ETHIOPIAN CIVIL SERVICE UNIVERSITY

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School of Graduate Studies (SGS)

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Formatting Guideline

for

PhD Dissertation

January 2018

Addis Ababa

Introduction

A rigorous research work results not only in a sound thesis/dissertation but also need to be well formatted to render it a readable form. The main aim of formatting a thesis/dissertation is to provide a consistent and readable appearance. Consistency in style and formatting of a thesis is essential.

In this compilation guideline on the recommended order of the sections of the dissertation, tools for creating styles, and footnotes has been provided. For citation and referencing American Psychological Association – APA referencing and Harvard (Staffordshire) referencing styles are attached.

Formatting and producing Institute specific styles is a learning process which can be attained through a medium to long term endeavor. This draft guideline is a first time attempt. Based on feedback of faculty members and doctoral students it can be further improved. Therefore your feedback is essential.

1. SEQUENCE OF CONTENT

1.1. Front page

Thesis cover
Thesis spine
Declaration
Approvals
Copy right
Dedication (optional)

Table of Contents
List of Tables
List of Figures
List of Plates
List of Appendices
List of Acronyms/ Abbreviations
Acknowledgements
Abstract

1.2. Main body text
Chapter-1
Chapter-2
Chapter-3
Chapter-4
Chapter-5

Chapter
References

1.3. Appendices

Extensive methodology/models elaboration
Questionnaires
Interview schedules
Budgets
Activity schedules
Data coding sheets
Letters of introduction
Permissions/ethical clearance
Glossary and indices
Special documents
Curriculum vitae page

2. Forms to be used for front pages

Ethiopian Civil Service University (with Logos)

School of Graduate Studies

College

Title

(Student's Name)

A dissertation Submitted in the Partial fulfillment of the Requirements for the Degree of Philosophy in ……………………….. from the Ethiopian Civil Service University

Date….

.

(Thesis title)

(Candidate's name)

(Year of first submission)

Declaration

I hereby declare that this thesis/dissertation is my original work and it has been written by me in its entirety. I have duly acknowledged all the sources of information which have been used in the thesis.

This thesis has also not been submitted for any degree in any university previously.

(Signature)

_____

(Name)

(Date)

APPROVAL

The undersigned certify that they have read and hereby recommend to the Ethiopian Civil Service University to accept the Thesis/dissertation submitted by ………………………………………………………………………..……………, and entitled " …………………………………………………………………...………………………………… ………………………………………………………………………………………………… …………………………………………" , In partial fulfillment of the requirements for the award of Doctor of Philosophy in (program).

Name of Supervisor/Promoter ………………………………………………………………….

Supervisor's/promoter's Signature ……………………………………………Date…………………

Name of second supervisor/co-promoter………………………………………………………

Second Supervisor's/co-promoter's signature …………………………….. Date …………………

© (Name)

Ethiopian Civil Service University

School of Graduate Studies

Doctoral thesis\Dissertation Approval (SGS PhD – Form: 009)

College of …………………………………………………………………..

Student Information

Student Name:

Student ID No.:

Specialization:

Degree:

Student agreement

I certify that I have presented my Doctoral Dissertation Examination Board with the final copy of my doctoral dissertation for examination and approval.

Name and signature of student _____

Doctoral Dissertation Examination Board agreement

I certify that I have examined the final copy of the above student's dissertation and have found that it is complete and satisfies me in all respect, and that any and all revision required by the final Examination Board has been made

Internal examiner's Name:_____

Internal examiner's signature _____ Date_____

External examiner' Name: _____

External examiner's signature _____ Date_____

External examiner's Name: _____

External examiner's signature _____ Date _____

Department head's Name _____

Department head's Signature _____ Date _____

Dedication

3. **Requirements**

The University requires that a thesis be presented in accordance with the following conventions. Failure to do so may result in a student being required to re-present the theses in acceptable form either before or after the viva.

4. **Number of copies**

Students must supply the university with the specified number of copies of the initial submission for the award (ie the documentation given to the examiners). These must follow the conventions below and comply with the binding requirements.

5. **Title of Thesis – Word Limit**

The title of the thesis would not normally exceed 12 words.

6. **Size, print and margins**

The thesis shall be in A4 forma (8.27" x 11.69"), with typescript or print of a satisfactory quality. Text may be single-sided or duplex. Font size of Arial 11 should be used throughout for the text. Footnotes, if used, should be at least Arial 10. The page margins should be:
   • On the left hand side of not less than 40mm; and
   • On the right hand side not less than 15mm.
A right justified margin consistent throughout the thesis is acceptable.

7. **Spacing**

The spacing between lines shall be 1.15 except for indented quotations or footnotes where single spacing may be used. captions for figures /tables should be single spaced.

8. **Paper**

The paper shall be white within the range of 70g/m2 to 100g/m2.

9. **Paragraphs**:
First paragraph under heading not indented; all others first line indented by 0.5

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10. Pagination

The pages shall be numbered consecutively through the main text including photographs and diagrams. Separate volumes must be identified and the pagination must be sequential through from the first volume.

11. Numbering chapters

Chapters of the book should be numbered 1, 2, 3 and referred to in the text as Chapter 1, Chapter 2, etc.

12. Tables and figures

Tables and figures are normally numbered within the chapters (i.e., 1.1, 1.2, 2.1, 2.2, 3.1); for appendices use A.1, A.2, etc.

13. Equations

☐ *On a separate line:* are normally numbered within the chapters (i.e., 1.1, 1.2, 2.1, 2.2, 3.1), with the numbers (if at all numbered) right aligned (preceded by a tab), using the 'equation' style provided in the template. If most of the equations are not too long, you could indent them by 0.5 cm. Otherwise you could also choose to align them with the left margin. If an equation does not fit on one line, you may have to break it at an appropriate place in the equation. This is preferable to decreasing the size of the equation as it may then be difficult to read. Try to keep the equations all the same size (e.g. 100% or 80%). Also adhere to the conventions for formatting equations (such as italics for variables, etc.) if you do not make them using special software (such as Math type or MS Word Equation Editor) which automatically formats them properly.

☐ *In the normal paragraph:* Equations may appear within the normal text, if they are simple, short, and/or not of major importance; e.g., $a = b/c$. If the equation is complex and large, placing it in the paragraph creates irregular line spacing and is thus better avoided by placing it on a separate line as discussed above.

☐ *Punctuation:* Equations are considered to be part of a sentence and should be punctuated accordingly. For example, a comma appears after an equation when the next line is a subordinate clause. If the equation ends the sentence, a period should follow the equation. The line following an equation (on a separate line) should not be indented unless it is meant to start a new paragraph.

□ *References to equations* include the equation number in parentheses, for example, 'Equation (5.1) shows …' or 'Combining Eqs (5.2) and (5.3), we obtain….' Note that the word 'Equation' is spelled out if it begins a sentence, but is otherwise abbreviated as 'Eq.'

Notes should appear at the end of each chapter as endnotes. Their position in the text is indicated by superior numbers running serially throughout each chapter. Notes of a parenthetical or explanatory nature can often with advantage be incorporated into the text. However, authors are urged to differentiate between notes providing extra information or a comment and those which are only references (see below under 'Special issues').

14. Landscape pages

Landscape pages should be avoided as much as possible for at least two reasons:

(a) Having to rotate a page disturbs the smooth flow of reading a book, and

(b) Creating a landscape page in a document which is mainly portrait-oriented is troublesome.

Because it is sometimes necessary to have landscape pages due to the dimensions of tables or figures essential to the thesis, we have to learn to deal with this. One major problem is the page headers which appear on top of each page within a book chapter. In Word, when a landscape page is introduced, page headers and footers rotate as well. This is not desirable, so page headers should always be on top of a portrait-oriented page. The best solution is for the entire thesis document to consist of **only portrait oriented pages**.

15. Special Issues

o It is strongly advised to use *hyphenation* in the normal text which is justified aligned. This is because if one does not hyphenate, large white spaces appear between words, which is considered unaesthetic and does not read well. However, do **not** justify headings!

o Use only a *single space (preferably 1.15) between sentences.* Using 2 spaces between sentences is an old-fashioned practice which, when combined with justified alignment, results in the large white spaces between words which are considered unaesthetic.

o The first lines of regular paragraphs are indented by 0.5 cm. as set in the 'normal' style. Never use spaces to indent text! Paragraphs under a section heading are **not** indented. These should be given the 'normal first paragraph style.

o Do a global search/replace of *double spaces* in the whole document. (Warning: double spaces used to align text in figures or other special cases will also be removed by a global search/replace command.)

o Emphasis can be made by *italicizing* words, not by underlining, which is an old fashioned practice. However, do not use italics too liberally because the text becomes messy and the effect of emphasis is diminished.

o Titles in all capitals are considered unaesthetic, hard to read, and annoying. Use *small caps* with title or sentence case instead. Example: TITLE OF BOOK instead of TITLE OF BOOK. You can make these changes by selecting the text and clicking on Format/Font and check the option 'Small caps'. In Format/Change case, you can then choose either title case or sentence case.

o Replace tick marks (' or ″) by *true quotes and apostrophes* (also called 'smart' or 'curly'). Tick marks (or primes) are used to express measurements like feet and inches, minutes and seconds, or geographic coordinates. Certain keyboard settings produce these instead of the proper quotation marks and apostrophes.

o *Quotations* of more than five or six lines should formatted as separate paragraphs with the 'quote' style. When this is done, no quotation marks are needed before or after the quote. Any words interpolated by the author in a quotation should be enclosed in square brackets [ ] to show that they are not part of the quoted matter.

o For *quotations within the body text*, single quotation marks should be used, with double for quotes within quotes; revert to single for quotes within quotes within quotes. *Punctuation* (e.g. full stops): 'According to what is sometimes called the British style (set forth in The Oxford Guide to Style [the successor to Hart's Rules]), a style also followed in other English-speaking countries, only those punctuation points that appeared in the original material should be included within the quotation marks; all others follow the closing quotation marks. **All quotations should be followed by the relevant page reference.**

o *Dates* should be written '18 August 1976' and *decades* should be written as, for example, 'the 1970s', without an apostrophe.

o *-ize spelling:* This is the preferred spelling within the ECSU. It should be used consistently within the document.

o *Abbreviations* or *acronyms* consisting of capital initial letters are usually expressed without full stops—GNP, USA—with the exception of first-name initials, e.g. B.A. Smith. *Contractions* ending with the same letter as the original word do not take terminal full stops—edn, Mr, Dr—but abbreviations where the last letter of the word is not included do take a full stop—ed., ch. Thus ed. and eds are both correct. However, abbreviated units of measurement do not take a full stop—thus lb, mm and kg are correct—and do not take a final 's' in the plural—thus 3ft, 5oz. The abbreviations etc., i.e. and e.g. are usually best replaced by 'and so on', 'that is' and 'for example'.

o *Initial capitals* are used to distinguish the specific from the general—for example, 'he is Professor of Economics at Amsterdam University', but 'he is a professor at a university'. This principle, however, is capable of wide interpretation and, in general, it is best to try to avoid using capitals because over-use both reduces the importance of those words which have a capital and spoils the appearance of the printed page.

o *Numbers one to ten* in the running text should be expressed in words, but higher numbers should appear in figures, unless used in general terms—for instance, about a hundred people. Wherever a unit of measurement is used, the number preceding it appears in figures—unless it is used in a very general sense, such as hundreds of miles. Numbers of four or more digits in the text should have a comma before each group of three digits counting from the right, e.g. 4,251; 42,510; 425,100; 4,251,000 etc. In *tables*, the comma may be omitted and replaced by a space e.g. 4 251; 42 510 etc. thus facilitating the alignment of columns of figures. (This practice avoids confusion with the comma used as a decimal point in some parts of Europe.) Decimal points should appear as full stops on the line.

o *Inclusive numbers* should include the fewest possible figures: 32–3, 132–48, 200–5, except in 'teen' numbers, where the 1 is repeated: 1914–18.

o *Per cent* is spelt out in the text and the number preceding it appears in figures However, the symbol for per cent (%) can be used in tables. (N.B. The % symbol can also be used in the text as long as one is consistent.)

o *Hyphenation* of *compound words* is optional in many cases and in many words the hyphen is being used less—for instance, microeconomic. However, consistency throughout the text is the most important consideration.

o *Full stops* should not be used after headings (including table headings), sub-headings or figure captions, or after names and addresses printed below prefaces or in, for example, specimen letters.

o *Commas* should be omitted before the final 'and' or 'or' in lists unless the concepts in the list are complicated and the comma aids clarity. Commas are usually unnecessary after adverbial phrases or conjunctions, especially when they begin a sentence—yesterday, at last, during the summer. Commas should not appear in relative clauses which are defining clauses but should appear in relative clauses which are commenting clauses—thus 'pilots who are dull will have crashes' contains a defining clause whereas 'pilots, who are dull, will have crashes' contains a commenting clause and an unfair comment on pilots in general.

o *Brackets:7 Parentheses* (or round brackets) should be used for simple interpolations in the text, with *square brackets* [ ] used for editorial notes or interpolations in quotations.

o *Cross-references* to other pages within the book can cause problems at proof stage. Cross-refer to chapters, sections, tables or figures rather than to pages.

o Chapters are numbered with Arabic numerals. It is important that their titles should not be too long. The reason for this is that chapter titles are repeated at the top of each right-hand page ('running heads'). If they are longer than about 45 characters (letters plus spaces, punctuation, etc.) they will have to be abbreviated to fit the line, and it is not always easy to do this without altering the sense. If abbreviation is necessary, supply a shortened form for the running head; but it is much better to start with a manageable title. The left-hand running heads are used for the chapter number.

o Within the chapters, it is important that any subheadings should be typed or numbered in such a way as to indicate their relative 'rank'. It is generally undesirable to have more than three ranks of subheading, but further typographical distinctions are possible.

16. Explaining equations

Equations must be introduced before inserting them in your text. You might do this by explaining the purpose of the equation or what type of equation it is. Remember also to define the symbols you are using either before the equation or immediately following. After inserting the equation in the text, it is often appropriate to discuss important aspects or specific elements of the equation. Refer to the equation simply

as (1), not 'Eq. (1)' or 'equation (1)', unless you are beginning a sentence with 'Equation (1) is…'

Example:

The kinematic states evolve dynamically according to a linear state space model (3):

$$\xi(t + t) = F(T)\xi_i(t) + w_i(T) \qquad\qquad (3)$$

where $F(T)$ is the state transition matrix of the target state model, and $w_i(T)$ is the driving maneuver input.

Rules for mathematical notation

Symbols that look like each other are not interchangeable with each other Authors must distinguish clearly between the following terms:

Capital and lowercase letters, when used as symbols Zero and the letter 'O'

Lowercase letter 'l,' numeral one (1), and the prime sign (ρ)

The letters 'k' and 6 (kappa), 'u' and : (mu), 'v' and < (nu), and 'n' and O

(eta)

Also, brackets must be used carefully and in the proper order: {[( )]} Remember that your equation is part of the explanatory sentence that precedes it in your text. If your equation appears at the end of a sentence, you should place a period there. No other punctuation is permitted at the end of an equation. In the middle of an equation, or between an equation and its condition, other punctuation symbols, such as commas, are permitted.

17. Curriculum vitae page

It includes a write-up on the doctoral candidate, describing academic background and interests, name of sponsor and contact information. Below this is the prescribed text containing: listing of the academic degrees which formed the basis for admission, the institute and year obtained; and a declaration that the same thesis has not been submitted to any university for a degree or any award.

18. Some software applications for formatting and referencing

Formatted text can emphasize important information and help organize your document. In Word, you have several options for adjusting the font of your text, including size, colour, and inserting special symbols. You can also adjust the alignment of the text to change how it is displayed on the page. Microsoft Word is a good computer program for putting words and images on paper. Formatting usually involves three levels: Sections, paragraphs and Characters.

You should apply most of your formatting by using Styles in Word. This allows you to keep the formatting in your document consistent and makes it easier to make changes. But even if only to set up the styles, you need to know how to change the formatting directly. Much formatting is handled at a paragraph level. It is best handled using Styles.

Referencing using Endnote

The EndNote reference management program facilitates your research process by collecting and organising your references as well as cite while you write, share, and publish. The program formats your references automatically according to the reference style you have selected and creates a list of references in your document.

Endnote helps you in searching, organizing, sharing and creating formatted bibliography. It is useful in creating a customized library of all your references and organizes your references into groups. It can sort and store references, images, PDFs and other files. With EndNote you can read and annotate attached PDFs. You can create in-text citations in word documents and formatted bibliographies or reference lists. It Imports references from bibliographic databases on the internet, including Google scholar, specialized journals and databases. With EndNote you can save, share and sync your library.

APA Referencing

THIS IS A QUICK GUIDE TO THE APA REFERENCING STYLE (6TH EDITION)

See Library APA Online Guide for more examples at http://www.waikato.ac.nz/library/study/referencing/styles/apa/examples

- The **A**merican **P**sychological **A**ssociation reference style uses the Author-Date format.
- Refer to the *Publication Manual of the American Psychological Association* (6th ed.) for more information.
- When quoting directly or indirectly from a source, **the source must be acknowledged in the text** by author name and year of publication.

IN-TEXT

To cite information directly or indirectly, there are two ways to acknowledge citations:
1) Make it a part of a sentence or 2) put it in parentheses at the end of the sentence.

Direct quotation – *use quotation marks around the quote and **include page numbers***
1) Cohen and Lotan (2014) argue that "many different kinds of abilities are essential for any profession" (p.151).
2) "Many different kinds of abilities are essential for any profession" (Cohen & Lotan, 2014, p.151).

N.B. See the Library's APA webpage for a quotation of 40 or more words.

Indirect quotation/paraphrasing/summarising – *no quotation marks*
1) Professional knowledge alone does not make someone a very capable professional (Cohen & Lotan, 2014).
2) According to Cohen and Lotan (2014), professional knowledge alone does not make someone a very capable professional.

N.B. Page numbers are optional when paraphrasing, although it is useful to include them (Publication Manual, p. 171).

Citations from a secondary source
1) Gould's (1981) research "raises fundamental doubts as to whether we can continue to think of intelligence as unidimensional" (as cited in Cohen & Lotan, 2014, pp. 151-152).
2) Intelligence cannot be believed to consist of one single entity any more (Gould, 1981, as cited in Cohen & Lotan, 2014).

N.B. To cite a source you found in another source, you must acknowledge all the authors.
- *The author(s) of the source referred to*   *i.e. Gould, 1981*
- *The author(s) of the work which contains the original source*   *i.e. Cohen & Lotan, 2014*

In the reference list, only the book by Cohen & Lotan should be acknowledged. Do not list Gould.

- At the end of your assignment, you are required to provide the full bibliographic information for each source. References must be listed in alphabetical order by author.

EXAMPLES OF REFERENCES BY TYPE

In a reference list	In-text citation
1. **Book with one author** King, M. (2000). *Wrestling with the angel: A life of Janet Frame*. Auckland, New Zealand: Viking. *N.B. The first letter of the first word of the main title, subtitle and all proper nouns have capital letters.*	(King, 2000) *or* King (2000) compares Frame ...
2. **Book with two authors** Dancey, C. P., & Reidy, J. (2004). *Statistics without maths for psychology: Using SPSS for Windows* (3rd ed.). Harlow, England: Pearson/Prentice Hall. *N.B. Before "&" between authors, do not forget to put a comma.*	(Dancey & Reidy, 2004) *or* Dancey and Reidy (2004) said… *When paraphrasing in text, use **and**, not &.*
3. **Book with three to five authors (see Library APA referencing webpage for six or more authors)** Krause, K.-L., Bochner, S., & Duchesne, S. (2006). *Educational psychology for learning and teaching* (2nd ed.). Melbourne, Australia: Thomson. *N.B. Use **&** between authors' names, except when paraphrasing in text. When a work has three, four or five authors, cite all authors the first time, and in subsequent citations include only the first author followed by et al.*	(Krause, Bochner, & Duchesne, 2006) *then* (Krause et al., 2006)

4. Book or report by a corporate author e.g. organisation, association, government department International Labour Organization. (2007). *Equality at work: Tackling the challenges* (International Labour Conference report). Geneva, Switzerland: Author. *N.B. When the author and the publisher are the same, use Author in the publisher field. In text, some group authors may be abbreviated in subsequent citations if they are readily recognisable*	(International Labour Organization, 2007) *or* (International Labour Organization [ILO], 2007), *then* (ILO, 2007)
5. Book chapter in edited book Kestly, T. (2010). Group sandplay in elementary schools. In A. A. Drewes, & C. E. Shaefer (Eds.), *School-based play therapy* (2nd ed., pp. 257-282). Hoboken, NJ: John Wileys & Sons. *N.B. Include the page numbers of the chapter after the book title.*	(Kestly, 2010) *or* Kestly (2010) compares educational settings of ...
6. Conference paper online Bochner, S. (1996, November). *Mentoring in higher education: Issues to be addressed in developing a mentoring program.* Paper presented at the Australian Association for Research in Education Conference, Singapore. Retrieved from http://www.aare.edu.au/96pap/bochs96018.txt	(Bochner, 1996) *or* Bochner (1996) illustrates that...
7. Course handout/Lecture notes (electronic version) Archard, S., Merry, R., & Nicholson, C. (2011). *Karakia and waiata* [Powerpoint slides]. Retrieved from TEPS757-11B (NET): Communities of Learners website: http://elearn.waikato.ac.nz/mod/resource/view.php?id=174650 *N.B. Put format in square brackets - e.g. [Lecture notes] [Panopto video].* *This referencing format should be used only for your assignments.*	(Archard, Merry, & Nicholson, 2011) *then subsequently, if 3-5 authors* (Archard et al., 2011)
8. Film Preston, G. (Director/Producer). (2010). *Home by Christmas* [Motion picture]. New Zealand: Gaylene Preston Production. *N.B. For films, DVDs or video recordings use [Motion picture] in square brackets.* *Give the country of origin and the name of the motion picture studio.*	(Preston, 2010)
9. Journal article (academic/scholarly) with DOI (NEW DOI format) Cavenagh, N., & Ramadurai, R. (2017). On the distances between Latin squares and the smallest defining set size. *Journal of Combinatorial Designs, 25*(4), 147–158. https://doi.org/10.1002/jcd.21529 *N.B. DOI (Digital Object Identifier) is a unique code assigned to a scholarly/academic publication. The DOI's code links to the article online.*	(Cavenagh & Ramadurai, 2017) *or* Cavenagh and Ramadurai (2017) recommend…
9a. Journal article with no DOI Germann, F., Ebbes, P., & Grewal, R. (2015). The chief marketing officer matters! *Journal of Marketing, 79*(3), 1-22. *N.B. Retain original punctuation of titles. A capital letter is used for key words in the journal title. The journal title and volume number are italicised, followed by the issue number in brackets (not italicised).*	Germann, Ebbes, and Grewal (2015) claim that "there have been …" (p. 19). *then subsequently, if 3-5 authors* Germann et al. (2015) argue …
10. Magazine – popular/trade/general interest Goodwin, D. K. (2002, February 4). How I caused that story. *Time, 159*(5), 69. *N.B. Full date is used if published weekly; month and year if monthly.*	(Goodwin, 2002) *or* Goodwin (2002) defends ...
11. Newspaper article Coster, D. (2017, June 12). Driver who caused man's death is placed into dementia care. *Stuff.* Retrieved from http://www.stuff.co.nz/ *N.B Use the URL of the newspaper's homepage, as a direct link to an online article in a newspaper website is not a persistent link.*	(Coster, 2017) *or* Coster (2017) reports ...
12. Personal Communication *N.B. Information such as Letters, telephone conversations, emails, interviews, and private social networking is called "Personal Communication", and no reference list entry is required*	(W. Bush, personal communication, March 19, 2017)
13. Reference book – dictionary or encyclopedia entry Hwang, E.-G. (2002). North Korea: Economic system. In D. Levinson, & K. Christenson (Eds.), *Encyclopedia of modern Asia* (Vol. 4, pp. 350-353). New York, NY: Charles Scribner's Sons. *N.B. If no author stated, the entry's title takes the author position. For online dictionaries and encyclopedias, a retrieval statement takes the place of publisher location / name*	(Hwang, 2002) *or* Hwang (2002) identifies the hurdles North Korea ...
14. Webpage New Zealand Trade and Enterprise. (n.d.). *Agribusiness.* Retrieved from https://www.nzte.govt.nz/en/export/market-research/agribusiness/ *N.B. (n.d.) = no date. The basic format is: (1) Author (could be organisation). (2) Date (either date of publication or latest update). (3) Title. (4) URL.*	(New Zealand Trade and Enterprise, n.d., para. 1) *For direct quote, cite the paragraph number in text*

QUICK HARVARD REFERENCING GUIDE

This quick guide provides examples to help you create references for information sources most frequently used. This follows the Staffordshire Harvard Referencing Style, **except for the capitalization of authors' / editors' names**.

Please Note: Harvard does not dictate any particular style of punctuation. The generally accepted rule when using Harvard is to be consistent in your style and use of punctuation throughout your assignment.

• **In-text Referencing**: involves citing references within the text of your work where you have used ideas or material from other sources.
• **End-text referencing** (also known as your Reference List): includes all materials used in your document. It provides the full information of reference sources necessary for a reader to locate and retrieve them.

Resources	In-Text Referencing	End-Text Referencing (Reference List)
Book: Single Author	One possible definition of primary research is….(Mehra, 2009) **or** Mehra (2009) stated that…..	Mehra, A. (2009) *Advertising Management: Media Approach for Market Research.* 2nd Ed. New Delhi: Global India Publications.
Book: Two or three authors	**Two authors**: Developing marketing skills..... (Richardson & Gosnay, 2011) **or** As noted by Richardson & Gosnay (2011) **Three authors**: Optical network is defined as….(Ramaswami, Sivarajan & Sasaki, 2010) **or** Ramaswami, Sivarajan & Sasak (2010) stated that…	**Two authors**: Richardson, N. & Gosnay, R. (2011) *Develop Your Marketing Skills.* London: Kogan Page. **Three authors:** Ramaswami, R., Kumar, N.S. & Galen, H.S. (2010) *Optical Networks: A Practical Perspective.* 3rd Ed. Amsterdam: Morgan Kaufmann.
Book: Four or more authors	The fundamental difference between ….. (Eide et al., 2006) **or** Eide et al. (2006) suggest that the fundamental difference is ….	Eide, A.R., Jenison, R.D., Northup, L. L. & Mikelson, S.K. (2008) *Engineering Fundamentals and Problem.* 6th Ed. New York: McGraw-Hill Education.
Book: Multiple works by an author in the same year	The basics of programming…. (Deitel 20011a, 2011b) **or** Deitel (2011a) outlines.... Deitel (2011b) added that…	Deitel, P. J. and Deitel, H. (2011a) *Visual Basic 2010: How to Program.* Boston: Pearson. Deitel, P. J. and Deitel, H. (2011b) *C# 2010 for Programmers*. 4th Ed. Upper Saddle River, N. J.: Prentice Hall.
E-Book	Digital film making is defined as … (Schenk & Long, 2012) **or** Schenk & Long (2012) identified six elements	Schenk, S. & Long, B. (2012) *The Digital Filmmaking Handbook.* [Online] Boston, MA: Cengage Learning. Available from: http://safaribooksonline.com/book [Accessed: 8 July 2015]
Book: Editor(s)	To establish a successful and sustainable strategy ….(ed. Brown, 2003) With today's networked technology,… (eds. Smith & John, 2006)	Brown, G. B. (ed.) (2003) *Winning Strategies.* London: Palgrave Macmillan. Smith, M. & John, B. (eds.) (2006) *One Hundred and One Ways to Find Information about Health.* London: Routledge.
Journal Article	Certification process is important for……(McGill & Dixon, 2005) McGill & Dixon (2005) asserted that…	McGill, T. & Dixon, M. (2005) Information technology certification: a student perspective. *International Journal of Information and Communication Technology Education.* 1(1). p. 19-30.

E-Journal Article	The concept of corporate social responsibility….(Othman, 2009) **or** Othman (2009) confirmed that ...	Othman, A. A. E. (2009) Corporate social responsibility of architectural design. *Architectural Engineering and Design Management*. [Online] 5 (1). P. 36-45. Available from: proquest.com/docview/213966096?accountid=17254 [Accessed: 14 February 2015].
Conference Paper	Compression-based classification is useful ….. (Burago & Lowd, 2015) **or** According to Burago & Lowd (2015)	Burago, I. & Lowd, D. (2015) *Automated Attacks on Compression-Based Classifiers*. In Proceedings of the 8th ACM Workshop on Artificial Intelligence and Security (AISec '15). NY, USA: ACM. p. 69-80.
Newspaper articles (print and online)	**Newspaper article (print):** The effectiveness of vocational study … (Ng, 2011) **or** Ng's (2011) article reports that… **Newspaper article (online):** Online buying will become…(Ueno, 2012) **or** Ueno (2012) claims that	**Newspaper article (print):** Ng, E. (2011) 'Vocational study boost: curriculum to provide skilled workforce'. *The Star.* 10 September, p. 8. **Newspaper article (online):** Ueno, M. (2012) Future in online buying. *The Star*. [Online] 26th July. p. 26. Available from: http://www.thestar.com.my/story [Accessed: 12 January 2013].
Magazine (online)	**With Author** It was proposed that....(Sharma, 2012) **or** As stated by Sharma (2012) **Without Author** The modern consumers have been demanding that companies … (The Economist, 2006) **or** According to The Economist (2006)	**With Author** Sharma, M. (2012) Starbucks may find small coffee more profitable: corporate India. *BusinessWeek*. 19 October. Available from: http://www.businessweek.com/news [Accessed: 20 June 2016] **Without Author** The Economist (2006) *The business of giving*. 23 February. Available from: http://www.economist.com [Accessed: 14 February 2014].
Website / Web Document	**Website** Teachers can benefit from social network……(Sullivan, 2013) **or** As identified by Sullivan (2013) **Web Document** The development of energy sector…(English Heritage, 2005) **or** According to English Heritage (2005),	**Website** Sullivan, J. (2013) *Social Networking Tips For Teachers*. [Online] Available from: http://www.educationworld.com/a_tech/tech/tech256.shtml [Accessed: 21/07/2015]. **Web Document** English Heritage (2005) *Wind Energy and the Historic Environment*. [Online] October 2005. Available from: http://www.english-heritage.org.uk/upload/pdf/Wind_Energy_(final).pdf. [Accessed: 20th May 2013]
Interview – in person / recorded	**In person:** In a personal interview, Brown (2013) stated... **Recorded:** (Muhammad Alhadi, 2012) the CEO of Dynamik Enterprise commented that the idea	**In person:** Brown, J. (2013) *Developing Effective Learning Strategies in Classroom*. [Interview]. 12 January 2015. **Recorded:** Alhadi, M. (2012) Interview with M. Alhadi on 16 December 2015. Kuala Lumpur. [Recording in possession of author].
Secondary Referencing	Chelsea (2004), as emphasized by Malcolm & O'Malley (2010) concludes that 'free trade agreement' must be implemented… **or** Chelsea's (2004) 'free trade argument' as being pushed by the developed countries can be..… (in Malcom & O'Malley 2010, p. 23)	You have read a book written by Malcolm and O'Malley and in the book they refer to Chelsea's argument. When you use Chelsea's idea in your assignment, it is a secondary source of information. Your in-text reference will only give a short reference to Chelsea, and your reference list at the end of your assignment gives the details of the source that you actually have read for the assignment: Malcolm, T. & O'Malley, J. (2010) *The Globalization Myth*. Boston, MA: Norton and Company.

IMPORTANT NOTE: When writing your reference list, do not present them in different sections based on the types of information sources. All sources of information must be presented in a <u>single list in ascending alphabetical order</u>.

SOURCES OF INFORMATION TO AVOID WHEN MAKING REFERENCES

Avoid the following sources for references in your assignment, Final Year Project or dissertation.

Wikipedia	About.com
Investopedia	Ask.com
Wisegeek	QuickMBA.com
123helpme	NetMBA.com
Ezine Articles	Tutor2u.net

PLEASE ASK YOUR RESPECTIVE LECTURERS TO KNOW WHAT SOURCES OF INFORMATION TO REFER TO.