

## Presentation and Length of Written Assignments

Written assignments should be presented on A4 paper in black ink (or the electronic equivalent), with the body text typed in Arial or Times New Roman font, 11 or 12 font size, double-spaced, with default margins. All assignments should have a header stating your name, student id and the finished word count. In calculating the number of words in an assignment, the reference list is excluded, however, all in-text citations are included in the word count. Please give your assignment a title. Titles should be centred, and in title case. Also, remember to include an introduction and conclusion in your assignments.

For all assignments, the length of the assignment has been chosen with care and should be adhered to by the student. Any variation in length of more or less than 10% will incur a penalty in the grading of the format criteria. An assignment whose word length is considerably outside these margins may be returned for re-submission. (Adapted from Guidelines for Written assignments p. 3)

In addition, the School of Social Practice follows the style guide standards set by the American Psychological Association (APA) for all assignments, research, and published materials. APA is a commonly accepted formatting style for the Social Sciences (e.g. Counselling), and it provides a global uniform style for reading and for presenting one's work.

### Body of Your Assignment

- Double space the entire document (including the reference page).
- Indent the first line of each new paragraph
- Align the text to the left-hand margin, leaving a 'ragged' right margin
- If you use headings within your paper:
  - Level 1 is centred, boldface, and title case (upper case at the start of each word and lower case for the rest)
  - Level 2 is flush left, boldface, and title case
  - Level 3 is indented within the text, boldface, title case, and ends with a full stop
  - Note: the introduction does NOT need a heading
- The title of your paper is placed at the top of the page where your text begins, and is centred. It is not a Level 1 heading, therefore it is not in boldface
- The title for your reference page is placed at the top of the page where your references begin, and is centred. It is not a Level 1 heading, therefore it is not in boldface

### References

The reason we reference is because it honours people's voices and their work; it gives credit to the originator of ideas you use in your assignments. Referencing positions you in the conversation or discussion. It shows that you have researched and used sources to create a solid argument in your assignment. Referencing also allows for the facts (or thoughts) you have presented to be checked by your readers because it leads your readers back to the sources you used. It also avoids plagiarism.

## **Reference Page**

Most of your assignments will have a reference page. If you have questions about how many sources to reference, check with your lecturer. You will reference all material. These include books, journals, electronic resources, web pages, and non-print sources.

Please note that the reference page begins as a new page after the last page of text. The title for this page is References (NOT Reference List, Reference Page, or Bibliography). All citations used in the body of the assignment (except the Bible and personal communication) are listed on the reference page in alphabetical order by the author's (or first author) surname. A hanging indent is used for all references.

## **Publisher Information**

If the publisher is located in the United States, include both the city and the state. Example: Grand Rapids, MI, or Belmont, California. If the publisher is located outside of the United States, include the city and country name. Example: Wellington, New Zealand, or London, United Kingdom.

## **Class Material**

If you cite material from a lecturer's PowerPoint presentation, which is located on Moodle, cite the presentation the same as you would a website. However, if you wish to quote a presenter, you cite this as you would a personal communication. Class hand-outs not located online are cited as personal communication.

## **Using References for Reflective Essays**

It is helpful to acknowledge how someone else's ideas have influenced your work. It demonstrates how you have been informed. Therefore it is advisable to reference the work of others in your reflective essays. If you have questions about how many sources to reference, check with your lecturer.

## **Referencing Personal Communication**

Personal communication includes information that your readers may not be able to retrieve directly, such as: conversations, presentations, social media (e.g. Twitter, Facebook), and emails.

### **Places To Go For Help**

- Laidlaw Library: Laidlaw College website / Library / Library Skills / Topic 4 – Referencing your readings
- <http://www.apastyle.org/>
- <http://blog.apastyle.org/>
- <http://www.cite.auckland.ac.nz/index.php?p=quickcite>
- [http://www.library.auckland.ac.nz/subject-guides/bus/topicguides/apa\\_for\\_business.htm#42](http://www.library.auckland.ac.nz/subject-guides/bus/topicguides/apa_for_business.htm#42)
- <http://www.waikato.ac.nz/library/study/referencing/styles/apa>
- <http://owll.massey.ac.nz/referencing/apa-interactive.php>

## Examples

### Formatting an Annotated Bibliography

The APA does not offer formatting guidelines for annotated bibliographies, other than the reference formatting. However at Laidlaw, we prefer you double space your annotated bibliography, and continue using the hanging indent margins for your annotation. Here is a brief example:

Hunt, M. (2010). "Active Waiting": Habits and the Practice of Conducting Qualitative Research. *International Journal of Qualitative Methods*, 9(1), 69-76.

This article explores the role of habits in conducting research, illustrated by decisions in research pacing (called 'active waiting' or waiting with intention). It also discusses how research is enriched by critical reflection on habits. A key theme noted is that habits and dispositions influence research, and it encourages good habits. Awareness to pacing habits creates purposeful pacing, which supports creativity and willingness to take risks. Though limited to qualitative research, the article offers good advice that extends beyond this subject. It places the embodied role of the researcher in the research process.

## Example Essay

Title

Indent

In Western culture, the biomedical model supports mind-body dualism (Engel, 1977).

In the biomedical model, the approach is usually diagnostic and curative. Illness and disease are understood as primarily physical in nature (Samson, 1999). A dualistic approach supports the notion of the body as a machine (Engel, 1977; Leder, 1984), of “disease as the consequence of breakdown of the machine, and of the doctor’s task as repair of the machine”

(Engel, 1977, p. 131). Disease and illness, whether physical or mental, can be fully described in terms of “biological causes and current scientific theories” (Lake, 2009, p. 7).

Double  
spaced

Page  
number  
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quote

By giving attention to biological processes and scientific theories, the biomedical model overlooks the other dimensional aspects of what it means to be human.

Level 1 Heading

### Integrative Approach

A multidimensional perspective of personhood provides a basis for understanding an integrative approach to disease and illness, and healthcare. This multidimensional view takes into account “the patient, the social context in which he lives and the complementary system devised by society to deal with the disruptive effects of illness, that is, the physician role and the health care system” (Engel, 1977, p. 35). The mind and body alone do not adequately describe the totality of personhood (Broom, 2007), and from a unified or integral perspective, we see illness and disease impacting and being impacted by more than mind or body. For example, relational or spiritual issues can also affect our thinking and experiences as well as our bodies. An integrative approach implies that “whenever one dimension of the person is affected, all the other dimensions are involved as well, and the health of the person is ultimately sought in a return to wholeness” (Hui, 2002, p. 107).

Left Justified

Double  
Quote  
Marks

## References

Title of the  
Reference page

Hanging  
Indent

Broom, B. (2007). *Meaning-full disease: How personal experience and meanings cause and maintain physical illness*. London, United Kingdom: Karnac.

Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196(4286), 129-136.

Hui, E. C. (2002). *At the beginning of life: Dilemmas in theological bioethics*. Downers Grove, IL: InterVarsity Press.

Lake, J. (2009). *Integrative mental health care: A therapist's handbook*. New York, NY: Norton.

Leder, D. (1984). Medicine and paradigms of embodiment. *The Journal of Medicine and Philosophy*, 9, 29-43.

Samson, C. (1999). Biomedicine and the body. In C. Samson (Ed.), *Health studies: A critical and cross-cultural reader*. Oxford, United Kingdom: Blackwell.