



# **SOEE Assignment Submission & Referencing Handbook**

**2011-2012**

## 1. Submitting your assignment

All coursework which is to be handed in for assessment should be legible and tidy, and preferably typed. All pages should be numbered. Each piece of coursework must be accompanied by a completed standard covering sheet which includes a Statement of Integrity. Cover sheets are available from outside the Student Support Office (Room 10.142a).

Unless explicitly instructed to do otherwise, students should submit one copy of each piece of work in the designated submission box outside the Student Support Office (Room 10.142a). For dissertations, students should hand their projects to the Student Administrator in person and sign the record of submission. In some instances coursework will be submitted electronically on the VLE. In addition, some laboratory practical or field assessments will be handed in direct to the member of teaching staff at the time of lab- or fieldwork. If this is the case full instructions will be given in the Module Handbook / Assignment Brief.

Assignments for non-SOEE modules, e.g. GEOG, should be handed in at the relevant School and in accordance with relevant submission procedures.

## 2. Word Count

Unless specified in the module handbook/assignment brief the word count includes all text in the main body of the assignment including summaries, titles, contents pages, tables, diagrams, supportive material (whether in footnotes or references). The reference list and appendices will not normally count towards the word limit. However, it is not acceptable to present matters of substance, which should be included in the main body of the text, in the appendices.

## 3. Penalties for Exceeding Word Count

All course work assignments that contribute to the assessment of a module are subject to a word limit, as specified in the module handbook for that module. Unless specifically stated otherwise in the relevant module handbook EVERYTHING except the reference list and any appendices is included in the word count. It is School policy that a penalty for exceeding the word limit will be applied and students are required to provide an accurate word count on the front cover of their assignment.

If the word limit is exceeded by less than 10%, no penalty will be applied. For work that exceeds the word limit by more than 10%, the following penalties will be applied:

Exceeds word limit by	Marks to be deducted
10.1 - 20.0%	5
20.1 - 30.0%	10
30.1 - 40.0%	15
40.1 - 50.0%	20

If the word count exceeds the word limit by more than 50%, the mark awarded for the work will be a zero.

## 4. Checking of Stated Word Counts and Procedures for dealing with Misstatements

A random sample of assignments for each module will be checked to ensure compliance with the word limit. An incorrect statement of a word count is regarded by the University as seeking to deceive the examiners and constitutes malpractice.

## 5. Coursework Submission Deadlines

Unless specifically stated otherwise, the deadline for submitting work on both undergraduate and postgraduate modules is normally 2 pm on the day specified in the Module Handbook. For work submitted electronically, the time of the submission is automatically logged. Deadlines in other Schools may vary and students should refer to the relevant Module Handbook or Assignment Brief for details.

## 6. Penalties for Late Submission of Coursework

University rules on penalties for late submission of coursework require 5 full marks to be deducted for each calendar day, or part thereof (including weekends) that passes after the date of required submission.. The deduction is applied to the mark for the coursework component concerned before any conflation with other marks to give the overall result for the module. If coursework is not submitted by the end of fourteen calendar days following the prescribed deadline, a mark of zero is returned for that component.

## 7. Keeping Copies of your work

### Assessed Feedback: 'Return Not Retain' Pilot

In a bid to ensure that students get all their coursework back with useful feedback, the School has obtained permission from the Pro-Vice Chancellor for Student Education to pilot a new 'return, not retain' system for 2011/12. Instead of keeping student's coursework for the external examiners to look at, the School will return it to students with feedback, and it will be the student's **responsibility** to collate it into a learning portfolio. Student's can use this portfolio to reflect on the feedback that they've received, using it to improve their next piece of work. Students must hand this portfolio in at the end of the year (towards the end of the semester 2 exam period for UG students, and the start of May for MSc students). The School will give deadlines nearer the time.

#### Students must:

- Collate their work in the lever arch file that we provide you with, separated into year of study.
- Ensure that modules are filed in numerical module code order, separated by dividers.
- Ensure that the work for a module is accompanied by a cover sheet that lists the different assessment components (provided by the module leader).
- Include coursework in their portfolio, wherever feasible. Posters, maps, field notebooks, and other work that is not easy to place in a lever arch file do not have to be included in portfolios.
- Include coursework from non-SOEE modules in their portfolio, if this is possible.
- Hand this portfolio in at the end of each year by the deadline given for their programme. This deadline will be publicised during the course of the year.
- Sign a hand-in sheet when they submit their portfolio.
- **Returning students:** Portfolios will be returned at the start of the next academic year. Students will be asked to sign again when it is returned to them.
- **Final year students (UG and MSc):** Students will be able to collect their portfolios on graduation day.
- It is not possible to return marked final year projects/dissertations to students before the end of the academic year because of the time needed for marking. Students will however receive feedback on their project/dissertation.
- **Electronic submissions:** For assignments that are submitted electronically, students must print off their assignment AND the feedback and include these in their portfolios.
- **Students must note the following, or progression/graduation will be affected:**
  - o **Students must submit a complete portfolio by the required date**
  - o **Students must NOT edit or amend their marked work after it has been returned to them**

In addition to the hard copy in the Assessment Portfolio it is the student's responsibility to keep an electronic copy of their work, including assessments that were submitted in hard copy. Copies of assignments or coursework that were prepared by hand, for example lab sheets, field notebooks etc., must also be kept.

## 8. Referencing

Whilst researching your assignment you are likely to consult many different sources of information: books, journals, newspaper articles, web pages, etc. You should always acknowledge the sources of all your quotations, arguments and ideas, **even if you do not quote the source directly**.

### Why is important to acknowledge your sources?

Academia aims to create new knowledge through research and then to disseminate that knowledge so that the new and existing knowledge can be evaluated and built on further (e.g. journal articles, conference papers etc.)

Referencing is a key element in the dissemination of this new knowledge as it allows the reader to check existing knowledge and then confirm or contest the new knowledge.

*Never think that better marks can be gained by omitting sources because it looks like YOU know more.* On the contrary, you get graded on the depth, breadth and quality of your research and this is demonstrated by the sources you include in your work. Failure to acknowledge all your sources could lead to an accusation that you have presented somebody else's work as your own. This is known as plagiarism.

Leeds University defines plagiarism as:

... presenting someone else's work as your own. Work means any intellectual output, and typically includes text, data, images, sound or performance.

(Leeds University (2011) *Taught Student Guide 2011-2012* [online]. Section 11b, no page numbers) [Accessed 11/08/2011]. Available from < <http://www.leeds.ac.uk/agst/tsg/>>

Leeds University takes plagiarism very seriously. All cases are reported to the Office of Academic Appeal and Regulation and go on your student record. Penalties vary from written warnings, re-sitting modules to expulsion from the University. Plagiarism frequently occurs because students rush their work or do not keep full details of the sources they have used. Time management and accurate record keeping are key to avoiding instances of plagiarism.

The information that follows concerns the most commonly-used style of referencing worldwide; that is the Harvard system. The extracts and examples included here are taken from a previous version of the referencing guide prepared by Leeds University Library. Details of how to access the current guidance/training provided by Leeds University Library can be found at the end of this document.

### 8.1. Formatting In-text Citations

Whenever you quote from or paraphrase work written by another author, you must acknowledge that you have done so. This acknowledgement is known as a **citation** and consists of brief details of the publication (e.g. Pichel, 1994) given in the body of your text. You also have to give a complete list of these citations at the end of your assignment in a **reference list**. This consists of fuller details of the publication (e.g. Pichel, M. (1994). *Teeth and gums: an owner's manual*. 2nd ed. Oxford: Gamma Publishing). Citing your references should provide the reader of your assignment with enough information to find the sources of information you have consulted during the course of researching and writing your work. Your reference list should contain only those sources that you cite in the main body of your assignment.

In-text citations give brief details of the source of an idea or piece of information within the text of an assignment. In the Harvard style, citations should contain only the following information, in this order:

1. the surname of the author
2. the date of publication of the text
3. the page number(s) of the text (direct quotations **only**).

### 8.1.1. Direct quotations

A direct quotation consists of the actual words used by an author, in the same order as the original. In other words, it is an exact copy. While there are differences in the formatting of short direct quotations (fewer than two lines of text) and long direct quotations (more than two lines of text) the details that must be included in the in-text citation are the same for both. Data, tables, diagrams etc. should be treated as direct quotations.

**Quotations should be used sparingly.** While the use of a limited number of appropriate quotes to sharpen or underpin a line of argument or analysis can be extremely beneficial, excessive inclusion of quotations (too many or too long) will necessarily limit the amount of material which can attract credit as being the student's own work.

#### ***Short direct quotations (fewer than two lines)***

A short direct quotation:

- is inserted directly into the text without separating it from the rest of the paragraph
- needs opening and closing quotation marks (single or double; be consistent)
- must include page number(s) as well as author and date

Here is an example of a paragraph which has a short direct quotation inserted into it:

Original quotation:

Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered. In spite of this, large numbers of intelligent people condemn and resent language change, regarding alterations as due to unnecessary sloppiness, laziness or ignorance (Aitchison, 1981 p.16).

The paragraph incorporating a short direct quotation from the above:

... Many people believe that the Americanisation of the media, and what is called dumbing down, is having disastrous results on English. One answer to this is that language has always been subject to change, just as everything else in the world is, and we should not feel that this is a bad thing. Aitchison (1981), for example, points out that language is subject to change, and is not caused by 'unnecessary sloppiness, laziness or ignorance' (p.16). Aitchison clearly sees every change in language as neither good nor bad, but inevitable ...

#### ***Direct quotations of more than two lines***

A direct quotation of more than two lines:

- is separated from the rest of the paragraph
- needs opening and closing quotation marks (single or double; be consistent)
- is indented at left and right margins
- it is possible to put it in smaller point size if you wish (be consistent)
- must include page number(s) as well as author and date

Here is an example of an essay paragraph which has a long direct quotation inserted into it:

Many people believe that the Americanisation of the media, and what is called dumbing down, is having disastrous results on English. One answer to this is that language has always been subject to change, just as everything else in the world is, and we should not feel that this is a bad thing. As Aitchison (1981) puts it:

“Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered. In spite of this, large numbers of intelligent people condemn and resent language change, regarding alterations as due to unnecessary sloppiness, laziness or ignorance” (Aitchison, 1981 p.16).

Aitchison clearly sees every change in language as neither good nor bad, but inevitable. ...

### 8.1.2. Paraphrasing

When you paraphrase, you use your own words. This is usually preferable to direct quotes as the paraphrased material will be in keeping with your own style of writing. It also shows that you really do understand what the author is saying. However, you must take care that you don't change the meaning. Even when you use your own words, you must still acknowledge where you got the idea from.

Here is an example of how original source material might be paraphrased:

Original source material:

Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered. In spite of this, large numbers of intelligent people condemn and resent language change, regarding alterations as due to unnecessary sloppiness, laziness or ignorance (Aitchison, 1981 p.16)

The paragraph incorporating a paraphrased version of the above:

... Many people believe that the Americanisation of the media, and what is called dumbing down, is having disastrous results on English. One answer to this is that language change is natural, so there is no reason for people to condemn it (Aitchison,1981). Aitchison clearly sees every change in language as neither good nor bad, but inevitable ...

### 8.1.3. Making changes to direct quotations

You may want to make minor changes to a direct quotation. This is possible (as long as you do not change the meaning), but you must follow the following rules:

- If you omit parts of the quotation, whether from the beginning, middle or end, use an ellipsis. An ellipsis consists of three dots (...)
- If you want to insert your own words, or different words, into a quotation, put them in square brackets ( [ ] ).
- If you want to draw attention to an error in a quotation, for example a spelling mistake or wrong date, don't correct it; write [sic] in square brackets immediately after the error.
- If you want to emphasise something in a quotation which is particularly relevant to your essay, put the emphasised words in italics, and state that the emphasis is your own.
- If the original has italics, state that the italics are in the original.

This example shows different kinds of changes to the original quotation:

Original quotation:

Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered. In spite of this, large numbers of intelligent people condemn and resent language change, regarding alterations as due to unnecessary sloppiness, laziness or ignorance (Aitchison, 1981 p.16)

An example of a paragraph, incorporating changes to the direct quotations:

Language changes are natural and inevitable. As Aitchison (1981 p.16) points out, language: 'gradually transforms itself over the centuries'. In a world where [everything changes], it would be strange if language alone remained unaltered. In spite of this, large numbers of intelligent people *condemn and resent language change.*' (Aitchison 1981:16, my italics). Smith (1992), commenting on this, says: 'Aitchison [sic] appears to believe that *everything changes*; but this is questionable' (Smith 1992:45, italics in original).

#### 8.1.4. Referencing one author in the work of a different author

You should always try to track down the original work but if this is not possible and you must quote the ideas of one author which you have found in the work of another, your in-text citation must mention two names:

1. the author of the idea you are using, and
2. the source you have found it in.

For example:

(Wilson 1989, cited in Smith 1995 p.4).

However, your reference list should only give details of the source that you found it in - in this case, Smith (1995).

### 9. Formatting Entries in Your Reference List

This list contains examples of the various types of sources you are most likely to use during your studies. For a complete list follow the link at the bottom of this page.

#### Books

The relevant information can be found on the title page and the reverse of the title page:

Family name, Initial(s). (for first author), initial(s), family name (for other authors) (Year) *Title*. Place of publication: Publisher.

Adams, A.D. (1906) *Electric transmission of water power*. New York: McGraw.

Kane, M. and W. Trochim (2007) *Concept mapping for planning and evaluation*. Thousand Oaks: Sage Publications.

#### Books (edited)

As for a book but write ed. or eds. after the editor's name(s):

Family name, Initial(s). ed. (Year) *Title*. Place of publication: Publisher.

Crandell, K.A. ed. (1999) *The evolution of HIV*. Baltimore: Johns Hopkins Press.

#### Books (electronic)

As for a book, but you must also give the URL and indicate when you accessed the book.

Family name, Initial(s). (Year) *Title* [online]. Place of publication: Publisher. [Date accessed]. Available from: URL.

Hollensen, S. (2004) *Global marketing: a decision oriented approach* [online]. Harlow: Financial Times Prentice Hall. [Accessed 18 February 2009]. Available from: <http://www.mylibrary.com/Browse/open.asp?ID=60094>.

### **Chapter in an edited book**

The relevant information can be found on the title page and the reverse of the title page and the chapter heading itself:

Family name, Initial(s). (Year) Chapter title. *In:* initial(s) family name of editor(s). ed(s). *Title of book*. Place of publication: Publisher, Page numbers.

Coffin, J.M. (1999) Molecular biology of HIV. *In:* K.A. Crandell, ed. *The evolution of HIV*. Baltimore: Johns Hopkins Press, pp.3-40.

N.B. Use p. to reference a single page, and pp. if it is a range of pages.

### **Conference paper or Conference proceedings**

The relevant information can be found on the title page and reverse title page of the full proceedings and the headings for the paper:

Family name, Initial(s). (for first author) Initial(s). family name (for other authors) (Year) Title of paper. *In:* Editor(s) of conference proceedings if known. *Title of conference, date of conference, location of conference*. Place of publication: Publisher, page number(s).

Robertson, J. (1986) The economics of local recovery. *In:* *The other economic summit, 17/18 April 1986, Tokyo*. London: The Other Economic Summit, pp.5-10.

### **Interviews**

Family name, Initial(s). (Year) *Interview with [name of interviewer]*. Date. Place.

Thompson, D. (2008) *Interview with J. Smith*. 4 August. Leeds.

### **Journal article**

The relevant information can be found on the title page of the journal volume or issue and the article:

Family name, Initial(s). (for first author) initial(s). family name (for other authors) (Year) Title of article. *Journal title*. Volume (issue number), page numbers.

Pajunen, K. (2008) Institutions and inflows of foreign direct investment: a fuzzy-set analysis. *Journal of international business studies*. 39(4), pp.652-669.

N.B. Use p. to reference a single page, and pp. if it is a range of pages.

### **Journal article (electronic)**

As for a journal article but you must also give the URL and indicate when you accessed the article.

Family name, Initial(s). (for first author) Initial(s). family name (for other authors) (Year) Title of article. *Journal title* [online]. Volume(issue number), [Date accessed], page numbers. Available from: URL.

Royall, C.P., B.L.Thiel, and A.M. Donald (2001) Radiation damage of water in environmental scanning electron microscopy. *Journal of microscopy* [online]. **204**(3), [Accessed 17 March 2009], pp.185-195. Available from : <http://0-www3.interscience.wiley.com.wam.leeds.ac.uk/>.

**Lecture notes**

Family name, INITIAL(S). (Year) *Lecture title*, lecture notes distributed in module code (capitalised) title of module. Teaching organisation, date.

Vooltmer, K. (2006) *Politicians and the press: models of interaction*, lecture notes distributed in COMM5610 Politics and the Media. University of Leeds, 17 April.

**Maps**

Originator's family name, INITIAL(S). (Year) *Title*, scale. Place of publication: Publisher.

Mason, J. (1832) *Map of the countries lying between Spain and India*, 1:8,000,000. London: Ordnance Survey.

**Thesis or dissertation**

The relevant information can be found on the title page of the thesis:

Family name, INITIAL(S). (Year) *Title*. Type of qualification, academic institution.

Dang, V.A. (2007) *Three essays in financial economics*. Ph.D. thesis, University of Leeds.

**Further Help**

For further assistance, including FAQs and an online tutorial in the Harvard system, please look at the following website: <http://library.leeds.ac.uk/info/200232/referencing>