



Writing Skills Workbook

Tuhituhi Mātauranga

Ōrauariki
Wellington School of Business and Government

Te Taiako
Student Learning

Name: .....

Writing Tutor's name : .....

Tutorial Day : .....

Tutorial Time : .....



Introduction and Welcome

Writing is one of the key ways we communicate and is a critical skill for academic and career success. Learning how to communicate complex ideas effectively and accurately in a range of contexts is one of the attributes you will develop as a student at Te Herenga Waka Victoria University of Wellington.

Many of your university assessments will be based on written work. You will be required to produce different types of writing, including essays, reports, case studies, proposals, and literature reviews. Academic or scholarly writing comes with particular requirements – providing a structure to an argument, using evidence and, when doing so, demonstrating academic integrity by acknowledging the sources that you use.

We know that written communication skills are also important to employers. In a University employability study (Kusmierczyk & Medford, 2015), employers put written communication in the top ten skills and attributes they are looking for in new graduates. When hiring, these employers expect you to be able to adopt an appropriate tone and style of writing depending on the audience, use correct grammar, punctuation and spelling, and be able to edit your own written work.

In the Wellington School of Business and Government (also known as the Faculty of Commerce), we invest in the development of your writing skills across the Bachelor of Commerce programme. This Writing Skills Workbook is an important component of the FCOM 111 course and has been developed in partnership with Student Learning Te Taiako. Your tutor will guide you through the Workbook and activities and you will be able to put the skills you learn to use in your course assignments. This guide will help you start the writing process, including how to plan and structure your assignments. There is guidance on research, referencing and citing sources. Lastly, there is advice on polishing your final draft; taking time to edit, proofread and present your work appropriately is all part of succeeding in your assignments and study. Importantly, the skills you will develop and refine in FCOM 111 are applicable across your BCom degree and into further study and employment. Students tell us they continue referring to the Workbook throughout their studies and beyond, so keep hold of this Workbook as an essential source.



Professor Karen A. Smith
Associate Dean (Learning and Teaching)
Wellington School of Business and Government / Faculty of Commerce

Reference:

Kusmierczyk, E., & Medford, L. (2015). *Student & Graduate Employability Skills Survey*. Victoria University of Wellington.

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 7th edition is the standard for Wellington School of Business and Government, 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: Getting started

Expressing 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. 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. This book will focus on the essay as it forms the written assessment for FCOM 111; however, many of the skills it teaches will be useful for any kind of writing.

An Essay

… tests the student's ability to present an argument in an organised way. It requires two things: good structure to specifically answer the question and supporting evidence/research from reputable sources relevant to the topic (see the sample essay pp.16-19).

A Report (for future reference)

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

(For more information on writing in report format see the Studyhub link www.wgtn.ac.nz/studyhub)

Writing process

Writing assignments is a process. The actual writing part usually comes after you have planned, gathered and organised information. Good writing takes time and effort so always allow yourself plenty of time to prepare, produce and finalise your written work.

	1. Understand the purpose	How does the assignment question connect to the course learning objectives? What key learning or skills do you need to demonstrate in the assignment?
	**2. Analyse the question**	Understand what is being asked. Paraphrase the question in your own words. Check the key words, definitions. Know limits of the question.
	**3. Research, gather and process information**	Use reading lists provided. Review notes and reading sources. Check back to your essay plan. Make notes, record and acknowledge sources. Make sure source material is relevant - sift and select.
	**4. Plan an approach**	Brainstorm and group ideas. Create a skeleton outline.
	**5. Edit draft and rework**	As you write, read your assignment critically and edit as you go. Does it answer the question? Check for logic, structure, relevance, clarity and tone.
	**6. Proofread final draft**	Check accuracy, style, spelling, punctuation, grammar, format and referencing.

Analysing the assignment question

Sample Essay Question

> Critically evaluate the arguments for and against the Mixed Member Proportional (MMP) electoral system. Discuss to what extent MMP should be modified or replaced.
>
> 1500 words

Try the four steps below as a way to analyse the essay question.

Step 1	Understand what the instruction words are. Check **Instructional Words** on pp. 53-54	The instructions words are **Critically evaluate** and **Discuss** Check the meaning on p. 53
Step 2	Understand the topic of the essay.	MMP and whether it should be modified and replaced
Step 3	Know what the focus of the question is. Put it in your own words or try turning the statements into questions.	What are the arguments for MMP? What are the arguments against MMP? To what extent should MMP be changed? To what extent should MMP be replaced?
Step 4	Check the scope and limits of the question.	Only MMP (not other voting systems) 1500 words

Gathering information

Research is an essential part of the writing process. You need to find relevant academic sources that will provide the evidence for the ideas in your assignment. This means you need to familiarise yourself with the Library and know how to search the catalogue and subject-specific databases.

Why use the Library?

The simple answer is:

- Quality of resources
- Quality of services

The Library provides the resources that you need for your academic assignments and the services to help you find them.

The resources found in the Library are reliable and authoritative because they are written by academics and experts in their subjects.

There are over a million printed volumes in the Library collections and over a quarter of a million online resources available to you – take advantage of these. 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 need to learn some library basics: how to find relevant books and other readings and how to get them on time and without hassle.

Look out for library tours at the start of the trimester or go through our video tutorials and other resources:

Video tutorials (https://www.wgtn.ac.nz/library/study-and-assignments/searching-for-resources/using-te-waharoa)

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

Using Te Waharoa – basic search	Shows how to navigate Te Waharoa, which searches across a range of electronic and print resources in one Google-like search.
Te Waharoa : Title searching	Shows how to find an item when you know its title
Using Te Waharoa – advanced search	Shows how to search for physical items in the library

Subject Guides (https://www.wgtn.ac.nz/library/study-and-assignments/library-guides**)**

Your subject librarians have compiled the most useful resources for each subject and brought them together in one convenient place.

There are currently pages covering these subjects:

- Accounting
- Commercial Law
- Economics and Finance
- Human Resource Management
- Information Studies
- Information Systems
- International Business
- Management
- Marketing
- Public Policy and Public Management
- Tourism management

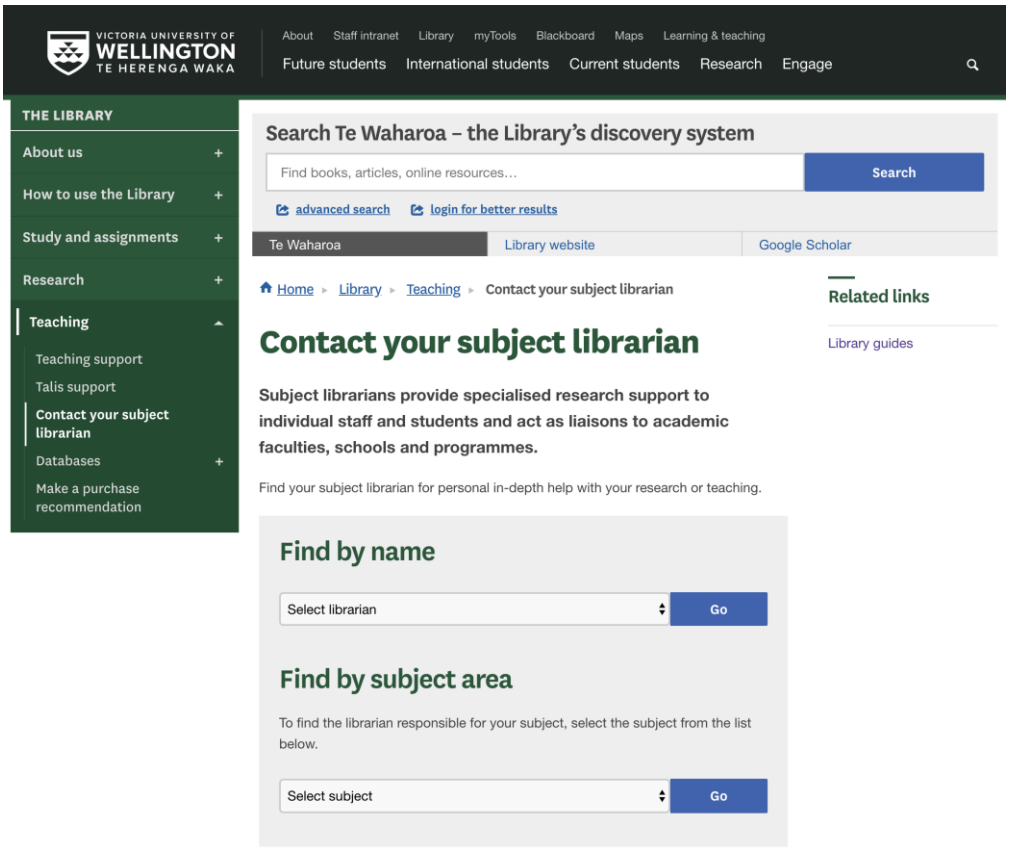
Where and how to access what you need

Access the Library	Where	For What
Online	Library website (https://www.wgtn.ac.nz/library) Library link in Blackboard	Everything except print resources
By visiting the Kelburn library	Rankine Brown Building	1st year course reserves & main Commerce collections
By visiting the Commerce library	Rutherford House at Pipitea Campus	Course reserves past 1st year (courses beyond 1st year are taught at Pipitea Campus)

Ask a Librarian

For individual help, contact the subject librarian:

- By phone, email or simply ask the staff in the libraries.
- Find a subject librarian by going to the "Contact your subject librarian" on the Library's homepage (https://www.wgtn.ac.nz/library/teach/find-your-subject-librarian)



Your subject librarians provide specialised research support to staff and students.

For Accounting, Business Administration, Commercial Law, Human Resource Management, International Business, Management, Marketing & Tourism	Samuel Ardell samuel.ardell@vuw.ac.nz +64 4 887 3186
For Economics & Finance, Information Management, Public Policy & Public Management	Philip Worthington philip.worthington@vuw.ac.nz +64 4 886 5692

Chapter two: Planning and drafting

Plan your essay

Few people can write well and convincingly without careful planning. You will need to build time for planning all your assignments into your timetable. This page shows some steps you can use for planning an essay.

Brainstorm ideas
Ask questions to get you thinking. For example:

- What is MMP?
- How does it work?
- What are its strengths?
- What are its weaknesses?
- Does it need to be changed?

Check your lecture notes and notes from your reading

Discuss with others

- Use your tutorial and study group
- Chat over coffee

Use these ideas to work out your argument (your answer to the question)
Create a mind map of key ideas – decide the order your ideas will follow.
Decide where *you* stand. Use a line like this to work out what your line of argument will be.



MMP needs to be totally replaced because…

MMP needs to be modified

In what way?

Why?

MMP doesn't need to be changed at all because …

Organise these key ideas into an essay plan (see p.9)
Allocate a rough estimate of the word count for each section or paragraph. This will help you keep to your word limit.

Sample essay plan

Introduction

150 words (roughly 10% of total word count)

- Why is this topic important?
- Historical background
- My argument: Strengths/ weaknesses of MMP
- Thesis statement e.g.: MMP needs to be slightly modified because….
- Briefly outline the structure of your argument

Main Body

1200 words (roughly 80% of total word count)

Develops the argument

- Has one idea per paragraph
- Needs to explain your idea, provide evidence and link it back to your argument
- Creates a logical order to ensure your paragraphs flow

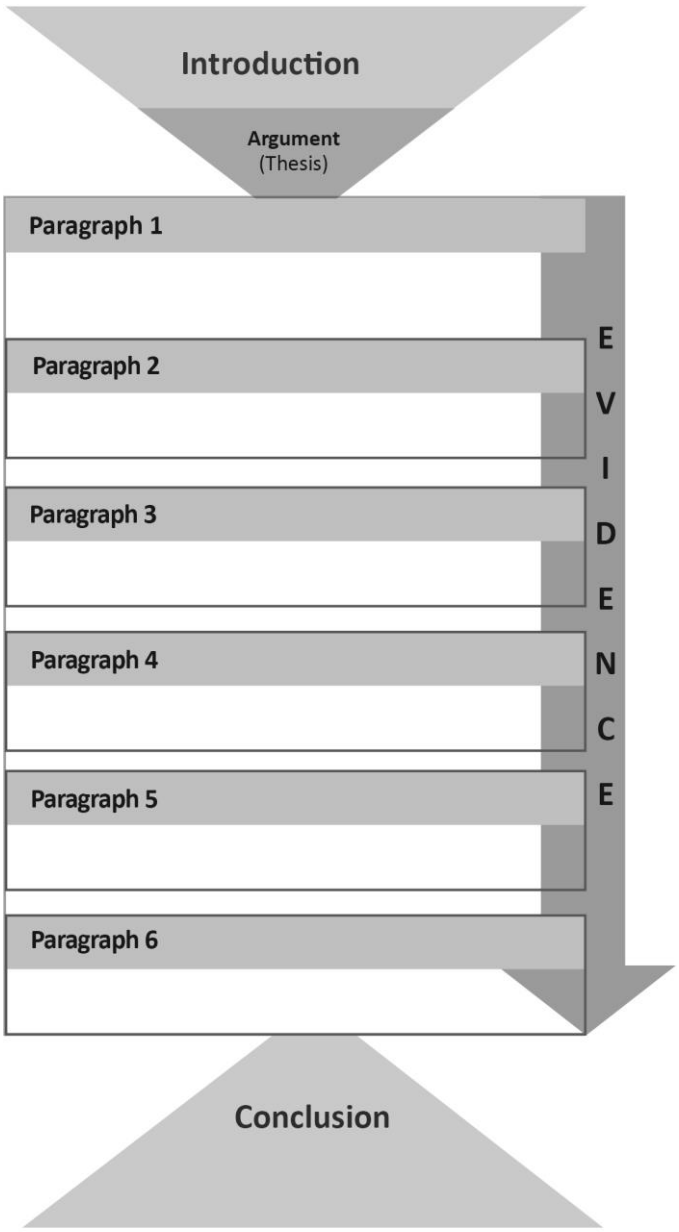
Part 1 of essay question: <u>Evaluate</u> arguments for and against MMP

Part 2 of essay question: <u>Discuss</u> to what extent MMP should be modified

Conclusion

150 words (roughly 10% of total word count)

- Strong restatement of main ideas
- So what? Broader significance of topic?



Introductions and conclusions

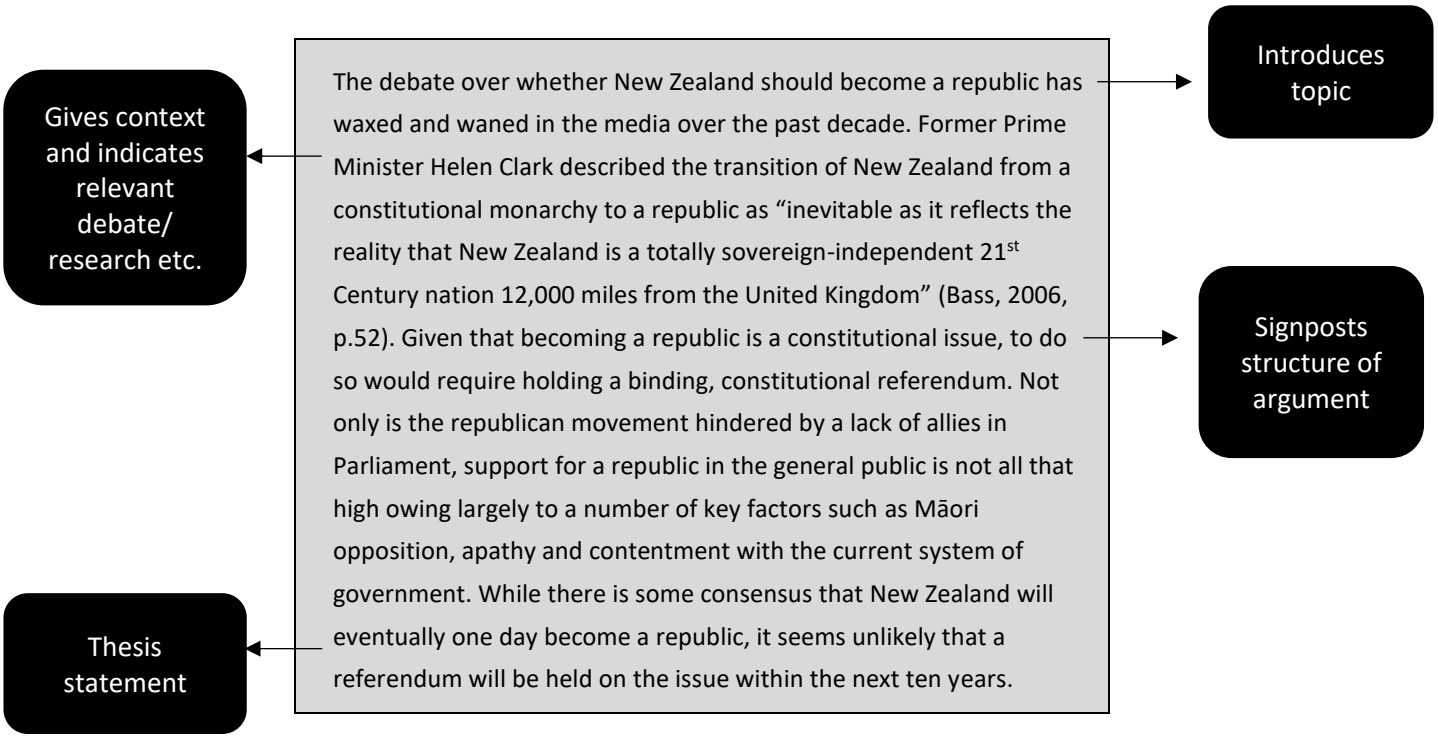
The introduction and conclusion are crucial parts of an academic essay. They are like bookends, holding the content of your essay together.

Introduction

The introduction should be approximately 10% of your total words.
A good introduction fulfils the following requirements:

1. It engages the marker's interest by using simple, strong sentences.
2. It introduces the topic, issue or problem, gives some background if necessary, puts the topic in context, indicates relevant debate/research and/or comments on the significance of the topic. It can give definitions, if required.
3. It explains what the rest of the essay will contain by outlining the ideas in the same order that they will be developed in the main body of the essay.
4. It provides a thesis statement for the essay, which sums up your main argument.

This introduction follows the four requirements:



Thesis statement

The introduction to an academic essay should contain a thesis statement. Its purpose is to briefly sum up your essay argument/answer to the assignment question so that your reader gains an overall idea of what it is about from the outset. After reading the introduction, your reader should know what your argument is and the order in which you will present your ideas to justify that argument in the body of the essay.

It is important to understand that a thesis statement requires more than just making an expression of fact. It is a statement of *opinion* that you then must go on to prove or explain in the body of your essay using academic evidence obtained from your research.

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.

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.

It can be useful to revisit your thesis statement after you have written the rest of your essay. You might need to change it slightly, so it fits better with your argument and conclusion.

Conclusion

The conclusion should also be approximately 10% of your total words.

A good conclusion fulfils the following requirements:

1. It reminds the reader of the main topic, issue or problem.
2. It sums up the essay's main points. This is done briefly, focusing only on main arguments – the conclusion should not re-argue every point made in the essay.
3. It restates the essay's main argument or thesis. Use different words rather than just repeating what you said in the introduction or body.
4. It feels finished and leaves the reader with a sense of satisfaction – of an argument having been completed, of the question/topic/issue/problem having been answered or solved.

Here is an example of the link between the thesis statement and the conclusion.

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.

Some tips for your conclusion:

- Don't introduce any new material. If you have an important new idea, it needs to come in the body of your essay. Remember to rework your introduction if you have changed your content.
- As a rule, don't use in-text references or quotes. You have already established your evidence and argument in your main body paragraphs. In the conclusion you are pulling this all together to tell us what you think.
- You don't need to start with 'In conclusion' or a similar phrase. It should be clear by its position in the essay that it is the conclusion.



Exercise 1:

Look at the conclusion in the box. Note how it is linked to the introduction on p.10 and restates the key points. Do you think this conclusion addresses the essay question below?

What prospects are there that New Zealand will hold a referendum on becoming a republic during the next ten years? Discuss, providing academic reasons to substantiate your argument.

> The chance that a referendum on New Zealand becoming a republic will occur within the next ten years is slim at best. A Citizens Initiated Referendum is unlikely as there is no group proposing one and it is non-binding. Support for republicanism is not high in New Zealand and many in the general public are apathetic towards republicanism as they seem content with the current system of Government. Others are opposed to abolishing the monarchy. Many Māori, for instance, 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 New Zealand may eventually become a republic, this is unlikely to occur until well into the 21st century.

Underline where the conclusion links to the question.
Bullet point the 3–4 summary points:

- .....

  .....

- .....

  .....

- .....

  .....

- .....

  .....

Structure: paragraphs

Paragraphs are the building blocks of good writing.

A good paragraph should have **one idea**. All the sentences in the paragraph should relate to this one idea and not side-track from it. This is how it should look:

Topic sentence – main idea
Supporting sentences
Concluding comment

Topic sentence: states main idea of paragraph.

Supporting sentences: explain the main idea.

Evidence to support main idea.

Your opinion/argument.

To maximise career opportunities, business students should develop not only their professional and academic skills but also their soft skills. Coursework at university builds professional capability in disciplines such as accountancy, economics, marketing and law. Within these, other skills are developed, such as analysis and research, negotiation and presentation, communication and innovation (Victoria Career Development and Employment, 2007). Soft skills refer to the other dimensions that employers look for, including cross-cultural understanding, team building, persuading and influencing and self-management. These skills are acquired by students through their personal commitment and the way they participate in their university life, community and voluntary work.

A clear topic sentence is the key to a good paragraph. It is generally the first sentence and lets the reader know what your paragraph is about. The supporting sentences explain and are linked to this one idea.

How long should a paragraph be?

- About 4–6 sentences.
- If it is much longer, it becomes too hard for your reader to follow your ideas.
- Sometimes an idea is too big for one paragraph. Think about where you can break it up. You can use linking words such as 'additionally' to show your reader you are still talking about the same idea (see Linking Words and Phrases, pp. 53-54)
- If you find you are starting to write a new idea, you need to start another paragraph.



Exercise 2:

Underline the following parts of a paragraph: topic sentence, explanation sentences, evidence, opinion/argument.

> The Treaty does not limit Parliament's legal sovereignty; however, it is starting to become more commonly used 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. The status of the Treaty is important as it demonstrates the recognition and commitment of Parliament.

Coherence and Linking

Your essay needs to be coherent, so it is important to ensure two things:

1. There is a logical progression of ideas/paragraphs in your essay.
2. Paragraphs follow on logically from one another following your outline of ideas in the introduction.

The topic sentence is a good place to show the link back to your argument and to show how your argument is linked between paragraphs.

Sample essay

This sample essay is 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 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?
- Check the references and reference list – are all the conventions followed?
- What suggestions can you make to improve the essay?
- Does it follow the structure set out on p.9?
- How well does it highlight the links between paragraphs?

	"Is ICT making us smarter or dumbing us down?"
Introduction: Definition of key terms/ Focus/ Problem Thesis statement	Information and communications technology (ICT) is an umbrella term that refers to any communication device or application (Cline, 2014). It includes both the tangible (hardware) and intangible (software) technologies which enable users to access, store and share information. Examples include computers, digital servers, information clouds and the internet. The importance of ICT in society lies not in the technology itself, but its ability to create greater access to information and communication (Rouse, 2005). There is little denying the development of information communication technology (ICT) has dramatically changed the way we think. But whether it has made us dumber or smarter is less clear. While there is a strong case that individuals in modern society do not conform to traditional definitions of 'smart', it does not follow that we have become 'dumber'. Rather than making society more or less intelligent, ICT is redefining the concepts of smart and dumb.
Body: Part 1: Topic sentence: Explanation Supporting evidence	It could be argued that the wealth of information available online ICT is making us dumber. For example, in terms of actual intelligence, Carr (2010) argues that the brain has only a limited ability to integrate knowledge. Incoming information is temporarily stored in our working memory, which has finite capacity, before it is transferred to our long-term memory. It is this process of 'memory consolidation' that forms the basis of true knowledge. But whether information is transferred to the

	long-term memory depends on whether we think about the meaning of the information and connect it to other information already stored in their memory. ICT, and the bombardment of information we face, frustrates this process. The working memory may be forced to make room for new information before previous data has been properly integrated into a framework of knowledge (Carrison, 2016a).
Body: Part 2: Topic sentence: Explanation Supporting evidence	However, this argument fails to draw a distinction between knowing information and knowing where to find information. The human memory has a finite capacity. Drawing on the power of ICT, this finite capacity can be devoted to knowing how to locate the answer to a problem as opposed to storing knowledge that may (or may not) be relevant. There is also research to suggest that, contrary to Carr's thesis, the very act of looking up information improves the likelihood that it will be transferred to our long term memory (Taylor, 2012). In this respect, harnessing the potential of ICT in this manner can also increase knowledge in the traditional sense.
Body Part 3 Topic sentence Example	Even in terms of the classical definition of 'smart', society today is arguably smarter than that of the late 20th century. That period was characterised by the invention of the television (Shirky, 2010), when people passively consumed the material that filtered through their television sets. Communication was a one-way process. But the development of ICT has triggered a shift from pure consumption to participation. Digital media link billions of people together, and in doing so, increase the potential intellectual range and output of us all. Shirky cites the example of Wikipedia, whose digitally linked contributors have made it one of the most widely-used information resources in the world.
Body: Part 4: **Topic sentence** Significance in relation to topic	Being smart no longer means being a fountain of knowledge in the traditional sense. Rather, 'smart' now means making smart decisions (Carrison, 2016b). People have always thought with the tools available to them. ICT – and the associated mass of information – simply gives us other tools to make better decisions (Carrison, 2016b). And unlike print

Body: Part 4 continued: Topic sentence Explanation Supporting evidence Significance of evidence **Body: Part 5:** Topic sentence Explanation Supporting evidence	media, which by definition are inherently limited, the capacity of ICT to aid decision-making is limitless. There is force in the argument that, in a society where knowledge is quite literally at our fingertips, it is over-simplistic to measure intelligence merely in terms of the ability to recall information. The argument that society also has become 'dumber' ignores other facets of intelligence. A key aspect of being smart is sound judgment. Central to this is the ability to recognise what is important (Carrison, 2016b). In the context of ICT, this is the ability to evaluate information quickly to determine its significance and relevance. Fundamental to this is skim reading. Advocates of traditional definitions of smart frown upon such a practice, as it frustrates the memory consolidation process. But given the mass of information we encounter in modern society, the ability to skim is just as important as the ability to analyse a text in depth. The phenomenon of 'fake news' – propaganda published under the guise of authentic news – has prompted ICT users to challenge the veracity of both content and source. In this respect, ICT is contributing to the development of a generation of critical thinkers who do not accept everything they read. Through interacting with ICT and developing analytical skills such as cross-referencing, users are able to make informed judgements. A society exhibiting these qualities may not satisfy traditional definitions of smart. But at the same time, it cannot be labelled 'dumb.' Even though the internet provides us with the tools to become a more intelligent society, we must use such tools wisely. For example, Carr (2010) has argued that ICTs rewire our neural circuitry to crave interruption. The consequence is that our powers of concentration and ability to think deeply have diminished. Therefore, even if ICT enables us to locate the relevant information, we may be unable to apply it to the matter before us. While ICTs provide us with greater access to information, we also need to make 'good decisions. After all, ICT is a medium of communication – the information must still be decoded and processed by the recipient. Having a mass of information at our disposal is useless if we are unable to think about it critically and creatively. Indeed, history has shown that creative thought flourishes best when a wealth of information is freely available in the public domain. For example, the newspapers, scientific journals and literature that followed the invention of the printing press all had the effect of increasing, rather than decreasing, society's collective intellectual output (Shirky, 2010). There is no reason to believe that ICT will not lead to similar intellectual advances.

Conclusion: Summary of thesis statement Summary of topics: 1 2 3 4 General concluding statement, placing discussion in a wider context ***Now take a different-coloured pen and highlight all the 'signposts' (key words and links) that help make the argument clear for a reader.***	Rather than stifling independent thought, ICT has the potential to increase society's creative output. ICT has revolutionised the way we share, locate and store information. In doing so, it has redefined the concepts of 'smart' and 'dumb'. Traditionally, the meaning of 'smart' emphasised knowledge and cognitive skills such as spelling and arithmetic. But in an age where ICT serves as a substitute for such skills and knowledge, there is little value in measuring intelligence in these terms. In modern society, 'smart' means being able to use all the resources available to make smart decisions. ICT, and the wealth of information it embodies, has created an environment with unlimited potential for creativity and critical thought to thrive. **References** Carr, N.G. (2010) *The shallows: What the internet is doing to our brains*. W.W Norton. Carrison, D. (2016a) Smart technology is making us dumber. *Industrial Management. 58* (2), 6. https://search.proquest.com/docview/1777497496/fulltextPDF/FA388475795C4A0EPQ/1?accountid=14782/ Carrison, D. (2016b) Smart technology is making us smarter! *Industrial Management. 58* (3), 6. https://search.proquest.com/docview/1794510583/fulltextPDF/682F83B51C9442BPQ/1?accountid=14782 Cline, H.F. (2014) *Information communication technology and social transformation.* Taylor and Francis. Rouse, M. (2005) *ICT: Information and communications technology – or technologies*. http://searchcio.techtarget.com/ Shirky, C. (2010) *Cognitive surplus: Creativity and generosity in a connected age*. Penguin Press. Taylor, P. (2012, 4 September) *Protect you bubble reveals smartphones could be making us smarter*. Cision PRweb news center. http://www.prweb.com/releases/2012/9/prweb9862986.htm

Acknowledgement

Student Learning thanks the student who allowed us to use their essay in this booklet.

Note

This essay uses the personal pronouns 'we', 'our' and 'us' and one sentence begins with 'And'. These forms are not recommended for academic writing in WSBG.

Chapter three: Referencing

Referencing

Why is it important to reference accurately?

Understanding and using referencing are important parts of your academic writing. Referencing is acknowledging the author or source of information in your assignment. When you get information or ideas from your research, you MUST ALWAYS acknowledge the source of your information.

If you don't do this, then you are pretending that someone's work is your own. This is called plagiarism and your lecturers take this very seriously. It can result in failure so don't do it! For more information, check https://www.wgtn.ac.nz/students/support/student-interest-and-conflict-resolution/academic-integrity/plagiarism

There are many styles of referencing. The Wellington School of Business and Government uses the APA 7th edition style, so you must learn how to use this for your essays and assignments.

Why do we reference?

1. It gives credibility to your work because you can back up your ideas with the opinions of experts.
2. It supports your academic integrity. If you don't reference your sources, then you are plagiarising.
3. It allows your marker to find your sources easily.
4. It shows your marker that you've done research and that you can use your research to support your ideas.

The quality of your sources is also important

The internet is a great source of general information. However, for academic writing you should **only use** reputable academic sources from the library catalogue or databases, or government websites where you can be sure the information is accurate. Do not use Wikipedia as a source for your assignments. It is not a reliable source as anyone can post information there.

You need to reference in two places in an essay:

- In-text – in the body of your essay
- Reference list – at the end of your essay

In-text referencing

In-text referencing is an important part of academic writing. You use in-text referencing to show your marker where your ideas have come from. This shows you have evidence for your ideas and that you can demonstrate academic integrity. Your in-text references should match the full details of your sources in your reference list.

In APA style, an in-text reference gives the author's family (last) name and date of publication (and page number, if you have used a direct quote). It can be in two forms:

1. An in-text reference can be at the end of the sentence in brackets and will follow the form: (author's surname, year, and page number for a direct quote)

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

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

2. It can be part of your sentence. In this case only the date (plus page number for a direct quote) is in brackets:

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

When do you use an in-text reference?

a) 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. It's best not to have too many quotes – about two to three for a 1500-word essay.

b) When you paraphrase – that is when you use an idea or opinion belonging to another person and put it in your own words

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

Note: page numbers are optional for paraphrases. Check with your tutor.

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

Figure 1 demonstrates that young New Zealanders are showing less interest in voting, compared to previous years (Carmichael, 2012).

d) ***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).

Note: many lecturers prefer you to look further than lecture notes and course handouts. This demonstrates your ability to do your own research.

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

Dr Frances commented in an email … (personal communication, March 25, 2019)

Note: personal communications are not included in reference list.

Some points to note for APA 7:

- If your reading has three or more authors, you just use the first author's family name followed by **et al.** (an abbreviation from Latin meaning **and the others**) and the date.

  e.g. (Bale, et.al., 2003)

- 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 family 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 in your essay, NOT the URL.

  e.g. (International Monetary Fund, 2001)

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

- **One source cited in another**: you can use this when you want to include information that refers to another author. In the following example, the student has read Keith's views in a book written 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.

  Note: only the source you have actually read (in this case the book by Shaw and Eichbaum written in 2008) appears in the reference list. It is preferable to access the original source if you can.

- **Punctuation is important**. Follow the rules and the steps carefully.
- **Every in-text reference needs to match an item in your reference list.**

Remember:

When you use ideas from your readings, you should always try to add your own comment or analysis and link it back to your argument. 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 3

Write in-text references* ( ) *for the following:

1. A quote taken from p.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

Paraphrasing

Paraphrasing is an important academic skill. Effective paraphrasing displays a depth of understanding and analysis of the original text that quoting directly cannot.

Here are some hints on how to paraphrase effectively.

1. Read the original document

2. Ask yourself two questions:
    - What are the main ideas?
    - How can I use this information to support my own views?

3. Then put the ideas in your own words:
   For short passages:
    - Change the words
        - (You can use a thesaurus but make sure you rephrase, rather than simply replacing a few key words)
        - Make sure the passage 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)

   An 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).

Example of poor paraphrasing

"Competitive advantage is when an organisation develops a trait that lets it outperform its opposition. Such a trait can include access to natural resources e.g. minerals or human resources e.g. staff. New developments like robotics and IT are often significant sources of competitive advantage".

Poor paraphrasing

- does not rephrase the passage in a way that shows your understanding
- replaces a few words, but copies the original structure and content
- fails to acknowledge the original source

Example of good paraphrasing

Competitive advantage is an important factor for organisations to strive for in order to get ahead. 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.

Good paraphrasing shows you know how to

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

Reference list entries

The **reference list** contains complete information (e.g. author, date, 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 family name, or by title if there is no author. Your references should be listed on a separate page at the end of your assignment (see sample reference list on p.35).

Note: Wellington School of Business and Government courses use APA 7, but other faculties and schools may require different referencing styles, so it is advisable to always check the assignment requirements. Contact Student Learning or the Library Reference Section for information on the other referencing formats.

You must provide the following information for each reference:

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

There is a comma after the family name and full stops are necessary after the initials.

Date: The date of publication or internet access appears after the author's name, or 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). Oxford University Press.

Titles: Italicise 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: 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.

Publisher: The name can be abbreviated (e.g. 'Oxford University Press' = 'OUP'). Don't forget the full stop at the end.

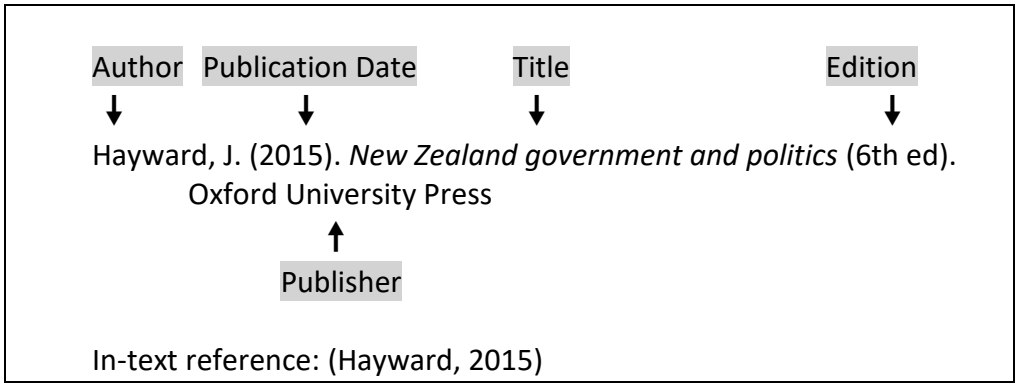
Examples of APA 7 formatting

Note:

- In your reference list, do not separate publications into different types (i.e. books, journals, websites) etc.
- List all entries together, in alphabetical order, according to author's family name or title (if no author given).
- Remember to check the first word(s) of reference list entries match with your in-text references.
- Use italics for the titles of books, websites and periodicals.

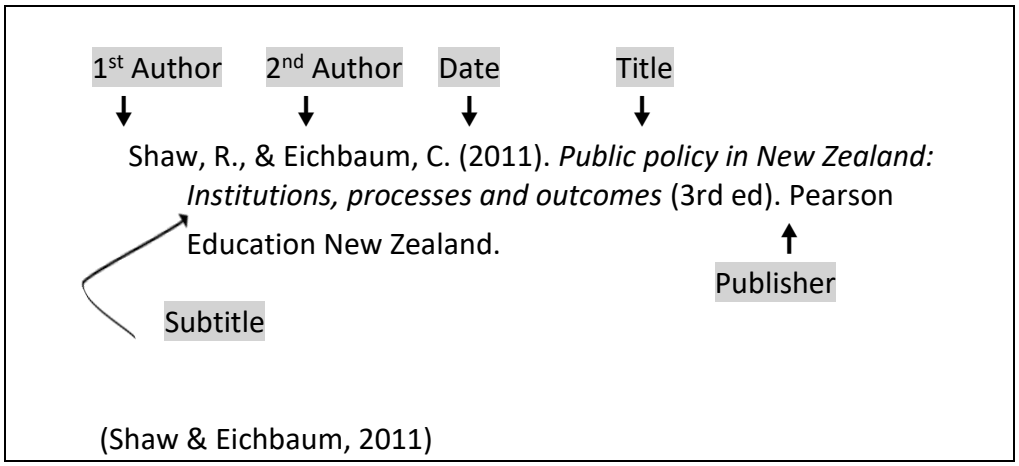
Book with one author

Hayward, J. (2015). *New Zealand government and politics* (6th ed). Oxford University Press.



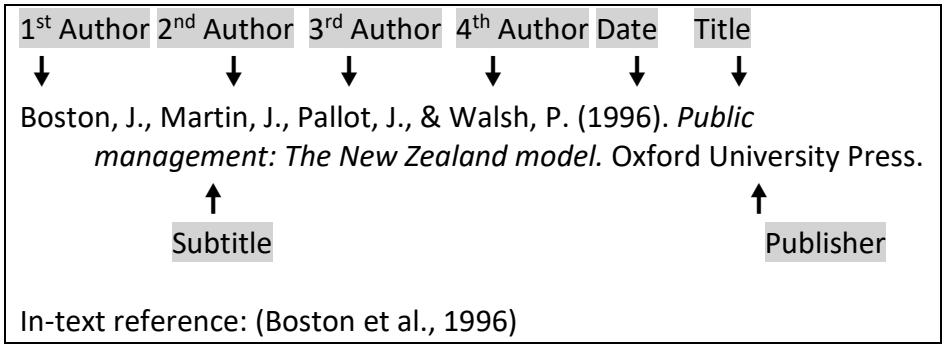
Book with two authors

Shaw, R., & Eichbaum, C. (2011). *Public policy in New Zealand: institutions, processes and outcomes* (3rd ed). Pearson Education New Zealand.



Book with three or more authors (up to and including 20):

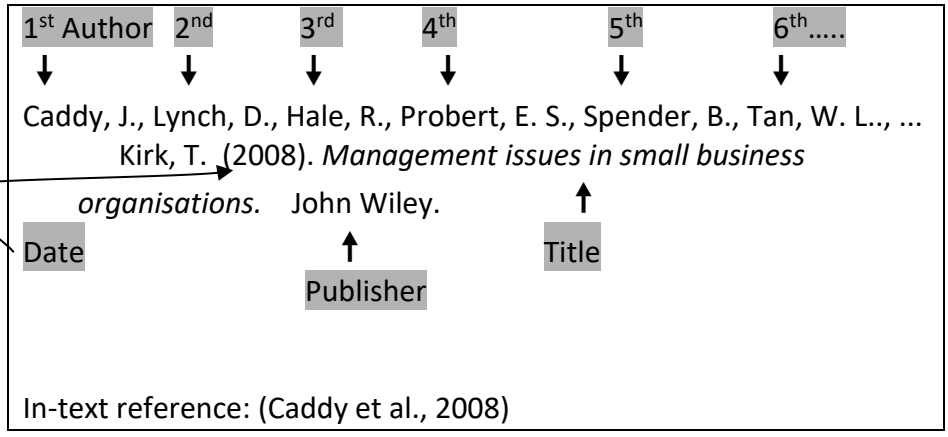
Boston, J., Martin, J., Pallot, J., & Walsh, P. (1996). *Public management: The New Zealand model*. Oxford University Press.



Book with more than 20 authors:

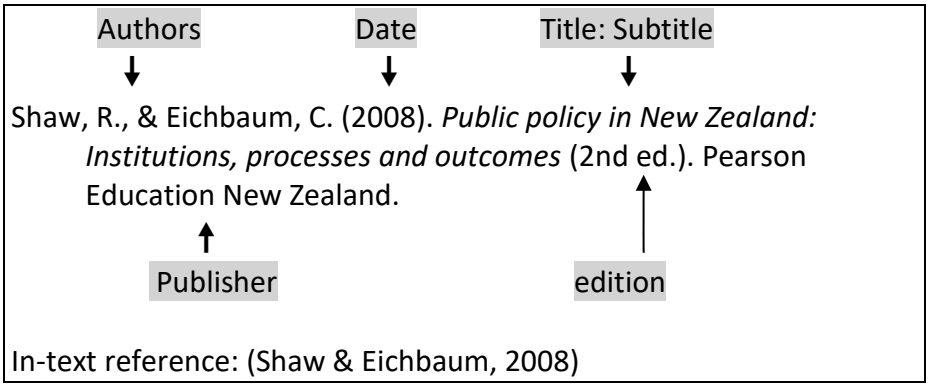
List the first 19 authors, then an ellipsis ('…') then the final author.

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



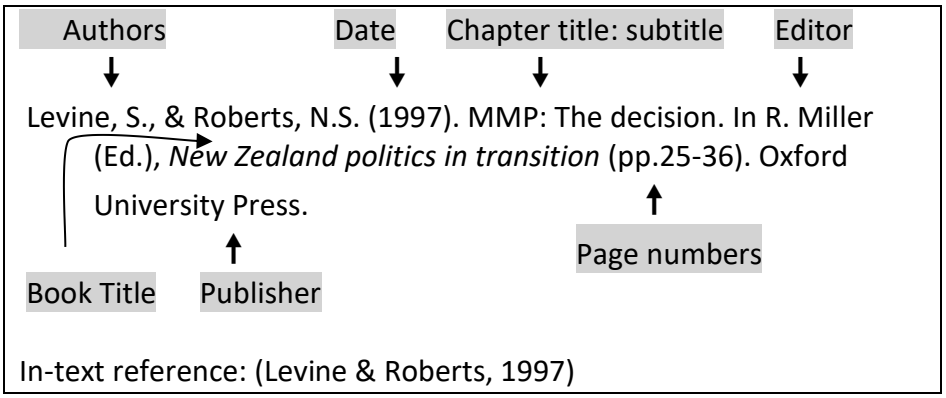
Edition other than the first edition

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

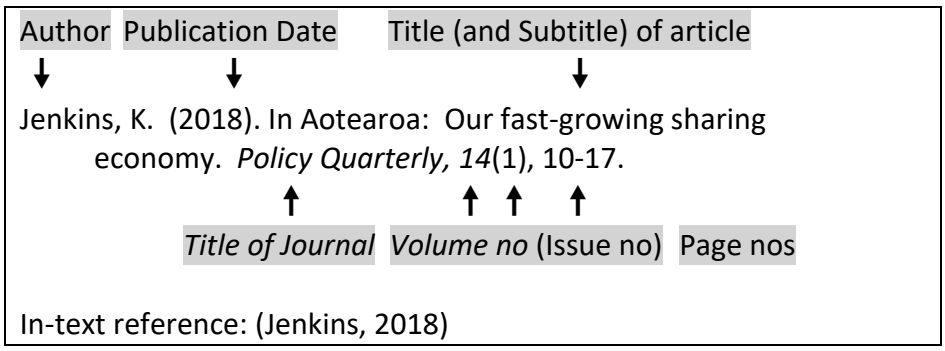


Note: if there is more than one editor, present names in order (initial, family name) connected by "&" and use the plural abbreviation "(Eds.)".

Journal (Periodical)

If articles, course notes or internet sources have more than one author, follow the same instructions given for books on pp.29-31

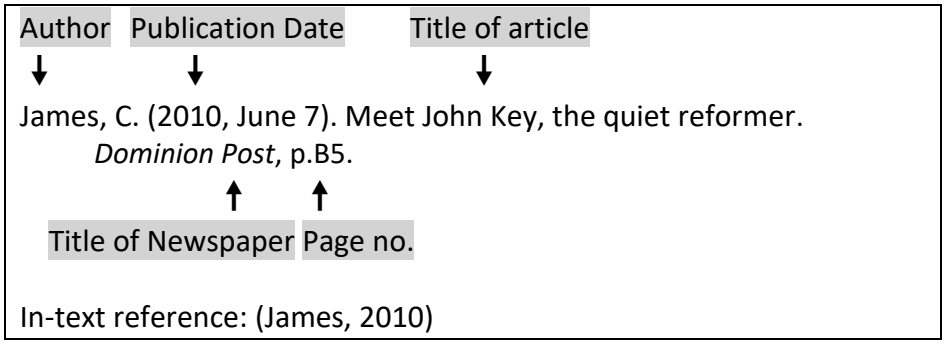
Jenkins, K. (2018). In Aotearoa: Our fast-growing sharing economy. *Policy Quarterly. 14*(1), 10-17.



Note: check punctuation and which parts to italicise. Some journals have both a volume and an issue number; some just have a volume number.

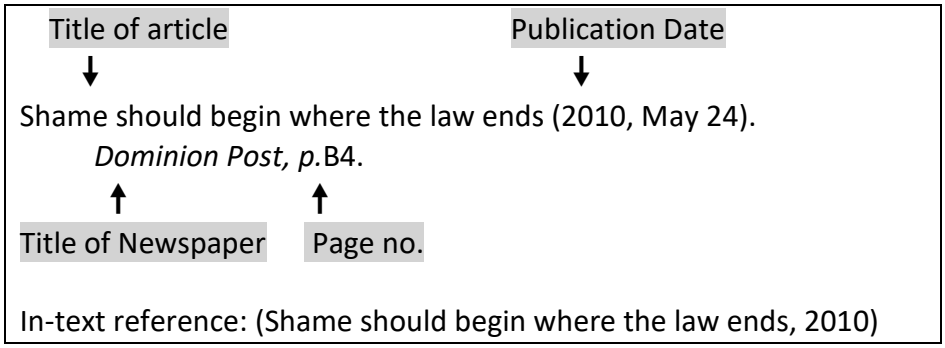
Newspaper or Magazine article

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



Newspaper or Magazine article (no author) – use article title

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



Lecture notes/course handouts – online version

For any online 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.

Author Publication Date Title of PowerPoint slide

Eichbaum, C. (2010, 5 April). *Lecture 3: FCOM 111* [PowerPoint slides]. Retrieved from Blackboard.

Web source

In-text reference: (Eichbaum, 2010)

Online Sources

In addition to the author (often an organisation) and title, you need to provide 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.* http://www.cabinetmanual.cabinetoffice.govt.nz/node/68

Author Publication Date Title of Article/ Subtitle

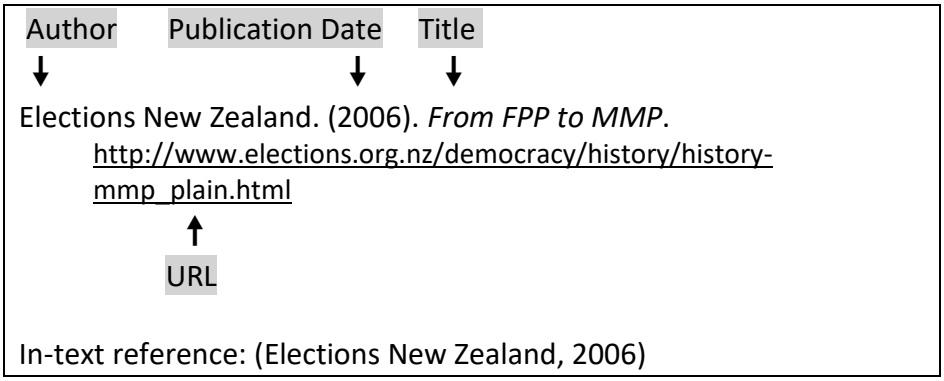
Keith, K. (2008). *Cabinet manual – On the constitution of New Zealand: An introduction to the foundations of the current form of government.* http://www.cabinetmanual.cabinetoffice.govt.nz/node/68

URL

In-text reference: (Keith, 2008)

Organisation as author

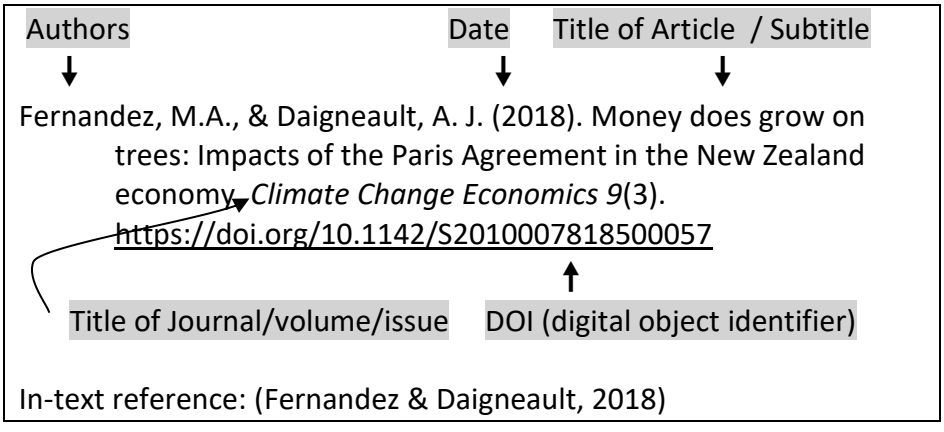
Elections New Zealand. (2006). *From FPP to MMP*. Retrieved from http://www.elections.org.nz/democracy/history/history-mmp_plain.html



Article in Online Journal

An online journal article requires the same information as the print version. You need to provide a direct link to your online source.

Fernandez, M.A., & Daigneault, A. J. (2018). Money does grow on trees, Impacts of the Paris Agreement in the New Zealand economy. *Climate Change Economics 9*(3). https://doi.org/10.1142/S2010007818500057



Electronic Source or Webpage (with no author)

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

Title of web page ↓ Publication Date ↓

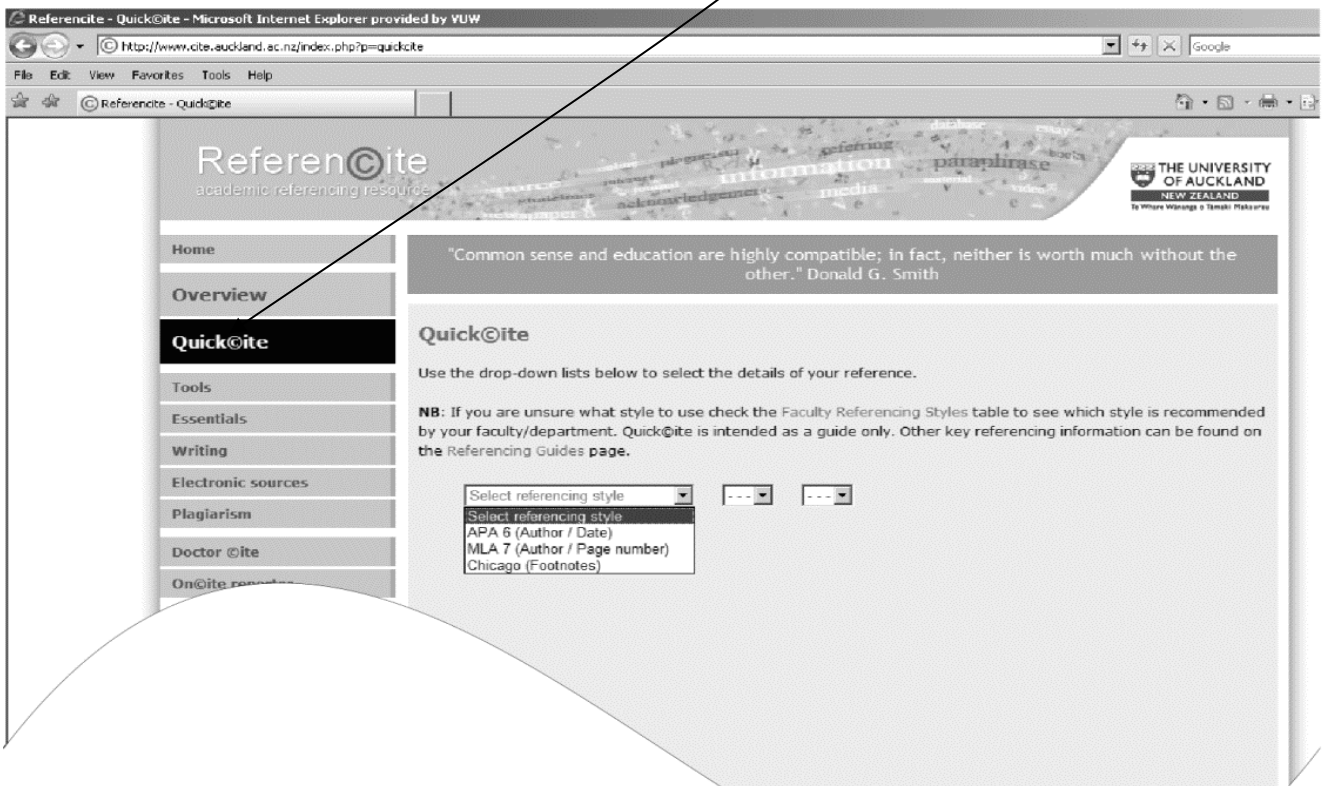
International business: A check list. (2001).
http://www.unibus/chklt.html
↑
URL

In-text reference: (International business: A check list, 2001)

For further information/examples of APA references:

- APA style guide on reserve in the VUW library and online: https://libguides.victoria.ac.nz/referencing-citing/styles
- OWLL: *https://owll.massey.ac.nz/referencing/apa-interactive.php*
- *Publication Manual of the American Psychological Association* (7th ed.). (2020). 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 7 referencing for a wide range of sources (both in-text references and reference list) –



Sample APA 7 reference list

References

Bagehot, W. (1904). *The English constitution*. Keegan Paul Trench Trubner.

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

James, C. (2010, June 7). Meet John Key, quiet reformer of the constitution. *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). Oxford University Press.

McRobie, A. (Ed.). (1993). *Taking it to the people: The New Zealand electoral referendum debate.* Hazard Press.

Mulgan, R. (1994). *Politics in New Zealand*. Auckland University Press.

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

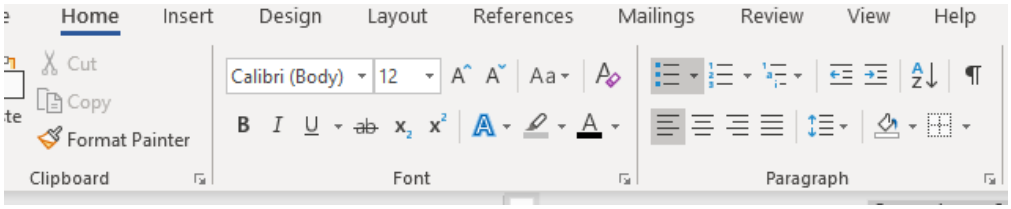
Shame should begin where the law ends. (2010, May 24). *Dominion Post*, p.B4.

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

Points to note:

- List all sources together, presented in alphabetical order according to authors' family names.

- Indent second and subsequent lines of each entry by five spaces (go to 'Paragraph' on Word toolbar, then select 'Indentation/ Special/Hanging [1.27cm])



- List authors' names in the order given on their work, even if not alphabetical:

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

- Use capital letters for proper nouns in the title:

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

Common errors students make when referencing

- ☒ They write the title rather that the author in the in-text reference.
- ☒ They put the URL rather than the author in the in-text reference.
- ☒ The reference list is not in alphabetical order.
- ☒ The second and subsequent lines of each entry in the reference list are not indented.
- ☒ Punctuation is incorrect.
- ☒ Reference list sources do not match in-text citations / in-text citations do not match reference list entries.
- ☒ They do not include page numbers for in-text references for quotes.

Note: remember to record the sources of your information as you read and leave time to do your referencing accurately.



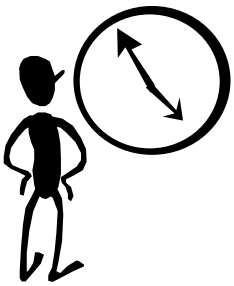
Exercise 4

Rewrite the following sources as they should appear in a reference list according to APA style:

- G Palmer, Unbridled Power? An Interpretation of New Zealand's Constitution and Government, Oxford University Press, Wellington, NZ 1979.
  .....
  .....
- '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, pp.23–29.
  .....
  .....
  .....
- 'Asia life Styles: Special Report' in Far Eastern Economic Review. July 14. 1995, pages 14-21 in issue 2 volume 6 by Minh Pham.
  .....
  .....
- 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/gfsr/2002/02/index.htm.
  .....
  .....

Chapter four: Editing & proofreading

Editing and proofing are crucial steps in the writing process and are critical for both academic and professional writing. You need to allow time for this.



As well as editing as you go, you should also allow time for a final edit. Once you have done that, you should proof-read the final draft carefully.

Spending time on polishing your draft can raise your marks. This requires time and effort.

Editing and proofing are different tasks.

- Editing focuses on the content and structure related to the question.
- Proofreading examines finer details such as referencing, 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.** The purpose of editing is to "tighten up" your writing to maximise the effect of your message.

When you have finished your draft, take a break from it and then come back and look at it again, perhaps the next day. This allows you to look at what you have written with fresh eyes.

Steps to help you edit

It can be a good idea to print out your essay for editing. Use this checklist as a guide.

1. **Read through your draft for structure.**
    - Is your thesis statement clear?
    - Does it address the question?
    - Look carefully at each paragraph. Ask yourself:
        - What is it about?
        - What job is it doing in the essay?
    - Do you need to rearrange any paragraphs?
    - Should you combine any paragraphs that deal with the same idea?

- Should you bring together into one section material that is scattered throughout your draft?
- Check the length of your paragraphs. Are they too long? (See p.14) Do you need to break any up?

2. Check for relevance

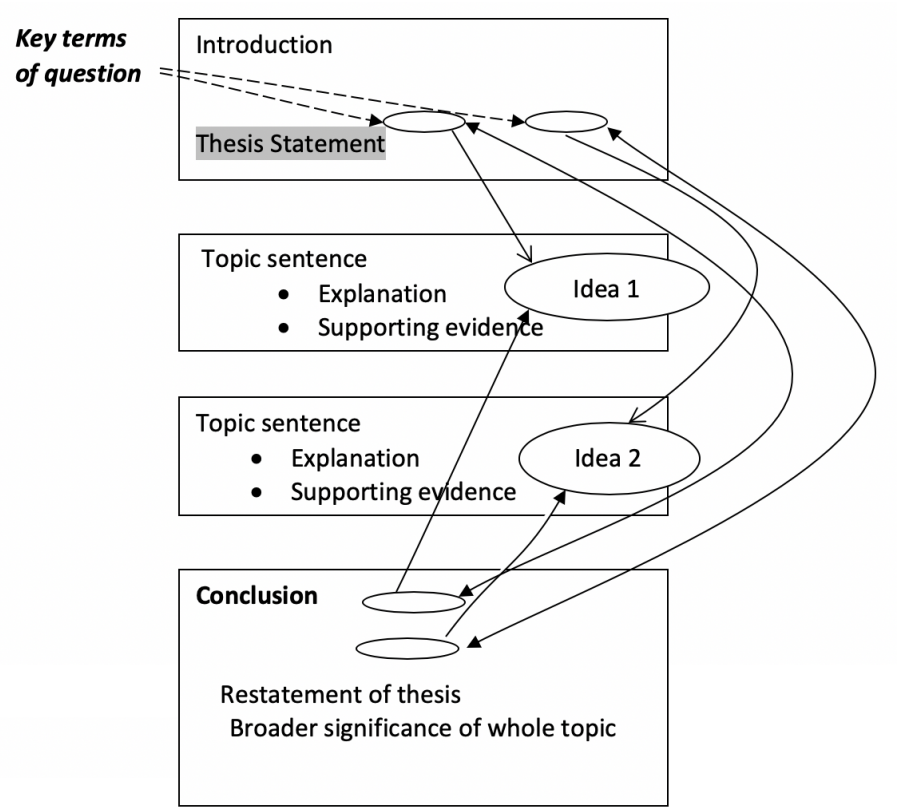
- Is every part of your essay relevant to your question? Check in terms of the question and your original plan.
- Is there any unnecessary material that doesn't answer the question?

3. Check that you have answered the question fully. Have you left any part out?

4. Look at each paragraph of your assignment: does it fulfil its function? (See essay plan p.9)

- Introduction check p.10
- Thesis statement check p.11
- Paragraphs check p.14
- Conclusion check p.12

5. "Think like your marker." Read through and make sure that your assignment makes sense and that your marker will understand what you have written. Check your work against the marking rubric or criteria.



Proofreading

When you are sure you have edited your essay for the last time (and checked that you have answered the question), you should move to the finer details. Check that:

1. your writing has a clear and simple academic style
2. your work is free of grammar and spelling mistakes (see pp. 44–51)
3. your referencing is in correct APA 7 style (no footnotes)
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 actually written on the paper, rather than what you think you have written.

Checking your references

Ensure all sources are acknowledged, and that all references are listed in your reference list, and vice versa. Check that your APA formatting is correct (see chapter three). Proofread your references carefully, checking spacing, punctuation, formatting (italics, capital letters, etc.), and accuracy of spelling, dates and page numbers.

Exercise 5

Correct the mistakes 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[1]. 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.

_____

[1] Young, 2001

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 mistakes: Look carefully at the guidelines in chapter three again.
7–11 mistakes: Almost perfect. Proofread one more time.
12–15 mistakes: Well done! Now apply these skills to your own writing.

Presentation

Check the formatting requirements set down by your school or lecturer. If they do not specify any, set your work out as follows:

- Use 1.5 or double spacing
- Leave an extra line in between paragraphs
- 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 you are advised otherwise, simply staple your pages together on the top left corner rather than putting your assignment in a folder or clear file

Always keep a copy of any work you hand in



Academic writing 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 refer to the World Health Organisation in the rest of your essay.

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 ½ 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* can be just as good as *utilise*
     - *change* can be just as good as *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**

A lot of writing can be shortened through editing 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 the shorter version is.

Avoid phrases such as:

Due to the fact that…

At this moment in time…

Replace them with single words such as

Because…

Now..

Grammar and spelling

All students (Kiwi and international) can make grammatical mistakes in their essays. This makes your writing look unprofessional. 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
- Wrong subject-verb agreement
- Wrong use of apostrophes
- Wrong spelling
- Inaccurate punctuation

1. Incomplete sentences

All sentences need to convey a complete thought. They must have a verb and be able to stand alone. If you read these examples 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 create 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 6

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 7

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.

Check accuracy by mentally removing the additional words

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

4. Apostrophes

The apostrophe is commonly misused, 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**

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

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

Ask yourself: Is there only **one** owner or is there **more than one**?

add apostrophe + s	and the plural form of the owner ends in the letter -s, add apostrophe only
the student's books (the books belonging to the student)	the students' books (the books belonging to the students)
	If the plural form does not end in -s, add apostrophe +s
	men's coats | women's team children's toys

Exception: Some words (pronouns) that show belonging *never* take an apostrophe. They are:

its hers his ours yours theirs

The dog wagged its tail.

This book is theirs.

Note: If a word is simply a plural and does not indicate ownership, do not use an apostrophe. For example:

One police officer**.** Two police **officers... (not** two police **officer's)**

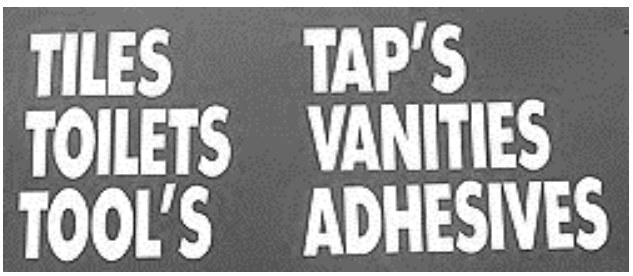
Exercise 8

Check whether the apostrophes in the following sentences are correct.

1. Police officer's need to be able to trust each other.
2. Tims decision was clearly communicated
3. Its time for the government to put it's money into more funding for education.

Should the apostrophes in these signs be there?







(The Apostrophe Protection Society, 2010)

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 ask a friend who is good at spelling to check your work.
2. Write the hard words on index cards. Look at them every day and take time to learn them.
   - make the 'hard part' stand out from the rest – maybe write the letters in a larger size or in a different colour. For example:



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 / we're / wear to / two / too
   your / you're its / it's
   sight / site / cite

Exercise 9

Below are some commonly confused words/ spelling. Which should 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 to see your tutor for _____on the test.
affect effect	The long-term _____ is unknown. This will _____ the whole commercial sector.
complement compliment	She paid the chef a _____ on their cooking. The proposed changes will _____ the existing facilities.
imply infer	The sudden absence of biscuits at morning tea 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 and can change the meaning of a sentence.

Only one of the following statements makes sense.

> King Charles said farewell to his children a day after his head was cut off.
>
> King Charles said farewell to his children. A day after, his head was cut off.

The checklist below offers a guideline for the use of some common punctuation marks.

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

Reference List

The Apostrophe Protection Society. (2010). http://www.apostrophe.org.uk/

Webb, C., & Drury, H. (1995). *Independent learning resources: Essay module*. 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: Criticise Critically analyse)	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 both 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 to add cohesion to your writing.

Here is a list of some common linking words and phrases and examples of how to use them. (Note: these are just a few examples. Look at how linking words and phrases are used in the articles / books you read).

Within a sentence	Between sentences	Between paragraphs
Sequencing		
and then **and next**	**First**, this essay will examine … **Secondly**, it will analyse … **Finally**, it will evaluate …	The **first** limitation is … A **second** advantage is…
Sequencing in time		
when **as** **while, whilst** **after** **before** The minister **then** decided … The **next** stage is to …	**Until then,** no research had … **Until now,** no research has … **After** the ballot closed, … **Before** the referendum, … **Subsequently,** they found … **Currently,** there are no … **Throughou**t this decade … **In the past three years,** there has been no … **In future,** we might see …	You can use the between-sentence linking words as appropriate. Use key words from the previous paragraph to add to cohesion.
Showing contrast		
yet **but** **rather than** **otherwise**	**However**, other scholars disagree. **Even so**, more needs to be done. **Nevertheless,** it … **Instead,** the committee agreed… **On the contrary,** they found … **In contrast,** Smith (2016) argued … **On the other hand,** it could be argued that … **Alternatively,** it could be argued that …	**Despite** the arguments outlined above … **While the argument above shows** …. You can also use the between-sentence linking words as appropriate. Use key words from the previous paragraph to add to cohesion.

Showing similarity		
such as Smith (2017) presents a **similar** argument **also** **as well as**	**Likewise**, the graph shows … **In the same way,** Smith (2017) argues … **Similarly,** several scholars have noted … **A parallel argument** is put forward by …	**A similar framework** was developed by… You can use the between-sentence linking words as appropriate. Use key words from the previous paragraph to add to cohesion.
Expanding an argument		
and **also**	**For example,** no politician would … **In addition,** the statistics reveal … **Furthermore,** it is obvious that … **Another** key reason is… **Moreover,** it seems unlikely that …	**A further example of …** You can use the between-sentence linking words as appropriate. Use key words from the previous paragraph to add to cohesion.
Showing cause and effect		
because **since** **for** **so, so that** **If..., then**	**For this reason,** historians conclude … **Therefore,** it can be concluded that … **As a result,** the Act was not passed. **Consequently,** the funding was stopped. **Thus,** wastage of food will be reduced.	**For the reasons presented above** …
Showing conditionality		
They agreed **provided that** … The Bill should pass **unless** …	**In the event that,** … **If** we accept this finding, **then** … **Under the circumstances,** the opposition should…	**In the above case** … **Under these circumstances** …
Resisting conditionality		
although **even though** **whether**	**Although** this might be the case, … **Despite** this situation, … **In spite of** this situation, …	

Appendix 3: Answers to some of the exercises

Exercise 3 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/gfsr/2002/02/index.htm.

(IMF, 2001)

Exercise 4 answers: Reference list exercise see p.36

1. Palmer, G. (1979). *Unbridled power? An interpretation of New Zealand's constitution and government.* 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). 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*. http://www.imf.org/pubs/ft/gfsr/2002/02/index.htm

Exercise 5 answers: APA referencing exercise see **p.**40

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*. Healtheries Press.

Matthews, J. (1996). *Tobacco wars*. Kingston Press.

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

Wilkin, J. E. (1999). *The smoking industry*. Blackwoods.

Young, S., & Parker, B. (2001). *NZ small businesses*. Reed.

(Passage adapted from Webb & Drury, 1995)

Remember:

- The reference list is ALWAYS in alphabetical order.
- Use family names only for 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.
- Use italics for titles of publications (not for titles of articles or book chapters).
- In a book title, only the first word and names of people, places and things are in capitals. Any word after a colon is also in capitals, e.g., *Management in small organisations: The opportunities and challenges.*
- The title of a journal has a capital letter for all works except words such as 'at', 'of', 'by' etc.
- Use initials, not first names.
- The dates are always in brackets.
- Use punctuation accurately.

Exercise 6 answers: Incomplete sentences, see p.45

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 7 answers: Run-on sentences, see p.46

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 8 answers: Apostrophes, see p.48

1. Police officers need to be able to trust each other.
2. Tim's decision was clearly communicated.
3. It's time for the government to put its money into more funding for education.

Exercise 9 answers: Commonly confused words/ spelling see p.50

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

The counsellor can **advise** on this matter.
Go to see your tutor for **advice** on the test.

The long-term **effect** is unknown.
This will **affect** the whole commercial sector.

She paid the chef a **compliment** on their cooking.
The proposed changes will **complement** the existing facilities.

The sudden absence of biscuits at morning tea 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.

Note: check a dictionary if you are not sure of the meaning of a word.