



Student
Learning
Support
Service

Victoria Business School (Faculty of Commerce)

Writing Skills Workbook

Name:

Writing Tutor's name:

Tutorial Day: Tutorial Time:



Introduction and Welcome

Writing and research skills learnt at university are transferable to your later working life. Employers look for graduates who can communicate through writing and support their ideas with evidence. Employees agree that at least 30% of their working time is spent writing.

University students are often assessed on the basis of their written work. Throughout any course of study, business students at Victoria University will be required to produce different types of assignments: essays, reports, case studies, proposals, and literature reviews.

The Faculty of Commerce (also known as Victoria Business School) has clear aims to develop business students' writing over its many programmes. Key related learning objectives of the BCom, for example, are that:

Students will be able to

2a. research, plan, and produce written assignments meeting academic standards;

2b. apply advanced written communication skills in a private or public sector 'business' context

These written communication skills are outlined in the Communications Rubric (see page ii). This writing handbook and the associated writing course support these objectives by providing students with the basic skills needed to write at a tertiary level, regardless of the type of assignment. Writing is a developmental and a pivotal life skill and everyone can learn new ways to improve their writing skills at different stages. This is an initial step in your BCom and one which the Faculty hopes you will continue to build on throughout your degree and beyond. Keep this book as a reference for your writing at Victoria and beyond, whether for academic or business audiences.



*Associate Professor Vicky Mabin
Associate Dean (Teaching and Learning)
Victoria Business School/Faculty of Commerce*

VBS Rubric for Written Communication Skills

BCom Learning Goal 2

Our graduates will be effective communicators.

BCom Learning Objective 2a

Research, plan and produce written assignments meeting academic standards.

	Exemplary	Satisfactory	Unsatisfactory
Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	Variety of sentence construction; logical flow; style and structure appropriate for task, audience and genre. Uses engaging delivery that enhances understanding. Thoughtful presentation.	Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience and genre.	Overly repetitive or simplistic sentence structure; consistently disjointed, lack of flow; style/structure inappropriate for audience.
Clarity and conciseness: Answers the question, succinct, appropriate complexity.	Argument effectively and efficiently conveyed; highly focused on the question; easily understood.	Argument reasonably clear; occasionally misses the point but answers the question; not over-elaborate or over-complicated.	Main point and/or argument confused/unclear. Irrelevant information, no transition between ideas. Unclear conclusion.
Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	Very few spelling errors, correct punctuation, grammatically correct, complete sentences.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader.	Numerous spelling errors, non-existent or incorrect punctuation, and/or severe errors in grammar that interfere with understanding.
Vocabulary: Originality, breadth, appropriateness, variety.	Highly appropriate, well chosen, precise and varied vocabulary. Consistently uses correct word choice and discipline-specific terminology.	Generally appropriate vocabulary; not overly repetitive. Generally uses correct word choice and discipline-specific terminology.	Excessively limited or inappropriate or repetitive vocabulary. Misuses discipline-specific terminology.
Appropriate use of referencing system:	Uses APA (or accepted alternative ¹) referencing system consistently and correctly.	Generally uses APA (or accepted alternative ¹) referencing system.	Does not attempt to use APA (or accepted alternative ¹) referencing system.
Academic Integrity:	Appropriate use of others' work, acknowledged via in-text citations.	Other sources appear to be acknowledged.	Work appears to be not adequately referenced or attributed.
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.

¹ APA is the VBS standard, but lecturers may either require an alternative when APA is not appropriate or accept an alternative – in both cases guidance must be provided.

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Chapter one: Starting to write

Being able to express yourself clearly in written form is crucial for your success at university and in business. This book is designed to help you develop your skills in academic writing. It is a useful resource that will show you how to structure your writing, do research, use APA referencing correctly and give you tips on grammar and spelling. Do keep it as a reference for the rest of your studies.

While you are at university, you will be asked to complete a range of writing tasks including essays, reports, case studies and literature reviews etc. This book will focus on the essay as it forms the written assessment for FCOM 111.

An Essay

... tests the student's ability to present an argument in an organised way. It requires 2 things: good structure to specifically answer the question and supporting evidence/research from reputable sources relevant to the topic (see the sample essay on page 6).

For future reference, a report

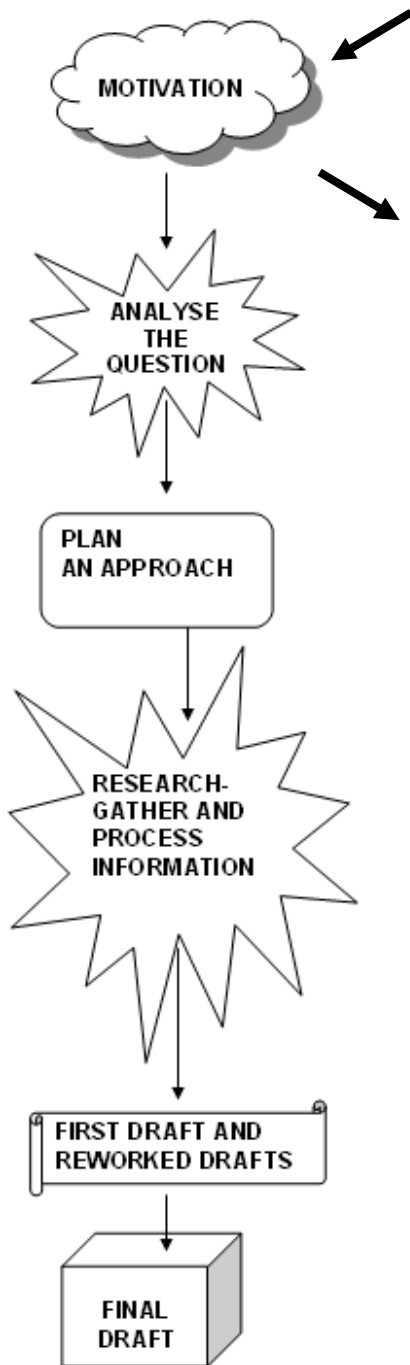
...is a structured analysis of a specific topic using headings and subheadings. Reports usually include the following headings: Title page, Executive summary, Contents page, Introduction, Discussion /Analysis Recommendations, References, and Appendices. Always check what the course requirements are before formatting your report.

(For more information on writing in report format see the study hub link http://www.victoria.ac.nz/st_services/slss/studyhub.aspx)

The writing process

No matter what the format is, the writing process is very much the same. The writing process has several stages and requires a number of skills such as analysing, planning, researching and organising, as well as writing and editing (see diagram on page 2). Good writing takes time and effort so always allow yourself plenty of time to prepare, produce and finalise your written work. The quality of your sources is also important.

Essay Writing Process



Forces working for:

- Success and achievement
- Early efforts leading to more thought, feedback, better access to materials, etc.

Forces working against:

- Time
- Lethargy
- Lack of confidence or experience
- Other pressures

- Understand what is being asked
- Make a summary in your own words
- Check the key words, definitions
- Know limits within the question

- Brainstorm and group ideas
- Create a skeleton outline

- Use reading lists, textbooks
- Review notes and reading sources, etc.
- Check back to your essay plan
- Make notes and acknowledge sources and your question analysis
- Explore other possibilities
- Make sure things are relevant – sift and select

- Check for logic, style, clarity, tone, structure and accuracy
 - Does it answer the question?
 - Be critical

- Check for spelling, punctuation, grammar, correct format, correct references, whether it is within the limits set

Step one: Analysing the question

Careful analysis and understanding of essay questions are extremely important. University essay topics often have more than one component, but students sometimes only answer part of the question. You need to ask yourself, “What exactly is the lecturer asking me to write about?” and “Have I covered the whole question?”

Before you start, try rewriting the topic as a question.

Example:

Topic: “New Zealand should have a clearly identifiable constitution.”
Discuss.

Possible questions:

What is New Zealand’s constitution?

What documents comprise the NZ constitution?

How does that compare with the constitutions of other countries?

What are the advantages / disadvantages of the current constitutional arrangements?

Strategy for analysing the question

You might like to use the following approach to tackling an essay topic, thinking about the instructional words, the topic, the focus and the limits.

Example Topic:

Briefly discuss the advantages and disadvantages of New Zealand’s current constitutional arrangements.

Instructional word(s) (see the handout on instructional words)	<i>Briefly discuss</i>
Topic	<i>NZ constitutional arrangements</i>
Focus	<i>Advantages and disadvantages of current constitutional arrangements</i>
Limits	<ul style="list-style-type: none">• <i>Advantages and disadvantages</i>• <i>NZ constitution</i>• <i>Time – current to next decade</i>

Step two: Developing the essay plan

From our analysis of the question we can move on to develop a skeletal structure for the essay. A preliminary plan will not only help focus your research, but also help you write a well-constructed essay that flows logically.

Using the same essay topic:

Briefly discuss the advantages and disadvantages of New Zealand's current constitutional arrangements.

Your plan might look like this:

Introduction	How would you describe New Zealand's constitution arrangements? What is meant by a codified constitution? (Be brief) Thesis statement: <i>'The advantages and disadvantages of the New Zealand constitution are ...'</i>
Body	
Paragraph 1	What are the current constitutional arrangements?
Paragraph 2	What are the advantages of looser constitutional arrangements? Advantage 1
Paragraph 3	Advantage 2
Paragraph 4	What are the disadvantages? Disadvantage 1
Paragraph 5	Disadvantage 2
Paragraph 6	What is your view of these arrangements? Do the advantages outweigh the disadvantages? <ul style="list-style-type: none">• Either 'Yes, because ...'• Or 'No, because ...'
Conclusion	Summary of main ideas Restate thesis Broader significance of topic

Structure

There is a basic structure to all writing. For an essay you need to have an introduction, a body and a conclusion.

<p>1. INTRODUCTION (10-15% of overall length)</p>	<ol style="list-style-type: none">1. ENGAGES the reader's interest.2. CLARIFIES ambiguities, gives background or context and significance.3. ANALYSES the topic: identifies its "parts" and its scope and gives the reader some understanding of the order in which the ideas will be developed.4. FOCUSES the reader's attention on the central issue and identifies the author's point of view in a thesis statement.
<p>2. BODY</p>	<p>DEVELOPS the argument you presented in your thesis sentence:</p> <ol style="list-style-type: none">1. Each paragraph has a topic sentence that presents one specific issue or argument related to the thesis.2. Development of the paragraph may be through:<ol style="list-style-type: none">i) explanation of issue;ii) expansion of implications the issue raised (i.e. "This might result in...");iii) providing evidence for argument (use your research here): e.g. quotes or paraphrases, statistics, facts, examples, illustrations, tables, etc.3. Care in ordering and linking paragraphs is important. Order should be logical, and the first sentence of each paragraph should link it with the previous paragraph.
<p>3. CONCLUSION (10-15% of overall length)</p>	<ol style="list-style-type: none">1. REMINDS the reader of the key arguments / issues the essay raised.2. PULLS together details into a general statement that sums up the argument (a restatement of the topic or thesis statement).3. LEAVES the reader with a sense of satisfaction that you have answered the question and tied up loose ends.4. PROVIDES evaluative comment, makes predictions or recommendations if appropriate.

Sample essay

This chapter has a sample essay as an exemplar of the end product of the writing process. The left hand margin indicates the structure and organisation of the essay.

Look for the following:

- Where is the thesis or the writer’s answer to the question?
- What key points does the writer put forward to support the thesis?
- What evidence is there to support these key points?
- Highlight the links between the paragraphs and the various sections of the essay
- Check the references and reference list – are all the conventions followed?
- What suggestions can you make to improve the essay?

<p>Identify the elements of an academic essay: Introduction: Definition of issue</p> <p>Thesis statement: Part 1 of essay Part 2 of essay Part 3 of essay Part 4 of essay</p> <p>Body: Part 1:</p> <p>Topic sentence: Explanation</p> <p>Supporting evidence</p>	<p style="text-align: center;">HRIR 201 Managing Human Resources & Industrial Relations “Unemployment is necessary to keep wages down. Discuss.”</p> <p>The idea that unemployment is necessary to keep wages down comes from a supply and demand analysis of the job market. Logic suggests that if there are a large number of unemployed people for employers to select from for job openings, then the potential employees will be willing to accept less money in order to secure employment. Conversely, if the numbers of unemployed people are low, those seeking employment will have a stronger bargaining position and will therefore be able to command higher salaries. This essay will explain the ideology behind this theory, show evidence that supports it, but then also state the arguments against it, showing how flexible labour markets, globalisation and technology make it possible to keep wages low without unemployment.</p> <p>The idea that unemployment is necessary to keep wages down comes from neo-classical economic theory. This school of thought felt the labour market could be analysed the same way as the market for any other goods, and hence supply and demand theory would be applicable. Neo-classical theorists “were convinced that lower wages would increase employment, and they were confident that unemployment would reduce wages” (Mattick, 1971, p. 7). This would act as a balancing system, meaning that unemployment would always adjust to an efficient level that prevented wages from getting too high, and promoted production.</p>
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<p>Body: Part 2:</p> <p>Topic sentence: Explanation</p>	<p>As later pointed out, though, there were problems with viewing the labour market in this way. This is largely due to the large power imbalance favouring employers, meaning the exchange of labour is not always a voluntary one. The Great Depression of the 1930s brought a time of very high unemployment and great poverty. It showed the failure of this system to regulate itself, as the period of unemployment was prolonged. As a result, new schools of thought emerged on the topic that questioned the necessity of unemployment to keep wages down. John Maynard Keynes felt government regulation could be used to manipulate the market and increase investment and production, which would in turn then lead to full employment. This economic theory rose to prominence throughout the middle part of the twentieth century, and came to be known as the 'Keynesian Consensus'. Keynes thought that wages could not be adjusted easily enough to allow for the balancing act neo-classical economists envisaged, and that the failure of the system to prevent the high unemployment of the Great Depression was partly a result of this (Bordo, Erceq & Evans, 2000). He thought that wages could be kept low by other means, whilst full employment was enjoyed.</p>
<p>Body: Part 2 continued:</p> <p>Topic sentence</p> <p>Example</p> <p>Significance in relation to topic</p>	<p>One way wages could be kept low without the need for unemployment would be to use a flexible money policy. This meant using inflation to create a rise in prices that was greater than the accompanying rise in the level of wages. Keynes thought workers had become too resistant to straight wage reductions, and this method could provide the same result in a more subtle way, without having to resort to laying off workers (Mattick, 1971). By implementing this system, employers would therefore be able to reduce their costs since the real level of wages had gone down.</p>
<p>Body: Part 2 continued:</p> <p>Topic sentence</p> <p>Explanation</p> <p>Supporting evidence</p> <p>Significance of evidence</p>	<p>A more modern form of this flexible wage idea can be seen in the idea of the flexible firm (Perry, Davidson & Hill, 1995). Modern firms utilise part time and casual workers to supplement their core workforce as a way of allowing them the flexibility they need to ensure they are not stuck with more workers than they require. In times when they are highly productive they can get the extra workers they need, but once production is cut back they do not have to continue to keep the workers on, or at least not to the same degree they were working during the boom. The use of non-standard employment like this is a way of lowering costs for employers without unemployment actually increasing. It has been suggested that utilising these type of workers lowers the wages of workers in general, as full time staff are less attractive in comparison, and therefore their bargaining positions when seeking employment are weaker (Rasmussen & Lamm, 2002).</p>

<p>Body: Part 3:</p> <p>Topic sentence</p> <p>Explanation</p> <p>Supporting evidence</p>	<p>Globalisation has also increased the flexibility with which employers, especially multinational organisations, can operate, giving them another way of reducing costs without increasing unemployment. Corporations are able to set up business in the places with the best conditions for them, such as the most relaxed industrial relations regulation, so that they can reduce costs. In light of this, they have more power to persuade workers in their original location to work for lower wages due to the threat of them moving production altogether. This technique has been widely adopted in the automotive industry in the United States, with some production, and the threat of more, being shifted to Mexico.</p>
<p>Body: Part 4:</p> <p>Topic sentence</p> <p>Explanation</p> <p>Supporting evidence</p> <p>Significance of evidence</p>	<p>The increasing use of technology can also act as a factor to lower wages, as it can allow employers to substitute skilled workers with less-skilled ones, without reducing the overall level of unemployment. This is attractive to employers, as they do not have to pay less-skilled workers as much. The clearest example of this came in the late eighteenth and early nineteenth centuries in Great Britain, as the Industrial Revolution was in full swing. Machines could replace highly valued and skilled workers, such as croppers, with lower-skilled workers operating them (Thompson, 1968). As technology continues to evolve and is applied more widely, this type of cost cutting is common, and leads to lower wages without increased unemployment.</p>
<p>Conclusion:</p> <p>Summary of thesis statement</p> <p>Summary of topics:</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>General concluding statement, placing discussion in a wider context</p>	<p>In conclusion, the labour market does not fit well within the theory of supply and demand. Though the basic logic behind such analysis may be correct, in practice it does not work so effectively, as was shown by the Great Depression. Wages can still be kept low however, without unemployment being used as a mechanism. Flexible labour markets, globalisation and technology all lead to lower wages in general, and can be used as an alternatives to unemployment. One only needs to look to the current situation in New Zealand. Despite New Zealand's low unemployment, there has been no dramatic increase in wages, demonstrating that unemployment is not necessary in order to keep wages down.</p>

Now take a different-coloured pen, and highlight all the 'signposts' (key words and links) that make the argument clear for a reader.

References

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Paragraphs: building blocks of good writing and structure

There are 2 types of paragraphs:

- 1) Main body paragraphs
- 2) Specialist paragraphs: Introductions and Conclusions

1) Main body paragraphs provide the evidence to support points/arguments in your writing.

- A paragraph has one main idea, stated in a topic sentence. All sentences should relate to this main idea and not sidetrack from it.
- All paragraphs should be linked to each other to give a coherent piece of writing.
- A good paragraph should be between 100 and 200 words (four to five sentences). If it is too short it means your ideas are not fully developed. If it is too long, the message can become obscured.

Topic Sentence – main idea	
4 + sentences supporting the main point	
Concluding comment	(optional)

Topic sentences

Each paragraph should have a topic sentence that relates to the key terms in the thesis statement, as well as indicating the focus this particular paragraph will take. The topic sentence is generally placed at the beginning of a paragraph, although this is not essential.



Exercise 1

Underline the topic sentence:

The Treaty does not limit Parliament's legal sovereignty, and the rights it confers do not apply unless they receive clear expression in legislation. There have long been legislative references to the Treaty, but rarely have these been translated into enforceable rights. That has changed in the last two decades. Statutory recognition of the principles of the Treaty first occurred with the State Owned Enterprises Act (1986), section 9 of which prohibited the Crown from acting contrary to the principles of the Treaty (Joseph, 2001). Since then, Parliament's role in elevating the Treaty's constitutional status has expanded and there are now frequent legislative references to the Treaty itself, to Treaty principles, and/or to a Māori dimension.

NB: The following web site provides further practice on Topic Sentences:
<http://www.vuw.ac.nz/llc/academic-writing/>

Supporting sentences

The ideas in your topic sentences must be adequately supported, with further sentences containing evidence and examples such as reasons, facts, statistics, and quotations. For example, it is not enough to say:

Recently judges have not hesitated to see the Treaty as part of the wider legislative framework.

You need to add some concrete support such as:

In 1987, Judge Chilwell ruled that the planning Tribunal should take Māori spiritual and cultural values into account, even though the legislation did not refer explicitly to those values or to the Treaty (Shaw & Eichbaum, 2008).

Paragraph coherence

Each paragraph has only one main idea and all sentences relate to this one idea.



Exercise 2

Underline the sentences that sidetrack from the main idea:

Conservation issues can no longer be disregarded as the passionate delusions of a “green minority”. In the last decade they have gained popularity and thus respectability with the majority of the population. Issues such as drift-net fishing, mining in the Coromandel, the depletion of the ozone layer, and New Zealand’s anti-nuclear stand are constantly in the news. Politicians now make political capital out of espousing conservation issues. Politicians are adept at capitalising on trendy moral issues. New Zealand’s “clean green” image assists the marketing of our overseas goods. The tourist industry emphasises our “natural, unspoilt” environment. The government’s investment in tourism must increase if we are to develop fully the potential of this industry. Conservationists are no longer regarded as the loony minority; they have captured the moral high ground (Rountree, 1991, p. 164).

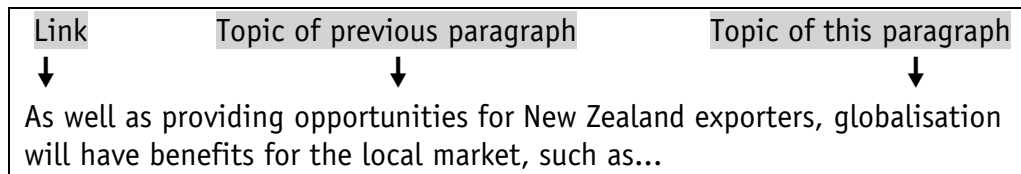
Linking

In the body of your essay there should be a logical progression of ideas, and paragraphs should follow on logically from one another.

The first sentence (usually the topic sentence) is a good place to make a link between paragraphs.

One of the most common ways to link paragraphs is to use the principle, ‘something old, something new’. In this technique, the linking sentence combines a word or two, contrasting or comparing the topic of the ‘old’ or previous paragraph, with words introducing the new topic.

Example:



To help you link, see Appendix 2 **Linking Words and Phrases**. This is useful for linking ideas in and between paragraphs.

2) Specialist paragraphs: Introductions and conclusions

Introductions

The introduction needs to capture your readers' attention, provide necessary background information (definitions, etc) and clearly outline what will be covered in your written piece of work. It is not sufficient just to restate the topic, or give a vague outline. Make your marker want to read on!

Thesis statements

The thesis statement, which comes at the end of the introduction

- Is the most important element of your essay
- Summarises your proposition (or opinion) in one or two sentences
- Addresses the essay topic
- Tells your readers what your essay is about.

The thesis statement is the essential driving force that propels the essay to its conclusion. Without it, your readers will have no clear guide to the nature of your argument.

Although it may seem more acceptable to agree with a topic, as long as you support your views with evidence, it is equally acceptable to disagree.

A thesis statement does not just express a fact. It is a statement of opinion that needs to be proved or explained.

This is not a thesis statement:

There are many arguments for and against the adoption of the MMP system.

This is a fact. It is not an arguable point.

On the other hand, this is a thesis statement:

Though many problems exist, the adoption of the MMP system will ultimately improve the equity of New Zealand's political system.

This thesis statement clearly gives the author's viewpoint. It also sets up the progression of the argument. A thesis statement should indicate the parts of the essay.

Make it clear:

This is too vague to be an adequate thesis statement:

There are a number of ways in which NZ can benefit from globalisation.

Be specific:

NZ will benefit from globalisation through increased trade, employment opportunities, and technological advances.

NB: You may find it easier to write the final draft of your introduction after you have written the conclusion and you know exactly what your essay does say.



Exercise 3

After identifying the thesis statement in the following introduction, outline the essay topic, the probable content of each supporting paragraph, and the author's opinion on the topic.

The debate over whether New Zealand should become a republic has waxed and waned in the media over the past decade. Given that becoming a republic is a constitutional issue, to do so would require holding a binding, constitutional referendum. Not only is the republican movement hindered by a lack of allies in Parliament, public support for a republic is not high. This is due largely to a number of key factors, such as contentment with the current system of government, Māori opposition and a desire amongst voters for the Government to focus on more important issues. While there seems to be a general consensus that New Zealand will eventually become a republic, it seems unlikely that a referendum will be held on the issue within the next ten years.

Essay question	
Topic of Paragraph 1	
Topic of Paragraph 2	
Topic of Paragraph 3	
Topic of Paragraph 4	
Topic of Paragraph 5	
Author's opinion	

Conclusions

The conclusion is the last piece of writing your marker will read before the mark is allocated. Good conclusions are direct and authoritative. The final sentence should be strong and positive (Rountree, 1991).

The 4-step plan

An effective conclusion should consist of

1. a link back to the preceding paragraph
2. a restatement of the thesis
3. a brief summary of the main points (topic of each paragraph)
4. a concluding statement on the wider significance of the whole discussion.

NB: Use different words rather than just repeating what you have said.

Thesis statement:

New Zealand’s unemployment benefit system contributes to the marginalisation of the poor.

Concluding statement:

Unless the unemployment benefit system is significantly altered to address these issues, it will continue to create a marginalised underclass in New Zealand society.

Traps to avoid in a conclusion:

- ☒ DO NOT begin with ‘In conclusion’ or a similar phrase. It should be clear by its position in the essay that it is the conclusion.
- ☒ DO NOT introduce any new material at this stage. If it is important, it should come in the body of your essay instead. (Remember to rework your introduction to suit.)
- ☒ DO NOT quote or rely on any other authority at this stage. This is you speaking. The argument, discussion and analysis in your essay is supported by evidence from other authorities but it is ultimately your own. Use the conclusion to sum up what you think (adapted from Rountree, 1991).



Exercise 4

Now have a look at the conclusion. Note how it is linked to the introduction and restates the key points from the main body paragraphs.

The chance that a referendum on New Zealand becoming a republic will occur within the next ten years is slim at best. Support for republicanism is not high in Parliament and many in the general public seem content with the current system of Government. Others are opposed to abolishing the monarchy, such as many Māori who believe it would affect the status of the Treaty. The majority of voters seem more concerned about the economy and job security than the prospect of a republic. While it is likely that New Zealand will eventually become a republic, it appears we will have to wait until well into the 21st century before this occurs.

Thesis statement	
Key points from the main body paragraphs	
Concluding statement	

Chapter two: Research, referencing and citing sources

Once you have analysed the question and set up a plan, the next step is to do your research. You need to find reputable and relevant sources that will provide the evidence for the ideas in your essay or report. This means you need to familiarise yourself with the Library and know how to search the catalogue and subject specific databases.

The Library

Why Use The Library?

The simple answer is: if you do, chances are you will get better marks! The Library provides resources and services specifically chosen and designed to assist you to succeed. True, you can do a lot yourself with free resources on the web, but the Library can make your study a lot easier.

Did you know for example that the latest academic journal articles cannot be found in Google or Google Scholar? But they are available from your Library.

Academic publishers restrict access to their journals for commercial reasons. The Library spends about \$8½ million on its collections each year for your benefit. We have over a million printed volumes in our collections and over a quarter of a million online resources available to you – take advantage! Getting your Library skills up to speed will also give you valuable research skills for your future career.

Getting Started on Research in Your First Year

To do well in your first assignments you will first need to learn some library basics - how to find the books and other readings you need and get them on time and without hassle.

Look out for Library tours at the start of the Trimester or take yourself through our video tutorials and other resources:



[Video tutorials](http://library.victoria.ac.nz/library/resources/guides/tutorials.html) (library.victoria.ac.nz/library/resources/guides/tutorials.html)

These short online video tutorials have been created to help you to use the Library in your study.

Te Waharoa 1 - Getting started

Shows how to navigate Te Waharoa, the new gateway to searching Library resources. This tutorial is also available in also in Māori & Samoan.

How to find course reserves

Shows how to use course reserves to find recommended readings for your courses.

Te Waharoa 2 - Creating searches

Shows how to create detailed searches involving multiple keywords, phrases, authors and titles.



Getting beyond your reading list

The tutorials in this section cover simple and creative searching techniques to help you find a wider range of resources for your assignments:

Research for assignments:
extending beyond set readings

A demonstration of one simple method to extend your searches.

Accessing recommended resources online

Shows how to find the best sources of information for your course or subject using the recommended resources web pages

Finding articles 1:
Recommended resources for assignments

Shows where to look for a collection of online resources that have scholarly articles related to your assignments. Uses Management resources as an example.

Finding articles 2:
Using online resources

Shows how to start a simple search to find articles related to your assignment. Uses Management resources as an example.

Finding full text with Article Linker

Article Linker can help you find the full text of journal articles if the full text is not immediately available

Journal Finder

Use Journal Finder to track down articles from your reading list or to find references in other authors' works.

Recommended Resources (<http://library.victoria.ac.nz/library/resources/guides.html>)



Your Subject Librarians have compiled the most useful resources for each subject, brought together in one convenient place.

There are currently pages covering these subjects:

- Accounting
- Economics (covers Finance)
- Human Resource Management
- Information Systems
- International Business
- Library & Information Studies
- Management
- Public Policy

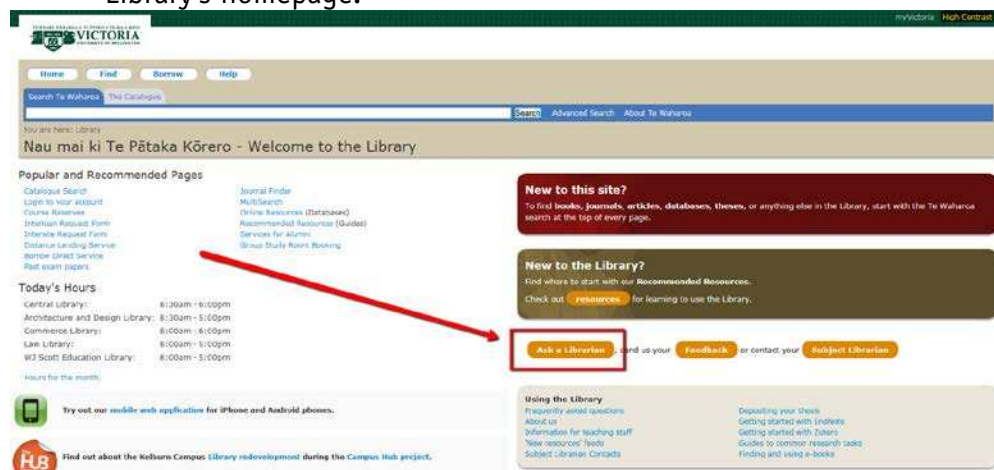
Where & How To Access What You Need

Access the Library	Where	For What
Virtually	Library website Library tab in myVictoria Library link in Blackboard (learning management system)	Everything except print resources
By visiting the Kelburn Library	Rankine Brown Building	1st year course reserves & main Commerce collections
By visiting the Commerce Library	Railway Station at Pipitea Campus	Course reserves past 1st year (courses beyond 1st year are taught at Pipitea Campus)

Ask A Librarian

For individual help, contact us however you prefer:

- Instant message - On the phone - Send an email – Ask any of the staff in the Libraries
- You can find these contacts by clicking on “Ask A Librarian” on the Library’s homepage:



For more detailed or specific research help in your subject contact your Subject Librarian. Subject Librarians provide specialised research support to individual staff and students.

For Accounting, Business Administration, Commercial Law, Human Resource Management, International Business, Management, Marketing & Tourism	Rui Li (04) 463 6374 rui.li@vuw.ac.nz
For Economics & Finance, Information Management, Public Policy & Public Management	Philip Worthington (04) 463 6945 philip.worthington@vuw.ac.nz

Referencing

Why is it important to reference accurately?

Understanding and using referencing systems is an important part of your academic reading and writing. Referencing is acknowledging the author or source of information in a text. It is important for the following reasons:

Understanding referencing can help you find additional information for your assignments. The research component of academic study enables you to gain a wider knowledge of your assignment topic.

It gives credibility to your interpretations because you can demonstrate how they fit into the field of knowledge about which you are writing.

It supports your academic integrity. Academic study requires you to build on existing knowledge within a field of enquiry to further develop your own learning. You **MUST ACKNOWLEDGE** any ideas, or words from another author, which you have used in your own work. Failure to do so will result in **PLAGIARISM**. To plagiarise someone else's work means to include material from another writer in your work, as if it were your own. This will damage your academic integrity. It can result in you receiving an 'E' for your assignment, or even exclusion from your course. For more information check <http://www.vuw.ac.nz/home/studying/plagiarism.html>

The quality of your sources is also important

The Internet is a great source of information. However, you should be careful when using information from the Internet as anybody with access to the Internet can post information on it. You should only use reputable sources, such as govt.nz sites, or reputable academic sources.

Google and *Wikipedia* should be avoided. Wikipedia is open source, meaning that anybody who is passionate enough about a topic can post an entry there. This means that more often than not the entries are biased, and facts may be exaggerated.

NB: THE REQUIREMENT OF REFERENCING IN ACADEMIC WRITING IS AN IMPORTANT SKILL AT TERTIARY LEVEL - You must reference information that you use from other sources whether used directly (e.g. quote) or indirectly (e.g. paraphrase). Referencing is sometimes referred to as citing sources.

There are two parts to the skill of referencing:

Part one: In-text referencing in the body of your writing – how, and when format.

Part two: Writing a reference list or bibliography.

Part one: In-text referencing

In-text referencing is an important part of academic writing. In-text referencing is a form of referencing that appears in the text of your writing and shows your marker/reader where your ideas have come from. There are many different styles of referencing. In the Victoria Business School, you need to use the APA style so all the examples provided here are in APA style.

Providing in-text references is very important for 3 reasons:

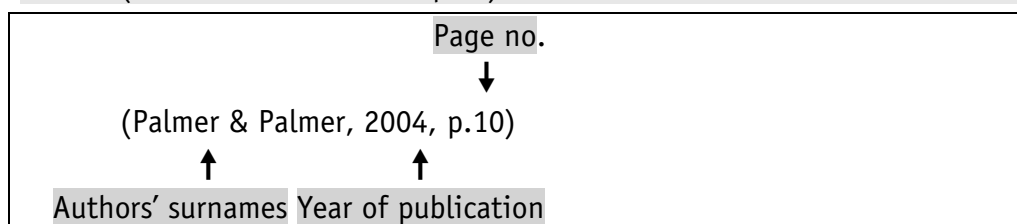
- They give the reader or marker some knowledge about your evidence and therefore are useful in judging the validity of your argument.
- They support your academic integrity. Failure to reference sources amounts to literary theft, or plagiarism.
- They provide a cross reference to the full details of the literature included in your Reference List. See pages 26-32 and the example on page 34.

How to format in-text references

APA uses in-text references that give the author's surname and date of publication (and page number, if you have used a direct quote).

e.g. (Joseph, 2001).

(Palmer & Palmer, 2004, p.10).



Direct quotes must be accompanied by a page reference. A page reference is not required for a paraphrase, but it is not wrong to include it, particularly if the information clearly came from a specific section of the original.

The abbreviated in-text reference also provides an immediate cross-reference to the full details in the Reference List, at the end of the essay, and vice versa, for example:

In-text reference

(Katz, 2002)

↑↓

Katz, D. (2002, July 12). New Zealand's economy. *The Dominion Post*, p.23.

Entry in Reference List

In-text references can often be at the end of the sentence in brackets and will follow the form: (author's surname, year, page number)

Example: Times of economic uncertainty can be challenging for fixed income earners (Hale, 2005, p.17).

Note: you do not put the title in the in-text reference.

Or it can be part of your sentence (in this case only the date and page number are in brackets):

Example: Hale (2005, p.17) pointed out that economic uncertainty can be a real problem for fixed income earners.

Some points to note

- With three to five authors, you have to include them all for the first time. Once you have done that, you can just use the first name followed by **et al.** (an abbreviation from Latin meaning **and the others**) and the date any time you want to use that reference again.

e.g. (Bale, Church & Boston, 2003). For when you first use the reference

e.g. (Bale et al., 2003). For when you want to use that reference again in your assignment

- With more than five authors, you only need to use the **first author's** name, followed by **et al., date.**

e.g. (Campling et al., 2008)

- If you need to reference more than one author (i.e. if you are drawing on more than one source for your information), you need to list the authors in alphabetical order by the first author's last name. Separate the references with a semicolon.

e.g.: Several studies (Haywood, 2002; Joseph, 2001; McGee, 2005) have shown that

- No individual author? Give the corporate author:

e.g. (Statistics New Zealand, 2002)

- No author? Use the title

e.g. (Globalisation: trends and predictions, 2002)

- For a website, cite the author (or title) and year of publication, NOT the URL.

e.g. (International Monetary Fund, 2001)

- No date? Use the abbreviation (n.d.).

- **Secondary sources:** when you want to include information referred to in another publication you can include this as a secondary citation in the text of your work. In the following example, the writer read about Keith's views in a book by Shaw and Eichbaum:

Keith (2001, cited in Shaw & Eichbaum, 2008, p.42) argued for the Treaty as the founding document of government in New Zealand

Only the source you have actually read (in this case the book by Shaw and Eichbaum written in 2008) would appear in the Reference List.

- **Punctuation is important.** Follow the rules and the steps carefully.

When do you use an in-text reference?

Kathryn Rountree (1991, p.71) gives a list of instances of when to use in-text references:

When you quote directly from another work

Schmidt (2002, p.150) argues that under MMP governments are less efficient because they “need a longer period of time to reach a consensus”.

NB: You must always include quotation marks and the page number. Direct quotations should be used very sparingly – no more than 2-3 at the most. Direct quotes should only be used when they express an idea more clearly and effectively than you could (for example, a definition) or when the language is very technical.

When you paraphrase or use an idea or opinion belonging to another person

Conventions are defined as political rules that are needed to serve a constitutional purpose (Joseph, 2001, p.30).

NB: Paraphrasing is preferred, because when you put ideas in your own words, it shows your marker that:

- you have done the reading
- you understand what you have read
- you can use what you read to help you answer the question.

For hints on “How to paraphrase” – see Appendix 3 (page 51)

When you use factual data from another work (this includes statistics, precise statements of fact, and information from graphs, tables, figures or maps)

Brown’s (1988) research found that the importance of belonging was emphasised by 90 percent of his respondents.

When you use information from course handouts, lecture notes or power point slides

According to the conventions of individual ministerial responsibility, a Minister is responsible for any actions or mistakes committed by his/her staff (Eichbaum, 2010).

When you refer to personal communication (including emails, letters, personal interviews, telephone conversations)

Professor McKenzie commented in an email …… (personal communication, March 25, 2010)

NB: Personal communication is not included in the Reference List

An important thing to remember

When you use ideas from your readings, don't let them have the last word. You should always try and add your own comment or analysis. This demonstrates your understanding and evaluation of the relevance of this material.

For example:

This research highlights the importance of meeting with all parties at the planning stages to tailor a programme that meets the needs of the client.



Exercise 5

Write in-text references () for the following:

1. A quote taken from page 16 of a book written by Raymond Miller that was published in 2007.

2. Information taken from Chapter 3 of the 4th edition of *Unbridled Power?* by Geoffrey Palmer, published in 2008.

3. Information from an article called "Deals behind closed doors diminish Parliament and the people" written by Karl du Fresne, published on May 25, 2010, in *The Dominion Post*.

4. Information from a website written by the International Monetary Fund called *Global Financial Stability Report: A Quarterly Review on Market Developments and Issues*, written in June 2001. The URL is <http://www.imf.org/pubs/ft/gfsr/2002/02/index.htm>.

Part Two: Writing the Reference List in APA format

A **reference list** contains complete information (e.g. title and publication details) of all the sources you used in your assignment. All references should be listed in alphabetical order by the author's surname, or by title if there is no author. Your references should be listed on a separate page at the end of your assignment (see page 34 for an example).

Formatting in APA style

There are a number of referencing styles, but the Victoria Business School generally uses APA style. For your assignments in FCOM 111, you need to follow this style exactly.

Note: Different Faculties and Schools may require different referencing styles so it is advisable to always check the assignment requirements. Contact SLSS or the Library Reference Section for more information on the other referencing formats.

You must provide the following information for each reference:

Names: The first author's surname is listed, followed by the first name or initials, followed by other authors' names, as required.

Note that there is a comma after the surname and that full stops are necessary after the initials.

Date: The date of publication or Internet access appears after the author's name, or after the title if there is no author. The date is written within brackets. A full stop is necessary after the bracket.

Levine, S., & Roberts, N.S. (1997). MMP: The decision. In R. Miller (Ed.), *New Zealand politics in transition* (pp. 25- 36). Auckland, New Zealand: Oxford University Press.

Titles: Italicise, or underline the titles of books, journals, newspapers and magazines. Capital letters are required for the first word of the book's main title and subtitle, and for proper nouns. Journal titles have a capital letter for the beginning of every word.

Titles of chapters or articles: In books, journals, etc. these are not written in italics. Use a colon between title and subtitle, and a full stop after the title.

Volume/issue/page numbers: Provide this information for chapters in edited books and articles in journals and newspapers.

Place of Publication: For American cities, include the state. For non American cities, you also need to include the country, e.g. Wellington, New Zealand. For non American cities with a state, you include the state as well as the country, e.g. Melbourne, VIC, Australia. This is followed by a colon.

Publisher: The name can be abbreviated. Don't forget the full stop at the end.

Examples of APA formats

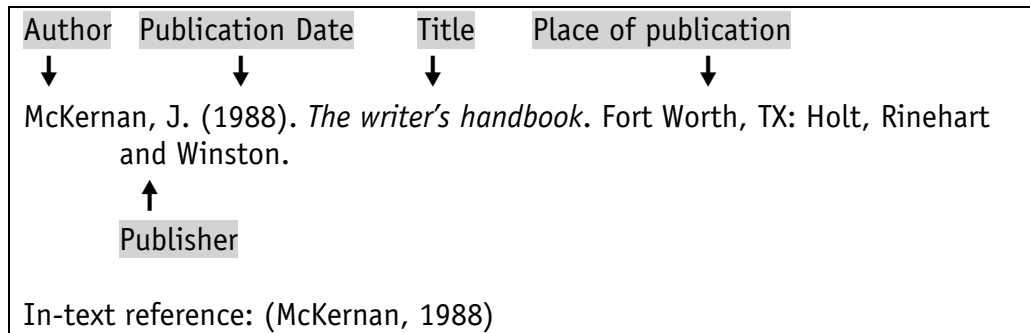
Use these as a guide

Note

- The examples below use italics for the titles of books and periodicals. If you are compiling the list by hand, you should underline titles.
- In your reference list, do not separate books, journals (i.e. periodicals, magazines, newspapers) etc.
- List all entries together, in alphabetical order, according to author's surname or title (if no author given).

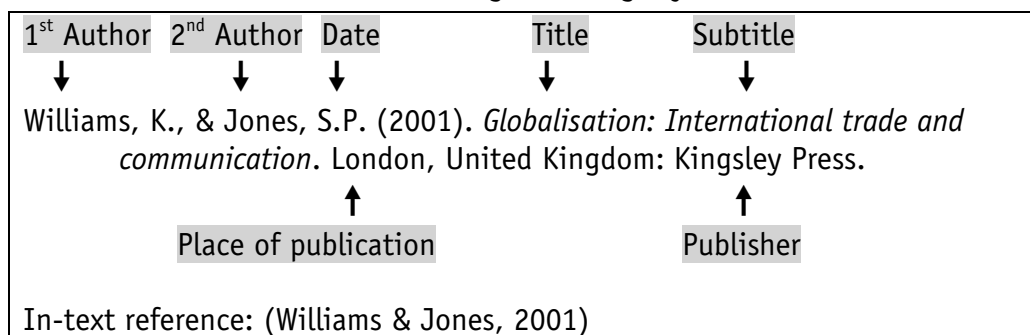
Book with one author

McKernan, J. (1988). *The writer's handbook*. Fort Worth, TX: Holt, Rinehart and Winston, Inc.



Book with two authors

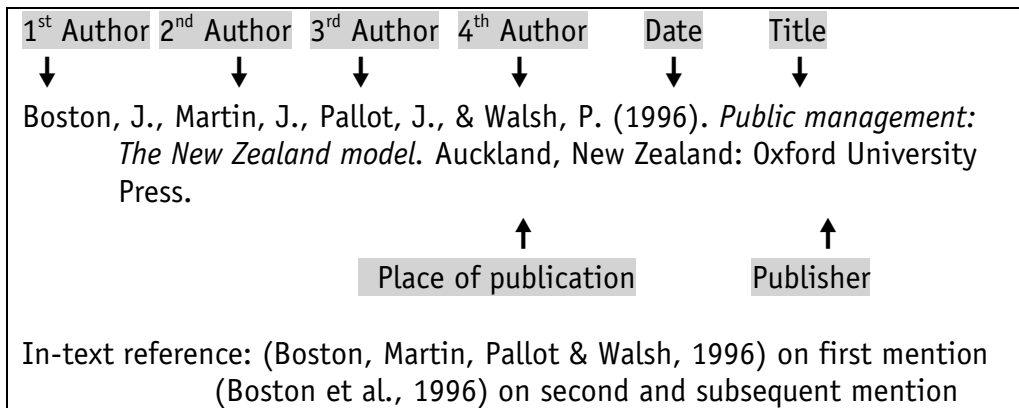
Williams, K., & Jones, S.P. (2001). *Globalisation: International trade and communication*. London, United Kingdom: Kingsley Press.



Book with three to six authors:

Boston, J., Martin, J., Pallot, J., & Walsh, P. (1996). *Public management: The New Zealand model*.

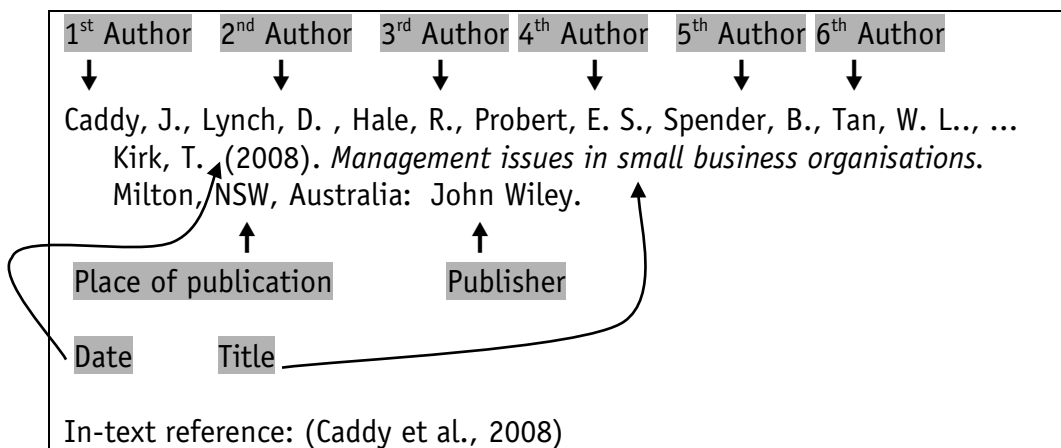
Auckland, New Zealand: Oxford University Press.



Book with more than six authors:

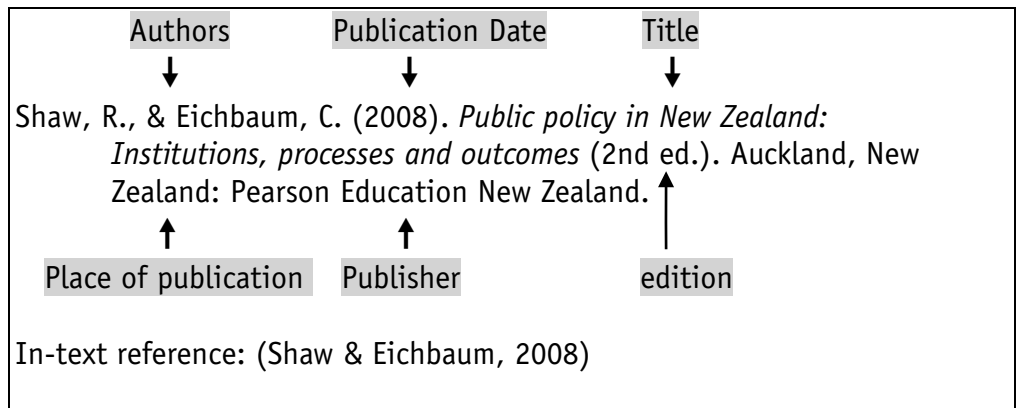
When authors number up to and including seven, include all the authors' names. When there are eight or more authors, include the first six authors, then insert three full stops and add the last author.

Caddy, J., Lynch, D., Hale, R., Probert, E. S., Spender, B., Tan, W. L., ... Kirk, T. (2008). *Management issues in small business organisations*. Milton, NSW, Australia : John Wiley.



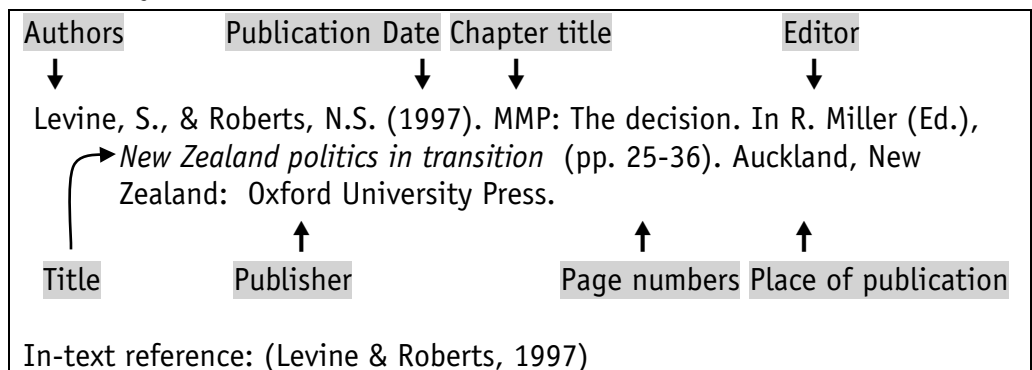
Edition other than the first edition

Shaw, R., & Eichbaum, C. (2008). *Public policy in New Zealand: Institutions, processes and outcomes* (2nd ed.). Auckland, New Zealand: Pearson Education New Zealand.



Chapter in an edited book

Levine, S., & Roberts, N.S. (1997). MMP: The decision. In R. Miller (Ed.), *New Zealand politics in transition* (pp. 25- 36). Auckland, New Zealand: Oxford University Press.

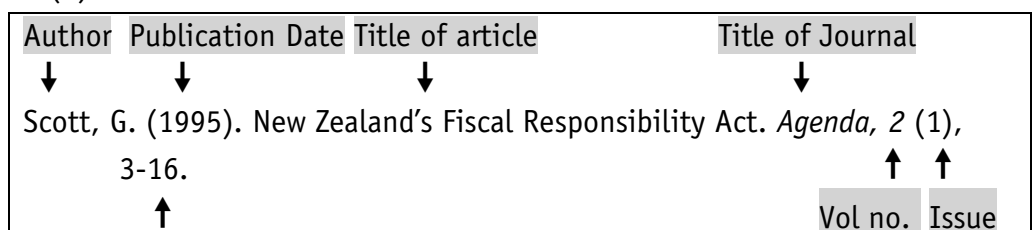


NB: Check punctuation: full stops, commas and colons.

Periodical (Journal)

If articles, course notes or internet sources have more than one author, follow the same instructions given for books on pp. 23-24.

Scott, G. (1995). New Zealand's Fiscal Responsibility Act. *Agenda*, 2 (1), 3-16.



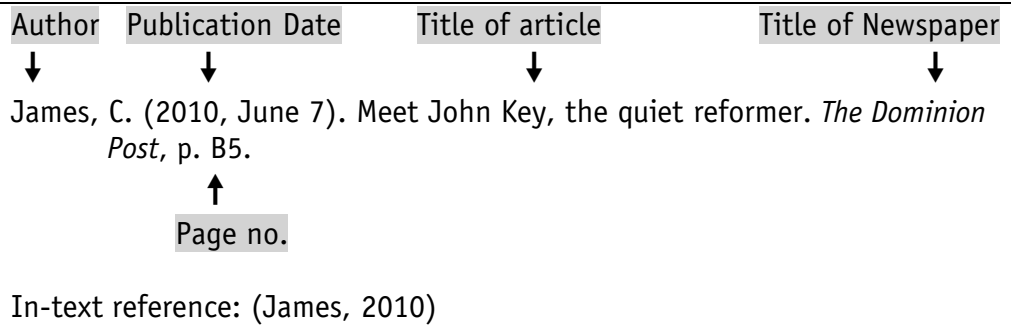
Page nos.

In-text reference: (Scott, 1995)

NB: Check punctuation, and which titles you do and do not italicise.

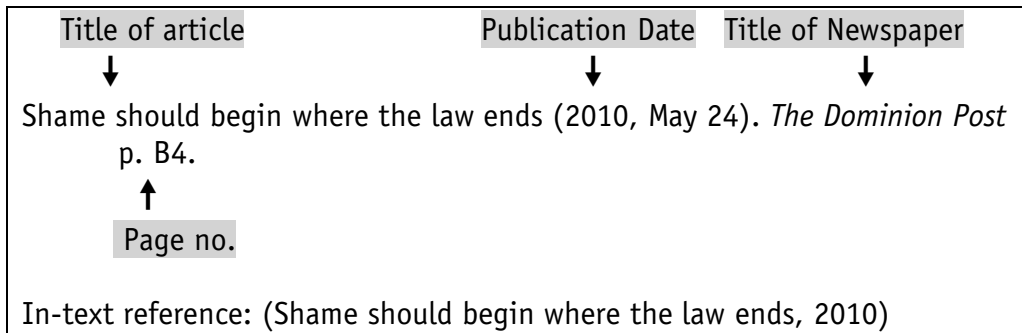
Newspaper or Magazine article

James, C. (2010, June 7). Meet John Key, the quiet reformer. *The Dominion Post*, p. B5.



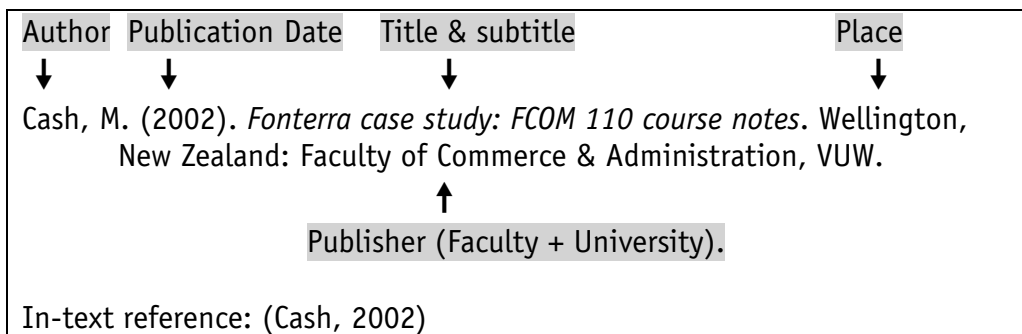
Newspaper or Magazine article (no author given)

Shame should begin where the law ends. (2010, May 24). *The Dominion Post*, p. B4.



University Course notes

Cash, M. (2002). *Fonterra case study: FCOM 110 course notes*. Wellington: Faculty of Commerce & Administration, VUW.



Readings from Course Notes

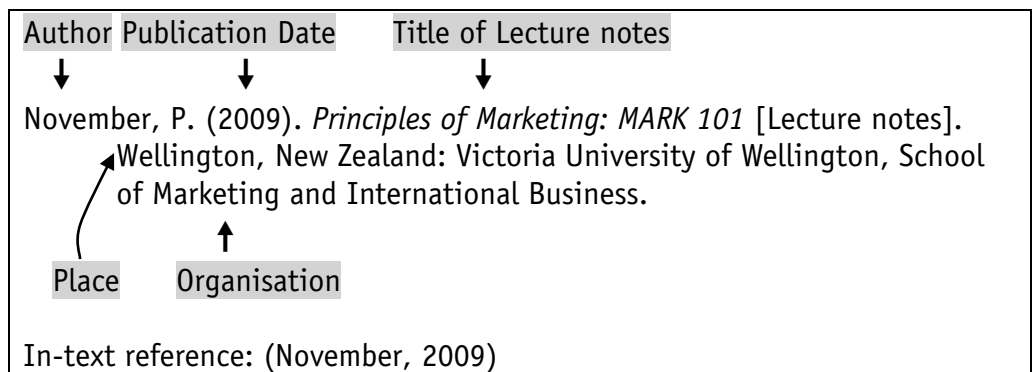
Gilbertson, D. (2002). 'Black Magic': The building of internationally competitive teams in New Zealand's innovative organisations. In *FCOM 110 Book 1: NZ business & Māori business: Its nature and operations* (pp.153-171). Wellington, New Zealand: Faculty of Commerce & Administration, VUW.



For lecture notes, course handouts and PowerPoint slides, you need to include the format in square brackets after the title.

Lecture notes/course handout–print version (unpublished work)

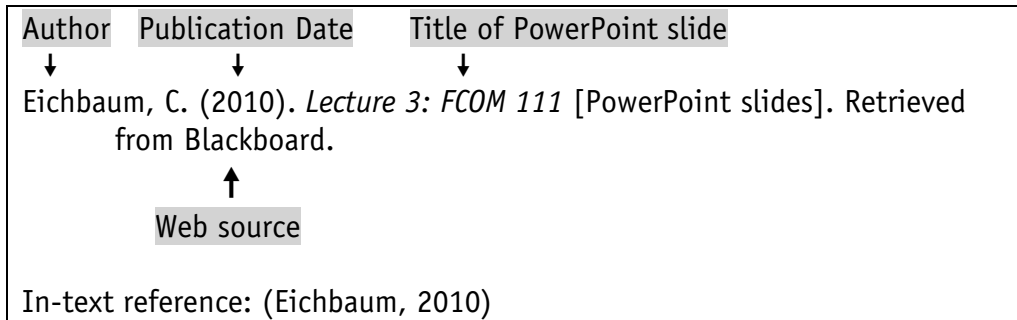
November, P. (2009). *Principles of Marketing: MARK 101* [Lecture notes]. Wellington, New Zealand: Victoria University of Wellington, School of Marketing and International Business.



Lecture notes/course handout–electronic version

For any electronic versions of lecture notes, such as PowerPoint slides, you need to include the web source (Moodle, Blackboard, etc.).

Eichbaum, C. (2010). *Lecture 3: FCOM 111* [PowerPoint slides]. Retrieved from Blackboard.

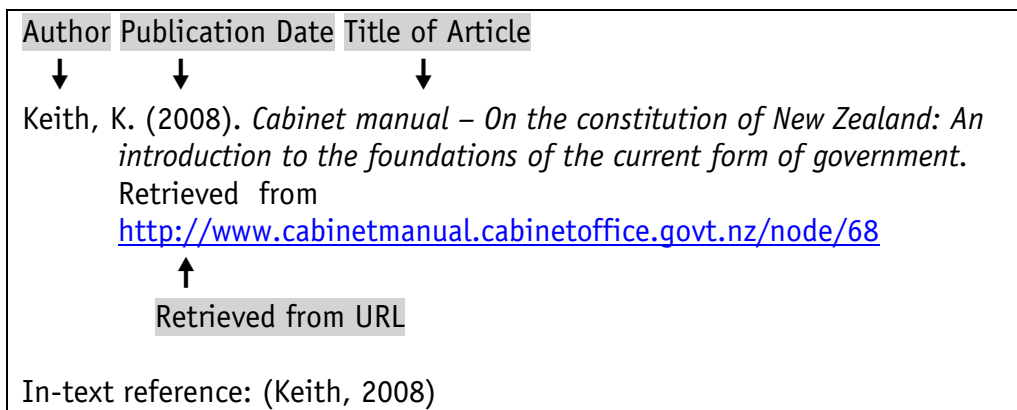


Electronic Sources

In addition to the author (often this can be an organisation) and title, electronic sources need the web address.

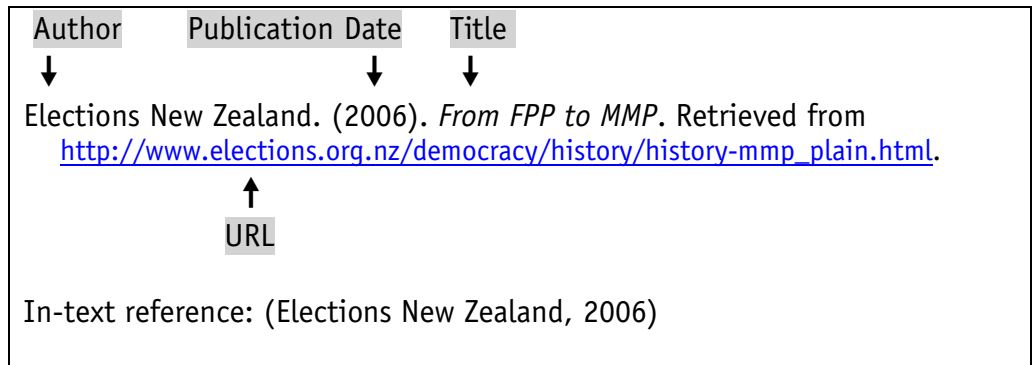
Individual as author

Keith, K. (2008). *Cabinet manual – On the constitution of New Zealand: An introduction to the foundations of the current form of government*. Retrieved from <http://www.cabinetmanual.cabinetoffice.govt.nz/node/68>



Organisation as author

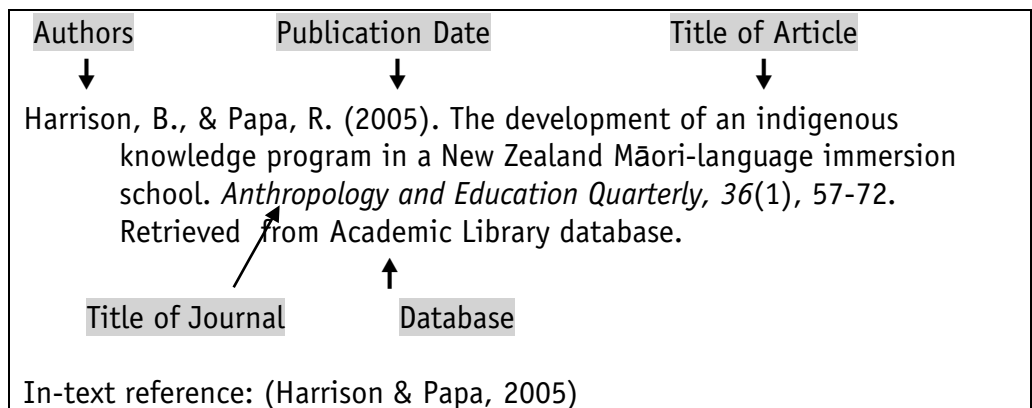
Elections New Zealand. (2006). *From FPP to MMP*. Retrieved from http://www.elections.org.nz/democracy/history/history-mmp_plain.html



Article in Electronic Journal

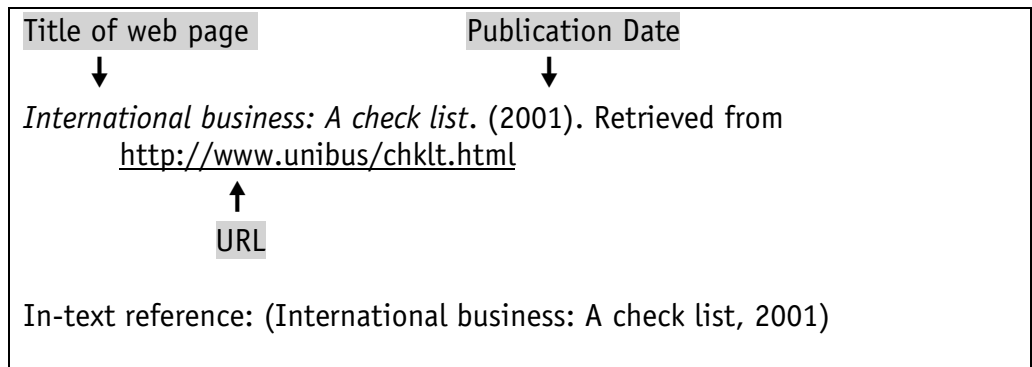
An electronic journal article requires the same information as the print version. You also need to include the name of the database from where you retrieved the article.

Harrison, B., & Papa, R. (2005). The development of an indigenous knowledge program in a New Zealand Māori-language immersion school. *Anthropology and Education Quarterly*, 36(1), 57-72. Retrieved from Academic Library database.



Electronic Source (with no author)

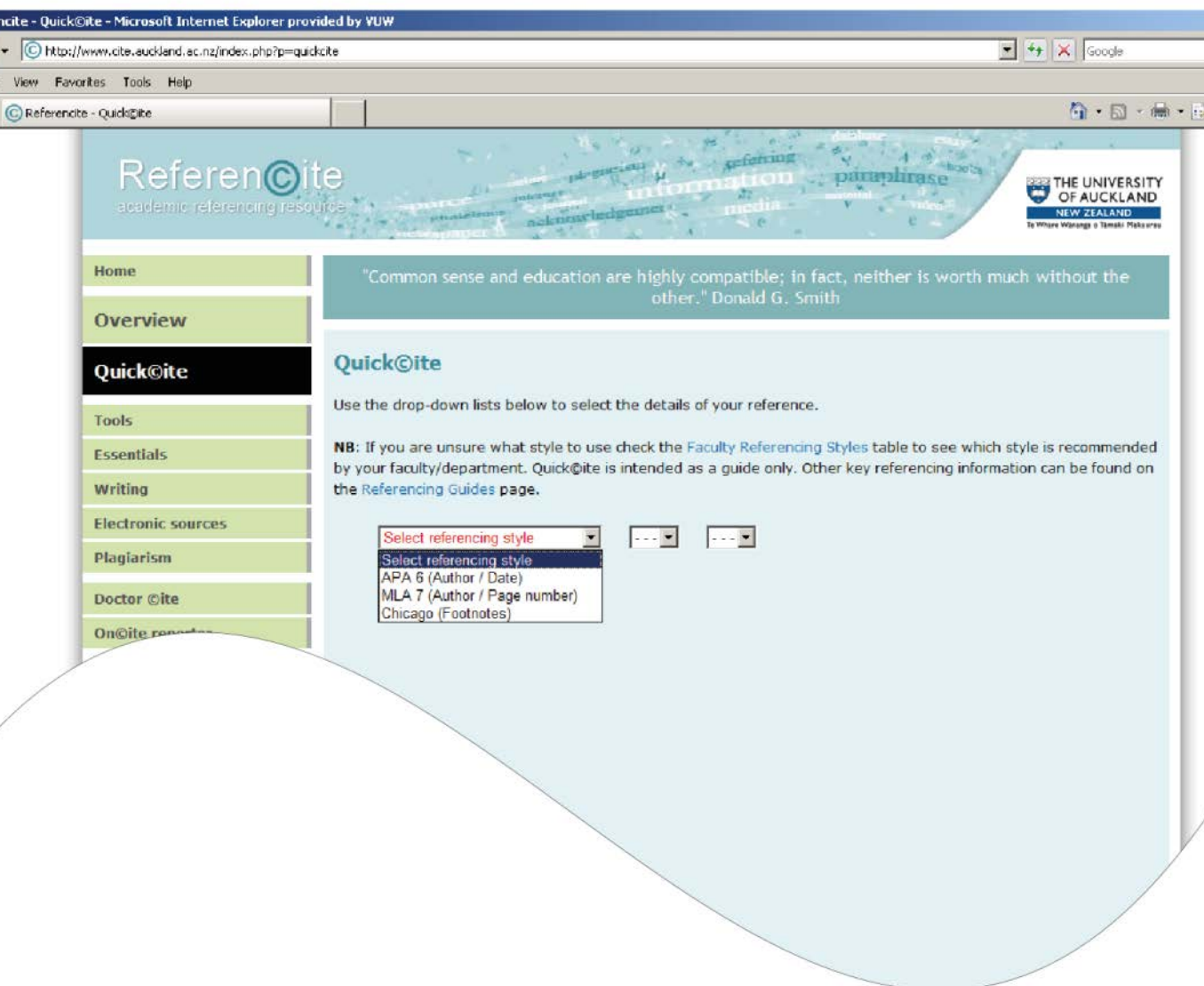
International business: A check list. (2001). Retrieved from <http://www.unibus/chklt.html>



NB: Further information/examples of APA references:

- ▷ Refer to the APA guide on reserve in the VUW library
- ▷ Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D C: American Psychological Association <http://www.apastyle.org/>
- ▷ Referencite (<http://www.cite.auckland.ac.nz/>) – Academic referencing resource.

This is an excellent resource. If you go to the **Quickcite** page on this site (see below), you can see examples of APA referencing for a wide range of sources (both in text references and reference list).



Sample Reference List

References

- Bagehot, W. (1904). *The English constitution*. London, United Kingdom: Keegan Paul Trench Trubner.
- Elections New Zealand. (2006) *From FPP to MMP*. Retrieved from http://www.elections.org.nz/democracy/history/history-mmp_plain.html
- James, C. (2010, June 7). Meet John Key, quiet reformer of the constitution. *The Dominion Post*, p. B5.
- Levine, S., & Roberts, N.S. (1997). MMP: The decision. In R. Miller (Ed.), *New Zealand politics in transition* (pp. 25-36). Auckland, New Zealand: Oxford University Press.
- McRobie, A. (Ed.). (1993). *Taking it to the people: The New Zealand electoral referendum debate*. Christchurch, New Zealand: Hazard Press.
- Mulgan, R. (1994). *Politics in New Zealand*. Auckland, New Zealand: Auckland University Press.
- Scott, G. (1995). New Zealand's Fiscal Responsibility Act. *Agenda 2* (1), 3-16.
- Shame should begin where the law ends. (2010, May 24). *The Dominion Post*, p. B4.
- Shaw, R., & Eichbaum, C. (2008). *Public policy in New Zealand: Institutions, processes and outcomes* (2nd ed.). Auckland, New Zealand: Pearson Education New Zealand.

Points to note:

- Different types of sources are included in this example but they are all in alphabetical order by authors' surname.
- The second and subsequent lines of each entry are indented by five spaces
- List authors' names in the order given in the book (i.e. do not alphabetise them).

Williams, J., Brown, S., & Anderson, J. (1988). *Grow to love APA referencing formats*. Chicago, IL: Printworks.

- Proper nouns retain their capital letters in the title:

Martin, P. (2000). *Economic development in New Zealand's retail sector: 1990-1995*. Auckland, New Zealand: Reed.

Common errors students make when referencing include:

- Putting the title not the author in the in-text reference
- Not taking source information details when reading and researching initially
- Leaving referencing till it is too late to do it accurately
- Not putting the Reference List in alphabetical order
- Not indenting the second and subsequent lines of each reference in the Reference List
- Punctuation
- Reference list sources do not match the references in the booklet
- Not using page numbers for in-text references for quotes



Exercise 6

Rewrite the following references for a reference list according to APA style:

1. G Palmer, *Unbridled Power? An Interpretation of New Zealand's Constitution and Government*, Oxford University Press, Wellington, NZ 1979.

.....
.....

2. 'Innovation and entrepreneurship.' Chapter 5, written by G. Jones, in a book edited by J. Gilbert, G. Jones, T. Vitalis, R. Walker, D. Gilbertson. (1995) *Introduction to Management in New Zealand*. Harcourt Brace: Sydney, NSW, Australia pp. 23–29.

.....
.....
.....

3. 'Asia life Styles: Special Report' in *Far Eastern Economic Review*. July 14. 1995, pages 14-21 in issue 2 volume 6 by Minh Pham.

.....
.....

4. An International Monetary Fund website called *Global Financial Stability Report: A Quarterly Review on Market Developments and Issues*, published in June 2001. The URL is <http://www.imf.org/pubs/ft/qfsr/2002/02/index.htm>.

.....
.....

Chapter three: Polishing the final draft

Editing and proofing may be the last thing you do to your writing but it is the first thing a reader (or marker!) notices. This is the refining and professionalising of your work and is an absolute MUST!

Editing and proofing are different tasks. Editing looks at the content and structure related to the question, while proofing examines the finer technical details such as style, grammar, spelling, and presentation.

Editing

When editing you are checking that the ideas and arguments are easy for the reader to follow, link well together and most importantly address all parts of the question. It is the key time when you can “tighten up” your writing to ensure your message is expressed as effectively as possible.

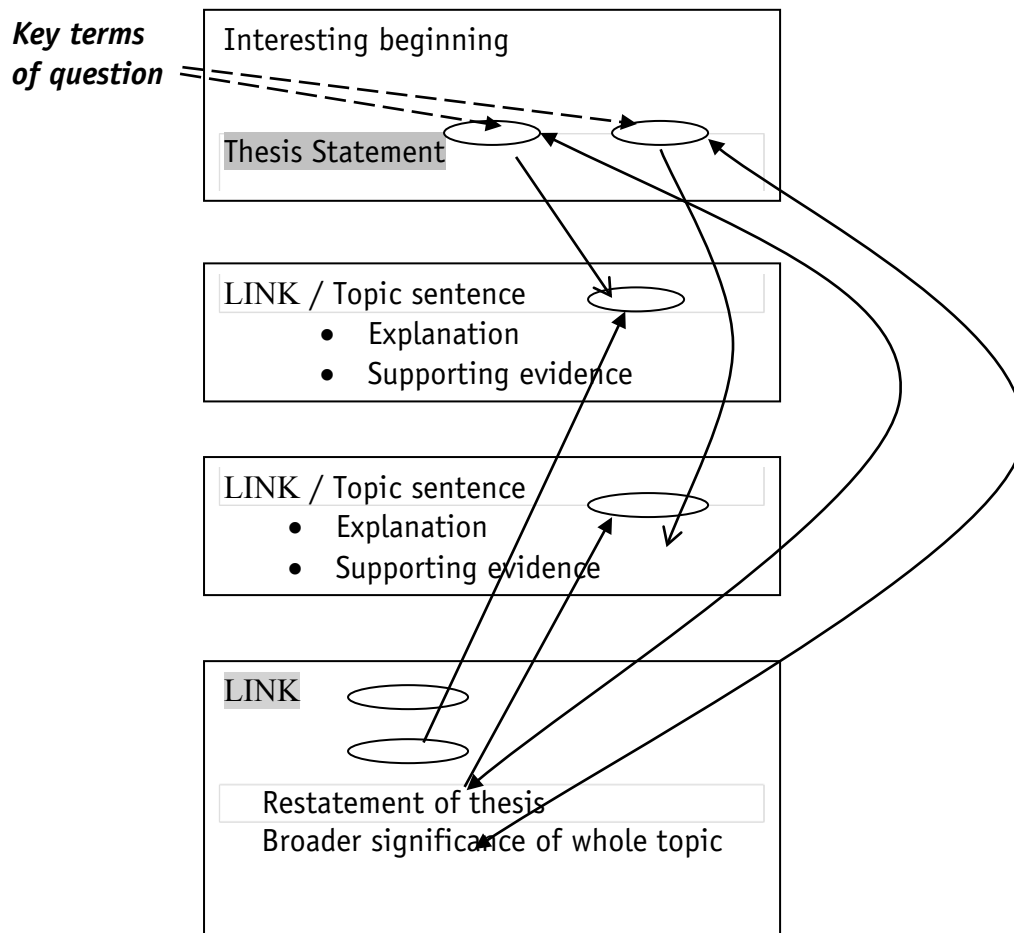
Steps to help you edit

1. When you have “finished writing”, leave it for a day or two and then come back and look at it again. This gives you some distance to take a fresh look at what you have written.
2. Read your work out loud – if you are stumbling over sentences and paragraphs, then your reader probably will too.
3. Examine the essay in terms of your original plan – is every part of your essay relevant?
4. Check that you have answered the question fully. Have you left any part out?

Look at the essay as a whole and the distinct parts of the report or essay – do they fulfil their function? (see diagram on p. 37)

- Introduction
- Thesis statement
- Paragraph topics
- Links
- Conclusion

Look at the essay as a whole. Use highlighters to locate key terms, making sure you have covered all the points required by the essay question in a logical way.



Steps to help you proofread

Only when you are sure you have edited your essay (and checked that you have answered the question), should you move to the finer details. Check that

1. your writing style is clear and easy to understand
2. your work is free of spelling and grammatical mistakes
3. your referencing is correct
4. your presentation is professional

Whenever you write, you should ALWAYS check your work. In addition to using spell and grammar checkers, you should also read your work out loud. If it sounds wrong, it probably is. Reading your work out loud will help you focus on what is really written on the paper, rather than what you think you have written. Your ear will pick up poor grammar or incomplete sentences that your eyes will only glance over.

Style

- 1. Academic and business writing should be formal. This means no slang, no jargon, no clichés, no abbreviations (e.g.), no contractions (don't, isn't, it's etc.).**

You can use acronyms in your writing as long as you write the name of the organisation out in full the first time with the acronym in brackets. Once you have done that, you can use the acronym. (An acronym is a word made up of the first letters in a phrase e.g. UNICEF).

For example

The World Health Organisation (WHO) has decided to increase the number of project managers.

Now you can just write WHO whenever you want to refer to the World Health Organisation.

- 2. Academic and business writing should be simple and clear. You want your understanding of your topic and the strength of your argument to be clearly communicated to your reader (and marker!).**

How do you do this?

- **Keep sentences short**

Sentences that are too long and complicated are hard to understand. A good average length is 15-20 words (roughly 1 $\frac{1}{2}$ lines). You need a variety of sentence lengths to keep your writer interested but watch for those that run over more than two lines.

- **Prefer the simple to the complex**

Sometimes students think that their writing should contain complicated words to sound academic. Sometimes the complex word is best. If the right word is a big word, go ahead but if a shorter one does the job, use it. For example

- *use* is better than *utilise*
- *change* is better than *modification*

Look at the following example:

At present the recessionary cycle is aggravating volumes through your modern manufacturing and order processing environments which provide restricted opportunities for cost reduction through labour adjustments and will remain a key issue.

Now look at the short version:

Output and orders have fallen because of the recession but there is little scope for reducing the workforce.

▪ **Avoid unnecessary words**

Most writing can be cut in half and still say the same thing. Words that add nothing to the meaning of the sentence and serve only as fillers should be deleted. Look at the above example to see how much clearer this makes your writing. Remember when you edit to trim the fat from your writing.

Some common phrases to avoid are:

Due to the fact that...
At this moment in time...
etc.

Grammar and Spelling

All students (Kiwi and international) can make grammatical mistakes in their essays. This makes your writing look unprofessional.

Whenever you write, you should ALWAYS check your work. No matter how experienced a writer you are, your first draft can always be improved.

Ask yourself:

- Does it make sense?
- Are there any mistakes in my spelling or grammar?
- Could I improve this in any way?

You need to be aware of the following common grammar errors and how to correct them:

- Incomplete sentences
- Run on sentences
- Subject-verb agreement
- Apostrophes
- Spelling
- Punctuation

1. Incomplete sentences

All sentences need to convey a complete thought and have a verb and be able to stand alone. If you read these aloud, you can hear there is something missing.

- × *Coming from many backgrounds.*
- × *Although the funding was delayed.*
- × *Because there has been a concerted anti-smoking campaign.*

You need to complete the idea:

Coming from many backgrounds, students bring a range of skills with them when they arrive at university.

Although the funding was delayed, more tutors were appointed.

Because there has been a concerted anti-smoking campaign, teenage smoking has reached its lowest level since 1980.

Fragment warning signs:

If you begin with the following words or phrases, make sure they belong to a complete sentence.

- Words ending in -ing or -ed
- Connecting words such as:

after	although	before
because	especially	until
which	when	whenever
where	while	

Sometimes we make a sentence fragment when breaking a long sentence up. When you break a sentence up, read it out loud to make sure there are TWO complete sentences there.



Exercise 7

***Identify the sentence fragment and correct it with punctuation.
Alternatively you could make this into 2 complete sentences.***

When managers behave unethically, it can lead to a decrease of public trust.
Leading to problems for businesses that rely on community support.

.....
.....
.....

2. Run-on Sentences

Each sentence should contain only one idea. Run-on sentences happen when your sentences run together into one long sentence. Think about where your sentences begin and end.

Example:

Run-on sentences give no indication of where one idea ends and the next begins readers find them difficult to understand.



HINT: Read aloud to determine where the subject switches to another idea.

*[1st idea] Run-on sentences give no indication of where one idea ends and the next begins
[2nd idea] readers find them difficult to understand.*

Separate each sentence using a full stop.

Run-on sentences give no indication of where one idea ends and the next begins. Readers find them difficult to understand.



Exercise 8

Correct the run-on sentences.

Other businesses could adopt the same tactics as this manager did this could spread very quickly and have a negative impact on other local organisations.

.....
.....

Scenarios like this could have many positive implications for organisations, this could lead to greater sharing of resources, increased employment and better job opportunities for school leavers, it also provides positive examples for junior managers to follow in their careers.

.....
.....
.....

3. Subject-verb agreement

In English the noun or subject of the sentence always agrees with the verb (for example *the **student** reads; the **students** read*). The problems generally come when we want to have a phrase between the subject of the sentence and the verb.

The treaty between the two countries **was/were** ratified last year.

The members of the delegation **was/were** officially welcomed.

In your head, remove the words between the subject and the verb.

The **treaty** ~~between the two countries~~ **was** ratified last year.

4. Apostrophes

The apostrophe is commonly misused – see the examples on page 40 – but it is important and provides a useful function.

It shows two things:

1. Something is missing (when we shorten a word)

I'm (I am) you're (you are)
isn't (is not) don't (do not)
where's (where is) it's (it is)

2. Something is owned

Shane's actions (the actions that belong to Shane)

There are some basic rules for adding the apostrophe to indicate that something is owned:

Is there only **one** owner or is there **more than one**?

	↓	↓
	add 's	If the owner is more than one, and ends in 's', just add '
the student's books (the books belonging to the student)		the students' books (the books belonging to the students)
		If the owner is more than one with no 's', then add 's
		men's coats women's team children's toys

Rule Don't add the apostrophe if it is just a simple plural. Just add 's' and no apostrophe.

One police **officer** Two police **officers....not X** two police **officer's**

Rule Some words that show belonging *never* take an apostrophe. They are:

Its hers his ours yours theirs

The dog wagged its tail.

This book is theirs.



Exercise 9

Practice: check the apostrophes in the following sentences.

1. Police officer's need to be able to trust each other.
2. Shanes actions were unethical and unprofessional.
3. Its time for the government to put it's money into more funding for education.

Should the apostrophes in these signs be there? Discuss with your neighbour.



Photos taken from *The Apostrophe Protection Society website*. Retrieved from <http://www.apostrophe.fsnet.co.uk/>

5. Spelling

Spelling is an important part of professional writing. If spelling has been a weakness for you in the past, you need to develop strategies to improve. At the very least you should use spell check on the computer but be aware that it might not pick up where you use the wrong word e.g. *there/their*.

Strategies for learning to spell well:

1. Use a dictionary to check the correct spelling or use a good speller friend to check your work.
2. Stick the hard words on index cards, see them every day and take time to learn them.
 - Write the words clearly on the cards and make the 'hard part' stand out from the rest – maybe write the letters in a larger size or in a different colour:

Their

Liaise

3. Use your hearing. Remember you first learnt language by listening. Breaking words into syllables and saying them out loud can help you to remember how they are spelt:

e.g. Mis-cell-an- e-ous

4. Saying words out loud can also help you with the tricky spelling where words have silent letters. Try saying these words out loud to help you remember the hidden letter: e.g.

a. Wed-nes-day

b. A-lig-n-ment

5. Beware of words that sound the same.

there / their / they're whether / weather

where / were / wear to / two / too

your / you're its / it's

sight / site / cite



Exercise 10

Below are some commonly confused words. Which one do you use?

accept
except

Everyone agreed to sign the agreement, _____ Australia.
The committee will _____ the report's recommendation.

advice
advise

The counsellor can _____ you on this matter.
Go and see Course _____.

affect
effect

The long-term _____ is unknown.
This will _____ the whole commercial sector.

complement
compliment

The gentleman paid her a _____.
The proposed changes will _____ the existing facilities.

imply
infer

The article seemed to _____ cost-cutting measures.
Workers can _____ that this will lead to cutbacks.

practice
practise

The _____ session went well.
The new lecturer wanted to _____ using Powerpoint.

its
it's

Compared to last winter, _____ much warmer this year.
The company released _____ annual report.

precede
proceed

The directors agreed to _____ with the merger.
This review must _____ the finalising of the agreement.

principle
principal

The _____ recommendation involved funding.
The meeting agreed in _____ to authorise the spending.

their
there

_____ are several advantages to this proposal
Students can access _____ results online.

6. Punctuation

Punctuation may seem like a relatively unimportant aspect of writing, but it controls how your reader will read your work.

Look at the following statements:

King Charles I walked and talked half an hour after his head was cut off.

King Charles I walked and talked. Half an hour after, his head was cut off.

The addition of punctuation changes the meaning completely.

The following checklist offers guidelines for the use of some common punctuation marks.

Punctuation Rule:	Example:
<p>A full stop (.) indicates when a sentence has ended.</p>	<p>MMP has ensured a greater degree of representation.</p>
<p>A comma (,) separates a phrase from the main part of the sentence to make the ideas easier to follow.</p> <p>NB Never use commas to join sentences together.</p>	<p>Although it is raining, I am still going to the game tonight.</p> <p>The photographs, which were taken in Tauranga, show how the city has grown.</p>
<p>A colon (:) precedes a list. You use commas to separate the items in the list.</p> <p>NB You need a complete sentence first.</p>	<p>You need four skills to succeed at university: academic writing skills, good study habits, the ability to organise your own time and a real interest in your subject.</p>
<p>A semicolon (;) can link 2 sentences together if there is a close connection between them.</p> <p>NB You need a complete sentence before and after a semi-colon.</p> <p>NB The word 'however' always comes after a full stop or a semicolon and is then followed by a comma.</p>	<p>The Treaty of Waitangi is the key founding document for New Zealand; this needs to be recognised in all government policies.</p> <p>MMP has ensured a greater degree of representation; however, it has also created some problems that the Electoral Commission is attempting to resolve.</p>

Referencing

Another part of proofing is to check your referencing. Ensure all sources are acknowledged, and that all references are listed in your Reference List, and vice versa. Check that the formatting is consistent, according to the required style guidelines (see chapter 2). Proofread carefully, checking spacing, punctuation, formatting (italics, capital letters, etc.), and accuracy of spelling, dates and page numbers.



Exercise 11

Identify and correct the errors in APA referencing in the following:

Tobacco use only benefits certain sectors of society, those that are involved in its production and governments who raise taxes from its sale (*P. Baker*). The primary producers, mainly small farmers, gain direct financial benefit from tobacco growth (John E. Wilkins 1999, 23). In addition, thousands of retailers depend on the sale of tobacco for the survival of their business (Young 2001). However, the major beneficiaries are tobacco firms and governments who gain substantial revenues from tobacco (<http://cancersoc.co.nz/tobacco/html> 2002). The Chinese government, for example, “gains 60% of the retail price of a packet of cigarettes” (Matthews 1998, page 12), a substantial source of income that means it is not in governments’ interests to ban tobacco sales outright, despite the worldwide call from health lobby groups.

Reference List

Baker, P. 2002, The anti-smoking lobby, London, *Healtheries* Press.

Wilkin, J. 1999. The Smoking Industry. Blackwoods: New York.

Matthews, J. 1996. *Tobacco wars*. Sydney: Kingston Press.

NZ Cancer Society, 2002. Lung disease and its causes. [Online]. Available from <http://cancersoc.co.nz/tobacco/html>

Young, S and B. Parker. 2001. *NZ small Businesses*. Auckland: Reed.

(Passage adapted from Webb and Drury 1995).

How well did you do?

0-6 errors: Look carefully at the guidelines in Chapters One and Two again.

7-11 errors: Almost perfect. Proofread one more time.

12-15 errors: Well done! Now apply these skills to your own writing.

Presentation

Check the formatting requirements set down by your department. If they do not specify any, as a general rule, set your work out as follows:

- Use 1.5 or double spacing
- Indent paragraphs (using 'tab'), or leave an extra line in between
- Leave a margin on the left hand side for marker's comments
- Number each page
- Write your name, ID number, tutor's name and course number on the cover page
- Include your Reference List on a separate page at the end
- Unless stipulated, join pages together with a staple or paper clip, rather than putting your assignment in a folder or clear file

Always keep a copy of any work you hand in



Reference List

- Chicago manual of style*. (1993). Chicago, IL: University of Chicago Press.
- Crystal, D. (1997). *English as a global language*. New York, NY: Cambridge University Press.
- Emerson, L. (Ed). (1995). *Writing guidelines for business students*. Palmerston North, New Zealand: Dunmore Press.
- Hoffman, A., Griffiths, B., & Elgort, I. (2002). *Incorporating sources. An academic writing module: Paragraphs. Writing exercises for self-directed study*. Retrieved from <http://www.vuw.ac.nz/llc/academic-writing/sources1.html>
- New Zealand style book: For New Zealand writers, editors, journalists, and students*. (1991). Wellington, New Zealand: GP Publications.
- Oshima, A., & Hogue, A. (1999). *Writing academic English* (3rd ed). New York, NY: Addison Wesley Longman.
- Rountree, K. (1991). *Writing for success: A practical guide for New Zealand students*. Auckland, New Zealand: Longman.
- Webb, C., & Drury, H. (1995). *Independent learning resources: Essay module*. Sydney, NSW, Australia: Learning Assistance Centre Publications, University of Sydney.

Appendix 1:

Instructional Words

Often used in Essay Topics & Exam Questions

Account for	Give reasons for something.
Analyse	Take apart. Describe the different parts of the subject, how they inter-relate and contribute to the whole.
Argue	Give reasons or facts for and against an issue; try to prove by giving reasons or evidence for and against.
Assess	Briefly analyse, then make a careful judgement of the worth of something (e.g. a theory) in the light of its truth, usefulness etc. Give supporting evidence. You might include your opinion to a lesser extent.
Compare	Look for similarities, though differences may be mentioned, and come to a conclusion.
Contrast	Look for differences, though similarities may be mentioned, and come to a conclusion.
Critique (also: <u>Criticise</u> <u>Critically analyse</u>)	Express your judgement about a subject. Analyse the subject and describe to what extent it is supported by evidence. In a lengthy assignment you might also analyse alternative ideas and describe the extent to which evidence supports them, and make a comparison.
Define	Give concise, clear meanings. Show that the distinctions implied in the definition are necessary to distinguish this particular item from all others in that class.
Describe	Give a detailed account of something.
Discuss	Investigate or examine a subject. Present a point of view after considering <u>both</u> sides of an issue or question. Your point of view should be supported by evidence.
Enumerate	List the points required one by one, concisely.
Evaluate	Present a careful judgement of the problem, stressing both advantages and limitations. Evaluation implies evidence-based argument and, sometimes, personal judgement.
Explain	Clarify and interpret the material you present. State the 'how' and 'why', the results, and where possible causes.

Explore	Examine by working through systematically.
Illustrate	Explain or clarify your answer by using specific examples or concepts. Sometimes you may do this by using a visual representation such as a figure, picture, diagram, graph, or drawing.
Interpret	Express the meaning of, translate, exemplify (give examples of), solve, or comment upon the subject. Usually you will give your judgement or reaction to the problem, but always make use of evidence.
Justify	Give evidence which supports an argument or idea. Show why decisions or arguments were made and consider objections that others may make.
Outline	Give the main features or general principles of a subject. Emphasise structure and arrangement. Do not include minor details.
Prove	Show whether something is true or false. Establish something with certainty by evaluating and giving experimental evidence or by logical reasoning.
Relate	Emphasise connections and associations in descriptive form, or by a narrative which shows how things are connected to each other.
Review	Analyse the major points of the subject in organised sequence and briefly comment on them.
State	Present in brief, clear form.
Summarise	Give the main facts in shortened form. Do not include details and examples.
Trace	Follow the development or history of a topic step by step from some point of origin.

How, what, and why?

How, *what*, and *why* are often used in academic assignment questions. It is not possible to list all the ways in which they can be used but below are some of the most common meanings.

How	Describe a process. You usually need to identify the main points. Support your description of the process and main points with evidence. You often use examples as part of your evidence.
What	State and describe the main features of a topic, or event. Support your statements about the main features with evidence related to the subject.
Why	Give the reasons for some event, process or fact. Support the reasons with evidence.

Appendix 2: Linking Words and Phrases

Linking words and phrases are important between sentences inside paragraphs, as well as between paragraphs.

Here is a resource list of linking words and phrases:

Within a sentence	From one sentence to the next	From one paragraph to the next
Sequencing		
	first, second, third, finally	first, second, etc. in the first (second, third) place the primary (secondary, third) reason one (another, a final) reason
Sequencing in time		
when as while, whilst after before	then at once next soon now until then (or now) after this before this subsequently	the next (generally not just “next”) soon (as soon as) at this time (or moment) until this time subsequently throughout this in the past x years
Sequencing in place		
where wherever	there at this (or that) point here	at this (or that) point
Showing contrast		
yet	however even so nevertheless	any of the between sentence links
but	instead on the contrary rather yet by contrast otherwise on the other hand	any of the between sentence links

	alternatively at any rate in any case	
Showing similarity		
	likewise in the same way similarly in a similar manner such as... a parallel argument	any of the between sentence links
Expanding upon or refining an argument		
and and also	also in addition furthermore for example another moreover	in addition (an additional) furthermore an (or one) example another
Showing cause and effect		
because since for so, so that if...,then	for this reason on account of this therefore as a result consequently thus hence accordingly	any of the between- sentence links
Showing conditionality		
if..., then provided that unless in order to	granted in that case under the circumstances	granted in the above case under these circumstances
Resisting conditionality		
although even though whether	still despite this in spite of	still despite this in spite of this

Appendix 3:

Paraphrasing

A few hints on how to paraphrase effectively

1. Read the original document
2. Ask yourself 2 questions:
 - What are the main ideas?
 - How can I use this information to support my own views?
3. Then put the idea you want to use all in your own words

For short passages:

- Change the words
 - (Use a thesaurus if you need to but make sure you rephrase, rather than simply replace the original)
 - Make sure it still makes sense
- Break up long sentences and / or combine short sentences

For longer passages:

- Close the book
- Write down what you remember (then go back and check)

For example:

Original passage: taken from a Management 101 textbook

“Competitive advantage arises when an organisation acquires or develops an attribute or combination of attributes that allows it to outperform its competitors. These attributes can include access to natural resources, such as high grade ore or inexpensive power, or access to highly trained and skilled personnel – human resources. New technologies such as robotics and information technology – either to be included as part of the product, or to assist in making it – are often important sources of competitive advantage” (Campling et al., 2008, p. 204).

Use the information in your essay to support your own views:

Competitive advantage is an important factor for organisations to strive after. Companies look for a niche that they can exploit, such as availability of resources, qualified staff or new technology, to give them a lead over their competitors (Campling et al., 2008). This advantage not only helps keep organisations sustainable but also promotes high standards in business.

If you can do this, you are showing that you can

- effectively incorporate material from your course readings (and that you understand what you have read!)
- reference your sources correctly and
- justify the significance of your readings to support your argument.

Appendix 4:

Answers to some of the exercises



Exercise 5 answers: In-text referencing exercise see p. 24

1. A quote taken from page 16 of a book written by Raymond Miller that was published in 2007.

(Miller, 2007, p. 16)

2. Information taken from Chapter 3 of the 4th edition of *Unbridled Power?* by Geoffrey Palmer, published in 2008.

(Palmer, 2008)

3. Information from an article called “Deals behind closed doors diminish Parliament and the people” written by Karl du Fresne, published on May 25, 2010, in *The Dominion Post*.

(du Fresne, 2010)

4. Information from a website written by the International Monetary Fund called *Global Financial Stability Report: A Quarterly Review on Market Developments and Issues*, published in June 2001. The URL is <http://www.imf.org/pubs/ft/qfsr/2002/02/index.htm>.

(IMF, 2001)



Exercise 6 answers: Reference list exercise see p. 35

1. Palmer, G. (1979). *Unbridled power? An interpretation of New Zealand's constitution and government*. Wellington, New Zealand: Oxford University Press.
2. Jones, G. (1995) Innovation and entrepreneurship. In J. Gilbert, G. Jones, T. Vitalis, R. Walker & D. Gilbertson (Eds.), *Introduction to management* (pp. 23-29). Sydney, NSW, Australia: Harcourt Brace.
3. Pham, M. (1995). Asia life styles: Special report. *Far Eastern Economic Review*, 6 (2), 14-21.
4. International Monetary Fund. (2001). *Global financial stability report: A quarterly review on market developments and issues*. Retrieved from <http://www.imf.org/pubs/ft/qfsr/2002/02/index.htm>.



Exercise 7 answers: Incomplete sentences, see p. 40

When managers behave unethically, it can lead to a decrease of public trust, leading to problems for businesses that rely on community support.

Or you could say:

When managers behave unethically, it can lead to a decrease of public trust. This leads to problems for businesses that rely on community support.



Exercise 8 answers: Run-on sentences, see p. 41

1. Other businesses could adopt the same tactics as this manager did. This could spread very quickly and have a negative impact on other local organisations.
2. Scenarios like this could have many positive implications for organisations. This could lead to greater sharing of resources, increased employment and better job opportunities for school leavers. It also provides positive examples for junior managers to follow in their careers.



Exercise 9 answers: Apostrophes, see p. 43

1. Police officers need to be able to trust each other.
2. Shane's actions were unethical and unprofessional.
3. It's time for the government to put its money into more funding for education.



Exercise 10 answers: Commonly confused words see p 42

Everyone agreed to sign the agreement, **except** _____ Australia.

The committee will **accept** _____ the report's recommendation.

The counsellor can **advise** _____ you on this matter.

Go and see Course **Advice** _____.

The long-term **effect** _____ is unknown.

This will **affect** _____ the whole commercial sector.

The gentleman paid her a **compliment** _____.

The proposed changes will **complement** _____ the existing facilities.

The article seemed to **imply** _____ cost-cutting measures.

Workers can **infer** _____ that this will lead to cutbacks.

The **practice** _____ session went well.

The new lecturer wanted to **practise** _____ using Powerpoint.

Compared to last winter, **it's** _____ much warmer this year.

The company released **its** _____ annual report.

The directors agreed to **proceed** _____ with the merger.

This review must **precede** _____ the finalising of the agreement.

The **principal** _____ recommendation involved funding.

The meeting agreed in **principle** _____ to authorise the spending.

There _____ are several advantages to this proposal

Students can access **their** _____ results online.

Check a dictionary if you are not sure of the meaning as meaning can change the way a word is spelled.



Exercise 11 answers: APA referencing exercise see p. 47

Tobacco use only benefits certain sectors of society, those that are involved in its production and governments who raise taxes from its sale (**Baker, 2002**). The primary producers, mainly small farmers, gain direct financial benefit from tobacco growth (**Wilkin, 1999**). In addition, thousands of retailers depend on the sale of tobacco for the survival of their business (Young & Parker, 2001). However, the major beneficiaries are tobacco firms and governments who gain substantial revenues from tobacco (**NZ Cancer Society, 2002**). The Chinese government, for example, “gains 60% of the retail price of a packet of cigarettes” (Matthews, **1996, p. 12**), a substantial source of income that means it is not in governments’ interests to ban tobacco sales outright, despite the worldwide call from health lobby groups.

Reference List

Baker, P. (2002). *The anti-smoking lobby*. London, United Kingdom: Healtheries Press.

Matthews, J. (1996). *Tobacco wars*. Sydney, NSW, Australia: Kingston Press.

NZ Cancer Society. (2002). *Lung disease and its causes*. Retrieved from <http://cancersoc.co.nz/tobacco/html>

Wilkin, J. E. (1999). *The smoking industry*. New York, NY: Blackwoods.

Young, S., & Parker, B. (2001). *NZ small businesses*. Auckland, New Zealand: Reed.

(Passage adapted from Webb & Drury, 1995)

Remember

- The Reference List is ALWAYS in alphabetical order
- Just use the last names in in-text referencing
- For an in-text reference for an internet site, use the author or organisation’s name. Only use the URL in the reference list at the end.
- Only titles should be in italics.
- In the title only the first word, any names of people, places and things are in capitals. Also any word after a colon is also in capitals, e.g. *Management in small organisations: The opportunities and challenges*.
- The authors’ last names always come before the initial.
- Use initials, not first names
- The dates are always in brackets.
- Watch for punctuation.
- The place of publication always comes before the publisher.
- Check the referencing chapter to make sure.

