



UNIVERSITY  
OF  
JOHANNESBURG

UJ DEPARTMENT OF SOCIOLOGY

# **UNDERGRADUATE GUIDELINES**

**2020**

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## 1. INTRODUCTION

**Welcome** to all students who are joining the Department of Sociology for the first time. **Welcome** also to all our senior undergraduate students! It is of critical importance that you read this document carefully, because it provides valuable general information, such as guidelines regarding tests and assignments.

## 2. STAFF CONTACT DETAILS

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Dr Muhammed Suleman	muhammeds@uj.ac.za	Lecturer
Mr Lerato Kgosiemang	Lkgosiemang@uj.ac.za	Lecturer
Ms Boni Moagi	bonisiwem@uj.ac.za	Departmental Administrator

## 2.1 Consultation hours

Each staff member's consultation times are indicated in the relevant study guide. If you are not able to consult with the lecturer during these specific times, you may contact her/him via email to make a formal appointment. An appointment with the head of the department may be arranged via the secretary.

## 3. UNDERGRADUATE COURSEWORK

Semester 1	
Module 1	Module 2
<b>Sociology 1A: The Individual and Society</b> Course coordinator: Dr Siphelo Ngcwangu	
<b>Theory and Family</b> Mr. Anthony Kaziboni Ms. Irene Marindi Test: Monday 24 February 2020	<b>Deviance and Religion</b> Prof Tapiwa Chagonda Dr Muhammed Suleman Test: Monday 20 April 2020
<b>Sociology 2A: Social Relations</b> Course coordinator: Prof Ingrid Palmary/Prof Tina Uys	
<b>Conflict Studies</b> Prof Ingrid Palmary Test: Monday 02 March 2020	<b>Group Dynamics</b> Prof Tina Uys Test: Monday 20 April 2020
<b>Sociology 3A: Sociology at Work</b> Course coordinator: Dr Letitia Smuts	
<b>Social Science Research Methods</b> Dr David Du Toit Test: Monday 02 March 2020	<b>Sociology of Work</b> Dr Trevor Ngwane Test: Wednesday 22 April 2020
<b>3A Sociology Research Practical</b> Dr Letitia Smuts	
Semester 2	
Module 3	Module 4
<b>Sociology 1B: Social Divisions</b> Course coordinator: Dr Siphelo Ngcwangu	
<b>Power and the Workplace</b> Dr Siphelo Ngcwangu Mr Lerato Kgosiemang Test: Monday 03 August 2020	<b>Inequality: Class, Race and Gender</b> Prof Grace Khunou Mr Lerato Kgosiemang Test: Monday 28 September 2020
<b>Sociology 2B: Population Dynamics</b> Course coordinator: Prof Tina Uys/ Mr. Muhammed Suleman	
<b>Clinical Sociology</b> Dr. Muhammed Suleman Test: Monday 17 August 2020	<b>Population Dynamics</b> Dr Luke Sinwell Test: Monday 21 September 2020
<b>Sociology 3B: Classical and Contemporary Sociological Theory</b> Course coordinator: Dr Letitia Smuts	
<b>Sociological Theory</b> Prof Malehoko Tshoaeadi Test: Monday 03 August 2020	<b>Globalisation</b> Dr Siphelo Ncwangu Test: Monday 28 September 2020
<b>3B Sociology Research Practical</b> Dr Letitia Smuts	

Note: test dates are subject to confirmation or change by the lecturer

#### 4. TEST RULES

You are expected to write two compulsory semester tests during the official set time in each semester. The dates are contained in the booklet called *Faculty of Humanities: Timetable for lectures and examinations* as well as in the coursework table above. Students may not enter the venue after half an hour of the test has passed and may not leave before half an hour has passed. Students may not leave during the last 15 minutes of the test.

**Test queries:** Students are responsible for collecting a test directly after its release. Re-marking is not an option, however, for five work days directly following the release of a marked assessment, errors may be brought to the attention of the relevant lecturer or a student who feels that marks have not been fairly awarded may request an explanation. In addition, the final deadline for any queries related to semester marks will be on the last Friday of the block study week of each semester.

#### 5. SICK TESTS

Semester tests are compulsory. If however, a student was absent from a semester test due to illness, the student may be admitted to write the sick test. In order to apply for admission to the sick test, **the student must hand in a valid doctor's note within 7 days of the original test.** This doctor's note must be **attached to the prescribed application form for writing the sick test.** You may obtain this form from the departmental assistants at C Ring 6. You should clearly indicate the module and date of the original test for which you want to apply to write a sick test. In cases of hospitalisation for longer than 5 days, the relevant lecturer should be contacted by email. If you were ill for more than one test you will have to write these tests one after the other. **The sick test will cover all the work that has been done up to the date of the sick test.** Take note: The sick test is **not** a mark improvement opportunity. It is reserved for students who were really ill. Abuse of this opportunity may result in disciplinary action against you.

Sick tests are provisionally scheduled for the following dates:

- Term 1: 8:30 Monday 09 March 2020 (Soc 1A, 2A and 3A Test 1).
- Term 2: 8:30 Monday 04 May 2020 (Soc 1A, 2A and 3A Test 2).
- Term 3: 8:30 Monday 24 August 2020 (Soc 1B, 2B and 3B Test 1).
- Term 4: 8:30 Monday 05 October 2020 (Soc 1B, 2B and 3B Test 2).

## **6. GUIDELINES FOR WRITING ACADEMIC ASSIGNMENTS**

### **6.1 The purpose of assignments**

Students get the opportunity to contribute towards their semester marks by the sporadic submission of assignments. These assignments can take the format of shorter essays or longer and more extensive assignments. The aim of this form of testing, in both instances, is to assess whether students can integrate a diverse number of sources to form a systematic and logical argument. Because authors of academic documents usually work with a reasonable amount of sources, certain conventions have emerged according to which sources are referred to. It is therefore important for students to learn how to use these referencing techniques correctly (see the section on referencing techniques). Apart from the fact that it is of scientific interest to refer to sources, it is also important to give credit to original authors for their work (see section on plagiarism).

### **6.2 Technical aspects**

#### 6.2.1 Layout

Note that all assignments should be typed. Handwritten assignments will not be accepted.

- All text and headings should be in 12-point Times New Roman or Arial, 1.5 spacing and the margins should be set at 2.5 cm (or “normal”) all around.
- The text should be distributed evenly between the margins, i.e. use the alignment called justify.
- Ensure to insert page numbers at the bottom of your assignment. Page numbering should start on the first page of your text, i.e. when the heading – 1. Introduction or Chapter One – appears (that will then be page 1).
- Ensure to use proper paragraphs. A paragraph consists of 3 or more sentences.

#### 6.2.2 Language and spelling

Make use of UK or South African English. Ensure that your spellchecker has been set to South African English (or to UK English). In South Africa, and the UK, certain words are spelled differently from US English. For instance, words like ‘labour’ end in ‘our’, not in ‘or’. Furthermore, unlike the US, words like ‘organise’ are spelt with an ‘s’, not a ‘z’, for example use organise or analyse instead of organize or analyze. While spellcheckers are helpful, you

should always proofread your assignment before it is submitted. For instance, as far as your spellchecker is concerned, 'course' and 'coarse' are both correct, but they have different meanings.

## 6.3 Form and content of academic assignments

### 6.3.1 Title page

The title page as provided on Blackboard, must be completed to contain the following information:

- The student's name, surname, student number, course and year of study;
- The title of the assignment;
- The name of the lecturer who gave the assignment;
- The date on which the assignment is submitted (day, month, year) ;
- The course for which the assignment is completed, e.g. Sociology 1B, Module 1; and
- A short declaration to indicate that no plagiarism has been committed.

### 6.3.2 Table of contents

The purpose of a table of contents is to provide a systematic overview of the contents of the assignment, and to link headings and subheadings to specific page numbers for easy reference.

The table of contents must appear on a separate page and should be compiled as follows, with page on which the section starts indicated on the right. For example:

## CONTENTS

1.	<b>Introduction</b>	1
2.	<b>Marxist perspectives on social inequality</b>	2
2.1	Modes and forces of production	2
2.2	Ownership and the emergence of capitalism	4
2.3	The bourgeoisie and the proletariat	4
2.4	Criticism on Marxist perspectives	5
3.	<b>Max Weber's discussion of social inequality</b>	5

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4.	<b>A comparison between Marxist and Weberian views</b>	9
5.	<b>Conclusion</b>	10
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### 6.3.3 Body of the assignment

All assignments should have a clear introduction, contents and a conclusion. All the headings in the table of contents should appear in the body of the essay (with the corresponding page numbers on which the heading first appears).

Always start with an introduction. The **introduction** should tell the reader what the assignment is about, i.e. what the topic is. It must also explain how the author approaches the topic and provide an exposition of the structure of the assignment or how the assignment is arranged.

The main part of the assignment consists of a presentation of the author's arguments - the **body** of the assignment. Students must show that they can highlight topics from different angles. They must be able to compare and critically evaluate divergent points of view. Information from a wide variety of sources must be integrated in a meaningful way. Students must be able to interpret other author's opinions correctly, but they also must be able to systematically state their own points of view. Students must show that they understand sociological concepts, theories and perspectives, and that they can address problems by using their acquired knowledge.

Compiling a broad framework of appropriate headings can aid you in the ordering of the themes you would like to address. You need to discuss each thought or theme under a specific heading. Each heading and subheading must be numbered. Main headings are numbered 1, 2, 3 etc. (with Introduction always being heading number 1); First-level subheadings are numbered 2.1, 2.2, 2.3 etc.; second-level subdivisions are numbered 2.1.1, 2.2.2, 2.2.3.

Always end your assignment with a conclusion. In the **conclusion**, the main arguments proposed in the assignment must be summarised in the form of conclusions. The conclusion



must link to the contents of the assignment in a logical manner. The summary should not introduce any new information.

#### 6.3.4 Reference list

The last section of your assignment should be a list of cited sources, i.e. the heading is named Reference List. The reference list must appear on a separate page (it should, thus, not follow on the same page as the conclusion, but on the following page after the body of the assignment). Note that the heading – Reference List – are not numbered as it does not form part of the text/body of the assignment. All sources cited in the text must be listed in a comprehensive list of references. If there is no reference to a source in the text, the source may not be listed in the reference list.

Academic books and articles from accredited journals are the sources of choice. Online encyclopaedia such as Wikipedia may not be used as sources for academic assignments. Reference original sources rather than course readers or study guides. It is also wise to avoid dated sources, i.e. sources that were written more than 10 years ago. The rule is to stick to more current, relevant sources. At times, however, certain seminal texts that were published a number of years ago can be consulted (e.g. Foucault or Marx, depending on your topic) – but these need to be balanced with more current literature as well.

### 6.4 Referencing

There are various ways of formatting a reference list, and different academic departments and journals adopt different styles. The UJ Sociology Department uses a Harvard style similar to that of *South African Review of Sociology*, the journal of the South African Sociological Association, and this is illustrated below. Please use these forms of referencing when presenting a reference list.

#### 6.4.1 In-text referencing

When citing an author (or authors) from a book, an article or any other source, the reference must be positioned at the appropriate place in the text. The reference should always consist of the following three elements (in this order), namely:

- (1.) **The author's surname**, with no comma after the surname if it appears in brackets;
- (2.) **The year of publication**, followed by a colon.

(3.) **The page number(s)**, except if you are referring to the source as a whole, in which case no page number(s) is/are included, for example (Smith 2010).

The following are examples of in-text references and the suitable placements in the text:

*Single author:*

- Rugunanan (2015: 237) argues that...
- ...to the argument (Khunou 2013: 45).

*Two authors:*

- According to Mphaphuli and Smuts (2019: 19)...
- ...for the institution to complete its goal (Kemp and Tshoedi 2007: 4), while the government...

*Three authors*

- Wilmott, Fraser and Lammes (2018: 71) noted that...

*More than three authors*

If there are more than three authors, you need to immediately refer to the first author followed by the abbreviation et al.

- ...with the exception of a few (Held et al. 1999: 78).

*An organisation*

If the source concerned is not the work of a specific author, but released by an organisation, you need to indicate it in the reference.

- ...for Gauteng (Statistics South Africa 2011: 11).

*Multiple publications*

In the case where the same author published more than one piece of work in the same year, the letters a, b, etc. should appear after the date to distinguish from the different publications.

- As Morrell (1998a: 7) illustrates... Furthermore, he refers to... (Morrell 1998b: 100).

### *Series of references*

When arranging a series of references, do so according to chronological dates or the author's surnames in alphabetical order (it is a preference, but just be consistent).

- Date: ...the end (Davis 2008; Smuts 2015; Du Toit 2018).
- Surname: A number of scholars (Abbey 2007; Lima 2010; Tammy 2006)...

### *A report*

If the source concerned is not the work of a specific author, but a report of some sort, you need to indicate this.

- ...in the report of the Commission of Inquiry into State Capture (2019) it was found that...
- ...as stipulated by the Department of Finance (2016).

### *Newspaper*

There are two ways in which to refer to a newspaper source –

- (a.) If the author(s) of the article is available: ...to an extent (Desai 2019: 17).
- (b.) Article without an author: ...as indicated (*Sunday Times* 20 January 2019: 5).

## **6.5 Direct quotations**

- Direct quotes must be placed between single quotation marks.
- Double quotation marks are used in the case where certain concepts are highlighted. For example: According to Smuts (2019: 71) 'these young people often hold specific normative views of what men and women are "allowed" to do and how gender is "supposed" to be performed'.
- In the case of a direct quote, the original spelling and punctuation, as they appear in the source, should be retained – even if that means using US English.
- If the quotation contains a printing or language error in the original text, you must keep it as is and add the word [sic] in square brackets to indicate that you are aware of the error.

- In some cases, you might not want to include the entire quotation, as such, ellipses (three dots) should be used to indicate that a part of the quotation has been left out.
- If you wish to emphasise a part of the quotation by using italics or bold, you need to indicate this by adding the words (own emphasis) in brackets immediately after the quotation.

## 6.6 Formatting a reference list

- The reference list must be arranged alphabetically according to the surnames of the authors.
- Sources that appear in the reference list are not numbered.
- There is no need to separate the different types of sources. All sources used, regardless of the type of source, must appear alphabetically in one coherent list (i.e. do not separate journal articles from newspaper articles).
- Distinguish clearly between references by using the hanging indent feature. I.e. in MS Word, highlight all the cited sources in the references; select Paragraph from the Home pop-up menu; under Indentation, use the Special pull-down menu to select hanging.
- Use title case capitalisation for all book and article titles, e.g. *The Small Group: Structure and Dynamics*. All the important words must be capitalised, while words that are of less importance (for example: and, an, but, by, the) are not capitalised – unless it is the first word of the title.
- As far as formatting each reference is concerned, there is a number of details that must appear in each source and in a specific order, depending on the source type. It is also important to pay close attention to the required punctuation and spacing for each type of source. For example, notice the differences in punctuation for the following two types of sources:

### **Book**

(1.) Always start with the **author's surname** – a comma appears after the surname – followed by the author's **initials**. If the person is an editor of a book, the word (editor) is added in brackets after the initials. The plural (editors) is added if there are more than one editor. (Note that the initials are only followed by a full stop when it appears directly ahead of the date of publication).

(2.) This is followed by the **date of publication**. Note that the date should not appear in brackets and a full stop follows directly after the date.

(3.) Thereafter the **title of the source** is indicated. The title of books must appear in *Italics*, and again it is followed with a full stop.

(4.) **Place of publication**. Indicate the place where the book was published. Note that it has to be the city, NOT the country (e.g. Johannesburg, not South Africa). A colon appears after the city is stated.

(5.) **Publisher**. Indicate the publishing house and end off the source with a full stop. (No page numbers are added when referencing a book source).

*For example:*

Babbie, E and Mouton, J. 2009. *The Practice of Social Research*. Cape Town: Oxford University Press.

### **Journal Article**

(1.) Always start with the **author's surname** – a comma appears after the surname – followed by the author's **initials**. (Note that the initials are only followed by a full stop when it appears directly ahead of the date of publication).

(2.) This is followed by the **date of publication**. Note that the date does not appear in brackets and a full stop follows directly after the date.

(3.) Thereafter the **title of the source** is indicated. Unlike the titles of books, an article's title does not appear in italics. Use a single set of inverted commas for the title, followed by a full stop (which appears after the closing inverted comma).

(4.) This is then followed by the **journal/periodical** name in which the article was published. The journal name appears in *Italics*, followed by a comma.

(5.) Indicate the **volume** of the journal; followed by the edition **number** in brackets with a colon after the closing bracket.

(6.) Indicate the **page numbers** on which the article appears from where the article starts to where it ends, ending off with a full stop.

*For example:*

Smuts L. 2010. 'Careers with Sociology: Evidence from UJ'. *The South African Review of Sociology*, 41(1): 105-119.

The following examples give an indication of the required punctuation according to the different types of sources:

**Book with a single author**

Maxwell, K. 1995. *The Making of Portuguese Democracy*. Cambridge: Cambridge University Press.

**Book with two authors**

Steyn, AF and Uys, T. 1998. *The Small Group: Structure and Dynamics*. Sunnyside: Konsortium.

**Book with three or more authors**

Held, D, McGrew, A, Goldblatt, D and Herraton, C. 1999. *Global Transformations: Politics, Economics and Culture*. Cambridge: Polity Press.

**Subsequent edition of a book**

Bendix, S. 1996. *Industrial Relations in the new South Africa*, third edition. Kenwyn: Juta & Co.

**Journal article with one author**

Hunter, M. 2005. 'Cultural Politics and Masculinities: Multiple-Partners in Historical Perspective in KwaZulu-Natal'. *Culture, Health and Sexuality*, 7(3): 209-223.

**Journal article with three or more authors**

Jewkes, R, Vundule, C, Maforah, F and Jordaan, E. 2001. 'Relationship Dynamics and Teenage Pregnancy in South Africa'. *Social Science & Medicine*, 52(5): 733-744.

**Book with a single editor**

Padilla, AM (editor). 1980. *Acculturation: Theory, Models and Some Findings*. Boulder, Colorado: Westview Press.

**Book with two or more editors**

Bhulungu, S, Daniel, J, Southall, R and Lutchman, J (editors). 2007. *State of the Nation: South Africa 2007*. Pretoria: HSRC Press.

**Chapter in a book**

Nyanzi, S. 2011. 'Unpacking the (Govern)Mentality of African Sexualities'. In Tamale, S. (editor). *African Sexualities: A Reader*. Cape Town: Pambuzuka Press.

**Newspaper article**

Bokaba, S. 2000. 'Horror Find at Sangoma's Shack'. *The Star*, 27 January: 1.

**Published report**

Finance, Department of. 1996. *Growth, Employment and Redistribution: a Macroeconomic Strategy*. Pretoria: Department of Finance.

**Dissertations and theses**

- Mphaphuli, MM. 2013. 'Interrogating the Heteronormative Sexuality and Gendered Performativity of Young People in Madelakufa Informal Settlement'. MA dissertation, University of Johannesburg.
- Stapele, N. 2015. 'Respectable "Illegality": Gangs, Masculinities and Belonging in a Nairobi Ghetto.' PhD thesis, University of Amsterdam.

### **Published working paper**

- Hart, G. 1996. 'Global Connections: the Rise and Fall of a Taiwanese Production Network on the South African Periphery'. *Institute for International Studies Working Paper 6*. Berkeley: University of California.

### **Unpublished paper**

- Dawson, M. 1999. 'Post Apartheid Education in South Africa: a Challenge to Identity'. Unpublished paper presented to conference of African Studies Association of Australasia and the Pacific, University of Western Australia, Perth.

### **Internet**

- Department of Agriculture. 2019. *Regulations Regarding Control Over the Sale of Organically Produced Products in the Republic of South Africa*. Accessed 21 June 2000, <http://www.nda.agric.za>.
- Dickson, P. 1999. 'Back to the Bad Old Days.' Accessed 7 November 2000, <http://www.mg.co.za/mg/news/99jun-land.html>.

### **Film and video**

- Manufacturing Consent: Noam Chomsky and the Media*. 1992. Directed by Mark Achbar and Peter Wintonick. New York: Zeitgeist films. Video: VHS.
- Youth- With a Difference*. 2005. Directed by Y Noor Mohamed. Pretoria: Islamic Television Network. Transmitted on 23 September 2005.

### **Reference work**

- Pharos Afrikaans-Engels English-Afrikaans Woordeboek · Dictionary*. 2005. First edition. Cape Town: NB Publishers.

### **Two or more items in one year by same author**

- Padayachee, V. 1997a. 'Progressive Academic Economists and the Challenge of Development in South Africa's Decade of Liberation'. Inaugural lecture, University of Natal.
- Padayachee, V. 1997b. 'South Africa's Re-entry into the Global Economy: A Review and Critique of Post-1990 Strategies of Re-integration'. *CSDS Working Paper 14*. Durban: University of Natal.

### **Undated item**

- Eagleton, T. No date. 'The Holy Trinity'. Manuscript in author's possession.

### **Media Releases**

- (Alston 2003) Alston, R., (Australian Minister for Communications, Information Technology) 2003, Australian Government to ban spam, media release 122/03, National Office for Information Economy, Canberra, viewed 23 July, from [http://www.noie.gov.au/publications/media\\_releases/2003/Jul/spam.htm](http://www.noie.gov.au/publications/media_releases/2003/Jul/spam.htm)

### **Government Media Releases.**

Commonwealth Scientific and Industrial Research Organisation (CSIRO), 1997–2004, *Revolutionary sheep weigher on trial*, media release Ref PRO 4\_168, 15 Sept 2004, viewed 16 September 2004, from <http://www.csiro.au/index.asp?type=mediaRelease&id=sheepweigher&style=mediaRelease>

### **Government Publication and Regulations**

Department of Education, Science & Training, 2000, Annual Report 1999-2000, AGPS, Canberra.

Department of Immigration and Multicultural Affairs 2001, Immigration: Federation To Century's End 1901-2000, Statistics Section, Business Branch, Department Of Immigration and Multicultural Affairs, Canberra.

### **Brochure**

New South Wales Dept of Primary Industries, 2005, Saltwater recreational fishing in New South Wales: Rules & regulations summary, brochure, NSW DPI, New South Wales. Include as much information as available. The publisher's name may be abbreviated if it is also the author.

### **Legislation**

South Africa. 1962. 'Income Tax Act 58 of 1962'. Accessed 1 March 2015, [https://www.gov.za/sites/default/files/Act%2058%20of%201962s\\_0.pdf](https://www.gov.za/sites/default/files/Act%2058%20of%201962s_0.pdf).

South Africa. 2005. 'National Credit Act 34 of 2005'. Accessed 1 April 2018 <https://www.legalrights.co.za/wp-content/uploads/2017/03/NATIONAL-CREDIT-ACT-NO.-34-OF-2005.pdf>.

## **7. PLAGIARISM**

### **7.1 What is plagiarism?**

Plagiarism is, as the Concise Oxford Dictionary puts it, 'the act of . . . pass[ing] off the thoughts etc. of [another person] as one's own.' You are guilty of plagiarism if you use the ideas or words of another author without acknowledging their source. Since you are expected to present your own work, this is unacceptable and dishonest. This is why references to original sources are so important. Copying directly from another source without indicating that it is a quotation and making only minor changes to the words of another author are both examples of plagiarism. Formal action follows the submission of an assignment that contains examples of plagiarism. If you are uncertain whether your work contains plagiarism, use Turnitin and check with your lecturer before submitting.



## 7.2 Transgressions of plagiarism policy

The UJ Department of Sociology follows institutional policy in dealing with plagiarism. Within the department, first-time offenders at undergraduate level can achieve a maximum of 50% on resubmitting a plagiarised assignment. Second-time offenders will be reported to the university's plagiarism committee for potential disciplinary action. Students who commit plagiarism may be expelled and have the offence permanently recorded.

## 7.3 Avoiding plagiarism

Since your work must, inevitably, draw on the ideas and empirical data of others, it is important to know how to achieve this without plagiarism. There are two ways in which you can do this – **quoting** and **summarising** – but either way you must indicate your source, both with a text reference and by including the source in your reference list. Summarising is usually preferred because it helps to produce an essay that is a pleasure to read. However, it requires more skill, and is given extra credit. If you are quoting, this must be undertaken in one of two ways. If the quote is short, it can be contained within the normal text, but if it is longer than about 50 words it should be presented as an indented passage. Examples of quoting, summarising, and of plagiarism, are given below. All illustrations are taken from the following excerpt from Alan Morris's *Bleakness & Light: Inner-City Transition in Hillbrow, Johannesburg* (1999: 81-82).

The gender distribution in the early 1990s was significantly different from the one that prevailed in the mid-1960s, when 48 per cent of flat dwellers were male and 52 per cent were female (Jubber 1973:59), whereas at the beginning of 1993, 56 per cent of flat-dwellers were male and 44 per cent female. Although the proportion of males was greater in all racial categories, the most substantial difference was within the African grouping, of which 58 per cent were male (Table 9, p.351).

There are probably two main explanations for the change in the gender profile. Firstly, some of the men who moved to Hillbrow were reluctant to bring their partners and/or children to a place that was viewed by many flat-dwellers as not being a satisfactory neighbourhood for women or for bringing up children. A number of male flat-dwellers had homes elsewhere. Secondly, the increasing levels of crime and prostitution made women reluctant to move to Hillbrow: 'Females don't feel safe in Hillbrow and society is labelling [sic]. When you stay in Hillbrow you are a prostitute' (Pumla, an African women in her early fifties and ex-Hillbrow resident).

### **Examples of quoting**

a) Hillbrow 'was viewed by many flat-dwellers as not being a satisfactory neighbourhood for women or for bringing up children', argues Morris (1999:81).

- b) According to one researcher (Morris, 1999: 81) 'the increasing levels of crime and prostitution made women reluctant to move to Hillbrow'.
- c) As one African woman (Pumla, quoted in Morris, 1999: 81-82), a former resident of Hillbrow, put it, 'When you stay in Hillbrow you are a prostitute'.
- d) Morris (1999: 81) suggested two explanations for this change:

Firstly, some of the men who moved to Hillbrow were reluctant to bring their partners and/or children to a place that was viewed by many flat-dwellers as not being a satisfactory neighbourhood for women or for bringing up children. ... Secondly, the increasing levels of crime and prostitution made women reluctant to move to Hillbrow.

NB: In this last example, an ellipsis (...) has been used to indicate that a section of text has been omitted, in this case between "children" and "Secondly".

### ***Examples of summarising***

- a) Morris's (1999:81) interview data showed that sometimes men discouraged their 'partners' from moving to Hillbrow.
- b) During this period, there was a significant decline in the proportion of women flat-dwellers living in Hillbrow (Morris, 1999: 81).

### ***Examples of quoting from interviews***

When interviewed on 15 May 2001, Mr R.Forbes stated... OR

• Mr R. Forbes confirmed his statement by fax

on 15 May 2003... OR

• The statement claimed that Martians had landed in Moonee Ponds (R. Forbes [Australian UFO Society] pers. comm., 15 May 2003).

Not included in the Reference list.

## 7.4 Copying and co-operation

Co-operation can be an important part of sociological research. However, each assignment is given a mark that contributes towards your overall mark, and as with an examination **copying the work of another student, or allowing another student to copy your work, is a disciplinary offence.** Thus, unless a lecturer indicates otherwise, co-operation should be limited to sharing information about sources and verbal discussion of assignments. Writing should be undertaken independently of other students.

## 7.5 Editing and Institutional/academic support

The importance of editing and proofreading your own work cannot be stressed enough. Make use of the UJ's Writing Centre if you have any issues.

## 7.6 Submission

### 7.6.1 Deadlines

For each assignment you will be given a deadline, that is, a time before which you must submit that piece of work. Any assignment submitted after the agreed upon deadline will be considered late and will be penalised by deducting 10% per day up until two working days after the stipulated due date. Thereafter no essays will be accepted and you will receive 0% for the essay. The only exceptions are when a close family member has died and when illness prevents you from completing an assignment. If you have such a problem, you should make an arrangement with the responsible lecturer before or on the deadline. If there is a dispute about deduction of marks, this should be raised with the lecturer responsible for the course, and their decision is final.

### 7.6.2 Procedure

Assignments submitted in hard copy takes place at the departmental assistant's office during the department's open hours, unless indicated otherwise (some assignments are submitted electronically). Ensure that you have proof that you have submitted your essay by signing the appropriate list and by carefully following any instructions on the course Blackboard site. Collect your marked assignment before the end of term and retain it for future reference. It is also imperative that you keep an extra copy of the specific assignment.

In the case where you have to submit electronically, make sure to upload your assignment on Blackboard on the specified due date before the cut-off time. Marked on-line assignments, with comments from the marker, will automatically be forwarded to you via Blackboard.

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