



KENYATTA UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**GUIDELINES FOR WRITING ACADEMIC RESEARCH PROPOSAL AND THESIS IN
THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

APRIL, 2020

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PREFACE

This document provides the general guidelines for writing research proposals and thesis in the School of Humanities and Social Sciences at Kenyatta University. Like in most Schools in the University, Proposal and Thesis writing forms an important component in postgraduate research both at Masters and Doctoral levels. Guidelines in this document thus provides the structure that will aid and ensure that good academic writing is sustained by the postgraduate students and University appointed supervisors through linking together ideas and arguments in a logical and orderly manner. The research process is not only rigorous but is indeed also systematic and logical. Structured proposal and thesis preparation and production is therefore a key aspect of good research and academic writing. It ensures that related sections both in the proposal and thesis are linked together and that the ideas and arguments flow. This document and guidelines explain and present the way students can develop quality research proposals and thesis that contribute to the core objectives of research which are to advance to knowledge, promote progress and enable people relate more effectively to their environment, accomplish their purposes and resolve the ever emerging problems. Social science research in its diversity has been evolving over time, both in methodology and theory. It is also critical to note that different social sciences and humanities disciplines reflect certain peculiarities or/and specialties in terms of structural presentations of the proposals/theses, referencing and so on. For this, it is useful to respond to the evolving needs and challenges within the various disciplines. These guidelines provide one step in trying to address this need.

1.0 GENERAL INFORMATION AND GUIDELINES FOR WRITING ACADEMIC RESEARCH PROPOSAL AND THESIS IN THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Conducting academic research entails having the passion and motivation to solve problems that impact on a given area of specialization through varied processes, content and outcomes. Research proposals act as the initial step a researcher embarks on, in producing a thesis or major project.

A research proposal is intended to convince others that you have a worthwhile research project and that you have the competence and the work-plan to complete it. Therefore, in a good research proposal one will need to demonstrate two main things:

- i) That they are capable of **independent critical thinking and analysis** and;
- ii) That they are capable of **communicating their ideas clearly**.

Generally, in most social science disciplines in Kenyatta University, the requirement is that before a student embarks on proposal writing, they already have a requisite background in the respective disciplines gained through course work.

Again, depending on the diversities of the various disciplines, some require that students take core methodological courses to emphasize particular approaches. Some undertake pre-proposal concept development processes while others simply require that students provide outline of your their proposed research projects for evaluation and discussion with their supervisors. In all these processes the emphasis is on the student to identify a problem in research and produce **a quality proposal**.

Regardless of the research area and the methodology that one may eventually choose, all research proposals must address the following questions: What does one plan to accomplish?, why do they want to do it and how are they are going to do it?. The final proposal should thus have sufficient information to convince the readers that the student has an important research idea, that they have a good grasp of the relevant literature and the major issues, and that the methodology to be adopted during the research will be sound. This is important in satisfying the two major reasons for doing research which are to gain knowledge and ascribe meanings to phenomena.

This **Revised edition of the School of Humanities and Social Sciences Proposal and Thesis Writing Guidelines** seeks to appropriately respond to emerging issues in the social science realm that need to be updated and equip students with the requisite capabilities to write proposal and thesis. Research proposals contain many, and at times varying features dictated by the respective disciplines. The differences give them discipline peculiarities or/and specialties. Through this revised proposal and thesis guidelines therefore, the School of Humanities and Social Sciences seeks to realize the following goals:

- ❖ Enhance student's knowledge and skills in quality proposal writing, and presentation, through benchmarking with the best global practices.
- ❖ Provide students and supervisors in the school with a harmonized guide that responds to the unique diversities of the different disciplines.

- ❖ Provide a guided structural framework that will inform the supervision and evaluation process of students within the school.
- ❖ Address the common mistakes students make in proposal writing by providing some harmonized clarity, detail and accuracy on some conceptual issues.

It is therefore incumbent upon every postgraduate student and supervisor in the School of Humanities and Social Sciences to:

- ❖ Ensure that they obtain the School Guidelines and any other information pertaining to academic progression from either School of Humanities and Social Sciences, The Graduate School or the University website.
- ❖ Ensure that they adhere to the guidelines

1.1 SUPERVISION

Every department shall identify and allocate supervisors to its postgraduate students. In principle, every student will have a minimum of 2 and a maximum of 3 supervisors, depending on need. One of the supervisors shall be from the department or School where the student is registered for their thesis. It is also important to note that, for departments whose postgraduate work allow projects, the practice is to have one (1) supervisor.

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

Responsibilities of Supervisors

As principal resource persons to the students, supervisors shall:

- ❖ Be available for consultation at least twice per month.
- ❖ Give feedback to their students within 2 weeks.
- ❖ Guide students to relevant literature and sources.
- ❖ Link students to researchers working in related fields.
- ❖ Discuss and critically evaluate the candidate's findings and ideas.
- ❖ Advise the students on the form and structure of thesis/proposal.
- ❖ Guide the students in the conventions of scholarly presentations and publication avenues.
- ❖ Advise students on rules governing their specific degrees.
- ❖ Enhance the quality of a student's work by subjecting student's work to an anti-plagiarism tests as required by the university.
- ❖ Ensure that written report on the progress of a student's studies are submitted as required by University regulations.
- ❖ Ensure that a student presents at seminars at appropriate levels as required by the University regulations.
- ❖ Guide and ensure that the student meets the publication requirements as set by the university.

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

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

2.0 FORMAT OF THE PRELIMINARY PAGES OF THE PROPOSAL

2.1 Cover/Title Page

This page should not be paginated. All wording should be single-spaced and in uppercase.

The items in the cover page should be bold and **font-size 12 Times New Roman** arranged in the following sequence:

- ❖ Title should be focused, informative and not more than 20 words, presented at the top.
- ❖ The title should be clearly phrased, living out words/phrases or clauses, which do not enhance the clarity of the title. E.g. *A study of*, articles such as “*the...*”, “*A...*”
- ❖ In writing down the title, avoid use of uncommon/unconventional and unnecessary abbreviations, repetitions e.t.c
- ❖ Do not begin titles with ambiguous phrases such as “*Factors influencing...*” Instead, state the **actual/specific factors** for the particular study e.g....**economic, political, cultural, psychological, social** etc.
- ❖ The title should be stated in terms of a functional relationship, because such titles clearly bring out the scope, the independent and dependent variables, site/locale of study, target population, thus providing guidance on internal consistency of the study.

Example:

Demographic and Spatial-Temporal Dimensions of Marital Instability and its effects on the Family Livelihoods in Machakos County, Kenya

- ❖ Full names of student followed by highest qualification in standard abbreviation in brackets
- ❖ Registration number of student below the name, i.e.

*Omogambi Patrick Nyarieko, BA (Gender and Development Studies)
C50/10704/2015 or C153/CTY/PT/20998/2012*

- ❖ Below the student's details is the citation or thesis statement that should be presented as follows:

For Masters

A Research Proposal submitted to the School of Humanities and Social Sciences in partial fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Master of Arts) of Kenyatta University.

For PhD

A Research Proposal submitted to the School of Humanities and Social Sciences in partial fulfillment of the Requirements for the Award of the Degree of (specify, e.g. Doctor of Philosophy, Population Geography) of Kenyatta University.

- ❖ Month and year of submission comes immediately after (centered and separated with a comma)
e.g November, 2017

2.2 Declaration and Recommendation Page

This is the second page of the preliminary section, where the student should clearly state;

- ❖ Whether the proposal has been or has not been submitted to Kenyatta University or any other institution of higher learning for purposes of obtaining an academic qualification.
- ❖ Then the student signs above his/her name and registration number, followed by the date.

Example:

“This proposal is my original work and has not been presented for a degree in any other university.”

Signature _____ Date _____

Name: Omogambi Patrick Nyarieko

C50/16175/2015

This should be followed by the Supervisor(s) approval for the proposal to be submitted for review indicating;

- ❖ The full names of the supervisors, their titles, department and affiliation (if not KU staff).
- ❖ The supervisors' signatures and the dates.

Example:

Supervisors:

This proposal has been submitted for review with our approval as University supervisors:

Example

Signature _____ Date _____

Prof. Henry A. Mwanzi

Department of History, Archaeology and Political Studies

Kenyatta University (State Institution of the Supervisor)

Signature _____ Date _____

Dr. Dickson M. Ombaka

Department of Sociology, Gender, and Development Studies

Kenyatta University (as the case may apply).

2.3 Dedication

- ❖ **This section is not applicable to students at the proposal stage.** It is however applicable during the thesis/project stage of the work.
- ❖ It should be very brief and concise, merely indicating to whom the work is dedicated to. They include a parent, sibling, or other family member, a spouse or partner, a friend, a supervisor, or even a colleague at work.
- ❖ Provide the reasons explaining why the person(s) you are dedicating the work have been chosen.
- ❖ Avoid anything too flowery

Example:

To my parents, whose values enabled me to grow into what I am today.

2.4 Acknowledgements

- ❖ Again, this section is **ONLY** applicable to the **Thesis/Project** and not proposal.
- ❖ The section acknowledges all individuals, groups of people or institutions that the student feels indebted to, for the support they rendered during his/her research. They include; funding agencies, supervisors, other academics, colleagues, libraries, study respondents, and finally family.
- ❖ Careful thought needs to be given regarding those whose help should be acknowledged and in what order.
- ❖ The student should express his/her appreciation in a concise manner to guard against any strong emotive language.

2.5 Table of Contents

- ❖ The table of contents **MUST** capture all the major sections of the proposal/thesis at various levels (primary, secondary, and tertiary subheadings) including the main titles and subtitles.
- ❖ It should be able to take the reader to specific headings in the proposal/thesis and **should be 1.5 spaced.**
- ❖ The table of Contents should be computer generated and listed sequentially.

2.6 List of Tables, and Figures

- ❖ The list of tables and figures should be presented separately capturing all the titles of figures and tables presented in the proposal/thesis, indicating which page they appear.
 - ❖ The list of Tables, and list of Figures need to be computer generated and listed sequentially
- Example:

Table 1.1: Population of Kajiado County by Age Distribution (2015)

This is table number 1 in Chapter 1

Table 1.2: Gender structure of the population of Kajiado County (2015)

This is table number 2 in Chapter 1

- ❖ **Note:** The listing should start on a fresh page

2.7 Abbreviations and Acronyms

- ❖ This section should be included in both the proposal and the thesis.
- ❖ The abbreviation and the acronym is stated and all the words describing the stated acronym presented.
- ❖ Only key Abbreviations and acronyms should be stated and should be arranged alphabetically.
- ❖ The abbreviations and acronyms should be **Capitalized** and separated from the text by 2 indentations of 5-point each
- ❖ The corresponding explanatory text should be in **title case** and aligned to the left

Example:

CBS	:	Central Bureau of Statistics
EU	:	European Union
FGDs	:	Focus Group Discussions
GOs	:	Governmental Organizations
HH	:	Household Head
NCPD	:	National Council of Population and Development

2.8 Operational Definition of Terms

- ❖ This section is reserved for definition for a variable stated in terms of specific testing criteria or operations, specifying what must be counted, measured, or gathered in the context of the study.
- ❖ Operational definitions help researchers to communicate to readers about their concepts and demonstrate how those concepts would be applied in the context of the work.
- ❖ Definition of the operationalized terms should be arranged alphabetically

2.9 Abstract

- ❖ This section presents the compact summary of the study and highlights the new knowledge contributed by the researcher.
- ❖ It consists of precise spectrum of the entire proposal/thesis including the study background, statement of the problem, purpose and objectives of the study, the scope, theoretical framework, research methods.
- ❖ Descriptions of the method may include the design, procedures, the sample and any instruments that will be used and data analysis.
- ❖ The abstract for the final thesis/project should include the findings of the research, conclusion, and recommendations, research and policy implications
- ❖ The abstract should be **single-spaced, one block paragraphed and should not be more than 500 words in length. The paragraph should not exceed one page.**
- ❖

Example:

In a world of rapid technological change, how do organizations understand and make sense of technology? How do organizational members share their understandings of technology with other organizational members? Existing research into organizational responses to new technologies has described how these responses can be complex, unpredictable, and sometimes conflictual, and how remedies for such conflicts are often framed in terms of the need for improved communication amongst organizational members regarding the ways in which they define technologies. The study argues that such approaches simplify and elide both the complex nature of perceiving technology, and also the ways in which such perceptions are explained....

NOTE:

- ❖ Students from the Department of Literature, Linguistics and Foreign Languages should also provide a synopsis giving the overview of the study consisting of background of the study, statement of the problem, objectives, and methods of data analysis. This should not exceed three (3) double-space typed pages. Such a synopsis should, where appropriate be translated into English.

3.0 FORMAT OF THE MAIN BODY OF THE PROPOSAL**3.1 CHAPTER ONE (This section heading should stand on its own)****1.0 Introduction**

- ❖ Under this initial Introduction the candidate should highlight key contents of the subsection. For example, what is the content for subsection 1.1?; subsection 1.2? etc.

1.1 Background to the Study

Under this section, create the reader's interest

- ❖ Create the reader's interest in the topic by providing a basis for your research issue and problem;
- ❖ Specifically, it should establish the problem leading to the study, and cast the problem within the larger scholarly literature, discuss the deficiencies in the literature about the problem; target the audience (to begin to appreciate the insufficiency of what has been done, and why the problem to be investigated in this study is significant).
- ❖ Highlight the specific knowledge gaps that then must lead logically to the statement of the problem.

1.2. Statement of the Problem

- ❖ By stating the problem, the candidate demonstrates to the reader the precise gap in knowledge (literature, theory, methodology or practice which this particular study will address (other gaps can be highlighted in the Review of Literature subsection).
- ❖ The statement of the problem must entail a logical argument generated from the preceding facts as articulated in the preceding 'Background to the study subsection)

- ❖ Always avoid in-text referencing characterized by cut and paste from the background to the study subsection.
- ❖ The problem statement should be precise and focused not exceed 300 words.
(It is important that the statement of the problem stand out and that the reader can easily pick it out. Avoid the trap of obscure and poorly formulated problem masked by unnecessary extended discussion).

1.3 Objectives of the Study

- ❖ Should be directly linked to the study variables as indicated in the title to the study.
- ❖ Each study problem should be S.M.A.R.T – Specific; Measurable; Achievable; Realistic; Time-bound.
- ❖ Each study problem should be outcome based, containing action-oriented verbs e.g. ‘identify’; list; explain; describe; review; justify; indicate, analyze, examine, determine, establish e.t.c.
- ❖ Each should not be stated in a leading form that elicits a yes or no response

1.4 Research Questions/Hypotheses/Premises

- ❖ The research questions/hypotheses/premises should stem from the stated research objectives (not necessarily cut and paste).
- ❖ Research questions/hypotheses/premises should not be stated in a leading format that elicits yes/no response.

1.5 Assumptions

- ❖ Here, you state the things you are taking for granted about the nature of the behavior you are investigating about the conditions under which the behavior recurs and about your methods and measurements.
- ❖ They are not testable but are statements about observations and experiences related to the study that are taken for granted or assumed to be true
- ❖ They are statements that help to remove doubts on the validity of the study and are accepted in faith or taken to be true without proof. The question is, ‘what are you taking for granted in your study?’

1.6. Justification and Significance

- ❖ State the benefits and the beneficiaries of the findings of this study.
- ❖ Target particular audience, explaining how the study adds to the scholarly research literature in the field and why the study will improve policy or available information.

1.7 Scope/ Delimitations and Limitations

- ❖ *Scope/ Delimitations*- addresses how a study will be narrowed in shape. Explain the things that you are not doing and why you have chosen not to do them – the literature you will not

review (and why not); the area you will choose and not the other; the period of the study you choose and not the other; the population you are not studying (and why not); the methodological procedures you will not adopt (and why not). Explain the possible implications on this study.

Limitations – identify potential weaknesses of the study that maybe beyond the capability of the researcher to intervene e.g. the nature of self-report; your research instruments; sample etc. think about threats to internal validity that may have been impossible to avoid or minimize; explain how you intend to overcome as much as possible the limitations identified

3.1 CHAPTER TWO: REVIEW OF RELATED LITERATURE (Centre and stand on its own)

2.0 Introduction

- ❖ The student uses this section to provide the structure of the chapter
- ❖ The literature review section is written to place your study within the context of existing knowledge and other studies in your discipline.
- ❖ It gives recognition to other scholars and it also allows you to point out what is new about your research.
- ❖ The student should be sure to indicate if they are building on a previous studies or well-established theories; addressing certain gaps in knowledge that exist; or adding to existing knowledge by doing a study with a different or more complete methodology

2.1 Onwards

- ❖ In this subsection, the candidate should demonstrate evidence of understanding of current research on the subject under investigation and show clear gaps in knowledge that will be discussed.
- ❖ Appropriate themes for this section can be developed using the specific objectives of the study one. Thus, relevant themes to the study and those derived from related literature including the theoretical framework(s) guiding the study should be dealt with here.

The student should use relevant headings developed from research objectives to guide structure of the chapter – do not directly copy and paste).

- ❖ Bring out knowledge already existing in relation to study problem.
- ❖ Bring out what is still not known about this study problem
- ❖ Demonstrate evidence of your understanding of current research on the subject matter of the investigation
- ❖ Show clear gaps in knowledge with regard to and not excluding methodology, theory, scope and how these link to your proposed study.
- ❖ Clear indicate how your study will seek to address the identified gaps and how therefore it is different from the reviewed studies/works.
- ❖ Be systematic and synthetic in style using logical links in the flow of arguments.

Provide a highlight on the identified gaps in the reviewed literature by focusing on:

- ❖ Key knowledge issues,
- ❖ Controversies in literature
- ❖ Main research gaps
- ❖ The actual gap(s) that your research will address.
- ❖ How those gaps will be addressed.

Note: At least 80% of the literature reviewed should be less than 5 years old. Endeavour to use current Journals and periodicals as well as carefully selected articles from relevant websites in the Internet.

2.5 Conceptual/Theoretical Framework (where applicable)

- ❖ The theoretical and conceptual framework explains the path of a research and grounds it firmly in specific fields of knowledge.
- ❖ The overall aim is to make research and research findings more meaningful, acceptable to the theoretical constructs in particular research fields and ensure generalizability.
- ❖ Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions.

The **theoretical framework** is the structure that can hold or support a **research study**. It serves as the guide on which to build and support your study, and also provides the structure to define how you will philosophically, epistemologically, methodologically, and analytically approach the research as a whole.

- ❖ In a proposal a researcher creates a **theoretical framework** that consists of the selected theory (or theories) that undergirds the researcher’s thinking with regards to how s/he understands and plan to research their topic, as well as the concepts and definitions from that theory that are relevant to their topic.
- ❖ In creating/developing a clear theoretical framework, the researcher surveys the major theories (both old and new) that exist around the field of interest, discusses them revealing their merits and demerits and finally chooses one ,modifies the existing ones or adopt an integrated model that suits their study.

A **conceptual framework** is a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them”.

- ❖ It includes the actual ideas and beliefs that you hold about the phenomena studied, whether these are written down or not.
- ❖ The most important thing the researcher needs to understand about their conceptual framework is that it is primarily a conception or model of what is out there that they plan to study, and of what is going on with these things and why—a tentative theory of the phenomena that they are investigating.

Note: Some fields in social sciences require candidates to use either theoretical or conceptual frameworks or both.

3.2 CHAPTER THREE: RESEARCH METHODOLOGY (Centre and stand on its own)

- ❖ This is a chapter in which the researcher justifies every choice/action made in implementing the proposed study.
- ❖ The Chapter must highlight methodological details appropriate to the study in an explicitly convincing manner.
- ❖ The researcher must make scholarly references of research authorities as much as possible.
- ❖ The tense used must be futuristic

3.1 Introduction: The student should use this subsection to provide the structure of the chapter

3.2 Research design

- ❖ Indicate the designs adopted and provide/justify reasons for your choice citing authority.
- ❖ Link the design to the study topic

3.3 Variables/Categories of Analysis

- ❖ Explain the Independent and Dependent variables.
- ❖ Indicate the scope (coverage) of the study

3.2 Location/Site of the study

- ❖ State the location (place) of the study will be done. E.g. in Homabay County
- ❖ Justify the choice of that location, and
- ❖ Describe the physical characteristics unique to the site that are relevant to the study problem, where possible you could provide maps or diagrams

3.3 Target population

- ❖ Describe the population from where your research sample will be selected
- ❖ Justify the choice of the target population and give figures where appropriate.

3.4 Sampling techniques and sample size

3.4.1 Sampling Techniques

- ❖ Explain the method of deriving a sample category from the population you identified...e.g. random sampling, purposive, convenient, snowballing etc. Give reasons for your choice of the technique.

3.4.2 Sample Size

- ❖ Give the proportion of the sample in relation to the accessible population, e.g. how many pupils (girls and boys) from each selected class; how many tutors (heads of departments, class tutors etc). ***This should be presented/illustrated in table format.***

3.5 Research Instruments

- ❖ Describe each instrument that will be used in the study, (e.g. *Questionnaire, interview guide etc*)
- ❖ Ensure that instruments are linked to objectives and questions to ensure that data is generated for each objective to be achieved and to guide your findings.

3.6 Pre-testing/Piloting Study

- ❖ Pilot study depends on the instruments being used.
- ❖ Use relevant techniques to conduct pilot study.
- ❖ Describe how the research instruments will be tested for their worth using pilot sites deliberately selected for the purpose and in view of addressing the following aspects of the study:

3.6.1 Validity

Explain how validity of the instruments will be established. Validity (explain how the validity of the instruments will be established). N.B. If using standardized test, quote test and existing validity and reliability levels.

3.6.2 Reliability

- ❖ Explain how reliability of the instruments will be established.
- ❖ **Note:** If using standardized test, quote test and existing reliability levels and demonstrate how these will be attained practically in the research process.

3.7 Data Collection Techniques

- ❖ Explain how field data collection will be done using the specific method/tools/instruments that have been chosen for this activity

3.8 Data Analysis and Presentation

- ❖ Explain the methods that will be applied in analyzing the data based on each objective stated (e.g., *Chi Square, t-tests, other correlational tests etc*).
- ❖ Clarify the methods of analysis of each research question/ hypothesis e.g. ***State your null hypothesis and indicate statistics used to analysis the hypothesis.***
- ❖ For non-numerical data indicate the method of thematizing, coding, and indicate questions software used.
- ❖ Explain how data will be presented after the analysis is complete (e.g., in text, tables, graphic etc)

3.9 Logistical and Ethical Considerations

- ❖ Explain how you will manage logistical requirements of the research (e.g. various levels of authorizations that include the various procedures of ensuring successfully access into the field)
- ❖ Demonstrate your understanding of research ethics and show how you will observe ethical issues related to researching human subjects (e.g. confidentiality, informed consents among others that capture the considerations you will use to protect human rights of the research subjects/participants)

BIBLIOGRAPHY/REFERENCES

- ❖ Referencing acknowledges the sources that the researcher uses to write the proposal/thesis.
- ❖ The reference list includes details of the sources cited in the proposal. It thus, should start on a separate page at the end of the preceding chapter.
- ❖ Every item cited in the reference list must have been cited in the proposal/thesis.
- ❖ For citation within the text the format of author and year of publication is recommended.
- ❖ The reference list should be single-spaced and listed alphabetically, with hanging indents used for the second and subsequent lines of each entry.
- ❖ Whichever style the Department adopts must be internationally recognized and consistently upheld throughout the document.
- ❖ The commonly used referencing styles include:
 - i) The American Psychological Association (APA) 7th Edition
 - ii) The Modern Language Association of America (MLA) 8th Edition
 - iii) Chicago 15th Edition
 - iv) Harvard 18th Edition
 - v) Turabian 6th Edition

THE 7th Edition APA REFERENCING STYLE

- ❖ The following general rules apply for references:
 - i) The student should capitalize the first letter of the first word of the title, and the first letter of the first word after a colon.
 - ii) Italics is the preferred format for titles of books, journals and videos. Article and chapter titles are not italicized or put in quotation marks. Volume numbers are italicized but issue numbers are not.
 - iii) Article, chapter or section titles - capitalize the first letter of the first word of the title, and the first letter of the first word after a colon.
 - iv) Pronouns, acronyms and abbreviations that are normally capitalized should be capitalized in the reference list and citations

- | | |
|-----------------|----------------|
| 1. Books | 4. Newspaper |
| 2. Edited books | 5. Magazines |
| 3. Journals | 6. Newsletters |

Book referencing:

Single Author

Bibliography:

Caarls, S. (2010). *E-Voting Handbook*. Strasbourg: Council of Europe.

In-text citation: Caarls (2010) stated that... or
It is suggested that... (Caarls, 2010).

Two Authors

Bibliography:

Vickery, C., & International Foundation for Electoral Systems. (2011). *Guidelines for understanding, adjudicating, and resolving disputes in elections*. Washington, DC: International Foundation for Electoral Systems

In-text citation: Vickery, & IFES (2011) posited that... or
It is argued that... (Vickery, & IFES, 2011).

Three to Five Authors

Bibliography:

In Brown, M., In Hale, K., & In King, B. A. (2019). *The Future of Election Administration: Cases and Conversations*.

In-text citation: Brown, Hale, & King (2019) argue that... or
It is revealed that... (Brown, Hale, & King, 2019).

Six or More Authors

All authors should be given when there are 6 or 7 authors. For instance;

Bibliography:

Froeliger, B., Modlin, L. A., Kozink, R. V., Wang, L., Garland, E. L., Addicott, M. A., & McClernon, F. J. (2013). Frontoparietal attentional network activation differs between smokers and nonsmokers during affective cognition. *Psychiatry Research: Neuroimaging*, 211(1), 57-63.

In-text citation: Froeliger, Modlin, Kozink, Wang, Garland, Addicott, & McClernon (2013) argue that... or
It is revealed that... (Froeliger, Modlin, Kozink, Wang, Garland, Addicott, & McClernon, 2013).

- ❖ However, in cases where a source has 8 or more authors, the student should place **three ellipsis points** between the **sixth and final author names** to **indicate that some names have been omitted**. For instance;

Bibliography:

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ...Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi:10.1080/14622200410001676305

In-text citation: Gilbert et al. (2004) found... or
This has indicated... (Gilbert et al., 2004).

- ❖ Point to note for the student when citing six or more authors in text, is that they should give the name of the first author and abbreviate the others to **et al.** (“and others”)

Edited Books:

Craven, I. (Ed.). (2001). *Australian cinema in the 1990s*. London, England: Frank Cass.

More Than One Editor

- ❖ In cases where the student reviews book(s) with more than one editor, they are required to add (Eds.) in brackets after the last editor’s name and follow the same formatting shown in the examples for two or three, four to six, seven or more authors. i.e.

Lethridge, S. & C. Row (Eds.). (1980). *Bilingual Education: Teaching English as a second Language*. New York: Praeger.

Journal Articles:

The format for more than one author is the same for all sources including journal articles, therefore, refer to the examples for books, even with the in-text citations.

Woolley, T., & Raasch, B. (2005). Predictors of sunburn in north Queensland recreational boat users. *Health Promotion Journal of Australia*, 16(1), 26-31.

Journal with DOI:

van Heugten, K. (2013). Resilience as an underexplored outcome of workplace bullying. *Qualitative Health Research, 23*(3), 291-301. doi: 10.1177/1049732312468251

Journal with no DOI and restricted access:

Wheeler, D.P., & Bragin, M. (2007). Bringing it all back home: Social work and the challenge of returning veterans. *Health and Social Work, 32*, 297-300. Retrieved from <http://www.naswpressonline.org>

Newspapers:

Berkovic, N. (2009, March 31). Handouts may not be sent: Tax office seeks quick resolution of High Court challenge. *The Australian*, p. 5.

Wentworth, W. C. (1984, January 24). Why we need a permanent base on the moon. *The Sydney Morning Herald*, p. 11. Retrieved from <http://archives.smh.com.au/index.php>

Magazines:

Gardener, H. (1981, December). "Do babies need a universal song?" *Psychology Today*, pp70-76

Newsletters:

Staff (1980, 1st September). "Professionals Face tax rises as IRS targets personal-service Corporation." *Behavior Today*, p.5

Proceedings of Meetings and Symposiums, Conference Papers:

Symposium contribution:

Muelbauer, J. (2007, September). Housing, credit, and consumer expenditure. In S. C. Ludvigson (Chair), *Housing and consumer behaviour*. Symposium conducted at the meeting of the Federal Reserve Bank of Kansas City, Jackson Hole, WY.

Systematic Reviews:

Osborn, D. A., & Sinn, J. K. H. (2006, July 26). Soy formula for prevention of allergy and food intolerance in infants. *Cochrane Database of Systematic Reviews, 2006*(4). Article No.: CD003741. doi:10.1002/14651858.CD003741.pub4

Government Reports/Publications:

Office, U. N., & Kenya. Ministry of Education; Science & Technology. (2005). *Challenges of implementing free primary education in Kenya: assessment report*.

Fund, I. M. (2012). *Kenya: Poverty Reduction Strategy Paper - Progress Report*. International Monetary Fund.

Thesis:

Fayadh, K. H. (2015). *The legal regulation of assisted reproductive technology in Iraq: Lessons from the Australian approach* (PhD thesis). Retrieved from <http://handle.uws.edu.au:8081/1959.7/uws:32383>

Web Page / Document on the Internet:

Este, J., Warren, C., Connor, L., Brown, M., Pollard, R., & O'Connor, T. (2008). *Life in the clickstream: The future of journalism*. Media Entertainment and Arts Alliance. Retrieved from http://www.alliance.org.au/documents/foj_report_final.pdf

CHICAGO REFERENCING STYLE

The Chicago citation style is used widely for academic writing in the humanities, social sciences and natural sciences.

There are two formats of referencing within the Chicago style, namely:

- i) **Notes-bibliography:** Uses a numerical system of footnotes or endnotes with a bibliography
- ii) **Author-date:** Similar to the Harvard style

Referencing Sources within the Text of the Paper using Notes-bibliography style:

- ❖ The student is required to acknowledge the sources used in their writing throughout the paper through a numbering system.
- ❖ The Chicago notes-bibliography style is a numbered system whereby authorship is acknowledged using a number to represent the reference.
- ❖ The reader can follow this in-text number to the corresponding number in the footnote or endnote.
- ❖ Citation numbers should be inserted in superscript to the right of commas and full stops, and to the left of colons and semi-colons

Example:

*...and Mullan described narration thoroughly.¹
The narration of works can be divided into the two types,² however others suggest...*

- ❖ The student must use a new number for each citation, even for a previously cited source.

Example:

1. Sylwester. *Adolescent Brain*, 62.
2. Sylwester, *Adolescent Brain*, 75.
3. Sylwester, *Adolescent Brain*, 29.

- ❖ The student should provide page number(s) for quotes in the footnote.

Example:

4. *Sylwester.*
5. *Mullan.*

- ❖ The student should give citations in footnotes in shortened form consisting of the author's surname, title (shortened if more than four words) and page, if available

Example:

1. Sylwester, *Adolescent Brain*, 62.
2. Mullan, *How Novels Work*, 41.
3. Anderson and Poole, *Assignment and Thesis Writing*, 65.

- ❖ The page reference in a footnote should sit directly after the citation.
- ❖ The abbreviation **Ibid** is used when a reference has been cited in the footnote immediately preceding

Example:

Ibid., 116.

Citing two or more references together:

- ❖ To cite two or more references together the student should place them in a footnote using only one number to represent them in text.
- ❖ The student should separate the references in the footnote using a semi-colon and place them in the order in which they appear in the text.
- ❖ The student should indent the first line of each footnote 1.27cm or 5 spaces from the left margin.

Example:

*Mullan provides examples of different genres while Anderson and Poole focus on academic writing.*³
3. Mullan, *How Novels Work*, 21; Anderson and Poole, *Assignment and Thesis Writing*, 43

Referencing secondary sources:

- ❖ The Chicago style discourages the use of secondary sources and advises that authors should always consult the primary source of information, except where the primary source is unavailable.
- ❖ The student should provide all known details of the primary source (as given by the secondary source) *and* details of the secondary source in the footnote.
- ❖ Names are not inverted in footnotes.

Example:

1. Chris Jones, *Hypotheses*, 2008, quoted in Jack Smith, *Analyzing Hypotheses* (Penrith: Western Sydney University, 2009), 29.

Book and Book Chapter referencing:

Single Author

Footnote:

1. Caarls, *E-Voting Handbook*, 57.

Bibliography:

Caarls, Susanne. 2010. *E-Voting Handbook*. Strasbourg: Council of Europe. <https://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4950809>.

Two or Three Authors

Footnote:

2. Tiwari and Cornelius, *Aiming Big with Small Cars*, 73.

Bibliography:

Tiwari, Rajnish, and Cornelius Herstatt. *Aiming Big with Small Cars: Emergence of a Lead Market in India*. Berlin: Springer Science & Business Media, 2013.

Four or More Authors

Footnote:

3. Anders et al., *Mass Communication Research Methods*, 104.

Bibliography:

Hansen, Anders, Simon Cottle, Ralph Negrine, and Chris Newbold. *Mass Communication Research Methods*. Basingstoke: Macmillan, 1998.

Journals, Newspaper Articles and Conference Papers:

Footnote:

4. Younger, "Using the Internet," 45-47.

Bibliography:

Younger, Paula. "Using the Internet to Conduct a Literature Search." *Nursing Standard* 19, no. 6 (2004): 45-51.

- ❖ It is noteworthy for the students to know that Chicago style only includes the issue number (e.g. no. 6) for special/theme issues, or where the pagination does not continue throughout the volume, i.e. starts from 1 in each issue.
- ❖ Month or issue date is preferred over issue number.

Proceedings of Meetings and Symposiums, Conference Papers:

Footnote:

5. Boardman, "Learning Communities", 13.

Bibliography:

Boardman, Margot. "Learning Communities Contribution to Educational Improvement: Joint Participation for Mutual Gain in Early Childhood Education." Paper presented at the *International Education Research Conference AARE/NZARE*, Auckland, New Zealand, November 30 – December 3, 2003. <http://aare.edu.au/03pap/boa03496.pdf>.

Thesis:

- ❖ When referencing a thesis the student is advised not to italicize the title as the document is treated as not published or informally published

Footnote:

6. Fayadh, "Legal regulation," 7.

Bibliography:

Fayadh, Khalad Hamad. "The legal regulation of assisted reproductive technology in Iraq: Lessons from the Australian approach." PhD thesis, Western Sydney University, 2015. <http://handle.uws.edu.au:8081/1959.7/uws:32383>.

MLA REFERENCING STYLE

In MLA the in-text citations include two parts:

- ❖ Usually the **surname of the author(s)**, but sometimes a title, whichever is the first element in your Works Cited list, and
- ❖ The **page number** (if available or other location indicator), which appears in parentheses (**parenthetical citation**) after the author's name if the name is not included in your sentence

Citing Short Quotations (four typed lines or fewer in your text)

- ❖ When you incorporate a direct quotation into a sentence, you must surround it with quotation marks and cite its source.

Example:

Short Quotations with author's name in a sentence

- ❖ *Richmond and Smith state that "educational success is a well-established determinant of Aboriginal well-being" (14)*

Short Quotations with author's name in a parenthetical citation

- ❖ *The authors state that "educational success is a well-established determinant of Aboriginal well-being" (Richmond and Smith 14).*

Citing Long Quotations

- ❖ The student is advised to keep their quotations as brief as possible. However, if the quotation extends beyond four lines of type in their text, format it as follows:
 - ✓ Use a **block format** in which all lines of the quotation are **indented a half inch** from the left margin,

- ✓ Do not use quotation marks around the long quotation,
- ✓ Generally, the quotation should be **introduced with a complete sentence** followed by a colon, and;
- ✓ Include a **parenthetical citation** after the closing punctuation (usually a period).

Example:

- ❖ In “*Where the World Began*,” Margaret Laurence reflects on the influence that her hometown has on how she sees the world: *A strange place it was, that place where the world began. A place of incredible happenings, splendors and revelations, despairs like multitudinous pits of isolated hells. A place of shadow-spookiness, inhabited by the unknown dead. A place of jubilation and of mourning, horrible and beautiful. It was, in fact, a small prairie town. Because that settlement and that land were my first and for many years my only real knowledge of this planet, in some profound way they remain my world, my way of viewing.* (164)

Citing Sources with No Page Numbers

- ❖ Do not create your own location indicators if none are present. Use only what is *visible* in the source. (Do **not** number the pages or unnumbered paragraphs.)

Example: (*Huang*)

- ❖ Location indicators other than page numbers may be visible in your sources, particularly in electronic sources. Some common indicators are chapter (ch., chs.), paragraph (par., pars.), section (sec., secs.) or volume (vol., vols.)

- ❖ When using the author’s name in a parenthetical citation, place a comma after the name, followed by the location indicator.

Example:

(*Beer and Penfold-Mounce, ch. 2*)

- ❖ To indicate location for time-based sources, use a specific time or time range by separating the hours, minutes, and seconds with colons.

Example:

(*Grassy Narrows First Nation Youth, 00:01:32*)

APPENDICES

- ❖ To include such items as tentative chapterization, work plan, budget, maps, questionnaires, etc.
- ❖ These should be numbered sequentially with a prefix ‘A’, e.g. **A1** would stand for **Appendix 1**, **A2** for **Appendix 2**, e.t.c.

PRESENTATION FORMAT

1) **Typing**

- ❖ Should be typed on font 12 (Times New Roman) on A4 size paper, double spaced and on one side of the paper.
- ❖ A 50mm margin should be left on the left side of the paper and a 25mm on the right side of the paper.
- ❖ Typing should begin 40mm from the top of the paper and should not go beyond 25mm from the bottom of the page.

2) **Pagination:**

- ❖ Preliminaries (Title page to Abbreviation/acronyms) should be numbered consecutively in roman numbers lower cases (e.g. i, ii etc)
- ❖ The text (from chapter 1 to Appendixes) shall be numbered consecutively using Arabic numbers; the page number shall appear in the centre of the upper margin of the page.
- ❖ The proposal should be at most 20 pages for Masters and 30 pages for PhD, excluding Appendixes.
- ❖ The candidate should submit through the chairman of the department, four (4) spiral bound copies of the proposal, duly signed by the student and the supervisors, to the dean, School of Humanities and Social Sciences.

3) **Oral Presentation**

- ❖ It is advisable for the candidate not to read verbatim from the document, rather he or she should aim at providing a succinct narrative using own notes and reference points as guided by the Chair of the Board. The student is also welcome to use the POWERPOINT format.
- ❖ **Note:** Use future tense in writing the proposal and this must be changed to past tense when writing thesis.