

GUIDELINES FOR THE PREPARATION OF WRITTEN ASSIGNMENTS

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FOREWORD

Information specialists of the Academic Information Service have to contend daily with numerous requests for guidelines in the preparation of written assignments and bibliographies. With this in mind, the following guidelines have been compiled by Mr W M Botha, of the Department of Library and Information Science, and Mr P H du Toit, of the Teaching Development Section, at the request of the Academic Information Service.

The aim of these guidelines is, firstly, to make students aware of the variety of information sources available to them, and the role each source can play in their studies. In addition, the reference technique accepted by the International Standards Organisation (ISO) is emphasized. Correct notation of bibliographic data must become almost a way of life for the UP student, no matter what research he or she carries out. We trust that these guidelines will contribute in this regard.

A Pienaar

Leader: Marketing Group

ACADEMIC INFORMATION SERVICE

MISSION

We are the Information Service for students and personnel aiming for academic excellence.

CODE OF CONDUCT

According to the Constitution of the Republic of South Africa, Act No. 200 of 1993, Chapter 3 (Fundamental Rights), Article 23 every person has the right to access information in order to apply it for his own needs.

The Academic information Service supports the principle of man being an autonomous person who is dependent on information to make meaningful decisions. As such man uses and adapts information.

The following values apply:

The Freedom to obtain information which implies the free flow of and free access to information. It also implies that the Academic Information Service undertakes to contribute to the accessibility of information by supporting value added processes such as the identification, organization and preservation of information, regardless of the form in which the information may appear. This gives the user the opportunity to make his choices from all the information at his disposal.

The Academic Information Service acknowledges:

- the academic and intellectual freedom of the individual which means that there is no censorship
- that the privacy of the individual will be respected
- that the confidentiality of personal information will be maintained
- that the users will be *bona fide* students of the University of Pretoria
- that other users will be from formal partner institutions of the University of Pretoria

The Academic Information Service and students also acknowledge our social responsibility to the community which implies that we will, to the best of our ability and with the resources available to us, make information accessible and to preserve documents. This is vested in the value of communicability which accentuates mutual respect and caring for each other. This implies that each one of us is involved in the welfare of another and will not be the cause, by either damaging or alienating information, that information is not available.

The other role player, the user, is expected to undertake the following when making use of the services and facilities of the Academic Information Service:

- services and facilities will not be abused
- good relations and understanding will be maintained with my fellow-users
- honesty and transparency in communication with personnel and fellow-users will be maintained
- when transgressing the prescribed code of conduct, the transgressor will be subjected to the monitoring channels created for transgressors

MOTIVATION

On the 10th of February 1908, when the University of Pretoria made its modest beginning in Kya Rosa, a residential house in Skinner Street, a core collection of books, which grew into what you see here before you today, was already in existence. Today we see a beautiful building with an excellent collection equipped with an electronic infrastructure and personnel willing to make all information in the world accessible to all Tukkies.

What do we have? The Academic Information Service made up of the Academic Information Centre, filled with academic information material, and the Study Centre, with study facilities for 1200 students. There are, in addition, six off-campus service units, geared to meet the specific information needs of students on those campuses. At the Witbank and Hammanskraal campuses, needs-driven collections are being developed.

How do we achieve this? Firstly, with the support of the top executive of the University of Pretoria, but secondly, through the unfailing considerate use of the collection and facilities by the students – like you – and lecturers of Tukkies during the past 91 years.

This code of conduct, accepted by yourself, is our guideline for behaviour to ensure that this valuable treasure is not only protected for future generations, but also developed further as a national asset.

Thank you that you also care.

1. INTRODUCTION

One of the purposes of university education is to mould the student towards a scholastically scientific way of thought. The University of Pretoria, in its striving for greater excellence, is committed to training its undergraduate students in the practice of this science. This means that the undergraduate, with a tutor's guidance, will have the opportunity, independently, to carry through an assignment – which is, in reality, a research project in miniature.

During their university years, students must be exposed to the typically scientific procedures if they are eventually to take their rightful places alongside fellow scientific practitioners. Through the medium of assignments, not only is the student offered the challenge of venturing into the chosen subject literature, but is also stimulated to think critically, to make independent evaluations, and then to express his or her own interpretation in a clearly arranged and structured written format.

A high premium is placed on individual industry. Each student is expected to give full rein to his or her creative abilities in dedicated commitment to the preparation and production of assignments. The set of guidelines contained in this handbook will in fact contribute to increasing self-reliance on the part of UP students in the completion of assignments.

The aim of this handbook is to assist students in coping with the following requirements facing them:

- the search for, collection and recording of relevant factual material;
- the sifting and evaluation of such material in order to differentiate between the essential, and that of lesser importance to the subject;
- the meaningful processing of assembled detail into logical overall structure;
- an accurate and proper account of the origin of material used in the assignment and, by using a refer-

ence system, how that material can be retrieved by a reader.

These guidelines are intended to serve as broad, basic principles, to be borne in mind whenever an assignment is to be tackled. In addition, it is of critical importance that students make a thorough study of specific regulations pertaining to individual departments or subjects. A defined set of evaluation criteria is used by a tutor in his final evaluation of an assignment; these criteria must seriously be taken into account during an assignment's production. If a tutor omits to list these criteria in advance, it is each student's duty to obtain absolute clarity in this regard before commencing an assignment.

The preparation of an assignment offers a splendid challenge to every undergraduate – accept the challenge with the responsibility it deserves!

2. UNDERGRADUATE RESEARCH SKILLS

2.1 LITERATURE STUDY

A literature study is the first step in the process of preparing an assignment, a small research project in itself. A literature study is defined as a systematic, comprehensive search for published material on a specific subject. However, the undergraduate should take note that in addition to published material, any person who can supply factual material, for example, can also serve as an important information source. Students should make use of such sources whenever the opportunity presents itself, such as at discussion sessions and conferences during which recent information is provided by subject specialists.

Landman (1980:35) points out that without a thorough literature study, on which adequate time has been spent, the research work in question can only be considered superficial and naïve. Concurring with this, De Wet, Monteith, Steyn and Venter (1981:39) call attention to the importance of a well-planned and thorough literature study whereby a clear perspective of the latest research results surrounding the specific

subject can be obtained, as well as the most appropriate research methods used, and the topicality of the research.

Broadly speaking, a literature study can be divided into two phases:

- the location of sources, and
- giving sense and meaning to factual material.

Every student must be thoroughly conversant with the most important reference material and information systems at his or her disposal, in order to be able to locate relevant sources. The manner in which the student sorts through the literature is important to the interpretation of factual material, and reading skills are essential here. These aspects are explained in greater detail later.

2.1.1 Types of Information sources (Brassel *et al* 1988:4)

2.1.1.1 Human information sources

A human information source is someone possessing specialist knowledge, for example a tutor, a researcher, or a consultant. A register of experts at UP, for example, is compiled annually, and serves as a useful accession aid.

2.1.1.2 Institutional Information sources

These are primary information sources and are generally published by national, regional and local authorities. They include amongst other things official committee proceedings and reports, statutes, court decisions, annual reports.

2.1.1.3 Research and development reports

Knowledge possessed by individuals in organisations such as tertiary institutions, the CSIR, the HSRC and government departments can be accessed either from the individual, or from final reports, interim reports, dissertations, and theses.

2.1.1.4 Journals

Scientific journals are published periodically and usually contain specialist information written and reviewed by experts. The articles normally comprise the latest developments in a specific

subject field and contain primary information.

2.1.1.5 Newspapers

Newspapers generally provide recent information in all fields in the form of news reports about local, national and international events. Their reliability must be counterchecked against scientific research.

2.1.1.6 Monographs and textbooks

Monographs contain information already published in other sources and are, therefore, classified as secondary sources. Textbooks provide the status of development of a specific subject or topic and are considered very important information sources for students.

2.1.1.7 Ready reference works

Encyclopaedia, statistical reviews, dictionaries, biographical sources, yearbooks, almanacs, directories and atlases are all examples of reference works.

2.1.1.8 Audio-visual material

Increasingly, multi-media, videos and slide programmes are being used as information channels.

2.1.1.9 Electronic media

Information, such as journal articles, can also be accessed via computers.

2.1.1.10 Cataloguing aids for information retrieval

Examples of these types of secondary information sources are bibliographies (also accessible in electronic databases), indexes, and abstracting journals.

2.2 LANGUAGE USAGE SKILLS

Students must be competent in language usage skills to be able to grasp the sense and meaning of prescribed information sources. Language competency is an integral facet of research, because "...human beings are made to learn conversationally" (Lewis & Pask, 1982:85) and "Language is a body of words; but it is also a subtle and complicated instrument for combining words to express our thoughts" (Du Toit & Orr, 1987:4).

Students are expected to be able to deal with their subject literature critically. They must be sensitive to the language used. Students must be able to interpret and analyse the text, which starts with reading competency. The reading course conducted by Student Counselling should be of immense value to every undergraduate.

2.2.1 Reading skills

“Lesers moet geleer word om krities te lees, want daardeur word die denke geprikkel” (Bischoff, 1987:6) (Readers must be taught to read critically, because this stimulates thought). Reading with an understanding, which shows a comprehensive approach, is essential to the habit of critical reading. Raygor & Wark (1980:154) point out that students must be conditioned “...to discover the author’s purpose in writing a passage and try to think critically about what the author has written”. The student must therefore be able to select and use those essentials in literature relevant to his/her assignment. Du Toit & Orr (1987) mention four different reading skills, namely scanning, speed reading, comprehensive and critical reading. “Scanning” means “...the kind of reading that you do in order to obtain the specific fact, or piece of information” – a high-speed reading method which focuses the attention on a specific word, phrase or fact (Du Toit & Orr, 1987:3)

Speed reading is used when time is limited. Not every word is read but the reader is conditioned to identify a paragraph’s core message. Botha (s.j.:33) suggests starting with a book’s index or an excerpt of a journal article. Speed reading should not be carried out without specific pre-determined questions in mind.

“Comprehensive reading is the kind of reading that you do when you need to have a thorough, detailed understanding of a piece of writing” (Du Toit & Orr, 1987:14). This is slower and more careful reading in order to grasp the message in a portion of text. The principal idea(s), supporting detail, examples, and illustrations are all important in this regard.

Critical reading is an intensive reading strategy aimed at evaluating the ideas (intent) of the author. Critical reading focuses on what the author is saying. An awareness of the author’s influence upon the reader is critical – it must not be accepted without question.

The following is important here: “The most important skill in critical reading, is asking questions” (Du Toit & Orr, 1987:24).

The most important questions to be answered, are as follows (Engeldinger, 1988:197):

- Who is the author? What is his profession, status, qualification, experience and competence to write on the subject?
- What is the aim of the article or research?
- For whom is the article written? Is it aimed at the general public, scholars, policy makers, career professionals, etcetera? Is his approach mirrored in the writing style or language usage? If so, why?
- Is the author objective or does he make assumptions which cannot be rationally justified and are not based on research results?
- What methods are used for data collection? Is information based on personal opinion or experience or does it result from interviews, literature studies, questionnaires, laboratory experiments, case studies, standardised personality tests, etcetera?
- What conclusions does the author draw? Do these conclusions agree with the results of research? If not, why not? If so, why?
- How does the study compare with similar work? Does it agree with accepted knowledge? Are there any specific studies, philosophical schools of thought, and such like, with which the study agrees or disagrees?

- Are there relevant annexures or schedules, e.g. maps, photographs, surveys, questionnaires? If not, why not?

Although these questions cannot always all be answered they form guidelines against which critical reading can be developed.

2.2.2 Writing skills

A scientific style of writing is required for the writing of assignments. Hallmarks of such a writing style are the following (Faculty of Economic and Management Sciences, 1987:11):

2.2.2.1 Objectivity

The content of an assignment must avoid contentious and inaccurate suppositions and assertions. It must also be free from suppositions based on unknown or dubious sources. Subjective speculations or intuitions must be clearly identified as such.

It is important to remember that for the purposes of objectivity, the content must always be presented impersonally. References to “I” “my” and “our” must be avoided. Editorial comments, such as (“my italics”) or (“my underlining”) are permissible exceptions to this rule.

2.2.2.2 Systematic presentation

The orderly presentation of content in a systematic framework is indicative of a scientific aptitude. Sections or subsections must be ordered logically and follow a logical sequence. These subsections are the subdivision of the material into coherent units, and must be numbered.

2.2.2.3 Conciseness

Every argument, sentence, word, etcetera, must be evaluated in order to ascertain whether it says what is meant and whether it is really necessary. It is more difficult to provide a concise summary than to give a comprehensive report. Conciseness demands thorough preparation and insight into the subject.

2.2.2.4 Language usage

The author’s use of language determines the extent to which the assignment can be read and understood.

Careful attention must be paid to the following:

- Spelling and sentence construction must comply with general language rules
- Thoughts must be expressed clearly, unambiguously and intelligibly.
- The use of both pompous as well as vulgar language must be avoided.
- Direct translations should not be used. Words, concepts and technical jargon should be given meaningful explanations.
- The assignment must be easily understandable and should read smoothly.

In addition to the above, students must ascertain, using their department’s instructions, when they should use abbreviations and the International Standards metric system; the writing of totals, symbols, foreign words; italics and bold print, underlining and so on.)

2.2.2.5 The writing process

As far as the writing process itself is concerned, it is important to note the distinctions which Du Toit and Orr (1987:154) make, namely the preparation phase, the drawing up of a schedule, the compilation (draft), revision and editing. “The writing process usually begins long before you ever sit down to start scribbling or typing” (Ibid.) This implies amongst other things methods such as free writing, reading and life experiences. After this a list can be made of all the information collected thus far. The contents of this list can now be used in the writing of the first draft. It is important to refine this first draft so that it can ultimately be moulded into its final form. Revision of the material is therefore essential and should include attention to the arrangement of paragraphs, examples, and a logical train of thought. Final editing and proof-reading can only be carried out after a written draft has been reworked repeatedly; in the editing phase the writer must concentrate on spelling, punctuation, lay-out, headings and the like.

The following method of material collection can be particularly valuable in ensuring that the above compilation

process goes smoothly (Duminy, 1975:4-6):

- First consult general works in order to get a broad overview of the theme. This enables the researcher to put together a provisional framework, which can change. A good encyclopaedia can be useful. Generally a bibliography of works which can be consulted appears at the end of articles. After consulting general reference works the writer can move to that literature which deals specifically with the theme.
- Wherever possible, it is preferable to consult the latest edition of a book.
- The arrangement of collected material can result in problems unless the correct procedure is used. Index cards are a useful aid when making notes.
- Let us assume the theme is, “*Nelson Mandela, the making of a president.*” The first reference to be consulted, for example “Mandela, Nelson, The Long Walk to Freedom”, must be perused. The first card made will be part of the list of sources at the end of the assignment and contains the following information:

Mandela, N. 1996. *The Long Walk to Freedom*. Cape Town: Timmins

From information gathered, various phases of Mandela’s life will become evident for example

- A Country childhood: 1918+
- Johannesburg days: 1940+
- Treason trial: 1956+

For each of these phases a separate card will be made and descriptions or notes that will be used are jotted down with a short indication of where it was found (e.g. Mandela p.60).

The next book to be read will be treated in the same way, for example: Kane-Berman, J. 1993. *Political Violence in South Africa*. Johannesburg: South African Institute of Race Relations.

There will now be two sets of cards: one set, listing in alphabetical order

the source material used and the other set listing the different phases (or sub-divisions) to be used in the assignment.

See the following examples:

Set 1:

Kane-Berman, J. Political Violence in South Africa. Johannesburg: South African Institute of Race Relations, 1993			
<table border="1"> <tr> <td>Mandela, N. The Long Walk to Freedom: the autobiography. London: Abacus, 1995.</td> </tr> <tr> <td> <table border="1"> <tr> <td>Meredith, M. Nelson Mandela, a biography. London: Hamish Hamilton, 1997</td> </tr> </table> </td> </tr> </table>	Mandela, N. The Long Walk to Freedom: the autobiography. London: Abacus, 1995.	<table border="1"> <tr> <td>Meredith, M. Nelson Mandela, a biography. London: Hamish Hamilton, 1997</td> </tr> </table>	Meredith, M. Nelson Mandela, a biography. London: Hamish Hamilton, 1997
Mandela, N. The Long Walk to Freedom: the autobiography. London: Abacus, 1995.			
<table border="1"> <tr> <td>Meredith, M. Nelson Mandela, a biography. London: Hamish Hamilton, 1997</td> </tr> </table>	Meredith, M. Nelson Mandela, a biography. London: Hamish Hamilton, 1997		
Meredith, M. Nelson Mandela, a biography. London: Hamish Hamilton, 1997			

Set 2:

A Country Childhood 1918+			
<table border="1"> <tr> <td>Johannesburg days 1940+</td> </tr> <tr> <td> <table border="1"> <tr> <td>Treason trial 1956+</td> </tr> </table> </td> </tr> </table>	Johannesburg days 1940+	<table border="1"> <tr> <td>Treason trial 1956+</td> </tr> </table>	Treason trial 1956+
Johannesburg days 1940+			
<table border="1"> <tr> <td>Treason trial 1956+</td> </tr> </table>	Treason trial 1956+		
Treason trial 1956+			

3. STRUCTURE OF THE ASSIGNMENT

Specific instructions given out by Departments must be followed consistently. The following sections should form part of every assignment:

3.1 THE COVER

In the absence of specific instructions from Departments concerning the cover of the assignment, the following information should appear on the cover:

- The title of the assignment
- Student particulars: initials and surname, student number, field of study, and subject course.

3.2 THE TABLE OF CONTENTS

The table of contents is a list of all the headings used in the text together with their numbering, as well as details of the page numbers on which they appear.

(The contents page of this manual serves as such an example.)

3.3 SCHEDULES OF TABLES, FIGURES AND APPENDICES

If any tables, figures of appendices are included in the assignment, a complete listing must be provided after the table of contents. The numbering of the tables, figures of appendices, their headings, titles and the relevant page numbers must all be provided. The following may be used as headings: "Schedules of appendices".

3.4 THE SUMMARY (SYNOPSIS)

This section which should come next in the assignment, summarizes its content in less than 200 words. Although this section is not an essential requirement for all Departments, it does provide the opportunity, especially in longer assignments, for a brief description of the essence of the content. In addition, such a synopsis reinforces the scientific character of the assignment.

3.5 THE TEXT

The text is the actual content of the assignment relating to the subject. The content should be divided into sections and subsections in order to ensure that its presentation is sensible, logical and easily understandable. (Refer to section 4 of this manual.)

3.6 REFERENCES

This following section includes the list of sources both used in the compilation of the content and to which reference is made in the text. (Refer to section 5 of this manual.)

3.7 APPENDICES

If any appendices are used in the assignment, they should be included as the last section of the assignment. Such appendices usually consist of précis or results which would disrupt the text's flow and appendices readability if they were included in the text itself.

4. TECHNICAL PRODUCTION CONSIDERATIONS

4.1 LAY-OUT OF TEXT

(Faculty of Economics and Management Sciences, 1987:4)

4.1.1 The Introduction

The introduction serves as the run-up to the treatment of the theme of the assignment. In the case of a strictly theoretical investigation of a specific theme, only the background for the theme should be sketched and the theme itself should be placed in perspective, for example by highlighting its importance within the subject field or by explaining how it fits in with the broader knowledge base, and so on. If an empirical study is involved, an explanation must be given as to what led to the problem in question, why it is in fact a problem and what is the aim of the investigation.

4.1.2 Treatment of the subject matter

This part contains the exposition and discussion of the theme. It consists of sections and subsections dictated by the structure of the specific features of the assignment. The sequence must be directed towards a logical exposition of the subject.

4.1.3 The conclusion

Every assignment must be rounded off by a summing-up, deductions and/or recommendations. The logical line of argument which is followed in the treatment of the subject must be brought to a meaningful conclusion.

4.2 GENERAL TECHNICAL ASPECTS

Whatever procedures are followed in this regard, it is important to remember always to be consistent throughout.

4.2.1 Headings

Sections and subsections must always carry appropriate headings. Their actual formulation will depend on the content of

the section or subsection itself but relevancy and conciseness must remain the criteria. The following guidelines may be followed. Headings of sections should be written in capitals whilst headings of subsections should follow language requirements, for example, a capital letter at the beginning of the heading and for personal names; otherwise small lettering.

4.2.2 Numbering

Decimal notation is the most convenient to use. It means that sections can be numbered naturally, for example 1, 2 and so on, with the first level of the subsection being numbered 1.1, 1.2 and so on; the second level with 1.1.1, 1.1.2, and so on; and the third level with 1.1.1.1, 1.1.1.2, and so on. It is preferable not to proceed with further subsections, in order to ensure that the readability and the structure of the text can be kept simple.

4.2.3 Tables and graphic presentations

4.2.3.1 *Tables*

The use of tables is aimed at presenting material in short, concise and easy-to-view fashion. Data used in tables must therefore be meaningfully inter-related, and must be carefully classified and arranged, to enable the table to be read and understood without difficulty. In the interests of the text's flow, it is advisable to place a table at either the top or bottom of the first page on which it is referred to.

4.2.3.2 *Graphic presentations*

Data is often presented in graphic form to provide a better holistic overview of tendencies or specific features. It is important to remember that "They should reinforce the written word, and can sometimes communicate better than words alone" (Felt, 1981:102). The judicious composition and use of graphic presentations is thus important. As in the case of a table, the graphic presentation must be carefully arranged. Graphic presentations, which include graphs, sketches, diagrams and the like, are referred to as "Figure 1", "Figure 2", etcetera.

5. THE HARVARD REFERENCING

METHOD

5.1 INTRODUCTION

Any document containing information from other documents or information sources, or mention of these, must acknowledge or describe these sources in detail. This acknowledgement or reference can take different forms. Over the years, the search for uniformity has been impeded by various study field, publishers and periodicals, all of whom developed different traditions, conventions, and styles of reference. Individuals too, often have strong preferences. For a long time, no international standard existed against which literature consulted in the compilation of scientific documents should be referenced (Botha, 1980). The International Standards Organisation (ISO) has now finalised such a standard: ISO 690: Documentation – Bibliographic references – Content, form and structure. (South Africa is represented on the world body by SABS, who also liaise with various interested organisations through the country in this regard.)

The scope and field of implementation of this standard is formulated as follows:

"This International Standard specifies the elements which must be included in bibliographical references to published monographs and supplementary publications, and to chapters, articles etc in such publications. It provides a prescribed sequence for reference elements and lays down conventions for the transcription and presentation of information "borrowed" from the source-publication. The standard is intended for use by authors and editors in compiling bibliographic references as addenda to texts, and also in the wording of textual references to a bibliography. The standard is designed to serve as a comprehensive specification for bibliographic description such as can be expected from libraries, analytical bibliographers, indexers, etcetera.

The standard encompasses published sources in both printed and unprinted form. It prescribes the two most current referencing methods, one of which is

also sometimes known as the Harvard method.

5.2 EXAMPLES OF HOW SOURCES ARE REFERRED TO IN THE TEXT

The Harvard method holds that where items are referred to in a bibliography, a shortened format should be used within parentheses inside the text.

Maltha (1977:3) asserts that a half century ago, all the researchers within a specific area were known to each other.
OR

A half century ago, all researchers within a specific area were known to each other (Maltha 1977:3).

The reference between parentheses appears on page 3 of Maltha's work as shown in the bibliography. Note where the date is positioned – directly after the author's name and before the title in italics:

MALTHA, D.J. 1977. *Literatuuronderzoek en schriftelijk rapporteren*. Wageningen: Pudoc.

According to one tradition the second and following lines of the reference must be indented:

MALTHA, D.J. 1977. *Literatuuronderzoek en schriftelijk rapporteren*.
Wageningen: Pudoc.

5.3 THE SOURCES

This is a list of publications and other information sources referred to in the text. It should be arranged alphabetically according to the first component of the description (for example the author).

Hereafter follows how the components of such a source must be written and in what sequence. Different examples are provided after each item.

5.3.1 Books

The particulars of every entry for a book in the list of sources must be stated in the following order:

- author (surname and initials, in capitals, separated by a comma)

- year of publication
- title (in italics, bold type or underlined)
- edition (except the first)
- place of publication
- publisher

(The language the work is written in must be maintained in the references thereto)

5.3.1.1 (a) *Single-author books*
KINGDON, J. 1997. *The Kingdon field guide to African mammals*. San Diego: Williams.

(b) *Book with a subtitle*
GIBSON, R. 1997. *Prisoner of power: the Greg Blank story*. Johannesburg: Clarke.

(c) *Later edition*
PHELPS, R.P. 1993. *A Guide to research in music education, 4th ed.* Metuchen: Scarecrow.

5.3.1.2 Books by two authors

In accordance with the standard, where the names of more than one author appears in the work, the most prominent name must be indicated first. If equal prominence is given to the names, then the name appearing first is used first:

KHUMALO, V & THELA, T. 1995.
FEINMAN, G.M. & PRICE, T.D. 1992.

5.3.1.3 *Books by more than two authors*
BOSMAN D.B., VAN DER MERWE, I.W. & HIEMSTRA, L.W. 1975.

Instead of using all three or more names, the first author's name can be used, together with et al (e.a. may also be used to signify et al).

5.3.1.4 *Books whose authors are not mentioned*
Modern historians on British history: 1485-1945: a critical bibliography. 1970. Ithaca, NY: Cornell University Press.

5.3.1.5 *Books authored by institutions, organisations, associations, or the like*
Medical Research Council...

British Museum...
Community Elections Evaluation
Council for Scientific and Industrial
Research...

A "subordinate": body is placed after a
fullstop:

- University of Cape Town. Faculty
of Law...
- Imperial Chemical Industries. Paint
Division...
- Eglise Reformée. Synode
National...
- South African Broadcasting
Corporation. Library...

5.3.1.6 *A Government or official
publication*

Suid-Afrika. Kommissie van ondersoek
na die universiteitswese. 1974. *Hoof-
verslag*. Pretoria: Staatsdrukker.

South Africa. Department of Constitu-
tional Development. 1993. *Negotiating
a democratic South Africa*. Pretoria:
Government Printer.

Suid-Afrika. Departement van Na-
sionale Opvoeding. 1971. *Jaarverslag
vir die tydperk 1 November 1970 tot 31
Desember 1971*. Pretoria:
Staatsdrukker.

South Africa. Ad Hoc Select Committee
on Establishment of Commission on
Gender Equality. 1995. *Report*. Cape
Town: Government Printer.

South Africa. Department of Informa-
tion. 1976. *South Africa 1976: official
yearbook of the Republic of South
Africa. 3rd ed.* Pretoria: The
Department.

Transvaal. 1958. *Ordinances*. Pretoria:
Government Printer.

Cape of Good Hope. 1951. *The
municipal ordinance for the Province of
the Cape of Good Hope, no. 19 of 1951*
annotated by G.H. Randell and K.C.
Bax. Durban: Butterworth.

5.3.1.7 *Proceedings of conferences, and
the like*

International conference on scientific
information (1958: Washington D.C.).
1959. *Proceedings*. Washington D.C.:
National Academy of Sciences, National
Research Council.

Conference of British teachers of
marketing at advanced level (3rd: 1968:
Harrogate). 1969. *Proceedings*.
Lancaster: University of Lancaster.

South African National Hydrological
Symposium. 1993. *Proceedings:
Hydrology in developing regions... The
Road Ahead*. Edited by S.A. Lorentz,
S.W. Kienzle and M.C. Dent. Pieter-
maritzburg: University of Natal.

*John Dalton and the progress of
science: Papers presented to a con-
ference of historians of science held in
Manchester 19-24 September, 1966, to
mark the bicentenary of Dalton's birth*.
Edited by D.J.L. Caldwell. 1968.
Manchester: Manchester University
Press.

Columbia University School of Library
Science, 1969. *Workshop on the
teaching of classification* (1st: 1968:
Columbia University School of Library
Science). New York: Columbia
University School of Library Science.

*The Dewey Decimal Classification
System: outlines and papers*. 1968.
Edited by M.F. Tauber, C.J. Frarey & C.
Batts. New York: Columbia University.

5.3.1.8 *A compiled or edited book*
The reference appears under the title of
the work, with the name mentioned after
the title.

Keywords in evolutionary biology.
Edited by E.F. Keller. 1992. Harvard:
University Press.

5.3.1.9 *A book translated by some
one other than the original
author*

MAYR, H. 1992. *A guide to fossils*.
Translated by D. Dineley & G. Windsor.
Princeton: University Press.

5.3.1.10 *A book whose original author
is not mentioned, and which
has been translated*

Anonymous. *The song of Roland*.
Translated by F.B. Lanquines. 1960.
New York: Macmillan.

5.3.1.11 *A book forming part of a
named series or publication
comprising books appearing
under individual titles*

MCDONALD, L.C. 1968. *Western
political theory. Part 1: Ancient and
medieval*. New York: Harcourt.

a. *Part of a series*

CLAPP, V.W. 1964. *The future of
the research library*. Urbana:
University of Illinois Press.
(Phineas W. Windsor Series in
Librarianship, no.8.)

*Grundlagen der praktischen
Information und dokumentation: eine
Einführung*. 1972. Herausgegeben
von K. Laisiepen, E. Lutterbeck und
K.H. Keyer-Uhlenried. München-
Pullach: Verlag Dokumentation.
(DGD-Schriftenreihe, Band 1.)

b. JAMES, H. *The Ambassadors*. 1985.
Oxford: Oxford University Press.
(The World's Classics.)

PASCAL, B. 1941. *Pensées and
The provincial letters*. New York:
Random House. (The Modern
Library.)

5.3.1.12 *An author's contribution in a
book edited by someone else*
POTGIETER, F.J. 1980. Navorsingsme-
todologie in die historiese navorsing. In
*Inleiding tot die opvoedkundige
navorsingspraktyk*. Geredigeer deur
W.A. Landman. Durban: Butterworth.
p.243-271.

ROWLAND, J.F.B. 1975 Chemical
structure retrieval. In *Handbook of
special librarianship and information
work*. Edited by W.E. Batten. 4th ed.
London: Aslib, p.376-387.

BELING, G. 1972. Mathematische
Grundbegriffe. In *Grundlagen der
praktischen Information und Doku-
mentation: einde Einführung*. Heraus-
gegeben von K. Laisiepen, E. Lutterbeck
und K.H. Meyer-Uhlenried. München-
Pullach: Verlag Dokumentation. (DGD-
Schriftenreihe, Band 1), p.556-581.

5.3.1.13 *Academic dissertations and
theses*

These publications are normally not
published in the strict sense of the word.
The standard gives no specific
examples or instructions in this respect.
The standard's principles together with
other existing conventions, are applied
here.

BRADLEY, J.E. 1970. *Die Mandlakazi;
'n ondersoek na enkele kultuuraspekte*.
MA-verhandeling. Potchefstroomse
Universiteit vir Christelike Hoër
Onderwys.

SMITHERS, R.H.N. 1970. *The mam-
mals of Botswana*. DSc thesis. Univer-
sity of Pretoria.

5.3.2 **Encyclopaedia articles**

Details of an encyclopaedia article
description are given in the following
sequence:

- author(s) (capital letters)
- year
- title of the article
- name of the encyclopaedia (in italics,
bold, or underlined)
- edition (except the first)
- page(s) on which the article appears

5.3.2.1 *An article by one author*

HASSELHOFF, A. 1975. Illuminated
manuscripts. *Encyclopaedia Britannica*,
vol.12, p.95-100.

UNDERWOOD, V.P. 1955. Verlaine.
Chambers Encyclopaedia, vol. 14,
p.185-187.

POORTMAN, J.J. 1940 Ja 22.
*Encyclopaedisch handboek van het
moderne denken*, geredigeer door W.
Banning et al. 3de, geheel herziene
druk, p.258-359.

5.3.2.2 *An article by two authors*

VARLEY, D.H. & IMMELMAN, R.F.M.
1972. Libraries. *Standard Encyclo-
paedia of Southern Africa*, vol.6, p.618.

5.3.2.3 *An article by more than two
authors*

Use can also be made of *et al* here, as
described in 5.3.1.3.

5.3.2.4 *An article whose author is not mentioned*
Phoenicia. 1958. *The Encyclopaedia Americana*, vol. 6, p.28.

5.3.3 Journal articles

Descriptive details of journal articles are set out in the following sequence:

- author(s) (capital letters)
- year of publication
- title of the article
- the journal's name (italics, bold, or underlined; it may be abbreviated in line with ISO-standard ISO 4)
- month/season, date
- volume
- number
- page(s) on which the article appears:

5.3.3.1 *An article by one author*
ZÜRNI, M. 1998. The rise of international environmental politics. *World Politics*, July 1998, vol.50, no.4, p.617-649.

PAVLOV, S. 1998. Sofia's choice. *Bulletin of the Atomic Scientists*, May/June 1998, vol. 54, no.3, p.52-57.

5.3.3.2 *An article by two authors*
LATTEUX, M. & THIERRION, G. 1938. Semi-discrete context free languages. *International journal of computer mathematics*, March 1938, vol.8, p.3.

5.3.3.3 *An article by more than two authors*

Refer to the comments at 5.3.2.3
COCKLIN, C., GRAY, E.A. & SMIT, B. 1983. Future urban growth and agricultural land in Ontario. *Applied geography*, April 1983, vol.3, no.2 p.91.

PEMPERTON, J.K., OJALA, M. & GARMAN, N. 1998. Head to Head: Searching the web versus traditional services. *Online*, May/June 1998, vol.22, no.3, p.24-28.

HAMILTON, J.B. & HOCH, D. 1997. Ethical standards for business lobbying. *Business Ethics Quarterly*, July, 1997, vol.7, no.3, p.117-129.

5.3.3.4 *An article whose author is anonymous*

Administration of technical information groups. 1959. *Canadian journal of*

chemistry, January 1959, vol.30, no.1, p.7-14.

5.3.4 Newspaper reports/articles

Newspaper items should be treated in the same manner as journal articles. Details should be set out in the following sequence:

- author(s)/heading of the report (capital letters for an heading)
- year
- title of the article
- title of the newspaper
- edition date
- page(s)

5.3.4.1 *An article/report where the author is named*
PETERSON, C. 1987. Falklanders fear weakening of UK resolve. *Pretoria News*, 21 January 1987, p.12

BUYS, W. 1987. Motorversekering: polishouers nou voor twee keuses gestel. *Beeld*, 26 Januarie 1987, p.9.

5.3.4.2 *An anonymous report*
Red-light row: council split over call to set up legalised brothels. 1987. *Sunday Times Metro*, 1 January 1987, p.1.

5.3.5 Other sources

The norms as stated do not cover manuscripts and other unpublished material and in these instances the normative principles are adapted in accordance with other existing conventions.

5.3.5.1 *A Reproduction*
SMITH, J.B. 1972. *Vertaling as 'n be-roep*. Reproduction, Pretoria, October 1972.

5.3.5.2 *Letters*
ELAZAR, D. 1998. *Letter to Walt Crawford*, Israel Aircraft Industries, 1 June 1998.

5.3.5.3 *Microforms*
CHU, G.C. & SCHRAMM, W. 1967. *Learning from television*. Bethesda, Md.: ERIC Document Reproduction Service, ED 014900.

5.3.5.4 *Sound recordings*
Mandela, N. 1996. *Interview with Max du Preez*, SABC, 14 April 1996.

5.4 EXAMPLES OF DIFFERENT WAYS
REFERENCES ARE USED IN THE TEXT

5.4.1 **Reference to an author published more than once in a year**

Brown (1976a) found that ... but he later changed his viewpoint (1976b) through ...

5.4.2 **Reference to an author published in different years**

Shear stressed repeatedly (1960, 1961a, 1961b, 1965) that ...

5.4.3 **Reference to authors with the same surname**

E. van Wyk (1972:14) independently reached the same viewpoint as T. van Wyk (1970:3)

5.4.4 **Reference to an author's contribution published in a work edited by someone else**

Technical reports are not normally printed (Rowland, 1975:383) but ... (refer here to the example in 5.3.1.12):

ROWLAND, J.F.B. 1975. Chemical Structure retrieval. In *Handbook of special librarianship and information work*. Edited by W.E. Batten. 4th ed. London: Aslib, p.376-387.

5.4.5 **Reference to more than one author in a specific place in the text**

This is in agreement with various other authors (Blake, 1965; Doyle, 1965; Smith, 1966; Zuary, 1967) and one can ...

5.4.6 **Reference to a source whose first descriptive element is not an author**

In a critical bibliography *Modern Historians*, p.22 it is assumed ... (Refer to the example at 5.3.1.4:

Modern historians on British history: 1485-1945: a critical bibliography. 1970. Ithaca, NY: Cornell University Press.

5.5 THE INTERNET

The Internet is not a network on its own, but a term which is used to describe a group of various networks worldwide, which are linked in such a way that it functions as one network. It is thus a combination of thousands of computer networks reaching millions of people throughout the world. The use of the Internet to obtain information can be useful for the student since it is always available and more and more information are added daily.

The Internet was originally designed for computer specialists and user-friendliness was not included in the design, and the information is not organized like a information system usually is. Advanced retrieval methods (e.g. Archie, Veronica, Gopher, www) are now being developed on the Internet which allow access to the catalogues of the most important libraries and archives.

References to information retrieved on the Internet

Information retrieved from the Internet must also be referred to according to certain rules. The following elements must be considered:

author
title of article
title of journal or monograph
type of medium
date of publication
volume number/pages
availability
date consulted

Examples:

World Wide Web Sites

Burka, Lauren P. "A Hypertext History of Multi-User Dimensions." MUD History.
<http://www.ccs.neu.edu/home/lpb/mud-history.html> (5 Dec. 1994).

Gopher sites

Quittner, Joshua. "Far Out: Welcome to Their World Build of MUD."
Published in Newsday, 7 Nov. 1993.
gopher/University of Koeln/About
MUDs, MOOs and MUSEs in Educa-
tion/Selected Papers/newsday (5 Dec.
1994).

electronic mail (e-mail)

Thomson, Barry. "Virtual Reality."
Personal e-mail (25 Jan. 1995).

6. CONCLUSION

Undergraduate students faced with the task of creating a scientific assignment should be given the opportunity of dealing creatively with subject material. If an assignment is to be justified in scientific fashion, prescribed criteria must be met. The aforementioned guidelines are intended to provide UP students with a framework within which assignments can be prepared and written. Whilst bearing specific departmental instructions in mind, students should at the very least give attention to the various facets covered in this handbook. Students must also be tightly focused on what they wish to communicate through an assignment, and how they intend to convey a particular message.

SOURCES

BISCHOFF, B.P. 1987. Taalvaardigheid in die moedertaal van eerstejaar-studente aan die Technikon Pretoria. *Peritus*, vol.3 no.1, p.4-8.

BOTHAS, W.M. 1980. Verwysingstegniek-literatuurondersoek-biblioteekgebruik. *UP-dosent*, vol.1, no.2, p.31-34.

BOTHA, W.M. s.j. *Inligtingkunde 110. Wetenskaplike metodes, afleiding en konsensus: literatuurondersoek en verslag-skrywingstegniek*. Departement Biblioteek- en Inligtingkunde, Universiteit van Pretoria.

BRASSEL, M. *et al.* 1988. *Opleiding in die gebruik van inligtingsbronne*. Pretoria: Universiteit van Pretoria, Biblioteekdiens.

DE WET, J.J. *et al.* 1981. *Navorsingsmetodes in die Opvoedkunde*. Durban: Butterworth.

DUMINY, W.W. 1975. *Wenke vir die skryf van 'n werkstuk*. 2de hersiene uitgawe. Pretoria: Universiteit van Pretoria, Merensky-biblioteek.

DU TOIT, A.P. & ORR. 1987. *Achiever's handbook*. Johannesburg: Southern Book Publishers.

ENGELDINGER, E.A. 1988. *Bibliographic instruction and critical thinking: the contribution of an annotated bibliography*. RQ, Winter 1988, vol.28, no.2, p.195-202

Fakulteit Ekonomiese en Staatswetenskappe. 1987. *Riglyne vir die voorbereiding van werkstukke*. Universiteit van Pretoria.

FELT, T.E. 1981. *Researching, writing and publishing local history*. Nashville: American Association for State and Local History.

LANDMAN, W.A. 1980. *Inleiding tot die opvoedkundige navorsingspraktyk*. Durban: Butterworth.

LEWIS, B.R. *et al.* 1982. *The development of communication skills, under adoptively controlled conditions*. PLET, vol.19, no.2, p.85-97.

NATIONAL BUSINESS EDUCATION ASSOCIATION. 1998. *Yearbook: integrating the Internet into the Business curriculum*. NBEA.

RAYGOR, A.L. *et al.* 1980. *Systems for study*. New York: McGraw-Hill.