

INTRODUCTION

The *Higher Degree Regulations (March 2011)* have been approved by Senate and must be followed by staff and students alike. All postgraduate students should have a copy of these regulations (available from your Dean or Course Co-ordinator) and be familiar with them. If any guidelines issued in this document or by your Faculty disagree with the *Higher Degree Regulations* the *Regulations* should be followed. Consequently, these guidelines should be read in conjunction with the *Higher Degree Regulations*.

This booklet aims to help you prepare for submitting a St. John's University of Tanzania (SJUT) thesis either at Masters or PhD level. Each faculty or department may have issued you with style sheets or guidelines for referencing according to discipline. You should make yourself familiar with these and give them priority over this booklet which is on general guidelines.

Section III and IV, however, should be followed by all disciplines to ensure consistency and harmonization across the University and to enable GRaCB and Senate assess proposals and suitable supervisors.

The aim of writing in academic English should be *clarity* and *consistency*. Express yourself clearly and simply so that others can understand your thought and practice. Technical language, in the academy, cannot be avoided but you should strive for clarity not convolution. There is no point in having original thought or practice if no one can understand it!

May God continue to bless you as you grow in scholarship.

Dr. Robert S. Heaney (DPGSR)
Prof. E. Kamwaya (DVCA).

I. Supervisors

1. Supervision at SJUT

1.1 A candidate for a Masters degree must have as a primary supervisor a member of staff at the level of Senior Lecturer (i.e. the supervisor must possess a PhD).

1.2 In the case of a PhD candidate his/her supervisors shall all have PhDs (see SJUT's *Higher Degree Regulations II*, 2.9-2.10).

II. Supervision of Graduate Students

1. General Duties and Responsibilities of Supervisors

1.1 The supervisor must ensure that:

1.1.1 A candidate for a higher degree is maintaining satisfactory progress.

1.1.2 A candidate for a higher degree receives adequate advice and encouragement on his/her thesis work.

1.1.3 A candidate for a higher degree is receiving regular and critical feedback on his/her work.

1.2 A positive attitude and relationship between the supervisor and candidate is essential.

1.3 A supervisor is responsible for acquainting himself/herself with all of SJUT's academic higher degrees regulations and general examination regulations.

1.4 A supervisor should know and make a distinction when supervising Masters research candidates and when supervising PhD candidates. He/she should understand that:

1.4.1 The Masters research programme/research component of a Masters degree is an introduction to academic research. This will mean:

- i. A candidate at Masters level is introduced to the fundamentals of academic research.
- ii. A candidate at Masters level shall learn to develop a higher level of knowledge and practical skills in methods relevant to his/her field of study.
- iii. A candidate at Masters level shall learn skills in presenting the results of research in a scholarly manner.
- iv. A candidate at Masters level shall be expected to make an important contribution to knowledge.

Because a Masters candidate has limited research experience, he/she shall require close and careful supervision. This is especially the case in the early stages of research and when he/she is learning how to present research in a scholarly manner.

1.4.2 In contrast to research at Masters level, research at PhD level assumes a candidate is well grounded in research skills. Therefore, a supervisor should recognize, encourage, and expect a PhD candidate to:

- i. Make a distinct and original contribution to the field of knowledge (e.g. a new interpretation, new theory, new methodology, and/or contribution of new facts).
- ii. Demonstrate a deeper and broader knowledge of his/her chosen field.
- iii. Evidence a higher level of critical thought and practice.
- iv. Take the initiative in his/her research.

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While it is recognized that a PhD candidate will develop in his/her ability to work independently, it remains the responsibility of a supervisor to give guidance and feedback to the candidate.

1.5 The supervisor is responsible for assisting the higher degree candidate in formulating an appropriate research project and to ensure that the candidate presents a seminar on the his/her chosen project. The proposed research topic must be approved *via* the appropriate means as stated in the *Higher Degree Regulations*.

1.6 The supervisor is responsible for judging the feasibility of the candidate's research proposal. The supervisor shall, therefore, seek to foresee potential problems the candidate might encounter (e.g. can the candidate gather the necessary data/material within the timeframe of the higher degree? Is the research proposal too wide-ranging to fall within the scope of a higher degree?)

1.7 The supervisor is responsible for monitoring the candidate's progress. This will mean:

1.7.1 Requesting the candidate to submit regular self-assessments (SJUT/PGF012). In reviewing these reports the supervisor shall take the opportunity to advise the candidate on the coherency and cogency of his/her work. The supervisor may also give direction on the presentation of the research. However, it is the candidate's responsibility to ensure that his/her research meets the proscribed presentation guidelines found in this document.

1.7.2 Writing supervisor reports to be submitted to the URCC (SJUT/PGF011) which shall be based, in part, on the candidate's semester progress reports. These supervisor reports, when appropriate, will include recommendations for transfer of status (e.g. from Masters level to PhD level) or recommending that the candidate be discontinued from studies.

1.7.3 Meeting with the candidate regularly to discuss his/her work is necessary. Such meetings, as well as allowing the supervisor to use his/her expertise to guide the candidate, provide an opportunity for the supervisor to detect any problems in the student's research. If such problems are detected it is the responsibility of the supervisor to immediately propose remedial measures.

1.7.4 Encouraging candidates to attend relevant research seminars organized at Faculty/School/Institute level, Department level or organized or recommended by the University.

1.7.6 Organizing seminars so that the candidates can present their research. Such seminars within the appropriate Faculty/School/Institute give candidates opportunity to develop their critical thinking and begin to engage with objections/criticisms to his or her argument and/or methodology. The supervisor shall ensure that his/her PhD candidate shall present at least one seminar per academic year he/she is registered.

1.7.7 Researchers must attend the University Research Seminar which is organized twice a semester.

1.8 The supervisor is responsible for guaranteeing that the final title of the thesis is appropriate.

1.9 It is entirely the responsibility of the candidate to author the research and follow the style guidelines (issued by Faculty and/or outlined in this document) and presentation guidelines in this document. However, the supervisor shall be responsible for monitoring the quality of the writing and research so that what is submitted is at an acceptable level for the degree in question. In order to ensure that this shall be the case, the following measures should be taken:

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1.9.1 The supervisor must be accessible, interested and enthusiastic towards the candidate and his/her work.

1.9.2 When a candidate submits a draft portion of his/her research the supervisor shall read it carefully and critically. The supervisor shall provide constructive feedback and direction, in writing, to the candidate. The supervisor shall identify concrete advice on how the drafts can be improved.

1.9.3 The supervisor shall arrange a supervision meeting within two weeks of a draft portion being submitted by the candidate.

1.9.4 As well as advising the candidate on how to construct a coherent and cogent argument, the supervisor shall advise the candidate on structure (e.g. what material should appear in what order and what material might be better placed in appendices).

1.9.5 Before submission for examination the supervisor must read the entire final draft and be convinced that it is ready for examination.

1.9.6 The supervisor shall commit to attend any training on research supervision which is organized or recommended by the DVCA and/or DPGSR.

1.10 The supervisors are responsible for recommending to the Dean of the Faculty/School or Director of the Institute potential external examiners for the candidates' thesis (see *Higher Degree Regulations* II, 4).

1.11 In the event of external examiners or other examiners requiring the candidate to revise his/her thesis, the supervisor has the responsibility for guiding the candidate to meet the requirements of the examiners.

1.12 Supervisors are required to use the standardized forms detailed in this document and supplied by the DPGSR for submitting information to the GRaCB and/or URCC.

2. Problems in Supervisor-Candidate Relationships

2.1 Unfortunately, sometimes difficulties arise during the course of a candidate's relationship with a supervisor. For example:

- i. Communication breakdown may occur between the candidate and the supervisor.
- ii. Personality clashes and conflict may occur making the supervisory relationship dysfunctional.
- iii. A candidate may consistently refuse to follow the supervisor's advice.

If such circumstances occur the following steps should be taken:

- iv. The supervisor and the candidate must report the problem, in writing, to the Faculty/School/Institute Head.
- v. The Head should study the nature of the problem in consultation with the DPGSR, DVCA, and the DVCPF (who has overall responsibility for disciplinary matters at SJUT).
- vi. The Head, in consultation with the DPGSR, DVCA, DVCPF and URCC (if a PhD student) should make one of the recommendation to the GRaCB listed in 2.2.

2.2 In the event of problems in supervisor-candidate relationships one of the following actions can be recommended to the GRaCB:

- i. If it is determined that the candidate is primarily at fault, he/she shall be given a written warning to change his/her behaviour and/or attitude.

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- ii. If necessary and possible, the candidate is transferred to another Department.
- iii. If it is determined that the supervisor is primarily at fault, he/she shall be given a written recommendation to change his/her behaviour and/or attitude.
- iv. A new supervisor is appointed (if the Head is convinced this is the best solution).
- v. In the absence of a suitably qualified and experienced supervisor, the Head shall appoint an advisory panel to provide supervision for the candidate.

2.3 Problems in supervisor-candidate relationships may be minimized if the following guidelines are adhered to by the Faculty/Department/Institute:

2.3.1 The Head of a Faculty/School/Institute must control the number of candidates any one academic can supervise at one time.

2.3.2 The Head of a Faculty/School/Institute must take into consideration the supervision load a member of staff has when he/she is delegating teaching responsibilities within the Faculty/School/Institute.

2.3.3 Heads of Faculty/School/Institute are requested to provide subject specific training for supervisors. They are also requested to ensure that their staff attend all training organized by SJUT which is designed to enhance good academic practice and good supervisory practice.

2.4 Problems in supervisor-candidate relationships may be minimized if the following guidelines are adhered to by the candidate:

2.4.1 The candidate must make it his/her responsibility to be conversant with the Higher Degree regulations and guidelines.

2.4.2 The candidate must take responsibility for submitting to his/her supervisor regular self-assessment reports (SJUT/PGF012).

2.4.3 The candidate must attend research seminars in his/her Faculty/School/Institute in order to counter isolation and in order to be familiar with the standard expected in his/her degree programme. The candidate is required to attend the University Research Seminar.

2.4.4 The candidate is responsible for being aware of any training and/or seminars provided by SJUT to develop research and scholarly skills for graduate students.

2.4.5 If a candidate is experiencing problems with his/her research he/she should discuss these problems with his/her supervisor and, if necessary, with his/her Head of Faculty/School/Institute.

2.4.6 In consultation with his/her supervisor, a candidate is responsible for drawing up a realistic plan of work and/or timetable for completing his/her research.

2.4.7 The candidate is responsible for completing his/her research on time and following all guidelines issued by SJUT relevant to his/her course of study.

2.5 In the event of a supervisor leaving SJUT the following courses of action may be taken:

2.5.1 If the student is in the final stages of his/her research, arrangements should be made by the Head of the Faculty/School/Institute that the supervisor guides the candidate to the completion of his/her studies.

2.5.2 If the student is in the initial stages of his/her research, the Head of the Faculty/School/Institute shall recommend another supervisor to the URCC and GRaCB.

2.6 If any publication(s) arises from the candidates research at SJUT it his/her responsibility to acknowledge that the publication is based on research carried out at SJUT.

III. Preparing for Research

1. The Research Proposal (See *Higher Degree Regulations II,2*)

Candidates will be required by their Faculties and supervisors to write a Research Proposal. Candidates should enquire from their Faculty if specific discipline guidelines have been issued. Where this has not been done, the following guidelines should be followed.

1.1 A research proposal *outlines* the proposed area of study. This will be done under the guidance of a supervisor whose expertise and research interests matches the candidate's interest.

1.2 A research proposal also identifies the candidate's *method* and *plan* for successfully completing his/her research.

1.3 A research proposal guides the candidate as a result of its focus, method, and project-plan.

1.4 A candidate should keep in mind that a research proposal is also designed to convince a panel of experts that he/she is capable of planning and succeeding in independent research. It should demonstrate that the candidate is progressing from an education-orientated project to a goal-orientated project.

2. Preparing to Write a Research Proposal

2.1 A candidate's supervisor should be able to share good examples of research proposals from within the discipline in question.

2.2 Before writing a research proposal a candidate should answer the following questions and taking the following steps:

- i. What is my focus? State your purpose.
- ii. What question am I seeking to answer? Identify primary and secondary research questions.
- iii. What has already been done in the area? Write a preliminary literature review.

2.3 A Research Proposal should contain the following elements:

- i. Title page.
- ii. Proposed research title
- iii. Abstract
- iv. Background and problem statement
- v. Aims and objectives
- vi. Central argument
- vii. Methodology
- viii. Concept clarifications
- ix. Ethical considerations
- x. Provisional outline of chapters
- xi. Indicative bibliography
- xii. Research schedule

2.3.1 The *title page* should include:

- i. Family name and initials.
- ii. Degree registered for or being applied for
- iii. Student number
- iv. Contact number

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- v. Email address
- vi. Supervisors or proposed supervisors
- vii. Outline/contents of Research Proposal

2.3.2 The proposed research *title* must reflect what it is the candidate is actually intending to do in the thesis. A rough guide might be to aim for a title that is no longer than 12 words. If it is longer than 12 words then the candidate should submit a short title with a longer sub-title. You should also provide 5-10 key words (which are useful for registering the candidate's research in appropriate databases).

2.3.3 The *abstract* should be no more than 300 words. An abstract summarizes, accurately and concisely, the argument of the dissertation. It should state the main issue addressed by the research. It should lay out the manner in which the material is addressed and the conclusions reached.

2.3.4 The *background statement* should explain:

- i. *What* it is the candidate is interested in researching and
- ii. *Why* the candidate is interested in researching the issue.

Outlining the background to the candidate's research locates the research in the broad subject area and contextualizes the research.

The *problem statement* should explain the *theme* of the investigation, demonstrate that the candidate is familiar with the *subject area*, and identify specific *research questions*:

- iii. The *theme* of the investigation uses the literature review to put the research project in context. It then demonstrates (and this is crucial for PhD research) the gap/misunderstandings in present scholarly knowledge or research. It succinctly states

what new perspective or contribution is being proposed (again this is crucial for PhD level research).

iv. Demonstrating that the candidate is aware of the broader subject area is very important. For doing so justifies the choice made for the research project. The candidate, therefore, needs to make reference to historic and recent research (unresolved issues, problems, incoherencies, problems, opportunities for further research). In PhD research especially it should be stated clearly what problem it is the candidate's research is aimed at resolving or what new/original information/knowledge a candidate is bringing to the topic.

v. Research questions should be stated. What questions is the candidate seeking to answer? To what extent will the research answer/contribute to the state of present research? Research questions should be:

- linked directly to the statement of the candidate's purpose.
- logically ordered (i.e. the second research question can only be answered after the first research question can be answered).
- linked coherently through, for example, key terms that appear in each question.
- clear and self-explanatory to outside readers.
- able to stand alone as researchable issues/questions.

The section should conclude by stating a single overarching research question/issue. (If the candidate cannot articulate the subject of his/her research project/problem in one sentence then he/she does not have, as yet, a clear concept of what he/she is seeking to do.) This should be followed by

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other questions or issues which will ultimately become chapters in the submitted thesis.

The background and problem statement should be no longer than two paragraphs.

2.3.5 The *aims and objectives* are central to the candidate's research and guide his or her project.

i. The aim is a statement on what the research project is seeking to achieve. It must cohere and correlate with the main research problem. For example, "The main aim of this study is to make an ethical evaluation of the acquisition policies of *East Africa Gold Standard Hotel Group*."

ii. The objectives are a list of individual tasks which the candidate will need to achieve in order for the aim to be achieved. The individual objectives must correlate with the subdivision of the problem as referenced in 2.2.4.

2.3.6 The *central argument* is a brief statement on the expected conclusions of the research (sometimes called a "basic hypothesis" or a "central theoretical argument" – this will depend on the discipline). For example, "the central argument of this study is that the acquisition policies of the *East Africa Gold Standard Hotel Group* is ethical in principle but not in practice".

2.3.7 The *method* is the means to finding the answers to the proposed research problem. What information does the candidate need? How is the information to be collected and collated? How is the information going to be analyzed? For some disciplines there will be specific and well defined methodological procedures and they should be made explicit in this section of the Research Proposal. Even if the candidate is in a field where such methodology is not well establish

he/she must still clearly state his/her method preferably with reference to scholarly precedent and publications.

2.3.8 The *clarification of concepts* is important to demonstrate that the candidate understands the technical demands of his/her field and to clarify if he/she is adopting or expanding on these concepts. Consequently, this section should indicate how a candidate interprets the key concepts in the field and in his/her area of research.

2.3.9 *Ethical considerations* are important in general and are particularly important to SJUT as a Christian university. A candidate must familiarize himself or herself on all published ethical guidelines by the university. This is especially important if the candidate's research involves, for example, animals, genetic technology or questionnaires.

2.3.10 The *provisional outline of chapters* should demonstrate a logical and culminative argument (see 2.3.4).

2.3.11 The *indicative bibliography* demonstrates that the candidate has a broad awareness of the field of study. See section IV, 2.4.2 or your Faculty guidelines for how to format a bibliography.

2.3.12 The *research schedule*, at this stage, is provisional. However, it is very important that the candidate plans realistically (it is important that the candidate takes the advice on his/her supervisor). The schedule should include proposed meetings with the candidate's supervisor, dates for (if appropriate) field work, and dates for when specific chapters are to be drafted.

2.3.13 Students should take the writing of research proposals very seriously. For it is on the basis of your Research Proposal that you and your project will be judged.

IV. Preparing the Text for Submission

1. Academic English

1.1 SJUT has good resources for improving written English in the library and students are encouraged to use these.

1.2 While technical language cannot be avoided, clarity of expression demonstrates clarity of thought and practice. Convoluted writing demonstrates unclear thought and practice.

2. The Parts of a Thesis

2.1 Fonts

The thesis should be doubled-spaced and in 12pt Times New Roman (footnotes should also be double-spaced and in 10pt Times New Roman).

2.2 Margins: these should be ***

2.3 Pages

Every page in a thesis is counted even if it is not numbered. That is to say, the title page is page i., the copyright statement is page ii. etc. Preliminary pages are numbered by small Roman numerals (i.e. i., ii., iii., iv., v., etc.). The main body of the text is numbered using 1, 2, 3, 4, 5, etc.

2.4 Preliminary Pages

2.4.1 *Title page*: the title of the thesis should be:

- i. CAPITALIZED in 14pt Times New Roman
- ii. Centred

It should include:

- iii. The approved title of the thesis (CAPITALIZED in 14pt Times New Roman)

iv. The full name of the candidate (as registered at SJUT)

v. It should, below the name of the author say, “A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Arts in Education of St. John’s University of Tanzania”.

At the bottom of the page (centered in 12pt Times New Roman) it should say:

vi. St. John’s Universtiy of Tanzania and year of submission.

2.4.2 *Copyright statment*: “No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission by the author or University.”

2.4.3 *Certification*: this page must include the statement below and include space for the candidate’s supervisor(s) to sign and date it. The certification statement should say: “I, the underdesigned, certify that I have read and herby recommend for acceptance by St. John’s University of Tanzania a dissertation entitled: ***Approaching the Perfect Thesis: A Comparative Study on Writing and Presenting Effectively in the Academy***, in fulfilment of the requirements for the degree of Doctor of Philosophy.”

2.4.4 *Student declaration*: “DECLARATION” should be typed in bold 14pt Times New Roman and centred at the top of the page. Below the “DECLARATION” should be typed, “I, **Amos Obadiah Theophilus**, declare that this thesis is my own work. It has not been and will not be presented for any other degree.”

2.4.5 *Dedication*: this is not necessary but many scholars wish to dedicate their work to others. It should be short and clear, for

example, “To my parents”. The dedication should be in 12pt Times New Roman and centered at the top of the page.

2.4.6 *Table of Contents*: on the left hand side of the page a list of the individual elements of the thesis is needed. On the opposite side of the page the page numbers which correspond to each element (whether in the preliminary or main part of the thesis). The page should be entitled “CONTENTS” (which should be centred at the top of the page) in bold and capitalized 14pt Times New Roman. Chapters should be referenced by words not numbers. For example, “CHAPTER ONE” THE HISTORY OF THE ACADEMIC THESIS” in 12pt Times New Roman. Sub-sections of chapters should be referenced in 12pt Times New Roman.

2.4.7 *List of Illustrations*: this will not be relevant to all theses. If relevant, the heading “ILLUSTRATIONS” should be in 14pt Times New Roman. On the left margin the word “Figure” in 12pt Times New Roman should be printed and on the left margin the word “Page” in 12pt Times New Roman.

Under the heading “Figure” the figure numbers are given as, for example, 1, 2, 3 etc. followed by a full stop or period (e.g. 1.). The captions follow the period and are aligned to the left margin. The page numbers are aligned to the right margin under the heading “Page”. Captions should be separated by double-spaces and single-spacing should be used within captions:

ILLUSTRATIONS		
Figure		Page
1.	Title page of Illustrations of The Book of Job	5
2.	The Daughters of Men welcome an Angel	17

2.4.8 *List of Tables*: this will not be relevant to all theses. If relevant, it is essentially the same format as used in the list of illustrations. The heading “TABLES” should be in 14pt Times New Roman and centred.

On the left margin the word “Table” in 12pt Times New Roman should be printed and on the left margin the word “Page” in 12pt Times New Roman.

Under the heading “Table” the table numbers are given as, for example, 1, 2, 3, etc. followed by a full stop or period. The title of the table should follow the period and are aligned to the left margin. The page numbers are aligned to the right margin under the heading “Page”:

TABLES		
Table		Page
1.	Composition of the Earth’s Crust	9
2.	Properties of Some Clay Minerals	43

2.4.9 *Preface*: this will not be relevant to all theses. If relevant, the preface explains the motivation for the project, the background of the study, the scope of the research and the purpose of the thesis. If the candidate only wishes to acknowledge assistance and/or permissions received then these comments should be left for Acknowledgements (see 2.4.10).

2.4.10 *Acknowledgements*: it is good practice to recognize others who have helped the project to completion. For example, the candidate

may want to thank mentors, colleagues, supervisors, institutions, and/or donors who supported the research. All this should come under the centred 14pt Times New Roman heading “ACKNOWLEDGMENTS”. The formatting for this page should be the same as for the first page of a chapter.

2.4.11 *Abbreviations*: this may not be relevant to all theses and should only be used if the candidate has devised new abbreviations. The list of abbreviations should be alphabetized according to the abbreviation itself. This is done under the centred 14pt Times New Roman heading “ABBREVIATIONS”. The abbreviations should be listed on the left:

ABBREVIATIONS

ANH *Annals of Natural History*

CPS Cambridge Philosophical Society

QR *Quarterly Review*

2.4.11 *Glossary*: this may not be relevant to all theses. A glossary can be used if the research contains many non-English terms or many technical terms which may be unfamiliar to the reader. The heading of the page should be centred with the word “GLOSSARY” in Times New Roman 14pt. The terms should be arranged alphabetically on the left margin followed by a colon. The definition or translation follows and ends with a full stop or period (unless the definition is a single word – if this is the case a period is not required). If a definition is longer than one line then the subsequent lines should be indented. Double-spacing should be used for the definitions and single-spacing within the definition:

GLOSSARY

Burin facet: The scar formed by the detachment of a burin spall.

Burin spall: The piece struck off to produce a burin. An occasional burin spall may show subsequent modification, by retouch, into a perforator.

Carinated. Shaped like the keel of a ship.

2.4.12 *Abstract* (see III, 2.3.3).

2.4.13 *Main text (chapters)*: each chapter heading should follow this layout:

CHAPTER ONE AN APPROACH TO LAYING OUT CHAPTERS

The heading is centred and capitalized in Times New Roman 18pt. The next level (grade) of sub-heading should follow this layout:

1.1 INTRODUCTION

The heading is centred, capitalized and underlined. It is in Times New Roman 12pt. The next level (grade) of sub-heading should follow this layout:

1.1.1 Sub-Headings

The heading is in Times New Roman 12pt, underlined and aligned to the left margin.

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Candidates should note that different disciplines may have slightly different conventions (for example, some disciplines may begin with “1.0” and proceed to “1.1”, “1.2” etc). What is vital is that a consistent form of headings and sub-headings be employed throughout.

2.4.14 *Appendix*: this will not be relevant to all theses. All appendixes should be placed at the end of the completed thesis. The purpose of an appendix is to include material that is relevant to the research but, for some reason, not suitable for inclusion in the main text.

2.4.15 *Bibliography*: this is the final section of the thesis. The heading of the first page of the bibliography should be a 14pt New Times Roman heading “BIBLIOPGRAHY”. For information on listing cited works in a bibliography see the next section.

2.5 Referencing

2.5.1 *Footnotes* are used chiefly to declare a source. One can use it to cite the authority for a statement, to cross-reference material, or to reference material which is important but not central to the argument being made at that point. Acknowledgement is required for a direct reference to the work of another scholar or when the student’s argument is influenced by another scholar. It is plagiarism to use another’s words or thoughts without acknowledgement. Plagiarism is a very serious offence. A student may quote another scholar, paraphrase another scholar, and summarize another scholar but a student must *always* reference sources.

A footnote is made up of two components, a superscripted number normally placed at the end of a sentence and the referenced material at the bottom of the page (Times New Roman 10pt).

i. Referencing for a *book* (in 10pt) should follow this pattern:

The first reference to a book or article should include *full* bibliographical details. For example, Ivan Petrella, *Beyond Liberation Theology: A Polemic* (London: SCM Press, 2008), 78.

OR

Ivan Petrella, *Beyond Liberation Theology: A Polemic* (London: SCM Press, 2008), 78-112.

Subsequent referencing shall follow this form:

Petrella, *Beyond*, 78.

The use of *ibid.* should be avoided.

ii. Referencing (in 10pt) an individually authored chapter in an edited volume should follow this pattern:

Kwok Pui-lan, “Mercy Amba Oduyoye,” in *Empire and the Christian Tradition: New Readings of Classical Theologians*, eds. Kwok Pui-lan, Don H. Compier, and Joerg Rieger (Minneapolis: Fortress Press, 2007), 471-486.

Subsequent referencing should follow this form:

Pui-lan, “Mercy”, 486.

iii. Referencing (in 10 pt) a journal article should follow this pattern:

Nami Kim, “A Mission to the ‘Graveyard of Empires’? Neocolonialism and the Contemporary Evangelical Missions of the Global South,” *Mission Studies* 27 (2010): 3-23 at 7.

Subsequent referencing should follow this form:

Kim, “Mission”, 22.

iv. Referencing (in 10pt) for an online magazine/newspaper article should follow this pattern:

Eric Boehlert, “Watch Your Mouth,” *Salon*, March 19, 2004, <http://www.salon.com/news/feature/2004/03/19/fcc> (accessed March 22, 2004).

Subsequent referencing should follow this form:

Boehlert, “Watch”.

2.5.2 Bibliography

The bibliography is listed in alphabetic order by author surname.

The second and subsequent lines of the bibliography entry need to be indented by 1.25cm. For example:

Boehlert, Eric. “Watch Your Mouth.” *Salon*, March 19, 2004,
<http://www.salon.com/news/feature/2004/03/19/fcc> (accessed
March 22, 2004).

Kim, Nami. “A Mission to the ‘Graveyard of Empires’?
Neocolonialism and the Contemporary Evangelical Missions
of the Global South.” *Mission Studies* 27 (2010): 3-23.

Petrella, Ivan. *Beyond Liberation Theology: A Polemic*. London:
SCM Press, 2008.

Pui-lan, Kwok. “Mercy Amba Oduyoye.” In *Empire and the
Christian Tradition: New Readings of Classical Theologians*,
eds. Kwok Pui-lan, Don H. Compier, and Joerg Rieger, 471-
486. Minneapolis: Fortress Press, 2007.

V. Conclusion

As well as general published guides to research you may find that individual faculties at SJUT have issued their own discipline specific guidelines (e.g. SOTR has a *Research Methodology Resource Pack*). These can be very helpful to candidates even if the guidelines are not from their own discipline.

The following published resources are available in the Directorate of Postgraduate Studies and Research and some have been used to prepare this booklet.

N. Bak, *Completing Your Thesis: A Practical Guide* (Pretoria: Van Schaik, 2004).

Jacques Barzum and Henry F. Graff, *The Modern Researcher* 5th ed. (Fort Worth: Harcourt Brace Jovanovich College Publishers).

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed. (Chicago and London: University of Chicago Press).

See also:

www.style.mhra.org.uk

<http://vaal.puk.ac.za/vaal/docs/manualpostgrad.pdf>

Manchester University has a very useful section on academic writing and provides an academic phrasebook
www.phrasebank.manchester.ac.uk (the phrasebank is also incorporated into SJUT’s *SOTR Research Methodology Resource Pack*).

<http://eslbee.com> on “Advanced Composition for Non-Native Speakers of English.”