCLUDED…

☐ a declaration of own work submitted.

☐ a table of contents.

☐ an introduction and conclusion.

☐ references to the sources I consulted in my assignment.

☐ a *self-assessment and self-reflection* questionnaire.

IN MY ASSIGNMENT…

☐ first level headings are **CAPITALS AND BOLD**.

☐ second level headings are **Lower case and bold**.

☐ third, and all subsequent level headings, are ***Lower case bold and italics***.

☐ I used a sensible font (e.g. Arial or Times New Roman), in a sensible size (e.g.12pt.).

☐ the headings and subheadings in the body of my assignment correspond exactly with those I used in my table of contents.

☐ my headings and subheadings are adequately numbered (bulleted text is **not** included in the table of contents).

☐ the page numbers in my table of contents only show the first page on which a heading/section appeared (e.g. **not** page numbers “5-7”, but “5”).

☐ I have made reference to the sources I used *in text*.

☐ I have a list of sources consulted, wherein all sources I made use of *in text* are fully referenced.

☐ my list of sources consulted is a **consolidated** list, in alphabetical order.

☐ my register is formal, objective and impersonal (as applicable).

☐ I have avoided:

- ☐ abbreviations outside of brackets.
- ☐ shortened words (e.g. exams instead of examinations).
- ☐ contractions (e.g. can’t instead of cannot).
- ☐ exclamation marks, and all other forms of emotive language.
- ☐ slang.

☐ my pages are all numbered.

MY ASSIGNMENT DOCUMENT…

☐ does not grossly exceed the page allotment as indicated in Tutorial Letter 101.

☐ has been checked to make sure there are no spelling, grammatical or syntactical errors.

☐ is reflective of my academic maturity, and a piece of text I can be proud of.

5 REFERENCING TECHNIQUES

INTRODUCTION

It is an established academic norm that, when writing, all information, theories, ideas, facts, statistics and direct quotations taken from other sources must be acknowledged. The latter is done by citing the sources used, using a standardised method of referencing. The purpose of this section is then to promote the uniformity and consistency of such referencing in academic writing.

Please see a list of videos on (1) general conventions of referencing and (2) how to reference different kinds of sources here:
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference

CITATIONS OR THE ACKNOWLEDGMENT OF SOURCES ARE GIVEN IN TWO PLACES:

- **at the end of a text** as a list of **sources consulted** (author's surname and initials, date of the publication, title, place and the name of the publisher)
- **in the text** (author's surname, date of publication and where the information can be found, such as the page number).

It is impossible to provide examples for all possible sources. However, from the examples given, it should be possible to cite most sources that you use. The primary elements of any citation remain the same, irrespective of the source.

In the **list of sources consulted** these basic elements include the:

- author's or authors' name(s)
- date of publication
- title
- place of publication
- publisher's name
- edition of the publication (if applicable)

For citations **in the text**, the basic elements include the author's or authors' name(s), date of publication and the location of the information in the source, such as the page numbers.

In non-print sources, some of these elements are missing. For example, most Internet sites consist of only one page, albeit a very lengthy page in some cases. Thus, it makes no sense to give a page number. The lists of sources consulted are arranged alphabetically by author and then chronologically according to the date of publication. The approach used here is based on the Harvard method.

REFERENCING QUICK FIND

1 BOOKS
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-1-how-to-reference-books

1.1 One author
1.2 Two authors
1.3 One editor
1.4 Two editors
1.5 Three of more authors or editors
1.6 Collective works (chapters in books written by different authors)
1.7 More than one publication by the same author
1.8 Books published in the United States of America (USA)
1.9 Missing data
- No date
- No place of publication
- No publisher
- No place of publication and no publisher

2 JOURNAL ARTICLES
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-2-how-to-reference-journals

2.1 One author
2.2 Two authors
2.3 Three or more authors
2.4 No author

3 NEWSPAPER ARTICLES AND REPORTS
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-3-how-to-reference-newspapers-articles-and-advertisements

3.1 Authored
3.2 No author
3.3 No author and specifically in the case of printed advertisements
3.4 No author and no title

4 SOURCES ACCESSED VIA THE INTERNET AND SOCIAL MEDIA
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-4-how-to-reference-internet-sources-and-social-media

4.1 Sources authored
4.2 No author
4.3 No publication date
4.4 Other electronic sources: journal articles
4.5 Other electronic sources: electronic government publication/documents
4.6 Electronic mail as source
4.7 Electronic newspapers
4.8 Twitter
4.9 Facebook

4.10 A (mobile) Application (or App)

5 COMPACT DISC (CD-ROM) AND DVD-ROMS

5.1 Authored entry in an electronic encyclopaedia
5.2 No author in an electronic encyclopaedia
5.3 Software programs or data packages

6 STUDY MATERIAL

6.1 Study guides
6.2 Tutorial letters
6.3 *my*Unisa

7 NON-PRINT MEDIA
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-5-how-to-reference-film-tv-and-musical-recordings

7.1 Film
7.2 Video recording
7.3 Television programmes
7.4 Audio cassette
7.5 Musical recording

8 UNPUBLISHED INTERVIEWS

9 PRINT ADVERTISEMENT IN NEWSPAPERS
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-3-how-to-reference-newspapers-articles-and-advertisements

9.1 Advertisements in magazines or journals
9.2 Advertisements in newspapers

10 GOVERNMENT PUBLICATIONS
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-6-how-to-reference-government-publications

10.1 Acts
10.2 Reports and documents
10.3 Electronic documents

11 ANNUAL REPORTS

12 PHOTOGRAPHS

12.1 Photographs (with captions) in newspapers
12.2 Photographs (without captions) in magazines or journals

13 MASTERS DISSERTATIONS AND DOCTORAL THESES
https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-7-how-to-reference-dissertations-theses-and-conference-proceedings

14 CONFERENCE PROCEEDINGS AND PAPERS https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-7-how-to-reference-dissertations-theses-and-conference-proceedings

1 BOOKS

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-1-how-to-reference-books

1.1 One author

In the list of sources consulted:

> Barthes, R. 1964. *Elements of semiology*. London: Jonathan Cape.

In the text:

> Barthes (1964:79) indicates that narrative exists in a variety of genres ...

or

> The essence of a function is “so to speak, the seed that it sows in the narrative” (Barthes 1964:89).

Note:
When citing authors in the text the name is given between brackets. The author’s initials are not given. In the list of sources consulted, words such as “Press”, “Publishers”, “Inc”, “Pty” or “Company” are omitted from the publisher’s name, except in the case of a university press, such as Oxford University Press.

1.2 Two authors

In the list of sources consulted:

> Adams, MH & Massey, KK. 1995. *Introduction to radio: production and programming.* 2nd edition. Madison, Wis: Brown & Benchmark.

In the text:

> It is argued that “the key to programming is knowing the demographics of the audience” (Adams & Massey 1995:178).

or

> Adams and Massey (1995:178) argue that “the key to programming is knowing the demographics of the audience”.

Note:
An ampersand (“&”) is used in textual references when citing the authors between brackets; see the first example above. However, you use the word “and” when quoting the authors in the text; see the second example above.

1.3 One editor

In the list of sources consulted:

> Du Plooy, GM (ed). 1995. *Introduction to communication: course book 2 – communication research*. Kewyn: Juta.

In the text:

> Certain distinct stages can be identified in the research process (Du Plooy 1995:5).

or

> According to Du Plooy (1995:5), certain distinct stages can be identified in the research process.

1.4 Two editors

In the list of sources consulted:

> Dekker, E & Van Schalkwyk, OJ (eds). 1989. *Modern education systems*. Durban: Butterworth.

In the text:

> Dekker and Van Schalkwyk (1989:3) summarise the stratification of the South African educational system as …

or

> There are seven bands within the South African educational systems (Dekker & Van Schalkwyk 1989:12).

Note:
Sources that have an editor, or editors, are not indicated as such in text references. In the list of sources consulted a single editor is indicated by the abbreviation (ed). while two or more by (eds). Note the use of punctuation.

1.5 Three or more authors or editors

In the list of sources consulted:

> Hansem, A, Cottle, S, Negrine, R & Newbold, C. 1998. *Mass communication research methods.* New York, NY: New York University Press.

or

> Sreberny-Mohammadi, A, Winseck, D, McKenna, J & Boyd-Barrett, O (eds). 1997. *Media in global context: a reader*. London: Arnold.

In the text:

The **first** reference to three or more authors:

> Sreberny-Mohammadi, Winseck, McKenna and Boyd-Barrett (1997:145) acknowledge that the mass media ...

or

> The key to understanding globalisation is determining the degree of interaction between people and information, institutions and cultural traditions (Sreberny-Mohammadi, Winseck, McKenna & Boyd-Barrett 1997:xii).

Subsequent references to the same three or more authors:

> Sreberny-Mohammadi et al (1999:150) provide a review of the following factors that should be ...

or

> One of the key features of globalisation is the transnational horizontal integration of media structures (Sreberny-Mohammadi et al 1997:xiii).

Note:
The abbreviation "et al" should be used in the text whenever three or more authors have to be acknowledged. However, the first text reference mentions the names of all the authors. Subsequent references mention only the name of the first author, followed by "et al". Note that "et al" is not followed by a full stop. All the authors **must** be named in the **list of sources consulted**. The rules for using "and" or "&" can be found in section 1.2.

1.6 Collective works (chapters in books written by different authors)

In the list of sources consulted:

> Collier, MJ. 1991. Conflict competence within African, Mexican and Anglo American friendships, in *Cross-cultural interpersonal communication*, edited by S Ting-Toomey & F Korzenny. Newbury Park, Calif: Sage:316-342.

In the text:

> Collier (1991:318) refers to the Mexican culture and argues that communication patterns can be identified.

Note:
When referring to a book with chapters by different authors, the author of the specific chapter which is quoted or to which reference is made, is quoted, and not the editor(s) of the book. Note that in the list of sources consulted the page numbers of the chapter follow after the publisher.

1.7 Multiple works by the same author

1.7.1 Published in the same year

In the list of sources consulted:

> Doyle, G. 2002a. *Media ownership.* London: Sage.
>
> Doyle, G. 2002b. *Understanding media economics.* London: Sage.

In the text:

> According to Doyle (2002b:68) there is divided opinion regarding the relationship between a free market environment and the use of public funds to support a public service broadcaster.

Note:
When two or more publications are published by the **same author** in the **same year** each title is distinguished by the addition of "a", "b", "c", and so on, to the year of publication. References in the list of sources consulted are arranged alphabetically with reference to the title.

1.7.2 Published in different years

In the list of sources consulted:

> Fiske, J. 1987. *Television culture.* New York, NY: Methuen.
>
> Fiske, J. 1990. *Introduction to communication studies.* 2nd edition. London: Routledge.

In the text:

> The basic structure of a television news story can be explained in terms of Todorov's narrative model as the greater part of a news story is usually given over to explaining the forces of disruption (Fiske 1987:293).

Note:
When two or more publications are published by the **same author**, but in **different years,** the references are arranged chronologically in the list of sources consulted.

1.7.3 Author with the same surname and same publication date

In instance where authors have the same surname (such as Du Plooy) and the same publication date (such as 2001), but have different initials (such as GM versus T) the initials have to be acknowledged in the text, in order to differentiate between the two authors.

In the text:

> According to Du Plooy, GM (2001:33) ……

Versus

> According to Du Plooy, T (2001:98) …..

Or, if the reference is presented between brackets at the end of a phrase, sentence or quotation:

> "An error of leniency occurs when the observer's rating is too high or is always too favourable" (Du Plooy, GM 2001:189).

Versus

> "All forms of field observations are based on two variables" (Du Plooy, T 2001:98).

1.8 Books published in the United States of America

Note:
It is general practice to include the name of the state, in an abbreviated form, following the place of publication for books published in the United States of America. The abbreviations to use, are indicated in the table below. Some state names are not abbreviated.

Alabama	Ala	Kentucky	Ky	North Dakota	N Dak
Alaska	Alas	Louisiana	La	Ohio	—
Arizona	Ariz	Maine	—	Oklahoma	Okla
Arkansas	Ark	Maryland	Md	Oregon	Oreg
California	Calif	Massachusetts	Mass	Pennsylvania	Pa
Colorado	Colo	Michigan	Mich	Rhode Island	RI
Connecticut	Conn	Minnesota	Minn	South Carolina	SC
Delaware	Del	Mississippi	Miss	South Dakota	S Dak
District of Columbia	DC	Missouri	Mo	Tennessee	Tenn
Florida	Fla	Montana	Mont	Texas	Tex
Georgia	Ga	Nebraska	Nebr	Utah	Ut
Hawaii	—	Nevada	Nev	Vermont	Vt
Idaho	Ida	New Hampshire	NH	Virginia	Va
Illinois	Ill	New Jersey	NJ	Washington	Wash
Indiana	Ind	New Mexico	N Mex	West Virginia	W VA
Iowa	Ia	New York	NY	Wisconsin	Wis
Kansas	Kans	North Carolina	NC	Wyoming	Wyo

1.9 Missing data

1.9.1 No date

In the list of sources consulted:

> Jones, DA. [Sa]. *South Africa and its peoples*. Johannesburg: Southern.

In the text:

> According to Jones ([sa]:14) there are a number of variables,…

or

> A number of variables have been distinguished (Jones [sa]:14).

Note:
The [Sa] stands for *sine anno*, Latin for "without a year". In the list of sources consulted the S is capitalised, but not in the text reference. Although a book is used as an example here, the principle applies to any source. See also the example and note below in section 4.3.

1.9.2 No place of publication

In the list of sources consulted:

> Smith, WP. 1950. *Cape gourmets.* [Sl]: Gourmets' Guild.

In the text:

> The acknowledgement is the same as discussed above in sections 1.1 to 1.5, depending on the number of authors or editors that are involved.

Note:
The [Sl] stands for *sine loco*, Latin for "without a place". In the list of sources consulted the S is capitalised. Although a book is used as an example, the principle applies to any source.

1.9.3 No publisher

In the list of sources consulted:

> Smith, WP. 1950. *Cape gourmets.* Cape Town: [sn].

In the text:

> The acknowledgement is the same as discussed above in sections 1.1 to 1.5, depending on the number of authors or editors that are involved.

Note:
The [sn] stands for *sine nominee*, Latin for "without a name". In the list of sources consulted the s is lower case. Although a book is used as an example here, the principle applies to any source.

1.9.4 No place of publication and no publisher

In the list of sources consulted:

> Smith, WP. 1950. *Cape gourmets.* [Sl: sn].

In the text:

> The acknowledgement is the same as discussed above in sections 1.1 to 1.5, depending on the number of authors or editors that are involved.

Note:
If there is no place of publication and no publisher given, Sl and sn are used between the same square brackets. Although a book is used as an example here, the principle applies to any source.

2 JOURNAL ARTICLES

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-2-how-to-reference-journals

2.1 One author

In the list of sources consulted:

> Kodama, T. 1999. Rhetoric of the image of women in a Japanese television advertisement: a semiotic analysis. *Australian Journal of Communication,* 18(2):42-65.

In the text:

> Kodama (1999:43) uses Barthes' orders of signifying systems to establish how television advertisements reinforce a society's image of women.

or

> On an ideological level, one finds a double structured relationship between the advertiser and the viewer (Kodama 1999:58).

Note:
The title of the article is **not** *italicised*, but the title of the journal is. No capital letters are used in the title of the article, except for the first word whereas in the title of the journal, capital letters are used. The numbers which follow the journal title are the volume, issue and page numbers respectively. Note the use of punctuation.

2.2 Two authors

The same conventions apply as illustrated above in section 1.2.

2.3 Three or more authors

In the list of sources consulted:

> Marais, HC, Conradie, P, Malan, C & Schuring, G. 1994. Perspectives on intercultural communication in a democratising South Africa. *Communicatio,* 20(1):44-54.

In the text:

The **first** reference to three or more authors

> Marais, Conradie, Malan and Schuring (1994:53) indicate that English, as the *lingua franca*, is increasingly coming under pressure from other cultural groups in the country.

or

In **subsequent** references to the same three or more authors

> However, several generalisations can be made regarding media agendas following the first democratic elections (Marais et al 1994:53-54).

Note:
Where an article has been written by **three or more authors**, follow the rules for the use of the ampersand (&) as given above in section 1.2 **and** for the use of “et al” as given in section 1.5.

2.4 Under the title (where no author is indicated)

In the list of sources consulted:

> Developing media in developing countries: a historical review of policies. 1978. *Gazette,* 24(1):2-10.

In the text:

> The free flow of information has been considered an important factor in furthering mutual understanding between global cultures (Developing media … 1978:8)

Note:
Where there is no author, the title of the article is used in place of the author. Articles (“a”, “an”, “the”) are ignored in the list of sources consulted. In order to accommodate a lengthy title in the text you abbreviate the citation to the first phrase and indicate, by means of ellipsis (…), that the title is incomplete.

3 NEWSPAPER ARTICLES AND REPORTS

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-3-how-to-reference-newspapers-articles-and-advertisements

3.1 Authored

In the list of sources consulted:

> Smith, J. 2000. How to stay sane if you are in politics. *Pretoria News* 5, May: 3.

In the text:

> The complexity of a politician’s work is often underestimated by writers (Smith 2000:3).

3.2 No author

In the list of sources consulted:

> How to stay sane if you are in politics. 2000. *Pretoria News* 5, May: 3.

In the text:

> The complexity of a politician’s work is often underestimated by writers (How to stay sane ... 2000:3).

3.3 No author and specifically in the case of printed advertisements

In the list of sources consulted:

> Innoxa advertisement. 2004. *Sunday Times*, 11 April: 7.

or

Five Roses tea advertisement. 2004. *Reader's Digest*, 24 May: 89.

Note:
If the **same product** is advertised in more than one publication in the **same year**, then the date would need to be followed by a letter of the alphabet, based on the alphabetical arrangement of the reference in the list of sources consulted (see section 8.1.7).

For example:

Nivea advertisement. 2003. *The Star*, 21 October: 15.
Nivea advertisement. 2004a. *City Press*, 15 February: 3.
Nivea advertisement. 2004b. *Sowetan*, 15 February: 9.
Nivea advertisement. 2004c. *This Day*, 15 February: 5.

In the text:

The advertisement (Nivea advertisement 2004a:3) applies a factual approach.

or

These advertisements illustrate an emotional approach (Nivea advertisement 2004b:9; Nivea advertisement 2004c:5).

3.4 No author and no title

In the list of sources consulted:

The Star. 2002. 29 July:5.

Note:
When citing a newspaper report in your list of sources consulted, the title of the newspaper is followed by the year, day, month and page number(s).

In the text:

A grant for ailing community radio stations in rural areas has become available (*The Star* 2002:5).

4 SOURCES ACCESSED VIA THE INTERNET AND SOCIAL MEDIA

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-4-how-to-reference-internet-sources-and-social-media

4.1 Websites with an author

In the list of sources consulted:

> Shepperton, A. 1997. *South African television: from activism to affirmation after 1994*. [O]. Available:
> http://www.und.ac.za/ccms/articles/acttoaff.htm
> Accessed on 2007/09/24

Note:
You need to indicate in the list of sources consulted that the document is available online by placing an "O" between square brackets after the title. List the protocol (eg http://www) and the full URL (Universal Research Locator) on a new line with no full stop.

On the next line indicate the date on which the site was accessed. Again, there is no full stop. By default, word processors automatically change Internet addresses into hypertext, changing their colour and underlining them. Consider changing the default or delete the hypertext codes.

In the text:

> According to Shepperton (1997) television programming in South Africa changed because the SABC was able …

4.2 Websites with no author

In the list of sources consulted:

> Telkom surges ahead with the development of new technologies. 2000. [O]. Available:
> http://www.telkom.co.za/company/news/article_257.html
> Accessed on 2000/07/24

In the text:

> The new technologies to be introduced by Telkom are only likely to prove beneficial to rural telephone users in five years' time (Telkom surges ahead … 2000).

Note:
Where you do not know the author, the title of the web document is **not** *italicised* as with an authored document. When citing the document in the text you abbreviate a lengthy title to a short phrase by using ellipsis. Articles ("a", "an", "the") are ignored in the list of sources consulted.

4.3 Websites with no publication date

In the list of sources consulted:

> Rapoo, T. [Sa]. *The right to know: The politics of government communication and the new GCIS.* [O]. Available:
> http://www.cps.org.za/execsumm/polbrief1.htm
> Accessed on 2000/06/27

In the text:

> According to Rapoo [sa] the role of government communication in a transforming society is a multi-faceted one.

or

> There is a distinct danger that government may move beyond these roles and project the agenda of the ruling party (Rapoo [sa]).

Note:
You use an abbreviation of the Latin expression *sine anno* (without year) between square brackets in place of the date. In the list of sources consulted the "S" is capitalised, but when referencing the document in the text you use a lower case letter "s".

In the list of sources consulted:

> Rapoo, T. [Sa]. *The right to know: the politics of government communication and the new GCIS.* [O]. Available:
> http://www.cps.org.za/execsumm/polbrief1.htm
> Accessed on 2000/06/27

In the text:

> According to Rapoo [sa] the role of government communication in a transforming society is a multi-faceted one.

or

> There is a distinct danger that government may move beyond these roles and project the agenda of the ruling party (Rapoo [sa]).

Note:
You use an abbreviation of the Latin expression *sine anno* (without year) between square brackets in place of the date. In the list of sources consulted the "S" is capitalised, but when referencing the document in the text you use a lower case letter "s".

4.4 Other electronic sources: e-book

In the list of sources consulted:

> Thody, A. 2006. *Writing and presenting research.* Sage: London. [O]. Available:
> http://0-dx.doi.org.oasis.unisa.ac.za/10.4135/9780857020307
> Accessed on 2015/06/03

In the text:

> Thody (2006) states that the conventional advice is to write up only after you have collected all the data.

Note:
In the above text reference we cannot provide a page number as the e-book is not in pdf format. This style of referencing is only be used for e-books not in pdf format. E-books published in pdf are referenced as if it were a print book; refer back to section 1 for details.

4.5 Other electronic sources: journal articles

In the list of sources consulted:

> Erlmann, V. 2002. Africa civilised, Africa uncivilised: local culture, world system and South African music. *Safundi: The Journal of South African and American Comparative Studies*, 8(1). [O]. Available:
> http://www.safundi.com/papers.asp?lop=erlmann
> Accessed on 2002/06/03

In the text:

> Erlmann (2002) justifies his choice of post-modernism as a theoretical description of global cultural production by describing the tours of England by the South African Choir during the late 19th century.

Note:
This style of referencing would be used for articles **only** available electronically via the Internet, not published in pdf format wherein a specific page number can be ascertained. Electronic journal articles, published in their pdf versions may be referenced in the same manner as their hard-copy counterparts. This reference here is only applicable to journal articles that are not available in pdf.

4.6 Other electronic sources: electronic government publication/documents

In the list of sources consulted:

> South Africa. Department of Foreign Affairs. 1996. *South African foreign policy: Discussion document.* [O]. Available:
> http://www/polity.org.za/govdocs/discuss/foreign.html
> Accessed on 1999/08/26

In the text:

> A thorough review of South Africa’s representation internationally was undertaken during 1994 and 1995 in order rectify imbalances in international relations (South Africa. Department of Foreign Affairs 1996:sec 9.4).

Note:
Government documents accessed via the Internet need to be cited using a combination of techniques discussed in this section.

4.6 Electronic mail as source

4.6.1 E-mail

In the list of sources consulted:

> Bezborodova, E. (elena_bezborodova@yahoo.com). 2002/07/11. *Qualitative data analysis and software*. E-mail to D Wigston (wigstdj@unisa.ac.za).
> Accessed 2002/07/29

In the text:

> Bezborodova (2002/07/11) advises that practical experience has no substitute when learning about computer software.

Note:
Give the day and the month in addition to the year when citing e-mail sources. The title is taken from the contents of the subject box in the e-mail message and is *italicised*. The use of capital and lower case letters in e-mail addresses is given as indicated in the e-mail message. Note the use of brackets and punctuation.

4.6.2 Electronic newsletters

In the list of sources consulted:

> Butcher, N. 2002/07/22. Why doctors don't e-mail. *Telematics for African Development Consortium, July 2002 Information Update No 2.* [O]. Available:
> E-mail: neilshel@icon.co.za
> Accessed 2002/07/29

In the text:

> While medical doctors are encouraged to communicate with their patients by e-mail, many are reluctant to do so because of unresolved ethical issues (Butcher 2002/07/22).

Note:
When referring to a specific section of the electronic newsletter, use roman letters inside single inverted commas. The title is taken from the contents of the subject box and is *italicised* in the case of the name of a journal using capital letters.

4.7 Electronic newspapers

In the list of sources consulted:

> Barrionuevo, A & Hauser, C. 2010. Drill reaches miners in Chile, but risks remain. *New York Times*, 9 October. [O]. Available:
> http://www.nytimes.com/2010/10/10/world/americas/10chile.html?_r=1
> Accessed on 2011/02/18

In the text:

> Barrionuevo and Hauser (2010) considers the differences between internal communications and external communications.

4.8 Twitter

In the list of sources consulted:

> BarackObama. 2009. *Launched American graduation initiative to help additional 5 mill. Americans graduate college by 2002: http://bit.ly/gcTX7*. [Twitter]. [O]. Available:
> http://twitter.com/BarackObama/status/2651151366
> Accessed on 2011/10/12

In the text:

> Although many politicians still only pay lip-service to the importance of a university education, BarackObama (2009) offers tangible outputs.

Note:
The whole tweet is referenced as the title of this source, and the handle (the twitter name) of the source is used and cited as the author.

4.9 Facebook

In the list of sources consulted:

> Nonja, ND. 2009. *Referencing group*. [Facebook]. [O]. Available:
> http://facebook.com/pages/Nonja/190010092116
> Accessed on 2011/10/12

In the text:

> Nonja (2009) expresses the opinion that when referencing sources, one should always be as pedantic as possible.

Note:
The title of the page is references as the title in this case.
For group pages:

When I was your age, Pluto was a planet. 2009. *How long can just one planet live?*. [Facebook]. [O]. Available:
http://facebook.com/group.php?gid=220789388
Accessed on 2011/10/12

In the text:

Although the average person might propose an action plan, the final decision regarding planets and their names remains with the scientists (When I was your age, Pluto was a planet 2009).

Note:
In this case (in lieu of an individual as the author), the name of the group page is cited as the author.

4.10 A (mobile) Application (or App)

In the list of sources consulted:

Medical Group Soft. 2016. Medical terminologies, version 1.12.3. [Mobile application]. [O]. Available:
https://play.google.com/store/apps/details?id=com.medicalgroupsoft.medical.directorymedtermsmultilang.free.
Accessed on 2016/07/12

In the text:

Medical Group Soft (2016) defines the term differently and state that…

5 COMPACT DISCS (CD-ROM) AND DVD-ROMS

5.1 Authored entry in an electronic encyclopaedia

In the list of sources consulted:

Leitch, VB. 1998. Structuralism, in *Grolier Multimedia Encyclopaedia*. [CD-ROM]. Available: Grolier Interactive.

In the text:

According to Leitch (1998) Claude Lévi-Strauss can be considered as the father of structuralism.

5.2 No author in an electronic encyclopaedia

In the list of sources consulted:

> *Grolier Multimedia Encyclopaedia.* 1998. Sv 'Structuralism'. [CD-ROM]. Available: Grolier Interactive.

In the text:

> Claude Lévi-Strauss is acknowledged as the father of structuralism (Grolier Multimedia Encyclopaedia 1998, sv 'structuralism').

Note:
It is general practice to refer to the item rather than the page number when referring to an entry in an electronic encyclopaedia. You use an abbreviation of the Latin expression *sub verbo* (under the word) with the item in single inverted commas. In the list of sources consulted the "S" is capitalised, but when referencing the document in the text you use a lower case letter "s".

5.3 Software programs or data packages

In the list of sources consulted:

> Zettl, H. 2004. *Zettl's Videolab 3.0*. [DVD-ROM]. Available: Wadsworth.

In the text:

> The use of the zoom to create an illusion of forward motion is clearly demonstrated by Zettl (2004), where the camera appears to be moving forward, yet is stationery.

6 STUDY MATERIAL

6.1 Study guides

In the list of sources consulted:

> Angelopulo, G, Barker, R, Du Plessis, D & Schoonraad, N. 2002. *Organisational communication practice. Study guide for MAKOR3G*. Pretoria: University of South Africa.

In the text:

The **first** reference to three or more authors:

> The concept strategy is not a new one, dating back many centuries to its application in the planning of wars (Angelopulo, Barker, Du Plessis & Schoonraad 2002:22).

or

> Angelopulo, Barker, Du Plessis and Schoonraad (2002:22) indicate that large corporations only began using strategy as a planning tool in the late 1960s.

Subsequent references to the same authors:

> Angelopulo et al (2002:22) further state that strategy as a concept was only adopted by big business in the early 1960s.

or

> Large corporations only adopted the use of strategies in the early 1960s (Angelopulo et al 2002:22).

Note:
A study guide is acknowledged with reference to the authors. If **no authors** are indicated, then the author is given as University of South Africa, followed by the name of the Department. See section 6.2 for an example. The rule applying to three or more authors, as discussed in section 1.5 and, the rule regarding the use of the ampersand (&) found in section 1.2 apply here.

6.2 Tutorial letters

In the list of sources consulted:

> University of South Africa. Department of Communication Science. 2014. *Advanced communication research: Tutorial letter 101/2014 for COM4809.* Pretoria.

In the text:

> Mutual exclusivity can be defined as a situation where a unit of analysis falls into one and only category (University of South Africa 2004:7).

Note:
As it is cumbersome to write out University of South Africa in the text, particularly if repeated frequently, the abbreviation Unisa may be used. However, in such a case, a cross-reference must be given in the list of sources consulted as follows:

> Unisa *see* University of South Africa

Note the lack of punctuation. Apart from the cross-reference, no abbreviation is used in the list of sources consulted for items with University of South Africa as the author.

6.3 *My*Unisa

In the list of sources consulted:

> Greeff, WJ. 2014. *Technical checklist for Assignment 01*. [*my*Unisa]. [O]. Available:
> https://my.unisa.ac.za/access/content/group/COM2601-12-2/technical%20presentation.pdf
> Accessed on 2012/08/28

In the text:

> Greeff (2014) holds forth that the importance of academic writing cannot be overstated.

7 NON-PRINT MEDIA

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-5-how-to-reference-film-tv-and-musical-recordings

7.1 Film

In the list of sources consulted where only the director is known:

> Redford, R (dir). 1980. *Ordinary People*. [Film]. Paramount.

In the text where only the director is known:

> These characteristics can be found in the early films by Redford (1980).

or

> A film, such as *Ordinary People* (Redford 1980), can be used to amplify the meaning of reality.

In the list of sources consulted where the director and producer are known:

> Ehlers, E (dir) & Holdt, D (prod). 1997. *River at High Summer: The St. Lawrence.* Merganser Films.

In the text where the director and producer are known:

> The unique use of camera movements in the opening sequence by Ehlers and Holdt (1997) establishes ....

or

> In the opening sequence it is important that a time and place is which the film is set, is firmly established (Ehlers & Holdt 1997).

Note:
References to film titles are *italicised* with capital letters. In the list of sources consulted, the place of publication is not given. In the case of a film, the director assumes greater importance and must be mentioned before that of the producer. The abbreviations (dir) are used for director and (prod) for producer.

7.2 Video recordings

In the list of sources consulted:

> Kao, J (dir). 1997. *The art and discipline of managing creativity*. [Video recording]. Cape Town: Video Learning Systems.

In the text:

> Kao (1997) discusses three innovative organisations that use a variety of techniques to encourage the creative development of new ideas in an organisation.

or

> Organisational effectiveness can be improved by the encouragement of innovating ideas (Kao 1997).

Note:
References to material recorded on video tape are usually given under the name of the producer or director; otherwise reference is made to the title as an anonymous work, in which case articles (“a”, “an”, “the”) are ignored in the list of sources consulted. In the case of video recordings, where a producer and director are mentioned, refer to whichever is mentioned first.

7.3 Television programmes

In the list of sources consulted:

> Bellisario, DP (prod). 2002. Odd Man Out. *JAG.* [Television programme]. Paramount. Broadcast: 20:30, 3 August 2002, SABC 3.

or

Where the producer is not known:

> Odd man out. 2002. *JAG*. [Television programme]. Paramount.
> Broadcast: 20:30, 3 August 2002, SABC 3.

or

Where the episode title and producer are not known:

> *JAG*. 2002. [Television programme]. Paramount.
> Broadcast: 20:30, 3 August 2002, SABC 3.

In the text:

Where the producer is known:

> In the episode ‘Odd Man Out’ of the action-drama series *JAG* (Bellisario 2002), the cardinal functions that can be identified in the first shot following the opening credits are as follows.

or

Where only the title is known:

> In *JAG* (2002) one finds a double layer of binary oppositions between the main characters.

Note:
Television programmes are usually referred to by their titles. Titles are always *italicised* with capital letters. Where applicable, the title of a specific episode is given in roman between single inverted commas. Details, such as the name of the producer and the production company, can be found in the credits of the programme. Citations in the list of sources consulted must include the time, date and channel on which the programme was broadcast. The copyright date, if given, can be taken as the date of publication. Note, this year of publication may differ from the year of broadcast, in which case the year needs to be added to the broadcast details. If no episode title is available, then the *italicised* series title may be used.

7.4 Audio cassette

In the list of sources consulted:

> Siegel, BH. 1992. *Creative radio production*. [Sound cassette]. Boston, Mass: Focal.

In the text:

> When there is a pause in the foreground interaction in a radio advertisement, then listeners' attention shifts to the background interaction (Siegel 1992).

or

> Siegel (1992) maintains that it is necessary to reinforce mental images with suitable sound effects in radio advertisements.

7.5 Musical recording

In the list of sources consulted:

> Masekela, H. 1997. Thank you Madiba. *Notes of life*. V Samson. [Compact disc]. Columbia CDCOL 8000 R.

In the text:

> In the recording 'Thank you Madiba' (Masekela 1997) as performed by Samson, one can note the emphasis placed on the use of township slang.

Note:
Recordings of musical performances, irrespective of the medium used, are listed under the name of the composer or person(s) responsible for the content. In the list of sources consulted, the title of the actual item referred to is given in roman text, between single inverted commas. The latter is followed by the cover title, which is *italicised*. The name of the performer can be added, following the cover title. The medium used, is added between square brackets, such as [Digital versatile disc], [Compact disc], [Sound cassette] or [LP recording]. The recording company and number of the recording are usually sufficient for identification. The copyright date is taken as the date of publication. References in the text use roman text between single inverted commas.

8 UNPUBLISHED INTERVIEWS

In the list of sources consulted:

> Marsden, J, CEO, National Advertisers Forum. 2002. Interview by author. [Transcript]. 20 July. Sandton.

In the text:

> According to Marsden (2002), current advertising budgets cannot accommodate any further fragmentation in the commercial radio market in the foreseeable future.

Note:
In the list of sources consulted add the position/capacity of the interviewee after the name. If this information is not known, it may be omitted. The medium in which the interview is recorded is then indicated, such as [Recorded] if recorded on tape or [Transcript] if written notes were taken during the interview.

9 PRINT ADVERTISEMENTS

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-3-how-to-reference-newspapers-articles-and-advertisements

9.1 Advertisements in magazines or journals

In the list of sources consulted:

> Jeep Cherokee. 1996. *Out There* 1(10):10.

In the text:

> In the advertisement for Jeep Cherokee (1996:10) a contradiction is evident between the text and the illustration.

9.2 Advertisements in newspapers

In the list of sources consulted:

> Jeep Cherokee. 2002. *Beeld Motors,* 25 Julie: 18.

In the text:

> The use of divergent vectors can be clearly seen in the Jeep Cherokee (2002:18) advertisement.

Note:
Advertisements are cited under the name of the product or service. Print advertisements are treated similarly to that of journal articles or newspapers, depending on the source. Alternatively, advertisements can be treated as photographs and cited separately in a list of illustrations as discussed in section 12, below.

10 GOVERNMENT PUBLICATIONS

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-6-how-to-reference-government-publications

10.1 Acts

In the list of sources consulted:

> South Africa. 1999. *Broadcasting Act, no. 4, 1999.* Pretoria: Government Printer.

In the text:

> Community broadcasters must reflect the cultural, religious, language and demographic needs of the listeners in the community served by the radio station (South Africa 1999:sec 32.4).

Note:
Acts and laws usually have lengthy titles. These can be shortened or the popular title used. Note the use of punctuation. References in the text do not refer to page numbers, but to the relevant section of the act.

10.2 Reports and documents

In the list of sources consulted:

> South Africa. Task Group, Broadcasting in South and Southern Africa. 1991. *Report of the task group on broadcasting in South and southern Africa.* Pretoria: Government Printer. Chairman: C Viljoen.

In the text:

> The first cracks in the monopoly of the SABC in South African broadcasting can be traced back to 1991 when a regulatory authority independent of the government was first mooted (South Africa. Task Group 1991:25).

Note:
Government publications are always cited under the name of the government or province, followed by the name of the department, council, commission or committee responsible for the document. If the document is a report from a commission or committee, then the name of the chairman is given at the end of the citation. Text references can be abbreviated as in the example above, providing that the abbreviation does not lead to confusion on the part of the reader, such as in Commission of Inquiry, in which case the full details should be given.

10.3 Electronic documents

In the list of sources consulted:

> South Africa. Department of Foreign Affairs. 1996. *South African foreign policy. Discussion document.* [O]. Available:
> http://www/polity.org.za/govdocs/discuss/foreign.html
> Accessed on 1999/08/26

In the text:

> A thorough review of South Africa’s representation internationally was undertaken during 1994 and 1995 in order rectify imbalances in international relations (South Africa. Department of Foreign Affairs 1996: Sec. 9.4).

Note:
Government documents accessed via the Internet need to be cited using a combination of techniques as discussed in section 4.

11 ANNUAL REPORTS

In the list of sources consulted:

> South African Broadcasting Corporation. 2001. *Annual report and financial statements 2000/2001.* Johannesburg.

In the text:

> As part of a restructuring programme, the South African Broadcasting Corporation (SABC) underwent a process of corporatisation with the creation of commercial and public service broadcasting entities (South African Broadcasting Corporation 2001:16).

Note:
Where the author is the same as the publisher, the publisher’s details are omitted. Where the name of an organisation is lengthy, abbreviations may be used in the text citation, but then a cross reference must be given in the list of sources consulted. See section 6.2 for an example.

12 PHOTOGRAPHS

NB:
Photographs and pictures are **not** acknowledged in the list of sources consulted.

Photographs and pictures are acknowledged **separately** in a separate **list of illustrations** given **after** the list of sources consulted. The information is arranged chronologically by the figure number.

Photographs (with captions) in newspapers

The following example refers to **Figure 8** because it is listed as the eighth figure in the list of illustrations (which follows the list of sources consulted).

In the list of illustrations:

Where the photographer is known:

> Figure 8: Bodenstein, C. 2002. “Syndicates may have already decided the *Idols* winner”. *Pretoria News,* 10 June:3.

or

Where the photographer is not known:

> Figure 1: 2002. “The Greenpeace ship, Esparanza, finely arrives”. *Pretoria News,* 15 August:3.

Note:
Captions to newspaper photographs are given between double inverted comas.

In the text:

> Figure 1 (2002:3) shows the following …

Note:
Examples of photographs or pictures should be numbered as “Figure 1", “Figure 2" and so on, below the photograph. References in the text should be numbered, for example: as illustrated in Figure 1 (2002:3) one can argue that… . Or to give you another example: in Figure 8 (2002:3) the four *Idols* finalists show their preferred style of dress, which ... . Photographs should be placed **after** the point of reference in the text and never before it. References in the text remain the same, irrespective of the source of the photograph. The word “Figure” is never abbreviated.

Photographs (without captions) in magazines or journals

In the list of illustrations:

Where the photographer is known:

> Figure 1: Boccon-Gibod, N. 1996. *Out There* 1(10):71.

or

Where the photographer is not known:

> Figure 1: 1996. *Out There* 1(10):72.

Note:
In the list of illustrations, photographs from a magazine are cited similarly to that of newspaper articles or reports cited in the list of sources consulted – see section 3.1 and section 3.2, on page 44.

Note:
Photographs and pictures are not acknowledged in the list of sources consulted. Photographs and pictures are acknowledged separately in a separate list of illustrations given after the list of sources consulted. The information is arranged chronologically by the figure number.

12.1 Photographs (with captions) in newspapers

The following example refers to Figure 8 because it is listed as the eighth figure in the list of illustrations (which follows the list of sources consulted).

In the list of illustrations:

Where the photographer is known:

> Figure 8: Bodenstein, C. 2002. Syndicates may have already decided the *Idols* winner. *Pretoria News,* 10 June:3.

or

Where the photographer is not known:

> Figure 1: 2002. The Greenpeaceship, Esparanza, finely arrives. *Pretoria News,* 15 August:3.

Note:
Captions to newspaper photographs are given using double inverted comas.

In the text:

> Figure 1 (2002:3) shows the following …

Note:
Examples of photographs or pictures should be numbered as Figure1", Figure 2" and so on, below the photograph. References in the text should be numbered, for example: as illustrated in Figure 1 (2002:3) one can argue that… . Or to give you another example: in Figure 8 (2002:3) the four *Idols* finalists show their preferred style of dress, which ... . Photographs should be placed **after** the point of reference in the text and never before it. References in the text remain the same, irrespective of the source of the photograph. The word Figure is never abbreviated.

12.2 Photographs (without captions) in magazines or journals

In the list of illustrations:

Where the photographer is known:

> Figure 1: Boccon-Gibod, N. 1996. *Out There* 1(10):71.

or

Where the photographer is not known:

> Figure 1: 1996. *Out There* 1(10):72.

Note:
In the list of illustrations, photographs from magazines are cited similarly to that of newspapers articles or reports cited in the list of sources consulted – see section 3.1 and section 3.2, on page 44.

13 MASTERS DISSERTATIONS AND DOCTORAL THESES

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-7-how-to-reference-dissertations-theses-and-conference-proceedings

In the list of sources consulted:

> Hopper, M. 2009. *Communication satisfaction, job satisfaction, organisational commitment and the intention to leave*. Waikato: University of Waikato. (Masters dissertation).

In the text:

> There might be some kind of a relationship between communication satisfaction and commitment, but this has never been proven without a doubt (Hopper 2009:156)

Note:
In South Africa, we refer to the research product of a Master's degree as a "dissertation", whilst that of a Doctoral study is referred to as a "thesis". In America the use is inverted, meaning a "dissertation" refers to the product of a Doctoral degree, whilst a "thesis" refers to that delivered in a Master's study. Keep this in mind when you reference sources from America – make use of the South African naming in every instance.

14 CONFERENCE PROCEEDINGS AND PAPERS

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/how-to-reference/3-7-how-to-reference-dissertations-theses-and-conference-proceedings

Papers read at international conferences are sometimes made available online. In such a case, it is referenced as such:

In the list of sources consulted:

> Abrams, AL. 2008. *Effective methods of managing contractor safety to minimize risk and legal liability* (Paper read at the ASSE professional development conference and exhibition, Las Vegas, Nevada, USA on 9–12 June 2008). [O]. Available:
> http://www.onepetro.org/mslib/servlet/onepetropreview?id=ASSE-08-650
> Accessed on 2012/03/21

In the text:

> South Africa has one of the greatest labour laws, when it comes to safety in the workplace (Abrams 2009)

In the case where the paper is not published (online or otherwise), but you have a copy of such a paper (for example sent to you by the author, after you requested it) the reference in the text stays the same, but in the list of sources consulted, it is referenced as such:

In the list of sources consulted:

Abrams, AL. 2008. *Effective methods of managing contractor safety to minimize risk and legal liability* (Paper read at the ASSE professional development conference and exhibition, Las Vegas, Nevada, USA on 9–12 June 2008). Unpublished.

6 HOW TO ANSWER MULTIPLE-CHOICE QUESTIONS

This section is important if your assignment and/or examination include multiple-choice questions.

6.1 What is a multiple-choice question?

Multiple-choice questions are a means of teaching and testing different levels of cognitive skills and thinking abilities. They are designed to assist you in obtaining a general overview of the module’s content.

A multiple-choice question consists of several components:

- The **stem** of the item is that part in which the question is asked or the problem stated, but excludes the possible answer (this could possibly include a scenario).
- **Options** or responses refer to the possible answers in a test item.
- A number of incorrect or less correct options, which are known as **distractors.**
- The correct option, which is referred to as the **key.**
- Each “question” as a whole (including both the stem and the options) is called an **item.**

The item as a whole should measure the attainment of a learning objective and should deal with a central theme presented in the problem statement.

6.2 Advantages and disadvantages of multiple-choice questions

There are both **advantages** and **disadvantages** to multiple-choice questions.

The **advantages** of multiple-choice questions are that they are marked by a computer, and your assignment is therefore objectively assessed. The markers’ opinions or feelings are not involved in the mark given, and your work is consistently evaluated. Multiple-choice questions can cover a wide field, and can teach and test different cognitive and thinking skills as well as various reading, writing and study skills. A well-designed multiple-choice question should discriminate between a good student who knows his or her work, and a poor student who does not. Importantly, multiple-choice questions make the process of evaluation possible, providing both student and lecturer with important feedback on the success or failure of the learning process. Your incorrect answers are also a valuable source of information because they should help you to diagnose sources of misunderstanding, any misconceptions, or learning difficulties you may have.

The **disadvantages** of multiple-choice questions are that they sometimes implicitly provide clues to aid recollection and do not test your own formulations or ability to write a sustained coherent argument. Also, it is possible for you to guess the answers. However, if, for example, you were given four possible options to choose from, you only have a 25% chance of guessing the correct answer, and given the number of items set, the statistical chances of guessing enough to pass are virtually non-existent. Of course, multiple-choice questions do not help you learn how to express your own ideas which is a very important skill for communication in any subject area.

One can distinguish between **two general levels of difficulty** in multiple-choice questions: **low-level** questions and **high-level** questions.

Low-level questions teach literal comprehension, specific facts (such as dates) and learned definitions. They test only memory, in other words the reproduction of knowledge.

High-level questions on the other hand teach insight, deeper comprehension and application of knowledge. These questions test memory and application that is the production of knowledge.

By using a variety of levels and concentrating on higher-level questions, multiple-choice questions are able to teach and test higher-order thinking.

6.3 Guidelines for answering multiple-choice questions

It is the function of the problem statement or question (the stem) to ensure that one option is more correct than the others. Put differently, the problem statement or question always provides the perspective from which, or the context within which you have to work to find the most correct option. It tells you how to approach the question. Therefore, always read and consider the stem carefully. Generally, the stem will focus on one specific issue. Try to identify the key issue at hand by looking for **content key words** or **action words** in the stem.

It is important to consider all the options from the perspective provided by the problem statement. Sometimes students choose one of the first options which make sense without even looking at the rest. That chosen option may be correct, but one of the later options may be even more correct in the light of the perspective provided by the stem (problem statement or question). In some multiple-choice questions, all the distractors are plausible or may serve as possible answers, but only one option is considered best or correct.

The important activities involved in answering multiple-choice questions are always considering the problem statement or question, finding the **content key words** and thinking about each of the options in the light of the content key words in the stem.

Bear in mind that the distractors in multiple-choice questions are not necessarily completely wrong. You must choose the **most correct option**.

6.4 Different forms of multiple-choice questions and how to answer them

The multiple-choice question takes many different forms as illustrated by the following examples.

- It can be a **direct question**, in which you have to consider the problem statement and use the content key words to find the answer to the direct question. That is, you must find the most correct option in view of the content key words in the problem statement or question.

- It can be an **incomplete statement**, in which you would consider the problem statement and use the content key words to find the option that correctly completes the statement.

For example:

Research design refers to the process of … (1) estimating the feasibility of the project. (2) planning the research process [**KEY**]. (3) thinking about a research problem. (4) evaluating the validity of the research.

- They can be **diagrammatic questions** or **paragraph questions** in which you would be expected to determine the relation (which is a content key word) between the sentences in the paragraph.

- It can be a **combination question**, in which you have to consider each option in the light of the content key word in the problem statement. Mark each statement that might be considered to be correct and delete those that do not meet the requirements. You will then be able to see which option, or combination of options, is correct. This type of multiple-choice question tests your understanding of the relationship between ideas.

For example:

Which combination best describes positivist research? (a) Valid knowledge can only be gained from empirical evidence. (b) Methods of the natural sciences are applied in the social sciences. (c) The sciences must deconstruct social phenomena through reflection. (d) The field of communication is defined as media, audience and effect studies. (1) a b c (2) b c d (3) a b d [**KEY**] (4) a c d

In order to test both reading and writing skills, multiple-choice questions can be set on a whole range of course content, including, for example a statement, a definition, a paragraph, several paragraphs, an article, an entire study unit, a diagram, a drawing, a photograph, a map or a case study.

6.5 Certain misconceptions concerning multiple-choice questions

There is a belief that multiple-choice questions only test your knowledge (reproduction or memory), and that all answers to such questions can be found in the prescribed book or study guide. This is a misconception. The information required to answer multiple-choice questions can indeed be found in the prescribed study material, but it is often expected that you should work with the information by analysing it, making new syntheses, applying it, or evaluating it.

Gauging the truth or correctness of information is indeed a difficult problem. What seems true from one perspective or within a given context is often not true from another perspective or within another context. This is exactly why it is so important to consider the **content key words** in the problem statement (or stem) so attentively. The problem statement in a well-structured multiple-choice question provides the perspective or context for finding the most correct option.

Remember that looking for answers in a mechanical manner is a dangerous practice. Read and consider each problem statement carefully and allow the content key words in the problem statement to guide you to the correct answer.

6.6 Steps to follow when answering multiple-choice questions

In summary, you must follow these steps in answering multiple-choice questions (adapted from Van Schoor, A, Mill, E & Van der Merwe, D. 1995. *Effective study*. Pretoria: Unisa Press):

Step 1:
Read and analyse the stem carefully. Identify the key term in each question to determine the direction of the answer.

Step 2:
Anticipate the answer. Try and find the correct answer yourself and then look for it among the options given. Remember however, that you must work only with the options supplied.

Step 3:
Consider all the options. Make sure you read all the possible answers, especially when the first option seems to be correct. The first option may be true, but another option may be better. You may not always be given a perfect answer to every question. Often most of the options seem acceptable.

Step 4:
Compare the options with one another. When several options seem possible, or even when none of them seems correct, compare them with one another. Study the options carefully to discover the differences. Pay special attention to words that can alter the meaning of the question (stem).

Step 5:
Use a process of elimination. Once you have considered and compared all the options, eliminate the options which you are sure are incorrect by crossing them out. Eliminating answers in this way is helpful because you can then concentrate on the most reasonable options. Keep up the process of comparison and elimination until you are left with the option that you think is the best or correct answer.

Step 6:
Minimise the risk of guessing. When an item is difficult, students often guess. You can avoid this by reading the question and the possible answers until you have identified the best or most correct answer.

Step 7:
Finally, check your choice. Once you have made your choice, put the stem and the correct option together to make sure that together they form the logical and most correct answer.

7 HOW TO APPROACH ESSAY-TYPE QUESTIONS

It is of the utmost importance that you prepare and present essay-type assignments with the greatest possible care and thoroughness. The purpose of this section is to help you do so, however, this section can only be of real value to you if you **consult it regularly** when you prepare and write or type your essay assignments.

7.1 Study material

Your assignments should demonstrate that you have consulted all the prescribed study material. However, you should note that the assignments cover only a part of the syllabus. The examination deals with the whole syllabus which also includes the prescribed study material.

7.2 Length of an assignment

For practical reasons we advise you to limit the length of your assignments as indicated for each assignment. The main reason for this limitation is to teach you how to select only the salient points. In an examination you will not have indefinite time at your disposal.

NOTE:
The above can also apply to modules with examination portfolios, such as COM306D. Please refer to the respective tutorial letters of each module that you are registered for.

7.3 Collecting information

Collecting information from more than one source can be a complex task; but if you follow the procedure suggested below your work will be more purposeful, and you will waste less time and derive greater satisfaction from the completed assignment (or activity, or task).

- Schedule your work on a particular assignment over a specific period, such as two weeks.

- Ensure that you have Tutorial Letter 101, the appropriate study guide and prescribed study material available before you start any reading.

- Study the instructions or guidelines for the assignment and if a work procedure and/or reading/study procedure are suggested, follow that procedure.

- Break the topic down provisionally into broad categories and arrange these categories in a logical scheme.

- Start on the necessary reading using the requirements for the assignment (contained in the instructions or guidelines) and the provisional scheme you have drawn up as guidelines.

7.4 Selective and purposeful reading

You must know **what** you are looking for when selecting reading or study material. If you are looking for one or two specific topics in a book, you should consult the subject index at the back of the book. If, however, a book does not contain a subject index, consult the table of contents in the front of the book.

It always pays to form an overall impression of the content of a prescribed source before studying it in detail.

The following seven steps can help you do the latter:

Step 1:
Read the page(s) that contains the table of contents carefully. Try to understand the particular arrangement of the contents in different chapters, or units, and how they follow on from one another.

Step 2:
Read the preface (and/or introduction) if there is one, since it usually contains the author's personal views and perhaps a précis (summary) of the contents.

Step 3:
Page slowly through the first chapter, or unit, and read the headings and subheadings to get an idea of how the content of this chapter is subdivided and structured.

Step 4:
If a summary is included at the end of the chapter, or unit, read it carefully.

Step 5:
Scan the chapter. Scanning does not mean paging through a chapter and absorbing a word or phrase here and there. Scanning means that you must work systematically and gather as much information in the shortest possible time.

Every author has a distinctive style of writing, but in most cases you will find a set pattern. Some authors start each paragraph with a new idea and then elaborate on it. Other authors start with a number of hypotheses and conclude the paragraph with a central idea.

Try to determine the author's style, and find the central idea or key sentence in each paragraph.

Steps 3, 4 and 5 should be repeated with each subsequent chapter, or unit.

Step 6:
Formulate specific questions. Having studied the instructions, or guidelines, for the assignment and scanned the prescribed study material, including the study guide, you should be in a position to formulate specific questions.

For example:
What is the meaning of encoding?

By formulating questions you are adopting a reading-to-answer-questions method which is particularly useful when one is unfamiliar with the contents of a book.

For example:
If a chapter carries the heading *Collect the message elements*, one can formulate the following types of questions:

- What are the message elements?

- Where do they fit into the overall communication process?

- How does one go about collecting message elements?

Scanning may provide you with answers to some of your questions, but may also lead to new questions, which brings you to the last step in the process of selective, yet purposeful reading.

Step 7:
The last step is to work thoroughly through the prescribed study material.

The emphasis falls on work, which means doing some or all of the following:

- Study the instructions, or guidelines, for the assignment.
- Read the study guide.
- Read the prescribed study material and continually refer back to the study guide.
- Formulate questions.
- Check whether your questions relate to the assignment.
- Search for answers to your questions.
- Underline the action words.
- Underline the salient points.
- Make notes of answers to your questions.
- Check whether your reading still relates to the assignment question/topic.
- Write down new questions as they occur.
- Write down questions not yet answered.
- Write down the central argument in each paragraph.
- If you quote directly acknowledge the source.
- Make summaries.

This procedure may appear tedious, but it will provide the best results in the long run. If you have to read or study an entire book, try this method out once and make the necessary adjustments to suit your personal habits.

The main purpose is **efficiency** and to work efficiently through any study material calls for **speed** and **good retention**.

Speed is accomplished by means of two techniques, namely practising to **read faster** and the purposeful and accurate **selection** of reading/study material. Your selection procedure can be improved by using the seven-step procedure described above.

Retention of what you have read correlates with your degree of concentration during reading. Concentration and therefore retention can be enhanced by **purposely searching for answers** to your questions.

Instead of spending three hours reading or paging aimlessly through a book, work purposefully for shorter periods of 45 minutes at a time. In so doing you will hopefully experience more rapid progress.

In short: study actively

7.5 Meaning of action words

The following are examples of action words that are usually found in assignments and the kind of answers that could be given.

Based on this list, determine the action words that are used in the assignment on which you are currently working.

Analyse
Divide into sections or elements and discuss in full.

Compare
Identify the similarities or differences between facts, or examine the differences between ideas, facts, viewpoints, and so forth.

Contrast
Point out the differences between certain set-off objects or characteristics.

Criticise
Point out the good and bad characteristics, and give your own opinion after taking all the facts, arguments or assumptions into account.

Define or **give the definition**
Give a short and concise description of the subject or topic.

Describe
Name the characteristics of a topic. This should be done in a logical and well-structured manner.

Discuss
Discuss a topic by examining its various aspects. A critical approach should be followed.

Distinguish
Note the differences that distinguish two topics from one another.

Evaluate
Give an informed opinion, as measured against certain standards, on a topic.

Examine
Examine and critically discuss a topic in terms of definite criteria or guidelines.

Explain
Explain and clarify to ensure that the reader clearly understands your arguments. Make use of illustrations, descriptions or simple but logical explanations.

Give
Give only the facts without any discussion.

Give an outline
Present the data in a brief, logical and systematic manner.

Identify
Name the most important characteristics of a topic.

Illustrate
Give examples or draw a diagram to elucidate a particular topic or subject.

Interpret
Explain or give the meaning of something in terms of a more common concept. Your explanation should be as practical as possible.

List
Give a list of names, facts, items, and so on, in a specific order or according to a specific category.

Name
Give the names, characteristics, items or facts.

Offer comments
Give a more personal opinion on the matter.

Point out
Present a premise logically by means of thorough reasoning.

Summarise
Give the key aspects of a topic.

8 HOW TO PUT A PORTFOLIO TOGETHER – SOME GUIDELINES

This section applies to you if you are registered for a module that applies an examination portfolio.

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ABSTRACT

The need expressed in distance education practice to help learners to "integrate their experience into the learning process" and to move from "dependent to more independent/self-regulated learners" has become clichés often heard in academic circles. Unfortunately they often remain lip service to an ideal which seems to elude many distance education practitioners. The use of portfolios in the learning environment can be seen as a fresh breeze with the promise of contributing to those ideals. This article provides some guidelines for the implementation of portfolios as a tool in authentic assessment.

INTRODUCTION

The concept of "portfolio" is not unfamiliar to the arts, architecture, the languages and the such. Likewise, portfolio assessment in education is not a new concept in countries such as the United States and Britain, and quite extensive research has been done in the field. Educators in these countries have written extensively on the use of portfolios in schools and colleges.

In South Africa government documentation on transformation of education refers to portfolios as a possible instrument for ongoing assessment and recognition of prior learning. This article attempts to explore the use of portfolios as a means of authentic assessment in distance education. I will also attempt to provide some guidelines for the implementation of portfolios as part of the assessment strategy for a course.

WHAT IS A PORTFOLIO?

The following definition that was developed by Paulson, Paulson and Meyer (1991:60) will be used as a point of departure for this article:

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. A portfolio provides a complex and comprehensive view of student performance in context. It is a portfolio when the student is a participant in, rather than the object of assessment ... it provides a forum that encourages students to develop the abilities needed to become independent, self-directed learners.

The key concepts in this definition are purposeful collection; student work; showing efforts, progress and achievement; participation; criteria for selection and judging merit; evidence of self-reflection; comprehensive view of performance; a forum for independent, self-directed learners. If the "claims" made in the definition are true, the portfolio experience should provide students with an opportunity to become actively involved in their studies and to become “independent, self-directed learners”.

WHY PORTFOLIO ASSESSMENT?

With portfolio assessment it is possible to move towards a more authentic assessment model, as opposed to ordinary examinations, which do not, on the whole, test students’ ability to apply what they have learned in realistic settings. According to Wolf (1989:35) the emphasis on objective knowledge and the one-time nature of most tests, exams and assignments convey the wrong messages to learners, that is

- Assessment comes from without, it is not a personal responsibility. Instead, assessment (especially for adult learners) should be more self-directed and reflective.

- What matters most is not the full range of students’ intuitions and knowledge but their performance in tests or exams. What if they’ve had a “bad day”? What if they were ill? Is the three-hour exam an accurate assessment of what they know? A portfolio is a broad picture of their learning and development through the whole of a course — not just during exams at the end of the year.

- First-draft work is good enough. In the real world the most important work will involve revision, change, negotiation with colleagues or the clients, improvement. Students need to practise these skills and the portfolio gives them that opportunity.

- Achievement is more important than development. It is not only the final exam that is important. Their individual development during a course is very important, especially in a course where every student may have different experience and background in the topic. Also, how they individually apply the course material to their specific job will be crucial.

- What they learn about the course that is NOT asked is as important as what they know about the exam topics. What they come to know about themselves and their relationship to the course is even more important.

The portfolio as an authentic assessment tool provides us with the opportunity to assess students’ performance in context more like that encountered in real life, which would include basic skills such as their ability to:

- frame problems
- find information
- evaluate alternatives
- create ideas and products
- invent new answers
- plan cooperatively
- analyse
- solve problems

Therefore, the focus in the portfolio will be on assessing their performance and development rather than merely their ability to recall and recognise facts. They are given the opportunity to provide evidence of reflection and self-assessment. Student participation is crucial.

EXPERIENTIAL LEARNING AND PORTFOLIOS

I believe, like many pioneers in the field of experiential learning (eg Dewey, Boud, Kolb, Fry, Knowles, Jarvis & Morris Keeton), that most communicative and transformative learning occurs outside the formal traditional educational context. These researchers have contributed extensively to the field of experiential learning. The following statements represent some of these contributions.

- Learners bring a great deal of prior learning and experience to any situation (Boud 1981:26).
- One of the most universal needs of adults is to learn how to take responsibility for their learning (Knowles 1970:44-45).
- A need of adult learners is to learn collaboratively with the help of others (Knowles 1970:44–45).
- In experiential learning ... the learner is directly in contact with the realities being studied, rather than merely thinking about it (Keeton, in Evans 1992:139).
- Experience is an integral part of learning (Hamilton 1994:6).
- The task of integrating and reconciling old and new learning is likely to be more effective where learners are actively engaged in doing so for themselves (a cognitive standpoint, in Thorpe 1995:365).
- To construct meaning and the ability to reflect on this experience, not simply react to it, is a vital process for the learner (a constructivist standpoint, in Thorpe 1995:366).
- Systematic reflection on experience can contribute to significant learning (Evans 1992:147).

We have also Dewey’s (1938:19) assumption that noted "there is an intimate and necessary relation between the processes of actual experience and education".

As educationalists we know that students bring a great deal of experience to the learning situation and that they are in the best position to know what their own learning needs and learning styles are. Portfolio work will enable students to use their own experience, while exploring ideas in depth, and to evaluate the process they go through and the product they create. Portfolio work will provide an opportunity for authentic assessment — that is, a sample of their performance in a context more like that encountered in real life.

HOW CAN STUDENTS BENEFIT AS LEARNERS?

Listed here are some advantages of using portfolios.

Portfolios are purposeful and provide the opportunity for learners to:

- learn collaboratively with their lecturers and actively participate with lecturers in the evaluation process
- make experience an integral part of their learning
- reflect on their prior learning and the development of their strengths and weaknesses as learners
- keep track of their progress as it is a cumulative process in that it charts growth and interests
- learn about learning, as it facilitates learners' understanding of the relationship that exists between reading, writing and thinking
- assume responsibility for their own learning as a dynamic, continuing process to become more independent
- take risks while developing creative solutions
- demonstrate their ability to work meaningfully with the concepts and content of learning material
- develop their ability to incorporate that material with other knowledge
- reflect on their learning and construct meaning
- value their own work
- have direct personal access to the lecturers as portfolios often reduce the traditional barriers between learner and instructor
- make practical applications of theory
- give opportunity to include other evidence of learning, not otherwise assessed or accredited

OR WHAT PURPOSES CAN PORTFOLIOS BE USED?

Some ideas:

- Portfolio can be used to demonstrate professional development and learning.

- Portfolio can help students determine areas of strengths and weaknesses with respect to employment potential as well as continued training and further educational opportunities.

- Portfolio work provides a representation of students' personal growth; it offers a foundation for future goal setting and introspection.

- Items can be developed for use in their own practice. For example a student could develop a prototype study unit to demonstrate his or her instructional design skills.

PUTTING IT TOGETHER

Although students will work towards a final product, the process is of equal importance. Students will be able to investigate how their skills have changed over time, rather than just evaluating the final product.

Very often in a traditional teaching/learning environment learning takes place where the task or goal is determined by the lecturer, the plan of action for reaching the goal is often prescribed and so are the assessment strategies. The learner is only involved in carrying out the plan.

With the portfolio the ideal is to involve students in all of the following activities:

- deciding on tasks or goals

- planning the stages of various tasks

- carrying out plans and adjusting them as necessary

- assessing the success of tasks

Portfolio work unfolds, starting with ideas and plans, changing into drafts, undergoing revision, settling into its near-final form and zigzagging between these different moments as well. The process of refinement and improvement will therefore be a crucial aspect of the development of a portfolio.

Students are asked to reflect critically on specific aspects of learning as they work through the course. By asking them to critically reflect on what they have learnt, the role of reflection in learning is promoted when they are asked to answer questions about why and what they are learning. This is a process-oriented approach which is part of any portfolio development.

Learning is a rather "messy" process because of refinements and revisions in the processes of comprehension and understanding. Similarly, a portfolio is not a neatly typed document from beginning to end. The final product should tell the "story" of what and how they have learnt during the course (including the "messy" parts).

SELECTING A FRAMEWORK

Students need to spend time thinking about how to organise and sequence the inclusions in their portfolio. However, before selecting a framework they need to have a clear understanding of the focus of their portfolio based on their goals and objectives, as the structure is sensitive to the context of the goals and objectives. The following organising frameworks could serve as a starting point for developing a framework:

- Chronological

The portfolio is organised by date, keeping track of what they include in the portfolio by dating the items. This will give an indication of how their thinking changed over the course of the year. In many cases, this is the easiest way to organise a portfolio.

- Thematic

This means that the portfolio is arranged around themes or functions. For example, they may want to have a section called “revised assignments” and another section called “personal reflections on my learning”. Alternatively, they may want to divide the portfolio into “compulsory portfolio activities” and “optional portfolio inclusions” or according to specific themes in the curriculum, such as “open learning”. This method often makes more sense to learners although it may not seem as easy as the chronological framework.

- Problem-oriented

The portfolio is organised around problems or issues. As students work through the study material and activities, they would have a list of problems always in mind. Each problem would have a section in the portfolio and their reflections, answers, guesses, subsidiary problems, related questions, et cetera, will be filed in the same section.

- Their own organising principle

This means that they organise their portfolio in a combination of any or all of the above ways — or in a new way of their own.

Everyone’s portfolio is a unique picture of that person's learning, reflection and development in a course, so no two portfolios will be exactly alike.

KEEPING TRACK OF THE PORTFOLIO

One of the first decisions that students will have to make is to decide on a collection device for the portfolio materials (e.g. file folders, spiral binding, hanging files, boxes). A ring binder is recommended as it will allow them and the lecturer freedom to alter or add to portfolio contents.

The framework they have chosen for the content could then serve as a guideline for organising and keeping track of their portfolio. Students should be advised to date every item they include and to label it clearly, for example, “Portfolio activity 1.2” or “Personal contribution”.

WHAT ITEMS TO INCLUDE

One of the first questions may be: “What items can I include in the portfolio?” Here is a list of possible items to include:

Observations, rough drafts, summaries, mind maps, results from interviews, assignments, feedback from lecturer, final copies of work, action plan, self-edited drafts, self-awareness entries, criteria for assessment, work-in-progress, self-assessment feedback/reports, self-reflective entries, checklists, revised drafts, a survey of your study skills and habits, goals and objectives.

Although students should use their own discretion when deciding what items to include in their portfolio, the lecturer should state the minimum requirements, such as items which are indicative of their active participation and learning throughout the course and which reflect the attainment of their personal objectives and the course's learning outcomes.

Such evidence could

- indicate their goals and objectives for the development of the portfolio as well as the course
- indicate their proposed plan of action for achieving their objectives for the portfolio as well as the course
- include self-selected, lecturer-selected and collaboratively selected portfolio content
- include reactions to our feedback
- include elements of self-reflection
- include self-assessment activities
- include self-generated, lecturer-generated and collaboratively generated criteria and performance standards for evaluating the portfolio, as well as certain assignments they will be asked to evaluate

Goals and objectives

Students should be made aware of the overall goal with portfolio work, that is, to move towards a more authentic assessment model, away from the traditional examination model which may prevent them from becoming thoughtful respondents to, and judges of their own work.

Some important aims with portfolio work should be to:

- keep track of students' progress in the course
- determine the extent to which the learning outcomes of the course and their personal objectives have been achieved
- provide them with an opportunity to value and assess their own accomplishments
- provide them with the opportunity to show what and how they have learnt

It is also important that students include their own goal and objectives for the portfolio work.

Plan of action

There are different strategies students can follow when planning a portfolio, for example to:

- use a mind map, or diagram to draw up a plan
- consult with peers and/or other specialists in the field and then draw up a plan

- make use of any strategy they feel comfortable with

There are a few basic issues they may need to consider before drawing up a plan, such as:

- identification of the "tasks" and requirements for the course
- identification of their goals and objectives
- exploration and listing of options that will help them meet goal and objectives

Lecturer-selected content

This could include a number of compulsory portfolio activities, while assignments could also be included in the portfolio.

Self-selected or collaboratively selected content

Apart from the compulsory portfolio activities students may include any evidence of learning and development, accompanied by a written rationale for including it.

Reactions to feedback on assignments and activities

By including lecturer feedback in the portfolio a more complete picture is ensured, as the purpose of the feedback should be to help and support students in their learning. It should be:

- realistic and not make suggestions which will be impossible to adhere to
- specific so that students will know what it means
- sensitive to their goals
- timely
- accurate in the interpretation of their inputs

It is unrealistic to expect students to agree with the feedback all the time. Students should be encouraged to voice their opinion or reactions to the feedback. They should feel free to argue with the lecturer. The only requirement for disagreeing with any contentions or feedback from the lecturer should be that they justify their opinion.

Elements of self-reflection

It is important to include evidence of self-reflection. This reflection refers to those moments when students return to their work, taking the stance of an informed critic, noticing any or all of the following things:

- what they believe is important and why
- what is characteristic about their learning

- what has changed with time
- what still remains to be done
- how different kinds of experiences have contributed to their growth and learning
- what personal insights they have gained from the experience
- what arguments held up in the light of their own evolving standards
- how their opinions and ideas have changed, refined or not changed as they progress through the course

When constructing reflective statements students should be encouraged to ask themselves questions, such as the following:

- What did I do?
- What does this mean?
- Why have I chosen this particular item to be included?
- What have I learnt?
- What have I not learnt?
- What must I unlearn?
- What is the value or purpose of that learning?
- What insights have I had from this learning?
- How has my ability to accomplish new activities or tasks grown from these insights?
- What aspects have I not explored in depth?
- What aspects have I explored in depth?
- How can I do things differently?
- What are the problems that will prevent me from achieving my objectives?
- What can I do to deal with these problems?
- How can I apply this knowledge to my individual situation — in other words:
- What is in it for me?
- What aspects would I like to pursue for future learning?

Reflective statements are essential components of any portfolio as they allow students to "examine" the thinking behind their decisions and accomplishments. Critical reflection should become an automatic activity in the learning process. Portfolio work allows excellent opportunity to exercise this skill.

Self-assessment activities

Some of the activities to be included should be self-assessed. Self-assessment asks learners to give feedback to themselves.

The rationale for including self-assessment in a course concerns improved learning and developing of the student's self-assessment skills and could be used as a supplement to other assessment methods in the course. Reflecting on and assessing their own learning is therefore an important process in the development of any portfolio. Students should be assisted in developing the ability to be a realistic judge of their own performance and to monitor their learning effectively.

Boud (1981:8) indicates that learners who develop the skill of self-assessment are more likely to:

- wish to continue their learning
- know how to do so
- monitor their own performance without constant reference to fellow professionals
- expect to take full responsibility for their actions and judgements

Self-assessment needs practising, as does any other skill. According to Toiler and Broadfoot (in Paris & Ayres 1994:54) students need to be able to:

- understand why they have done a task in a particular manner
- make a judgement about the quality of their work
- construct plausible explanations for their assessment
- organise newly acquired knowledge with past experience
- fit assessment into a larger context
- set future objectives

Criteria for performance

Identifying criteria and performance standards to apply to their work is one of the defining characteristics of assessment, but also one of the most difficult tasks. There are usually general criteria and unique criteria for a specific task. Satisfactory criteria (Boud 1981:16) should include information about the following:

- area to be assessed
- aims to be pursued
- standards to be reached

Criteria should also be spelt out clearly and in such detail that will enable the assessors (whether the lecturer or students) to know the extent to which the criteria have been met.

Criteria to be included in the portfolio should be twofold: criteria for the development of the portfolio; and criteria pertaining to the different tasks which will be set during the course. (See Appendix A for examples.) Clearly stated criteria such as the following could serve as a guideline for including portfolio items. Items included should:

- be a continuous record of development and learning
- be adequate
- be credible
- provide evidence of having worked through a particular section of the curriculum
- support knowledge of the course content
- be clear as to how the knowledge was acquired
- be authentic
- be indicative of their ability to assess themselves

Apart from considering goal achievement and growth the lecturer should also consider issues such as the following:

- structural considerations (logical structure, length, headings and organisation)
- technical considerations (grammar, spelling, handwriting, or typing)
- research done (selecting sources and making notes)

Students might find setting their own criteria unfamiliar and difficult. The following questions could serve as guidelines to assist them in doing so:

- What are the factors I would take into account in assessing my work?

- What evidence will be adequate proof of my growth and learning?
- What will be acceptable as proof that I have achieved my goals?
- What would make my portfolio/work very good? (What factors are characteristic of good ...?)
- What would make my portfolio poor? (How would I distinguish good from poor work?)
- What would be acceptable?
- What would be unacceptable?

Other items to include

Students should be encouraged to choose any other related/applicable work. Apart from the above suggested items they may select items to show something they did that:

- shows evidence of learning,
- they found interesting,
- shows work-in-progress with written plans for revision,
- they found especially difficult,
- shows their ability to apply particular principles,
- shows their problem-solving ability,
- they enjoyed doing.

It is also important that students develop a rationale for selecting any of the above materials. Answering the following questions may help them develop this rationale (Shackelford 1996:32):

- Why have I decided to include this particular item?
- Does it show growth? How and what?
- What skills or abilities do I wish to document?
- Do these abilities match identified needs?
- What evidence can I include to substantiate these abilities?
- Do materials adequately and accurately demonstrate my abilities?
- Does the item match or reflect my goal(s) and objectives?

- Does the portfolio reflect what I have learnt and my ability to transfer, integrate and use it to solve problems?

One way to start is to collect everything that they do and think about the course in a file, box or a drawer of a desk. Also, they may want to start keeping a "course diary" where they write down their self-reflections on activities, assignments and so on for possible inclusion in the portfolio. The portfolio then evolves from this into a final product that contains only the selected documents that display appropriate evidence of learning and growth. The careful selection of the final items to be included is part of the learning process.

CONCLUSION

Portfolio work could and should be an enjoyable experience to the student. It is therefore important to provide students with as many guidelines (not rules!) as possible how to go about compiling a portfolio. Do not assume that students will know how to deal with it. Be explicit in guiding them through the process and the result could be as delightful for the lecturer!

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9 PLAGIARISM

Access videos about this topic here:

https://sites.google.com/a/unisacommscience.co.za/writing-for-academic-integrity/plagiarism

If you copy an idea or actual words from another student, a tutorial letter, a study guide, an article, a book, or any other source, without giving a full acknowledgment of the source together with quotation marks (if applicable), you are in all likelihood committing plagiarism.

The *Disciplinary Code for Students* (2004) is given to all students at registration. You are advised to study the Code Sections 2.1.13 and 2.1.4 (2004:3). Kindly read the University's *Policy on Copyright Infringements and* Plagiarism as well.

By including a declaration at the beginning of your assignments or portfolios that the work submitted, is your own work, you are also declaring that you are aware of Unisa's policy documents and that you are aware of the legal consequences if found guilty of plagiarism.

The following is a guide to help you avoid plagiarism when completing assignments or portfolios.

Author: James Bondra, Ithaca College, 31 October 2001

The original article is available at: http://www.ithaca.edu/library/htmls/plagiarism.htm

Please note that this section is reproduced with the permission of the author. The presentation and some examples have been amended to reflect local circumstances, and the headings in the article were not numbered.

Defining and avoiding plagiarism

NOTE:
Plagiarism is the act of taking words, ideas and thoughts of others and passing them off as your own.
It is a form of theft which involves a number of dishonest academic activities.

Whether intended or not, plagiarism is a serious offence against academic honesty. Under any circumstances, it is deceitful to represent as one's own work, writing or ideas that belong to another person. You should be aware of how this offence is defined. Plagiarism is the unacknowledged use of someone else's published or unpublished ideas, whether this use consists of directly quoted material or paraphrased ideas.

Although various disciplines follow styles of documentation that differ in some details, all forms of documentation make the following demands that:

- each quotation or paraphrase be acknowledged with an in-text citation
- direct quotations be enclosed in quotation marks and be absolutely faithful to the wording of the source
- paraphrased ideas be stated in language entirely different from the language of the source
- a sequence of ideas identical to that of a source be attributed to that source
- sources of reprinted charts or graphs be cited in the text
- all the sources the writer has drawn from in paraphrase or direct quotation or a combination of paraphrase and quotation be listed at the end of the assignment or activity under "Sources consulted".

You are guilty of plagiarism if you fail, intentionally or not, to follow any of these standard requirements of documentation.

In a collaborative project, all students in a group may be held responsible for academic misconduct if they engage in plagiarism or are aware of plagiarism by others in their group and fail to report it.

What do you not have to document?

You do not need to cite your own ideas, or references to your own experiences, or information that falls in the category of uncontroversial common knowledge (what a person reasonably well-informed about a subject might be expected to know). You should acknowledge anything else.

Paraphrasing

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory
- any facts, statistics, graphs, drawings — any pieces of information — that are not common knowledge
- quotations of another person's actual spoken or written words
- the paraphrasing of another person's spoken or written words

How can you recognise unacceptable and acceptable paraphrasing?

Consider the following original text, from Lizzie Borden: *A Case Book of Family and Crime in the 1890s* by Joyce Williams, J Eric Smithburn and M Jeanne Peterson (1981:1):

> The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial labourers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here is an unacceptable paraphrase that is plagiarism:

> The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centres of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences

- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, **you are plagiarising**.

> **NOTE:**
> The paragraph with unacceptable paraphrasing is also problematic because it changes the sense of several sentences (for example, “steam-driven companies” in sentence two misses the original’s emphasis on factories).

Here is an example of an acceptable paraphrase:

> Fall River, where the Borden family lived, was typical of north-eastern industrial cities of the nineteenth century. Steam-powered production had shifted labour from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centres (Williams, Smithburn & Peterson 1981:1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original

- uses his or her own words

- lets the reader know the source of his or her information.

Here is an example of quotation and paraphrase used together, which is also acceptable:

Fall River, where the Borden family lived, was typical of north-eastern industrial cities of the nineteenth century. As steam-powered production shifted labour from agriculture to manufacturing, the demand for workers "transformed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centres of commerce and trade" (Williams, Smithburn & Peterson 1981:1.

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately
- gives credit for the ideas in this passage
- indicates which part is taken directly from his or her source by putting the passage in quotation marks and citing the page number.

Strategies for avoiding plagiarism

- Put all direct citations in quotation marks, especially when taking notes.
- Paraphrase, but make sure that you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you cannot see any of it (and so, are not tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Common knowledge

Common knowledge consists of facts that can be found in numerous places and are likely to be known by a lot of people.

For example:

Nelson Mandela was elected President of South Africa in 1994.

This is generally known information. You do not need to acknowledge a source for this fact. However, you must acknowledge the source(s) of information and facts that are not generally known and ideas that interpret those facts.

For example:

According to the Treatment Action Campaign, the South African Government is hindering the roll-out of an HIV-Aids treatment plan (Kweza 2003:2).

The idea that “the South African Government is hindering the roll-out of an HIV-Aids treatment plan" is not a fact but an interpretation or a viewpoint — consequently, you need to cite your source.

Quotations: copying someone's words

When you quote, place the passage you are using in "quotation marks” and document the source according to the conventions indicated in this tutorial letter. If the quotation is longer than three lines, you must present the quotation using a double indentation without quotation marks.

10 CONCLUSION

The guidelines and information in this tutorial letter can save you a lot of time. You are encouraged to keep this tutorial letter at hand at all time, and to use it regularly before calling lecturers. You are, however, most welcome to call your lecturer(s) or module coordinator(s) at any time when help is needed.

Welcome to our department. Have fun and enjoy your studies.

Best wishes

ALL STAFF IN THE DEPARTMENT OF COMMUNICATION SCIENCE