

# **Tutorial letter 101/3/2017**

## **The Explanation of Crime CMY3701**

**Semesters 1 & 2**

**Department of Criminology and Security  
Science**

**IMPORTANT INFORMATION:**

This tutorial letter contains important information  
about your module.

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# 1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

*Tutorial letter 101* contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers

Please read *Tutorial letter 301* in combination with *Tutorial letter 101* as it gives you an idea of generally important information when studying at a distance and within a particular college.

In *Tutorial letter 101* you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you must read all the tutorial letters immediately and carefully**, as they always contain important and sometimes urgent information.

**Please note: students must visit the *myUnisa* announcement website for CMY3701 on a REGULAR basis to receive the latest announcements. Remember to check on your myLife email accounts. The postal service has unfortunately become notoriously unreliable of late and it can therefore occur that a student's hard copy tutorial letter never reaches its destination. All information relevant to the module is, however, placed on the *myUnisa* website and students should therefore never be in a position where they are not aware of any announcements.**

If you cannot access the *myUnisa* website from a personal computer please visit an internet café, library or post office where these facilities are available to the public. It will be students' own responsibility to ensure that they are up to date with all the relevant announcements regarding CMY3701 placed on the *myUnisa* website.

We hope that you will enjoy this module and wish you all the best!

*Tutorial letter 101* contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers. In *Tutorial letter 101* you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments.

Please read *Tutorial letter 301* in combination with *Tutorial letter 101* as it gives you an idea of generally important information when studying at a distance and within a particular college.

You should consult at least **three additional sources**, excluding your study guide when preparing your assignment answers. Additional sources cited in your tutorial letter or access to the internet or library can serve as alternative sources.

Some of this tutorial matter may not be available when you register. Tutorial matter that is not available when you register will be posted to you as soon as possible, but is also available on *myUnisa*.

## **2 PURPOSE AND OUTCOMES**

### **2.1 Purpose**

The purpose of this module is for students to gain comprehensive knowledge, understanding and problem-solving skills concerning the explanation of crime.

The study guide is intended to help the student understand and interpret the different theories. We have tried to give you some idea of how theories are applied in practice and also to provide you with a logical framework within which to consolidate material drawn from other sources with the study material in the CMY3701 Study Guide.

This **CMY3701 (Explanation of crime)** module is one of seven, all of which comprise the syllabus for Criminology 3.

All seven of them are offered as semester modules. This means that if you are registered for the first semester, you will write the examination in May/June 2017 and the supplementary examination will be written in October/November 2017. If you are registered for the second semester you will write the examination in October/November 2017 and the supplementary examination will be written in May/June 2018.

### **2.2 Outcomes and assessment criteria**

A range of tasks in the study guide (activities and self-evaluation questions), assignments and examinations will show that students have achieved the outcomes.

The curriculum for CMY3701 covers the following topics:

**Outcome 1:**

Students should demonstrate a comprehensive understanding of the subject matter of the rational actor model in order to attempt to explain crime.

Theme 1 focuses on the rational choice model. You are introduced to various aspects thereof which include:

- assumptions of the classical school
- limitations of classicism
- routine activities theory
- rational choice theory

**Outcome 2:**

Students should demonstrate a comprehensive understanding of the subject matter of the predestined actor model in an attempt to explain crime.

Theme 2 deals with the predestined actor model:

- assumptions of the positivist school
- early theories of biological positivism
- biosocial theories
- genetic factors
- biochemical factors
- neurophysiological factors
- psychodynamic perspective
- behaviour perspective
- cognitive perspective

**Outcome 3:**

Students should indicate systematic knowledge of and insight into social/environmental explanations for criminal behaviour.

Theme 3 focuses on social positivism: structure theories

- the premises and branches of structure theories
- ecological theory
- strain theory
- the Chicago School of Sociology
- social disorganisation theory
- impact of the Chicago School
- Durkheim's view of crime
- Robert K Merton's theory of anomie

#### **Outcome 4:**

Students should indicate systematic knowledge of and insight into social process theories in attempt to explain crime.

Theme 4 deals with the social positivism: process theories

- assumptions and branches of process theories
- learning theories
- control theories
- Sutherland's theory of differential association
- Hirschi's theory of social bonding

#### **Outcome 5:**

Students should indicate systematic knowledge of and insight into the victimised actor model's two theoretical foundations namely labelling and conflict in an attempt to explain crime.

Theme 5 focuses on the social response theories:

- Edwin Lemert's interactional approach
- Howard Becker's social response approach
- assumptions of the conflict theory
- the radical conflict perspective: Marx, Bonger, Chambliss and Quinney

### **3 LECTURER AND CONTACT DETAILS**

#### **3.1 Lecturer**

##### **Ms E Joubert**

Brooklyn House Room 01-47, 337 Veale Street Brooklyn

E-mail address: [Joubee@unisa.ac.za](mailto:Joubee@unisa.ac.za)

Telephone number: 012 4339490

#### **3.2 Department**

If you need to contact the Department of Criminology and Security Studies you may contact:  
The secretary (during office hours) – Zanele Skhosana ([skhoszp@unisa.ac.za](mailto:skhoszp@unisa.ac.za))  
012 433 9434

#### **3.3 University**

If you need to contact the university about matters not related to the content of this module, please consult the publication *my Studies @ Unisa* which you received with your study material. This booklet contains information on how to contact the university (for example to whom you may write, important telephone and fax numbers, addresses and details of times certain facilities are open).

**Always have your student number at hand when you contact the university.**

## 4 RESOURCES

### 4.1 Prescribed books

There are no prescribed books for this module.

Please note it is expected of third year students to consult a variety of sources, use the study guide as your basis

### 4.2 Recommended books

Books supplied subject to availability

TITLE	AUTHOR	SHELF NUMBER
Crime and Criminology	Reid, Sue Titus.	364 REID
Criminal Behaviour : A Psychological Approach	Bartol, Curt R	364.3 BART
Criminology	Conklin, John E.	364 CONK
Criminology : Explaining crime	Brown, Stephen Eugen	364 BROW
Introduction to Criminology	Barlow, Hugh D.	364 BARL
Criminology : Theories, Patterns & Typologies	Siegel, Larry J.	364 SIEG

### 4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for this module.

### 4.4 Library services and resources information

For brief information go to:

<http://www.unisa.ac.za/contents/studies/docs/myStudies-at-Unisa2017-brochure.pdf>

For more detailed information, go to the Unisa website: <http://www.unisa.ac.za/>, click on Library

For research support and services of Personal Librarians, go to:

<http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>

The Library has compiled numerous library guides:

- find recommended reading in the print collection and e-reserves - <http://libguides.unisa.ac.za/request/undergrad>
- request material - <http://libguides.unisa.ac.za/request/request>

- postgraduate information services - <http://libguides.unisa.ac.za/request/postgrad>
- finding , obtaining and using library resources and tools to assist in doing research [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the Library/find us on social media/frequently asked questions - <http://libguides.unisa.ac.za/ask>

#### **4.5 Tutorial offerings at Unisa**

Please be informed that, with effect from 2013, Unisa offers online tutorials (e-tutoring) to students registered for certain modules at NQF levels 5, 6 and 7. This means qualifying first year, second year and third year modules. Please communicate with your module leader to find out if any of the modules that you have registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive a sms informing you about your group, the name of your e-tutor and instructions on how to log onto *myUnisa* in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified e-tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on *myUnisa* where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For you to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have been found to repeatedly fail. These modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa regional centres. These tutorials are also offered free of charge. However, it is important for you to register at your nearest Unisa Regional Centre to secure attendance of these classes.

### **5. STUDENT SUPPORT SERVICES**

#### **Free computer and internet access**

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).

Important information appears in your *my Studies @ Unisa* brochure.

Information on group discussions and video conferences will be communicated to students and will also appear on *myUnisa* via Announcements/Official study material



## 6 STUDY PLAN

Use the *my Studies @ Unisa* brochure for general time management and planning skills.

The fact that the study guide and recommended study material deal comprehensively with the curriculum does not mean that you should confine your studies to these sources only. It is expected of third year students to explore a much wider field than that which is covered by the tutorial matter. Your reading should be wide enough to equip you to form your own opinions about key issues in Criminology.

- Read the Study Guide in order to gain an overall impression of the field of study and then study each theme in detail.
- Supplement your Study Guide knowledge with material drawn from recommended material, articles published in the latest scientific subject journals, the Internet etc.
- Test your knowledge and understanding of the five themes by answering the self-evaluation questions at the end of each study unit and also do the activities contained in each theme.

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

## 8 ASSESSMENT

### 8.1 Assessment plan

Assignments are seen as part of the learning material for this module. When you do the assignments, study the reading texts, discuss the work with fellow students or conduct research, you are actively engaged in learning. In some cases, additional assessment might be available on the *myUnisa* site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

**There are two assignments per semester which must be submitted before or on the due date.**

1st assignment consisting of one essay type question: 1 x 25 marks

2nd assignment consisting of 25 MCQ`s: 25 marks

NB: Students who submit the first assignment of the semester before or on the date of submission will be admitted to the examination, regardless of the mark obtained for the assignment. This assignment mark will be taken into account for the semester mark. Each assignment will contribute 10% (20% in total) of the semester mark.

**Thus, students who submit the first and the second assignment of the semester will obtain admission to the examination and both their assignments will be taken into account for their semester marks.**

The semester mark constitutes 20% (first assignment 10% and the second assignment 10%) of the final mark. Remember, you need to obtain at least 40% in the examination before your semester mark will be taken into account.

How will this work in practice?

- Your semester mark counts 20% (Assignment 01 counts 10% and Assignment 02 counts 10%) of your final mark.
- Your examination mark counts 80% of your final mark.

Your final mark for the module will thus be calculated as follows: 20% (semester mark) + 80% (examination mark) = 100% (final mark).

Comments on the **two compulsory assignments** will appear on *myUnisa* under Announcements and feedback Tutorial letters 201 & 202 will appear under Official study material.

In terms of a decision by Senate and the College of Law all students **must submit two compulsory assignments per module**. One of the reasons for this is that a student is required to provide proof that he or she “actively studied” before writing the examination. Proof of active study regarding registered students must be submitted by the University to the Department of Education before a specific date, and consequently **no extension of submission dates for the assignments is possible**. Students will also not be permitted to submit assignments after the due date because commentaries on the assignments will be mailed to them in time to enable them to study it for examination purposes.

We trust that you have understood this explanation of the system. The importance of the assignments and the fact that they must be submitted on time are factors which you must keep in mind when studying.

**Please note:** Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, each student must submit his or her own work. It is unacceptable for students to submit identical assignments on the basis that they worked together. That will amount to plagiarism and none of these assignments will be marked. Furthermore, the students may be penalised or subjected to disciplinary proceedings by the University.

Work copied directly from the study guide or any other source is unacceptable and constitutes plagiarism, which is an offence. Plagiarism is an offence in terms of the Student Disciplinary Code and, should a student be found guilty of transgressing the code, he/she may be **expelled** from the University.

## 8.2 General assignment numbers

This tutorial letter contains **two (2) compulsory** assignments for **each** semester:

- 1) Semester 1: Assignment 01 and assignment 02
- 2) Semester 2: Assignment 01 and assignment 02

### 8.2.1 Unique assignment numbers

In addition to the **general assignment number (01 or 02)**, a **unique assignment number** (e.g.000000) should also appear on your assignment cover.

**Here are your unique assignment numbers:**

#### **FIRST SEMESTER**

Assignment 01: Unique no. **719669**

Assignment 02: Unique no. **832266**

#### **SECOND SEMESTER**

Assignment 01: Unique no. **847526**

Assignment 02: Unique no. **880648**

### 8.3 Assignment due dates

#### **IMPORTANT:**

Your lecturers *do not have the authority* to grant extension of time for the submission of assignments.

Please note that **NO ASSIGNMENTS WILL BE ACCEPTED after the relevant due date.** Please adhere to the due dates. This means that you should take into account the submission dates for Assignments 01 and 02 when planning your study schedule. It also means that you must plan ahead.

**The closing dates for the submission of Assignments 01 and 02 are:**

- **First semester**
  - Assignment 01: 03 March 2017
  - Assignment 02: 07 April 2017
- **Second semester**
  - Assignment 01: 18 August 2017
  - Assignment 02: 22 September 2017

## 8.4 Submission of assignments

Students may submit written assignments either by post or electronically via *myUnisa*. Assignments may not be submitted by fax or via e-mail. For detailed information on assignments, please refer to the *my Studies @ Unisa* brochure which you received with your study package.

Online assignments should be **PDF format only**

To submit an assignment via my Unisa: Go to *myUnisa*

- Log in with your student number and password
- Select the module
- Click on assignments in the menu on the left-hand side of the screen
- Click on the assignment number you wish to submit
- Follow the instructions

Please ensure that the following information appears on your assignment cover:

- Code for course
- Semester code
- Assignment number
- Student number
- Unique number
- Assignment date

### **Submission of assignments by post:**

If you submit the multiple-choice question assignments by post, please do the following:

- (1) If you answer the assignment on a mark-reading sheet and submit it by post, please consult the *my Studies @ Unisa* brochure for instructions on how to use and complete a mark-reading sheet, as well as an example of a mark-reading sheet used for assignment purposes. Follow the instructions very carefully.
- (2) You must mark your answers to the multiple choice questions assignment directly on a mark-reading sheet which you received as part of your study package. All the mark-reading sheets will be marked by the computer. Check that Unisa has supplied you with a mark-reading sheet. Written answers on a sheet of paper will not be marked.
- (3) Please ensure that your name, address, student number, module code, assignment number and unique number appear on the mark-reading sheet, and that this information is correct.
- (4) Ensure that you use the correct unique number for the multiple-choice question assignment.

- (5) Use an HB pencil when you fill in the mark-reading sheet. Do not use a pen when you complete the mark-reading sheet. Mark the number of the statement that you choose next to the number of the relevant question. You may choose only one answer for each question.
- (6) Many students submit faulty mark-reading sheets which cannot be processed by the computer. Mark-reading sheets that are rejected by the computer will be returned to students without being marked.
- (7) When submitting a multiple-choice question assignment by post, you must only send your mark-reading sheet in one of the envelopes which you received as part of your study package. Do not send an assignment cover with your mark-reading sheet.

***Further important information regarding the submission of assignments***

- (1) **DO NOT SUBMIT THE SAME ASSIGNMENT A SECOND TIME.** The computer will simply reject this assignment as a duplicate assignment. Make sure that you **cancel** your first attempt before you submit your second attempt.
- (2) Students who submit their assignments long before the closing date will have to wait for their results until the assignments have been marked by the markers or the computer. **No results will be available before the closing date of the assignment.**
- (3) **Always keep a copy of your assignments and proof of submission.**

***Confirmation of receipt of assignments***

Note that you will receive a sms from the Assignment Section confirming the receipt of your assignment as soon as they have received it. This is your proof that Unisa has received your assignment. If you do not receive such a sms within a week or two after submission of your assignment, please contact the Assignment Section. If they have not received your assignment, please send another copy and make sure that the Assignment Section has received it. **It is your responsibility to assure that your assignments arrive at Unisa.**

***Enquiries about the receipt or return of assignments***

**Very Important:**

Enquiries about assignments (e.g. whether or not the University has received your assignment, or the date on which an assignment was returned to you) **must be directed to the Assignment Section**, the contact details should be in the *my Studies @ Unisa* brochure. You could also find information on *myUnisa*. To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the "Login to *myUnisa*" link under the *myUnisa* heading on the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

## **Feedback on assignments**

After the closing date of the assignments, the mark-reading sheets will be marked by the computer. If you have submitted your assignment, you will automatically receive a computer printout for the assignment, providing you with the correct answers (in other words, the lecturers' answers) and your mark for the specific assignment. However, a detailed feedback on the multiple-choice question assignment will be sent to all students registered for this module in a follow-up tutorial letter, and not only to those students who submitted the assignment. Feedback on this assignment will also be posted on *myUnisa*.

PLEASE NOTE: The feedback for Assignments 01 and 02 (essay style as well as multiple-choice questions) will be included in separate tutorial letters. The tutorial letter numbers will be 201 and 202 respectively. As soon as you have received the feedback on the assignments in the follow-up tutorial letters, please evaluate your answers.

The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the examination.

## **Assignments and learning**

Assignments are regarded as part of the study material for this module. When you study the study guide, do the assignments, discuss the study material with fellow students or tutors or participate in the discussion forum on *myUnisa*, you are actively engaged in learning.

## **Assignments and their purpose**

In your assignments you will be assessed to see whether you -

- (1) have an understanding of the terms, rules, concepts, theories and principles of crime prevention, reduction and control.
- (2) can use this basic knowledge, insight and skills for the analysis and solution of multiple-choice questions relating to the underlying principles of crime prevention, reduction and control.

The questions asked in the assignments are examples of the kinds of questions that will also be put to you in the examination. The examination questions will obviously differ in content, as you may receive completely new questions. However the format, length and complexity of the questions will be similar. The thorough completion of the assignments will therefore assist in your preparation for the examination.

## **8.5 Assignments**

**An assignment is a scientific document** and, therefore, must **comply with scientific requirements**. It must be **systematic, form a logical unit** and **be verifiable** by the reader.

In this regard consult Burger, M. 1992. Reference techniques. 8<sup>th</sup> revised edition. Pretoria: University of South Africa. It can be ordered from Unisa Press, PO Box 392, Pretoria, 0003 (fax (012 429-3221)).

## Multiple choice questions

Please read through the following remarks on answering multiple-choice questions and think about them. Of course, you don't need to learn them, but please make sure that you understand what is being said.

A multiple-choice question is the type of short question with a number of options from which the student has to select the one he or she thinks is correct. The following is a simple example of a multiple-choice question:

Which of the following objectives of punishment is/are designed to prevent crime?

- (1) rehabilitation
- (2) individual deterrence
- (3) incapacitation
- (4) general deterrence
- (5) all of the above-mentioned options

The components of a multiple-choice question consist:

- (a) Problem statement or question

Which of the following objectives of punishment are designed to prevent crime?

- (1) Rehabilitation
- (2) Individual deterrence
- (3) Incapacitation
- (4) General deterrence
- (5) All of the above-mentioned options

Correct answer (5) All of the above-mentioned options

The problem statement or questions provides the perspective from which or context within which you have to find the most correct alternative. It gives an indication of how to approach the question. Therefore, always read and consider the problem statement to ensure that one alternative is more correct than another.

- (b) Key words in the problem statement or question

The key words are "objectives of punishment" and "to prevent crime". In the example, the key words "objectives of punishment" are important indicators because alternatives 1 to 4 can all be classified as objectives of punishment.

You know that all the mentioned objectives of punishment are designed to prevent crime. Therefore, alternative 5 is the most correct answer.

It is important to consider all the alternatives from the perspective provided by the problem statement or question. Sometimes students choose one of the first alternatives without even looking at the next alternative. That chosen alternative may be correct (1) Rehabilitation, in the above example, but one of the later examples may be even more correct in the above example, in the light of the perspective provided by the problem statement.

#### (c) Distracters

Bear in mind that the distracters in a multiple-choice question are not necessarily wrong. You must choose the most correct alternative.

#### (d) Subtraction of marks

Please note that an incorrect answer does not mean that a mark or a fraction of a mark will be subtracted from the number of correct answers but merely that no mark will be awarded for that incorrect answer.

### **Preparation of assignments**

#### ***The preparation phase***

The first step in compiling an assignment is to study the formulated title carefully in order to ascertain exactly what it entails. You must therefore analyse the key concepts in the title. Take the following hypothetical example of an assignment: Explain the nature and characteristics of burglary (housebreaking) as a property crime.

When you study the title, pay attention to key concepts such as burglary and property crime.

The second step in the initial phase is to make sure you understand the verb properly ('important terms'). In our example above, the word "explain" means that you need to show that you understand something- both the "how" and the "why". Examples are compulsory. You should also take into consideration the length and marks allocated for the assignment.

The third step in the initial phase involves skimming through the tutorial matter during which you must ascertain the scope of information provided by the study material.

The fourth step entails library work: searching for sources (books, scientific journals, the internet and so forth). These will provide more scientific data on the topic.

#### ***Important terms***

To make sure that you know exactly what we expect of you, we give an explanation of the verbs or action ("doing") words below. These terms are not only important for study purposes, but also for self-evaluation, assignments and the examinations. The terms in brackets refer to a specific level of knowledge.

**Name** (mention, list, formulate, give): Memorised learning content, such as facts, terms and concepts, must be rendered in the form of single words or short sentences (**knowledge**).



**Indicate** (show, identify): Symbols, names, concepts and so on must be recognised from memory and information about them given briefly (**knowledge**).

**Describe** (explain, elucidate): The "what" and "how" of a particular topic must be indicated without your own comments or arguments. Describe entails merely "sketching an existing picture". You have to show whether you know how a particular phenomenon looks or how a particular process proceeds (**knowledge**).

**Sketch** (give an outline/overview): An existing issue must be reproduced/rendered just as it is, without any change, comment or reasoning (argument). Here the discussion takes place principally under main points or in subsections (**knowledge**).

**Define:** The instruction or assignment entails pure reproduction of information by knowing and being able to reproduce a pithy, authoritative explanation or description of a concept (**knowledge**). A definition consists of three parts, namely the "term", "class" and "distinguishing characteristics". "Term" refers to the thing that is being defined. "Class" is the category to which the term belongs and here the similarities between the term being defined and other terms mentioned in the same class or category are mentioned. "Distinguishing characteristics" of the term are distinguishing features.

**Explain** (make clear/elucidate): An indication must be given that the learning content is really understood, how things are linked (relate to each other), why this is so and not otherwise, and why a specific result follows. The explanation must be illustrated with examples and illustrations and reasons must be given for statements or conclusions (**comprehension/insight**).

**Illustrate by using either a sketch, diagram, or outline** (depict graphically): Explanation with the assistance of a sketch/diagram/outline (**comprehension/insight**).

**Interpret** (construe): Facts must be commented on and examples given to substantiate/support the comments. One's personal assimilation of information, interpretation or construction must be clearly evident (**comprehension/insight**).

**Discuss** (argue, give reasons for, debate): The essences of a matter must be singled out (highlighted) and explained (**comprehension/insight**).

**Sum up/summarise:** Certain information must be acquired by the application of particular process or methods (**application**).

**Demonstrate** (show how): Substantiate information or illustrate it with reference to an appropriate example (**application**).

**Apply:** Acquired knowledge and understanding (**comprehension**) must be used by applying it to new and actual situations (**application**).

**Deduce** (infer, conclude): Logical consequences (effects), with reasons, must be indicated from given information (**application**).

**Classify** (categorise): Information must be placed in an existing classification system (**application**).

**Distinguish/differentiate**: A clear distinction must be made between the specific matters mentioned (**analysis**).

**Compare**. Two or more matters must be weighed up against each other in respect of certain features (**analysis**).

**Indicate differences and similarities**: A comparison must be made of two or more matters to point out specific similarities and differences (**analysis**).

**Analyse**: Distinguishing elements (features) must be determined, causes and effects must be identified and joint/mutual relationships must be determined and indicated (**analysis**).

**Examine**. Data must be analysed or divided into parts to indicate causes, effects, relationships and so on (**analysis**).

**Design**: (create, develop, compile, combine, formulate, compose, build up): Create or develop a new original combination or composition of information/data (**synthesis**).

**Propose/advise**: Expert knowledge must be provided in the solution of a problem (**synthesis**).

**Criticise/judge** (give an opinion on, account for, justify, take a stand on, evaluate/assess): A value judgement must be given on the basis of particular points of departure, assumptions or criteria (**evaluation**).

### ***Data collection***

**During this phase you should follow the usual procedure in a literature study. First trace appropriate sources (books or scientific journals) covering the relevant key concepts. This means searching for books with titles in which these core concepts appear. Thus in our example, you will search for titles in which the term "housebreaking" appears.**

Consult the table of contents and particularly the subject and author indexes at the back of the book.

The author index provides the names of all the authors (researchers) consulted for research in that particular book. The subject index, in turn, lists important subjects touched upon in the book. By consulting the author index, one learns the names of prominent authors in this field and can try and trace some of their works. The subject index will reveal how much detail a book goes into on the subject of housebreaking, and this will determine whether or not you take out the book.

The third step is to skim through the sources you have selected. This means a cursory reading of the relevant section of the book. This will give you an overall picture of the topics dealt with.

Fourthly, on the strength of this skim reading, draw up a preliminary scheme. This scheme (comprising possible subheadings) serves as the framework for data collection. A hypothetical scheme of work would look something like this:

- 1 Introduction
- 2 Definition of key concepts
- 2.1 Property crimes
- 2.2 Burglary
- 3 General characteristics of burglary
- 4 Target selection
- 5 Motives for burglary
- 6 Concluding remarks
- 7 Bibliography

Once you have compiled your preliminary scheme, you can start collecting data in earnest.

The fifth step is to write down the subheadings (on separate sheets of paper) and start working through the books dealing with a specific subheading. Jot down all the relevant information as you go along. Continue in this way until you have noted down all possible information on the subject. Those of you with personal computers know how easy it is to complete this stage of your research with the aid of a word processor. During this stage, note possible amendments in your preliminary scheme. The literature may help you to add new subheadings.

### **Paragraph-type assignments/examination questions (15 mark questions)**

The scientific preparation of these types of assignments, differ from the requirements of an essay type assignment. Your attention is especially drawn to the following:

- Please note the requirements regarding the length of paragraph type answers.
- 15 mark questions: The length should not exceed 2 ½ **typed** pages.
- 10 mark questions: the length should not exceed 1 ½ **typed** pages
- It is not necessary to provide your answers with a table of contents.
- Number your headings, e.g. 1. Introduction 2. Definition of key concept 2.1 rational choice
- Give a brief appropriate introduction on the content of the assignment, e.g. short historical overview on the theory in question.
- Define the key concept, refer to the source/s consulted, do not consult a dictionary, consult subject relevant sources, key concepts also appear in the CMY3701 study guide.
- Make use of headings/subheadings when discussing the topic in detail, include practical examples.
- Present the contents (facts) systematically (use subheadings).
- Write a conclusion, **your opinion** on the topic will suffice refer to yourself as student is of the opinion, not I/me

- You must refer to the sources you consulted.
- Present a bibliography in **alphabetical order**.
- The **application of reference techniques**, apply the Harvard method, see Tutorial SCHJALL available on myUnisa: official study material.
- **DO NOT COPY ANY SOURCE WORD FOR WORD, present the work in your own words, do not commit plagiarism! It remains plagiarism even if you refer to a author when you have copied the work.**

### **Scientific presentation of essay-type assignments (25 mark questions)**

An assignment is a scientific document and, therefore, must comply with scientific requirements. It must be **systematic**, form a logical unit and be verifiable by the reader. Your essay should comply with the following:

#### ***Title***

Provide every assignment with a cover page (title page), denoting the title of the assignment. Use the **exact words as formulated in your tutorial letters** for each assignment.

#### ***Table of contents***

Furnish a complete table of contents on a separate page. A table of contents should reflect the headings and subheadings in the assignment, as well as the page numbers.

#### ***Introduction***

The introduction should not exceed two paragraphs. You should orientate the reader to the subject in a few paragraphs by presenting a historic overview on the theory in question.

#### ***Definition of key concepts***

Define the key concepts under a separate heading. The particular concepts to be defined are derived from the title and main headings of the assignment. For this purpose, it is imperative to consult textbook on the subject and not a general dictionary. You should quote specific definitions and describe, in your own words, the meaning you attach to the concept for the purpose of the particular assignment. (Your own definition of the concept is called an operational definition.) To define a concept means to state precisely the meaning or essence of the concept.

#### ***Presentation of the subject***

The body of the assignment consists of a discussion of the subject according to the scheme or guidelines provided in Tutorial Letter 101 for the specific assignment. Formulate your own headings and subheadings.

#### ***Replication of the study guide***

Try not to replicate the contents of the study guide too much. Rather try to use your own words as much as possible. Do not adhere slavishly to the study guide, especially as regards headings and examples. The study guide should only be used as a guide.

### ***Quoting directly from the study guide/literature***

It is unethical to quote passages directly from the study guide/literature, especially if you omit to acknowledge your source. It makes it impossible for lecturers to evaluate your insight in and knowledge of the subject.

### ***General presentation***

Your presentation should not be incoherent, as this makes it difficult to follow the logic of the discussion. Try to present your discussion in a logical order.

### ***Deviating from the subject***

Do not deviate from the subject. Discuss only the relevant facts, and beware of generalising. Remember, you are undertaking a scientific discussion. Avoid a sensational or journalistic approach in your presentation.

### ***Conclusion***

You should arrive at a logical conclusion. At this stage it is also very important to express your own viewpoint on the subject. Refer to yourself as student is of the opinion... Not I/me

### ***Style of writing***

The following suggestions can be used as a guideline:

Try to develop a fluent style of writing. Avoid long, complicated sentences and paragraphs. Alternate reasonably long sentences with shorter ones. Avoid using the same word or expression frequently and unnecessarily. Do not start each sentence the same way. Each paragraph should contain only one main theme. Be systematic in the discussion of the subject. Try to mention essential facts only and state your argument clearly. Use your own words as far as possible. Avoid writing word for word from your source of information. You may quote a sentence or short paragraph, however, to prove your point or illustrate a statement. Quotations must be functional. In such cases you must acknowledge your source of information.

### ***Length of assignment***

It is extremely important to adhere to the limit set for the assignment. Learn to present only the relevant facts and restrict yourself to the required limit, otherwise you may encounter problems in the examination. Use double spacing if you type assignments and leave enough space for comments. Don't exceed five (5) **typed** pages (this will exclude the title page, index and bibliography).

### ***Documentation and technical care***

Documentation is an extremely important part of an assignment. You will be penalised if the assignment lacks proper documentation and technical care.

## **Text**

At the end of a sentence or paragraph, or when you mention a specific fact (e.g. a date or statistic) which you personally looked up, you have to refer to the source of information. Use the Harvard reference method. The author's name and year of publication, as well as the number(s) of the relevant page(s) in the work cited, should be given in the text and enclosed in round brackets. This information should be given after the word (before any punctuation) or at the end of the sentence (before any punctuation) where a reference is justified.

## **Examples**

Rehabilitation in punishment is aimed at the prevention of crime and protection of the community (Neser 1998:81).

Bazar (Swart & Joubert 2000: 66) defines ethnic cleansing as ...

According to Reid (1994:243) pornography has raised the greatest concern about the effect of the media on criminal behaviour.

## **Bibliography**

The bibliography consists of a list of sources, including the study guide and the internet, which you have personally consulted. The sources should be arranged in **alphabetical order according to the surnames of the authors**. Full details of the sources must be provided: surname, author's initials, date of publication, title, place where published, publisher.

## **Examples**

Computer crime preventions consist of operations and physical security (Herbig, 2011:53).

Bazar (Swart & Joubert 2000: 66) defines ethnic cleansing as ...

According to Reid (1994:243) pornography has raised the greatest concern about the effect of the media on criminal behaviour.

## **Example: study guide**

Joubert, E. 2014. Explanation of crime. Only study guide for CMY3701. Pretoria. Unisa

Please consult Tutorial Letter 301 SCHJALL available on myUnisa: official study material regarding reference techniques as well as the compilation of the bibliography.

**SEMESTER 1**

**ASSIGNMENT 01 - COMPULSORY**

**UNIQUE NUMBER: 719669**

**DUE DATE: 03 MARCH 2017**

At the end of the 19<sup>th</sup> century the idea arose that criminal behaviour is inherited in the same way as physical characteristics.

Present a detailed discussion on the three studies that were conducted in order to establish the link between genetics and crime (25)

- You need to have a title page
- You need to have a table of contents
- Adhere to the correct/ prescribed scientific requirements, that is a title page, a table of contents, headings a conclusion & a bibliography
- You also need to refer to your source/sources of information, consult the addendum in your Tut 101, SCHCJAL/301/4/2017 regarding the use of the correct referencing techniques
- In your answer you have to refer the research findings

**Study Tutorial letter 101 and follow the announcements on myUnisa regarding the preparation/requirements for assignment 01 as well as the feedback on the marked assignments.**

## SEMESTER 1

### ASSIGNMENT 02 - COMPULSORY

UNIQUE NUMBER: 832266

DUE DATE: 07 APRIL 2017

1. According to Hirschi's social bonding theory, a person's ability to distinguish between right and wrong is an example of which one of the following elements?
  - 1) Attachment to others and institutions
  - 2) Commitment to conventional society
  - 3) Involvement in conventional activities
  - 4) Belief or trust in society's values
  
2. Control theories believe that law-abiding persons are different from non-abiding persons because people who are law-abiding are/have ...
  - 1) able to resist the temptations of crime.
  - 2) controlled or constrained in some way.
  - 3) a close relationship with their parents.
  - 4) conventional rules to which they abide.
  
3. What will bind an individual to society through his own consent?
  - 1) Criminal involvement
  - 2) Punishment
  - 3) Criminal event decisions
  - 4) Social contract
  
4. Which type of theory has been designed to account for the higher incidence of crime among the less fortunate or lower class members of society?
  - 1) Social structure theories
  - 2) The cognitive perspective
  - 3) Social process theories
  - 4) The behavioural perspective



5. Structure theorists are not concerned to find out why an individual commits crime. The theory rather focuses on certain ... that experience a high incident of misconduct and crime.
  - 1) cultural groups
  - 2) social structures
  - 3) ecological areas
  - 4) disorganised areas
  
6. A primary goal of routine activity theory is to identify ... that facilitate crime.
  - 1) lifestyle activities
  - 2) environmental triggers
  - 3) vulnerable areas
  - 4) criminal opportunities
  
7. "Crimes are deliberate acts, committed with the intention of benefitting the offender". This statement refers to:
  - 1) The routine activities theory
  - 2) The social structure theory
  - 3) The social bonding theory
  - 4) The rational choice theory
  
8. The positivist school focuses on the nature and characteristics of ...
  - 1) the criminal event.
  - 2) the individual offender.
  - 3) the criminal behaviour.
  - 4) the situational factors.
  
9. Which concept is associated with social learning and states that behaviour is shaped by the consequence that follows the act?
  - 1) Classical conditions
  - 2) Psychological positivism
  - 3) Operant conditioning
  - 4) Sociological positivism
  
10. The following term focuses on the informal and formal stigmatisation of certain individuals:
  - 1) Anomie
  - 2) Victimization
  - 3) Labelling
  - 4) Conflict

11. Interactionist theorist, Edwin Lemert developed the concepts of primary deviance and secondary deviance. Primary deviance refers to ... while secondary deviance refers to ...
- 1) initial deviant behaviour; repeated deviant behaviour.
  - 2) commission of the crime; visible criminal behaviour.
  - 3) initial deviant behaviour; stigmatisation of the person.
  - 4) opportunity to commit crime; labeling the individual.
12. The interactionist approach focuses on ... and deals with the thoughts of the deviant.
- 1) the opinions of others
  - 2) self-identification
  - 3) social agents of control self
  - 4) self-deviance
13. According to Lilly et al (2007) the danger in rational choice theory is that ...
- 1) factors influencing offenders' decision to break the law is ignored.
  - 2) offenders will be treated as being solely rational decision-makers.
  - 3) criminal justice policies only focus on making crime a costly decision.
  - 4) offenders' social context is not taken into consideration.
14. Rational choice theory and the routine activities theory are both concerned with ...
- 1) preventing crime by changing the offenders themselves and their circumstances.
  - 2) making crime more difficult to commit, less profitable and less attractive.
  - 3) understanding how victims become susceptible to crime and ignoring to offender.
  - 4) how the combination of circumstances shape individual acts or acts of a certain class.
15. According to the positivistic school of thought, psychodynamic theories examine ...
- 1) the learning and cognitive processes that lead to criminal behaviour.
  - 2) the thought processes' of the individual and how it influences behaviour.
  - 3) the unconscious behaviours that are believed to cause criminal behaviour.
  - 4) the belief that thought and emotions are causes of criminal behaviour.
16. The behavioural perspective provides explanations as to how individuals learn by association. Which explanation uses rewards and punishment to reinforce or curtail certain behaviours?
- 1) Operant conditioning
  - 2) Social learning
  - 3) Classical conditioning
  - 4) Operant learning

17. Which school of thought is more prone to the belief that rehabilitation is the answer to the crime problem?
- 1) Classical school
  - 2) Positivist school
  - 3) School of Psychology
  - 4) Neo-Classical school
18. Social learning theorists argue that there are three main aspects to social learning theory. To which of the following statements does self-reinforcement refer to?
- 1) It is gained by observing other people's behaviour
  - 2) It relates to feelings of pride and achievement
  - 3) It is the basis of operant conditioning
  - 4) It determines the type of crime that is carried out
19. Which of the following three factors, according to social learning theorists, may contribute to violent and/or aggressive behaviour?
- 1) Aggressive skills; verbal abuse; an event that heightens arousal
  - 2) An event that heightens arousal; aggressive skills; violent films
  - 3) Expected outcomes; learnt aggression; rewarding violent behaviour
  - 4) An event that heightens arousal; aggressive skills; expected outcomes
20. The following theory claims that the pressure that the social structure exerts on people who cannot attain the cultural goal of success will encourage them to engage in non-conforming behaviour:
- 1) Strain theory
  - 2) Bonding theory
  - 3) Learning theory
  - 4) Anomie theory
21. Anger at one's boss may be expressed through hostility to a shop assistance. This is called?
- 1) Repression
  - 2) Sublimation
  - 3) Projection
  - 4) Displacement
22. Strain and anomie theorist Merton, believed that people from the lower classes do not have access to the legal institutionalised means to realise their ambitions. The resulting anomie thus leads to strain and...
- 1) structures society towards anomic conditions that remains constant.
  - 2) frustration among the lower class leading to non-conforming conditions.
  - 3) pressurises individuals into using illegal means to obtain an income.
  - 4) frustration among the lower class who places little emphasis on obeying the law.

23. What will encapsulate the environmental forces that have a direct influence on harm?
- 1) social structure
  - 2) strain
  - 3) anomie
  - 4) social ecology
24. Which of the following four social bonds in social bonding theory refers to the rational component of conformity and also refers to a lifestyle in which one has invested considerable time and energy in the pursuit of a lawful career?
- 1) Attachment
  - 2) Commitment
  - 3) Belief
  - 4) Involvement
25. A group of American psychiatrists actively applied the psychoanalytic theory to criminal behaviour and their analysis of crime began with the premise that the criminal has a ...
- 1) strong ego; a strong/present superego and a weak identity.
  - 2) weak ego; a weak/absent superego and a strong identity.
  - 3) strong ego; weak/absent superego and a strong identity.
  - 4) weak ego; a weak/present superego and a strong identity.

**SEMESTER 2**

**ASSIGNMENT 01 - COMPULSORY**

**UNIQUE NUMBER: 847526**

**DUE DATE: 18 AUGUST 2017**

**Present a detailed discussion on the two variations of the labelling theory, that is, the interactionist approach as well as the social response approach. (25)**

- You need to have a title page
- You need to have a table of contents
- Adhere to the correct/ prescribed scientific requirements, that is a title page, a table of contents, headings a conclusion & a bibliography
- You also need to refer to your source/sources of information, consult the addendum in your Tut 101, SCHCJAL/301/4/2017 regarding the use of the correct referencing techniques
- You need to discuss both approaches, remember to focus on how labelling can lead to criminal behaviour
- Include practical examples

**Study Tutorial letter 101 and follow the announcements on myUnisa regarding the preparation/requirements for assignment 01 as well as the feedback on the marked assignments.**

## SEMESTER 2

### ASSIGNMENT 02 - COMPULSORY

UNIQUE NUMBER: 880648

DUE DATE: 22 SEPTEMBER 2017

1. According to Merton an integrated society maintains a balance between two elements:
  - 1) approved methods; culture
  - 2) social structure; culture
  - 3) cultural goals; objectives
  - 4) social means; objectives
  
2. What specifically refers to shorter processes that use more limited information which relate mainly to the immediate circumstances and situations?
  - 1) Aggravating circumstances
  - 2) Criminal involvement
  - 3) Criminal event decisions
  - 4) Mitigating circumstances
  
3. Durkheim's work was influential in shifting the analysis of criminality away from sources rooted in the individual to sources rooted in sociocultural factors. He believed that crime is a/an... in any society and is therefore ...
  - 1) complex structure; rational.
  - 2) acceptable behaviour; rational.
  - 3) normal phenomenon; functional.
  - 4) adaptive function; normal.
  
4. Social-structure theories focus on ...
  - 1) social conditions.
  - 2) human interactions.
  - 3) social processes.
  - 4) human reactions.
  
5. According to Kohlberg's stages of development, people make moral decisions, not just on the basis of what the law says, but on higher principles. This statement refers to the...
  - 1) cognitive perspective.
  - 2) pre-conventional stage.
  - 3) post-conventional stage.
  - 4) moral-thinking perspective.

6. Which one of the following theories contend that certain changes in the modern world have provided motivated offenders with a far greater number of opportunities to commit crime?
- 1) Rational choice theory
  - 2) Routine activities theory
  - 3) Social learning theory
  - 4) Social bonding theory
7. Neo-classicists (Joyce, 2006) assert that a person is still accountable for his or her actions but with minor reservations. Which two specific factors will influence the offender to reform?
- 1) Free choice and feeble-mindedness
  - 2) Rationality and competence
  - 3) Crime and punishment
  - 4) Past history and present situation
8. The Classical school believes that behaviour is guided by hedonism. The concept hedonism can be described as ... whereby offenders calculate the risks and rewards of crime.
- 1) an appropriate solution to crime
  - 2) a pleasure-and-pain principle
  - 3) an applied legal code
  - 4) a contract with the state
9. Process theories attempt to explain how individuals become offenders. The focus is on... as experienced by the offender rather than the ...
- 1) social interactions; social structure.
  - 2) macro processes; micro processes.
  - 3) individual experiences; social experience.
  - 4) micro interactions; macro interactions.
10. What is also referred to as “direct conditioning”?
- 1) Imitation
  - 2) Differential association
  - 3) Differential reinforcement
  - 4) Rationalisation
11. Discussing the existence of threatening impulses is called ...
- 1) displacement.
  - 2) denial.
  - 3) determination.
  - 4) sublimation.

12. In terms of the theory of differential association, learning the techniques for committing crime is less important than acquiring the disposition needed to commit crime. This includes:
- 1) Free will, rationalisation and attitude
  - 2) Motives, attitude and drives
  - 3) Innovation, rationalisation and drives
  - 4) Interaction, motives and attitude
13. Akers (Williams, 2004) proposes that behaviour will be repeated when...
- 1) negative reinforcers outweigh positive reinforcers.
  - 2) social learning occurs in a process of differential association.
  - 3) positive reinforcers outweigh negative reinforcers.
  - 4) behaviour is learned through interacting with role models.
14. According to Jones (2001) the main strength of the theory of differential association is that it showed that crime was not just a product of ... but that it could occur in all settings.
- 1) learned behaviour
  - 2) poverty
  - 3) criminal attitudes
  - 4) delinquency
15. In relation to society's reaction to anomie, which of the following reactions or modes of adaptations relates both to the most common reaction and to the most deviant reaction to anomie?
- 1) Conformity and rebellion
  - 2) Innovation and retreatism
  - 3) Conformity and innovation
  - 4) Ritualism and rebellion
16. The inability of a community structure to realise the common values of its residents and maintain effective social control refers to which of the following theories?
- 1) Social disorganisation
  - 2) Anomie and strain
  - 3) Differential association
  - 4) Social bonding
17. Which of the following factors is an essential feature of Eysenck's biosocial theory of crime?
- 1) Adoption studies
  - 2) Personality
  - 3) Constitutional factors
  - 4) Genetics



18. Choose the most correct option: One of the biosocial theory's core principles include:
- 1) It only recognises genetics as the main contributing factor in human behaviour
  - 2) All humans are born with equal potential to learn and achieve.
  - 3) Individual behaviour patterns are produced by genetic traits and the environment
  - 4) Biosocial theorists believe that biology leads to crime
19. Identify the following statement which best represents the assumptions of the positivistic school of thought:
- 1) In favour of indeterminate sentences and the individualisation of offenders
  - 2) Focus should be placed on the crime rather than the criminal
  - 3) Offenders exercise free will and can therefore be scientifically studied
  - 4) Offenders are untreatable and incapable of being rehabilitated
20. The following concept focuses mainly on overt behaviour, its observable antecedents and consequences, rather than upon internal processes:
- 1) The cognitive perspective
  - 2) The behavioural perspective
  - 3) The predestined actor model
  - 4) The rational actor model
21. "Offenders are rarely in possession of all the necessary facts about the risks, efforts and rewards of crime". This statement refers to:
- 1) The stage of initiation
  - 2) The decision to desist from crime
  - 3) The stage of habituation
  - 4) The decision to commit an offence
22. Event decisions involve a sequence of choices made at each stage of the criminal act. This includes "escape" and "the aftermath". What other sequences of choices are also included in the event decision process?
- 1) Reducing the risks; preparation; commission of the act
  - 2) Preparation; target selection; commission of the act
  - 3) Reducing the risks, target selection; when to commit the crime
  - 4) Preparation; weighing up the risks; commission of the act
23. According to the routine activity theory a person's lifestyle influences the opportunity for crime because it controls a person's ...
- 1) decision-making process.
  - 2) exposure to crime.
  - 3) ability to be protected.
  - 4) participation in crime.

24. Mechanical solidarity refers to?

- 1) Group lifestyle and behaviour that is stable and predictable
- 2) Pre-industrial societies where individuals share common experiences
- 3) A high degree of occupational specialisation
- 4) Serious dilution of the power of informal community rules

25. Converting unacceptable impulses, by acting in a way that opposes them, is called?

- 1) Determinism
- 2) Sublimation
- 3) Repression
- 4) Displacement

## 8.6 Other assessment methods

*There are no other assessment methods for this module.*

## 8.7 The Examination

Use the *my Studies @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

### ***Examination period***

This module is offered in a semester period of fifteen weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2017 and the supplementary examination will be written in October/November 2017. If you are registered for the second semester you will write the examination in October/November 2017 and the supplementary examination will be written in May/June 2018.

After registration and before the examination, the Examination Department will provide you with general information regarding the examination, including information on examination venues, examination dates and examination times. If you do not receive this information, please contact the Examination Department a few weeks before the examination commences. Alternatively, you should be able to access this information online on *myUnisa*. **Please note that your lecturers cannot assist you with this information.**

### ***Blank pages in examination paper***

**Very important:** It is YOUR responsibility to check that your examination paper contains all the pages. If your examination paper is not complete and/or contains blank pages, you must report it to the examination invigilator and request a new examination paper BEFORE you commence answering the questions. No concessions will be made for students who answer an incomplete paper.

**Please number the answers you choose according to the question numbers reflected on the examination paper. It is YOUR responsibility to write the correct question numbers you have answered in the examination answer book AND on the front cover of the answer book.**

**Please only complete MCQ answers on the multiple-choice answering sheet provided and NOT in the answer book. The answer book is only for essay and paragraph type answers.**

### ***Format of the examination paper***

You will write **one two-hour paper** (on an official examination mark-reading sheet as well as in an official Unisa examination book). Exam format: 1 x essay (25 marks) and 2 x paragraph type questions (one 15 mark and one 10 mark) as well as 25 multiple choice questions. The paper counts 75 marks.

## ***Suggestions on how to approach the examination***

It goes without saying that in order to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by way of a thorough study of the study guide!

### ***Previous examination papers***

The University (not the lecturers) makes previous examination papers available on *myUnisa*: official study material. Please note that memoranda are not provided. We advise you, however, not to focus on old examination papers only as the content of modules and, therefore, examination papers change from year to year.

### **Examination admission**

All students who have **submitted and passed both compulsory assignments 01 and 02** in time (before or on the closing dates) will automatically receive admission to the examination. The year mark is based on the 20 percent of the assignment marks (each assignment counts half – 10 percent – towards the year mark) which will be added to the examination mark to calculate the final mark for this module. No extension whatsoever will be granted for submission of the assignments and you are requested not to apply for extension under any circumstances.

### **Examination paper**

## **SUGGESTIONS ON HOW TO APPROACH THE EXAMINATION**

It goes without saying that in order to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by way of a thorough study of the study guide!

However, our experience has been that students who apparently have a good knowledge of the subject sometimes fail to obtain a pass mark. It is a good idea first to read carefully through each question on the paper before you attempt to answer it.

Our endeavour is always to ensure that examination papers are not too long.

Our endeavour at all times is to set a paper that will test your knowledge in a fair and proper manner and to maintain sound standards. Therefore students who have obtained a degree from this University may take pride in their achievement.

## **9 FREQUENTLY ASKED QUESTIONS**

Please consult the *my Studies @ Unisa* brochure which contains an A-Z guide of the most relevant study information.

## **10 CONCLUSION**

Please do not hesitate to contact us should you need further assistance regarding anything which is not clear regarding the contents of this tutorial letter.

We hope that you will enjoy this module and wish you the very best.

**APPENDIX A**

**DECLARATION OF GOOD ACADEMIC PRACTICE**

I, \_\_\_\_\_ (student name and student number),  
confirm the following with regard to my work for assignment/portfolio:

\_\_\_\_\_ (Module code and assignment number):

Yes/ No	
	Work for the assignment/portfolio was solely undertaken by myself
	I accurately and truthfully referenced all sources of information used in text and list of references to: <ul style="list-style-type: none"> <li>• acknowledge the original author(s) whose ideas were used;</li> <li>• substantiate arguments and statements that originate from other sources of information, such as books, journals, presentations or interviews etc.;</li> <li>• enable your reader to consult the sources referred to, and/or to check your information.</li> </ul>
	I read the Unisa Policy for Copyright infringement and Plagiarism which is posted on the module's <i>myUnisa</i> website.
	I am aware that plagiarism is an offence in terms of the Student Disciplinary Code and should a student be found guilty of transgressing the code, he/she may be disciplinary charged. Assignments may be randomly selected and submitted on the Turn-It-In programme to screen for activities related to plagiarism and academic fraud.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



**APPENDIX B**

**SCHOOL OF CRIMINAL JUSTICE**

**College of Law**

**Standardised Referencing Style**

## **CONTENT**

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Dear Student

## 1. INTRODUCTION

This tutorial letter contains the referencing style to be used by all UNISA students in the School of Criminal Justice departments of criminology & security science; corrections management/penology and police practice. This standardised referencing style is applicable for any student assignments (all levels of undergraduate and postgraduate study), portfolios or research articles (at honours or postgraduate diploma level), dissertations (masters level) or theses (at doctoral level) or any other written work such as an article or research report in the broad criminal justice studies disciplines (criminology, penology/corrections management, police science, victimology, criminal justice, restorative justice, crime prevention and security management). Furthermore, it needs to be consistently and accurately followed in line with the academically acceptable referencing conventions as outlined below. (These have been developed and adapted over many years).

Besides avoiding committing plagiarism, the primary objective of applying any referencing style in the academic environment is:

Firstly, to accurately indicate exactly from where information has been sourced/found and used – whether word-for-word or paraphrased, i.e. reported in your own words – and thereby acknowledge the using of other people’s original information/research findings.

Secondly, that someone wanting to find the same information can quickly and easily (by page numbers, publication or chapter and these days the correct website address) track it down and check its accuracy and veracity, and of course whether it has not possibly been plagiarised.

Various conventions, methods and techniques have been developed for this purpose. No matter which method of referencing is chosen the most important point is that it must be applied consistently throughout your writing of your assignments, research articles, dissertation and/or theses.

***The essence of referencing is to give credit to sources that have been referred to (referenced as source of information used in the text), and to give adequate, accurate, clear information to make these sources accessible to the reader.***

Your lecturers will carefully check through your written work that all information sources consulted and used by you have been sufficiently acknowledged (included in a list of references) and consistently cited in order to:

- supply academically sound **evidence** on which your observations, statements, and/or conclusions are based;
- enable any readers to **consult the** original sources themselves (precisely stating where and/or under which circumstances); and
- that you have consistently throughout the piece of written work **acknowledged** the author/s (source/s) from whom and where your information was taken.

Effective and detailed source referencing is of paramount importance. Any written work by you will be scrutinised and checked for bibliographic references and any proven evidence of plagiarism will result in severe sanctions and penalisation of your submitted written work. (See section on plagiarism at the end of this tutorial letter).

When writing for any of the above study requirements (assignment, research article, portfolio, dissertation or thesis) you may want to quote from a book or an article to substantiate your arguments. Your credibility as a researcher depends on how thoroughly you acknowledge the ideas and thoughts of other authors (their intellectual property and publication copyright).

Generally references to source information are used to:

- acknowledge the original author(s) whose ideas you are using;
- substantiate arguments and statements;
- enable your reader to consult the sources referred to, and/or to check your information.

Listing of reference sources has over the years become fairly standardised with minimal differences between the different social sciences disciplines. Often they differ only in the detail required or other small differences. For example, using either commas or full stops and/or brackets (even between the so-called Harvard method or the American Psychology Association (APA) style which are the two most commonly used current referencing techniques in the social sciences and now as well with law research that is making increasing use of social science research methods).

Usually each piece of different information in a reference is separated by means of either a comma, full stop or bracket. No formal referencing techniques have NONE of these in the listed reference.

Furthermore, the order in which the reference information is listed has become more or less standardised. Whether the reference technique chosen is either in the text (i.e. shortened) and then the full reference information given in a 'List of References' at the end of your written work or by means of a reference listing in a footnote/endnote, the basic format and referencing technique/style remains the same.

A common mistake made by students is to combine both the 'in-text' referencing technique with references in footnotes. Only one referencing style should be used throughout your writing.

**NOTE:** The School of Criminal Justice departments make use ONLY of the 'in-the-text' source referencing technique followed by the full detailed reference listed in the **List of References** section which appears at the end of your written work (assignments, research articles, portfolios, dissertations, theses or research reports) and NOT the footnoting/end-noting reference technique format as followed by some other disciplines at UNISA.

## 2. DIRECT QUOTATIONS

When you use an author's exact words, they should be placed between so-called '**quotation marks**'. Keep the use of direct quotations to a minimum (i.e. rather paraphrase in your own words the essence of what other authors are saying to avoid numerous long paragraphs of direct quotations throughout your text). A string of quotations suggests that you could not interpret or properly understand the text. When quoting please note the following points:

- Place the quotation in inverted commas (".....") and acknowledge the source.
- Retain the exact spelling and punctuation of the original.
- If you omit words from a quotation, show this by a series of three full stops: ...
- If you add words to a quotation, place them in square brackets: [...].
- If you wish to emphasise part of a quotation, italicise (see correct use of italicisation in a quote below) or underline it and add the phrase "my emphasis" in brackets at the end of the quote before the reference (which is also in brackets).

### Use of double quotation marks:

The "....." are used only to indicate a direct quote of less than three lines in length. In other words use of exact words from a reference source of information as part of a sentence in the text with the inverted commas showing the quoted words from an author/s.

The following example illustrates the aspects mentioned above:

Berger (1987:27-28) emphasises that we must not see the individual as being merely a passive internaliser of meanings which exist outside that individual. As Berger puts it "the individual is not moulded as a passive or inert thing. Rather he [or she] is formed in the course of a protracted conversation ...in which he [or she] is a **participant**" (my emphasis) (Van der Merwe et al, 1990:211).

### Use of quotes and italics:

Long quotes are placed in a separate paragraph and must be indented from both sides, for example:

Quotes that are **45 words** long or longer (approx. three lines and more) should be indented from both sides (of the paragraph) as in this example. If the quote is shorter than the three lines or longer, then it needs to be imbedded in the text of a paragraph and set in between double quotation marks, i.e. 'inverted commas'. Quotes from published information are generally **not italicised**. However, actual words of interviewed respondents are recommended to be *italicised*, i.e. placed in *italics*. Field note comments by the researcher on the respondent's responses (in the *italicised* responses) are not italicised but are placed in square brackets [...] – note not round brackets (...). For example: "*I did not commit the crime but the policeman [sic.] they abuse us foreigners because me I was just sitting down with my friends and just talking stories, suddenly the police came and arrest us.*" An additional use of italics is all non-English words. For example: ...Another participant said: "*Ek sal dit nooit vergeet nie*". (I will never forget it) [note the provision of an English translation after such use]. All indented quotes need to end with the precise source reference placed in brackets and closed with a full stop (Editor, 2012: 2).

Note that the source reference for this quote is placed in brackets at the end and closed with a full stop. Also note that the sentence ending before the reference bracket is not ended with a full stop, i.e. no full stop before the first bracket.

### **Single quotation marks:**

Single inverted commas are only used when you want to emphasise a term or a common saying especially when it is not a direct use of words from another author. For example: 'Zero Tolerance' or ...a 'live-and-let-die' approach, etc. Single quotation marks are also used for a quote within a quote. For example: "It was patently obvious from the research that police officers use of force was not following the regulations. As indicated by one interviewee: '*they shoot wildly in a crime situation*'. This indicated that they needed to be trained to follow the set rules (Mistry, 2003: 6).

### **3. IN-TEXT REFERENCING STYLE**

There are specific referencing conventions and styles for each type of publication/article/ source of information from where information is used in your assignments, research articles, portfolios, dissertations, theses or research reports.

(Note that information below in the referencing examples in square brackets [...] is not part of a reference).

You must insert references in the text when you use direct quotations from a text and when you use other information or ideas from sources (even if you paraphrase or put it in your own words).

### **Listing format:**

In referencing you must first identify the source of the material by providing the following required referencing information:

1. the author's surname (unless it already appears in the sentence or paragraph);
  2. the year of publication followed by a colon [:]; and
  3. the page or pages referred to (unless the entire publication is to be indicated).
- Note that the above reference information that should be inserted in a sentence or end of a sentence in the text should appear in brackets (with some exceptions – see below).

### **For example:**

Where the author's name appears in the sentence:

While it has been shown by Sandbrook (1982:132) that...

Where the author's name does not appear in the sentence:

We find it stated that... (Gouldner, 1980:85).

Where you refer to the entire work, you give no page numbers:

Some, such as Parsons (1966), go further than earlier authors (MacIver & Page, 1949; Gillin & Gillin, 1942)...

Note that multiple references in the text are in one set of brackets when listed together and separated only by a semi-colon, for example:

(Jones, 1997: 1-10; King & Brown, 2001: 40).

And not as:

(Jones, 1997: 1-10) (King & Brown, 2001: 40).

Where there are two authors in the bracketed reference, both surnames are given, joined by an ampersand (&):

We may refer to a more recent source (Giliomee & Adam, 1981:61-64)...

Where there are three or more authors or editors, the surname of the first is given followed by "et al" (which means "and others") (see later note detailing correct use of et al for three authors or more, i.e. et al used only after first time listed):

...(Alant et al, 1981:125)...

For institutional authorship, you supply minimum identification:

... (South African Institute of Race Relations (SAIR), 1998:3-18) ...or, for governmental reports... (South Africa, Dept. of Social Development, 1998:4-6)...

Where an author is responsible for more than one publication in the same year, they are distinguished by using a, b, c, ... et cetera, after the year of publication:

We learn that Davis (1963a:331)...

When you refer to several different pages in a source, if they are consecutive page numbers they are separated by dash (-), and if several non-consecutive pages by a comma and the last two by an ampersand. For example:

... (Johnson, 1961:32-35, 70, 81 & 90).

## **NOTES:**

### **Source references in the text:**

These are indicated by the surname(s) of the author(s) and the year of publication as well as the page number from where the reference is cited/sourced. For example: (Nkosi, 2005: 4) or Nkosi (2005: 4).

If you are referencing generally some information (ideas, concepts, interpretations, i.e. not from a specific page or a direct quote) drawn from a publication and paraphrased such, i.e. no specific page number, this can be referenced as: (cf Parsons, 2011: 34-41). It would not be acceptable merely to list this reference as (Parsons, 2011) with no page numbers. A reader must be able to go to the Parsons' publication and see where you obtained the general information being referred to, even if from a number of consecutive pages. If the information is general information extracted from a whole publication then the reference does not need to have page numbers indicated.

### **Comma or not after author/s name in bracket:**

It is your choice of whether to insert a comma or not after an author/s name in the bracketed reference. However, whichever style you choose to implement it must be applied consistently throughout your written work. Accordingly it can be either as follows:

..... (Moffett, 2006:129). Or: (Moffett 2006:129).

### **Secondary referencing:**

For example: ...Morrison (1998) (as cited in Prinsloo, 2001: 7)... This is generally not acceptable in academic terms. Students should go directly to the primary source, i.e. Morrison (1998), and reference the information used directly from the relevant page numbers in the Morrison publication.

**NB Do not be tempted to cite sources you have not personally consulted. Examiners have a sixth sense about such things and it invalidates your claims of independent, original work.**

However, sometimes in a newspaper or journal article a specific person is quoted, i.e. such person does not have a primary publication from which the information is being quoted but was interviewed by the author. In such circumstances the person so quoted can be referenced accordingly by name as, for example: ...National Police Commissioner Selebi (as cited in Mashaba, 2008) said that the SAPS must fight drug dealers on the streets.....

### **Use of 'et al'**

The term 'et al' [although a Latin term which means 'and others' it is no longer italicised] is only used in an in-text reference listing if there are THREE or more authors linked to the publication, i.e. all authors' names to be indicated in the reference the first time it is used in the text. Thereafter only the first author name and the term 'et al' to be used. Et al is never used in the List of References listings. Also if there are only two authors both authors surnames are used for every in-text reference to them and not et al in place of the second author's name.

### **For example:**

If there are more than two authors for a publication, then the first time they are used as a reference in text then all the authors' surnames (no initials) must be named. For example:

Gouws, Kruger and Burger (2000:53) discuss these factors...

Second and subsequent times referred to in the text only the first author and et al used:

Gouws et al (2000:53) discuss this in detail...  
...is discussed in detail (Gouws et al, 2000:53).

[Because 'et al' means 'and others', we use the plural verb].

**Note:** No full stop is placed at the end of sentence before a bracketed reference. The full stop is inserted only after the brackets if the reference is at the end of a sentence.

**Surnames** like Du Plessis, De Villiers, Du Preez, Van de Merwe, Van Vuuren, etc. if used in text or as a bracketed reference without their initials will have the first letter as a cap (e.g. 'd' or 'v' would be as a cap 'D' or 'V'), e.g. (Du Preez & Van der Merwe, 2008: 4-6). Double-barrelled surnames are hyphenated with both names having first letter of the surname as a cap. For example: Baxter-Bruce or Cole-Niven. An exception to this 'hyphenated-surname' rule is a surname like Jansen Van Vuuren.

### **The use of a colon and not a hyphen:**

The colon should ALWAYS be used in circumstances where you are listing something (e.g. in the reference bracket page numbers after the date) and not as a hyphen which indicates a break. For example: Deter: A deterrent factor is... and not as: Deter – a deterrent factor is... The colon is also used for instance: ...the following issues will be discussed, namely: ...and not as: ...the following issues will be discussed, namely – ...

### **Use of 'and' and Ampersand (&) for multiple authors referenced in text:**

The ampersand symbol '&' is not used in the text at all.

For example:

According to Steyn and Jones (2010: 12) these types of crime were .....

However, if the reference is placed in brackets in the text then an ampersand (&) must be used. For example:

An analysis of incidents showed that, over the last two years, these types of crime have become more prominent (Steyn & Jones, 2010: 12).

**Note:** In the List of References either 'and' or '&' can be used in the full reference listing. Again, whichever form you decide it must be applied consistently throughout the List of References section.

### **Page numbers:**

These are indicated in in-text listing in bracketed references merely as the number/s after the colon after the date. The same is applicable in the List of References if the in-text listing method used.

Page numbers in references in the text are indicated as, for example: ...(Webber, 2008:47) and not as p47 or p.47 or Pp47-49, i.e. lose the 'p' or 'Pp' (for multiple pages).

Nor are any page numbers below double digits (e.g. 1-9) have a zero (0) inserted before them. For example incorrect page numbering would be: ...(Moffet, 2008: 06-09). In other words **DO NOT** insert a zero symbol in such cases for any page numbers that are between 1 and 9.

### **Use of abbreviations: General rules**

#### **Titles of persons:**

If part of a person's name they should be abbreviated in the text and in your reference listings (i.e. in list of interviews). For example: Maj-Gen. Smith, and not as Major-General Smith. Note the hyphen and the full stop at the end of the abbreviation. For abbreviations a full stop is always used unless the abbreviation ends in the same letter as the long version. E.g. Dr for Doctor; Mr for Mister; etc. Other examples: Prof. = Professor; Dir = Director; Capt. = Captain; Maj. = Major. One exception to this rule is the abbreviation for 'edition' which is edn. With the 'n' being added to distinguish it from the abbreviation for editor = ed.

#### **Use of abbreviations and acronyms:**

When used in the text for the first time they are placed in brackets after the full term, e.g. The South African Police Service (SAPS); The South African Revenue Service (SARS); The Private Security Regulatory Authority (PSIRA), Automated Teller Machines (ATMs), etc. Thereafter the abbreviation or acronym can be used on its own. All abbreviations or acronyms are uppercase. Each letter in the abbreviation or acronym does not have a full stop in between or after each letter.

For example: Not P.S.I.R.A. but as PSIRA. Also note the small 's' in the last example which indicates plural. This usage is also applicable to in text referencing: For example: ...(South African Police Service (SAPS), 2008: 12) when used for the first time and thereafter as: ...(SAPS, 2008: 12)...

#### **[An aside on] Use of the apostrophe 's':**

There is much confusion about the use of the apostrophe (single inverted comma) before an 's'. For example: ...it was the company's vehicle that was being used. In this example the apostrophe before the 's' indicates possession. The apostrophe is NOT used when it indicates numbers or plural. For example: ...in the 1980s and 1990s it became common to....; ....many ATMs were robbed... And NOT as: ...in the 1980's and 1990's it became common to....; ....many ATM's were robbed...

#### **Encyclopaedias or dictionaries**

When you refer to encyclopaedias or dictionaries, you follow these in-text examples:

...(EB, 1964: sv optics)... [Here, EB refers to Encyclopaedia Britannica].

Or

...(Collins, 2003: sv custom)...



[Here Collins refers to the Collins Dictionary].

Note: 'sv' is an abbreviation of the Latin expression '*sub verbo*', which means 'under the word'.

#### 4. LIST OF REFERENCES

In the list of works at the end of the written work, each publication consulted and referred to in the text (as above) must be identified fully. (We prefer not to use the term 'Bibliography' together with the terms 'List of References', since a Bibliography is strictly speaking a list of all known publications on a specific subject or merely a 'reading list', while a 'List of References' indicates all written works (and other sources of information, e.g. interviews) that you have consulted and out of which you have referenced information in your text.

Accordingly you must provide a list of references at the end of your written work consisting of all the sources (e.g. books, journal articles, study guides, reports, newspaper articles, internet sources, and interviews (you may have done) that you personally consulted (read) and from where you obtained all the information referred to in the text. There must be proof in the text of your written work that you did in fact refer to the sources contained in the list of references that is inserted at the end. Do not be tempted to list publications (to try and impress) that you have not used, your lecturers check every in-text reference and compare such with the listed references at the end of your written work.

##### **Sources in general**

The sources in the list of references must be listed in alphabetical order according to the surnames of the authors. They are NEVER numbered.

Note that all the details of a source are given **in the language of the source** itself. If you were to use a German book, for instance, its title would be in German and the place of publication might be München, not Munich.

If multiple entries for the same author, i.e. different publications/articles etc. then the author must be listed by date (oldest first) of the publication/article. If there are two or more from the same year they are indicated (again first in the year by month). For example: Jones, A. 2004a; Jones, A. 2004b; and Jones, A. 2004c... etc. In the text such additions of a, b, c ... would then also occur in the text reference accordingly.

If authors surnames are the same then the author listed first is the one with the first alphabetic initial. For example: Brown, B. comes before Brown, D.

Your **List of References** not only appear alphabetically but to the exact full stop, comma, colon, etc. AND each and every listing must be in the same format, i.e. be accurate and consistent throughout.

No page numbers are given in the case of books in the list of sources EXCEPT when listing a separate chapter in an edited book or anthology and an article in a journal or newspaper.

If you have a long List of References the convention is to divide it up into its component parts with sub-headings. For example:

1. Books/Monographs
2. Chapters in books
3. Research reports/Unpublished works
4. Journal articles
5. Newspaper articles
6. Dissertations/Theses
7. Legislation
8. Case Law (Court cases/Judgements)
9. Internet
10. Interviews
11. Other

#### 4.1 BOOKS/MONOGRAPHS

##### Listing format:

Author's surname, initial(s). Date of publication. *Title of publication* [*italicised* or underlined if handwritten]. Place of publication: [which has a colon and not a full stop after it] Publisher's name.

Alternate option: Date in bracket. You can place the year date in brackets, but this is your choice. Remember, whichever choice you make to apply it consistently throughout.

##### Example:

Jones, A.M. 2012. *Perspectives from the community: Case studies in offender rehabilitation*.  
London: Sage

Or

Jones, A.M. (2012). *Perspectives from the community: Case studies in offender rehabilitation*. London: Sage

NOTE: the following specific details with reference to the above listings.

1. Start with the author's surname as references are always listed alphabetically.
2. Also the author's surname has a comma after it before the initial/s and then followed by initial/s (and NOT their first names in full) and if multiple initials each initial must have a full stop after it. There is NO space between the initials (if there are multiple initials).
3. If multiple authors, then the last full stop after initial/s of the first author is followed by a comma. But if there is only a second author this comma is dropped and replaced by an 'and'. (An ampersand (&) can be used in the List of references but as noted above, whichever format you choose stick to it throughout). However, the comma after the initials of the FIRST listed author is retained if there is a third (or more) authors listed. The rule is then that before the last listed author's surname there is no comma but an 'and' (or '&') is inserted.

For example:

Boshoff, H., Botha, A. and Schönsteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies.

4. The date of the publication CAN BE placed in brackets [YOUR CHOICE] but if this convention chosen it must be applied consistently throughout.
5. The title of the publication is *italicised* with only proper nouns in the title having capital letters. If there is a sub-title to the main title this is indicated by means of a colon and NOT a comma or a dash, with the first letter of the first word after the colon in the title also having a capital letter (see above example).
6. This whole format must be consistently (i.e. absolutely accurately down to each full stop, comma and caps with EACH reference being – format wise – exactly the same) used THROUGHOUT your List of References.
7. Place of publication. This is followed by a colon. For example: ...New York:
8. Little known places of publication. Sometimes the place of publication is not a well-known city/town, so either the country or state is inserted after it. For example:

Cullompton, Devon, UK  
 Baton Rouge, FL.  
 Seven Oaks, CA.  
 Aberdeen, Scotland.

The acronym for the American states is usually given in such cases. FL = Florida; CA = California.

Sometimes because a city or town occurs in two or more countries, in which country it occurs would also be provided. For example: Albany, NY, USA and Albany, UK.

9. Publishers: You only need to give the publishers name and not for instance 'Pty Ltd', or 'Inc.' or 'Books' or even 'Publishers'. (There are a few exceptions to this rule, namely Oxford University Publishers but 'Publishers' would not be added to a publishing company, since that is their only business. For example it would only be 'Sage' and not 'Sage Publishers').

NOTE: In the example above:

Boshoff, H., Botha, A. and Schönsteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies.

1. The abbreviation for number is No. (a full stop at the end) and not 'No' without a full stop.
2. The publisher (organisation/university/institution etc.) is not an abbreviation, e.g. Institute for Security Studies and not ISS; (or University of South Africa and not UNISA).

3. Also note the colon in the title to indicate a sub-title and the cap (uppercase) first letter of the first word of the sub-title.
4. Note also that the kind of publication of this reference is indicated (and not italicised), namely: ... ISS Monograph Series No. 63....

**No date or place of publication:**

If the date of the publication is unknown, the abbreviation of the Latin expression 'sine anno' (without a year): sa, is used in square brackets. If the place of publication is unknown, the abbreviation of the Latin expression 'sine loco' (without place): sl, is used in square brackets.

For example:

According to Smith ([sa]: 12) there are...

... in that regard (Smith, [sa]: 9).....

Note:

1. In the list of reference sources, the 'S' of both *sine anno* and *sine loco* is capitalised (upper case) because it introduces a new element of the entry. In the text reference, however, the 's' is written with a small letter (lower case).

**Use of 'Anon' as author's name:**

1. If no author or authoring organisation can be discerned from any publication or report (this often occurs on internet websites) the author's name must be indicated by the use of the term: Anon. (for Anonymous).

Example:

**Anon. 2006. *Fusion Centre guidelines: Developing and sharing information and intelligence in a new era*. Independent Information Research Associates. 6 April. Available at: [www.iir.com/global/products/fusion\\_center\\_executive\\_summary.pdf](http://www.iir.com/global/products/fusion_center_executive_summary.pdf) (accessed on: 24 July 2009).**

NOTE:

1. Full stop after the abbreviation: Anon. (abbreviation for the term: 'Anonymous').

## **4.2 CHAPTER IN A PUBLICATION**

The same as above with some additions and minor differences for example:

Gallinetti, J., Muntingh, L. and Skelton, A. 2004. Child justice concepts (Pp. 87-104). In J. Sloth-Nielsen and J. Gallinetti. (Eds). *Child justice in Africa: A guide to good practice*. Community Law Centre, University of the Western Cape, Cape Town.

NOTES:

1. The title of the chapter is neither italicised or placed within single quotation marks (inverted commas) (the exception being if there is a quote or a commonly used phrase in the title) and is followed by the page numbers of the chapter in the publication. The page numbers must also be indicated in brackets immediately after the chapter title and preceded by the letters 'Pp.' The page numbers bracket is then closed and followed by a full stop, hence the 'In' (in which publication the chapter appears) has a capital letter.
2. In the title of the chapter and of the publication only the first letter of the first word and of the first word after the colon are CAPS (uppercase). The only exception to this rule being if there is a proper noun in the title, e.g. Africa or Cape Town.
3. Also the editor(s)' initial(s) (of the publication) are placed BEFORE their surname(s).
4. The editors of the publication (as in the above example) in which the chapter appears are indicated as such in brackets after their names as (Eds)., and followed by a full stop OUTSIDE of the brackets, (the reason for no full stop after 'Eds' – see notes on abbreviations), whereas if there is only one editor, the singular (Ed.). is used. Note the cap 'E' in both usages and a full stop inside the bracket (for Ed.) and after the last bracket.
5. In the example above if it was a regular publisher the order would be: place of publication first followed by a colon and then the publisher's name. The example used above is that of a research centre at a university so the order is listed as the first source organisation, its affiliation (university) and place/location of the university. If it was say Oxford University Press – a recognised commercial publisher run by a university – the listing reverts to the standard listing sequence for a publication, e.g. place of publication (city or town), colon, and the publisher's name. For example:
 

Leedy, P.D. and Ormrod, J.E. 2005. *Practical research: Planning and design*. (8<sup>th</sup> edn.). Upper Saddle River, NJ: Pearson Prentice Hall.
6. Note the edition number is not written out as 'eighth' but as 8<sup>th</sup>. Also that it is in brackets after the title full stop, as well as the closing bracket is followed by another full stop.
7. **Rule:** The abbreviation of 'edition' is 'edn.' to distinguish it from the abbreviation for 'editor' which is 'ed.'. Also a capital letter for the abbreviation for editor or editors, i.e. Ed. or Eds. Use lower case for edition, i.e. 2<sup>nd</sup> edn.

**4.3 DISSERTATION/THESIS**Listing format example:

Dos Reis, K.M. (2007). *The Influence of gangsterism on the morale of educators on the Cape Flats, Western Cape*. Unpublished MEd Dissertation, Cape Peninsula University of Technology, Cape Town.

## NOTE:

1. An acronym is supplied for the specific degree, e.g. MTech, MA, MCom, MEd, MPhil or LL.M, etc. 'Dissertation' would be replaced by the word 'Thesis' if it is a doctorate (e.g. PhD, DLitt et Phil, LLD, etc.). The full institution name is given AND not an acronym, For example: not UCT or UNISA. The place where the institution is sited is also given – all in that order.
2. Note, that although a dissertation/thesis is not published as a commercial or formal publication the title should still be *italicised*.

## 4.4 JOURNAL ARTICLE

### Listing format:

Author's name, initials. Date of publication. Title of article but not italicised or underlined nor placed in single inverted commas (quotation marks). *Title of Journal*, which is *italicised*. Followed by volume number followed in brackets by the issue number (if there is one), followed by a colon and the page numbers of the article in the specific journal.

### Journal article listing example:

Moffett, H. 2006. 'These women, they force us to rape them': Rape as narrative of social control in post-Apartheid South Africa. *Journal of Southern African Studies*, 32(1): 129-135.

### NOTE: The following in the above example:

1. The abbreviation 'Vol.' (for Volume) is no longer used here nor the word 'No.' (Number). In the example above the volume is 32 and issue is (1) – note no space between volume number and issue number in brackets – followed by a colon and the page numbers – these are all the page numbers of where the article appears in the specific journal (if the footnote referencing technique used then obviously only the page numbers for the specific reference are inserted, so too for in-text referencing. In the example above all the pages it occupies in the journal are indicated: ...:129-135.
2. Title of the article in a journal – same usage of caps as in a book title BUT an article title is NOT italicised.
3. In contrast the journal title has caps for first letter of each word in the journal title except for pronouns (e.g. 'for' or 'of').
4. Journal titles are not abbreviated or given acronyms in first time reference listing. For example: SAJJCJ is written out as: *South African Journal of Criminal Justice*, the first time it is used as a reference in the text (and in the List of References) with the acronym in brackets after the full title (when used in the text), and thereafter you can use the acronym in the subsequent in-text reference listings to this journal.
5. No quotation marks (inverted commas) at all (whether single or double) are used to indicate an article title except, as in the example above, the title contains a quote in which case it is indicated by SINGLE quotation marks (inverted commas).

6. Also all the pages of the article are indicated after the colon (after volume and issue numbers). The use of a single 'p' to indicate 'pages' is reserved for a reference when using the footnote referencing style – see below (and this is also optional in the footnoting reference style). In other words NO letter/s 'p', 'pg', or 'Pp' is used in the in-text referencing style used by students in the School of Criminal Justice departments.

#### 4.5 NEWSPAPER ARTICLES

When a newspaper article is used as a reference source of information the author must be cited as well. An author's name is sometimes not after the heading but at the end of the article or another source is indicated. For example: 'SAPA', 'AFP', 'BBC News' or even 'Own Correspondent' or 'Parliamentary Reporter' – these must then be indicated as the 'author/s' and the listing is then the same as for a journal article with some variations.

##### Example:

Spence, C. (2009). Cops arrest smuggling syndicate at border. *The Star*. 24 May: 3.

If your information is from an 'Editorial' in a newspaper, the source author will then be listed as 'The Editor'. If no author or news agency can be discerned then again the use of the term 'Anon.' to be inserted in place of an author's name (see Notes on use of Anon.). If it is from a letter written to the editor then the letter writer's name to be used as author (in most cases these letters are listed as 'Anon.'. In addition, if from such letter then the explanation information is added after the title of the letter and in square brackets [...] (because it is a piece of additional information).

##### Examples:

The Editor. 20012. Cops need further specialised training. *Pretoria News*, 10 July: 10.

Frustrated. 2009. Nobody cleans up after fans. [Letter to the Editor]. *The Star*, 4 June: 9.

##### NOTES:

1. The title of the newspaper article is not in quotation marks (inverted commas) at all.
2. The *name* of the newspaper is *italicised*.
3. The year of publication comes after the author's name while the month date of the edition is inserted at the end of the reference, followed by the newspaper page number (if available) where the cited article appeared.
4. If this newspaper article was found online then the reference is still as above but with the article web address added with the date retrieved/accessed as well (see notes on internet reference listing).

### Example:

Spence, C. 2009. Cops arrest smuggling syndicate at border. *The Star*. 24 May. Available at: [http://www.iolonline/news/TheStar/1059/9de2069ebbb/25-05-2009/Cops\\_arrest\\_smuggling\\_syndicate\\_at\\_border](http://www.iolonline/news/TheStar/1059/9de2069ebbb/25-05-2009/Cops_arrest_smuggling_syndicate_at_border) (accessed [or retrieved] on: 7 July 2009).

Take note in the above example that there is no page number (from the webpage) to be inserted.

Take note of all examples above: Titles of articles in journals or chapters in publications are not italicised – only the journal's name or publication title (book/monograph/published report) are *italicised*. A newspaper's name is also *italicised*.

### Note:

In the past the use of underlining in reference listings was only for handwritten work. Underlining is no longer used in work that is electronic. The use of italics now indicates the former use of underlining in handwritten work.

## 4.6 CONFERENCE PAPERS

Conference papers (i.e. presented by author/s at a conference) are treated like any other publication but they are often 'published' or made available in different ways.

If you are referencing a paper presentation at a conference and have accessed the text of such paper (possibly obtaining a text hardcopy from the author presenter or loaded on the conference host's website) it would simply be referenced as follows (following the standardised reference listing formats of above):

Roberts, D. 2011. *Best practices in police performance measurement and management*. Paper presented to the 21st Annual Meeting of the International Police Executive Symposium (IPES): ***Contemporary issues in public safety and security***. Karlskrona, Sweden, 10-14 August.

### NOTES:

1. Title of the paper presented is *italicised*, as the conference theme as well. The conference details are also provided, where it was held and the month date/s.
2. However, some conferences subsequently publish papers delivered in a special ***Conference Proceedings*** publication or a book publication where the papers appear as chapters. You might then only have accessed the publication, so using the above example it would appear as the following in your list of references:

Roberts, D. 2012. Best practices in police performance measurement and management. (Pp. 43-63). In S.C. Taylor, D.J. Torpy and D.K. Das (Eds). ***Contemporary issues in public safety and security***. Boca Raton, FL: International Police Executive Symposium/CRC Press-Taylor & Francis Group.



3. In this example the state where Boca Raton is sited is given (FL = Florida). Also the conference organisers partnered with a professional publisher so both are mentioned as 'publishers'.

#### 4.7 LISTING OF LEGISLATIVE ACTS/BILLS

Legislation is listed for example as follows:

Department of Justice, South Africa. 2008. Criminal Procedure Amendment Act 65 of 2008. *Government Gazette*, 524(31911). Pretoria: Government Printers. 18 February

##### Explanatory notes:

Note how legislative Acts (and 'Act' always has a cap 'A' even when used on its own in a sentence in the text, i.e. without the title of the specific piece of legislation to which is being referred) are listed with the provision of as much detail as possible.

##### Example:

Department of Justice, South Africa. [as the authoring government department and country of origin of this particular Act.] The title of the Act [note insertion of the Act's number in title], *Government Gazette*, [which is *italicised* – treated like a journal publication]. 524(31911). [the GG volume and issue no]. Pretoria: [place of publication] Government Printers [as the publishers/printers]. 18 February [date of GG and/or date Act assented to by the State President].

All this information is available on the actual published Act document in the *Government Gazette*. If no department is linked to the Act please use: Republic of South Africa, as the author.

If the Act is also available on the internet (see how to reference from the internet below) it would then be referenced accordingly as per an internet accessed source as follows:

Department of Justice, South Africa. 2008. Criminal Procedure Amendment Act 65 of 2008. *Government Gazette*, 524(31911). Pretoria: Government Printers. 18 February. Available at: <http://www.justice.gov.za/legislation/acts/2008-065.pdf> (retrieved on: 25 July 2013).

#### 4.8 WORKS UNIVERSALLY KNOWN BY THEIR TITLES: DICTIONARIES AND ENCYCLOPAEDIAS

Certain reference works are universally known by their titles and it makes things considerably easier for the reader if these works are listed under their titles in the List of References.

##### Examples:

*Collins English dictionary*. 2003. (6<sup>th</sup> edn.). Sv "custom". Glasgow: HarperCollins.

*Encyclopaedia Britannica*. 1964. Sv "optics". London: Benton.

## 4.9 INFORMATION SOURCES FROM THE WEB/INTERNET

### Referencing information from the internet:

Sources of information found on the internet need to be treated exactly the same as if it is a publication. In other words, look for an author. Sometimes this is merely the organisation on whose website such information has been found. Then try and establish a date for when the downloaded document was placed on the website or the report (often if in pdf format) published. If the date of the publication is unknown, then use the abbreviation 'sa' (see notes above). You must indicate a title for the document – this can be the first heading of the document. Then a publisher, usually the website organisation, e.g. Consumer Goods Council of South Africa (CGCSA). If no place of publication indicated then the abbreviation 'sl' (as above example) needs to be inserted (unless this is indicated in the report/document downloaded). Then the use of the terms: 'Available at:' followed by the URL web address for the downloaded document. This is followed (in brackets) with the terms: 'accessed on:' or alternately the term 'retrieved on:' (again your choice of which term to use); followed by the date when such internet document was downloaded. The date should be written out as 6 March 2012 (required date format to be: dd-mm-yy) but the format 06/03/2012 or 06-03-2012 can also be used. Whichever form used that must be applied throughout your written work.

### Example:

Braun, C. 2008. *School safety: A Western Cape case study*. Briefing Paper 183. Southern African Catholic Bishops' Conference. Available at: [www.cplo.co.za/site/index.php?option=com\\_docman&task-54](http://www.cplo.co.za/site/index.php?option=com_docman&task-54) (accessed on: 15 January 2010).

### NOTES:

1. A title must also be inserted in the reference listing for the document consulted on a webpage even if this is only indicated as a subject heading.
2. Title of e-doc retrieved/accessed is *italicised*.
3. The organisation/institution on which website this document was found is indicated as well.

### Example:

Anon. 2006. *Fusion Centre guidelines: Developing and sharing information and intelligence in a new era*. Independent Information Research Associates. 6 April. Available at: [www.iir.com/global/products/fusion\\_center\\_executive\\_summary.pdf](http://www.iir.com/global/products/fusion_center_executive_summary.pdf) (accessed on: 24 July 2009).

4. In the above example the website organisation (as publishers) is indicated as: Independent Information Research Associates.
5. Date indicated in the pdf document or date when it was loaded on the website (if able to be found) must be indicated, as in the example above: 6 April 2006, so listed like a newspaper article would be, i.e. year date after the author/s name, and month and day date indicated in the reference after the organisation's name.

6. The term 'accessed on:' (sometimes the alternate term 'retrieved on:' is used in this context – whichever ('retrieved' or 'accessed') you choose must thereafter be used consistently throughout your List of References) and the date accessed are placed in round brackets and not square brackets. (Square brackets denote something completely different.) However, the brackets are also optional these days. Note that both 'Available at' and 'accessed on' are followed by a colon:

Note that 'Available' has a cap but 'accessed' lower case used – and that there is no full stop after the URL web address before the bracket (accessed...). But if you choose to drop the brackets for 'accessed on:', then a CAP 'A' and a full stop after the web address to be inserted.

7. Use of dates in text as follows: 11 September 2001 and not September 11, 2001. Also no use of: 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> in dates, just 1, 2, 3,... etc. In the text do not use the date format of 11-09-2001 or 11/09/2011 but write out as 11 September 2001.

**NB: You ARE NOT to use the URL web address as the source reference in the text – only an author/s surname plus date and page numbers for any internet sourced references.**

**NOTE:**

**Wikipedia** references **ARE NOT** a primary or original information source for referencing and are not academically acceptable in any written work in the School of Criminal Justice. If information is used from a Wikipedia article it should be referenced from the original information source/publication as listed in the Wikipedia article. These primary (original) sources are usually listed in the footnote/endnote references and can then be tracked and found and consulted directly (see notes on secondary referencing above).

**A reference to a Wikipedia article is not academically acceptable in any research article/dissertation/thesis.**

#### **4.10 REFERENCING OF UNISA STUDY GUIDES**

When the author of the study guide is known, list it by author.

**Example:**

Gouws, F.E. 2002. *Guidance, counselling and life skills development: Only Study Guide for ETH203-Q (Educational themes: intermediate and senior phases)*. Pretoria: University of South Africa.

When the author of the study guide is unknown, list it under UNISA as follows:

UNISA, vide University of South Africa.

University of South Africa. Department of Nursing Science. 1985. *Nursing administration: Study Guide 1 for NUA201-Q*. Revised edition. Pretoria: University of South Africa.

And not in either case merely as ...(Study Guide, 2002: 18)... in the text or in the List of References. The two above examples would be listed in the text as (for example): ...(Gouws, 2002: 18; UNISA, 1985: 5).

#### 4.11 CASE LAW (COURT CASES/JUDGEMENTS)

[For more detail on the information in this section see: School of Law. 2014]

In your research or studies you might make use of information from court cases or judgements in court cases (also known as Case Law). Over the years academics and students in the Law discipline have standardised (as social sciences disciplines have similarly done) a specific reference style when using information from these sources.

Case law (cases and judgments) are usually reported in various so-called Law Reports. For example:

**All SA** All South African Law Reports: 1996-Current. Four volumes a year, three monthly issues making a volume, covering decisions of the Constitutional Court, the Supreme Court of Appeal, the divisions of the High Courts of South Africa and the superior courts of Botswana, Lesotho, Namibia and Zimbabwe.

Example: *Holomisa v Argus Newspapers Ltd* [1996] 1 All SA 478 (W)

**BCLR** Butterworths Constitutional Law Reports: 1994-Current. Reporting of judgments dealing with constitutional issues, particularly from the Constitutional Court.

Example: *S v Makwanyane and another* 1995 (6) BCLR 665 (CC)

**SA** South African Law Reports 1947-Current. Initially published in four volumes per year, it now includes six volumes a year, two monthly issues making a volume. It covers decisions of the South African Constitutional Court, the Supreme Court of Appeal, the High Courts, the Labour Court, the Labour Appeal Court, the Competition Appeal Court, the Land Claims Court; the superior courts of Namibia, Zimbabwe and their predecessors; and the previously independent states of Transkei, Bophuthatswana, Ciskei and Venda.

Example: *S v Soci* 1986 (2) SA 14 (A)

#### Explanatory Notes:

The examples above, if you were referencing information from them, would be listed in your List of References, as exactly as they appear above (under the heading: Case Law in your List of References and listed alphabetically).

*Holomisa v Argus Newspapers Ltd* [1996] 1 All SA 478 (W)

*S v Makwanyane and another* 1995 (6) BCLR 665 (CC)

*S v Soci* 1986 (2) SA 14 (A)

However, in your in-text referencing they would appear as follows (shortened):

...(Holomisa v Argus Newspapers Ltd [1996]). (If you have a page number from the court records – usually the judgement/decision document as appearing in the specific Law Report, then it can be inserted as part of your reference.)

Note the following: The names of the litigants in the examples of cases are *italicised*. Only first respondents surname is given. Other parties to the case are indicated as ‘and another’ or ‘and others’.

The date of the above *Holomisa...* example is in square brackets – only to indicate that 1996 was when the case was first lodged in court and also indicates that [1996] is not the date – which might be a few years after – when the case was finalised and judgement given.

Specific **sections** of a case are referred to with reference to either the page(s), for example 263H, where it is indicated in the reported volume, or a paragraph(s) of the judgment (as has become customary for judges in their judgements nowadays). The paragraph is identified by way of square brackets, for example [137].

‘S’ stands for ‘State’.

Other terms appearing in Case Law Reports:

‘*Ex parte*’ means ‘by (from) only one party’, or as the ‘sole interested party’;

‘*In re*’ means ‘in the matter of’;

‘NO’ (‘*NNO*’) stands for ‘*nomine officii*’ – in his/her (their) official capacity or by virtue of his/her office (say, as trustee in insolvency);

‘R’ stands for ‘*Rex*’ or ‘*Regina*’ – the Crown (King or Queen) in a prosecution before South Africa became a republic, after which the State (‘S’) prosecuted.

The letters after the date indicate in which Law Report (e.g. Butterworths Constitutional Law Reports = BCLR) the case was reported, followed by page numbers of that specific Law Report edition followed in brackets by the Court Division in which the case was heard. The reference to the court is in the letter or letters in the last parenthesis of the citation.

For example:

Courts with the highest authority:

(CC) Constitutional Court (KH: Konstitutionele Hof)  
 (SCA) Supreme Court of Appeal (HHA: Hoogste Hof van Appèl)

High Court of South Africa:

(C) Cape Provincial Division (K)  
 (D) Durban and Coast Local Division (D)  
 (E) Eastern Cape Division; prior to 28 June 1957, the Eastern Districts Local Division  
 (E)

- (GW) Griqualand West Local Division (31 May 1910-30 April 1969; succeeded by the Northern Cape Division) (GW)
- (N) Natal Provincial Division (N)
- (NC) Northern Cape Division (from 1 May 1969) (NK)
- (O) Orange Free State Provincial Division (O)
- (SE) South-Eastern Cape Local Division (SO)
- (T) Transvaal Provincial Division (T) (School of Law, 2014).

#### 4.12 INTERVIEWS

The convention in listing the persons you interviewed (one-on-one interviews) is as follows:

1. Alphabetically by interviewee surname (followed by the interviewee initial/s)
2. Date (year)
3. Position/job
4. Company/organisational affiliation
5. Place where interview took place
6. Day date and month of interview

For example:

Abbot, G. 2008. Crime analyst and GIS Specialist. Risk Diversions Pty Ltd. Pretoria. 5 May  
 Byleveld, P. 2008. Superintendent. Serious Violent Crime Unit, South African Police Service, Johannesburg. Personal communication via e-mail. 26 March.

In the in-text referencing format they would then be referred to by name. For example: ....(Abbot, 2008). Note that there is no need for a page number in these references to interviews.

However, if your interviewees/respondents wish to remain anonymous their names are simply replaced by the following:

Interview No 1. 2008. Crime analyst and GIS Specialist. Risk Diversions Pty Ltd. Pretoria. 5 May.

Interview No 2. 2008. Superintendent. Serious Violent Crime Unit, South African Police Service, Johannesburg. Personal communication via e-mail. 26 March.

And in the in-text referencing their names would be replaced by 'Interview No. 1' in the source reference bracket.

If it was a series of focus group interviews it would be listed as follows:

Example:

Focus group interviews with various SAPS units in Gauteng:

1. 19 January 2001: Johannesburg Dog Unit, Langlaagte
2. 23 January 2001: Johannesburg Central Detectives
3. 24 January 2001: Brixton Flying Squad, Johannesburg
4. 29 January 2001: Brakpan Crime Prevention

5. 30 January 2001: Germiston Murder & Robbery Unit & Katlehong Detectives
6. 1 February 2001: Van der Bijl Park Murder & Robbery Unit & Flying Squad/Highway Patrol
7. 5 February 2001: North Rand Flying Squad/Highway Patrol, Benoni
8. 6 February 2001: Murder & Robbery Unit, Kempton Park
9. 7 February 2001: West Rand Flying Squad, Krugersdorp
10. 8 February 2001: Dog Unit, Vereeniging
11. 16 February 2001: West Rand Dog Unit, Dobsonville
12. 19 February 2001: Germiston Flying Squad

### **Use of footnotes/endnotes**

If necessary, content references in the form of footnotes/endnotes may be used to provide additional information or explanation of a fact, which footnoted information does not fit into your text discussion. In other words a piece of extra information not necessarily part of the flow of your writing. But all source referencing in the School of Criminal Justice follows the 'in-text' referencing style.

Below is a list of references in a List of References as examples of all the examples outlined above. Note the alphabetical listing as well as the technical format of indenting of second and subsequent lines of a single listing with no line space between each listed reference.

### **LIST OF REFERENCES [EXAMPLES]**

- African Charter on the Rights and Welfare of the Child. 1999. Available at: <http://www.umn.edu/humanarts/africa/afchild.htm> (accessed [or retrieved] on: 14 January 2005).
- Alberts, C. & Meyer, J.C. 1998. The relationship between Marcia's ego identity status and selected variables in an African context. *International Journal for the Advancement of Counselling*, 20(4): 277-288.
- Ammaniti, M., Van Ijzendoorn, M.H., Speranza, A.M. & Tambelli, R. 2000. Internal working models of attachment during late childhood: An exploration of stability and change. *Attachment and Human Development*, 2(3): 328-346.
- Anon. 2005. Worry over training of police units. *Eastern Province Herald*, 26 August: 3.
- Arndt, H. 1989. *Children and juveniles in prisons of South Africa*. Heidelberg: Sached/Ravan.
- Babbie, E. 1990. *Survey research methods*. (2<sup>nd</sup> edn.). Belmont, CA: Wadsworth.
- Dos Reis, K.M. 2007. *The influence of gangsterism on the morale of educators on the Cape Flats, Western Cape*. Unpublished MEd dissertation, Cape Peninsula University of Technology, Cape Town.
- Gallinetti, J., Muntingh, L. & Skelton, A. 2004. Child justice concepts (Pp. 24-38). In J. Sloth-Nielsen (Ed.). *Child justice in Africa: A guide to good practice*. Community Law Centre, University of the Western Cape, Cape Town.
- Mashaba, S. 2008. State intensifies war against drug abuse. *Sowetan*, 23 June: 5. Available at: <http://www.sowetan.co.za/PrintArticle.aspx?ID=1147429> (accessed on: 25 June 2008).
- Moffett, H. 2006. 'These women, they force us to rape them': Rape as narrative of social control in post-Apartheid South Africa. *Journal of Southern African Studies*, 32(1): 129-135.
- Department of Justice, South Africa. 2008. Criminal Procedure Amendment Act 65 of 2008. *Government Gazette*, 524(31911). 18 February. Pretoria: Government Printers.

South African Police Service. 2004. *Annual Report 2002/3*. Available at: <http://www.saps.gov.za/areport03/part6.htm> (accessed on: 19 November 2004).

Strydom, H. & Venter, L. 2011. Sampling and sampling methods (Pp. 56-67). In A.S. de Vos, H. Strydom, C.B. Fouche & C.S.L. Delpont (Eds). *Research at grassroots: For the social sciences and human service professions*. (5<sup>th</sup> edn.). Pretoria: Van Schaik

### **Interviews**

Abbot, G. 2008. Crime analyst and GIS Specialist. Risk Diversions Pty Ltd. Pretoria. 5 May  
Byleveld, P. 2008. Superintendent. Serious Violent Crime Unit, South African Police Service, Johannesburg. Personal communication via e-mail. 26 March.

## **5. FOOTNOTE/ENDNOTE REFERENCING STYLE**

This information is given here merely to alert you to the substantial differences in these two methods/styles of referencing, as well as to prevent you mixing or combining the two styles in your written work. In addition, you might want to publish in a journal, whose house style makes use of the footnote/endnote referencing style.

This method of referencing IS NOT TO BE USED in your written work submitted to any of the School of Criminal Justice Departments at UNISA.

### **Referencing in footnotes/endnotes**

When a reference is listed in the footnote/endnote referencing technique (i.e. not in the text and/or in brackets) then when the reference is footnoted/endnoted for the first time it must in fact be a full reference, i.e. as if it is being listed in the List of References at the end of the written work.

For example (1<sup>st</sup> footnote/endnote reference):

<sup>1</sup> Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies, p5

Then if referred to later in the text in a subsequent footnote it is abbreviated to (for e.g.)

<sup>15</sup> Boshoff, *Fear in the city*, p 46

or

<sup>15</sup> Boshoff et al, 2001: 46

(3rd time in a footnote as):

<sup>18</sup> Boshoff et al. (n15)

### **Use of 'op cit', 'Ibid.', 'supra', 'Note', and page number/s**

#### **'Op cit'**

This is the abbreviation for the Latin term '*opus citatum*' / '*opere citato*', meaning 'the work cited/from the cited work'. The term, '*op cit*', is used specifically in a footnote or an endnote in order to refer the reader to an earlier citation/reference in a previous footnote/endnote. (Accordingly these terms are NOT used in in-text referencing style).



Example:

- <sup>1</sup> Boshoff, H., Botha, A. and Schönteich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies, p 5
- <sup>2</sup> Moffett, H. 2006. 'These women, they force us to rape them': Rape as narrative of social control in post-Apartheid South Africa. *Journal of Southern African Studies*, 32(1), p 129.
- <sup>3</sup> Boshoff et al, op cit., p 6
- <sup>4</sup> Moffet, op cit, p. 130

**NOTE:**

1. From the example above you can see that Footnote 3 is referring to the same publication (even if the page number is different) as in Footnote 1, i.e. there is a reference in between.

Current use in the social sciences has dropped 'op cit' from footnote/endnote referencing although in legal research it is still widely being used.

**Ibid**

This is the abbreviation for the Latin term '*ibidem*', meaning 'the same place'. Ibid is the term used in a footnote and/or endnote referencing for a source reference that was cited in the immediately preceding endnote or footnote. It is similar in meaning to the Latin word '*idem*', meaning something that has been mentioned previously; 'the same'.

Example:

- <sup>8</sup> Boshoff et al, op cit., p 6
- <sup>9</sup> Ibid., p 7
- <sup>10</sup> Ibid.
- <sup>11</sup> Ibid., p 9

**NOTE:**

1. 'Ibid.' is always followed by a full stop since it is in itself an abbreviation. Ibid is never used in in-text (brackets) referencing but only in footnotes/endnotes referencing.
2. In the example above each footnote reference follow on each other as Ibid since it is the same source. The second example, however, has a different page number, while example three is the same as example two, i.e. same page number but example four again has a different page number. All, however, are the Boshoff... publication.
3. If, however, example 2 was a different author it would be listed as follows:

- <sup>8</sup> Boshoff et al, op cit., p 6
- <sup>9</sup> Ibid., p 7
- <sup>10</sup> Moffet, op cit, p. 130
- <sup>11</sup> Boshoff et al, op cit., p 8.
- <sup>12</sup> Ibid., p 9

## **Supra**

This IS the Latin for 'above' and used when a writer wants to refer a reader to an earlier-cited authority. For example, an author wanting to refer to a source in his or her third footnote would cite: See **supra** note 3. Or for text in that note: See **supra** text accompanying note 3.

Supra can also be used to provide a short form citation to an earlier (but not immediately preceding) reference.

For example:

<sup>162</sup> Stephen J. Legatzke, Note, The Equitable Recoupment Doctrine in United States v. Dalm: Where's the Equity, 10 Va. Tax Rev. 861 (1991).

<sup>247</sup> Legatzke, supra at 862.

In this example, the second citation refers the reader to page 862 in the journal in which the article by Legatzke appears.

## **NOTE:**

1. This use (in the example above) refers to the first footnote listing of this reference where the full reference information is inserted. That is, subsequent references to this first reference listing do not have to include all the detailed information (as in the first reference listing).
2. 'Note' can also be indicated by the single letter 'n' followed by the number of the footnote being referred to.

## **Page numbers**

Page numbers are indicated in in-text listing in brackets reference merely as the number/s after the colon after the date. The same in the List of References if the in-text listing method used.

However, if the footnote reference listing method used then it can be indicated by the use of a single lower case 'p' letter (no full stop) and the number. E.g. p 7.

All the above are largely only used when the footnote technique used.

For example:

<sup>15</sup> Boshoff et al (n 12) p 28-29.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid, p 30.

<sup>19</sup> Cooper and Ward (n 9) p 5.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid., p 6

<sup>15</sup> Boshoff et al (n 12) p 28-29.

<sup>16</sup> Ibid.

**NOTE the following:**

1. 'n 12' refers to the number of the footnote where this specific reference was listed for the first time in the footnotes.

Accordingly footnote number 12 would (as in the example used above) read as follows:

- <sup>12</sup> Boshoff, H., Botha, A. and Schönreich, M. 2001. *Fear in the city: Urban terrorism in South Africa*. ISS Monograph Series No. 63. Pretoria: Institute for Security Studies, p 27

Furthermore, in the example above footnote 15 is followed by two 'ibids' for footnotes numbers 16 and 17, since these references are to the exact same page as in footnote number 15 whereas footnote 18 has a new page number but the reference is still the same, i.e. to Boshoff et al. You do not need to repeat Boshoff et al etc. simply because it is merely a new page number being referred to in Boshoff et al. NOTE that all the 'ibids' have a full stop but that the one with a new page number has a comma after the full stop.

Footnote 15 can also be listed with some variations in line with the conventions above:

- <sup>15</sup> Boshoff et al (supra note 12) p 28-29

Or

- <sup>15</sup> Boshoff et al (Note 12) p 28-29

Or

- <sup>15</sup> Boshoff et al (Note 12): 28-29

But increasingly 'Supra Note', 'Note' and 'p' are being simply replaced by shortened versions by simply using 'n' for 'Supra Note' or 'Note', and a colon ':' instead of 'p'

For example:

- <sup>15</sup> Boshoff et al (n 12): 28-29.

When making use of the footnote/endnote referencing style for instance in articles and short research reports usually no 'List of References' is inserted at the end of the written work. However, for longer publications such as a book the tendency is still to retain a full list of references at the end of such publications.

## **6. WHERE CAN YOU FIND RESEARCH INFORMATION?**

These days much of the published information is available (full text) online for downloading or accessing via the UNISA library website:

For example:

### **Legislation**

(Full text): Websites of: Acts Online; Jutastat; My LexisNexis; Sabinet.

## Case Law

(Full judgements/court documents)

Court websites; Jutastat; My LexisNexis; SAFLII.

## Book publications

Google Books (Index of books, but also full access or limited access in some cases.)

SACat (Index of books available in South Africa).

Unisa Library catalogue (Index of books available in the Unisa Library. All these books can be requested if needed for your research and the Unisa library will post it to you)

## Journal articles

1. ISAP (Index of journal articles in South Africa. These articles can also be requested from the Unisa library.)
2. HeinOnline (Index and full access to international law journals (including certain South African law journals).
3. SA ePublications (Index and full access to South African journals (including certain South African law and criminal justice journals).
4. Google Scholar (Index of journal articles internationally (including South
5. Africa), but also full access or limited access in some cases.)
6. Unisa e-journals (Links to electronic journals (by name).)

## 7. NOTES ON PLAGIARISM

### 7.1 Introduction

**Plagiarism** is increasingly becoming a problem within the University. You must note that **plagiarism** is an offence in terms of the Student Disciplinary Code and should you be found guilty of transgressing the code, you may be expelled from the University and will, therefore, have to put a stop to your studies (or if the sanction is in the form of 'no further studies allowed at UNISA for a period of (number) years'). Furthermore, other universities might well be reluctant to take you on as a student to further your studies since your academic records and a certificate of good conduct from other universities are required by an admitting university.

### 7.2 What is plagiarism?

**Plagiarism** manifests itself in various ways but basically it occurs where you take or use another person's thoughts or work as your own. For example, you submit the same assignment, either because you copied it from another student or, as is frequently the case, students' claim that they have worked together and therefore submitted identical assignments. Plagiarism also occurs where you copy the work word-for-word from the study material (without properly referencing the information or indicating the words taken from the Study Guide/manual by putting them into double inverted commas (quotation marks (e.g. ".....").

Doing research and writing of research reports (in this case answering your assignments) with **integrity** and **honesty** also means that when you quote from a textbook, article or report you must acknowledge (list as a reference) the source of your information. In other words there is an obligation on the user(s) to acknowledge from where they get their information and insights.

This is what we mean by academic integrity: The duty on all students, academics and researchers to acknowledge their sources in their references (whether in-text, in footnotes/endnotes and in your List of References). It does not matter whether you are a first year student doing an assignment or a doctoral student writing a ground-breaking thesis or a professor publishing an academic article – all researchers **MUST** acknowledge their sources. Failure to do so constitutes plagiarism! (School of Law, 2014).

This applies even if you formulate the information obtained from publications or reports in your own words. Furthermore, if you use the information from someone else's work (publication, article, book or research report) with their identical words this must be indicated as such by the use of quotation marks ("....."). If you fail to acknowledge the source of your information this is generally considered to be **plagiarism**.

In other words, this is the use, word for word, of other people's written work without acknowledging where you got the information from, literally 'stealing' (the theft of) other people's words, information or ideas (concepts, theories, research findings). In essence this amounts to **academic fraud** (passing off information as your own).

Plagiarism is a serious offence and is harshly dealt with in most circumstances. Briefly stated, plagiarism is committed when you take someone else's ideas, thoughts, words, insights or information and present them as your own. Therefore, in any research, if you use someone else's ideas and facts and you fail to give a reference to that person, you are committing plagiarism. Not giving credit to someone is as bad as pretending that the relevant ideas are your own. It does not matter where you get information from. Whether you are getting it from a website, a court case, legislation, articles (both journals, magazines/newspapers), conference proceedings, books **or your study guide** – you must **ALWAYS** give a reference to the relevant source. Failure to do so will be penalised and disciplinary action might be taken against you (School of Law, 2014).

In all these cases you may be found guilty of plagiarism with dire consequences for your academic career. **You are therefore strongly advised to ensure that you submit only your own work and with other people's work/information properly acknowledged (referenced).**

At postgraduate level UNISA have also made a principled decision that all dissertations and theses be put through the 'Turn-it-in' software programme which essentially searches all electronic databases worldwide for any textual similarities in such dissertation/thesis that is matched in any published work which includes not only book and/or chapter publications, journal, magazine or newspaper articles but also dissertations/theses stored at other university libraries.

### 7.3 Forms of plagiarism

The simplest form of plagiarism is where you literally cut-and-paste information from a source into your assignment or dissertation. Usually this is taken from the internet, but you can also write up your work word-for-word from a book or article. This is the easiest form of plagiarism to detect. If you want to use someone else's words directly, you need to quote it in the prescribed manner and indicate where you found the quote.

Linked to the previous it is important to point out that too many quotes in your work is also a form of plagiarism. If more than about 15% of your work consists merely of long paragraphs of quotes, you are not really indicating that you understood the material well enough to put it in your own words.

Sometimes individuals try to hide the fact that they are copying word-for-word by changing a word here and there. This is still plagiarism and most plagiarism detecting software packages will pick it up.

Another form of plagiarism is referencing a source used in someone else's work and pretending that you have read the original source. If you have not read the original source, your reference should be to the source you actually read. As a general rule, nothing should be in your footnotes that you have not personally read.

Additionally, every source in your text should be in your List of References and every source in the List of References should feature somewhere in your text. Making the list of sources appear more comprehensive than it really is, is also dishonest.

As a general rule-of-thumb an essay, article, dissertation or thesis that contains NO references is prima facie a case of plagiarism. By not adding any references the author is claiming that he/she alone thought of EVERYTHING in that piece of work. That is highly unlikely! The original part of such an essay will in all likelihood be minimal.

Finally, handing in the same assignment or portfolio as another student will be regarded in a serious light. Even if students work together in a study group, they must hand in individual assignments or portfolios, showing that they have personally mastered the work produced (School of Law, 2014).

Compiled by:

Prof AdeV Minnaar & Prof M Schoeman  
Department of Criminology & Security Science

#### NOTE:

Some information used in compiling this Tutorial Letter has been sourced from the following: School of Law. 2014. *Tutorial Letter 102/2014: LLB Research Methodology (HMLLB80)*. Pretoria: University of South Africa.