



# **KENYATTA UNIVERSITY**

## **SCHOOL OF VISUAL AND PERFORMING ARTS**

### **GUIDELINES FOR WRITING ACADEMIC RESEARCH PROPOSALS AND THESES IN THE SCHOOL**

**MAY 2012**

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## **PREAMBLE**

This working document is a general guide for students to write research proposals, projects and theses. The document will also help supervisors in guiding postgraduate students in matters relating to research preparation, thesis production and project work. In addition, the document explains ways of maintaining quality supervision among postgraduate students and their supervisors. It also highlights how students registered for Graduate courses in this School can complete their courses within the stipulated time. This is only possible if the students and supervisors apply concerted effort within a guided framework. This framework has been described and elaborated upon in this document.

## **GENERAL INFORMATION AND UNIVERSITY GUIDELINES FOR WRITING ACADEMIC RESEARCH PROPOSALS AND THESES IN THE SCHOOL OF VISUAL AND PERFORMING ARTS**

### **1.0 SUPERVISION**

Every department shall identify and allocate supervisors for its postgraduate students. In principle, every student will have a minimum of 2 and a maximum of 3 supervisors, depending on the need. One of the supervisors shall be from the University where the student is registered.

A supervisor may be drawn from outside the department, School or even the University, in which case, the Board of Postgraduate Studies (BPS) must certify that he or she is competent in the candidate's area of study upon submission of certified curriculum vitae by the supervisor. An online supervisor may be used.

### **1.1 Responsibilities of Supervisors**

As principal resource persons to the students, supervisors shall:

- Be available for consultation at least once per month.
- Give feedback to their students within 2 weeks.
- Guide students to relevant literature and their sources.
- Link students to researchers working in related fields.
- Discuss and critically evaluate the candidate's findings and ideas.
- Advise candidates on the form and structure of thesis/proposal.
- Train candidates in the conventions of scholarly presentations.
- Advise students on rules governing their specific degrees.
- Enhance the quality of a student's work.
- Ensure that written report on the progress of a student's studies are submitted as required by University Regulations.
- Ensure that a student presents at seminars/exhibitions/performs at relevant fora.

In the absence of feedback from a supervisor substantially, arrangements must be made by the Chairman of Department to ensure continuity in supervision by identifying a suitable replacement.

By placing his/her signature on the declaration page of the proposal/thesis, a supervisor will certify that the proposal/thesis represents the work of the candidate that was carried out under his/her supervision and is ready for official examination.

## 1.2 Responsibilities of the Students

- Give feedback to their Supervisors.
- Refer to relevant literature and sources.
- Enhance the quality of their own work.
- Ensure their written reports are submitted to their supervisors.
- Devote an appropriate amount of time and energy towards achieving academic excellence and earning the advanced degree.
- Be aware of time constraints and other demands imposed on Supervisors.
- Take the initiative in asking questions that promote understanding in the research area.
- Communicate regularly with Supervisors, especially in matters related to research and progress within graduate program.
- Request for regular meetings with the Supervisors to establish progress.

## 1.3 Key Terminologies

For purposes of clarity in this document the following words assume the meaning ascribed to them below;

- **Concept Paper** – It is a brief overview of what an intended study will/shall entail this includes an intended topic showing the genesis and context of the identified problem, exploration of what other scholars have expressed and indicate research directions and envisage solutions and what the study will contribute to knowledge.
- **Proposal Abstract** –It is an overview of the entire proposal including problem, objectives, methodology and data analysis
- **Thesis Abstract** –It is an overview of the entire thesis including background to the study, statement of the problem, objectives, data analysis, major findings and recommendations.
- **Proposal** –It is a concise plan of a projected study that should include the background of the study, statement of the problem, objectives, detailed review of related literature and methodology.
- **Thesis** –It is a comprehensively written document which is a culmination of a research study that includes background to the study, statement of the problem, review of related literature, objectives, data analysis, major findings and recommendations.
- **Project** – A practically/creative oriented study through exhibitions/ performances/ documentation/ oral presentation and an accompanying written report examined at Masters level.
- **Presentation** – It is an examination that includes mounting of an exhibition/performance/documentation of related processes.
- **Defence** –It is a summarized oral/interactive presentation of a comprehensive research study to a Board of Examiners carried out at both Masters and Doctoral levels.

## 2.0 FORMAT OF PRELIMINARY PAGES OF A PROPOSAL

### a) Cover Page

- This page should be paginated
- All wording should be single-spaced and in uppercase.
- The title at the cover page to be bold and font size is 14. Items will be arranged in the following sequence:
  - Title should be focused, informative and not more than 20 words.
  - Full name of student followed by highest qualification in standard abbreviation in brackets.
  - Registration number of student below name.

Then followed by the following writing:-

### For Masters

#### **Proposal**

*“ A Research Proposal submitted in partial fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) in the School of Visual and Performing Arts of Kenyatta University.”*

#### **Project**

*“A Project Proposal submitted in partial fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) in the School of Visual and Performing Arts of Kenyatta University.”*

### For PhD

#### **Before Defence**

*A Research Thesis submitted in partial fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) in the School of Visual and Performing Arts of Kenyatta University.”*

#### **After Defence**

*A Research Thesis submitted in fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) in the School of Visual and Performing Arts of Kenyatta University.”*

Month and year of submission comes immediately after (centred) and in uppercase.

## b) Student Declaration Page

To have the following writings in Font 12 (Times New Roman):

“This Proposal is my original work and has not been presented for a degree in any other University.” Then the Student signs below his/her name with registration number in brackets followed by the date.

**Example:**     **Name:** A. N. Other (M66/201023/10)  
                   **Signature:** \_\_\_\_\_  
                   **Date:** \_\_\_\_\_

**Supervisors:** This Proposal has been submitted for review with our approval as University Supervisors. Then the Supervisors signs after his name and department then followed by the date.

**Example:**                 **Prof. A. N. Other**  
                                   **Department of Art and Design**  
                                   **Signature** \_\_\_\_\_  
                                   **Date:** \_\_\_\_\_

## c) Table of Contents

The table of contents should capture main titles and subtitles (up to three levels) in the text (proposal/thesis).

The table of contents, list of tables/list of plates/music scores and list of figures need to be computer generated and listed sequentially.

## d) Abbreviations and Acronyms

Abbreviations and acronyms may be included in the proposal if necessary.

## e) Operational Definition of Terms

These refer to terminologies as used within the context of the document and are not generated from regular dictionary. These should come immediately after the abbreviations and acronyms.

## f) Abstract

All proposals must have an abstract which is an overview of the entire proposal.

It should:

- not exceed 500 words,
- be single-spaced and not paragraphed
- contain no citation.

It is the last item of the preface pages just before Chapter One.

### **3.0 FORMAT OF MAIN BODY OF PROPOSAL**

Each major section e.g. Introduction should start on a new page.

**Note: Headings and subheadings of the main body of the proposal to follow as indicated below where applicable.**

#### **1.0 CHAPTER ONE: INTRODUCTION**

It should start with an introduction which specifies the subtitles of content covered.

- 1.1 Background to the Study (introduces subject area under study and current situation).
- 1.2 Statement of the Problem (to be precise and focused).
- 1.3 Objectives of Study (specific, achievable and preferably not exceeding four objectives).
- 1.4 Research Questions/Hypotheses/Assumptions (where applicable)
- 1.5 Significance/Justification (to explain the benefits and the beneficiaries of the findings of the study).
- 1.6 Delimitations/ Scope of the Study (Gives the extent to which the study will be carried out).
- 1.7 Limitation (Anticipated/experienced shortcomings).

#### **2.0 CHAPTER TWO: REVIEW OF RELATED LITERATURE**

- The Literature Review should start with an introduction which specifies the subtitles of content covered.
  - Within this section, student should demonstrate evidence of understanding of current research on the subject under investigation and show clear gaps in knowledge that will be discussed.
  - Appropriate themes for this chapter can be developed using the specific objectives of the study.
- 2.1 THEORETICAL FRAMEWORK
- The theoretical framework guiding the study should be discussed here. Literature review should address the specific objectives or objective of the study.
  - The literature review should be consistent with the requirements of the title (internal consistency) and aspects of the introduction e.g. background to the study.
  - The literature review should be properly cited, paraphrased and critiqued.
  - The Literature review should have a summary of identified gaps.
  - Endeavour to use current referred sources such as books, journals, periodicals, artworks, audio-visual materials, scores and recordings as much as possible.



### **3.0 CHAPTER (THREE): METHODOLOGY**

The Methodology section should start with an introduction which specifies the subtitles of content covered. This Chapter highlights methodological details appropriate to the study. They include:

- 3.1 Research Design (State and justify the chosen design).
- 3.2 The Physical Area of Study (State where the study will be located and why it was chosen)
- 3.3 Target/Accessible population (Describe the accessible target population).
- 3.4 Sampling Techniques (Explain the Sampling techniques used for the study)
- 3.5 Sample Size (explain the sample size-(unit of analysis) and explain how it will be determined).
- 3.6 Research Instruments (Justify the choice of instruments that will be used in the study and how they will be constructed and what they are meant to achieve).
- 3.7 Pre Testing - Use relevant statistics techniques to conduct pretesting (where applicable).
- 3.8 Validity and Reliability (determine validity and reliability accordingly).
- 3.9 Data Collection Techniques (Explain how data will be collected).
- 3.10 Data Analysis (researcher should explain and justify procedure for analyzing data).
- 3.11 Logistical and Ethical Considerations.
- 3.12 Conceptual framework and Measurement of variables (explain the variables and how they will be determined/measured).

### **4.0 REFERENCES**

Reference should be single-spaced and listed alphabetically in the reference list. For citations within the text, the format of author and year of publication is recommended. Use latest American Psychology Association (APA) style of referencing.

### **5.0 APPENDICES**

They will include such items as Work Plan, Budget, Maps, and Questionnaires. These must be numbered sequentially e.g. 5.1, 5.2, 5.3, etc.

## 6.0 PROPOSAL PRESENTATION DETAILS

### (a) Typing

- 6.1 *Typing:*** All proposals in the School should be typed in font 12 (Times New Roman) on A4 size paper, 1.5 spacing, on one side of the page and based on the British English.
- 6.2 *Page margins:*** Page margins will be as follows: left 40 mm (1.5 inches) and all other sides 25 mm (1 inch);
- 6.3 *Page numbering:*** e.g. 1, 2, 3, etc should be top right or bottom centre and start on the INTRODUCTION page. All preparatory pages except cover page should have Roman numbering system (i.e. i, ii, iii, etc) in a sequential manner
- 6.4 *Page numbers:*** The proposal should not exceed 20 pages for a Masters thesis and 30 pages for a PhD thesis, excluding references and appendices.

### (b) Oral Presentation

The recommended mode of oral presentation is the use of Power point. A maximum of (20 minutes) for Masters Presentation and (25 minutes) for PhD Presentations.

### (c) Tense

Future tense should be used in writing proposals, but this must be changed to past tense when writing thesis.

## 7.0 SUBMISSION OF A PROPOSAL TO SCHOOL OF VISUAL AND PERFORMING ARTS BOARD OF POSTGRADUATE STUDIES

Presentation of Proposal will be subject to all University processes.

## 8.0 PROGRESS REPORTS AND NOTICES OF THESIS SUBMISSION

All supervisors are expected to sign and endorse the progress and notice of submission forms. If however, a supervisor is not available, one supervisor's signature shall suffice, but names of the other supervisors must be written in their specified positions. A note on why any of them cannot sign must be attached. However, it is preferred that supervisors who are out of the country should write to confirm their approval. A copy of duly signed forms should also be left at the respective department for filing.

All students will be expected to submit their progress reports quarterly.

All students are required to submit their "notice of thesis submission" 3 months in advance of thesis submission. Failure to do so, then the student will have to re-submit the thesis in accordance to the above-mentioned requirement.

## 9.0 THESIS FORMAT

The standard format shall comprise:

### 9.1 Title page

- This page should be paginated
- All wording should be single-spaced and in uppercase.
- The title at the cover page to be bold and font size is 14. Items will be arranged in the following sequence:
  - Title should be focused, informative and not more than 20 words.
  - Full name of student followed by highest qualification in standard abbreviation in brackets.
  - Registration number of student below name.

### 9.2 Author

Full name of student should appear as it is in the registration form, while the registration number should be written below the name, together with the name of the School, then follows the writing:

#### **Before Defence**

*A Research Thesis submitted in partial fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) in the School of Visual and Performing Arts of Kenyatta University.”*

#### **After Defence**

*A Research Thesis submitted in fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) in the School of Visual and Performing Arts of Kenyatta University.”*

Month and year of submission comes immediately after (centred) and in uppercase.

**9.3 Declaration Page** - (could differ according to what was undertaken e.g. project report, thesis followed by the declaration words.” This is my original work ..... (As it is in the proposal).

**9.4 Dedication statement** – Should not exceeding 30 words and should follow declaration, beginning on a separate page.

**9.5 Acknowledgement** – Should not exceed one page, should begin on a separate page, immediately after dedication.

**9.6 Abstract** - As it is in proposal except it captures major findings and pertinent recommendations.

**9.7 Abbreviations/Acronyms** - As it appears in the proposal guidelines.

### **9.8 Table of Content**

This begins on a new page. It should assist the reader to know quickly and clearly, how the thesis is organized. There must be consistency in the use of headings and subheadings preferably computer generated.

### **9.9 List of Tables**

This follows the table of contents, beginning on a separate page. Numbering of tables should be: Table 1.1,2.1,3.1...throughout the text and be listed sequentially.

### **9.10 List of Plates (see 10.0)**

### **9.11 List of figures (List of Diagrams)**

This immediately follows the list of tables and on a separate page. Numbering should be figure 1.1, 2.1, 3.1 etc. The name/title of the figure and source(s) should be Written below it.

**Note: All tables, figures, diagrams and plates should fit within prescribed document margins.**

**9.12** Numbering of Chapter and subtitles in proposal/thesis should be based on Chapter numbers e.g. subtitles in chapter one should be numbered as 1.0, 1.1, 1.2, etc.

## **10.0 USE OF TABLES, FIGURES AND PLATES**

These may be included within the text or appear on separate pages. If on separate pages, however, they should be placed near the text, which refers to them. Each table in the text must have a number and caption. Number them consecutively throughout, by chapter using a decimal system e.g. the first table in chapter 2, for example, would be table 2.1, the second would be table 2.2, and so on. Do not number tables and figures by sections in the chapter (as 2.21). In numbering appendix figures and tables, use a separate appendix system and do not include them in the list of figures and tables.

### **Guidelines on tables and figures**

- Place a table or figure immediately after the first mention of it in the text--on the same page if there is room, or on the following page.
- Tables or figures of peripheral importance to the text may be placed in an appendix.

- All tables and figures must be referred to in the text by number (not by a phrase such as "the following table").
- If thesis has some aspects of colour in it, it should not be photocopied but printed.
- List and caption photographs as figures unless you wish to have a separate list of photographs or plates.
- Headline should be in the inner margins.
- Each figure must have a caption that begins with the word "Figure" ("F" capitalized) and the figure number, followed by a brief description of the figure. This must be placed **below** the figure, with one blank line separating the bottom of the figure and the top of the caption as follows:-

*Figure, Chapter number, figure number, description e.g. Figure 4.3. Schematic of control system for the methanol-water column.*

- Each table must have a caption that begins with the word "Table" ("T" capitalized) and the table number, followed by a brief description of the table. This must be placed **above** the table, with one blank line separating the bottom of the caption and the top of the table.

**Table 3.2. Performance measures obtained using the proposed procedure.**

When a figure or table is continued to the following page, a continuation note (e.g., "Figure 5, cont." or "Table 5, cont.") must appear in place of the caption on the continuations. The original caption must not be repeated in either case.

## 11.0 REFERENCES

APA is the recommended conventional referencing technique for both in-text-citation and references (References should be after the last chapter). **See Pages 19-22**

## 12.0 CHAPTERS

The School of Visual and Performing Arts has two thesis structural formats. These are as follows:

<b>Option 1</b>	<b>Option 2</b>
<p><b>CHAPTER 1</b> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Background to the study</li> <li>• Statement of the Problem</li> <li>• Research questions</li> <li>• Objectives</li> <li>• Rationale and Significance</li> <li>• Scope and Limitation of the study</li> </ul> <p><b>CHAPTER 2</b></p> <ul style="list-style-type: none"> <li>• Review of related literature</li> <li>• Theoretical Framework</li> </ul> <p><b>CHAPTER 3</b> Methodology</p> <p><b>CHAPTER 4</b> Presentation and Analysis of Data</p> <p><b>CHAPTER 5</b> Interpretation and Discussion of Findings</p> <p><b>CHAPTER 6</b> Summary, Conclusions and Recommendations</p>	<p><b>CHAPTER 1</b> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Background to the study</li> <li>• Statement of the Problem</li> <li>• Research questions</li> <li>• Objectives</li> <li>• Rationale and Significance</li> <li>• Scope and Limitation of the study</li> <li>• Review of related literature Theoretical Framework</li> <li>• Research Methodology</li> </ul> <p><b>CHAPTER 2, 3, 4 and 5</b> should be objective based</p> <p><b>CHAPTER 6</b> – Summary, Conclusions and Recommendations</p>

Chapters one to three have content and form as those described in the section for proposal but in more detail. Change the future tense to past tense where applicable.

## 13.0 CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This Chapter should have a summary of findings. Besides conclusion and recommendations, the implication of findings should be explained here. It is in this chapter that additional research areas should be suggested as well as future projection based on the study.

The specific areas include:

i. **Introduction**

(Introduce the chapter as done in the other chapters before).

ii. **Summary**

A Summary is a consolidation of the major findings.

iii. **Conclusions**

Summary of the implications of the main findings. Emphatic, strong conclusions based on the study findings should be stated here.

iv. **Recommendations for Policy/Practice**

Salient recommendations based on logical statements, gaps identified by the which would need further investigation through research should be given.

- v. i) **The references** should follow the last chapter.  
ii) **The Appendices** should follow references.

## 14.0 REFERENCES

The recommended referencing style for the school is APA for all students to follow or use.

## 15.0 SPECIFIC GUIDE FOR PROPOSAL REVIEWING

The following is the specific guide for reviewing proposals, which will be closely followed. (Note that the information given is only a summary).

### a) Title

- Appropriate/Researchable
- Focused
- Relevant
- 

### b) Background to the Problem

- The problem and its peculiarity should be clearly shown and stated.
- Objectives, research questions well stated.
- Hypothesis well stated.
- Conceptual and theoretical framework well framed.
- Rationale/purpose of the study and other matters such as assumptions, scope, etc spelt out closely.

### c) Review of Related Literature

- Flow of the literature
- Relevance of the content.
- Identification of the gaps
- Current status of the research problem.

**Note: Student should be careful to avoid plagiarism.**

### d) Methodology

- Appropriateness of the entire methodology
- Research design and location
- Target population and sample
- Sampling techniques
- Preparation of instruments including reliability and validity
- Methods of data collection
- Identification of Variables
- Methods of data analysis.

**Note: All the above sections must be presented in a way that gives internal consistency and coherence.**



**e) References**

- Link references to the text.
- References must be accurate
- Variety of references be used.
- Currently published material used as much as possible.

**f) Time-Schedule**

- Should show practicability
- Show distribution of activities
- Should show logical flow
- Time flow

**g) Budget**

- Budget itemization
- Appropriateness of the budget lines
- Budget carefully thought out

**h) Format**

Overall presentation, including content of the proposal.

- Thesis structure
- The above information is only a summary guide. Fine details may be found and harmonized with that provided to students.
- The reviewer can consider other useful aspects that can help the students(s) to improve on his/her proposal.

**16.0 SPECIFIC GUIDE FOR THESIS/PROJECT REVIEWING**

Information in chapter 1-3 of the proposal remains the same except the future tense is changed to past tense as well as consolidating information, elaboration and streamlining of the chapters.

**16.1 Chapter 4: Presentation of Analysis**

Emphasis to be on the following:

**a) Presentation**

- Relevance to the objectives, research questions and hypothesis.
- Consistency in organization of format

- Documentation/cataloguing/quality of exhibitions/performance/oral presentation/scoring

#### **b) Data analysis**

- Accuracy/precision/finesse/execution
- Originality (creativity)
- Use of appropriate statistical tools.
- Use of appropriate analytical tools
- Use of appropriate instruments/materials and tools
- Relevance to objectives and research questions
- Data should be seen to answer research questions, reject or accept hypotheses.

### **16.2 Chapter 5: Discussion of Findings**

Emphasis should be on the following areas:

- Demonstrate use of scholarly language.
- Show ability to harmonize results with previous studies.
- Show insight in corroborating research information.
- Identification and examination of emerging issues, novelty, ideas, trends, techniques etc.

### **16.3 Chapter 6: Summary, Conclusions and Recommendations**

Emphasis should be on the following areas:

#### **a) Summary**

- Summarize the major findings.

#### **b) Conclusions**

- Show logical flow of emergent arguments.
- Draw persuasive inferences.

#### **c) Recommendations**

- Derived from the study findings.
- Realistic/implementable.
- Suggestions/opportunities for further research from the gaps identified.

#### **d) Referencing**

- Ensure that the most current/recommended APA technique is adhered to.

## 17.0 GUIDELINES TO SUPERVISORS

### a) Basic Responsibilities

Ensuring that the student:

- Develops and writes focused researchable topic.
- Writes clear and precise statement of the problem.
- Works within the frame guidelines, specified in this document.
- Follows correct organization format, including conventionally written references.
- Develops correct academic argumentation, including in-text citation.
- Does not allow plagiarism.

## 18.0 EXAMPLES OF REFERENCES

### Examples of American Psychological Association (APA) Referencing Style

#### References

Christie, M. (1985). *Aboriginal perspectives on experience and learning: The role of language in Aboriginal learning*. Geelong, VIC: Deakin University Press.

Harris, S. (1990). *Two-way Aboriginal schooling: Education and cultural survival*. Canberra: Aboriginal Studies Press.

#### Making citations in the Text

**Direct Quote** One view is that “global manufacturing needs global financing” (Hewison, 2000, p. 195).

**Paraphrase** According to Aitchison (1996), the concept of innateability is frequently misunderstood.

*[no quotation marks; page numbers are not necessary]*

**Multiple citations** Other studies have found no relationship between level of calcium intake and BMD (Balcomb, 1998; Camps & Mayer, 1995; Palmer, 2003).

*[citations inside parentheses in alphabetical order, separated by semicolons]*

**Multiple Authors** It is difficult to protect developing economies from speculative financial attack (Fraser & Stein, 2004).

**3-5 authors** Croft, Heaney, and Bell (2002) analysed reaction times... Croft et al. reported that...

*[use all names in first citation; 'et al.' thereafter.]*

*[omit year for subsequent citations in same paragraph]*

6 or more authors Szell et al. (2005) state that...

*[use 'et al.' in all citations]*

***Two authors with the same surname***

Research by D.G. Stanley (1996) has been continued by A.R. Stanley (2001), who...

*[use initials to distinguish between authors]*

Two or more works by Research by D.G. Stanley (1996) has been by A.R. Stanley (2001), who...

*[use initials to distinguish between authors]*

***The same author published in the same year***

indicate that...add a, b, c etc to distinguish between texts in the same year]

Reference is a secondary source

Payne (1996, cited in Tynan, 2003) suggested that...

**Books**

***Single author***

Nugent, I. (2002). *Communication in the tourism industry*. London: Ovid Press.

***Two or more authors***

Humphreys, J., & Campbell, J.C. (2004). *Family violence and nursing practice*.

Philadelphia: Lippincott Williams & Wilkins.

***Second or later edition***

Booth, W.C., Colomb, G.C., & Williams, J.M. (2003). *The craft of research* (2Nd ed.).Chicago: University of Chicago Press.

**Article or chapter in an edited book**

***Single editor***

Lovat, T. (1998). What shall we learn today? Curriculum in transition. In J. Allen (Ed.),

*Sociology of education: Possibilities and practices* (pp. 83-98). Katoomba, NSW:

Social Science Press.

***Multiple editors***

Winters, J.A. (2000). The financial crisis in Southeast Asia. In R. Robison, M. Beeson, K.

Jayasuriya, & H.-R. Kim (Eds.), *Politics and markets in the wake of the Asian crisis*

(pp. 54-74). London: Routledge.

### **Journal articles**

Read, J., & Chapelle, C.A. (2001). A framework for second language vocabulary assessment. *Language Testing*, 18 (1), 1-32. The issue number is included only if each issue begins with page 1.

### ***News articles***

News sources are not academic sources, but may contain current information which is unavailable elsewhere. Evaluate the information carefully.

### ***Newspaper article with author(s) named***

Mason, M. (2004, September 3). Drought refuses to break. *The Sydney Morning Herald*, p.3.

### ***Newspaper article with no author named***

Council rates to rise. (2005, March 24). *The Western Courier*, p.1.

### **Government and organisation publications**

#### ***Author(s) named***

Krause, K.-L., Hartley, R., James, R., & McInnis, C. (2005). *The first year experience in Australian universities: Findings from a decade of national studies*. Canberra: Department of Education, Science and Training.

#### ***No author named***

Australian Bureau of Statistics. (1998). *Mental health and well-being – Profile of adults, Australia* (ABS Publication No. 4326.0). Canberra: Author.

### **Internet sources**

As in the style for other citations the text should still be in author-date style, not a web address (URL). Where page numbers are not available to reference a direct quotation, paragraph numbers can be substituted (e.g. Blyth, 2003, para.22). Internet sources which do not identify a reputable person or organisation as author or give a publication date need to be carefully evaluated for academic credibility.

### **Non-Academic Web Page**

Non-academic sources should be carefully evaluated for their credibility.

The general format for an internet page is:

Author, A. A. (2006). *Title of work*. Retrieved month day, year, from source Department of Education, Science and Training. (2006) *Providers and courses*. Retrieved May 5, 2006, from <http://www.goingtouni.gov.au/>

## **Periodical articles**

### ***Article based on a print journal***

Randall, W. (2004). Training young learners in reading strategies [Electronic version]. *Journal of Reading Research*, 38, 129-138.

Cheson, B.D. (2004). What is new in lymphoma? *CA: A Cancer Journal for Clinicians*, 54, 260-272. Retrieved May 15, 2005, from <http://caonline.amcancersoc.org/cgi/content/full/54/5/260>.

Park, K. (2002). After you: Gender roles in the academic workplace. *Human Resource Management Journal*, 51, 67-74. Retrieved July 27, 2005, from Ingenta database.

### **Article available only in an online journal**

Brazer, F. N. (2004, October 17). Angiosperm phylogeny and ribosomal DNA. *Botanica Online*, 4, Article 4-17. Retrieved February, 2005, from <http://botanicaonline.org/volume4/4-17.html>

Williams, R. (2005, June 29). Outcry over tax penalties on big firms. *SMH.com.au* Retrieved June 29, 2005, from <http://www.smh.com.au/news/business/outcry-overtax-penalties-on-big-firms/2005/06/28/1119724635798.html>

## **Other documents on the internet**

### **Stand-alone document**

Department of Immigration and Multicultural Affairs. (2003). *Multicultural Australia: United in diversity*. Retrieved March 23, 2005, from [http://www.immi.gov.au/multicultural/\\_inc/pdf\\_doc/united\\_diversity/united\\_diversity.pdf](http://www.immi.gov.au/multicultural/_inc/pdf_doc/united_diversity/united_diversity.pdf)  
 Authored document contained within organisation web site

Deegan, S. (2002). *Peer mentors: A valuable resource*. Retrieved June 8, 2005, from University of Western Queensland, Language and Learning Services Web site: <http://www.uwq.edu.au/services/studyskills/research/sd02.doc>  
 Identify the host organisation before giving the URL for the document itself. Precede the URL with a colon.

## **19.0 CONCLUSION**

It is hoped that this guide will be of value to both the students and supervisors. The guide is however subject to review from time to time depending on operation policies that may emerge at the Graduate School or at the School of Visual and Performing Arts.

**List of Members of the Special Committee on the Standardization of the Proposal/Thesis  
Format for the School of Visual and Performing Arts**

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