

Te Kawa a Māui  
Māori Studies



# Academic Writing Guide

2011 Edition

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# 1 Introduction

There is a *kawa* to academic writing that every successful student will learn progressively during their time at university. This guide gives two kinds of information to help you to develop an appropriate academic writing style and to learn the standard conventions for the formatting and presentation of academic material.

Firstly, the guide offers some practical advice on how to approach the tasks involved in academic writing. Because this is advice, rather than a strict requirement, you are not obliged to follow it, and you may choose to follow some but not all of it.

Secondly, in Sections 3–9, it sets out the technical requirements for work submitted to Te Kawa a Māui, which all students *must* conform to. There are two styles of academic referencing in use in different academic disciplines in the University. Some courses in Te Kawa a Māui will require you to use one of these, and some will require you to use the other. If you take papers in other Schools, you will be expected to follow the guidelines issued by those Schools in presenting work there.

Your tutors will be able to help with specific problems, and with each essay you write, you will become more familiar with the requirements. You should begin by reading carefully through the advice provided in sections 1 and 2 in this guide, so that you get a general idea of what is required in writing an academic essay. You should also look through the Table of Contents headings for Sections 8 and 9, so that you will have in the back of your mind the kinds of material which they contain. Then when you come to write your first essay, you will be able to look up the information you need from those sections.

In addition to learning how to go about writing an academic essay, you also need to learn how to plan your trimester's work. You will often find that you have several essays for different courses due at the same time. If you do not know how to manage this planning, you should seek advice from Student Learning Support at the outset of your period of University study. This *Guide* does not attempt to address those questions of time management.

## 1.1 General Points about Academic Writing

### 1.1.1 Relevance

For each piece of academic writing, you will be given a topic (or topics) by your lecturer. The first requirement for an essay is that all the content should be about the set topic and should not be padded with irrelevant, unrelated information. You should also remember that each essay is an essay for a particular course, and the material you include in your answer should all be relevant to the concerns of the course.

### 1.1.2 Structure

For each essay, you will need to find a suitable structure to organise your material. The topic you are given may provide guidance on this (e.g. it may list a number of aspects of the topic that you need to cover), but often you will have to work out a structure for yourself. A good structure makes it easier both to write the essay and to read it. If you do not know how to structure your essay, it is probably a sign that you have not thought enough about what the question/topic is asking you to do.

If you find yourself in that situation, you probably need to begin by reading material on the topic from the references supplied by your lecturer. You may also need to talk to your lecturer or tutor to get advice on how to begin.

If you know the kinds of things you want to say, but still do not know how to structure your essay, begin by making a list of the things you want to say. When you know



what you want to say, it will often be clearer how to organise it well. Remember that it is normal to produce several drafts of an essay. That means that you need to start writing well before the deadline, to allow time for revision.

### 1.1.3 Research

Undertaking academic research is part of the process of becoming a university-trained scholar. A good university scholar is expected to be familiar with all the academic research undertaken around the world in the field in which they specialise. The academic community is a global community, and the pool of academic knowledge is world-wide. Right from the start of your university studies, you will be expected to read the work of other scholars in relation to the topics set for essays. This enables you to begin the process of becoming familiar with the body of academic writing (called the academic literature) in your field.

As you read the academic literature, you will gain information and ideas from other scholars. Another part of the process of becoming a university scholar is learning how to record and acknowledge the sources of such information and ideas. Referring to the work of other scholars adds to the credibility and validity of your own work. Acknowledging the ways in which your reading has influenced your own ideas gives transparency to this process of scholarly growth. Our ultimate aim at Te Kawa a Māui is to help you to develop your skill at academic writing to the point where you know how to write appropriately for publication in an academic journal.

When you get your essay question(s), you will normally not know all the information you will need to answer the question. Finding the information you need is a vital part of writing an academic essay. You will be expected to go to the University library, and read books and/or articles about your topic. Most lecturers will give you a reading list which will contain sources which are likely to be useful. You should remember that the lecturer will have selected those for a reason, and that you are more likely to find the information you want there than in other places. As you progress through the University system, you are expected to develop the capacity to find additional relevant resources for yourself.

It is important to choose appropriate academic material to support the argument in your essay. Not all of the information available (especially material from the internet) is considered suitable for academic purposes. There is more information on choosing reliable sources in 2.4.1 of this *Guide*.

The Library can be a daunting place to begin with. However, there are guided tours which will introduce you to where to find things, and who to ask, and there are research librarians whose job is to help you. You need to remember that all the other students in your course will also need to access the same books as you, and so you need to start your reading well before an essay is due, and put in requests for the books you need if they are not on the shelf, so that you will get them in time. If you are having difficulty in getting access to the books you need, you should tell your lecturer. If necessary, they can request that books are put on Closed Reserve, so that they remain in the Library and can be read there. However, that process may take several days. If you leave your essay preparation until the last minute, you are unlikely to be able to get hold of all the Library resources you will need.

### 1.1.4 Acknowledgement of Sources of Information

One of the most fundamental principles of academic writing is that it should acknowledge where the information and ideas in it came from. There are four main types of sources: work previously published (e.g. in books or on the web), unpublished manuscripts and similar materials (known as 'primary sources'), things

you have been told (e.g. by your lecturer), and your own head. Every piece of information which you learned from some other source must be acknowledged in the prescribed manner. While it is important for you to think for yourself about the question you are asked, so that you can contribute some of your own ideas, you should expect that many of the ideas in an essay will be derived from other sources. An essay based on other people's ideas can still be a good essay if those ideas are well-chosen (i.e. relevant to your topic), well-organised (so that you show how they help to answer the question), and well joined together, so that the things you say about them show that you understand them and their relevance. These acknowledgements of the work of others are called 'citations'.

Here is a basic example of the way you should acknowledge borrowed ideas. There is more detailed information about this in sections 8 and 9 of this Guide. Notice that the two referencing systems do not always require equivalent information in the citations.

#### *Harvard system references*

If your course specifies that you should use the Harvard system, you will acknowledge material as in example (1) below when you write your essay. The basic principle of the Harvard system is that you use the author's surname and the year in which their work was published to identify where the information came from. Thus in the example, the author's surname is Biggs, and the work you are referring to was written in 1968. The number after the colon (:) is the number of the page or pages in the book where you found this information. Notice that when you use the actual words of the scholar you have to put them in double quotation marks, and copy them exactly, including the punctuation, so there is no macron on *Maori* in the quote, because there was no macron in the original. (However, there is a macron on *Māori* in the sentence that is the writer's own.)

- (1) Biggs (1968:79-81) discusses the two systems used for writing long vowels in Māori, and comments (1968:81) that “in the absence of an indication of vowel quantity the correct pronunciation of a Maori word must be lost with the death of the last person who learned it by ear”.

#### *Oxford system references*

If your course specifies that you should use the Oxford system, you will acknowledge material as in example (2) below. In your text you will insert a footnote number each time you refer to the work of another scholar. Each of these footnote numbers will have an associated footnote, where you will put the information that tells the reader where the information came from.

- (2) Biggs discusses the two systems used for writing long vowels in Māori, and comments that “in the absence of an indication of vowel quantity the correct pronunciation of a Maori word must be lost with the death of the last person who learned it by ear”.<sup>1</sup>

The associated footnote will look like this:

<sup>1</sup>Bruce Biggs, 'The Maori Language Past and Present', in Erik Schwimmer, ed., *Maori People in the Nineteen-sixties*, Auckland, B and J. Paul, 1968, p. 81.

At the end of this guide, you will find detailed explanations of how to do this, see sections 8 and 9.

### 1.1.5 Bibliography

Every academic essay will need a bibliography, which is an alphabetical list of the sources of your information. Although the bibliography is placed at the end of your essay, this may be the very first thing your lecturer looks at when they begin to mark your essay. The bibliography will tell them how scholarly your essay is. There are no fixed limits about how many items your bibliography should contain, but for most essays, the more different works you have consulted, the better researched your essay will be. (However, putting a lot of things into your Bibliography will not by itself earn you a good mark: the lecturer will expect to see evidence in your essay that you have actually read them, understood them, and learned from them.)

There are well-established conventions about presenting a bibliography which you are required to follow. The details of presentation differ for the Harvard and the Oxford systems. There is detailed information about what is required in Sections 8 and 9 of this guide. Below are the Bibliography entries for the Biggs work used in the examples in 1.1.4 in the two referencing systems.

#### *Harvard system*

Biggs, Bruce, 1968. The Maori Language Past and Present. In Erik Schwimmer (ed.), *Maori people in the nineteen-sixties*. Auckland: B. and J. Paul.

#### *Oxford System*

Biggs, Bruce, (1968) 'The Maori Language Past and Present', in Erik Schwimmer, ed., *Maori People in the Nineteen-sixties*, Auckland, B. and J. Paul.

There is a sample Bibliography at the end of each section on referencing in this Guide (in Section 8.3 and Section 9.3).

### 1.1.6 Writing Style

Academic writing requires a formal style. For many students, developing an appropriately formal style of writing is one of the major hurdles of academic writing. There are writing courses available at the University to help you in this. If you are having difficulties with this aspect of academic writing, it is often helpful to write the first draft of your essay without worrying about the style. You can then edit the draft to make it more formal.

Kaua e matakū. Mā te tuhituhi ka mārama ō whakaaro, ā, mā te pakanga tonu i tēnei mahi ka pai ake koe ki te tuhituhi. Nō reira, kia kaha.

## 2 Essay Writing Guide

This section of the Guide provides some ideas on processes that may help you to develop good academic writing skills. You do not have to follow these guidelines, but you will need to think about the issues they raise.

### 2.1 The Writing Process

Proficiency in essay writing comes with practice. The process includes four phases – planning, research, drafting, and editing.

#### 2.1.1 Planning

This is an important phase of the essay writing process. Effective planning and preparation can make the essay writing process easier. This planning includes allocating sufficient time for research and writing.

Preparation involves analysis of your essay question or topic and determining your approach to your essay. You need to ensure that your approach will answer the essay question. If the essay topic is not expressed as a question, you may find it helpful to determine what question(s) it raises.

As part of the planning process, ask yourself questions like these:

- What do I already know about the topic?
- What sorts of information will I need to answer the question?
- What sources will be likely to contain that information?
- What arguments can I think of to support my point of view?
- What kind of material will support those arguments?

...

When you have done the necessary planning and preparation, you are ready to engage in the second phase of research. Sometimes you will not be able to determine your approach until you have done some preliminary reading. The process of planning and research may need to go hand in hand.

#### 2.1.2 Research

Two kinds of research may be needed for an essay.

First, you may need to gather data and analyse it, or you may need to consult primary sources of information to gather relevant facts.

In addition, you will need to read relevant academic literature to find support for the argument presented in your essay. The main points you have identified in your analysis of the essay question should direct your research. This will ensure that your reading is purposeful and directed.

You should read widely and apply critical reading skills during this phase of the essay writing process. Be a discerning reader. Do not take an author's words on trust, but evaluate them in the light of your other reading. Your topic may involve discussing contradictory points of view.

You may also want to take notes about the books/articles you are reading for later reference. If you come across pieces of text in your reading that you might want to quote later in your essay, write them down when you are reading the work. Be careful to copy accurately and note the details of the book and the page you copied the quote from. Accurate copying means that you must write exactly what is in the original, without changing any words or punctuation marks. If you omit any material,

you must mark it with the ellipsis character, consisting of three dots: '...'. There is further information about note-taking in 2.4 below.

Take advantage of the Library and Student Learning Support workshops on developing effective research skills.

### **2.1.3 Drafting**

Careful planning and research will facilitate the writing process. Often this is considered a daunting phase. However, critical consideration of your question or topic and wide reading will assist the writing process.

Allow your writing to be guided by your essay plan. Note that during the research phase you may decide to alter your essay plan. This often occurs and reflects the development and modification of your ideas.

Essays are structured with an introduction, the body of the essay, and a conclusion. However, you do not have to write your draft in this order. The introduction may be, and often is, the last thing you write. (Further explanation about essay structure is provided in 2.2 below.)

Allow yourself to write freely, and write those parts you find easiest first. For now, do not concern yourself with perfect grammar or paragraphing. In this phase it is important to get your ideas down. Attention to good structure and correct grammar is addressed in the last phase called the editing phase.

### **2.1.4 Editing**

This is the final phase of the essay writing process. Having completed the first three phases, your essay is almost ready for submission. This phase allows you to check that your essay is structured well, the argument is logical, and expression is grammatically correct. It is best to allow a day or two between writing and editing, so that you come to the editing task with fresh eyes.

Now is the time to make alterations and modifications to your essay. It should be possible to read the introduction and the conclusion of the essay and know what the essay is all about without having to read the main body of the text.

You should take advantage of the tools and resources available to you. Computers have grammar and spell check facilities. You can also ask for peer evaluations and ask tutors or lecturers to provide feedback.

This phase represents the culmination of your hard work. Take the time to ensure you have satisfied the essay requirements, the content is accurate, and the formatting and referencing is correct. Check that every work cited in an in-text/footnote citation is in your Bibliography, and that your Bibliography entries are in alphabetical order.

Submit your essay with a deserved sense of satisfaction and relief!

## **2.2 Essay Structure**

The following is a brief explanation of the essay structure.

An Introduction should:

- introduce the central issue of the essay;
- engage the reader's interest;
- provide background information;
- clarify the essay approach and scope;
- if necessary, define key terms and concepts;

- present the author's point of view in a thesis statement (i.e. a statement of what the writer is going to establish in the essay).

The Body of an essay should:

- present the writer's argument;
- develop the argument through paragraphs (and numbered sections if appropriate – see below);
- examine, explain and describe;
- provide supporting argument through referencing.

A Conclusion should:

- summarise the main points presented;
- link these points to the initial thesis statement;
- provide a definitive statement of the writer's position;
- possibly present comments and recommendations.

*Use of numbered sections:* Some academic disciplines do not use numbered sections, while others expect them. As you read, take note of what established scholars in the particular subject do, and follow their lead. If you are in doubt, ask the course coordinator what they expect.

### 2.3 Writing Style

Essay writing requires a formal style. For example, words such as *cannot* and *do not* are written in their full form, instead of in the contracted forms *can't* and *don't*.

Avoid emotive or judgmental words, unless you can show good evidence to support the use of such strong language.

When we speak, we often string large numbers of sentences together without making a significant pause. Formal writing style does not do this, but puts each one in a separate sentence. A basic guide is this: if you can appropriately put a full-stop, do so. Compare the following, where the first version is in informal spoken style, and the second in formal written style.

Let your writing be guided by your essay plan, but during the research phase you may decide to alter your plan, this often occurs and reflects the development and changes to your ideas.

Allow your writing to be guided by your essay plan. Note that during the research phase you may decide to alter your plan. This often occurs and reflects the development and modification of your ideas.

Formal style does not necessarily involve the use of long words. It is better to write simply, using words you really know, than to use long words incorrectly. The quality your lecturer will be looking for is accuracy and precision in what you say.

Take care with words like *thus*, *therefore*, and *however* which have very precise meanings. *Thus* and *therefore* are used to introduce sentences that express things which can be logically deduced from the material that has gone before. *However* is used to introduce a statement which contrasts with what has been said before. These words are illustrated in the following passage, which uses Harvard-system citations:

In 1903, William Bird introduced the 'direct method' into Native Schools (Simon 1998:xvii; 16-17). This involved total immersion in English, and **thus** the use of the Māori language was forbidden, even in the playground. Although it was never official policy, many students were punished for speaking Māori at school, and **therefore** derived negative attitudes to the language from their

educational experience (Benton 1987:64-65). The direct method was supposed to give students a native-like command of English. **However**, there is plenty of anecdotal evidence that many Māori students left Native Schools at this time without a good command of English.

## **2.4 Researching Guide**

Refer to your Course Outline or essay topic sheet, as Lecturers often provide a list of recommended texts. You should also use the online Library Catalogue and refer to the books on Closed Reserve and 3-Day Loan books. When you have located texts, check the contents pages, chapter titles and the index to assess the relevance of the book to your topic.

Lecturers require you to read widely, therefore plan the time to research and read critically. If you need to develop your research skills, the Library offers workshops on using the library catalogue and finding books. Researching your topic thoroughly will require you to read more than one book.

### **2.4.1 Choosing Suitable Academic Sources**

When you are writing an academic essay, you are expected to justify the statements you make. This section discusses the types of source material that are available, and helps you to choose suitable ones for *academic purposes*.

#### **2.4.1.1 Cite Authoritative Sources**

One of the principal forms of justification is a reference to an *acknowledged authority* which makes the same statement. It is thus important that any source you cite as justification is recognised as an authoritative one: the author(s) should have the academic standing that means their opinions are respected.

Authoritative publications (unless they are from the early twentieth century or before) will always specify the date of publication. This allows you to determine whether the information they contain is likely to be the current state of academic knowledge, or whether it might be out of date. You may need to consider the date of the publication when you make use of it, particularly if you cite statistical information or other facts that are likely to change.

The source should also be available to the reader, so that they can check the accuracy of your reporting, or find out more about the original context, or find out more information on the topic than you have provided. It is therefore important that the source you cite should be a permanently available one.

#### **2.4.1.2 Academic books and Journals**

Before an academic book is published, and before a Journal article is accepted for publication, the work is scrutinised by at least two other academics who are specialists in the appropriate field. They may require or suggest amendments before publication. This process (called 'peer review') ensures that any publication of that kind counts as authoritative for academic purposes.

#### **2.4.1.3 Material from the popular press**

Material from the popular press (such as newspapers, magazines, and including books not written by scholars) may derive from academic sources, but it has usually been re-written to make it a better story or easier to understand. Often in this process, information is omitted or distorted, or the context may be removed. Such sources are thus not as reliable or as authoritative as an academic publication: they have not been peer-reviewed, and have been worded by somebody who is not necessarily an expert in the field. Such material should be used with great caution. If the content is academically sound, you will almost always be able to find an academic reference to it.

#### **2.4.1.4 Material from the internet**

There is a great variety of material available on the internet. Some of it is academically reliable, and some of it is not. Before you use material from the internet for academic references, you must find out what you can about the source of the information, and then use good judgement about whether it is suitable for academic purposes.

You must also think about the likelihood of the e-source continuing to be available to your reader, so that if they follow up your reference (even several years later) they will find the information you cite. Many e-sites are subject to change, and are thus not particularly suitable for academic use. If you have a good reason to use material from a source like this, you should take care to ensure that the information you provide from it can be understood fully without reference to the original site. It may be worthwhile printing out the page(s) you use, and attaching them to your work as an appendix.

#### **2.4.1.5 Academic publications reproduced in e-form**

Many academic books and journals which were first published on paper are now available in electronic form. Such material has the same status for academic purposes as the paper publications: it can be used with confidence.

#### **2.4.1.6 Academic publications created in e-form**

In some disciplines, especially those where the subject is developing very quickly, academic books and journals are published only in electronic form. They are, however, peer-reviewed before publication, and are thus just as reliable as paper publications. Such publications will specify the editors or editorial board, and will be dated. Where these people have university affiliations, it is expected that they will ensure that the contents meet academic standards.

#### **2.4.1.7 E-publications by individual academics**

Individual academics may make their unpublished work available on the internet. Sometimes this happens because they want to disseminate the material quickly (standard publications often appear only after a considerable delay). Sometimes it happens because they have been unable to find a publisher for work that is considered too narrow in its interest to be financially viable as a paper publication. Work like this may or may not have been peer-reviewed. However, someone can publish material on the web even if it has been peer-reviewed and rejected on academic grounds for publication by a reputable journal or publisher. It is very difficult to assess the academic reliability of such sources. If the author is a scholar with a wide range of publications in reputable academic sources, it is more likely to be reliable than if the author has no other publications. You may need to make further investigations before you decide whether this is suitable material or not. If in doubt, consult your tutor or lecturer.

#### **2.4.1.8 E-publications by institutions, societies, etc**

If you find information from sources such as government departments, formally-constituted societies, or other similar organisations, it is probably reliable, although you need to remember that it may be presented in a manner which favours a particular point of view. If you use such material, you will need to allow for that possibility in the way you use the material. In particular, you should ask yourself "Is this organisation likely to have a biased opinion about this material?" If the answer is "Yes", then you will need to allow for that bias in what you say.

Propaganda/advertising does not provide suitable academic support. Such material is particularly likely to change and/or vanish from websites, and is often not kept up-to-date. Such sites are frequently undated, so you cannot even determine whether the material is currently valid or not.



#### **2.4.1.9 Wikipedia**

Anybody can write a piece for *Wikipedia*, even if they know little about the topic, and have no authority for what they say. While many of the articles in *Wikipedia* are useful and accurate, there is no guarantee of that. The lack of guarantee is the problem. For instance, if a student finds some material that they think is interesting, they can write about it and put it into *Wikipedia*, even if they have not understood the material properly, and thus misrepresent it (and that happens!). There is no way to distinguish material like that from material which has been provided by a reputable scholar.

It is also not necessarily kept up-to-date, so that there may be articles which were true when they were written, but are no longer true.

*Wikipedia* also tries to simplify material, and simplification often leads to misrepresentation.

For this reason, many academic institutions, including TKAM, do not allow students to cite *Wikipedia* as an academic reference: it is not guaranteed to be authoritative, and so it cannot provide support that is appropriate in an academic context. That does not mean that *Wikipedia* is no use; it may be a valuable starting point for finding an academically suitable reference, or finding a fact which can then be checked through other channels, and then referenced to a more reliable source.

#### **2.4.1.10 Personal blogs, etc**

Information from personal blogs only has the authority of the blogger. Before you could use such material for academic support, you would need to establish the academic credibility of the blogger, and your citation would need to justify the validity of the source. If the blogger has academic credibility, you will almost always be able to find an academic source for the material, and should use that in preference. Of course, if you are using such information as evidence of popular or public or personal opinion, that is different.

#### **2.4.1.11 Summary**

Your academic references need to be from authoritative (i.e. academically respected), dated sources which are permanently available to your reader.

### **2.4.2 Reading for Information**

You need to ensure your reading is purposeful. Your essay plan and the main essay points should guide your research. Your objective is to find material that supports the points or arguments you want to make.

To assess the relevance of any item (e.g. a book, chapter, article...) apply your critical reading skills. Read the title, subheadings, and scan the pages for key words. If a text is useful, the title or subheadings will be related to your essay topic.

You need to be selective when researching. Do not get caught into the trap of reading the whole book, or unrelated chapters because they look interesting. Remember, the main points of your essay should direct your reading – do not get side-tracked.

### **2.4.3 Read then Write**

When you have read widely and gathered your references you will find the writing process easier. Plan to give yourself time to read. Make allowance for the fact that other students will also need the same books, and that you may have to wait for them. As a minimum, give yourself one week to gather books and read before you start writing. This means that you need to allow at least two weeks to plan, prepare and write an essay.

### 2.4.4 Referencing Notes

The following is a suggestion for making useful referencing notes from your research. These will be the notes you use to reference your work.

Use A4 paper stapled together. This ensures you keep all your notes together. Write the essay title on the first page and number each page. Record the referencing details for each book as you use it. Only write on one side of the page. This makes it easier when you are writing your essay to flick through your notes.

You should record the referencing details as required for the referencing system of the course you are taking.

For Māori Studies, the two styles that may be required are illustrated below for a publication in the form of a book with a single author:

#### Harvard style

Thomas, N., 2002. *Māori Epistemology: The Study of Knowledge*. Wellington: Victoria University Press.

#### Oxford style

Thomas, N. (2002) *Māori Epistemology: The Study of Knowledge*, Wellington, Victoria University Press.

Never write anything down from a book or other material without noting the page number(s) on which you found it.

#### 2.4.4.1 Layout of Notes

Underline each author and book title to distinguish between books. Divide your page into three columns. Use the main points of your essay to guide your reading.

- Column One – when you find a point, write one key word that summarises the point.
- Column Two – write a brief summary of the point. If you think you may need to quote rather than paraphrase, copy the passage you may need to quote, making sure that you copy it with total accuracy. Do not copy more than you can quote.
- Column Three – write the page number and paragraph. This helps you to locate the quote in the book later. You will need the page number in your reference if you use the material in your essay.
- Column Four – (optional) write the ideas that come to you based on the reference; indicate how you might incorporate the material into your essay.

#### 2.4.4.2 Sample Page

Essay Topic – Māori Knowledge. Main point – Origin of Knowledge, Creation.

MAOR 507 – Māori Epistemology 2002		1
Thomas, N., 2002. <i>Māori Epistemology: The Study of Knowledge</i> . Wellington: Victoria University Press. (Ref. in Harvard style)		
Tāne-i-te-Hiringa	ascended into Heavens baskets of knowledge	p.3, para 4
Rangiātea	residing place of Atua Tane obtained higher knowl.	p.10, para 10

#### **2.4.4.3 Using your Referencing Notes**

Label your references according to your main points. You might write '1' or put a highlighter mark of a particular colour beside each reference note that supports the first point you will raise in your essay. Work through your main points one at a time – *not* all at once, as this will clutter your notes.

Now start writing about your first point. If you need assistance on essay structure, Student Learning Support (SLS) have workshops on essay writing. A guideline for structuring paragraphs is:

TEE – Introduce your Topic, provide an Explanation, and use an Example (supporting evidence, your reference).

Repeat this process for each of your main points. You may find that you do not need to use all your references relating to a point. Use the reference that most succinctly and effectively supports your argument.

#### **2.4.5 Referencing and Citing Sources**

Remember that every time you draw on material from other sources, you must acknowledge the author by using the correct citation form. Distinguish between direct quotations and paraphrases, see 7 below. Refer to the referencing section on how to acknowledge sources in your essay.

The final step is to use your referencing notes to write your Reference List (also called Bibliography). You must submit a Reference List, attached at the end of your essay, for all your work.

### **2.5 Final Points**

When you finish your essay, file your referencing notes for future use. You may write another essay on a similar or related topic and be able to use your notes again. As you gain more experience in reading and gathering references you will develop your own system of reference noting.

### 3 Presenting your Essay

All work submitted to Te Kawa a Māui must meet the following formatting requirements.

#### 3.1 Handwritten Work

Handwritten work will only be accepted in 100 level courses. However, it is preferable even at 100-level that work is typewritten. The University's computer resources are available to all students for essay-writing. Find out how to use them if you do not already know. The help desk at the Library is your starting point. Te Kawa a Māui students may also use the computer suite at the marae in Te Whanake Mauri Tū.

Please ensure that your writing is legible and your work is formatted according to the Margins and Spacing requirements below. Illegible work will be returned unmarked for resubmission.

#### 3.2 Typewritten Work

All 200 – 500 level work must be typed.

#### 3.3 Margins and Spacing

Work must have a 5cm left hand margin and a 2cm right hand margin. The left hand margin allows for the marker's comments. Your work should also have a reasonably sized top and bottom margin, for example 2cm.

Work must be typed in 1.5 line spacing. Handwritten work must be written on every second line.

#### 3.4 Font Size and Type

Your work must be typed in size 12 font, preferably using Arial or Times New Roman. Please do not use "artistic" fonts because they are not as easy to read.

#### 3.5 Cover Page

Your work must have a cover page with the following information:

- your name and student ID number;
- course code;
- lecturer's name;
- assignment number or name;
- word count (i.e. the actual number of words in the body of your essay, including those in direct quotations);
- tutor's name (if applicable).

TKAM has a standard cover page. Hard copies are available beside the Assignment Drop-Box at 50KP, and it is also available electronically on many course Blackboard sites. A copy is included at the end of this *Guide* for your information.

#### 3.6 Footer Requirements

In the footer of your page insert a page number followed by your name and course code. Use size 10 font for this information and align with the left hand margin.

#### 3.7 Presentation

Please ensure that your work is clean and presented in a form appropriate to academic writing. Unless specified, marks will not be given for borders, patterns or pictures unless they specifically relate to the text of the essay, e.g. you are discussing Māori art, and reproduce an example which you then discuss as part of your essay.

### 3.8 Work Submitted in the Māori Language

The University allows you to submit work written in te reo Māori for any course in any School. TKAM encourages students to submit their work in te reo for all TKAM courses, and will require it for at least some work in courses in te reo. If your course is taught in English, you should notify the Course Coordinator at the beginning of the course if you intend to submit in te reo. (This will ensure that they can arrange for timely translation if necessary.) If the course is taught in te reo, notification is not necessary.

### 3.9 Macrons and other conventions for writing in te reo

All students must use macrons as appropriate in all written work. The computer suites at the marae in Te Whanake Mauri Tū and Te Pūtahi Reo (Language Learning Centre) have macron facilities.

If your computer does not have a macron facility you are required to write the macron by hand. The use of double vowels or omitting macrons is not permitted.

Te Taura Whiri i te Reo Māori has produced a document (in both English and Māori) outlining their guidelines for the use of the macron, and for matters such as the hyphenation of Māori words. It is called *Ngā Tikanga Tuhi a Te Taura Whiri i te Reo Māori/ Te Taura Whiri i te Reo Māori Guidelines for Māori Language Orthography*, and can be found on their website at these urls:

[http://www.tetaurawhiri.govt.nz/english/pub\\_e/conventions.shtml](http://www.tetaurawhiri.govt.nz/english/pub_e/conventions.shtml)

[http://www.tetaurawhiri.govt.nz/māori/pub\\_e/conventions.shtml](http://www.tetaurawhiri.govt.nz/māori/pub_e/conventions.shtml)

### 3.10 Use of Italics

Te Kawa a Māui requires the italicising of words and phrases that are not part of the main language of the essay.

When writing in English, Māori words and phrases must be italicised. Conversely, when writing in Māori, non-Māori words or phrases must be italicised. This convention ensures clarity of writing and avoids confusion when words with the same form in Māori and English are used, for example Māori *rite*, *pine*, *take* and English *rite*, *pine*, *take*. For standard New Zealand English, reference to the *Oxford Dictionary of New Zealand English* will indicate those Māori words now regarded as part of New Zealand English. For Māori, any word which does not conform to the sound patterns of Māori should be treated as non-Māori.

Students should familiarise themselves with the appropriate use of italics in academic writing. Generally, italic type is used for:

- titles of books, newspapers, periodicals, poems, musical works, films, television programmes, videos and paintings;
- names of ships, aircraft and other vehicles;
- scientific names of plants and animals;
- words and letters cited (i.e. talked about, not used) e.g.
  - ‘Te reo can now be regarded as a New Zealand English word, and thus needs italics only when it is being cited, as here’
  - ‘I learned te reo from my grandmother’;
- emphasis.

### 3.11 Use of Quotation Marks

Students should familiarise themselves with the appropriate use of quotation marks in academic writing. Generally, single quotation marks are used for:

- The titles of articles in books and periodicals;
- Meanings of words (e.g. *pine* 'close together')
- Enclosing quotations from other people's work (in some Schools)

Double quotation marks are used for:

- Enclosing quotations from other people's work (in some Schools, including Te Kawa a Māui)
- "Scare" quotes, to warn the reader that a word is being used with a special meaning, or is in some way a dubious word in that context.

### 3.12 Translation of Material in another Language

For students at Te Kawa a Māui, the usual problem that arises is how to quote material which is originally written in te reo Māori when the essay is written in English, or how to quote material originally written in English when the essay is written in te reo.

In reo courses, where you are writing in te reo, and the main purpose of the essay is to assess your level of proficiency in te reo, you should keep quotations from English to a minimum. It is preferable under these circumstances to paraphrase the original in te reo.

In other courses, you should quote in the language of the original, and provide a translation in the language of your essay. Put your translation in square brackets following the original, and specify the translator. The first example illustrates a quotation in te reo in an essay written in English, and the second illustrates the use of an English quotation in an essay written in te reo for a non-reo course.

Te Rangiāniwaniwa Rangihau says as a kind of refrain (1997:171; 174; 175; 176; 178) "Ko te rongoā kai roto i ō tātau ringa." ["The remedy is in our hands" – my translation.]

I te tau kotahi mano, iwa rau, ono tekau mā tahi, ka pānuitia te ripoata o John Hunn. I reira, ka mea ia ko te reo Māori "one of the few surviving relics of ancient Māori life" ["he maramara mai nō tētahi ao Māori ukiuki" – ka whakamāoritia e Te Taura Whiri I Te Reo Māori, He Muka (n.d.)]

### 3.13 Glossaries for Māori language courses

These should conform to the following guidelines:

- The Māori words should be on the left, and the English words on the right.
- They should be alphabetically sorted by the first letter of the Māori words, and have no bullets or numbers.
- There is no need to supply page references for individual words in the glossary, but the dictionaries consulted should be included in the Bibliography.

Here is an example, alphabetised according to the Māori alphabet:

#### ***Rārangi Kupu – Glossary***

ahotea	stressed
pīngore	flexible
noi	elevated
ngaue	shake
warahoe	fussy (about food)

wikena	weekend
wheroku	become faint

### **3.14 Length**

Please adhere to the word limits set by the lecturers. You are permitted a discretionary 10% above or below the word limit. If the length of your work falls outside these limits, you may incur a penalty and/or be required to resubmit your work. If you choose to write an essay in te reo Māori when other students are writing it in English, your essay may be 20% above the stated word limit without incurring penalties, to allow for the fact that there are significantly more "function" words (little words like *i, ki, a, te, ka*) required in a Māori text than in an English text.

### **3.15 Copies of Essays**

Te Kawa a Māui keeps an assignment register and records receipt of all work submitted to the office or assignment box.

You are required to retain a copy of your essays, and encouraged to keep the final draft and referencing notes. If an essay is lost, destroyed, or reported as not received in the Office, you will then have a copy to resubmit. In these instances you should consult the Course Coordinator.

## 4 Penalties for Lateness and Extensions

Careful planning and time management will aid you in submitting your work by the required date. For your information, the following is the Te Kawa a Māui policy on late assignments.

By prior arrangement and only for very good reasons an extension might be granted. However, without an express extension from the Course Coordinator, the following late penalties will apply:

- 5% will be deducted for every day or part day that the assignment is late (including each day over the weekend). Note, a 5% penalty is equivalent to a reduction of one grade – e.g. from a B+ to a B;
- after five days the assignment will be accepted for the purposes of meeting the 'mandatory course requirements' (formerly called 'terms') but no mark will be given.

There is no guarantee that the Course Coordinator will grant an extension in the case of computer malfunction or lost assignments.

If you have a genuine reason for submitting late (e.g. you suffer a serious illness in the week before the assignment is due, or the death of a close family member) you should approach the Course Coordinator and discuss the possibility of an extension. This is a matter of fairness: you should have the same amount of time to complete your work as other students. If that time is suddenly and unpredictably shortened, your request for an extension will probably be granted. However, requests for extensions in circumstances which you could/should have predicted, and thus should have allowed for in your planning (e.g. regular work or family commitments) are not likely to receive favourable consideration.



## 5 Plagiarism

Plagiarism is using the work of other people as if it is your own (i.e. without acknowledging that it is borrowed). Handing in an essay copied from someone else (e.g. a former student, or the web) is gross plagiarism, but failing to put quotation marks round phrases copied from a book, or failing to say where you got a piece of information from is also plagiarism.

The University regards this as a very serious academic “crime”. It incurs heavy penalties, and the sanctions against offenders are serious (e.g. a student who commits plagiarism can be given an automatic ‘fail’ grade, and if a student persists in serious plagiarism, their academic record can be annotated to say they have plagiarised). Academic staff are required to enter all cases of plagiarism into a university database, so that repeat offenders can be identified. Your Course Outline contains some basic information about plagiarism. Take the time to read it carefully, as well as the information below.

Plagiarism is unacceptable and will not be tolerated by Te Kawa a Māui.

1. Any fact or opinion that you use (either by quoting or by paraphrasing) from any source you consult should have a specific acknowledgement. This should include the page number and be formatted appropriately. It is not adequate to put a general acknowledgement at the end of a paragraph.
2. This means that as you do the reading for your essay, you should always write down the page number beside every note that you take, as well as the full details of the book you are using.
3. There is *no limit* to the number of references you may need in any sentence, or any paragraph of your essay. If you have used 50 pieces of information, you need 50 references!
4. A page number or page range is normally required. The exception is if you summarise an entire book, or perhaps an entire chapter.
5. If you use internet sources, you must give the URL, and the date on which you sighted it. It may not be possible to provide a page number in such cases, but you should be as specific as possible. If a web document has numbered sections, you should specify those instead of a page number.
6. Think of your task like this: “I need to make it possible for the reader of my essay to find quickly and easily the source of what I have borrowed”. A reader might want to check that you have quoted or paraphrased correctly, or find out in what context your source gave the information you cite, or might simply want to know more about the topic you are writing about.
7. Remember that you do not need to feel ashamed if all of your essay is drawn from the work of others. You can still demonstrate the qualities required for a good essay by your selection and organisation of the relevant material, and your own commentary on what others have said.

Remember that lecturers read widely and it is likely that they have read the sources you use in your essay. Plagiarism is easy to identify in essays written in both English and Māori: people’s writing styles differ, and material copied from a book will differ conspicuously in its style from the rest of your writing. Do not be tempted to copy an author’s ideas or another student’s work. Copying another person’s work is not acceptable in academia and is also considered bad form from a Māori perspective.

## 6 Human Ethics

If you intend to interview or observe human subjects for research purposes or other work at VUW, you must ensure that you adhere to the Human Ethics Guidelines of the University. VUW is aware of its responsibility for ensuring that the privacy, safety, health, social and cultural sensitivities, and welfare of such subjects are adequately protected.

Before engaging in any such research, you must consult the Course Coordinator who will advise you. A copy of the Human Ethics Committee (HEC) Guidelines can be obtained from the Secretary to the HEC, Linda Bowden, Vice Chancellor's Office or at: [www.vuw.ac.nz/home/research/index.html](http://www.vuw.ac.nz/home/research/index.html).

## 7 General Information about Referencing and Citations

When you write an essay, you will use material from a number of different types of sources. These may include:

1. Primary sources (e.g. Acts of Parliament, old letters, stories);
2. Secondary sources in either book or electronic form, which contain other writers' ideas and their interpretations of primary sources;
3. Oral sources (e.g. lectures, interviews);
4. Your own ideas.

When you use material from any of 1-3 above, you are required to specify in your essay what source this material came from. This is called referencing your work.

Referencing provides support for the ideas you present in your work. Therefore understanding and using referencing systems is an important part of your academic reading and writing. Providing a reference to a source allows the reader to check where your ideas have originated.

There are two components to referencing.

1. As you write your essay, you need to specify where each borrowed piece of information comes from. There are special ways of presenting that information that you are required to follow. These are called 'citations'.
2. At the end of your essay you must add a list of all the sources you have either referred to in your essay or used to develop your ideas. There are also special ways of presenting this information that you are required to follow. This list is called your 'Bibliography' or 'References'.

There are two principal ways in which borrowed material is incorporated into an essay. You may use the exact words of the original, which is called "quoting", or you may express the ideas from the original in your own words, which is called "paraphrasing". Each of these borrowing processes has special conventions, as described below.

### 7.1 Quotations

Direct quotation from secondary sources (i.e. using the exact words of your source) should be used sparingly and only when it adds significantly to your argument. The absolute maximum amount of direct quotation that is acceptable in TKAM is 5% of the essay. Direct quotations should be included when you determine the word count for your essay. All quotations must correspond with the author's exact wording, spelling and punctuation. The conventions for quotations are as follows:

- if a quotation is less than three lines it should be incorporated into the body of your text. The quotation must be identified by enclosing it in double quotation marks;
- long quotations should start on a new line, be indented from the margin, single-spaced, and without quotation marks.

If you omit any part of a quotation, indicate this using a sequence of three dots (...). You must ensure that you do not alter the original meaning intended by the author. The ellipsis character (...) is produced on Mac computers by typing Opt + ; (i.e. semi-colon) and on PCs in Word, by typing Alt + Cntrl + . (i.e. full-stop). If the material you omit is at the end of a sentence in the original, you should add a full-stop: ....

Include any grammatical errors or spelling mistakes that occur in the quotation. Add [sic] (Latin meaning 'so' or 'thus') to warn the reader that this is an error in the original document and not your own, e.g. "He received expecial [sic] treatment."

Quotations should not be in italic font unless that is the font style used in the original work.

## 7.2 Paraphrasing

Unlike direct quotations, paraphrasing will be used frequently in your academic writing to support your ideas. Paraphrasing is expressing in your own words information that is drawn from someone else's work. Skilful paraphrasing usually involves summarising and not merely substituting a different word here and there in the original. Again, you must ensure you do not alter the original meaning of the author in your paraphrase.

Here is an example using Harvard-style references:

The original text (Biggs 1968:84)

"There will be a *slow* but inevitable further retreat of Maori before the overwhelming pressure of English. In other words the trend of the past century and a half will continue."

A possible paraphrase:

In 1968, Biggs predicted that Maori would continue to give way slowly to English (Biggs 1968:84).

## 7.3 Referencing Systems: Oxford or Harvard

There are two major systems for specifying the source of your material. We will call these the Oxford system and the Harvard system. Which one is used depends on the academic discipline: history, politics and literature courses usually use the Oxford system; anthropology, linguistics and the sciences use the Harvard system. Many students will need to learn both systems. You must become a proficient user of the referencing systems relevant to the Schools you study in.

Both the Harvard system and the Oxford system have many variants, which differ in such matters as the way they are punctuated. Te Kawa a Māui uses the version of the Harvard system adopted by the *Journal of the Polynesian Society*, and a version of the Oxford system based on the one used by the *New Zealand Journal of History*, but with a number of modifications.

The information about citation and references for the Harvard system is in section 8, and for the Oxford system is in section 9.

100-level MAOR courses: all use the Harvard system

200-level MAOR courses:

Harvard: MAOR210, MAOR211, MAOR212, MAOR216, MAOR221, MAOR222  
Oxford: MAOR213, MAOR214, MAOR215

300-level MAOR courses:

Harvard: MAOR311, MAOR312, MAOR313, MAOR318, MAOR321, MAOR322  
Oxford: MAOR316, MAOR317

800-level MAOR courses: all use the Harvard system

For 400-600 level MAOR courses, your Course Outline will specify the appropriate system.

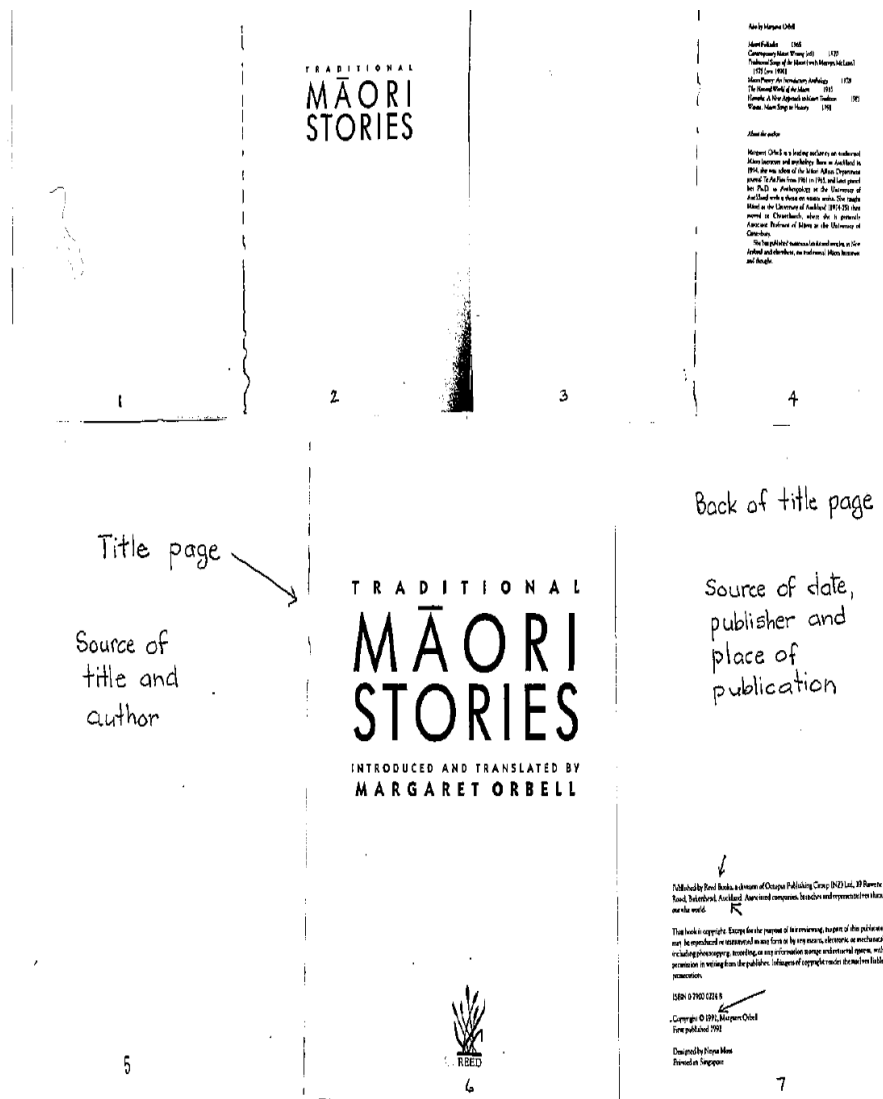
## 7.4 Finding the Information you need to prepare your Bibliography

### 7.4.1 Types of Academic Material

Before you can find the appropriate pattern for your references, you need to know what type of academic material it is. Is it a book with an author, or a chapter from a book with an editor, or an article that appeared in an academic journal, or some other type of hard-copy material? Is it electronic material, and if so, is it an e-journal, or an e-book, or something else? Once you know what type of material it is, you can look at the list of Contents, and find the right information in Section 8 or 9 of this Guide. If you do not know what type of material it is, and cannot determine that by looking through the Contents of this *Guide* – which you can think of as a list of possibilities – then you need to seek guidance from your tutor, your course coordinator, or Student Learning Support.

### 7.4.2 The book's title and the author's or editor's name

While this information is usually on the cover of a book, the best place to take it from is the title page of the book. This may be the first page inside the book, but sometimes there are other pages before it. It will usually have the title of the book, the author's name, and the publisher's logo. Here are the first seven pages of a book:



This copy of the pages has them numbered by hand at the bottom. You will see that the title of the book occurs on more than one of them, but the title page is the one numbered 6 at the bottom.

The title of a work should be recorded as in the text or source. If the title is in full capitals, only the initial letter of each word should be capitalised. If the title is in lower case only the first word should be capitalised.

#### **7.4.3 Format for author/editor names**

You will see in the information about referencing below that sometimes the author's surname comes before their first name/initials, (e.g. Hapi, H. or Hapi, Hone) and sometimes the first name/initials are before the surname (H. Hapi or Hone Hapi). This is not just a random matter! The principle is that the first author in the bibliography entry will be listed with the surname first, because it is the surname that determines the order of the entry in the alphabetical list. Any other author or editor names in the entry will have the surname after the first name/initials.

#### **7.4.4 Date, Publisher, Place of Publication**

These pieces of information are usually found on the back of the title page. The date will usually be given like this: 'First published 1992'.

The Publisher is the firm that published the book. Sometimes the page will say 'Published by X', but often the publisher's name is simply stated without explanation. It should match the logo on the title page.

The place of publication is the place where the publishing firm has its headquarters. It is not the place of printing. Thus on the back of the title page above you will find the following:

"Published by Reed Books, a division of Octopus Publishing Group (NZ) Ltd, 39 Rawene Road, Birkenhead, Auckland."

and

"Printed in Singapore".

The Publisher is Reed Books, and the place of publication is Auckland.

#### **7.4.5 Information about editions of the book**

Information about editions will also be found on the back of the title page. If you see e.g. 'Reprinted 1994', you should ignore this, because that means the book is identical to the first printing. If, however, it says e.g. 'Second edition, 1994', then that means that it contains some changes from the first time it was published. These changes may cause the page numbers to differ, and so you should include the appropriate information in your Bibliography entry in the form '2nd edition' at the end of your entry, and use the date of that edition as the date for your entry.

## 8 The Harvard Referencing System

The Harvard referencing system is used for the following undergraduate courses in Te Kawa a Māui:

MAOR101, MAOR102, MAOR111, MAOR 112, MAOR122, MAOR123, MAOR124

MAOR210, MAOR211, MAOR212, MAOR 216, MAOR221, MAOR222

MAOR311, MAOR312, MAOR313, MAOR318, MAOR321, MAOR322

All 800-level MAOR courses

For 400-600 level courses, see your Course Outline.

The information on Harvard referencing below is divided into two sections. Section 8.1 (including all its sub-sections) tells you how to cite works in the text of your essay. These will be called 'citations', to distinguish them from the 'references', which are found in the Bibliography. Section 8.2 tells you what information you need to put in your Bibliography.

## 8.1 Citations Using the Harvard System

If you are required to use the Harvard system, quotations and paraphrases must be referenced using the *JPS* style. You must provide a reference for every quotation and paraphrase used in your work. If you do not acknowledge the ideas or information of other authors it is considered plagiarism, see 5 above.

### 8.1.1 Basic Harvard-style Citations

Every time you use borrowed material, whether it is a direct quote or a paraphrase, you must provide a citation in the text of your essay which specifies exactly where you found the material. The *JPS* citation style follows one of these two patterns, depending on the essay context. Note that the punctuation, including the brackets, is part of the style and must be followed precisely. In the following examples, the surname of the author is Scott, the year of publication is 1975, and the page referred to is 77.

(Author's surname Year of publication:page number) e.g. (Scott 1975:77)

or

(Year of publication:page number) e.g. (1975:77)

The author surname and year should match those used in your list of References at the end of your essay. This means that if the year of publication in the References includes a distinguishing letter, e.g. 2000a, (see 8.2.1.6 below) that letter must also be used in the Harvard citation.) The citation may be included in the sentence introducing the material, most usually immediately after the author's name, or at the end of the quotation or paraphrase, as in the examples below.

Scott (1975:77) says "manpower losses were made up for a time by arrivals from other parts of the country".

In 1958, "manpower losses were made up for a time by arrivals from other parts of the country" (Scott 1975:77).

Notice that the author's name is outside the brackets when it is part of your sentence, as in the first example, and inside the brackets when it is not.

If the material used came from more than one page, use the appropriate format from those illustrated below:

"In keeping with this the syntax of Maori is remarkable for the ease with which a given semantic situation may be expressed in a number of linguistically different ways" (Biggs 1968:69-70).

Biggs (1968:68; 79-81) discusses the sounds of Maori, including the issue of long vowels.

Note that there are a few occasions when a page number is not needed, for example if you summarise an entire book or chapter of a book, as in the following case:

There are many accounts of the demise and revitalisation of the Māori language, e.g. Biggs (1968), Benton (1987), Waite (1992), King (2001).



### 8.1.2 Multiple Authors

If a text has two authors, both names should be used, as follows:

Smith and Jones (1990:77) state that “multiculturalism was the government’s official policy on education in the 1970s.”

In 1970, multiculturalism was the policy that informed government decision-making regarding education (Smith and Jones 1990:77).

If a text has three or more authors, the work is cited by using the surname of the first author followed by *et al.* (which means ‘and others’). Thus page 21 of a text published by Mary Smith, Robert Jones and Pat Wilson in 1990 will be cited as follows:

Smith et al. (1990:21) make a strong case for decentralisation.

There are three good reasons for decentralisation (Smith et al. 1990:21).

*Et al.* is not used in the list of References at the end of your essay. There you must include the names of all the authors.

### 8.1.3 Oral Sources

The standard form for citing material from oral sources is e.g.

This sentence is ungrammatical (Te Ripowai Higgins, personal communication)

Te Ripowai Higgins (personal communication) says that this sentence is ungrammatical.

In some cases, there will be no Bibliography entry relating to a personal communication. If you conducted a formal interview, then a Bibliography entry will be expected (see 8.2.11), but if you gained the piece of information through a casual conversation, then the citation is sufficient acknowledgement.

### 8.1.4 Sources that do not have Individuals as Authors

If you are citing a text where the author is not an individual, in place of the author surname you should use whatever name you list the work under in your Bibliography (see 8.2 below). Thus if it is produced by a corporate body, you will use the name of that body; if it is an un-authored course reader, you will use the name of the course. Whatever you use should enable the reader to turn to your Bibliography and find the work you are citing by looking in the appropriate place in the alphabet. Here are two examples:

(Te Puni Kōkiri 2001:56)

(MAOR299 Course Reader 2011:56)

In your Bibliography, the first will be alphabetised under ‘T’ and the second under ‘M’.

### 8.1.5 Quotations or Paraphrases Cited Second-hand

Sometimes the author of one of your sources may quote or paraphrase a work which they have read, but you have not. If you wish to use this information, you need to acknowledge both sources, using the following convention:

It is clear that “such usage abounded in the 1950’s” (Miller 1958:97-98, cited in Moss 1987:64)

You are required to put the source where you found this (i.e. in this case Moss 1987) in your Bibliography. Some academics also require you to include the details of the original source (in this case Miller 1958) in your Bibliography. This may depend on

how important the second-hand source is to your topic. If in doubt, include both or ask your lecturer what they require in your particular case.

### 8.1.6 Citing Internet Sources

Use the name of the author, if known, with date if available, or the title of the internet site, (not the full URL) in your citation. If there is a year of publication and a page number (e.g. if you are using an online book or journal, as in the first example below), you should use those as you would for a book. If there is no page number, but a section number or heading, give those instead. Remember that your job is to make it easy for the reader to find your source. Here are some examples:

Bauer (2004:23) says Māori has no copula verb.

In 1978, the first bilingual school opened in Rūātoki (Te Taura Whiri website, History of the Language)

Māori television boasts a growing audience (Maoritelevision.com, Latest News, 1 December 2006)

The references in the Bibliography at the end of your essay should have corresponding entries for Bauer 2004, Te Taura Whiri website, and Maoritelevision.com, listed under 'B', 'T' and 'M' respectively.

### 8.1.7 Film, Audio and other Media Sources

For films, use the director's surname and the date of release.

Taika Waititi's film *Boy* (2010) outgrossed *Eagle vs Shark* (Waititi 2007) by several million dollars.

If discussing particular scenes within a video or audio text, give the time at which the scene can be located in minutes. In the example below, the action occurs 75 minutes into the film:

Confident in his superhero powers, Rocky approaches Alamein in the garage and touches his forehead (Waititi 2010:75min).

For audio, use the surname of the recording artist or the full name of the group.

The song *Whiti te Mārama* (Melbourne 1999) was performed during Matariki celebrations.

The album *Te Oranga* (Little Bushman 2011) begins with a metaphorical karanga in the first track *Te Oranga*.

For television and other media sources, use the production company name or the producer's surname and the date of release, e.g.

The 48 Hour film *One Man's War* (Kairangi Productions 2007) explores gender reversal in Tokomaru Bay.

### 8.1.8 Legislation

The following guidelines are based on the Otago University Faculty of Law's *Guide to Citation of Legal Materials*. Legal citation can be a complex issue. If you need to refer to something not covered by the guidelines below, consult the complete Otago guide, which was available on the internet at the following url in June 2011:

[http://www.library.otago.ac.nz/pdf/law\\_citation\\_guide\\_2005.pdf](http://www.library.otago.ac.nz/pdf/law_citation_guide_2005.pdf)

### 8.1.8.1 Acts

A New Zealand statute is referred to by its short title. This will incorporate the year in which the Act was passed, e.g.

The Māori Language Act 1987

### 8.1.8.2 Sections of an Act

If a section of an Act is referred to in the body of an essay, abbreviations should not be used, although they are acceptable in citations or less formal writing, e.g.

Unabbreviated:

Section 3 of the Māori Language Act 1987 establishes Māori as an official language of New Zealand.

Abbreviated:

Māori is an official language of New Zealand (Māori Language Act 1987, s3).

There is a set order of importance for the provisions of a section, namely:

Section  
Subsection  
Paragraph  
Subparagraph

e.g.

In the main text: Section 105(1)(b)(iii) of the Land and Income Tax Act 1954

In a citation: Land and Income Tax Act 1954, s105(1)(b)(iii).

The section number is 105, the subsection (1), the paragraph (b), and the subparagraph (iii).

### 8.1.9 Maps

Maps that you might reference in your work will vary greatly in form. Here, the guidelines for paper maps are based on JPS conventions, and the guidelines for digital maps are a modification of these.

For most projects, if you need to reference a map, you should scan and insert the map into your report or essay document. Assign the map a figure number, give the figure a descriptive caption and refer to the figure number in the text.

The caption should give as many of the following details as possible: the map title, year published, the author or archive, and where possible the dimensions of the original in cm, e.g.

Fig. 1. Māori map of Motutapu and Rangitoto Islands, 1845. Size of the original: 36 X 21 cm. Photograph courtesy of the National Archives Head Office, Wellington.

Fig. 2. Tahu Wilson's Digital Map of Wellington Pā Sites, 2009. Available <http://www.victoria.ac.nz/maori/research/atlas/>.

If you do not want or need to reproduce the map in your work, you should cite the author of the book where it is found, the year, and the page or plate number. The map referred to below appears on plate 17:

The map *Ngā Tapuwāe-nuku* (McKinnon 1997:17) shows the original *waka* landings from the cartographic perspective of the early navigators.

## 8.2 Bibliographies/References in the Harvard System

Full referencing details for all sources must be listed in the Bibliography (List of References) section of your work. The Bibliography should be written on a separate page and attached to the end of your work. Note the following points about the ordering of entries.

1. The entries in a Bibliography are presented in alphabetical order of author surnames.
2. If you refer to several works by the same author, they are listed in order of their year of publication, and the author's name is replaced by a dash in all entries after the first, see below and the sample Bibliography in 8.3.
3. If an author has written a work or works alone as well as one or more co-authored works, all the single-authored works precede the co-authored works, even if the date of a co-authored work is earlier than the last single-authored work.
4. If an author has written co-authored works with different collaborators, the works are ordered alphabetically by the second author, rather than by date of publication.
5. If an author has published two works in the same year, they are given an alphabetical letter after the year, and are ordered by the year and then the letter to distinguish them, e.g. Smith, John, 1990a and Smith, John, 1990b.
6. These points are illustrated in the following author list:

Benton, R.A., 1978.  
 \_\_\_\_\_ 1984.  
 \_\_\_\_\_ 1993a.  
 \_\_\_\_\_ 1993b.  
 \_\_\_\_\_ 2002.  
 \_\_\_\_\_ and N. Benton, 1999.  
 \_\_\_\_\_ and P. Keegan, 1994.

7. Note that the electronic sorting facility on your computer will not sort such entries correctly, and you will have to sort them manually.

Please take careful note of the spacing, capitalisation, punctuation and order of elements in a reference, and notice that the requirements are different depending on whether you use the Oxford system or the Harvard system. It is usual to format bibliography entries as "overhung" paragraphs, i.e. the first line juts out further to the left than subsequent lines. The referencing style will vary depending on the type of source you have used in your work.

Te Kawa a Māui requires you to use the *JPS* version of the Harvard style. The details are given below.

*JPS* does not require a full-stop after the plural *eds*, but does after the singular *ed*. The rule underlying the *JPS* convention is that you do not require a full-stop if the last letter of the abbreviation is the same as the last letter of the full word. This rule should be followed in any other cases where an abbreviation is used, so *edn* for 'edition' does not require a full-stop, but *no.* for 'number' and *pp.* for 'pages' do, for instance.

## 8.2.1 Books

### 8.2.1.1 Books with a single author

The pattern is as follows. Note the punctuation and use of italics.

Author surname,	First name, OR initials.,	Year of publication.	<i>Title.</i>	Place of publication:	Publisher.
Blackwood,	Beatrice, OR B.,	1935.	<i>Both Sides of Buka Passage.</i>	Oxford:	Clarendon.

Blackwood, Beatrice, 1935. *Both Sides of Buka Passage*. Oxford: Clarendon.

Harlow, R.J., 2001. *A Māori Reference Grammar*. Auckland, NZ: Pearson Education New Zealand.

### 8.2.1.2 Books with Multiple Editions

If a book has appeared in several editions, you should give the details for the edition you are using, and specify the edition, e.g.

Williams, Herbert W., 1975. *A Dictionary of the Maori Language*. Wellington: A.R. Shearer, Government Printer. 7<sup>th</sup> edn.

### 8.2.1.3 Books with Multiple Authors

If a book has more than one author, authors after the first one have their first names/initials before the surname, not after it. *And* is used between the last two authors and commas separate other authors, e.g.

Levison, M., R.G. Ward and J.W. Webb, 1973. *The Settlement of Polynesia: A Computer Simulation*. Minneapolis: University of Minnesota Press.

### 8.2.1.4 Books with Corporate Authors

If a book is produced by an organization rather than an individual, use the name of the organization as the author, e.g.

Te Puni Kōkiri, 2002. *Survey of Attitudes, Values and Beliefs about the Māori Language*. Wellington: Te Puni Kōkiri.

### 8.2.1.5 Books with Subtitles

If the book has a subtitle, the pattern is *Main title: Subtitle*. The first letter of the subtitle is capitalised, and subsequent words may be capitalised if they are on the title page of the book, e.g.

*The Settlement of Polynesia: A Computer Simulation*

### 8.2.1.6 A Monograph that is Part of a Series

If a book is part of a series, the information about the series is usually included in the Bibliography entry. This is because such books are often shelved together by libraries, and the catalogue entries may not be under the names of individual authors, but under the name of the series. You should give all the information you can under these circumstances. Here is an example:

Hohepa, Patrick W., 1967. *A Profile Generative Grammar of Maori*. Supplement to *International Journal of American Linguistics* Vol.33, No. 2, April 1967, Indiana University Publications in Anthropology and Linguistics Memoir 20. Baltimore: Indiana University Press.

**8.2.1.7 Books without known authors, or with editorial teams**

Occasionally situations arise where the author or editor cannot be determined, or is considered unhelpful. Situations like this have to be dealt with on an individual basis. It may be most suitable to use *anon.* (for ‘anonymous’) in place of the author. However, it may be more helpful to refer to the work by its title. A classic case for this second treatment is with dictionaries and encyclopedias which have editorial teams. Thus it is normal to refer to *The Oxford English Dictionary* or *The Encyclopedia Britannica* by title. In your bibliography, you should alphabetise by the first content word: *Oxford English Dictionary*, *The* is alphabetised under ‘O’; *Encyclopedia Britannica*, *The* under ‘E’. Opinions vary, however, about the appropriate treatment of *te*, *ngā*, etc in Māori. Some people treat them like English *the*, so that a work called *Te Tūtohinga o te Kura o Kāea* would appear as *Tūtohinga o te Kura o Kāea*, *Te*, alphabetised by *Tū*..., but others feel this is inappropriate for Māori, and enter it as *Te Tūtohinga*..., alphabetised under *Te*.... You may do either, but you must be consistent. If you have many works of this kind in your Bibliography, it may be helpful to group them separately from authored works.

**8.2.2 Articles/Chapters in Edited Books**

A chapter or section of a publication containing work by a number of different authors is entered under the author of the specific chapter you are referring to.

The pattern (in two tables) and two examples follow:

Surname of chapter author,	First name, OR initials.,	Year of publication of book.	Title of chapter.	In	First name of editor OR initials of editor.	Surname of editor
Gunson,	Niel, OR N.,	1997.	The coming of foreigners.	In	N.	Rutherford

(ed.),	<i>Title of Book.</i>	Place of publication of book:	Publisher of book,	pp.m-n.
(ed.),	<i>Friendly Islands: A History of Tonga.</i>	Melbourne:	Oxford University Press,	pp.90-113.

Gunson, Niel, 1997. The coming of foreigners. In N. Rutherford (ed.), *Friendly Islands: A History of Tonga*. Melbourne: Oxford University Press, pp.90-113.

Howard, Alan and John Kirkpatrick, 1989. Social organization. In A. Howard and R. Borofsky (eds), *Developments in Polynesian Ethnology*. Honolulu: University of Hawaii Press, pp.47-94.

Notice these points: the names of the editors follow the pattern for non-initial names, i.e. the first name/initials precede the surname; the title of the chapter is not in italics, but the title of the book is in italics.

If you need to refer to several chapters from the same book, it is usual to list the book separately, and include a shortened reference to it in the reference for each individual chapter. Thus if you need to refer to three separate papers by Smith, Jones

and Brown respectively which are all found in a book edited by White, the relevant bibliography entries would look like this:

- Brown, Mary, 2004. Child Poverty. In White (ed.), 2004. pp.50-75.
- Jones, T., 2004. Good Models for Māori Business. In White (ed.), 2004. pp.20-34.
- Smith, Rangī, 2004. Tribal Membership. In White (ed.), 2004. pp.100-130.
- White, P.K. (ed.), 2004. *Contemporary Māori Issues*. Wellington, NZ: Victoria University Press.

If a paper which originally appeared in e.g. a journal is reprinted in a book containing an edited collection of papers, the date following the chapter author's name should be the original date of publication. In this case, the date of publication of the book must be included following (ed./eds), as in the following example:

- Haugen, E., 1966. Dialect, Language, Nation. In J.B. Pride and Janet Holmes (eds), 1972, *Sociolinguistics: Selected Readings*. Harmondsworth: Penguin Education, pp.97-111.

NB: *JPS* (and therefore *Te Kawa a Māui*) requires page numbers to be specified for such chapters, but others who use the Harvard system do not require this for chapters in edited books, but do require it for articles in journals. The page numbers for chapters in edited books are preceded by *pp.* (meaning 'pages').

### 8.2.3 Journal Articles

The pattern is as follows:

Surname of author,	First name, OR initials.,	Year of publication.	Title of article.	<i>Title of Journal,</i>	Issue no. of journal:	page range.
Driver,	Marjorie G.,	1988.	Cross, sword, and silver: The nascent Spanish colony in the Mariana Islands.	<i>Pacific Studies,</i>	11:	21-52.

Driver, Marjorie G., 1988. Cross, sword, and silver: The nascent Spanish colony in the Mariana Islands. *Pacific Studies*, 11:21-52.

Lee, Georgia and William Liller, 1987. Easter Island Sun Stones: A critique. *Journal of the Polynesian Society*, 96:81-94.

Notice that the page range for journal articles is not preceded by *pp.*, unlike chapters in edited books. Many journals appear in several small volumes (usually called 'parts') each year. Sometimes the page numbers run consecutively through all the parts, and sometimes they start at p.1 in each part. If the page numbers begin afresh in each part, it is necessary to include not just the number of the volume of a journal, but also the number of the part. The part number is put in brackets after the volume number: 9(2) means 'volume 9, part 2'.

### 8.2.4 Magazine Articles

The pattern is:

Author surname, First name,/initials., Year of publication. Article title. In *Magazine Title*, Volume/Series number. (issue):page number/range.

Smith, J.P., 2006. Māori in the Media. In *Current Māori Issues*, Vol 6:3-4.

### 8.2.5 Newspaper Articles

The pattern is:

Author surname, First name,/initials., Year. Article title. *Newspaper title*, Place of publication of newspaper. Day and Month, p.page number.

Brown, Peter, 2006. Māori lag in health. *The Dominion Post*, Wellington. 4 December, p.4.

If a newspaper article does not specify the author, you are required to make some effort to find out who the author is. If you cannot, you should discuss with your lecturer/tutor how to cite it.

### 8.2.6 Official Reports and Corporate Publications

For official reports, record the name of the issuing body, year of issue, title, name of chairman of the report committee and publication details.

Commission on Education in New Zealand, 1962. *Report of the Commission on Education in New Zealand*. Chairman: Sir George Currie. Wellington: New Zealand Government Printer.

Documents produced by an organisation go under the name of that organisation. It can be difficult at times to find information such as the publication date or place for such reports. If there is no date, put n.d. (= 'no date') instead of the year of publication.

Royal Society of London, n.d. *Catalogue of scientific papers 1800-1900*. Cambridge: Cambridge University Press

### 8.2.7 Theses, Dissertations, Papers Presented

Use the following examples as a guide:

Herlihy, Joan, 1981. *Always We are Last: A Study of Planning, Development and Disadvantage in Melanesia*. Unpublished Ph.D. thesis, Australian National University.

Clark, Ross, 1973. Passive and Surface Subject in Maori. Unpublished paper presented at LSA Annual Meeting, San Diego, December 30, 1973.

### 8.2.8 Manuscripts

Use the following example as a guide:

Buck, Peter, MS 1927-28. Field notebooks. Seven volumes. Bernice P. Bishop Museum, Honolulu.

### 8.2.9 Course Readers

There are two types of Course Readers, and the appropriate treatment of material from a Course Reader depends on what type it is.

Some Course Readers contain only reprints of material from other published sources. If you refer to material from a Course Reader of this type, you should refer to it as if you had read it in the original place, and ignore the Course Reader. Thus if your Course Reader reprints a chapter from an edited book, you put your entry under the surname of the author of the chapter, and give the details of the edited book in



which it appeared, including the original page numbers from the book. Nothing in your entry will mention the Course Reader or its pages. The information you need will be found in your Course Reader, hand-written or typed at the beginning or end of the reproduced material, or in a Bibliography at the end of the Reader.

If your Course Reader contains material produced by staff of Te Kawa a Māui, such as lecture notes or exercises, the appropriate treatment will depend on whether it can be clearly attributed to a particular staff member, or whether it is material which has been devised for a particular course over a number of years with contributions by possibly several staff members. If you are unsure which kind of Course Reader yours is, ask your lecturer. Two examples covering these two situations are given here as models:

Bauer, Winifred, 2011. Course Reader for MAOR322: Te Tāhū o Te Reo/Topics in the structure of Māori Language. Wellington: Victoria University of Wellington.

Te Kawa a Māui, 2011. Course Reader for MAOR101: Te Tīmatanga /Introduction to Māori Language. Wellington: Victoria University of Wellington.

### 8.2.10 Websites

You must give the most specific URL possible to enable a reader to locate the website precisely, and you must specify the date when you accessed the information, because information on the web can change very rapidly. You may be required to attach printed copies of website information as an appendix to your work. Please check with your Course Coordinator.

You may use any of the words *retrieved*, *accessed* or *sighted* in front of the date when you took the information from the web, but you should be consistent.

#### Online periodical article

Author surname, First name,/initials., Year of publication. [Electronic Journal.] Title of article. *Title of periodical*. Vol No (Issue No):page range if available. [Retrieved/accessed/sighted day month year]. Available from: Full URL/website address.

Atkinson, R.D., 1995. [Electronic Journal]. Networked Access. *Public-Access Computer Systems Review* 6 (3):2-4. [Retrieved 9 March 2000.] Available from: <http://info.lib.uh.edu/pr/v6/n3/atki6n3.html>.

#### Online book

The requirements parallel those for hard-copy, but the URL replaces the publisher and place of publication, e.g.

Bauer, Winifred, 2004. Actor Emphatic Sentences in Māori. In Miriam Butt and Tracey Holloway (eds). [Electronic Book]. *The Proceedings of the LFG '04 Conference*. pp.20-38. [Retrieved 4 December 2006.] Available from: <http://csli-publications.stanford.edu/site/ONLN.html>.

#### Other types of online documents

Give as much of the following information as possible. If there is no date, put 'n.d.':

Author surname, First name,/initials., Year of publication. *Title of work*. [Internet.] [Retrieved day month year.] Available from: Full URL/website address.

Smith, John, 1997. *Urban Shift of 1958*. [Internet.] [Retrieved 9 January 1999.]  
Available from: <http://www.rfi.aud/vuw/text/doc.html>.

If you cannot find an author, you may have to alphabetise under the name of the website, or even the title of the document you have accessed. In such instances, the form you use for citations in your essay should make it easy for the reader to locate the full reference in your bibliography.

### 8.2.11 Oral Sources Including Lectures

Human Ethics Guidelines must be followed when interviewing people. Check with your Course Coordinator before engaging in interviews. The first entry below is for a formal interview, and the second is for a lecture in a particular course.

Higgins, Te Ripowai, 2001. Interview, July. Wellington.

Higgins, Te Ripowai, 2002. MAOR123, Māori Society and Culture, August. Te Kawa a Māui, Victoria University of Wellington.

### 8.2.12 Electronic Material from CD-Rom

Author surname, First name,/initials., Year of publication. Title. Database name, record number. Place of publication: Publisher.

### 8.2.13 Film, Audio and other Media Sources

Use the following pattern for film and audio sources:

Director's surname, First name,/initials., Year of release or date of broadcast.  
*Title*. Place of production: Film Distributor/Producing Company.

Waititi, Taika, 2010. *Boy*. Wellington: Whenua Films Ltd.

Melbourne, Hirini, 1999. *Te Wao Nui a Tāne*. Wellington: Huia Publishers.

Little Bushman, 2011. *Te Oranga*. Wellington: Little Bushman.

Use the following pattern for TV and other sources:

Producer's surname, First name,/initials., Year of release or date of broadcast.  
*Title*. Place of production: Film Distributor/Producing Company.

Smith, John, 2 December 2006. *Marae*. Auckland: TVNZ.

Kairangi Productions, 2007. *One Man's War*. Tokomaru Bay, NZ: Kairangi Productions.

### 8.2.14 Maps

Use the following pattern for published paper map sources:

Cartographer's/contributor's surname, First name,/initials., Year of publication.  
'Title of map'. In Atlas editor's first initial. Surname (ed.), *Title of Atlas*.  
Place of publication: Publisher.

Royal, Te Ahukaramū Charles and Tony Fraser, 1997. 'Ngā Tapuwae Nuku'. In M. McKinnon (ed.), *The Bateman Historical Atlas of New Zealand*. Auckland: David Bateman Ltd.

Use the following pattern for unpublished paper sources:

Cartographer's surname, First name,/initials., Date if known. 'Title'. File number or other identifying reference. Location of map (e.g. Place: Library).

Zatta, Antonio, 1779? *La Nuova Zelanda. Chart of New Zealand based on Captain Cook's chart, showing track of the Endeavour around New*

*Zealand in 1769 to 1770*. MapColl-f100a/1779-[85]/Acc.187. Wellington: Alexander Turnbull Library.

Use the following pattern for digital map sources:

Author surname, First name,/initials., Year of publication. *Title of work*. [Internet.] [Retrieved day month year.] Available from: Full URL/website address

Wilson, Tahu, 2009. *Digital Map of Wellington Pā Sites*. [Internet.] [Retrieved 26 July 2011.] Available from: <http://www.victoria.ac.nz/maori/research/atlas/>

### 8.3 A Sample Harvard-style Bibliography

This example of a List of References might support an essay on Māori language revitalisation. Notice the use of dashes when there is more than one work by the same author. Notice also that where that author's work includes a co-authored work, as in the case of Benton below, the dash is still used for the first author.

Bauer, Winifred, 2010. MAOR222, The Social and Political Development of the Māori Language, August 22. Te Kawa a Māui, Victoria University of Wellington.

Benton, Richard A., 1979. *Who Speaks Māori in New Zealand*. Wellington: New Zealand Council for Educational Research.

\_\_\_\_\_. 1985. *The role of television in the survival of the Maori language: statement to the Waitangi Tribunal in support of the claim of Nga Kaiwhakapumau i te Reo, Waiwhetu Marae 8 October 1985*. Wellington: NZCER.

\_\_\_\_\_. 1991. *The Maori language: dying or reviving?* Honolulu: East-West Center Association.

\_\_\_\_\_ and Nina Benton, 2000. RLS in Aotearoa/New Zealand 1989-1999. In Joshua A. Fishman (ed.), *Can Threatened Languages Be Saved? Reversing Language Shift, Revisited: A 21<sup>st</sup> Century Perspective*. Clevedon: Multilingual Matters Ltd.

Boyce, Mary, 2005. Attitudes to Māori. In Allan Bell, Ray Harlow and Donna Starks (eds), *Languages of New Zealand*. Wellington: Victoria University Press, pp.86-110.

Chrisp, Steven, 1997. Home and Community Language Revitalisation. *New Zealand Studies in Applied Linguistics*, 3:1-20.

Crystal, David, 2000. *Language Death*. Cambridge: Cambridge University Press.

King, Jeanette, 2001. Te Kōhanga Reo: Māori Language Revitalization. In Leanne Hinton and Ken Hale (eds), *The Green Book of Language Revitalization in Practice*. San Diego: Academic Press.

Māori Language Act, 1987. Wellington: Government Printer.

Nettle, Daniel and Suzanne Romaine, 2000. *Vanishing Voices: The Extinction of the World's Languages*. Oxford: Oxford University Press.

Smith, John, 2 December 2006. *Marae*. Auckland: TVNZ.

- Spolsky, Bernard, 2003. Reassessing Māori regeneration. *Language in Society*, 32:553-578.
- Te Puni Kōkiri, 2002a. *The Health of the Māori Language in 2001*. Wellington: Te Puni Kōkiri.
- \_\_\_\_\_. 2002b. *Survey of Attitudes, Values and Beliefs about the Māori Language*. Wellington: Te Puni Kōkiri.
- \_\_\_\_\_. 2011. *Māori Land Information Base*. [Internet.] [Retrieved 26 July 2011]. Available from: <http://www.tpk.govt.nz/en/services/land/mlib/>
- Te Reo-o-Taranaki, 2007. *Strategic direction and Strategies*. [Internet.] [Retrieved 5 January 2007.] Available from: <http://www.taranakireo.co.nz/strategy/>
- Te Taura Whiri i te Reo Māori, n.d. *Māori Language Statistics*. [Internet.] [Retrieved 5 January 2007.] Available from: [http://www.tetaurawhiri.govt.nz/english/services\\_e/intro\\_statistics.shtml](http://www.tetaurawhiri.govt.nz/english/services_e/intro_statistics.shtml)
- Waitangi Tribunal, 1986. *Report of the Waitangi Tribunal on the Te Reo Māori Claim*. Wellington: Department of Justice.
- Walker, Ranginui, 1990. *Ka Whawhai Tonu Matou: Struggle Without End*. Auckland: Penguin Books.

# 9

## The Oxford Referencing System

The Oxford referencing system is used for the following undergraduate courses in Te Kawa a Māui:

MAOR213, MAOR214, MAOR215

MAOR316, MAOR317

For 400-600 level courses, see your Course Outline.

## 9.1 Citations and Bibliography Using the Oxford System

If you are required to use the Oxford system, quotations and paraphrases must be cited using footnotes. You must provide a citation for every quotation and paraphrase used in your work. If you do not acknowledge the ideas or information of other authors it is considered plagiarism, see section 5 above. In addition to the citations in footnotes, you must attach a Bibliography containing all the works referred to.

### 9.1.1 Oxford-style Citations

The Oxford citation style involves the insertion of a numbered footnote in the appropriate place in your essay text. Unless there is good reason, the footnote number should be placed at the end of the appropriate sentence, after the full-stop. If it is necessary for reasons of clarity, the footnote number may be placed following the author's name, or at the end of a major section of a longer sentence. The following examples illustrate these placements.

Pakeha were afraid of losing land as a result of Maori land claims taken to the Waitangi Tribunal.<sup>1</sup>

Walker<sup>1</sup> says “The overriding concern of Pakeha people was Maori land claims before the Waitangi Tribunal”, but other commentators disagree.

Walker says “The overriding concern of Pakeha people was Maori land claims before the Waitangi Tribunal”,<sup>1</sup> but other commentators disagree.

The information required in the matching footnote follows in 9.1.1.1-2.

#### 9.1.1.1 First Citation of a Work

For the first citation of a particular work in your essay, the details required are those for the corresponding Bibliography listing *except* that the first name and/or initials of the author come before the surname, and the year of publication follows the publisher. You must also add p.n. (i.e. p. for ‘page’ and the appropriate page number, followed by a full-stop), e.g.

<sup>1</sup>Ranginui Walker, *Ka Whawhai Tonu Matou: Struggle without End*, Auckland, Penguin Books, 1990, p.281.

#### 9.1.1.2 Subsequent Citations

There are two sets of conventions for subsequent citations. They are illustrated here for material drawn from books with one author. Other types of material are discussed later.

##### ***The system required by Te Kawa a Māui***

Subsequent citations will consist of the author surname, a short title identifying the work and the page number, formatted as follows:

<sup>3</sup>Salmond, *Between Worlds*, p.180.

<sup>4</sup>Salmond, *Two Worlds*, p.119.

If the material used falls on more than one page, use the appropriate page-number format from those illustrated below, where the first shows that the material fell across a page break, and the second that it came from two separate groups of pages, one of which was more than two pages long:

pp.69-70

pp.69; 79-81

Note that there are a few occasions when it is not necessary to give a specific page number, for example if you summarise an entire book or chapter of a book, as in the following example:

There are many accounts of Ngata's life, including those by Walker<sup>1</sup>, Butterworth<sup>2,3</sup>, Ramsden<sup>4</sup> and King<sup>5</sup>.

Here the footnote corresponding to the last account would look like this:

<sup>5</sup>Michael King, *Apirana Ngata: E Tipu e Rea*, Wellington, Department of Education, 1988.

There are two footnote numbers following Butterworth, because he has written (at least) two accounts of Ngata's life.

### **System using Latin Abbreviations**

Other versions of the Oxford system use Latin abbreviations for subsequent references. You are not expected to use these in your own work for Te Kawa a Māui, but you can expect to meet them in your reading. The most important ones are explained here.

*ibid.*, p.n from the Latin term *ibidem* meaning 'in the same'. This is used when the writer refers to the same author and work as in the footnote immediately before, but to a different page in that work.

*loc.cit.* from the Latin term *loco citato* meaning 'in the place cited'. This means the same page of the text was referenced earlier, but not necessarily immediately before, e.g. Gibbs, *loc. cit.*

*op.cit.* from the Latin term *opere citato* meaning 'in the work cited'. This means that the same work was cited in an earlier footnote, but not immediately before. It is usually followed by the page number, e.g. Gibbs, *op. cit.*, p.82.

### **9.1.2 General Points about Oxford-style Bibliographies**

Full referencing details for all sources must be listed in the Bibliography section of your work. The Bibliography should be written on a separate page and attached to the end of your work. Note the following points about the ordering of entries.

1. The entries in a Bibliography are presented in alphabetical order of author surnames.
2. If you refer to several works by the same author, they are listed in order of their year of publication, see the sample Bibliography in 9.3.
3. If an author has written a work or works alone as well as one or more co-authored works, all the single-authored works precede the co-authored works, even if the date of a co-authored work is earlier than the last single-authored work.
4. If an author has written co-authored works with different collaborators, the works are ordered alphabetically by the second author, rather than by date of publication.
5. If an author has published two works in the same year, they are given an alphabetical letter after the year, and are ordered by that letter, e.g. Smith, John (2002a) comes before Smith, John (2002b).
6. These points are illustrated in the following author list:

Benton, R.A., 1978.  
 Benton, R.A., 1984.  
 Benton, R.A., 1993a.  
 Benton, R.A., 1993b.  
 Benton, R.A., 2002.  
 Benton, R.A. and N. Benton, 1999.  
 Benton, R.A. and P. Keegan, 1994.

7. Note that the electronic sorting facility on your computer will not sort such entries correctly, and you will have to sort them manually.

Please take careful note of the spacing, capitalisation, punctuation and order of elements in a reference, and notice that the requirements are different depending on whether you use the Oxford system or the Harvard system. It is usual to format bibliography entries as “overhung” paragraphs, i.e. the first line juts out further to the left than subsequent lines. The referencing style will vary depending on the type of source you have used in your work.

The Oxford styles required by Te Kawa a Māui are specified by type of material in the sections that follow below.

## 9.2 Details of Oxford-style Bibliography Entries and Citations

The material that follows is organized by the type of work that is referred to. Many sections contain three sub-entries outlining the details required for (a) the Bibliography entry; (b) the initial citation; and (c) subsequent citations.

### 9.2.1 Books with one Author

#### *The Bibliography entry*

The pattern for book entries in the Bibliography is as follows:

Author surname,	Author first name OR initials.	(Year)	<i>Title,</i>	Place of Publication,	Publisher.
Awatere,	Donna OR D.	(1984)	<i>Māori Sovereignty,</i>	Auckland,	Broadsheet.

It will look like this:

Awatere, Donna (1984) *Māori Sovereignty*, Auckland, Broadsheet.

#### *The initial citation*

The pattern for initial citations of books is as follows:

Author first name OR initials.	Author surname,	<i>Title,</i>	Place of publication,	Publisher,	Year,	p.n.
Donna OR D.	Awatere,	<i>Māori Sovereignty,</i>	Auckland,	Broadsheet,	1984,	p.2

i.e.

Donna Awatere, *Māori Sovereignty*, Auckland, Broadsheet, 1984, p.2



*Subsequent citations*

The pattern for subsequent citations is

Author surname, Short title, p.n. e.g.

Awatere, *Sovereignty*, p.25.

**9.2.1.1 Books with Multiple Editions**

If a book has appeared in several editions, you should give the details for the edition you are using, and specify the edition in both the Bibliography entry and the initial citation, e.g.

Bibliography entry format

Williams, Herbert W. (1975) *A Dictionary of the Maori Language*, 7<sup>th</sup> ed., Wellington, A.R. Shearer, Government Printer.

**9.2.1.2 Books with Corporate Authors**

If a book is produced by an organization rather than an individual, use the name of the organization as the author, e.g. (Bibliography entry format)

Te Puni Kōkiri (2002) *Survey of Attitudes, Values and Beliefs about the Māori Language*, Wellington, Te Puni Kōkiri.

**9.2.1.3 Books with Subtitles**

If the book has a subtitle, the pattern is *Main title: Subtitle*. The first letter of the subtitle is capitalised, and other words may be if they are in capitals on the title page, e.g.

*Ka Whawhai Tonu Mātou: Struggle without End.*

**9.2.1.4 A Monograph that is Part of a Series**

If a book is part of a series, the information about the series is usually included in the Bibliography entry. This is because such books are often shelved together by libraries, and the catalogue entries may not be under the names of individual authors, but under the name of the series. You should give all the information you can under these circumstances. Here is an example (in Bibliography entry format):

Hohepa, Patrick W. (1967) *A Profile Generative Grammar of Maori*, Supplement to *International Journal of American Linguistics* Vol.33, No. 2, April 1967, Indiana University Publications in Anthropology and Linguistics Memoir 20, Baltimore, Indiana University Press.

**9.2.1.5 Referring to Books by their Title**

Occasionally situations arise where the author or editor cannot be determined, or is considered unhelpful. Situations like this have to be dealt with on an individual basis. It may be most suitable to use *anon.* (for 'anonymous') in place of the author. However, it may be more helpful to refer to the work by its title. A classic case for this treatment is with dictionaries and encyclopedias which have editorial teams. Thus it is normal to refer to *The Oxford English Dictionary* or *The Encyclopedia Britannica* by title. In your bibliography, you should alphabetise by the first content word: *Oxford English Dictionary*, *The* is alphabetised under 'O'; *Encyclopedia Britannica*, *The* under 'E'. Opinions vary, however, about the appropriate treatment of *te*, *ngā*, etc in Māori. Some people treat them like English *the*, so that a work called *Te Tūtohinga o te Kura o Kāea* would appear as *Tūtohinga o te Kura o Kāea*, *Te*, alphabetised by *Tū*..., but others feel this is inappropriate for Māori, and enter it as *Te Tūtohinga*..., alphabetised under *Te*.... You may do either, but you must be consistent. If you have

many works of this kind in your Bibliography, it may be helpful to group them separately from authored works.

### 9.2.2 Books with Multiple Authors

#### *The Bibliography entry*

The pattern is as follows:

Author 1 surname,	Author 1 first name OR initials.	and	Author 2 first name OR initials.	Author 2 surname	(Year)	Title,	Place of publication,	Publisher.
Barrington,	J.M.	and	T.H.	Beaglehole	(1974)	<i>Maori Schools in a Changing Society: an historical review,</i>	Wellington,	New Zealand Council for Educational Research.

i.e.

Barrington, J.M. and T.H. Beaglehole (1974) *Maori Schools in a Changing Society: an historical review*, Wellington, New Zealand Council for Educational Research.

If there are more than two authors, the second (third ...) is followed by a comma, and *and* is used before the last in the list. The general principle underlying the order of surname and first name/initials in all multi-authored works, regardless of type, is that the natural order (first name/initials, surname) is used on all occasions except when the author concerned is the first name in a bibliography entry, when the surname comes first, because that is the name that determines the order of entries.

#### *The initial citation*

The pattern for initial citations of multi-author books is as follows:

Author first name/initials Author surname and Author first name/initials Author surname, *Title*, Place of publication, Publisher, Year, p.n.

J.M. Barrington and T.H. Beaglehole, *Maori Schools in a Changing Society: an historical review*, Wellington, New Zealand Council for Educational Research, 1974, p.201.

If a text has three or more authors, the same pattern is followed: all authors have First name/initials before Surname. All authors must be listed in the first citation.

#### *Subsequent citations*

The pattern for subsequent citations depends on the number of authors. If there are two authors, both surnames are used, with *and* between, e.g.

Barrington and Beaglehole, *Schools*, p.201.

If the work has three or more authors, subsequent citations use the surname of the first author followed by *et al.* (which means 'and others'), e.g.

Smith *et al.*, *Treaty*, p.57.

### 9.2.3 Chapters in Edited books

Note that there are special conventions for the chapters in the *Dictionary of New Zealand Biography*, which are detailed in 9.2.4.

#### *The Bibliography entry*

The pattern is as follows (in two tables):

Chapter author surname,	First name OR initials.	(Year)	'Title',	in
Oliver,	W.H.	(1969)	'Reeves, Sinclair and the Social Pattern',	in

Editor first name OR initials.	Editor surname,	ed.,	<i>Title of Book,</i>	Place of publication,	Publisher.
Peter OR P.	Munz,	ed.,	<i>The Feel of Truth: Essays in New Zealand and Pacific History presented to F.L.W. Wood and J.C. Beaglehole on the occasion of their retirement,</i>	Wellington,	A.H. & A.W. Reed.

i.e.

Oliver, W.H. (1969) 'Reeves, Sinclair and the Social Pattern', in Peter Munz, ed., *The Feel of Truth: Essays in New Zealand and Pacific History presented to F.L.W. Wood and J.C. Beaglehole on the occasion of their retirement*, Wellington, A.H. & A.W. Reed.

If the chapter has more than one author, or there is more than one editor, the general principles for multi-authored works apply: authors other than the first one in a Bibliography entry, and all authors in citations have their first name/initials before the surname, and multiple authors are separated by commas except for the last in the list, which is preceded by *and*.

If the book has more than one editor, *eds* (with no full-stop) is used instead of *ed*.

If your bibliography includes several chapters from one book, each of these is listed separately under the chapter author, and the full details of the book containing these chapters are included in each entry.

If a paper which originally appeared in e.g. a journal is reprinted in a book containing an edited collection of papers, the details of the original place of publication should be given, followed by 'reprinted in' and the details of the book in which you accessed it. In your citations, the page numbers you specify will be those of the reprinted version, e.g.

Haugen, E. (1972) 'Dialect, Language, Nation', *American Anthropologist*, 68, (1966), pp.922-35, reprinted in J.B. Pride and Janet Holmes, eds (1972) *Sociolinguistics: Selected Readings*, Harmondsworth, Penguin Education, pp.97-111.

#### *The initial citation*

The pattern for initial citations of chapters in books is as follows:

Chapter author first name OR initials.	Author surname	'Title',	in	Editor first name OR initials.	Editor surname,	ed.,
W.H.	Oliver,	'Reeves, Sinclair and the Social Pattern',	in	Peter OR P.	Munz,	ed.,

<i>Title of Book,</i>	Place of publication,	Publisher,	Year	p.n.
<i>The Feel of Truth: Essays in New Zealand and Pacific History presented to F.L.W. Wood and J.C. Beaglehole on the occasion of their retirement,</i>	Wellington,	A.H. & A.W. Reed,	1969,	p.160.

i.e.

W.H. Oliver, 'Reeves, Sinclair and the Social Pattern', in Peter Munz, ed., *The Feel of Truth: Essays in New Zealand and Pacific History presented to F.L.W. Wood and J.C. Beaglehole on the occasion of their retirement*, Wellington, A.H. & A.W. Reed, 1969, p.160.

#### *Subsequent citations*

The pattern for subsequent citations depends on the number of authors. Single author citations consist of

Chapter author surname, *Short title*, p.page number.

If there are two chapter authors, both surnames are used, with *and* between, e.g.

Barrington and Beaglehole, *Schools*, p.201.

If the chapter has three or more authors, subsequent citations use the surname of the first author followed by *et al.* (which means 'and others'), e.g.

Smith *et al.*, *Treaty*, p.57.

### **9.2.4 The Dictionary of New Zealand Biography**

#### *The Bibliography Entry*

These entries are referred to by the author of the entry, following this pattern:

Anne Kirker (1990) 'Abraham, Caroline Harriet', in *The Dictionary of New Zealand Biography* (DNZB), Vol. One, 1769-1869, Wellington, Allen & Unwin, pp.1-2.

In this example, Anne Kirker is the author of the biography, and Caroline Harriet Abraham is the person the biography is about. The title of the entry is the name of the biographee, with surname first.

#### *The Initial Citation*

Use the following example as a template:

Clarence Acker 'Acker, Lewis', in DNZB, Vol. One, 1990, pp.2-3.

Clarence Acker is the author (if the author has a middle name, it is omitted), and Lewis Acker the biographee.

*Subsequent Citations*

Use the following as a template; it relates to the dictionary entry used as the sample Bibliography entry. *Kirker* is the author surname, *Abraham* is the biographee surname.

Kirker, 'Abraham', p.2.

**9.2.5 Articles in Journals***The Bibliography entry*

The pattern is as follows:

Author surname,	first name OR initials,	(Year)	'Title',	<i>Journal Name,</i>	Vol. no.,	Part no. if req'd,	pp.page range.
Ballara,	Angela	(1993)	'Wāhine rangatira: Māori Women of Rank and their Role in the Women's Kotahitanga Movement of the 1890s',	<i>New Zealand Journal of History,</i>	27,	2,	pp.127-139.

i.e.

Ballara, Angela (1993) 'Wāhine rangatira: Māori Women of Rank and their Role in the Women's Kotahitanga Movement of the 1890s', *New Zealand Journal of History*, 27, 2, pp.127-139.

*The initial citation*

The pattern for initial citations of articles in journals is as follows:

Author first name OR initials.	author surname,	'Title',	<i>Journal Name,</i>	Vol. no.,	Part no. if req'd,	Year,	p.n.
Angela OR A.	Ballara,	'Wāhine rangatira: Māori Women of Rank and their Role in the Women's Kotahitanga Movement of the 1890s',	<i>New Zealand Journal of History,</i>	27,	2,	1993,	p.130.

i.e.

Angela Ballara, 'Wāhine rangatira: Māori Women of Rank and their Role in the Women's Kotahitanga Movement of the 1890s', *New Zealand Journal of History*, 27, 2, 1993, p.130.

Notice that the page range for the article in the journal does not appear in the citation. The page number at the end of the citation is the particular page referred to in this footnote.

*Subsequent citations*

Ballara, *Wāhine*, p.130-31.

### 9.2.6 Magazine Articles

*The Bibliography Entry*

Author surname, First name/initials. (Year) 'Article title', in *Magazine title*, Volume/Series number, issue if relevant, pp.page number/range.

McKenna, Tony (2005) 'Traditional Marriage is sacred in Maoritanga', in *Mana*, 62, pp.38-39.

*The initial citation*

The pattern for initial citations of articles from magazines is as follows:

Author first name/initials. Author surname, 'Article title', in *Magazine title*, Volume/Series number, issue if relevant, Year of Publication, p.n.

Tony McKenna, 'Traditional Marriage is sacred in Maoritanga', in *Mana*, 62, 2005, p.38.

Notice that the page range for the article in the magazine does not appear in the citation. The page number at the end of the citation is the particular page referred to in this footnote.

*Subsequent citations*

McKenna, *Marriage*, p.39.

### 9.2.7 Newspaper Articles

*The Bibliography Entry*

The pattern is:

*Newspaper title* (Place of publication of newspaper if title is insufficient identification), Day Month Year, p.n.

*Dominion Post*, Wellington. 4 December 2006, p.B4.

If you are citing a newspaper article, and the author is important, you can follow the pattern for magazine articles, adapting it to provide the appropriate details for newspapers.

*Citations*

This will be as for the bibliography entry. If the same newspaper is referred to frequently, it may be abbreviated, e.g. DP. If you need to do this, the abbreviation should be included in brackets, and not in italics, after the full title in the Bibliography entry and initial citation. Subsequent citations then use the abbreviation, not in italics, instead of the title.

If you have chosen to attribute the newspaper material to an author, adapt the format for citing magazine articles.

### 9.2.8 Official Reports and Similar Corporate Publications

*The Bibliography Entry*

For official reports, record the name of the issuing body, title, name of chairman of the report committee, publication details and year of issue.

Commission on Education in New Zealand, (1962) *Report of the Commission on Education in New Zealand*, Chairman: Sir George Currie, Wellington, New Zealand Government Printer.

Documents produced by an organisation go under the name of that organisation. It can be difficult at times to find information such as the publication date or place for such reports. If there is no date, put n.d. (=‘no date’) instead of the year of publication.

Royal Society of London, (n.d.) *Catalogue of scientific papers 1800-1900*, Cambridge, Cambridge University Press.

### *Citations*

The initial citation will be the same as the Bibliography entry, except that the Year of Publication will appear immediately before the page reference at the end of the citation. If such a document is commonly referred to by some standard abbreviation, e.g. ‘the Currie Report’, this short form should be included in brackets, not in italics, after the title, and may then be used in subsequent citations, e.g.

Currie Report, 1962, p.27.

## **9.2.9 Theses, Dissertations, Papers Presented**

### *The Bibliography Entry*

Use the following examples as a guide:

Salmond, J.D. (1950) ‘New Zealand Labour’s Pioneering Days’, PhD thesis, University of Auckland.

Clark, Ross (1973) ‘Passive and Surface Subject in Maori’, Unpublished paper presented at LSA Annual Meeting, San Diego, 30 December, 1973.

### *Citations*

These will follow the same pattern as for other material, with the author first name/initials before the surname, and the date (not in brackets) immediately before the page reference at the end.

## **9.2.10 Manuscripts**

### *The Bibliography Entry*

If you are referring to a significant number of manuscripts, it may be helpful to put them in a separate section of your bibliography. As far as possible, they should be alphabetised by the author of the manuscript. Use the following examples as templates. MS indicates a single manuscript item, MSS indicates more than one.

Southbrook-Pemberton Correspondence, Bodleian MSS Eng. Lett d 453, folios 1-2, Oxford.

F.W. Smith Papers, MS Papers 0270: 0023, Alexander Turnbull Library (ATL)

William Williams Diary, 1871-1872, MS 54, Auckland Museum Library.

### *Citations*

The citing of manuscripts can be difficult. Use the following examples as templates, and ask your lecturer/tutor for guidance if the situation you are faced with does not seem comparable.

Southbrook-Pemberton Correspondence, Bodleian MSS Eng. Lett d 453, folios 1-2, Oxford, p.52-53.

F.W. Smith Papers, MS Papers 0270: 0023, Alexander Turnbull Library (ATL)

William Williams Diary, 1871-1872, MS 54, Auckland Museum Library, 11 January 1872.

### 9.2.11 Correspondence

#### *The Bibliography Entry*

List correspondence entries separately from other items in your Bibliography. Use the following examples as templates:

Smith to Jones, 8 May 1830, Jones Papers, MS Papers 0213: 0006, Alexander Turnbull Library (ATL), Wellington.

Smith to Brown, 8 November 1890, Colonial Office (CO), 273/188, Public Record Office (PRO), London.

Smith to Brown, 8 October 1890, Maori Affairs (MA) 23/8, National Archives (NA), Wellington.

#### *Citations*

Citations follow the same pattern as the Bibliography entries. Subsequent citations will use the abbreviations for sources introduced in the initial citations.

### 9.2.12 Second-hand Material

#### *The Bibliography Entry*

If you are citing a source second-hand, i.e. you wish to refer to the work of author A you have not read yourself, but have found information about in the work of author B, you will normally need a Bibliography entry with full details for both works, following the normal conventions for formatting that type of material. The information about the second-hand source will be found in the bibliography for the first-hand source.

#### *The Initial Citation*

Use the following model as a pattern, but vary it according to the type of material (book, journal article, etc.). In the model, both works are single-author books:

David Smith, *Making Money*, Oxford, Oxford University Press, 1992, p.88, cited in Robert Jones, *The New Economy*, London, Basil Blackwell, 2002, p.27.

#### *Subsequent Citations*

If you are citing a reference to something said by Smith, which you read in a work by Jones, your citations will follow this pattern:

Smith, *Money*, p.85 cited in Jones, *New Economy*, p.22.

If necessary, the works may be identified by a short title.

### 9.2.13 Legislation and Parliamentary Material

The following guidelines are based on the Otago University Faculty of Law's *Guide to Citation of Legal Materials*. Legal citation can be a complex issue. If you need to refer to something not covered by the guidelines below, consult the complete Otago guide, which was available on the internet at the following url in June 2011:

[http://www.library.otago.ac.nz/pdf/law\\_citation\\_guide\\_2005.pdf](http://www.library.otago.ac.nz/pdf/law_citation_guide_2005.pdf)

#### *The Bibliography Entry*

The Bibliography entry consists of the name of the Act, which is always accompanied by the year in which the Act was passed, e.g.

The Māori Language Act 1987

If you refer to several pieces of legislation, it may be better to put them in a separate section of your bibliography.



Bibliography entries for Appendices to the Journals of the House of Representatives, Parliamentary debates and NZ statutes are the same as the initial citations, see below.

### *The Initial Citation*

A New Zealand statute is referred to by its short title. This will incorporate the year in which the Act was passed. If a piece of legislation is to be referred to more than once, it may be given an abbreviation, introduced in the initial citation, e.g.

The Māori Language Act 1987 (MLA)

If a section of an Act is referred to in the body of an essay, abbreviations should not be used, although they are acceptable in citations or less formal writing, e.g.

Section 3 of the Māori Language Act 1987 establishes Māori as an official language of New Zealand.

In a footnote, the section is abbreviated like this:

Māori Language Act 1987, s3.

There is a set order of importance for the provisions of a section, namely:

Section  
Subsection  
Paragraph  
Subparagraph

e.g.

In the main text: Section 105(1)(b)(iii) of the Land and Income Tax Act 1954

In a footnote: Land and Income Tax Act 1954, s105(1)(b)(iii).

The section number is 105, the subsection (1), the paragraph (b), and the subparagraph (iii).

For the following items, follow the pattern in the examples.

Appendices to the Journals of the House of Representatives:

Appendices to the Journals of the House of Representatives (AJHR), 1937, H-31A, p.48

NZ Parliamentary debates:

New Zealand Parliamentary Debates (NZPD), 1921, 190, p.401.

New Zealand Statutes:

New Zealand Statutes (NZS), 1945, p.500.

### *Subsequent citations*

If an abbreviation has been established, it is used in subsequent citations:

MLA, s3.

AJHR, 1937, H-31A, pp.9-10.

NZPD, 1963, 336, pp.201-2.

NZS, 1932, pp.211-12.

## **9.2.14 Course Readers**

There are two types of Course Readers, and the appropriate treatment of material from a Course Reader depends on what type it is.

Some Course Readers contain only reprints of material from other published sources. If you refer to material from a Course Reader of this type, you should refer to it as if you had read it in the original place, and ignore the Course Reader. Thus if your Course Reader reprints a chapter from an edited book, you put your entry under the surname of the author of the chapter, and give the details of the edited book in which it appeared, including the original page numbers from the book. Nothing in your entry will mention the Course Reader or its pages. The information you need will be found in your Course Reader, hand-written or typed at the beginning or end of the reproduced material, or in a Bibliography at the end of the Reader.

If your Course Reader contains material produced by staff of Te Kawa a Māui, such as lecture notes or exercises, the appropriate treatment will depend on whether it can be clearly attributed to a particular staff member, or whether it is material which has been devised for a particular course over a number of years with contributions by possibly several staff members. If you are unsure which kind of Course Reader yours is, ask your lecturer.

#### *The Bibliography Entry*

Two examples covering the last two situations above are given here as models:

Bauer, Winifred (2011) Course Reader for MAOR322: Te Tāhū o Te Reo/Topics in the structure of Māori Language, Wellington, Victoria University of Wellington.

Te Kawa a Māui (2011) Course Reader for MAOR101: Te Tīmatanga/Introduction to Māori Language, Wellington, Victoria University of Wellington.

The first is alphabetised under 'B', and the second under 'T'.

#### *The Initial Citation*

The initial citation follows the pattern for the Bibliography entry, except that the Year of Publication will appear without brackets and followed by a comma, immediately before the relevant page number.

#### *Subsequent Citations*

Subsequent citations will follow one of these patterns. The use of the first name of a lecturer is optional:

(Winifred) Bauer, MAOR322, p.32.

Te Kawa a Māui, MAOR101, p.12.

### **9.2.15 Oral Sources Including Lectures**

Human Ethics Guidelines must be followed when interviewing people. Check with your Course Coordinator before engaging in interviews. If your material comes from a formal interview, or a lecture, it should appear in your bibliography. If the material comes from an informal conversation, the source is acknowledged in a footnote, but there is no corresponding bibliography entry.

#### *The Bibliography Entry*

Use the following as patterns. The first is a formal interview, the second a lecture:

Higgins, Te Ripowai, Interview, 31 July 2001, Wellington.

Higgins, Te Ripowai, MAOR123, Māori Society and Culture, 12 August 2002, Te Kawa a Māui, Victoria University of Wellington.

### *The Initial Citation*

The initial citation for interviews and lectures is exactly the same as for the Bibliography entry, except that the surname follows the first name/initials. If the interview is transcribed, you may wish to add e.g. Transcript, p.12.

The citation for material from informal conversation is as follows:

Te Ripowai Higgins, personal communication.

### **9.2.16 Websites**

You must give the most specific URL possible to enable a reader to locate the website precisely, and you must specify the date when you accessed the information, because information on the web can change very rapidly. You may be required to attach printed copies of website information as an appendix to your work. Please check with your Course Coordinator.

You may use any of the words *retrieved*, *accessed* or *sighted*, in front of the date when you took the information from the web but you should be consistent.

There are several different types of web material, and the treatment depends on the type.

#### **9.2.16.1 Online periodical article**

##### *The Bibliography Entry*

Author surname, First name/initials. (Year of publication) [Electronic Journal], 'Title of article', *Title of Periodical*, Vol No, Issue No, pp.page range if available, [retrieved/accessed/sighted day month year], available from Full URL/website address.

Atkinson, R.D. (1995) [Electronic Journal], 'Networked Access', *Public-Access Computer Systems Review* 6, 3, pp.2-4, [accessed 9 March 2000], available from <http://info.lib.uh.edu/pr/v6/n3/atki6n3.html>.

##### *Citations*

The pattern for the initial citation follows that for the Bibliography entry, but the actual page cited replaces the page range, as for hard-copy journals, and the date appears without brackets but followed by a comma before the page number cited. Subsequent citations are abbreviated in the same way that hard-copy journal articles are abbreviated, see 9.2.5.

#### **9.2.16.2 Online book**

The requirements for the Bibliography entry and the citations parallel those for hard-copy books, see 9.2.1-9.2.3, but the URL replaces the publisher and place of publication, as in the following sample Bibliography entry for a chapter in an on-line book:

Bauer, Winifred (2004) 'Actor Emphatic Sentences in Māori', in Miriam Butt and Tracey Holloway, eds, [Electronic Book], *The Proceedings of the LFG '04 Conference*, pp.20-38, [accessed 4 December 2006], available from <http://csli-publications.stanford.edu/site/ONLN.html>.

#### **9.2.16.3 Other types of online documents**

In your Bibliography entry, give as much of the following information as possible. If there is no date, put 'n.d.':

Author surname, First name/initials. (Year of publication) *Title of Work*, [Internet], [accessed day month year], available from Full URL/website address.

Smith, John (1997) *Urban Shift of 1958*, [Internet], [accessed 9 January 1999], available from <http://www.rfi.aud/vuw/text/doc.html>.

If you cannot find an author, you may have to alphabetise under the name of the website, or even the title of the document you have accessed.

Citations will follow the Bibliography format. It is often not possible to provide a page number for web material, but if there are section headings, they should be used to locate the material as precisely as possible. If there is no author, the head word in your citations in your essay should make it easy for the reader to locate the reference in your Bibliography. In subsequent citations, abbreviate in line with other entry types.

### 9.2.17 Film, Audio and other Media Sources

#### *The Bibliography Entry*

Films should be referenced using the director's surname and the date of release. Use the following as a pattern:

Director's surname, First name/initials. (Year of release) *Title*, Place of production, Film Distributor/Producing Company.

Waititi, Taika (2010) *Boy*, Wellington, Whenua Films Ltd.

For audio, use the surname of the recording artist or the full name of the group.

Melbourne, Hirini (1999) *Te Wao Nui a Tāne*, Wellington, Huia Publishers.

Little Bushman (2011) *Te Oranga*, Wellington, Little Bushman.

For television and other media sources, use the production company name or the producer's surname and the date of release. Use the following examples as a guide:

Takurua, Richard (2007) *One Man's War*, Tokomaru Bay, Kairangi Productions.

Smith, John (2006) *Marae*, Auckland, TVNZ, 2 December 2006.

#### *Initial Citations*

Initial citations will follow the Bibliography entry pattern, but with First name/initials before the Surname, and the Year of Release after the publisher's name, which will then be followed by a comma. If you are talking about a specific scene within a film or video sequence, or a specific part of an audio stream, give the minute at which the scene or stream starts following the Year of Release, as in the following example:

Taika Waititi, *Boy*, Wellington, Whenua Films Ltd, 2010, 75min.

#### *Subsequent Citations*

Use the following as an example:

Waititi, *Boy*, 75min.

### 9.2.18 Electronic Material from CD-Rom

#### *The Bibliography Entry*

Use the following pattern.

Author surname, First name/initials. (Year of publication) *Title*, Database name, record number, Place of publication, Publisher.

*Citations*

These follow the Bibliography entry except for the order of surname and first name and the placement and punctuation of the Year of Publication. If it is possible to provide page numbers, do so. If not, provide the most precise location possible.

**9.2.19 Maps***The Bibliography Entry*

Use the following pattern for published paper map sources:

Cartographer's/contributor's surname, First name,/initials. (Year of publication) 'Title of map', in Atlas editor's initial(s). Surname, ed., *Title of Atlas*, Place of publication, Publisher.

Royal, Te Ahukaramū Charles and Tony Fraser (1997) 'Ngā Tapuwae Nuku', in M. McKinnon, ed., *The Bateman Historical Atlas of New Zealand*, Auckland, David Bateman Ltd.

Use the following pattern for unpublished paper sources:

Cartographer's surname, First name,/initials. (Date if known) 'Title', File number or other identifying reference, Location of map (e.g. Place: Library).

Zatta, Antonio, (1779?) *La Nuova Zelanda. Chart of New Zealand based on Captain Cook's chart, showing track of the Endeavour around New Zealand in 1769 to 1770*, MapColl-f100a/1779-[85]/Acc.187, Wellington, Alexander Turnbull Library.

Use the following pattern for digital map sources:

Author surname, First name,/initials. (Year of publication) *Title of work*, [Internet], [Retrieved day month year], available from Full URL/website address

Wilson, Tahu (2009) *Digital Map of Wellington Pā Sites*, [Internet], [Retrieved 26 July 2011], available from <http://www.victoria.ac.nz/maori/research/atlas/>

*Citations*

These will be adapted from the appropriate Bibliography entry, following the conventions for other citations: the cartographer's first name/initials will come before the surname, and the date will appear after the publishing information. Page numbers will follow the publishing information for published sources.

**9.3 A Sample Oxford-style Bibliography**

This example of a List of References might support an essay on Māori education in the Native Schools. A small number of the items are hypothetical, and included simply to illustrate the treatment of particular types of material. Notice that where there are multiple works by one author, they are ordered by year of publication, and all single-authored works by an author precede any co-authored works by the same author, regardless of the dates. The Bibliography is divided into three sections.

**Books etc.**

Archives New Zealand (n.d.) *Native (Māori) Schools*, [internet], [accessed 10 January 2007], available from <http://archway.archives.govt.nz/ResearchEducation.do>.

- Barrington, J.M. (1971) 'Māori Attitudes to Pākehā Institutions after the Wars: A Note on the Establishment of Schools', in *New Zealand Journal of Educational Studies*, 6, 1, pp.24-28.
- Barrington, J.M. (1988) 'Learning the "Dignity of Labour"; Secondary Education Policy for Māoris', in *New Zealand Journal of Educational Studies*, 23, 1, pp.45-58.
- Barrington, J. M. and T. H. Beaglehole (1974) *Maori schools in a changing society: an historical review*, Wellington, New Zealand Council for Educational Research.
- Bauer, Winifred (2006) MAOR222, The Social and Political Development of the Māori Language, July 31 2006, Te Kawa a Māui, Victoria University of Wellington.
- Bird, W.W. (1930) *A review of the Native schools system*, Te Wananga, Vol 2 nos. 1 and 2, Wellington, Board of Maori Ethnological Research.
- Dobson, Emma (1997) 'Women in charge: women teachers in the New Zealand native schools system, 1898-1930', MA Thesis, University of Auckland.
- Knight, Tony (1996) *The village native schools: New Zealand's native/Maori school system 1867-1969: their role in the structuring of the political and economic relations of Maori and Pakeha in New Zealand: a local study/special studies resource guide and workbook for Form 6 and Form 7 history students*, Auckland, Auckland University Press.
- Māori School Centennial (1867-1967)* (1967) Booklet, Rotorua, Rotorua Printers.
- Ministry of Education (n.d.) 'Location of Native Schools, 1879', [Internet], [Retrieved 25 July 2011], available from [http://minedu.govt.nz/maori\\_education/history/native\\_schools.html](http://minedu.govt.nz/maori_education/history/native_schools.html)
- Ngata, A.T. (1970) 'Memories of School Days at Waiomatatini', in J.L. Ewing and Jack Shallcrass, eds, *An Introduction to Maori Education: Selected Readings*, Wellington, New Zealand University Press, pp. 39-41.
- Simon, Judith, ed. (1996) *The Native Schools System, 1867-1969: Ngā Kura Māori*, Auckland, Auckland University Press.
- Simon, Judith, and Linda Tuhiwai Smith, eds (2001) *A civilising mission: perceptions and representations of the Native Schools system*, Auckland, Auckland University Press.
- Te Huia, Mihi, Interview, 21 July 2006, Wellington.

### **Legislation etc.**

- Department of Education, *The Native Schools Code*, Wellington, Government Printer, 1897.
- Education Act (EA) 1877
- Native Schools Act (NSA) 1867
- Native Schools Act Amendment Act (NSAA) 1871
- School Attendance Act (SAA) 1894
- Regulations Relating to Native Schools 1909, Supplement to the *New Zealand Gazette*, 30 September 1909.

Regulations Relating to Native Schools 1915, Supplement to the *New Zealand Gazette*, 15 April 1915.

Regulations Relating to Native Schools 1931, Supplement to the *New Zealand Gazette*, 23 June 1931.

**Correspondence**

Hohepa T. to Hohepa M., 8 May, 1899, Hohepa Papers 0414: 0015, Alexander Turnbull Library (ATL), Wellington.

Hohepa T. to Hohepa M., 10 June, 1899, Hohepa Papers 0414: 0016, Alexander Turnbull Library (ATL), Wellington.

## 10 Marking Schedules

Some courses at Te Kawa a Māui have a standardised marking schedule that is used in the assessment of essays. Two examples are reproduced here so that you can see the sorts of criteria that are taken into account in arriving at the mark for your essay. Notice that the criteria change according to the level of the course, especially in relation to the amount of reading expected and the accuracy of your use of referencing systems. By 300-level, you are expected to have mastered the skill of academic referencing.

In other courses, because the types of assessment are more varied, a standard schedule is not used, but your Course Outline or the Essay Topic Sheet should specify the types of criteria that will be used in the assessment.

### Example 1

#### MAOR 122 Essay Evaluation Sheet

	Excellent	Very Good	Adequate	Inadequate	Poor
<b>Approach and argument</b>					
Inclusion of essential points	5	4	3	2	1
Analysis	5	4	3	2	1
Understanding of subject	5	4	3	2	1
<b>Presentation</b>					
Clarity of expression	5	4	3	2	1
Legibility	5	4	3	2	1
Essay length	5	4	3	2	1
<b>Use of sources</b>					
Content of bibliography	10	8	6	2	1
Use of textual referencing	10	8	6	2	1
<b>Total (out of 50)</b>					

**Essay Grade:**

**Comments:**



**Example 2**

**MAOR 313 ESSAY EVALUATION SHEET**

	<b>Excellent</b>	<b>Very Good</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>Poor</b>
<b>APPROACH AND ANALYSIS</b>					
Review and analysis of literature	5	4	3	2	1
Theory / model / hypothesis	5	4	3	- 4	-5
Contribution of new knowledge or summary of existing knowledge	5	4	3	2	1
Understanding of concept	5	4	3	2	1
Match to essay proposal	5	4	3	- 4	- 5
<b>PRESENTATION</b>					
Essay structure	5	4	3	2	1
Clarity of expression/grammar etc	5	4	3	2	1
Presentation quality	5	4	3	- 4	- 5
<b>USE OF SOURCES</b>					
Content of bibliography	5	4	3	- 5	- 10
Use of textual referencing	5	4	3	- 5	- 10
<b>Total</b>					

**Essay Grade:**

**Comments:**



Te Kawa a Māui  
**ASSIGNMENT COVER SHEET**

Please complete this cover sheet and attach to the front of your assignment before posting in the assignment box at 50 Kelburn Parade. You do not need to complete this cover sheet if you have already done your own.

Family name, First name .....

Course Code ..... Student ID.....

Email Address .....

Tutor (if applicable).....

Tutorial Day..... Time.....

Assignment Title/No. ....

.....

.....

Due Date.....Assignment Word Length.....

**Please complete (✓) the following checklist:**

- This assignment has been formatted according to the criteria set out in the *Academic Writing Guide* (if applicable).
- I have an electronic copy of this assignment.
- I will keep the marked copy of this assignment until final results are published.
- I certify that the material presented for assessment is entirely my own work with any contributions duly acknowledged.
- A full bibliography is attached to this assignment (if applicable).
- I value your feedback and will collect my assignment promptly.

**OR**

- I do not require any feedback on this assignment.

**TE KAWA A MĀUI ATLAS PROJECT** (if applicable)

- I have read the Te Kawa a Māui Atlas Information Sheet, and consent to my work appearing in the Te Kawa a Māui Atlas. I would / would not **(delete one)** like to be named along with my contribution to the Atlas.

Signature ..... Date.....