

ACCORD DOCUMENTS STYLE GUIDE

for in-house writers, editors and proof-readers

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Foreword

This style guide is intended for the use of ACCORD writers, editors and proofreaders of the documents generated by this organisation:

- The African Journal of Conflict Resolution (AJCR)
- The Conflict Trends magazine
- The Occasional Paper Series (OPS)
- internal news briefs
- news briefs for the website.

The purpose of the guide is to regulate written material to professional standards and thus improve contributions to ACCORD publications. It is anticipated that this guide shall change over time, as appropriate to the context and demands of language and the documents themselves.

Style is not usually a matter of "right" or "wrong"; it is a matter of personal taste. You might prefer two spaces after a period, for instance, or to spell words with the USA –ize rather than the UK –ise but it is important for the documents produced by ACCORD to be stylistically consistent. Individual preferences should therefore give way to institutional ones.

This guide is based on the UK style, which ACCORD favours. Within this broad framework, different choices are available, but the style selection of the ACCORD guide is recommended for conformity purposes in this organisation's documents.

Note that while the stylistic suggestions of this guide are internationally acceptable, any material which you submit to other publishers or journals will have to conform to the in-house style specifications of that particular institution.

Note: Sections of this style guide are excerpts from Nel, M-A. (2007) Sweat-free referencing for students: Harvard style. Hanna-hanna productions cc: Pietermaritzburg. Copyright remains that of the author. All rights reserved. (Several copies of this basic manual are available in the ACCORD resource centre.)

CONTENTS

1	1.4	Spacing Fonts	5 5 5 5 6 6
2	2.3 2.4	Lists Numbered Outline Bullet Lead-in to a list Punctuation in lists	7 7 8 8 8
3	3.1 3.2	Tables General rules Punctuation in tables	9 9 10
4	4.1 4.2 4.3	Abbreviations General Initials Titles	10 10 11 12
5	5.1 5.2	Acronyms General rules Acronyms frequently used by ACCORD	11 11 11
6		Spelling	16
7		Dates and times	17
8	8.1 8.2 8.3 8.4 8.5 8.6	Signs and symbols General rules Metric Imperial Other Currency Accents	18 18 18 18 19 19 19
9		Capitals	20

10	Referencing	20
10.1	Setting out a list of references	20
10.2	Book Charatania a haalu	21
10.3 10.4	Chapter in a book Journal article	21 22
10.4	Newspaper article	22
10.6	Thesis	23
10.7	Conference paper (unpublished)	23
10.8	Digital video disc (DVD)	23
10.9	Television programme	23
10.10	Interview (taped)	24
10.11	Article on a web page	24
10.12	Website Character in an aplication of the set	24
10.13 10.14	Chapter in an online book	25 25
10.14	Online journal article Online newspaper article	23
10.16	Personal e-mail	26
10110		20
11	Paraphrasing	27
12	Quotations	28
12.1	General rules	28
12.2	Punctuation with quotations	29
13	Citations and in-text references	31
13.1	With paraphrasing, direct quotes and in the reference list	31
13.2	Authors with multiple publications in the same year	32
13.3	Acknowledging paraphrases with author tags	32
14	Secondary referencing	33
15	Integrating paraphrases, quotations and source	
	acknowledgements	34
16	Endnotes	35
17	Common quibbles	35
17.1	Punctuation	35
	Pronoun consistency	37
17.3	Word choice	37
18	News items and media releases	40
18.1	Offering the right angle	40
18.2	Finding the angle	41

20	Reference list	49
19.3	End material	48
	Report body	46
19.1	Preliminaries	44
19	Reports	44
18.4	Submission format	42
	Understanding and catering to readers	41

1 General format

1.1 Margins and white space

A densely laid-out document is not easy to read, so sufficient white space (bearing in mind potential binding space in the case of printed documents), must be allowed. Suggested margin settings for *portrait format* are

- top: 2 cm
- left: 3 cm
- bottom: 2 cm
- right: 2 cm.

In the case of landscape format, suggested margin settings are

- top: 3 cm
- left: 2 cm
- bottom: 2 cm
- right: 2 cm.

1.2 Spacing

A single space between words and after punctuation should be used. This means a full stop, semicolon and colon should be followed by a single space instead of a double space, as was the case in the past. Do not put a space before a punctuation mark such as a colon.

Margin alignment should be set at left for most text, so that spaces between words are uniform. This must be applied to text within tables, too, unless centre or right margin alignment is clearly visually preferable.

Spacing between sections should be a double enter.

1.3 Fonts

It is preferable to use only one or two different fonts (typefaces) in any one document. Three or more fonts can look unprofessional. Fonts which look simpler and "cleaner" are preferable. For website-related fonts, see item 18.4 below.

Bold

Use bold for headings. Do not use it for emphasising words or phrases in the text.

Italics

Use italics to emphasise words or phrases in the text and to indicate the use of foreign words. Consult a dictionary to check if the foreign word you wish to use has become naturalised in English. *Circa* and *sic*, for instance, are still italicised, while cf, et al., i.e., vice versa and ad hoc are now naturalised.

Underline

Avoid the use of underline. It is now considered outdated and unattractive in publishing.

1.4 Headings

Headings should follow a hierarchical structure that clearly illustrates signposting within the document, to enhance meaning as well as to offer visual appeal.

Heading type	Use and example	Style description
A	TITLE OF DOCUMENT ON FRONT PAGE	18pt, capitals and bold
В	Major section	18pt and bold
С	Minor section or major subsection	16pt and bold
D	Subsection	14pt and bold
E	Sub-subsection	12pt and bold
F	Point emphasised in subsection	12pt and italics

1.5 Running headers and footers

The purpose of these is for a document to be immediately identifiable, regardless of which subsections are being perused. Headers and footers are particularly useful in online publications, because readers frequently access sections of the text by a series of links, rather than starting at the top of a document.

Headers and footers are also useful for specifications such as confidentiality or copyright. They may contain a variety of information, depending on the document type, but most commonly offer the:

- document title (essential in an online publication)
- author (by name or position)
- date
- chapter or section of the document
- copyright icon
- name of the organisation
- page number (optionally including total number of pages, e.g. "1 of 7").

Use of footers should be automatic in documents of 10 pages or longer.

Headers do not have to appear on pages which

- already contain a major section or chapter heading
- are landscape format (due to the layout of the content) within a document which is portrait format.

2 Lists

List styles vary, depending primarily on content and secondarily on taste.

2.1 Numbered

A numbered list is used when sequence is important, such as steps in a process being explained. Here is a computer example:

- 1. Right-click on "Format" in your toolbar.
- 2. Select "Bullets and Numbering" in the drop-down menu.
- 3. Click on "Numbered" and a selection of numbering options will be displayed.
- 4. Either select the numbering option you prefer, or click on "Customize", in the bottom right hand corner, to modify the chosen numbering style.

Numbering a list can make sense for other reasons, such as a quick reference being made elsewhere in the text to specific items on a list: "Items six and nine were particularly problematic for the peacekeepers".

2.2 Outline

This type of listing is not favoured in academic papers, but it is popular in business reports and other writing (such as contracts) where clarity and understanding are enhanced by a detailed hierarchical layout. This format can be tediously overdone, so only use it if your material (for example, this style guide) has numerous sections, subsections and sub-subsections, to which your reader will need to be directed.

Outline styles can be decimal or combine Arabic, alphabetical and Roman numeral forms. The combination outline style runs the risk of looking overdone, but this is a matter of taste.

- 1. First level section
 - 1.1.Second level section
 - 1.1.1. Third level section
- 1) First level section
 - a) Second level section
 - i) Third level section

Bullets can also be outlined:

- First level bullet
 - Second level bullet
 - Third level bullet

However, outlined bullets can appear fussy or frivolous, so choose simpler-looking bullets (such as those above) rather than flowery ones, and if your material is hierarchical, choose numbers over bullets.

2.3 Bullet

Bullets are used in lists when numbers are not essential, or when numbers would look too fussy. Bullets allow the items in a list to stand out visually in a way in which they do not in a sentence where the items are separated by commas or semicolons. Use bullets when a sentence containing a lengthy list would be cumbersome. For example:

The second phase of the research consisted of a field visit to Addis Ababa, Ethiopia, in July 2007 to conduct interviews with representatives of the:

- AU Peace Support Operations Division (PSOD)
- UN Department of Peacekeeping Operations African Union Peace Support Team (UNDPKO – AUPST)
- AU and the Regional Economic Communities (RECs) who are engaged in the establishment of the African Stand-by Force (ASF), the Regional Stand-by Brigades and the Rapid Reaction Capabilities of the AU.

Bullets may not be necessary in material set out in a table or in columns (see items 8.2–8.6 below). Make your decision based on what you think looks best.

2.4 Lead-in to a list

The sentence above the list should actively introduce the list and should end with any repeated word or phrase. The example provided in 2.3 above shows a correct list lead-in. The example below is *incorrect*:

The second phase of the research consisted of a field visit to Addis Ababa, Ethiopia, in July 2007 to conduct interviews with:

- representatives of the AU Peace Support Operations Division (PSOD)
- representatives of the UN Department of Peacekeeping Operations African Union Peace Support Team (UNDPKO – AUPST)
- representatives of the AU and the Regional Economic Communities (RECs) who are engaged in the establishment of the African Stand-by Force (ASF), the Regional Stand-by Brigades and the Rapid Reaction Capabilities of the AU.

2.5 Punctuation in lists

If the listed items each consist of a main clause or full sentence (i.e.: they each contain a subject and a finite verb and express a complete idea), then the first word of each item will start with a capital and end with a period.

Intervention failed because:

- The dissidents were heavily armed.
- The government force was deployed too late.

• One negotiator was kidnapped and the other killed in cross-fire.

If the listed items each consist of a subordinate clause, or a phrase, then the first word of each item will start with a lower case letter. Only the last item in the list will end with a period; the bullets (or numbers) stand in for the end punctuation of the preceding items.

Intervention failed because of:

- heavily armed dissidents
- late deployment of government forces
- the kidnapping of one negotiator and the cross-fire killing of the other.

Semicolons separating listed items in full sentences within the text, aid the reader's comprehension. However, semicolons in lists set out with bullets or numbers are now considered outdated. Avoid this form:

Intervention failed because of:

- heavily armed dissidents;
- late deployment of government forces; and
- the kidnapping of one negotiator and the cross-fire killing of the other.

Listing may also be denoted in words, where a paragraph format is more suitable than numbers or bullets. Use "First Second ... and third ... ". Avoid "Firstly Secondly ... and thirdly ...".

3 Tables

3.1 General rules

Tables are used to indicate relationships between information categories, but this format can be over-used, so first consider whether the information can better be expressed in a graph or a list.

If a table is chosen, construct it so that the table has length rather than width, (i.e. it has more rows than columns), because most publication formats are portrait, not landscape. Of course you may insert a horizontal page between the portrait ones, but where possible, put the column material into rows and row material into columns to avoid this problem.

Always give your table a title. Readers should be informed what the table illustrates so they know whether they will be interested in reading it or not.

If your table involves strings of figures, or if it is difficult to run the eye easily across the page, then shade alternating rows.

Lower case row and column category headings start with a capital letter, but do not end with a full stop. Category headings should stand out from cell material in some way, for example, by being put into bold.

Use left margin alignment for cell contents to avoid large gaps between words. It is a matter of taste and visual appeal whether or not you centre row and column titles. If you are listing numbers that are to be computed, aligning that particular column's contents to the right hand margin is preferable.

3.2 Punctuation in tables

In a table, the cell lines are usually considered to stand in for beginning and end punctuation. This means that you will not use a capital letter for the first word in a cell nor a full stop next to the last word. If, however, there are two sentences within one cell, then there will be a full stop after the first sentence and a capital letter at the beginning of the second.

Heading for row categories	First column heading	Second column heading	Third column heading
First row category	cell material example	cell material example	254
Second row category	cell material example. In this case there are two sentences, so note the punctuation	cell material example. In this case there are two sentences	1 503 367 910
Third row category	cell material example	cell material example	1 690
Fourth row category	cell material example	cell material example	33 78

TITLE OF TABLE

4 Abbreviations

4.1 General

Information:

- a.s.a.p. (as soon as possible)
- cont. (continued)
- incl. (including)
- p. (page)
- pp. (pages).

Place names:

- Dbn (Durban a contraction, only the first letter capitalised, no period)
- Pta (Pretoria a contraction, only the first letter capitalised, no period)

• Pmb. (Pietermarizburg – an abbreviation, only the first letter capitalised, and a period).

Exceptions (no periods):

- acronyms
- currency symbols
- nation-states (UK, DRC)
- points of the compass.

Note, however, that when points of the compass are written out in full, they do *not* have capital letters: north; southwest.

4.2 Initials

Initials are abbreviations, so use a period after each initial, but not a space between initials. Do, however, leave a space between the last initial and the surname:

- A.G. Trotter
- G.B.N. Moodley.

4.3 Titles

In UK English, many titles are considered to be contractions, not abbreviations, and so the period falls away. Hence:

- Dr Khubeka
- Mr Beadle
- Mrs Chirac
- Ms Naidoo.

However, some titles are also abbreviations. Is the last letter of the title the same as the last letter of that word if it is written out in full? *If not*, use a period:

- Prof. (Professor)
- Rev. (Reverend).

Where there is a combination of upper and lower case letters:

- B.Soc.Sc.
- B.Sc.
- M.Ed.
- Ph.D.

5 Acronyms

5.1 General rules

Acronyms must be spelt out the first time they are used in a document. The name or term must precede its acronym, which is in parentheses, as follows:

• United Nations Development Assistance Framework (UNDAF) Thereafter, in the document, the acronym is used exclusively, even if it is the first word in a sentence. Note that periods are *not* used (U.N.D.A.F.). Acronyms make writing quicker and easier, but they do not always make reading easier, particularly where readers new to the material are concerned. Sometimes the reader feels bludgeoned by acronyms. Be aware of this and where appropriate, use alternatives. The first example below can be replaced by the second:

- In the DRC, HAPs, CAFs and PRSPs were ustilised but the MAPs and CAFs proved more effective.
- In this country, HAPs, CAFs and PRSPs were ustilised but the latter two proved more effective.

Plural acronyms may be written with a lower case "s". Poverty Reduction Strategy (PRS), becomes Poverty Reduction Strategies (PRSs). Do not write it with an apostrophe (PTS's). The apostrophe, although standing for letters which have been omitted in contractions ("aren't" instead of "are not", for example), is also used to indicate possession. The DRC's peace initiative is an example of an acronym with a possessive apostrophe "s", as is PRSs's for the Poverty Reduction Strategies' successes.

When using the plural with acronyms, be mindful of the number of the last word in the original term or name. The acronym for Orphans and Vulnerable Children is OVC. For this to be written OVCs is therefore incorrect; "children" is already a plural word.

Place your list of acronyms at the beginning of your document, as part of the preliminaries. It should be displayed before your contents list and consequently not be mentioned therein.

5.2 Acronyms frequently used by ACCORD

ABC	Abyei Boundary Commission
ACCORD	African Centre for the Constructive Resolution of Disputes
ACM	Advanced Conflict Management
aids	Acquired Immunodeficiency Syndrome
AJA	The Promotion of Administrative Justice Act 3/2000
AJCR	African Journal on Conflict Resolution
AMU	The Arab Magreb Union
APCP	African Peacebuilding Coordination Programme at ACCORD
ARV	Antiretroviral
ASCI	AIDS, Security and Conflict Initiative
ASF	African Stand-by Force
ATM	AIDS, Tuberculosis and Malaria
AU	African Union
au psod	African Union Peace Support Operations Division
BSF	Basic Service Fund
CAF	Country Assistance Framework

CAP	Consolidated Appeals Process
CAS	Country Assistance Strategy
СВО	Community-based Organisation
ССА	Common Country Assessment
CHAP	Common Humanitarian Action Plan
CHF	Common Humanitarian Fund
CIMIC	Civil-Military Cooperation
CM	Conflict Management (as in "training in CM")
CNONG	Conseil National des Organisations non Gouvenmentales de
CINONG	
	Development du Congo (National Council of Non-Governmental
	Organisations for Development of the Congo)
CP	Constitutionalism Programme at ACCORD
CPA	Comprehensive Peace Agreement
CPIA	Comités Provinciaux Inter-Agences (Provincial Inter-Agency
	Committees)
CPMR	Conflict Prevention, Mitigation and Response
CRS	Catholic Relief Services
CSO	Civil Society Organisation
CST	County Support Team
CT	Conflict Trends magazine
CU	Communications Unit at ACCORD
DDR	Disarmament, Demobilisation and Reintegration
DED	Deutscher Entwicklungs Dienst (German Development Agency)
DFID	Department for International Development (United Kingdom)
DPA	Darfur Peace Agreement
DRC	Democratic Republic of the Congo
EC	European Commission
ECCAS	Economic Community of Central African States
ECF	Electoral Commissions Forum
ECOMOG	Economic Community of West Africa's Ceasefire Monitoring
2001100	Group
ECOWAS	Economic Community of West African States
ED	Executive Director
EISA	Electoral Institute of Southern Africa
ESPA	Eastern Sudan Peace Agreement
EU	European Union
FAO	Food and Agricultural Organisation
FBO	Faith-based Organisation
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
GFCF	Gross (Fixed) Capital Formation
GM	Genetically Modified
GNI	Gross National Income
GNU	Government of National Unity (Sudan)
GoS	Government of Sudan
GoSS	Government of South Sudan

GTZ	German Technical Cooperation (an ACCORD client)
HAC	Humanitarian Action Committee
HAP	Humanitarian Action Plan
hc / dsrsg	Humanitarian Coordinator / Deputy Special Representative of the United Nations Secretary-General
HCRRR	Humanitarian Coordination – Relief Recovery and Rehabilitation
HCS	Humanitarian Coordination Section
HDI	Human Development Index
HIC	Humanitarian Information Centre
HIPC	Heavily Indebted Poor Countries Initiative
HIV	Human Immunodeficiency Virus
HRR	Humanitarian Response Review
IAPTC	International Association of Peacekeeping Training Centres
IASC	United Nations Inter-Agency Standing Committee
ICM	Introduction to Conflict Management
ICRC	International Committee of the Red Cross
IDPs	Internally Displaced People
IFI	International Financial Institution
IFPRI	International Food Policy Research Institute
IGAD	Inter-Governmental Authority on Development
ILO	International Labour Organisation
IMF	International Monetary Fund
IMPP	Integrated Mission Planning Process
INGO	International Non-Governmental Organisation
IOM	International Organisation for Migration
iPRSP	Interim Poverty Reduction Strategy
IQC	Managing African Conflict Indefinite Quantity Contract
ISDSC	Inter-State Defence and Security Committee
JDT / O	Joint Donor Team / Office
JIU	Joint Integrated Unit
LGRP	Local Government Recovery Programme
LINNK	Liberia NGOs' Network
LRDC	Liberia Reconstruction and Development Committee
MDGs	Millennium Development Goals
MDTF	Multi-Donor Trust Fund
MISA	Media Institute of Southern Africa
MONUC	Mission de l'Organisation des Nations Unies au Congo (United
MONUC	Nations Mission in the Democratic Republic of the Congo)
MPEA	Ministry of Planning and Economic Affairs (Liberia)
MSG	Management Steering Group
NATO	North Atlantic Treaty Organization
NCP	National Congress Party
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organisation
NTGL	National Transitional Government of Liberia
OAU	Organisation of African Unity
0/10	

ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
OHCHR	Office of the High Commissioner for Human Rights
OPDSC	
	Organ on Politics, Defence, and Security Co-operation (SADC)
OVC	Orphans and Vulnerable Children
OXFAM	Oxford Committee for Famine Relief
PA	Preventive Action Programme at ACCORD
PAD	Political Affairs Division
PAP	Programme d'Action Prioritaire (Priority Action Programme)
PCRD	Post-Conflict Reconstruction and Development
PLWHA	people living with HIV/AIDS
PPP	purchasing power parity
PRS	Poverty Reduction Strategy
PRSP	Poverty Reduction Strategy Paper
PSC	Peace and Security Council
PTSC	Kenya Peace Support Training Centre
PubSec	Public Sector Conflict Management Programme at ACCORD
RCSA	Regional Centre for Southern Africa
REC / s	Regional Economic Community / ies
RFTF	Results Focused Transitional Framework
RIMCO	RFTF Implementation and Monitoring Committee
RISDP	Regional Indicative Strategic Development Plan
RoL	Rule of Law
RRR	Return, Reintegration and Recovery
SA/RSA	Republic of South Africa
Sadc	Southern African Development Community
SAFDEM	Southern African Civilian Standby Roster for Humanitarian Relief
SALW	Small Arms and Light Weapons
SANDF	South African National Defence Force
SIDA	Swedish International Development Agency
SPLA	Sudanese Peoples' Liberation Army
SPLM	Sudanese Peoples' Liberation Movement
SRSG	Special Representative of the Secretary General
SSPC	Southern Sudan Peace Commission
SSR	Security Sector Reform
ТВ	Tuberculosis
TBA	To be ascertained
TBC	To be confirmed
TCC	Troop Contributing Countries
TfP	Training for Peace (www.trainingforpeace.org)
ТоТ	Training of Trainers
TU	Training Unit at ACCORD
UK	United Kingdom
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UN	United Nations
UNAIDS	UNAIDS Joint United Nations Programme on HIV/AIDS

UNAMID	United Nations African Union Mission in Darfur
UNCHGA	United Nations Commission on HIV/AIDS and Governance in
	Africa
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNDPKO-	United Nations Department of Peacekeeping Operations –
AUPST	African Union Peace Support Team
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session (on HIV/AIDS)
UNHCHR	United Nations High Commissioner for Human Rights
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations (International) Children's (Emergency) Fund
UNMIL	United Nations Mission in Liberia
unmis	United Nations Mission in Sudan
UNPBSO	United Nations Peace Building Support Office
UNSC	United Nations Security Council
UNU	United Nations University
US / USA	United States of America
USAID	United States Agency for International Development
VAC	Vulnerability Assessment Committee (SADC FANR)
VCT	voluntary counselling and testing
WAHO	West African Health Organisation
WB	World Bank
WHO	World Health Organization

6 Spelling

Use UK spelling for ACCORD documents. UK spelling differs from USA spelling in the forms noted below in bold. However, be aware that English is riddled with exceptions. Consult a dictionary when in doubt.

UK	USA
anal yse	anal yze
cent re	cent er
dr i ly	dr y ly
hon ou r	hon o r
insti l	insti ll
oe dema	e dema
p ae dophilia	p e dophilia
standard ise	standard ize
tota ll ed	totaled

Note that on occasion, the USA spelling should be retained. For example, when quoting directly from a document that has been published with that spelling, or where the official name of a body is concerned (World Health Organization).

Some particular spellings:

- programme (not "program" unless referring to computer software)
- e-mail (with a hyphen)
- Internet (with a capital)
- Muslim (not Moslem)
- Mohammed (rather than Mahomet or Muhammad).

7 Dates and times

The UK preference is to write a date in order of small to large units: day/month/year. The forms 1st, 2nd, 3rd, 4th are no longer used. Write ACCORD dates as follows:

- 22 January 2008
- 22/01/2008.

Time spans:

- 1984–9 (not 1984–1989, or 1984–89)
- 2013–15 (teens are different...)
- 1999–2002 (all digits when denoting the turn of a century / decade)
- 2008/9 for a financial year, or year that is not a calendar year.

Writing decades as numbers sometimes presents problems. Use one of the following forms:

- the nineteen sixties
- the 'sixties (note the apostrophe denoting the absence of the century)
- the 1960s (note there is no apostrophe here).

If, however, you wish to denote possession, then the possessive apostrophe is used:

- the nineteen sixties' drug culture
- the 'sixties' drug culture
- the 1960s' drug culture.

Time of day:

- 6.30 a.m.
- 12.00 p.m.
- 06:30 (24-hour clock)
- 18:15 (24-hour clock).

In any single document, consistently use either the a.m. and p.m. times or the 24hour clock times.

8 Signs and symbols

8.1 General rules

With the items listed in this section, note the punctuation: spacing, superscript and whether and where capitals are used.

Consistency is important. If your document is in metric, make sure all the figures comply. If the document is in imperial, all your figures must comply. The exception would be if you were quoting someone who refers to the other type of measurement. Your quote must be accurate, but you may convert the number and place it within the quote, inside square brackets: "We undertake to set aside one square mile [2.59 km²] for the refugee camp", said the president.

Depending on who your readers are and the purpose of the document, it may be necessary to convert currency too. Again, consistency is important. Say you were listing money donated by various countries to fund peacekeeping in an African country. There may be five different types of currency mentioned. You could either list those different types of currency and next to each amount provide the conversion to a common denomination, so that parity and understanding are achieved. Alternatively, you could list the conversions alone. When writing a unit of measurement out in full, you may use the plural form (cubic metres, kilometres) but do not turn the abbreviation into a plural (7 ms³, 50 kms). The abbreviation is *always* singular.

8.2 Metric	
centimetre	10 cm
cubic metre	10 m ³
degree Celsius	0° C
gram	10 g
hectare	10 ha
kilogram	10 kg
kilojoule	10 kJ
kilometre	10 km
kilometre per hour	10 km/h
kilowatt	10 kW
litre	10 I (or 10 L)
metre	10 m
millilitre	10 ml (or 10 mL)
square kilometre	10 km ²
tonne	10 t
8.3 Imperial	
Fahrenheit	32° F
foot	10 ft (or 10')
gallon	10 gal

inch

10 in or (10")

mile	10 miles (or 10 m)
mile per hour	10 mph
ounce	10 oz
pint	10 pt
pound	10 lb
square inch	10 in ²
square mile	10 sq.miles
ton	10 ton
yard	10 yd

8.4 Other

ampersand	&
asterisk	*
copyright	©
degree (direction)	90° N
ditto	"
per cent	1%
registered trademark	®
trademark	тм

8.5 Currency

Euro	€100
RSA rand	R 100
UK pound	UK£ 100
US dollar	US\$ 100

When mentioning very large amounts of money in your text, put a space between the thousands and hundreds and leave out the cents or pence. With smaller amounts, you may include the smaller denominations, but use a comma, not a period:

R 21 769
UK£1 030
R 27,99
US\$ 3,00

8.6 Accents

a umlaut	ä
c cedilla	Ç
e acute	é
e grave	è
n tilde	ñ
o circumflex	Ô
u umlaut	Ü

9 Capitals

In the past, capitals were used more readily than they are today and could emphasise any word of especial importance in a sentence. The trend is increasingly to dispense with capitals. They must be used, however, in the following categories:

- proper nouns names of people and places Nelson Mandela, Egypt
- names of nations, races and tribes, including groups according to language and religion – Congolese, Caucasian, Tutsi, French, Christian
- names of organisations/institutions, but not including linking words such as prepositions, articles and conjunctions in a title –
 - Organisation for Economic Cooperation and Development
 - African Centre for the Constructive Resolution of Disputes
- titles when they come before an official's name, but not when they are positioned after it –
 - South African President Thabo Mbeki
 - Thabo Mbeki, the president of South Africa
 - Minister of Justice Samuel Morongi
 - Samuel Morongi, the minister of justice
- special holidays Yom Kippur.

The trend is to decrease the use of capitals in the titles of books and articles. The first letter is capitalised, as well as the first letter of any other proper noun, but the rest are presented in lower case.

10 Referencing

ACCORD requires the use of author-date style (also known as the Harvard). This style is simple, clear and renders footnotes obsolete. In all the examples provided below, please note the use of punctuation.

10.1 Setting out a list of references

- Put the list at the end of your article / report.
- Arrange the list in alphabetical order, according to the surnames of the authors of the various works. In some instances (clarified below), an editor's surname or the name of a publication or Internet site will have to be used instead of an author's surname.
- Provide the full information anyone would need to find quickly and easily the item you have used. The appropriate information for referencing the most commonly used sources is provided below.
- Keep your punctuation consistent. The Harvard style favours simplicity, so use the minimum of capitals in titles. Compare the two examples:
 - Peacekeeping and Gender Issues in Southern Africa (old fashioned)
 - Peacekeeping and gender issues in southern Africa (preferred style)

10.2 Book

Each book entry must contain

- the surname [comma] followed by the initials of the author (or editor) [period]
- the date (year) of publication [in round brackets]
- the title of the book [in italics] [period]
- the place of publication (commonly, but not always, the name of a major city) [comma]
- the name of the publisher (the company or institution responsible for producing the author's book) [period].

Walker, A. (1983) The color purple. London, The Women's Press.

Books written by more than one author

You have to indicate the other authors' names, unless there are four or more of them. You list these *in the order in which they are given* on the title page of the book. This order may or may not be alphabetical. (In the examples below, they simply happen to be alphabetical.) Set out the details as follows:

Two authors:

Bukatko, D. and Daehler, M.W. (1992) Child development: a topical approach. Boston, Houghton Mifflin Company.

Three authors:

Buscemi, S.V., Nicolai, A.H. and Strugala, R. (1996) The basics: a rhetoric and handbook. New York, McGraw-Hill.

With four or more authors, full acknowledgement of all names would be lengthy and clumsy. For this reason, you mention only the first author listed on the title page and follow this name with "et al." (an abbreviation of the Latin for "and others". Because it is naturalised, it is not in italics).

Gilman, S.L. et al. (1993) *Hysteria beyond Freud*. Berkeley, University of California Press.

10.3 Chapter in a book

- author's name [comma] and initial [period]
- year of publication [in round brackets]
- title of chapter, first word with an initial capital [period or other end punctuation]
- In [colon] (indication that this is a chapter in a publication compiled by somebody else — in this example, Gardner)
- editor's surname [comma] and initial [period]
- ed [period] (abbreviation of "editor")
- title of book [in italics] first word with an initial capital [period]
- place of publication [comma]
- name of publisher [period]

- p [period] or pp [period] when you are listing more than one page number
- starting page number [en-dash] ending page number of the chapter used in this book [period].

Davis, L. (1998) Where do we stand? In: Gardner, P. ed. New directions. Cambridge, Cambridge University Press. pp. 25–27.

10.4 Journal article

Journals usually have volumes and numbers which must be recorded. For example, a journal published 12 times per year might give each year a volume number. Each of the 12 issues of the journal would have a number corresponding with its month for that year. For example, volume 3 might be for the whole of 1987 and number 2 would be the February issue. Be aware that sometimes a journal produced four times a year is classified according to season (spring, summer, fall/autumn, winter). Note also that in journal titles, initial capitals are *always* used.

- author's surname [comma] and initial/s [period]
- year of publication [in round brackets]
- title of article (only the first word has a capital) [period]
- name of journal [in italics] and with initial capitals [comma]
- volume of journal [space]
- number of journal [in round brackets] [comma]
- pp [period] starting page number [en-dash] ending page number of the article used in this journal [period].

Eades, D. (2005) Applied linguistics and language analysis in asylum seeker cases. Applied Linguistics, 26 (4), pp. 503–526.

10.5 Newspaper article

- author's surname [comma] and initial/s [period]
- year of publication [in round brackets]
- title of article, first word with an initial capital [period]
- name of newspaper [in italics] and with initial capitals [comma]
- specific date of this newspaper issue [comma]
- p [period] page number on which this article appears [period].

Carnie, T. (2003) Rejoice kicks ass. The Mercury, 14 March, p. 2.

Sometimes a newspaper article is printed without indicating the name of the reporter, which does not mean that it is an anonymous article. In such a case, the name of the specific newspaper is substituted for the name of the author. If *The Witness* is the newspaper, then use "The Witness" as the name of the author.

When the newspaper name appears as the author, it is *not* italicised. When it appears as the title of the publication, it is italicised.

Sowetan. (2002) Making a difference. Sowetan, 9 July, p. 6.

10.6 Thesis

- author's surname [comma] and initial/s [period]
- year [in round brackets]
- title of thesis, first word with an initial capital [period]
- name of degree thesis [comma]
- name of institution/university[period]

Thresher, Z. (1998) An investigation of the causes and consequences of periurban conflict. M.Soc.Sc. thesis, University of KwaZulu-Natal.

10.7 Conference paper (unpublished)

- author's surname [comma] and initial/s [period]
- date [in round brackets]
- title of paper, first word with initial capital [period]
- Paper presented at (title of conference) [comma]
- month and day [comma]
- in (city) [comma] country [period].

Stanislavsky, T. (1987) The role of justice in poverty alleviation. Paper presented at the Conference for Human Rights, February 22–24, in Stellenbosch, South Africa.

10.8 Digital video disc (DVD)

- title of film/documentary, first word with an initial capital [period]
- year [in round brackets]
- Directed by (first name and surname of director) [period]
- place of publication[comma]
- name of film company/publisher
- video: DVD [in square brackets][period]

Walking wounded: domestic violence and abuse. (2001) Directed by Petra Coetzee. Johannesburg, Africana Imagery [video: DVD].

The layout is identical for a **35 mm film**, but the last part of the entry would read [film: 35 mm].

10.9 Television programme

- title of programme [period]
- year [in round brackets]
- Title of episode (with initial capital) [period]
- place of broadcast [comma]

- transmitting / broadcasting organisation [comma]
- day and month [comma]
- time [period]

Carte Blanche. (1999) Human body parts trafficking. Johannesburg, M-Net, 3 June, 19:00.

10.10 Interview (taped)

- author's surname [comma] and initial/s [period]
- year [in round brackets]
- Interview with the author on day month [period]
- place of interview [period]
- Cassette recording in possession of author [in square brackets] [period]

Naidoo, S. (2006) Interview with the author on 7 July. Bloemfontein. [Cassette recording in possession of author].

10.11 Article on a web page

- author's surname [comma] and initial/s [period]
- date [in round brackets]
- title of article, first letter a capital [period]
- title of the online publication with capitals [in italics]
- Internet with a capital [in square brackets] [comma]
- date updated [period]
- Available from [colon]
- URL [in angle brackets]
- Accessed & date you found the article [in square brackets] [period].

Fordyce, T. (2004) Doping in sport. BBC News [Internet], 12 August. Available from: http://news.bbc.co.uk/2/hi/health/medical_notes/3559882.stm [Accessed 8 July 2006].

As is the case with newspaper articles, if the author of an Internet article is unknown, the organisation name is used (with no italics) in its place. As the name of the publication, the organisation name appears with italics. In the following example, the organisation name has been transcribed exactly, with lower-case "g" and upper-case "W".

groundWork. (2003) Thor Chemicals to be held accountable for poisoning workers, community and the environment. *groundWork* [Internet], 12 March. Available from:

<http://www.groundwork.org.za/Press%20Releases/thor_chemicals.htm> [Accessed 24 March 2003].

10.12 Website

- site name, usually the organisation or person that set up the site [period]
- date [in round brackets]

- title of page or site [in italics] and with capitals
- Internet [with capital and in square brackets] [period]
- Available from [colon]
- URL [in angle brackets] date updated, or version (if available) would be here
- Accessed & date you found the article [in square brackets] [period].

World Health Organization. (2006) World Health Organization (WHO) [Internet]. Available from: http://www.who.int/en/ [Accessed 7 July 2006].

10.13 Chapter in an online book

- author's surname [comma] and initial/s [period]
- absence of date, in this instance, specified [in round brackets]
- title of chapter, first letter a capital [period]
- In [colon] surname of editor [comma] initial/s of editor [period] ed [period]
- title of online publication, first word with a capital [in italics]
- Internet with a capital [in square brackets] [period]
- place of publication (note that this is not always provided) [comma]
- publisher [period]
- pp [period] starting page number [en-dash] ending page number of the chapter in this book [period]
- Available from [colon]
- URL [in angle brackets]
- Accessed & date you found the article [in square brackets] [period].

Miah, A. (no date) Gene-doping: sport, values and bioethics. In: Glasa, J. ed. The ethics of human genetics [Internet]. Strasburg, Council of Europe. pp. 171–180. Available from:

<http://64.233.183.104/search?q=cache:hgF999j9WjepIJ:www.media.paisley. ac.uk/andy> [Accessed 6 July 2006].

10.14 Online journal article

- author's surname [comma] and initial/s [period] and (in this instance) second author's surname [comma] and initial/s [period]
- date [in round brackets]
- title of chapter, first letter a capital [period]
- title of online journal, with initial capitals [in italics]
- Internet with a capital [in square brackets] [comma]
- month[comma] volume and number [in round brackets] [comma]
- pp [period] starting page number [en-dash] ending page number of the article in this journal [period]
- Available from [colon]
- URL [in angle brackets] (note that because, in this instance, the viewer has not independently paid for the article, the URL indicates that only the article's abstract [i.e. its summary] has been offered for viewing)

• Accessed & date you found the article [in square brackets] [period].

Marzke, M.W. and Marzke, R.F. (2000) Evolution of the human hand: approaches to acquiring, analysing and interpreting the anatomical evidence. *Journal of Anatomy* [Internet], July, 197 (1), pp. 121–140. Available from:

http://journals.cambridge.org/action/displayAbstract?fromPage=online & aid=53047> [Accessed 2 June 2003].

10.15 Online newspaper article

- author's surname [comma] and initial/s [period]
- date [in round brackets]
- title of article, first letter a capital [period]
- title of the online publication with capitals [in italics]
- Internet with a capital [in square brackets] [comma]
- date updated [period]
- Available from [colon]
- URL [in angle brackets]
- Accessed & date you found the article [in square brackets] [period].

Kirsten, J. (2004) Beneficiaries battle to reap harvest of land reform. Business Day [Internet], 21 December. Available from: <<u>http://www.businessday.ca.za/Articles/TarkArticle.aspx?ID=1340094</u>> [Accessed 8 October 2005].

10.16 Personal e-mail

- author's surname [comma] and initial/s [period]
- author's e-mail address [in round brackets] [comma]
- full date [period]
- subject line of e-mail [period]
- E-mail to initial of recipient [period] surname of recipient
- recipient's e-mail address [in round brackets] [period].

Dodge, P. (pdodge@supportforce.co.za), 9January 2008. Re: trauma debriefing of refugees. E-mail to M. McPhee (mcphee@gmail.com).

Very detailed information on how to record and reference the multitude of Internet and other sources can be found in the *Chicago manual of style*. (2003) 15th ed. Chicago, III: Chicago University Press.

Limited electronic access is available from: <u>http://www.chicagomanualofstyle.org/tools_citationguide.html</u>

11 Paraphrasing

A paraphrase involves using your own words to relate the words or arguments of another writer.

Original words:

"I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones" (Albert Einstein).

Paraphrase:

Einstein prophesies that World War IV will be conducted using a primitive arsenal, because the devastating technology, not yet invented, that will be used to conduct World War III will destroy all the advances humankind has made since prehistoric times.

The paraphrase in this example is longer than the original quotation and it also lacks the power and impact of Einstein's original words. If you were writing an article on the ethics of weapon technology, you would probably choose to quote Einstein's words instead of paraphrasing them, because he has already made his point in the best words possible. You cannot improve them.

A generally accepted guideline is that no more than 10 per cent of your article should be composed of *direct* quotes. (Do a simple line count to check if you are exceeding this amount.) When you paraphrase, everything must be put into your own words, with the exception only of those words or phrases for which there are no suitable synonyms.

Which words should you not attempt to paraphrase?

In the Einstein paraphrase, there is no suitable alternative for "World War III", unless you use the almost identical "Third World War". Other examples are:

- place names the Great Barrier Reef, the Himalayas, Limpopo Province, the London Metropolitan Area, the Taj Mahal
- specialist terminology apartheid, culture, détente, gravity, HIV/AIDS, Measles, psychology, quark
- words for which no suitably specific synonyms exist (in context, that is). For example, "porcupine" cannot be replaced by "rodent" (to which larger order of animals it belongs), if the reader is in danger, at that point, of interpreting "rodent" as "ground squirrel" or "cane rat" instead. In an academic article you may use the Latin name for porcupine: *Hystrix africaeaustralis*. In other writing, your choice would depend on who your readers are going to be. Some might find the Latin intimidating or even annoying.

If replacing the original word involves your writing becoming pretentious, vague, verbose or obscure, then you can safely assume it is acceptable to retain the original word.

Finding alternative words

Sometimes it is difficult to think of alternative words, particularly if English is your second or third language. One solution is to look up words in the dictionary in an effort to find suitable "translations" of them. Another source of alternative words is a thesaurus, which offers lists of synonyms. A thesaurus is handy in book form, but there are online versions available too. Here is an entry from the print version of the Oxford thesaurus of current English:

invalid *adj* **1** null and void, out-of-date, unacceptable, unusable, void, worthless. **2** fallacious, false, illogical, irrational, spurious, unconvincing, unfounded, unreasonable, unscientific, unsound, untenable, untrue, wrong. *Opp* VALID. **3** > ILL • *n* cripple, incurable, patient, sufferer, valetudinarian (Spooner, 2003:219).

Spooner offers 24 alternatives to the word "invalid". However, all of them are not necessarily freely interchangeable with the word "invalid" as it may be used in your source material, so you cannot simply select an alternative at random. You have to be aware of the different shades of meaning of a particular word *in its original context* and try to reproduce, as far as possible, those nuances in your paraphrase, so that you do not misrepresent your source. Considering the alternatives, "out-of-date" does not mean the same as "unacceptable" or "unsound". In addition, an adjective cannot be replaced with a noun and vice versa.

12 Quotations

12.1 General rules

A quotation is a fully acknowledged and exact repetition of another person's words. No paraphrase is used. The rules for quoting in an academically acceptable and ethical way are numerous:

- The quoted words must be enclosed within quotation marks (inverted commas).
- The words must be repeated accurately, including the spelling and any errors in the original. However, you may show that you know the original author made an error, and if necessary draw your own reader's attention to it. You do this by putting the word "sic" (Latin for "thus") in italics and square brackets after the mistake. It is the short way of saying to your reader "the original author said exactly this".
 - "Tony Blair, president [sic] of the UK attended the conference."
- If you are using a rather long quotation, and you do not wish to reproduce the whole thing, you may leave out some of the words, but you must indicate that you have done so by using an ellipsis. This is three periods (dots) in the gap. If the omitted words include a full stop (i.e. *more* than part of *one* sentence is left out), then you use four periods instead of three in the gap.

- "The dissidents are acting on their own initiative the positions of the government and the opposition party are neutral."
- If you are quoting a single word, a couple of words or a phrase, you are not required to put in an ellipsis before or after the quote.
 - Thabo Mbeki describes his approach to the human rights abuses in Zimbabwe as "quiet diplomacy".
- In most cases, however, the quoted words should accurately present a complete idea or, again, you run the risk of misrepresenting your source:
 "The dissidents are neutral."
- The words must be attributed to a source and must have a proper reference, so that your reader can, if necessary, find and read the original author's research.
- If, in order for the quote to make sense in your sentence, you have to add a word to the original quote, you must indicate which words are yours, as opposed to which words are those of the quoted person. You indicate which are your words by using square brackets [] around them.
 - The local women were not satisfied, claiming "They have not done enough to ensure restitution."
 - The local women were not satisfied, claiming "[The negotiators] have not done enough to ensure restitution."
- If you are using a quote that is short (less than three lines) it can be incorporated in your text, but it must make grammatical sense within the full sentence or paragraph of your text (i.e. it must be integrated). If the quote is longer than three full lines, you must indent it, and you do not have to use quotation marks. In this instance the indentation stands in for quotation marks. You will also put this quotation into single line spacing (depending on the format of your document as a whole, the rest of the text might be in 1.5 or other spacing).
- If you have written an item which is to be published on the Internet or elsewhere, you may have to obtain permission to reproduce a quotation. A general guideline is that if a quotation is longer than 500 words, permission must be obtained from the original writer/publisher. Permissions frequently take many months to obtain, so should be sought long before your publication deadline.

12.2 Punctuation with quotations

Introducing the quotation

Quoted words may be introduced with a colon, a comma or simply by a space. The latter is increasingly common nowadays. Note that the first word of the quotation begins with a capital letter. Examples:

The soldier claimed: "Women and children were herded into an enclosure."

• The soldier claimed, "Women and children were herded into an enclosure."

• The soldier claimed "Women and children were herded into an enclosure."

Quotation marks

These should be double "...", so as to distinguish them from apostrophes. When a quotation appears within another quotation, then single quotation marks '...' are used for the enclosed quotation:

• "I regret to report that the kidnappers say they 'will execute the hostages at dawn' unless their demands are met."

Quotation marks in conjunction with other punctuation

Here the UK conventions are more complex and varied than the USA ones. The comma or the period may go outside or inside the quotation marks. Depending on whether the words being quoted are a fragment of a sentence, being carried within your sentence, or grammatically constitute a complete idea on their own, the comma or period will go either outside or inside the quotation marks.

Here, the quoted words constitute a complete idea, so the comma and the period go *inside* the quotation marks:

- The chairperson said: "This meeting is chaotic," as she rapped the table for order.
- The chairperson rapped the table for order, and said: "This meeting is chaotic."

Here, the quoted words are a fragment; they do not constitute a complete idea, so the comma and the period go *outside* the quotation marks. This is because the end punctuation refers to your *carrier* sentence:

- The chairperson described the meeting as "chaotic", sighed and rapped the table for order.
- The chairperson sighed and rapped the table for order, describing the meeting as "chaotic".

When using a question mark, again, the position either inside or outside the quotation marks depends on whether the quoted words are asking the question, or your carrier sentence is doing so:

- Can one claim human rights are being violated in Africa if women "volunteer for clitoridectomy and infibulation"?
- The medical team, disturbed at the short- and long-term implications of clitoridectomy and infibulation, asked the African women: "Did you volunteer for this cultural procedure, or were you compelled to participate?"

13 Citations and in-text references

A citation occurs in your text when you use or refer to someone else's words, ideas or findings in order to illustrate or support a point you are making. In other words, "citation" is another word for a paraphrase, quotation or listing. A reference is the indication that you give in your article of the source of that information, idea or words which you are citing – and where to find the source. This includes the name of the guoted person or organisation, the date of the publication and the page or paragraph number where the quote or information appears.

Providing an in-text reference means that your reader can find, without difficulty, the source of your citation (by linking your in-text reference to the information provided in your reference list). To include the full reference details every time you quote or paraphrase would be cumbersome and boring for you and your reader and would interrupt the smooth flow of your text. That is why an in-text reference is meant to be short. The reader simply matches the in-text reference to the correct, longer bibliographical reference which supports it at the end of your article. Here is a correct example:

Dree and Smirkit contend that e-mail permits people to be more forceful and rude than they would be in face-to-face communication, because email allows "an imaginary mantle of impersonality and invulnerability to descend upon the user" (2005:71).

In this case, the citation consists of the paraphrase and quote of Dree and Smirkit, and the in-text reference is the date and page number, provided thus: (2005:71).

13.1 With paraphrasing, direct quotes and in the reference list

Do not worry about the hairline difference between a "citation" and a "reference". For a paraphrase, provide the author's name and the publication date in brackets in your text. For a quotation, provide the same details, but add a page number after a colon, so the exact place in the source material can easily be located. Here are examples of in-text references matched to their reference list counterparts:

Book

For a paraphrase: For a direct quote: In the reference list:	(Payne, 1980) (Payne, 1980:173) Payne, S.G. (1980) Fascism: comparison and definition. Wisconsin, University of Wisconsin Press.
Journal	

For a paraphrase:	(Boyd et al., 2006) (if there are four or more authors)
For a direct quote:	(Boyd et al., 2006:72)

In the reference list:	Boyd, S. et al. (2006) Fastest mixing Markov chain on a
	path. The American Mathematical Monthly, 113 (1), pp.
	70–74.

Newspaper

For a paraphrase:	(James, 2006)
For a direct quote:	(James, 2006:1)
In the reference list:	James, C. (2006) Misinformed kids trust in "anti-Aids showers". The Witness, 10 May, p. 1.

Internet

For a paraphrase:	(BBC News, 2002) (if the author's name is not specified)	
For a direct quote:	(BBC News, 2002) (unless there is pagination, or some	
	other form of section reference is required)	
In the reference list:	BBC News. (2002) Efforts to stop music piracy "pointless".	
	BBC News [Internet], 22 November. Available from:	
	<http: 2="" 2502399.stm="" hi="" newsbbc.co.uk="" technology=""></http:>	
	[Accessed 30 March 2004].	

13.2 Authors with multiple publications in the same year

In the in-text references, it would not be possible for your reader to tell the difference between the cited publications from one author if they all appear with the same date. You should therefore give each of the publications a distinguishing, consecutive letter of the alphabet, which appears next to the date in the reference list and the in-text references.

For a paraphrase:	(Smith, 2004a)
	(Smith, 2004b)
For a direct quote:	(Smith, 2004a:4)
	(Smith, 2004b:12)
In the bibliography:	Smith, P. (2004a) Cruelty on the increase. The Herald, 23
	March, p. 4.
	Smith, P. (2004b) Barking "driving us bonkers". The
	Witness, 14 July, pp. 12–13.

13.3 Acknowledging paraphrases with author tags

As well as providing a formal source acknowledgement in your text, right next to the paraphrase, you may also use "author tags" (Colorado State University, 2001) which continue to show the reader to whom the information you are relating belongs. Author tags are useful in longer paraphrases. They do not replace the formal reference, but they augment it. An example, with tags in bold red:

Parents are responsible for the actions of their children (Winterbottom, 2003). This responsibility includes the antisocial or even criminal behaviour of adolescents, even if the parents are unaware of their child's activities. **Winterbottom's** research involved 500 youths in the greater Dublin area. **His** subjects were all youths who had

been arrested by the local police for hooliganism and malicious damage to property. In 70 per cent of cases, **he** found that 14-year-olds were continually unsupervised and even neglected outside school hours. **This researcher's** study included ...

In the example above, author tags have been overdone for the purpose of demonstration. In the example below, the passive voice is used. The passive voice is preferred in academic writing, but putting in names and personal pronouns may be necessary for the purpose of being clear and specific. If your reader can determine that the whole of this paragraph is a paraphrase of Winterbottom, then using tags to augment the reference is not necessary. If your reader starts to wonder if Winterbottom is still being referred to after four lines or so, you will have to use a tag.

Parents are responsible for the actions of their children (Winterbottom, 2003). This responsibility includes the antisocial or even criminal behaviour of adolescents, even if the parents are unaware of their child's activities. Five hundred youths in the greater Dublin area were included in the research. Subjects were all youths who had been arrested by the local police for hooliganism and malicious damage to property. In 70 per cent of cases, it was found that 14-year-olds were continually unsupervised and even neglected outside school hours. Included in the study was ...

14 Secondary referencing

If an author called Andersen quotes the words of another author, called Hall, and you want to use Hall's actual words, because you think they make the point much better than you can, but you have not read Hall's original article yourself, you must use secondary referencing in your article. Here, Andersen's sentence is quoted, in which he quotes Hall:

"Indeed, Hall (1976) claimed that as an extreme, 'Western man has created chaos by denying that part of his self that integrates while enshrining the parts that fragment experience' (p. 9)."

Here is your sentence with the correct layout, if you want to quote Hall and properly acknowledge your sources:

Humans seem to be responsible for their own psychological malaise. "Western man has created chaos by denying that part of his self that integrates while enshrining the parts that fragment experience" (Hall, 1976, cited in Andersen, 1994:233).

In your reference list:

Andersen, P. (1994) Explaining intercultural differences in nonverbal communication. In: Samovar, L.A. and Porter, R.E. eds. *Intercultural communication: a reader*. 7th ed. California, Wadsworth Publishing Company. pp. 229–240.

In your reference list you would, of course, provide Andersen's full details, as above, not Hall's. Any intrigued reader wishing to follow up Hall's arguments would use your reference list to find Andersen's publication, then use Andersen's reference list to find Hall's details and go on from there.

Note that secondary referencing is not often used in serious academic writing, because the researcher is expected to access the original sources him/herself. However, sometimes an original source is not available.

15 Integrating paraphrases, quotations and source acknowledgements

The sentences of your article should flow smoothly and each one should make full grammatical sense. When you include paraphrases and quotes as part of your sentence, these rules still apply. How to fit the sentences and paraphrases together when the in-text reference consists of more than a single novel's page number is shown below:

The human preference for norms that distinguish males from females is strong. Numerous studies have been conducted on this topic. The psychologists Smith and Cowie note that

[d]ifferentiation of people by gender also occurs early. Nine- to 12-montholds respond differentially both to photographs of female and male strangers (Brooks-Gunn and Lewis, 1981) and to direct approach by male and female strangers (Smith and Sloboda, 1986) Verbal gender labels begin to be used correctly after 18 months of age (1991:132).

One must ask, however, to what extent this preference is instinctive or gained through inevitable socialisation. If children under nine months do not respond differentially, then either the innate preference only emerges at this stage, or it takes the child about nine months to learn what some of the gender differences are.

The date is commonly placed immediately after the author's name, but it does not have to be, so long as your sentence flows and it is clear to which part of the text the bracketed date and page number refer. So a short quote might be presented as follows:

The human preference for norms that distinguish males from females is strong. Numerous studies have been conducted on this topic. Smith and Cowie say that "[v]erbal gender labels begin to be used correctly after 18 months of age" (1991:132).

or:

Smith and Cowie (1991) note that that "[v]erbal gender labels begin to be used correctly after 18 months of age" (132), confirming that the human preference for

norms that distinguish males from females is strong. Numerous psychological studies have been conducted on this topic.

or:

The human preference for norms that distinguish males from females is strong. Numerous studies have been conducted on this topic. Psychologists note that "[v]erbal gender labels begin to be used correctly after 18 months of age" (Smith and Cowie 1991:132).

16 End notes

In the Harvard system, footnotes are not used because the in-text citation method renders them obsolete. However, there may be occasions when you wish to offer the reader extra information or further explanation. If such information is too lengthy for a parenthetical remark within the body of your text, use endnotes (not footnotes). Think carefully about whether the extra information you are offering really is essential or not, and whenever possible, avoid distracting your reader with digressions. The most difficult part of writing is deciding what to delete.

Number the notes consecutively throughout your document, using superscript numbers in the text and endnotes¹.

¹ Endnotes may be offered in a smaller font than that of the text body, but should nevertheless be of a size that remains easy to read.

17 Common quibbles

17.1 Punctuation

Hyphen

Practices regarding the use of the hyphen are many and varied, but in keeping with the aim of simplifying writing and punctuation, the hyphen should be avoided if possible. It must be used, however, when a sentence is ambiguous without it. Consult a dictionary if in doubt. Here are some examples illustrating different contexts for hyphen use:

coordinate (this solid setting is preferred)	co-ordinate (correct and acceptable but not preferred)
co-facilitate (correct)	cofacilitate (incorrect, as there is no such word)
affirmative action employer (correct)	affirmative-action employer (unnecessary, as this is a well- established construction)
peacebuilding (preferred)	peace-building (correct but not preferred)

posthumous (the solid setting is correct)	post-humous (incorrect)
post-mortem (correct and preferred)	postmortem and post mortem (both correct, but less popular in UK English)
post-1994 government (correct, because there is a change from letters to numbers)	post 1994 government (incorrect)
extra-qualified volunteers (correct, if you are referring to volunteers who are more highly qualified)	extra qualified volunteers (correct, if you are referring to an increase in the number of qualified volunteers)

En–dash

The en-dash (longer than a hyphen and shorter than an em — dash) indicates a sequence from one point to another, for example, between dates or page numbers.

- 1939–1945
- pp. 16-31.

Em — dash

The em — dash stands in place of brackets, so usually two appear in any one sentence to mark part of the text as an aside.

• The troops did their duty — although many question their actions that day — when they executed the terrorists at the order of their commander.

Apostrophe

The apostrophe is too frequently abused in contemporary writing and to make matters more complicated, there are different trends in its use. In short, however, the apostrophe indicates:

- the omission of letters in a contraction (I'm, you're, they're)
- possession (women's rights, one month's notice). These days an institution might drop the apostrophe in its title (St Johns Ambulance), but other institutions retain the possessive.

Apostrophes are clearly wrong when used with:

- a plural that is not a possessive. "Twenty nun's died" is wrong. "Twenty nuns died" and "The 20 nuns' deaths" are right
- a possessive pronoun. "The proposition is our's" is wrong. "The proposition is ours" is right.

Slash

The forward slash offers alternatives, such as "and / or" and "his / her". Leave a single space on either side of the slash.

End punctuation with brackets

Should the period appear inside or outside the brackets? In UK English, this depends on whether the words in parenthesis stand on their own or form part of a carrier sentence. If the whole sentence is in brackets, then the period is inside. If there is a carrier sentence, then the period is outside:

- The operation managers waited to hear how the relieving force had fared (although they knew the members' lives were not at risk).
- The operation managers waited to hear how the relieving force had fared. (The previous expedition had been perilous.)

17.2 Pronoun consistency

The use of pronouns (person and number) in an article should be consistent, although sometimes a shift is acceptable if it is well crafted. Re-read your work and question whether your paragraphs have an identity crisis. The writing should reflect *one voice*. If you decide on the first person singular (I / me) then keep this voice throughout. If you address the reader directly (you / your) then maintain this informal method throughout. In much academic and formal writing, however, use of the passive voice and the elimination of the first person singular is preferred ("Nine instances of abuse were found" is favoured above "I found nine instances of abuse").

Another problem is the movement back and forth between he / she and them / their:

Wrong The interviewer found they had problems in eliciting truthful answers from their interviewees.	Right The interviewer found she had problems in eliciting truthful answers from her interviewees. or: The interviewers found they had problems in eliciting truthful answers from their interviewees.
When a person survives a violent, life- threatening situation, <i>they</i> may suffer from post-traumatic stress disorder.	When a person survives a violent, life- threatening situation, he or she may suffer from post-traumatic stress disorder. or: When people survive a violent, life- threatening situation, they may suffer from post-traumatic stress disorder.

17.3 Word choice

a versus an: The indefinite article, "a", becomes "an" when the word which follows it starts with a vowel. However, in UK English, "a" should become "an"

also in the case of being placed next to a word which starts with a consonant, when that consonant is *pronounced* like a vowel. "An hotel" is preferable to "a hotel".

appendix and appendices: in most UK English examples, the singular appendix becomes the plural appendices in keeping with the original Latin. Avoid appendixes.

affect: this is a verb.

• Living with violence and fear affects children's intellectual development adversely.

effect: this is a noun.

• The effect of living with violence and fear is an adverse impact on children's intellectual development.

counsellor: a person trained to counsel others (facilitate insights and provide emotional support).

councillor: a person who has been elected to serve on a council.

different from and similar to: in these constructs the use of the preposition is frequently incorrect. When a difference is being noted, divergence is emphasised by the use of "from". When a similarity is being noted, convergence is indicated with "to". "Different to" is therefore wrong.

educationist versus educationalist: both are acceptable, but the shorter form is preferable.

every day versus everyday: the tendency is to use the one-word form on occasions when the two-word form is correct. The one-word form is an adjective and should not be used as any other part of speech:

- The refugees lined up for food every day at noon.
- The food queues were an everyday experience for the refugees.

homogeneous: this means "made up of the same kind of elements" (Peters, 2004:253).

homogenous: this means "of similar structure and / or origin" (Peters, 2004:253).

horrendous: this is a colloquialism which does not do justice in describing events of true horror, desperation and fear. Avoid the use of this word.

hanged versus hung: a convicted criminal may be "hanged by the neck". A "hung jury" is one which cannot agree on a verdict. Decorations are hung on a Christmas tree.

illegal: in contravention of the law.

Illigitimate: the older meaning of this word pertains to a child being born to parents who are not married. However, in modern usage it may refer to ideas or arguments from which a conclusion does not logically follow.

illicit: in contravention of the law, but with an added nuance of immorality (an activity possibly involving sex, drink or cards).

Indigenous versus indigenous: spell this word with a capital when referring to the original inhabitants of a country (such as the Khoi and the San of South Africa). Use the lower case when referring to the original flora and fauna of the place.

loose: this word if often wrongly used in place of "lose". Loose refers to something becoming untied, or unsecured.

• The wheel of the ambulance came off when the nuts worked loose.

lose: this word refers to loss.

• After being beaten about the head, the man feared he would permanently lose his sight.

orient vs orientate: both these forms are acceptable, but the shorter form is preferable.

practice: this is a noun.

• After working for the army, Dr Roma returned to civilian life and opened a private practice.

practise: this is a verb.

 Paramedics go through training in which they must practise setting up drips.

preventive versus preventative: both these forms are acceptable, but the shorter form is preferable.

racist versus racialist: both these forms are acceptable, but the shorter form is preferable.

regards: an expression of respect offered by a writer at the end of a letter.

regard to: this means "looking at", "in reference to" or "concerning".

• With regard to the situation in the county, I think it is too volatile for us to travel there now.

Word choice is particularly important when clarity for new readers is your objective. Too often, material is presented in a way which is not informative because it is indefinite, wordy, vague or "in-speak" jargon. Who are your readers? Words such as "mechanisms", "sphere" and "area" may not be informative for them. Will all your readers understand the difference between a "peace mechanism" and a "peace structure"?

18 News items and media releases

ACCORD media releases will appear on the website, but it is hoped that they will get wider exposure if they are used by other publishers or by broadcasters. Items are more likely to be used if the busy and stressed media staff looking for stories can see that they will not have to do substantial work on your item before publishing it. This means that you as the writer have to produce items which are newsworthy and conform to internationally established journalism style and standards.

18.1 Offering the right angle

People who are not trained in journalism are not commonly aware of the conventions governing media writing. A major stylistic consideration is the difference between a feature and a news story. Both appear in the media, but most items are news. Here are some imaginary examples, offered in both styles, illustrating the difference:

FEATURE STORY

The xenophobia refugee camp is situated two kilometres north of Johannesburg and it now houses 1 500 people. The food, consisting only of rice, is offered once a day at noon by charitable organisations.

A conflict negotiator must be trained in negotiation skills and have profound insight into social psychology, particularly the "us and them" mentality. A year-long course in conflict negotiation is offered by ...

In order for a county to apply for financial support from USAID, the following administration and accountability requirements must be met: ...

NEWS STORY

The toll for xenophobia victims in South Africa could include malnutrition and starvation, as the number of refugees at the Johannesburg camp swelled from only 230 last week to a massive 1 500 today. Only one meal a day, consisting of rice alone, can be now offered.

A volatile situation was defused in Dafur today, by conflict negotiator Valli Bassili, when he persuaded two armed, aggressive groups to agree on a five-day truce, pending formal talks.

In Azania county, community members have put USAID funds to use in an unprecedented and remarkably successful way. They ...

With news, the whole point of the story, or the readers' "hook", must be summed up and presented in the first sentence: angle is everything. This may run counter to everything you know in academic and business writing and what you normally experience in novels and films where the climax or conclusion is last. There is no suspense in news stories: they are written back-to-front. Whatever is most newsworthy must come first, because readers scan and often do not proceed past the first sentence or paragraph. Moreover, when a newspaper selects material for publication, the sub-editors may not have enough time carefully to shorten the article. Sometimes they just chop off the last few paragraphs to make the story fit the column space available. So you have to make sure that the details are presented in decreasing order of importance. If the last paragraph is chopped, therefore, it would not be a disaster.

Here is an example of how the "climax first" approach is used in a news story:

Ordinary progression of details

Fossil fuels are used to drive the economy world-wide. Decades of uncontrolled burning of oil and coal causes excessive levels of carbon to be released into the atmosphere. The carbon destroys the ozone layer, leading to global warming.

An increase of only two or three degrees in world temperature will cause massive climatic changes that impact on rainfall, vegetation and therefore on food production.

Hardest hit will be Third World countries, where the poorest of the poor will be drawn into fatal conflict over what meagre food resources remain for the starving millions.

News story progression of details

As the world slowly fries, a desperate battle is fought between the most wretched of its people: Third World family and community members who turn violently on one another in a fight to secure food.

This is the grim legacy of global warming climate change caused by decades of uncontrolled, First World-dominated use of fossil fuels.

The consequences include changes in rainfall and vegetation and massive losses in food production.

Global warming results from excessive carbon release into the atmosphere through the burning of coal and oil. The protective ozone layer is damaged, initiating a small but cataclysmic increase in world temperature.

18.2 Finding the angle

Say you attended a conference and have been asked to write a news item about it. Trained as a business or academic writer, you might provide the topic of the conference, a very brief synopsis of the various papers read, mention names of the most important delegates and so on. However, such information is the material of a report-back to colleagues, not a news item; it would be dull for most news readers.

As your starting point, ask yourself: What happened? What was significant or different? What was inspirational? What might readers who know nothing (yet) about the topic care for or be interested in? Make your questions critical: was the conference a ground-breaking one? Was some significant resolution passed (or blocked) by certain key individuals? Did substantial conflicts of interest become evident? In answering such questions you may find the first sentence and therefore the whole point of your news item.

18.3 Understanding and catering to readers

A conference paper is written for a specific audience of experts; you may safely assume that they understand most of the background and terminology you use,

so you do not have to explain these. A news item, however, is written for a broad spectrum of readers, many of whom know nothing about your topic, until you inform them, and might care little about the issues raised unless you convert them. Most specialist terms or jargon, which provide short cuts to understanding for the initiated, are impenetrable to outsiders, who experience such language as alienating and annoying. Writing interesting material in an accessible and engaging style is the way to achieve the desired effect.

Acronyms in news stories

Write these out in full the first time you use them, as not everyone will be familiar with them. A few, very well known acronyms don't need to be written out (UK, HIV/AIDS, for example, and possibly WHO). For a news story, bear in mind that short, sharp sentences are required. Numerous acronyms that have to be spelt out will cause your reader to lose interest very quickly, so think carefully about how you write. Acronyms must be kept to an absolute minimum.

Background details

Not all readers have a good general knowledge, so you have to provide enough information to allow them to visualise where the action is taking place and understand the importance of what is happening. For example:

- Put places in context: "Durban, South Africa", or, in the case of a less well known state, "Burkina Faso, a landlocked West African nation, has committed to...".
- Refer to people by their positions: "Paul Biya, president of Cameroon, said..." (Some people won't need this introduction. You can safely assume that George Bush's position does not have to be specified.)
- Mention significant and relevant happenings impacting on the people or places involved: "China, recently under fire for the ruthless repression of Tibetan human rights protestors, is expected to...".
- Define important projects or initiatives. If you are describing something newsworthy that has occurred within a particular project, include a brief and clear project definition (three or less sentences offering objectives).

Ask yourself if a reader who knows very little about Africa and its conflicts would fully understand and therefore appreciate your story. Fill in every anticipated gap so that uninformed readers can contextualise accurately.

18.4 Submission format

Length

With the media, short and sharp articles are given preference. Try to get your whole story on one page (300 words or less). If the story is complex, try dividing it into two or more shorter stories which can be read and understood separately.

Punctuation

• Keep sentences short (this will also help to keep your sentence structure simple).

- Avoid using capitals to start words other than proper nouns.
- Start a new paragraph much more frequently than you would for other types of writing. Try not to go beyond three sentences per paragraph. One-sentence paragraphs are acceptable in the media.
- Indent paragraphs rather than leaving a line between them.

Fonts

If you post an item on the Internet and you expect the item to be downloaded by others, it is important to use an Internet-friendly font. Unfortunately, very few fonts can be used. Tahoma, Verdana and Arial work, as do Georgia and Trebucket as more interesting alternatives. Avoid script fonts (the ones which look like handwriting). Bradley Hand and Lucida Calligraphy are always problematic on the Internet.

Arial	The quick brown fox jumps over the lazy dog.
Tahoma	The quick brown fox jumps over the lazy dog.
Verdana	The quick brown fox jumps over the lazy dog.
Georgia	The quick brown fox jumps over the lazy dog.
Trebucket	The quick brown fox jumps over the lazy dog.
Bradley Hand	The quick brown fox jumps over the lazy dog.
Lucída Calligraphy	The quick brown fox jumps over the lazy dog.

Layout

The Public Relations Institute of South Africa (PRISA) offers comprehensive information, but the basics, for ACCORD purposes, are below:

	ACCORD logo and letterhead, containing contact details
Slugline:	This consists of ONE word identifying what is in the media release. For example, "conference"; "war"; "genocide" or "peacekeeping".
Date:	Today's date.
Embargo:	(Optional.) If there is a good reason to delay the publication of the Item until a specific date and time, then you would specify these particulars. If there is no problem connected to timing, then the editor assumes that today's date is fine for release.
Headline:	Encapsulate the content of your news item in as few words as possible. For example, "Xenophobia victims face starvation"; "Armed groups on brink of war". Your headline must grab attention. You will probably be able to formulate it by reviewing and shortening the first line of your story.
Text body:	Insert your story.

END	(Indicate that this news item ends here.)
Issued by:	Insert name and all contact details (including e-mail) of the person who has issued this media release.
Contact:	Insert name, address and contact details (including e-mail) of the person to whom the editor could apply for additional details or follow-up. (The contact person may or may not be the same person who issued the release.)
Links:	(Optional.) Suggest web sections to which you would like the story to be linked.

19 Reports

Reports may have different formats, depending on the purpose for which they are written. ACCORD has various report types and structures as can be seen in the Standard Operating Procedures. Below is a structure suitable (with various adjustments) for a general business or an academic report. Depending on the scope of your report, some sections will be optional. Essential sections have been marked below with an arrow.

19.1 Preliminaries

	⇔Title page
ACCORD logo	If the report has been written in conjunction with another organisation, or with funding from another institution, you might include the logos of these other bodies too.
Report title:	The title must be specific. "Report on World Peace" is not detailed or specific enough.
Ву:	Your name and those of any co-authors, either in alphabetical order, or in descending order of the extent of your respective contributions. In some instances, it might simply be the name of your department or organisation which appears.
For:	The name or title of the individual, people or or organisation for which the report has been written.
Date:	Date of submission of the report, and, if required, the dates covered by the report.

NB: Insert a hard page break at this point.

In business reports, commonly, the pages of the preliminaries section have Roman numerals (i, ii, iii), while the page numbers of the rest of the report are Arabic.

⇒Terms of reference

The terms of reference set out in detail exactly what the investigator is attempting to do or to discover. These include any instructions which were given to you as your brief before you started research. The length of this section is usually about half a page, but clearly, a complex task would require a lengthier section.

The numbering here is specific, because each number is going to be mirrored in the body of the report, showing that you have fulfilled all the requirements of the task. Use an outline list. For example:

1. 2. 3. 3. 4. 4. 4.1 4.2 etc.

NB: Insert a hard page break at this point.

⇒Executive summary

The executive summary contains an overview of the main points, findings and recommendations of your report. It is written last, as you cannot know, until the body of your research report is complete, what your recommendations are going to be.

This section must be concise and comprehensive, so that busy officials may be familiar with the whole report after reading only this section. It does not have to be numbered; it should be presented like a mini-essay.

The length of this section should be about 300 words long, unless the extent and complexity of your task demands otherwise.

NB: Insert a hard page break at this point.

List of acronyms

Considering the nature of ACCORD's work, it is likely that you will need to insert a list of acronyms.

Glossary

Depending on the nature of the report, and the level of knowledge of your readers, you might include a glossary explaining various terms and phrases.

NB: Insert a hard page break at this point.

⇒Table of contents

Provide headings, sub-headings and page numbers. Use the outline listing method.

NB: Insert a hard page break at this point.

19.2 Report body

⇒1) Introduction

It is advisable to write the introduction second-to-last. It should be brief, no more than a paragraph (about 100 words). Among other points, here you would include the report limitations (what the report is unable to cover).

⇔2) Procedure

This section describes how the information for the report was gathered and there may be any number of methods. Use a bulleted list and record each procedure as separate item, starting each one with a verb:

- interviewed 100 community members
- accessed W reports at X
- reviewed Y
- obtained sworn statements from Z.

The length of this section should be about 150 – 200 words.

⇒3) Findings

These are the facts of the investigation in exact fulfillment of the brief, which has been set out in your terms of reference. The numbering of your findings must correspond *precisely* with the numbering of the items in the terms of reference, but under findings, of course, the section number means each list item starts with 3).

Numbering of brief items under		Numbering of brief items under	
Terms of reference in the preliminaries		3) Findings in the report body	
1.	Heading	3.1	Heading
2.	Heading	3.2	Heading

3. 3.3 Heading Heading 3.1 Subheading 3.3.1 Subheading 3.2 Subheadina 3.3.2 Subheading 4. Heading 3.4 Heading Subheading Subheading 3.4.1 4.1 4.2 Subheading 3.4.2 Subheading

The critical reader should be able to flip back and forth between the terms of reference and the findings to check that you have fulfilled your brief and left no gaps.

Be aware that conclusions and recommendations should not be listed under findings. These are separate entries. Determining the difference between a finding, conclusion and recommendation can be difficult and requires careful, discriminating thought.

Findings will constitute the longest section of your report; 750 – 1 000 words (or longer, depending on the task).

⇒4) Conclusions

This section is the shortest in the report, and might be only100 words. Based on the gathered facts (findings), the conclusions state the implications and insights gained from your investigation.

\Rightarrow 5) Recommendations

Here, you help your reader to make a decision, based on the findings and the conclusions. You suggest actions that should be taken. The numbering of this section should correspond precisely with that of the terms of reference and the findings above, but must start with this section number, which is 5):

Numbering of brief items under 5) Recommendations in the report body

- 5.1 Heading
- 5.2 Heading
- 5.3 Heading
 - 5.3.1 Subheading
 - 5.3.2 Subheading
- 5.4 Heading
 - 5.4.1 Subheading
 - 5.4.2 Subheading

This section may be 250 – 400 words.

19.3 End material

6) End notes

These must be kept to an absolute minimum.

⇒7) Reference list

This must be set out in the Harvard (author/date) style, as demonstrated in item 10 of this style guide.

NB: Insert a hard page break at this point.

8) Appendices

Here you may include any material in critical support of your findings, or which you wish to include for the expanded understanding of your reader. These may be case studies, tools used in information gathering, copies of official or legal documents, photographs and so on. Each appendix must be clearly labelled at the top. The appendices should be ordered consecutively in terms of your reference to them in the body of the report. They should also all be recorded on an appendices list which is placed at the beginning of this section. For example:

8. Appendices list

- 8.1 Case study of Dinah Ngcobo
- 8.2 Interview sheet used in the 2007 survey
- 8.3 Statistics chart of displaced people in Limpopo
- 8.4 Photograph of informal settlement south of X town
- 8.5 etc.

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