Style Guide for Manucripts
South African Journal of Childhood Education

Adapted Harvard

Only the first letter of the title or a heading is capitalised.

Headings are not to be numbered.

Only 3 levels are to be used and formatted as follows:

Level 1: Bold, 14 pt
Level 2: Italic Bold, 12 pt
Level 3: Italic 12 pt.

200 words, italic, 11 pt Arial.

Provide 6 – 10 keywords separated by a comma.

Body text
Font: 12 pt Times New Roman, justified
Spacing: 1.5

Use endnotes only (maximum five).

Quotations
Quotations are placed in the text with double quotation marks

Single quotation marks are used when another quotation appears within the first one

Double quotation marks are used for words or phrases that are quoted.

Example
According to Smith (2013:32), “conceptual change” in mathematics is a process and needs “scaffolding” in the classroom. Khumalo (2013:66) agrees, adding that this involves “a teacher who works systematically in each and every lesson, assessing the learners individually”.

Quotations longer than 1 line:

Left indented: 2.5 cm (1 inch)
Piagetian notions of constructivism in early childhood conceptual development of arithmetic have been abandoned by developmental psychologists and neuroscientists. In this regard Stanislas Dehaene says:

We now know that this aspect of Piaget’s constructivism was wrong. Obviously young children have much to learn about arithmetic and obviously their conceptual understanding of numbers deepens with age and education – but they are not devoid of genuine mental representations of numbers, even at birth….Unfortunately the tests that Piaget favoured do not enable children to show what they are really capable of (2011:33).

Note
The ellipse in the example above is indicated with three dots. The fourth dot is a full stop.

In-text referencing
Many mathematics teachers are mostly under qualified to teach (Adler & Davis 2006:277).

According to Gallistel (2012), the neurons that fire when number is contemplated are in the same area of the brain as neurons that fire when space and time are thought of.

In the introduction to the book titled Reading in the Brain, Dehaene (2009:1) explains the new and “true science of reading” with examples from psychology and neuroscience in the last 20 years.

More than two authors
List all the authors alphabetically with the first reference. Use the following format for subsequent referencing: (Author et al 2002).

Multiple authors of different texts
(Author 1, date; Author 2, date; Author 3, date)

Refrain from listing a large number of authors unless absolutely warranted.

Tables and figures
Tables and figures must be placed at the end of the article with their approximate positions in the text indicated.

Tables and figures should be numbered consecutively and be accompanied by a brief heading for tables or caption for figures.

Each table/figure must be referred to in the text.

The South African Journal of Childhood Education follows its own adaptation of the Harvard Referencing Style. For style elements not addressed here, you are referred to the followings:
Capitalisation
Capitalise only the first word of a title, and proper nouns (including school subjects)
Capitalise the first word after a colon.
Capitalise acronyms (such as UNISA, CAPS – Curriculum and Assessment Policy Statement)

Chapter in a book
(Note the hanging indent of 1 cm)

Article in a journal

Book

Conference paper

Two or more authors of a book

Article from internet/website

Newspaper articles