Amsterdam University of Applied Sciences

Faculty of Sports and Nutrition

Sport Studies
Track International Sports, Management and Business

Writing Guide
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Product	Writing Guide
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ABSTRACT

The ISMB writing guide provides you with a comprehensive overview of all the requirements for producing a piece of written work at the level expected of you. The guide has been produced by a team of lecturers who know what is required for you to earn top marks during your studies. When we grade your written work, we are not only interested in the content of your work, but we also assess your use of language and grammar, how you structure an assignment, and whether you have referenced your work correctly. These are the 'minimal requirements' for earning a passing mark.

The section you are reading now is called an 'Abstract'. An abstract is a requirement for a written (research) assignment and is assessed under 'minimal requirements' (see Chapter 4 for more information about how to write an abstract). The ISMB Writing Guide covers all aspects of producing a good assignment and is therefore an essential part of your reading list for all subjects.

1.0 INTRODUCTION TO THE ISMB WRITING GUIDE

The ISMB Writing Guide is the 'go-to' document for everything you need to know about writing assignments during the course of your study. We will go through the content of this guide in 'Research 1' but you will need to refer to it for every piece of written assessment across all of your classes.

Chapter 2: Language Development outlines the level of language you should be using now you are studying at university. Chapter 3: Grammar highlights some simple do's and don'ts with regards to producing grammatically correct work. Chapter 4: How to produce a written assignment outlines everything you need to know regarding how to format a written assignment. Chapter 5: Formatting and minimal requirements explains the importance of formatting your assignment correctly as gives an overview of the minimal requirements to earn a passing mark. Chapter 6: A guide to using APA style for referencing outlines how to reference your source information. Regardless of what type of assignment you are asked to produce, you are required to reference the sources of information you use.

The ISMB Writing Guide has been written to help you produce the high quality of work required during your studies. We recommend that you read this guide several times in its entirety. If you have any questions please raise these with your lecturer or, better yet, ask your lecturer during Research 1. Understanding the ISMB rules for producing written work will ultimately help you towards achieving a 10 in all of your assessments.

Good luck and enjoy!

2.0 LANGUAGE DEVELOPMENT

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) is a guideline used to describe the stages of learning of a foreign language across Europe. The main aim of the guide is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are widely accepted as the European standard for grading an individual's language proficiency. The CEFR describes what a student should be able to do in reading, listening, speaking and writing at each level and divides students into three divisions that in turn are each sub-divided:

A Basic User
      A1 Breakthrough or beginner
      A2 Waystage or elementary
B Independent User
      B1 Threshold or intermediate
      B2 Vantage or upper intermediate
C Proficient User
      C1 Effective operational proficiency or advanced
      C2 Mastery or proficiency

As a student, you are expected to write numerous texts such as reports, articles and, eventually, your graduation paper. The assignments will become increasingly complex, and as you progress you will gradually receive less help in writing papers. This process ensures that you will improve your language proficiency level and learn to undertake independent research by your fourth year. As a new bachelor's student, you are expected to be able to write texts at level B2 (see Table 1 for more details). During the course of your study, you will develop your language skills and in your graduation year you will write a graduation paper at level C1.

Table 1: The Common European Framework of Reference

A1: Breakthrough or beginner	A2: Elementary
- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. - Can introduce him / herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. - Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	- Can understand sentences and frequently used expressions related to areas of most immediate relevance - Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. - Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1: Threshold or intermediate	**B2: Vantage or upper intermediate**
- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. - Can produce simple connected text on topics that are familiar or of personal interest. - Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. - Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1: Effective operational proficiency or advanced	C2: Mastery or proficiency
• Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns and cohesive devices.	• Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations

This Writing Guide, together with classes such as Research 1 and Research 2, are designed to help you develop your writing skills from level B2 to C1. Understanding the differences in the levels, your current position within the framework and your need to progress through these levels during your studies will help you develop your writing skills to the required level.

3.0 GRAMMAR

The language of the ISMB programme is British or UK English and as such you must follow British rules of grammar. Language and grammar are assessed in all written assignments and forms one of the minimal requirements on all of our marking criteria sheets. This guide highlights the basic rules of English grammar to provide you with a reference point. The following sections of this chapter provide definitions of key terms and present examples of how to construct a sentence and paragraph correctly.

3.1 Important terms and basic sentence and paragraph structure

This section presents definitions of commonly used grammatical terms and basic rules for correctly constructing a sentence and paragraph. Please make sure you follow these rules whenever you are required to produce written work.

Subject: Any sort of entity, which can be a person, place, object, concept, pronoun or an action functioning as a noun. The subject is the main actor in a sentence.

Verb / Predicate: A verb or predicate identifies an action the subject performs or that is performed upon it – or it describes a characteristic the subject possesses, often with the help of an object. Subject and predicate agree in number (*He wins / they win*).

Object: The object, which can be any sort of entity, is affected by the subject's actions.

Noun: A person, place, concept, action or thing.

Pronoun: A word that can function as a noun. The subject in sentence 2, "he", is a personal pronoun. It represents a specific person or entity, in this case: "Andy".

Adjective: A word or phrase that modifies or describes a noun. It often names an attribute.

Adverb: A word or phrase that modifies or qualifies an adjective, verb, or other adverb or a phrase, expressing a relation of place, time, etc.

Full stop: A full stop ends a sentence.

Basic sentence structure: A sentence includes, at a minimum, a **subject** and a **verb**.

Subject	Verb

1. Andy smiles.

Common additions to a sentence are **objects**,

Subject	Verb	Object

2. He is winning the game.

adverbs:

Subject	Adverb	Verb	Object

3. Roger angrily hits the ball.

adjectives:

Subject	Verb	Adjective	Object

4. Andy puts on a clean shirt.

Comma: Commas are used to separate items in a list, for example: He plays *tennis, football, basketball and volleyball.* Alternatively, commas can be used for insertions, for example: Sometimes, *however*, he prefers to stay home and watch tv. Finally, commas can be used to give a sentence structure:

Breathe! Comma

5. In 2007, Federer reached all four Grand Slam singles finals, winning three of them.

Breathe! Comma

End with a Full stop.
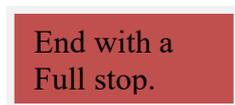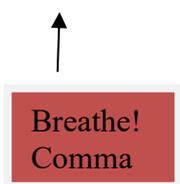
Note: Commas are NOT used to separate a verb from its complement.
NOT: *He said, that…* But instead: *He said that…*

Parentheses / brackets: Parentheses are used to set off an element that significantly interrupts a flow of thought, for example: The ISMB values *(Sustainability, Community, Integrity, Diversity and Excellence)* reiterate in each and every subject taught in the programme*.*

Sentences must stand on their own.
NOT: *This shows that* tennis players can get emotional*.* But instead: *The previous example shows that* tennis players can get emotional*.*

Do not start a sentence with "But" or "And".
NOT: *And* what is also important…But instead: *Another important point* is…

Sentence length: Sentences should, on average, have no more than 20 words. The length of a sentence varies according to its purpose: Firm statements and main points should be made in short sentences, while complex ideas can require long sentences.

NOT: *Cricket was first played in southern England in the 16th century and by the end of the 18th century, it had developed into the national sport of England, but the expansion of the British Empire led to cricket being played overseas so the first international matches were being held in 1850.*

But instead: *Cricket was first played in southern England in the 16th century. By the end of the 18th century, it had developed into the national sport of England. The expansion of the British Empire led to cricket being played overseas and in 1850 the first international matches were being held.*

Paragraph: Link sentences together to form clear paragraphs and only start a new paragraph when you introduce a new idea. This helps structure your text.

No verb contraction
NOT: *He can't say*. But instead: *He cannot say.*

Use of past and present tense: Tenses serve to place situations you are describing on a time axis: Past –> present –> future.

Sequences of (parts of) sentences that share the same tense will be understood as coherent. A change of tense means a break in coherence: the reader will get the impression that a new section is beginning – or simply get confused.

NOT: *Nicola Adams was the first English female to win a medal in a major tournament, taking Silver at the European Championships in Denmark. She **wins** Silver again at the world championships in Ningbo, China in 2008.*

But instead: *Nicola Adams was the first English female to win a medal in a major tournament, taking Silver at the European Championships in Denmark. She **won** Silver again at the world championships in Ningbo, China in 2008.*

3.2 How to write numbers in text

There are numerous ways you may need to use numbers in your written work. Below we have given you a guide to how to correctly refer to quantities. Please note it is NEVER acceptable to replace *to*, or *too,* or *for* with numbers as you may do when texting or using twitter!

1. Spell out single-digit whole numbers. Use numerals for numbers greater than *nine.*

For example: *I want five copies.* BUT: *I want 10 copies.*

Be consistent: If you come upon a case where you have two related numbers in the same sentence, you should write them both as numerals if you would write one as a numeral.

For example: *I said I wanted 5 copies, not 50.*

If you have numbers in different categories, use numerals for one category and spell out the other.

For example: *If only five of the eight students had brought their bikes, we wouldn't have had to spend 8 of the 90 Euros budget on public transport.*

2. Hyphenate all compound numbers from *twenty-one* through *ninety-nine*.

3. If you wish to express decades using incomplete numerals, put an apostrophe before the incomplete numeral but not between the year and the *s*. To express decades using complete numerals, the same rule applies.

For examples: *During the '80s and '90s, the U.S. economy grew.* OR: *During the 1980s and 1990s, the U.S. economy grew.*

4. Always spell out simple fractions and use hyphens with them.

For example: *Two-thirds of the pies have been eaten.*

5. With numbers of four or more digits, use commas. Count two spaces to the left of the first digit to place a column. If the number contains seven or more digits, continue placing commas after every three places.

For example: *20,000,000 balls*

In this chapter we have provided a guide to some of the basic grammar requirements for producing work to a suitable standard during your ISMB studies. Note that the level of grammar explained in this chapter is a basic requirement for any written work.

4.0 HOW TO PRODUCE A WRITTEN ASSIGNMENT

The following chapter outlines everything you need to know regarding how to correctly format a written assignment. Below is a template for the front cover. You simply need to recreate this for your assignment, filling in the relevant details.

ISMB

Assignment Title

If you feel it is appropriate, you can add an image to the title page here

Product
Name
Student number
HvA e-mail address
Class
Lecturer
Quarter
Date

4.1 Contents page

After the front cover, the next page should always be the contents page. You can create this by using a formatting function available in software such as Microsoft Word. However, you choose to produce a contents page, it should look like the following example:

Contents Page

Headings to sections MUST be descriptive – do NOT just call it the 'Main Section' or 'Section 1' etc. Make it relevant to the content, such as 2.0 A BRIEF HISTORY OF THE OLYMPIC GAMES.

A new chapter starts on a new page. See, as an example, how this Writing Guide is structured.

Figures, Tables and Plates are numbered separately but sequentially. If you have three tables, one figure and two plates you would number the first table, Table 1: xxxxxxxxx, the second table, Table 2: xxxxxxx, etc. It does not matter where in the assignment the first figure appears it will simply be Figure 1: xxxxxxx. It does not matter where in the assignment the first plate appears it will simply be Plate 1: xxxxxxx, the next plate will be Plate 2: xxxxxx, etc.

4.2 Abstract

An abstract should come after the contents page and before the introduction. An abstract should consist of one or two concise paragraphs and must be written in complete sentences. An abstract should be able to stand alone and should allow the reader a brief overview of the highlights and key points of the work. The abstract should answer the questions who, what, where, when, why and how about the paper.

In order to include this information, write the abstract after you have written the rest of your text (even though it appears at the start). The abstract should NOT be written in the future tense. For example, do NOT write…This study will discuss…. instead you could write… This study has identified…. An abstract should NOT read 'In this assignment………..' As an abstract is summarising information already discussed, it is NOT the correct area to introduce new information and therefore references are NOT required.

4.3 Executive summary

A 'Business Report Assignment' does NOT have an abstract but <u>instead</u> the first section presented after the contents page is the Executive Summary. Imagine the head of the department or company wants to see the summary of your report and not have to read the full version. He/she should be able to see the full results and recommendations in this section. If this person wants to find out how you came to your results, they will need to dive into the full version of the report. In the Executive Summary you present a summary of the following:

1. Statement of the problem / situation
2. Findings of your research /analysis
3. Conclusions
4. Recommendations

The Executive Summary should have clear paragraphs per section and be no longer then two pages. Remember that your purpose is to provide an overview or preview to an executive audience who will not have time to read the whole report carefully.

Do not provide low-level details in the Executive Summary. Imagine what would interest this person in their role as an executive: probably not the complicated methodology of the research/analysis section. They will want to know what impact this research will have on their company's income statement and what it will cost to fix this problem.

Write the Executive Summary after you have completed the report and decided on your recommendations. Look at the first and last sentences of paragraphs to begin to outline your summary. Find key words and use those words to organise a draft of your summary; look for words that enumerate (first, next, finally); words that express causation (therefore, consequently); words that signal essentials (basically, central, leading, principal, major) and contrast (however, similarly, more than, less likely).

Executive summaries should be able to stand on their own, independently of the report. Ask someone not familiar with the report's examples to read your Executive Summary to see if it makes sense. Finally, remember to spell-check and proofread. Do not trust the spellchecker alone.

4.4 Introduction

The Introduction appears on a separate page after the Abstract or the Executive Summary. An introduction presents the reader with the subject area NOT with the assignment; therefore, an introduction should NOT read 'In this assignment I will……'. In fact, unless you have been asked to write a personal reflective piece of work (possibly for a PPD assignment), you should avoid using the first-person pronoun 'I' or 'we' as it makes your writing appear informal. Remember you are writing a formal piece of work. You should not necessarily write using the same type of language you would use when talking about a subject in class or to a friend. For example, avoid phrases such as … 'and another thing…' instead you could write 'in addition to…'. Avoid sweeping statements like 'football is played by everyone everywhere'.

An introduction should be one to three concise paragraphs in length and should be constructed in clear, full sentences, NOT bullet points. Remember to link sentences together to form clear paragraphs. When you read your work back does it flow easily? Switching between short and long sentences can change the rhythm of your writing. Figures are generally not appropriate within the introduction. Once the subject area has been introduced, the research question and the objectives of the assignment should be outlined, followed by a brief overview of the structure of the content.

Starting with the Introduction, every fact stated in your work must be referenced. Referencing should conform to the APA system (see Chapter 6) and must be thorough and correctly formatted throughout the text. You should NOT use direct quotations unless absolutely necessary and correctly formatted. Referencing means that you are acknowledging the information that you have sourced for your work; it does NOT mean that you copy sentences and then add the reference in brackets at the end. You must read a variety of sources and construct sentences in *your own words*. Failure to do so can result in a failing mark based on minimal requirements. Even worse, you could face charges of plagiarism.

4.5 Heading of main chapters

Chapters are the main sections of your work, the first of which should start directly after the Introduction. Think carefully about how you divide your work up into chapters. Ensure that the flow of your information makes sense and follows in a logical order throughout your assignment. You should provide a brief introduction paragraph and conclusion paragraph to the content of each new chapter. This acts as a guide to help the reader follow the flow of your discussion. However, this is only appropriate

the start and end of chapters. Sub-sections within chapters do not require an introduction and conclusion.

4.5.1 Sub-heading (Sub-section headings must be numbered and descriptive and differentiated by using sentence case)

You are likely to want to use sub-sections during your work. Again, ensure that the order of the sections is logical and that you write in clear and complete sentences throughout. Please also remember that one sentence does not make a paragraph. A paragraph is a collection of sentences linked by a theme; their separation should be logical and appropriate. Indicate the end of one paragraph and the start of another by leaving a line space between them.

The way in which sentences and sections is started is very important. A heading is not part of the sentence. Sentences should have the ability to stand alone. Sentences should NOT start with *But, Anyway, It, This,* etc. A basic sentence structure should include at least a subject and a verb.

4.5.2 Sub-sub-heading (Sub-sub-section headings must be numbered and descriptive and differentiated by using sentence case)

Your work may require the use of sub-sub-sections; again, whether you use these will depend on the nature of your topic and the logical flow of its content. Think of headings as the signposts that guide the reader through the content of your work. Please ensure that you not only spell check your work but also that you proofread it from start to finish; silly mistakes can cost you marks and again this could result in failing based on minimal requirements. At this level of your education, you should take enough pride in your work to only submit your best work. Therefore, please check your grammar and spelling. The language of this programme of study is UK English or British English; so, make sure you set the documents in which you work to this language. Microsoft Word will put a red line under spelling errors and a green line under grammar errors, including fragmented sentences; please ensure that when you finish the final draft of your work there are no red or green lines and that you have used spell check repeatedly!

4.6 Content of chapters and paragraphs

When you start new sections with headings it is important that the heading is followed by relevant text. A heading should NOT be followed directly by another heading, a figure or a table. Each new chapter continues on from the previous one, therefore a page break is NOT required between chapters.

If you use figures or tables in your work it is imperative that they are introduced in the preceding text. Figures and tables must be introduced prior to their inclusion and their inclusion within the document should be justified. You can simply refer to the figure within the supporting text by adding (figure 1) within the text. Please do NOT include a table or figure if it has no bearing or beneficial influence on the work. Ensure that all tables and figures are correctly formatted.

Remember English is the language of ISMB. All written information included in either tables or figures MUST be in English. If for example you have identified a useful table of sport participation rates from maybe a NOC*NSF report, you MUST reproduce the table in English while referencing the Dutch source.

Figures include drawings, pictures and diagrams (i.e. flow diagrams, charts etc). Where photographs, x-rays and other similar media are used, they should be referred to as plates and not figures. Figures, plates and tables are numbered from 1 onwards independently of the section numbers in which they are included. The number, title and reference should be placed under the figure or plate, and above a table as illustrated below. Make sure you do NOT have a page break between the figure, plate or table and its title.
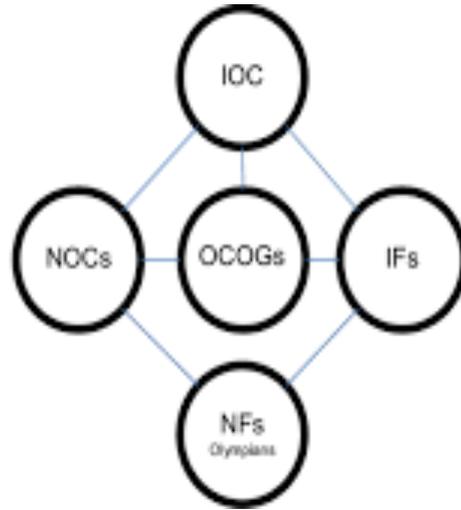
Figure 1: The Classical Olympic System (Chappelet & Kubler-Mabbott, 2008)

Plate 1: The London Olympics 2012: The Opening Ceremony (Peacock, 2012)

Table 2: Medal Count London Olympics 2012 (London 2012 medal count, 2012)

Ranking	Country	Gold	Silver	Bronze	Total
1	United States of America	46	29	29	104
2	People's Republic of China	38	27	23	88
3	Great Britain	29	17	19	65

4.7 Conclusion

The Conclusion should follow the main body of the text and not start on a new page. The Conclusion should literally conclude the key points identified within the main body of the text. The Conclusion should have the ability to stand alone and therefore somebody who just reads the Conclusion should be able to understand from reading it what the work was about, why it is important and the key findings or conclusions. Writing conclusions is a progressive skill and generally improves with practice.

As with the Introduction, the Conclusion should be in the form of one to three concise and clear paragraphs. As the Conclusion is summing up the key points that have already been discussed in the preceding work, it is inappropriate to introduce new information within the Conclusion.

4.8 Recommendations

'Recommendations' is a unique section ONLY written for 'Business Reports' (see also 'Executive Summary'). It should be written as the company's action points. It is written almost like a tear out section that can be used as a guide to resolve the situation or the problem the company is facing. It can be used as an action plan for the company to move forward. It is usually written in this way:

It is recommended that ... X company name does XYZ in bullet points.

It should be written in direct action-oriented language and formulated in a SMART way (specific, measurable, achievable, results oriented, and time bound).

These recommendations should be made based on the research conclusions and not based on opinion alone. They should be concise and concrete, for example: It is recommended that X company increase its price by 10% in the next period; or: It has been proven through the research that 90% of existing clients would still pay for the product at this increased price level and the three most important competitors have all increased their pricing by 15% in the last three months, which would still leave X company the cheapest among its competitor base.

4.9 Reference list

The list of references should start on a new page after the Conclusion or Recommendation and must be correctly formatted according to the APA system. Every reference cited in the text must be included in the reference list, and every reference in the reference list must be included as a reference within the text. References should NOT be separated based on the type; simply produce one list organised in ALPHABETICAL order.

Chappelet, J.L. & Kubler-Mabbott, B. (2008). *The International Olympic Committee and the Olympic System: The Governance of World Sport*. Oxford, UK: Taylor & Francis.

London 2012 medal count (2012). *London 2012 medal count.* Retrieved April 23, 2018 from http://www.london2012.com/medals/

Peacock, L. (2012). *London Olympics 2012: Opening ceremony to 'reinvigorate careers in engineering.* Retrieved August 21, 2017 from http://www.telegraph.co.uk/finance/jobs/9432504/London-Olympics-2012-Opening-ceremony-to-reinvigorate-careers-in-engineering.html

For more about referencing, see Chapter 6. See Appendix 2 for an example of a reference list.

5.0 FORMATTING AND MINIMAL REQUIREMENTS OF WRITTEN ASSIGNMENTS

Think of formatting and minimal requirements as the rules of the game. The same way as a goal scored from an offside position in football does not count, an assignment which is not formatted correctly will not receive a passing grade, and in fact will fail on minimal requirements.

Many businesses have their own in-house style which employees need to follow. If your employer says she wants a two-page summary of your project in her in-box by 09:00 on Tuesday morning, there is no point producing a 10,000-word printed report and leaving it on her desk at 8:00 Tuesday evening. She is not going to read it and is unlikely to continue to support your project. Funding bodies have their own templates for grant applications and they will have a submission deadline. Putting the wrong information in the wrong box or failing to complete a section will result in not receiving money to develop your project.

The minimal requirements discussed throughout the Writing Guide are basic elements of a professional writing style. They have been designed to help you develop strong writing skills and they help provide clarity and consistency in the marking process. They will help you develop an eye for detail and respect for the rules. These points may seem irrelevant compared to the content of your work, but they highlight an attention to detail and care in your work submitted. Did you notice for example that the previous paragraph is left aligned rather than fully justified? In a competitive market, these are the characteristics and skills you want to promote.

Minimal requirements may vary slightly between assignments but they will be presented in the marking scheme and are likely to resemble the information presented in Table 3.

Table 3: Minimum Requirements

MINIMUM REQUIREMENTS for writing an academic assignment or a business report	Feedback Comment	Pass Y / N
Is the document formatted according to the ISMB Writing Guide? (e.g. Front Cover, Abstract/Executive Summary, contents page, Introduction, chapters, Conclusion/Recommendations, etc.)		
Does each chapter have title, brief introduction & conclusion?		
Is the document written without 5 spelling mistakes?		
Did the writer have less than 5 grammar mistakes in the entire document?		
Did the writer use a formal writing style?		
Is the document written with adequate and appropriate citing of sources?		
Did the writer use relevant and reliable sources?		
Is the reference list correctly presented?		
Was the assignment submitted before the deadline in the correct dropbox and in Ephorus?		

If you have read this Writing Guide (from start to finish), attended all Research 1 and Research 2 classes, proofread your work and submitted your work at the first assessment opportunity, you significantly increase your chances of passing an assignment because you have met the minimal requirements. On the flip side, failure to do these things could ultimately result in not gaining enough credits to complete your first year of study! Imagine an own goal in extra time that results in relegation!

6.0 A GUIDE TO USING APA STYLE FOR REFERENCING

While studying at university you will increase your subject knowledge by taking different classes and by reading around a subject. As part of an assessment you will be asked to produce various assignments. For example, in Research 2 in quarter 2, students may be required to write an individual essay which 'reviews the similarities and differences between sport development systems in the UK and Australia'. There is a lot of literature on this subject, so your first task is to find this literature and read it. This process will increase your knowledge on and around the subject so that you are then able to write about it. Keep in mind: while your work must draw on the work of others, you are required to formulate and communicate your own ideas on the subject. Correct referencing is a way of demonstrating ***what* you have read** around the subject. As important, it also enables someone else to ***find* what you have read.**

There are lots of different styles of referencing -- we use the APA Referencing Style. Please use the simplified guidelines below to learn how to reference your work using the APA style. For more details, feel free to look up APA referencing elsewhere.)

The Do's

1. Factual information should be referenced in two places, in the text (*citation*) for example:

After winning the 800m final at the Beijing 2008 Olympics, Pamela Jelimo returned to her home country a celebrity after becoming Kenya's first female Olympic Gold Medallist (Jarvie & Thornton, 2012).

And in the reference list:

Jarvie, G., & Thornton, J. (2012). *Sport, culture and society: An introduction.* Oxon, UK: Routledge.

2. You MUST present the information in your own words. For example:

The above sentence about Pamela Jelimo was written after reading the following paragraph from Jarvie & Thornton (2012).

Sport continues to be a potential resource of hope for some. In September 2008, Pamela Jelimo returned to the Rift Valley village in Kenya that she had left four months earlier to compete in the Beijing Olympic Games. She returned by helicopter with her 800m Olympic gold medal around her neck and £650,000 in her bank account. For a nation that has been producing Olympic running champions for more than 40 years, Kenya's first woman Olympic gold medal winner transformed the schoolgirl into one of Kenya's running celebrities.

3. The way you format the citation and the information in the reference list MUST follow the APA style (details of which are presented in 6.1 and 6.2).

4. You can present a citation at the start or the end of a sentence. For example:

Jarvie & Thornton (2012) identified Pamela Jelimo, the first female Kenyan Gold Medallist, as an example of a female sporting success story in recent times.

Or

Pamela Jelimo, the first female Kenyan Gold Medallist, is as an example of a female sporting success story in recent times (Jarvie & Thornton, 2012).

The Don'ts
1. You should NEVER simply copy and paste someone else's work into your assignment.

2. It is NOT acceptable to simply change a few words from somebody else's work and include a citation. Based on the extract used above it would NOT be ok to present a sentence like this:

In 2008, Pamela Jelimo returned to her village in Kenya that she had left four months earlier to compete in the Beijing Olympic Games (Jarvie & Thornton, 2012).

3. It is NOT acceptable to simply present vast amounts of quotes. Based on the extract used above it would NOT be ok to present a sentence like this:

"For a nation that has been producing Olympic running champions for more than 40 years, Kenya's first woman Olympic gold medal winner transformed the schoolgirl into one of Kenya's running celebrities" (Jarvie & Thornton, 2012).

4. Do not get into a habit of relying on only one source of information and then placing a citation in the last sentence of a paragraph.

6.1 In text citations

The APA style requires a concise reference to the source in the text itself: the author's surname or the name of the organisation followed by the year, all of this between parentheses.

1. A book

The in-text citation for a book contains the author's last name, comma, and the year of publication. If you are quoting directly from the book, also include the page number as shown in the example below. If there are multiple authors, list up to five. Place an '&' before the final one. If there are six or more authors, list only the first followed by 'et al.'.

(Jarvie & Thornton, 2012) or (Jarvie & Thornton, 2012, p. 4).

(Rambaldo et al., 2018)

You may also choose to use a direct quote and include the author's name in the sentence and place the other information in the parenthesis (brackets).

According to Smith, "Using APA style is really quite easy" (2008, p. 3).

2. A magazine or journal article

The in-text citation for a magazine or journal article contains the author's last name, comma, and the year of publication. If you are quoting directly from the article, also include the page number as shown in the example below. If there are multiple authors, list up to five. Place an '&' before the final one. If there are six or more authors, list only the first followed by 'et al.'.

(Brown, 2008) or (Brown, 2008, p. 21)

(Tyler et al., 2017, p. 28)

You may also choose to use a direct quote and include the author's name in the sentence and place the other information in the parenthesis.

According to Brown, "Many students actually enjoy using APA style documentation" (2008, p. 21).

3. A newspaper article

The in-text citation for a newspaper article contains the author's last name, comma, and the year of publication. If you are quoting directly from the article, also include the page number as shown in the example below.

(Jones, 2009) or (Jones, 2009, p. 3)

You may also choose to use a direct quote and include the author's name in the sentence and place the other information in the parenthesis.

According to Jones, "It's fun to cite sources in APA style" (2009, p. 3).

If the article lists no author, use the first word or two of the title in quotation marks or use the full title in your sentence. If there are multiple authors, list up to five. Place an '&' before the final one. If there are six, list only the first and write et al. after it.

The article "APA Style Becoming More Popular," claims that "This documentation style is sweeping the nation" (2009, p. A1).

4. A page or document from a website

The in-text citation for a web page contains the author's last name, comma, and the year of publication or n.d. if there is none. You may also choose to include the author's name in the sentence and place the year in the parenthesis. If there are multiple authors, list up to five and place an '&' before the final one. If there are six or more authors, list only the first followed by 'et al.'.

If the article lists no author, use the first word or two of the title in quotation marks or use the full title in your sentence.

> Citing sources in APA is an important academic skill ("Why APA," n.d.).
>
> According to the American Psychological Association, "APA Style has been adapted by many disciplines and is used by writers around the world" (2009).

5. Verbal or personal communication

As a personal communication is not published or findable, it should not be included in a reference list.

Personal communication should be referenced as a citation. Give the initials as well as the surname of the communicator, and provide the exact date if possible. For example:

> ………. (J. Kuechler, personal communication, May 17, 2018).

6.2 Reference list

At the end of the text you must include a reference list with details for each source cited in your paper. In this way, the reader can verify where you got your information and check it for him or herself.

Creating an APA style reference list is not hard. Just follow the steps below, one at a time, for each of your sources.

STEP 1: What kind of source are you using?

The most common sources are the following:
1. A book
2. A magazine or journal article
3. A newspaper article
4. A page from a website

STEP 2: Follow the appropriate pattern for the type of source

1. **A book**

• The author's last name. Comma.

• The author's first initial. Full Stop. If there are multiple authors, list each the same way. Place '&' before the final one. If there are more than six authors, list only the first six, then write 'et al.'.

• The year of publication in parenthesis. This will be found on the first page of most books. Full Stop.

• The book's title (and subtitle if any) in italics. Capitalize only the first word of the title (and subtitle if any). Place a colon between the title and subtitle if there is one. Full Stop.

• The city where the book was published. Comma. Country. Colon.

• The name of the publisher.

• End the reference with a Full Stop.

> Jarvie, G. & Thornton, J. (2012). *Sport, culture and society: An introduction.* Oxon, UK: Routledge.

2. **A magazine or journal article**

• The author's last name. Comma.

• The author's first initial. Full Stop. If there are multiple authors, list each the same way. Place '&' before the final one. If there are more than six authors, list only the first six, then write 'et al'.

• The year of publication in parenthesis. Full Stop.

• The title of the article. Capitalize only the first word of the title (and subtitle if any). Place a colon between the title and subtitle, if there is one. Full Stop.

• The name of the journal in *italics*. Capitalize every important word. Comma.

• The volume number in *italics*. This will be found on the journal pages or in the information you get from the database.

• The issue number in parenthesis. Also found on the journal pages or in the information you get from the database. Comma.

• The page numbers on which the article appears. Found on the journal pages or in the information you get from the database.

• End the reference with a Full Stop.

Brown, J. (2009). A study of the use of APA style citations by college students. *Journal of the Citation Society, 15(7)*, 20-28.

3. A newspaper article

• The author's last name. Comma. (If the article lists no author, begin with the title, then the date, then the rest of the reference as shown below.)

• The author's first initial. Full Stop. If there are multiple authors, list each the same way. Place '&' before the final one. The date of publication in parenthesis. Year first, then month, then day. Do not abbreviate the month. Full Stop.

• The title of the article. Capitalize only the first word of the title (and subtitle if any). Place a colon between the title and subtitle, if there is one. Full Stop.

• The name of the newspaper in *italics*. Capitalize every important word. Comma.

• The page numbers on which the article appears. This will be found on the article pages or in the information you get from the database. Use p. if the article appears on a single page or pp. if there are multiple pages. Full Stop.

End the reference with a Full Stop.

Miller, T. (2009, January 3). Why students love APA style citation. *USA Today*, pp. 3-4.

"APA style becoming more popular." (2009, January 3). *New York Times*, p.1.

4. A page or document from a website

• The author's last name. Comma. (If the page lists no author, begin with the title, then the date, then the rest of the reference as shown below.) You can also use the sponsoring organization as the author. See the example below.

• The author's first initial. Full Stop. If there are multiple authors, list each the same way. Place '&' before the final one.

• The date of publication in parenthesis. Year first, then month, then day, or just the year if that is all the site shows. Do not abbreviate the month. Full Stop. If you cannot locate a date, place n.d. in parenthesis. This stands for "no date."

• The title of the article in italics. Capitalize only the first word of the title (and subtitle if any). Place a colon between the title and subtitle, if there is one. Full Stop.

• The words "Retrieved + month + date + year + from" and the web address.

• Do NOT end the reference with a Full Stop.

Why APA citation is important. (n.d.) Retrieved Augustus 24, 2018 from
     http://www.weloveapa.com/importance.html

American Psychological Association. (2009). *APA style*. Retrieved April 28, 2017 from
     http://apastyle.apa.org

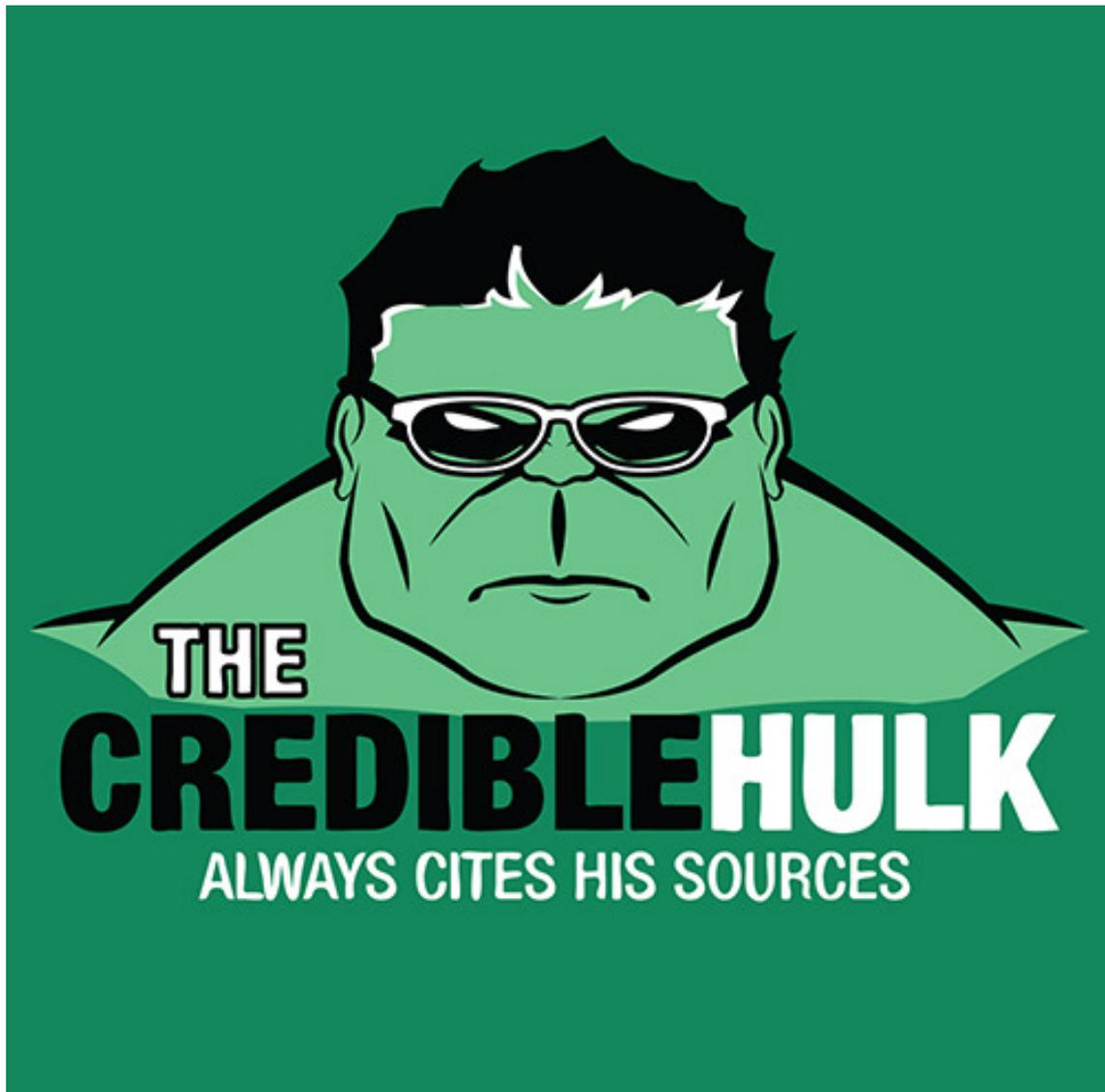And that is it. You are done. Citing sources in APA style really is not so hard now, is it?

Figure 2: The Chicago Public Library (n.d.)

APPENDIX 1 DIFFERENCE BETWEEN IN TEXT CITATION AND REFERENCE LIST

Source type	How do you cite the source in the text?	How do you put the source in your reference list?
Book with one author	… (Coakley, 2007). Or used in a sentence: According to Coakley (2007) ……. If using a quote: … (Coakley, 2007, p. 8)	Coakley, J. (2007). *Sports in Society*. New York, NY: McGraw-Hill Higher Education.
Book with two authors	… (Van Bottenburg & Sterkenburg, 2014). Or used in a sentence: According to Van Bottenburg and Sterkenburg (2005), the actions are not always...	Bottenburg, M. van & Sterkenburg, J. (2014). *Sports participation in the European Union: Trends and differences*. Nieuwegein: Arko Sports Media.
Book with three to six authors	… (Chappelet, Kubler-Mabbott & Baker, 2008). Or used in a sentence: Chappelet, Kubler-Mabbott and Baker (2008) conducted research on...	Chappelet, J.L., Kubler-Mabbott, B. & Baker, J. (2008). *The International Olympic Committee and the Olympic System: The Governance of World Sport.* Oxford, UK: Taylor & Francis.

Source type	How do you cite the source in the text?	How do you put the source in your reference list?
Magazine or journal article with one author	… (Coakley, 2011). Or used in a sentence: According to Coakley (2011)......	Coakley, J. (2011). Youth Sports: What Counts as "Positive Development?" *Journal of Sport and Social Issues, 35(3),* 306–324. In the reference list: name of magazine or journal in italics.
Magazine or journal article with two authors	… (Elias & Dunning, 1986). Or used in a sentence: According to Elias and Dunning (1986)......	Elias, N. & Dunning, E.G. (1986). Quest for Excitement. *Sport and Leisure, 35(2), 201-218.*
Magazine or journal article with three to six authors	First citation: … (Bakker, Boerma, Luitzen & Hille, 2012). Second and further citations: … (Bakker et al., 2012). Or the second and further citation used in a sentence: According to Bakker et al. (2012) there are...	Bakker, K.J., Boerma, A.P., Luitzen, J. & Hille, H. (2012). Sport in Europe. *Sport and Strategy, 55(2)*, 1040-1049.

Source type	How do you cite the source in the text?	How do you put the source in your reference list?
Report, policy document, article or webpage with no author listed? List the organisation as author	First citation: … (UEFA, 2017). Or used in a sentence: Figures from UEFA indicate that… (2017). Or … (UEFA, n.d.) Or used in a sentence: According to the UEFA it is important that in women's football……. (n.d.).	Union of European Football Associations (2017). *Women's football across the national associations 2017*. Retrieved from https://www.uefa.com/Multimedia Files/Download/OfficialDocument/ uefaorg/Women'sfootball/02/51/6 0/57/2516052_DOWNLOAD.pdf Union of European Football Associations (n.d.). *UEFA Women's Euro*. Retrieved June 30, 2018, from https://www.uefa.com/womenseur o/
Document from an organisation where no date/year is indicated but containing time-sensitive information	…….. (International Olympic Committee, n.d.). Or used in a sentence: The IOC states that……….. (n.d.)	The International Olympic Committee (n.d.). *The organisation*. Retrieved August 8, 2015, from https://www.olympic.org/the-ioc

Source type	How do you cite the source in the text?	How do you put the source in your reference list?
E-article or e-book with publication date but no time-sensitive content (so no reason to indicate time of retrieval)	… (Van den Bos, Knapp, & Doe, 2017). And: … (Fredrickson, 2015). Or used in a sentence: According to Van den Bos, Knapp, & Doe (2017) the elements are.., And: …as appears from the study by Fredrickson (2015).	Van den Bos, G., Knapp, S. & Doe, J. (2017). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, *5(4)*, 117-123. Retrieved from http://journal.bibliographic.com And: Fredrickson, B. L. (2015). *Cultivating positive emotions.* Retrieved from http://journals.apa.org/prevention/volume3/pre0030001a.html
Text from webpage with many authors containing time-sensitive information (indicate time of retrieval)	First citation: … (Chou , McClintock, Moretti & Nix, 2011). After first citation: … (Chou et al., 2011). Or used in a sentence: Chou et al. (2011) revealed in their work that...	Chou, L., McClintock, R., Moretti, F. & Nix, D. H. (2011). *Technology and education: New wine in new bottles.* Retrieved August 24, 2018, from http://www.ilt.columbia.edu/html

APPENDIX 2 EXAMPLE OF A REFERENCE LIST

For more information on various sources in the reference list, see Chapter 6 or
www.apastyle.org

Place all sources in alphabetical order in one list. Make sure that the second and any further
lines in the same reference are indented.

Alcock, C.W. (1897). *Football. The Association Game*. London: Bell.

Bernstein, A. & Blain, N. (2003). *Sport. Media, culture: Global and local dimensions.* London:
Franks Cass.

Bottenburg, M. van (2005). *The Netherlands*. In: Levinson, D. & Christensen, K. *Encyclopaedia
of World Sport*. Great Barrington: Berkshire Publishing Group.

Chappelet, J.L. & Kubler-Mabbott, B. (2008). *The International Olympic Committee and the
Olympic System: The Governance of World Sport*. Oxford, UK: Taylor & Francis.

Chou, L., McClintock, R. Moretti, F. & Nix, D. H. (2011). *Technology and education: New wine
in new bottles.* Retrieved Augustus 24, 2018 from http://www.ilt.columbia.edu/html

Coakley, J. (2007). *Sports in Society.* New York, NY: McGraw-Hill Higher Education.

Elias, N. & Dunning, E.G. (1986). Quest for Excitement. *Sport and Leisure, 35(2), 201-218.*

Fredrickson, B. L. (2000). Cultivating positive emotions to optimize health and well-being.
Prevention & Treatment, *3(1).* Retrieved from
http://journals.apa.org/prevention/volume3/pre0030001a.html

Paijmans, B. M. (2001). Accidents in school. *Physical Education*, *51(3),* 201-220.

Peacock, L. (2012). *London Olympics 2012: Opening ceremony to reinvigorate careers in
engineering.* Retrieved August 22, 2017 from
https://www.telegraph.co.uk/finance/jobs/9432504/London-Olympics-2012-
Opening-ceremony-to-reinvigorate-careers-in-engineering.html

Union of European Football (2017). *Women's football across the
national associations 2017*. Retrieved from
https://www.uefa.com/MultimediaFiles/Download/OfficialDocument/uefaorg/Wom
en'sfootball/02/51/60/57/2516052_DOWNLOAD.pdf

Wiesenfeld, B.M., Raghuram, S. & Garud, R. (n.d.). *Communication patterns as determinants
of organizational identification in a virtual organization.* Retrieved April 28, 2017
from http://www.ascusc.org/jcmc/vol3/issue4/wiesenfeld.html#Abstract