

Geography, Tourism and Environmental Planning

A Manual of Methods and Styles



A GUIDE TO METHODS AND STYLES TO BE FOLLOWED BY STUDENTS

ALL STUDENTS SHOULD FOLLOW THE STYLE FOR ESSAYS, REPORTS, RESEARCH PROPOSALS, LITERATURE REVIEWS, DISCUSSION PAPERS AND OTHER WRITTEN TEXTS OUTLINED IN THIS MANUAL. You may find it difficult at first but the effort will be rewarded by better marks. Soon it will be easy and you will be able to concentrate on the material rather than on the form. If the methods outlined are followed it will be difficult to write a bad essay!

The first section of this manual outlines what the marker will be looking for in your essay or report. In it reference is made to more detailed sections, which follow. These should be carefully read and understood. If you are in doubt about any matter ask your tutor/lecturer. The subsequent sections deal in greater depth with specific issues and problems.

1 **How essays are assessed**

The items noted here are not necessarily in the order that each marker will grade them, but **all** are significant.

a) **Title**

Have you copied the title correctly and in full? A mistake can set you off in a completely wrong direction. If you are responsible for your own title, is it appropriate and accurate?

b) **Abstract**

Some lecturers may require an abstract. (See Section 5)

c) **Statement of problem (or introduction)**

The marker will be looking for evidence that you have defined the question you are answering or the problem you are going to solve. You will be expected to lay down any crucial definitions or rules, which you will be following. This is the appropriate point to question the question itself should you wish to do so. Precision and clarity are essential here. It should be stressed that **purely descriptive and encyclopaedic assemblies of facts are never asked for and are invariably unacceptable.**

d) **Logical layout of the main body of the work**

The presentation and interpretation of evidence must be relevant and carefully documented. Every paragraph must clearly advance your argument. A balanced treatment requires that important, but conflicting, points of view be treated fairly. If space requires that slightly less important material is left out, then brief reference to this should be made. The marker will be assessing how thorough you have been.

e) **Use of sub-headings**

The kinds of sub-headings used are often determined by the material and style of the essay. Normally simple headings such as those used in this guide are most useful, but sometimes, graded hierarchies of headings are needed. Intelligent use of headings not only makes the reader's task easier and the interpretation more accurate, but it will ensure that you write more tightly and logically.

f) **Length**

Always comply with word limits set. To achieve this you should know how many words you normally write per page. A 10 to 15 percent margin of error is acceptable, but beyond or below this you run the risk of having your essay either returned for rewriting to an acceptable length or by having your mark reduced. An estimate of word length should follow every essay.

g) **Thoroughness of research**

Depending on the topic and the range of published materials, there may be a considerable difference between one assignment and another in the number of sources you use. The key feature in judging your work will be whether what you have chosen to do is appropriate. If there is a large volume of material available a representative sample

should be employed, including any key texts or sources. For some topics literally every one of the few items available must be consulted. Your efforts will be judged in this light. See Sections 7/8 for sources of material in the library.

h) **Documentation**

The purpose of documentation is to indicate to the reader the sources of key information, ideas and arguments. These may be published, unpublished documents, reports, or personal communications directly to you in either spoken comments or letters. Without reference to them the reader may find it difficult to judge the authenticity and worth of your essay. The system of citation to be used is the Harvard method in which the author's surname and the date of the publication are placed in brackets as close as possible to the appropriate point in the text, i.e. (Beck 1967). Often the page number is significant to the reference and should be noted, e.g. (Beck 1967 183). Sometimes a number of sources should be cited for a single sentence or short paragraph, i.e. (Adams 1983; Black 1976; Jones 1979; Richards 1969). For a fuller account see notes below. When you wish to use someone else's ideas you must decide whether to put the information in your own words, known as paraphrasing (particularly if the original is too wordy or in the wrong tense), or you may choose to quote the original words exactly (known as a quotation), but in either case you must cite the source.

If a factual statement is well known and accepted (an instance would be the population of New Zealand) it is not necessary to cite the source, but if it is controversial (e.g., if two authorities differed about the population of a country or region) then it is safer to cite your source and if necessary mention and cite the alternative figure.

Where an important idea or controversial view is your own you should leave the reader in no doubt that it is your own. The use of 'I' in this respect was once absolutely rejected but is now accepted and even encouraged by a growing number of (but not all) markers. But remember that too much use of it is distracting and annoying. Such forms as 'the writer considers' or 'the author's private view is', may be more acceptable to some but sounds pedantic in the twenty first century.

i) **Bibliography, Reading List, References Cited**

List all the material you used in your essay. There is a tendency for some students to sell themselves short by using too few sources. Take careful note of the instructions of each lecturer. For precise instructions about how to set out your bibliography see Section 8.

j) **Illustrations**

There are few topics where illustrations (maps, graphs, tables, photographs, etc.) are not appropriate. Decisions on what to include become easier if you ask yourself whether they add to the reader's understanding. If there is no point in the text where you feel impelled to write '(See Table 1)', then, it is possible that Table 1 is unnecessary. Always refer to a table, map or graph in the text, highlighting its significance to your argument. Tables can often be improved by simplification or editing. If you are drawing maps, detail that clutters the map should be left off. A map should include a title, north point, scale and key, unless annotation makes a key unnecessary. '**Annotation**' is a term, which is new to some students. It means including written notes on a diagram or map. Maps are often printed from Internet web pages. Keep maps tidy and 'user friendly'. Do not include irrelevant text around the margins of the map. Sources of illustrations should always be given, thus: **Source:** Berry 2005 222 or **Source:** Berry 2005 222, adapted by author, if freely adapted. Include the web page as a source. Web page maps require a title added by the student. All illustrations must be given an accurate title, figures are labelled **below the figure**, and **tables are labelled above**. For the source of a photograph or other items not cited in the text, it is best to include the full citation as the source, and not include it in your bibliography.

k) **Quality of writing and grammatical style**

Good writing is simple and unobtrusive and guides the reader through your arguments from the introduction to the final conclusion. If at the same time it is elegant and lively so much the better, but clarity must always be the prime objective. Except for a few lucky

individuals, good writing style comes only after hard work and experience. Your lecturers will try to help you achieve this goal as will your tutor and, if necessary, the **Student Learning Support** lecturers in the ITS building (rooms 11, 13 and 18 838 4657, see section 6). An argument clearly and elegantly stated may gain you a mark, which is a full grade or more above that which the same ideas badly arranged and carelessly written would obtain.

l) **The layout of the essay**

The generally accepted order for the layout of your essay is:

- Full title
- Abstract (if requested by your lecturer or tutor)
- Introduction
- Main text
- Conclusion
- Appendices (if included)
- Bibliography

Essays should be word processed (1.5, **one and a half spacing** is appropriate) with wide margins (4cm left and 3cm right side) for comments and preferably using only one side of the paper. **Single spacing** is very difficult to mark and is unacceptable in the text of your essay, except for its use in quotations, abstracts and bibliographies. Include a separate front page showing your name, the course number, the essay title and if appropriate, your tutorial group time and tutor's name (look up the appropriate title and spelling). Number your pages. Your name should be on the **TOP RIGHT HAND** corner of all assignments. Assignments are processed quickly if all students type their names at the top right hand side.

2 Problems of style and layout - some frequent problems are listed below:

a) **Abbreviations**

Abbreviations should seldom be used. Common errors include % for percent (note that % is acceptable in tables but not in text). Avoid & for and, l9C for nineteenth century, Govt for Government, N. for north, = for equals, + for plus, and various private arrows or symbols. Writing a title in full frequently, may become ponderous. In such cases it may be acceptable to write 'Appendices to the Journal of the House of Representatives' in full the first time and place after it in brackets (AJHR), which is used thereafter.

b) **Numbers**

Numbers from one to nine should be written in full, but Arabic's should be used from 10, 11, 12 and so on, i.e. 200 and not two hundred. If you start a sentence with a number, then the number should be written out in full. Lower case letters (a. b. c.) or lower case roman (i, ii, iii,) may be used for listing. Let them stand alone, with just a stop, or with double or single brackets; but be consistent. **The use of bullet points is strongly discouraged.**

c) **Metrics**

Metric measures are now standard and must be used in all cases. The accepted measures (with the correct abbreviations in brackets) for distances are kilometres (km) and metres (m), areas in square kilometres (km²), hectares (ha), and square metres (m²), heights in metres (m), rainfall in millimetres (mm). Do not make up your own abbreviations for metrics. The only instances where non-metric measures are acceptable is when referring to common expressions such as 'quarter acre sections' or 'ten acre blocks' but conversions should be given if there is any doubt.

d) **Grammar**

The basic rule is that all sentences should be grammatically correct. In simple terms, something has to be said about the subject of the sentence. Note form is never acceptable except in diagrams. It has no place in the text of your essay. Tense must be consistent right through your work. Proper names are normally capitalised but the present trend is for fewer capitals to be used. Possessives should be used properly - if in doubt

consult someone who knows. There is a tendency for the inaccurate use of the apostrophe 's' in plural words.

e) **Spelling**

Spelling errors are annoying; the more so if the word is in the title and even more so if the title was given to you correctly. Your computer spelling checker or your conventional dictionary should be frequently consulted.

3 Quotations

When someone else's words are being used they must be quoted correctly and fairly. Wording, spelling and punctuation must be exactly copied. If it is necessary to edit or abbreviate there is an acceptable way of doing it, which must be followed. Words left out (known as ellipsis) can be shown by a row of three stops linking the portions retained. If a comment is interpolated to make sense of the quotation, this must be done within square brackets. A brief quotation of three lines or less should be enclosed within quote marks. Either single or double quotation marks may be used. However, if you use double quotation marks, single quotation marks can then be used for quotes within quotes. Anything longer should be inset from both margins and if typed should be in single spacing. Quote marks are **not** used when the quotation is inset as in this example:

Since 1975 infestation of gardens has become markedly worse despite the efforts of the Tongan villagers ...This has led to a decrease in personal incomes [though donations to the church have not fallen] with commensurate reduction in finance available for investment in agriculture (McCommish 1982 17).

4 References and footnotes

A distinction is made between referencing an idea to its source, and using a footnote to enlarge in some way on the text. Referencing is essential and encouraged but footnotes should be avoided if at all possible. If you cannot avoid a footnote then the method recommended is to use Arabic numerals (running in sequence right through the essay) slightly raised above the line (the use of asterisks and symbols is not permitted). The notes should be written under a heading of 'Notes' immediately after the text of the essay and before the bibliography.

In referencing, the author's surname and the date of the article are placed in brackets either after the relevant clause or at the end of the sentence or paragraph. Such a reference would be shown as '...' (Beck 1967). The only additions permitted are as follows:

- a) (A.J. Beck 2001), where there is more than one author of the same surname and confusion would result.
- b) (Beck 2001b), where the author produced two works in 1967 and both are to be quoted in your essay.
- b) (Beck 2001 103), where the page number is significant to the reference. (Note that neither the word 'page' nor the letter 'p' is used.)

5 Abstracts

The abstract will precede the essay, if requested by your lecturer or tutor. It will stand alone and be clearly labelled as the abstract.

- a) Each sentence must be complete and grammatically correct. Do not use abbreviations or note form.
- b) It is not an introduction or a list of contents. It is a crisp and incisive summary of the main points of the arguments and findings. The most significant conclusions of your work must be outlined in the abstract. For instance, if you were writing an abstract for a 'whodunit' you would be required to name the killer (even at the expense of destroying the suspense!)

- c) Avoid all 'filler' material, statistics, quotes, or authors' names unless you are specifically critiquing a given work. Write directly and save every word. Write 'This study examines' rather than 'In this investigation, I have attempted to study'. Avoid 'I'.
- d) About 50-70 words should be sufficient for most essay abstracts. Type in **single spacing**, even though the rest of your text will be one and a half spaced.

Use as your model this abstract from the *New Zealand Geographer*:

DOUGLAS G. PEARCE: Tourist Development at Mount Cook since 1884.
This paper examines the development of one of the country's major resorts, Mount Cook, since 1884. Attention is directed at the changing inter-relationships between different sectors of the industry and at the roles of private enterprise and central government in the development process. Although many of the initiatives came from the private sector, varying degrees of government support were required to see the resort established and developed.

6 Other advice about your essay

Databases: On the library home page under the catalogue you can find the Databases. Two examples of electronic databases we find very useful are:

Index New Zealand for any New Zealand topic. (Journal and magazine articles are listed. Hundreds are added every month. From 2008 newspaper articles are no longer listed.) Learn how to use the library catalogue to find the full text of the journal article you seek.

Newztext Plus is a full text newspaper articles collection where you can read on your screen complete articles about every topic that has appeared in a range of newspapers. It is an excellent place to start to find information about local New Zealand issues.

Student Learning Support: (SLS) The Student Learning Support lecturers are available to assist you and should be contacted if you are keen to improve your essays as well as other study skills and grades and enhance examination/test performance. Contact them in person in the ITS building rooms 11,13 and 18, or phone 838 4657 (direct line) for times of group sessions or to make a personal appointment.

Maori and Pacific Students: The FASS (Faculty of Arts and Social Science Mentoring Unit) includes a senior student as the Kaiawhina for our department. Te Aka Matua Support Unit is available to taura studying any of the faculty's courses. Kate Wynyard is the coordinator. The kaia whina, or mentors can help you with essay writing, referencing, going over concepts discussed in class and much more. Te Aka Matua can be reached via email on kaiawhina@waikato.ac.nz, phone on 8384466 ex 6539, or drop into room JK2.02, in either groups or on your own. More information about the support group can be found at <http://wfass.waikato.ac.nz/te-aka-matua/>

A mentor for Pacifica students in our Faculty is normally appointed each year. Contact the mentors in JK2.02 or ask at the Faculty Information Desk J block ground floor.

International Students: Many international students from a number of countries have completed papers in our department, attaining similar grades to local students. Some have completed Geography degrees at Bachelors, Honours, Masters and Doctoral level. At the same time international students are new to Hamilton and to New Zealand and some are not using their first language while studying here. There are many facilities available on the campus specifically to assist international students. During orientation you will have learned about these facilities. Staff members in the department urge international students to use all facilities that are useful. Please contact the administrator, lecturers and tutors if there is any way in which we can assist you. It may be useful to tell your lecturers and tutors that you are an international student. Diana Porteous is the academic advisor for international students. Please contact her in the resources room I2.25 and no appointment is needed.

Tutors for International Students: The International Student Support Coordinator for our Faculty is Jianli (Jenny) Xu (JG.02 838 4364 jennyxu@waikato.ac.nz). The Faculty of Arts and Social Sciences (FASS) provide tutors to work with international students taking FASS papers (K2.18) 838 4766. Tutors are employed to guide students in their study skills, especially their written assignment skills. They **do not** provide a proof reading service. Look for notices and

brochures in the corridors of the IJK buildings and the International Students noticeboard on the J block ground floor. The URL is:

www.waikato.ac.nz/wfass/student/international/tutors.shtml

Ethical Approval: You will need to apply for ethical approval for research essays in some of the level three papers and for directed studies (GEOG390 and GEOG590) and in other graduate papers. Your lecturer will advise you on appropriate procedures. As a general rule for essays at levels one and two, it is **not appropriate** for you to undertake field research where you interview respondents, carry out surveys or focus groups.

Plagiarism and cheating: Plagiarism is prohibited. Plagiarism means presenting as one's own work the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to assessment (as defined in the Assessment Regulations) presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. This includes copying from journals, books, the Internet and other written and spoken materials. Penalties for breaking University Regulations include expulsion. The regulations can be found in the **Calendar**.

7. Resources for, and in, your essay

Newspaper articles: Libraries and museums have **news-clippings collections**. They comprise articles that have been cut from newspapers. They are particularly useful for historical topics. This department has a news-clippings collection in the Resources Room **12.25**. References to newspaper articles are found on the **Databases** on the first page of the Waikato Library Web page. **Index New Zealand** listed newspaper until 2007, and journal articles, but the reader must first record the reference, then go and find the newspaper or journal elsewhere. Learn to find electronic copies of journal articles using the library web page. It is easy and you can find them from the comfort of your own home. For people seeking full text newspaper articles **Newztext plus** is a marvellous source of local New Zealand topics.

Statutes: Many assignments set by the lecturers in this department would be improved by reference to New Zealand Statutes, or Acts of Parliament. These are available in the Law Library (Level 4). References require considerable care and should include the short title of the Act, its date and if necessary, the Section. A text reference would look like this: (**Resource management Act 1991**), or (**Town and Country Planning 1977**) or (**Municipal Corporations Act 1933** Section 332 (1) (a). Refer to any acts you used in your bibliography in alphabetical order using the name of the Act. At graduate level you may find that you have used a number of statutes, and so it may be appropriate to list them in a separate section of your bibliography thus:

New Zealand Statutes (Use italics but do not include a comma after the name and before the date.)

Municipal Corporations Act 1933

Resource Management Act 1991

Te Ture Whenua Maori Act 1993

Town and Country Planning Act 1977

Personal communications: Research essays can include sources of information obtained in letters, or from individual members of the public or key informants. Individuals may be interviewed in person or telephoned. Such a contact may be less structured than an interview. It may be referred to as a conversation or unstructured interview. In the text such a contact is referred to as a personal communication and written thus: (Jones pers. comm. 1992). Also see the bibliography entries below:

Maps and other illustrations: Other sources of information include television and radio programmes, files and records, reports, documents and especially maps. Many essays are enhanced by the use of maps. The Map Library (Level 3) contains resources relevant to assignments undertaken by students in Geography, Tourism Studies Environmental Planning papers. These include aerial photographs, historical maps and manuscripts, atlases and gazetteers, street maps and the New Zealand Geographical Society map collection. If you use maps that you print from the Internet (or pictures and other illustrations) remember to source

them correctly. It is probably most appropriate to cut and paste into your essay only the details you need. Do not include messy looking additional notes around the edge of the pages.

Dictionaries and Encyclopaedia: Your lecturers prefer you to use specialist dictionaries written for use in their particular disciplines. Whether you use hard copies or on the Internet, do search for appropriate sources like *The Dictionary of Human Geography* (Johnston *et al* 2000 or the latest edition by Gregory *et al* 2009). Our librarian Heather Morrell also recommends *Encyclopedia of Human Geography* (Warf 2006) because it uses more straightforward language. It is not available on line but is constantly available in the library, as it cannot be borrowed. In 2009 the new and highly recommended 12 volume *International Encyclopedia of Human Geography* is available electronically from the library catalogue at: <http://waikato.lconz.ac.nz/vwebv/holdingsinfo?bibid=1056594>

8 Bibliography At the end of your assignment, on a separate page, you are required to provide the full bibliographic information for each source.

- (a) The bibliography should be laid out **alphabetically**, by the name of the author.
- (b) Careful note should be taken of the style of **punctuation**.
- (c) Titles of publications: the names of books, journals, newspapers, Acts of Parliament and maps should be **italicised** if typed (or underlined if handwritten).
- (d) Abbreviations are not used.
- (e) At undergraduate level all of the following are typed in one document with books, web references, journals, and others, mixed and placed in alphabetical order. Do not use the headings used below, such as 'books', 'journals' or 'newspapers'. They are used to help you to see how the protocol for each type of reference is a bit different.
- (f) The second and subsequent lines of each bibliographic reference are indented from the left hand margin. Learn how to add a **hanging indent**.
- (g) Bibliographies are typed single line spacing with about a 12-point space between items.
- (h) Do not include words like 'Ltd.' or 'Inc.', in relation to the publisher.
- (i) Name only one **publisher** and only one **place of publication**, for example, not 'Auckland and Melbourne'. Use just the word 'Auckland.'
- (j) The **Harvard** referencing style we have chosen is an author-date style, commonly used in geography and tourism publications.
- (k) When **quoting** directly or indirectly from a source, that source must be acknowledged in the text by the author's name and year of publication. An example of a direct quotation is: When Mansfield noted that, 'The oceans are treated as an undifferentiated space which has been uniformly dirtied by human activity' (2003 337), it is not difficult to imagine substituting the "global capitalist economy" for the oceans.
- (l) An example of an **indirect quotation** – known as **paraphrasing**, is as follows: Examples of post-capitalist ways of living are already part of the present (Gibson-Graham 1996).
- (m) An example of a citation from a **secondary source** is as follows: Wheatley (cited in Sharpe and Rosell 2003 1065) stated that males may travel outside their territorial boundaries.

NOTE: The main purpose of a bibliography' or 'reading list' or 'references cited' is to allow people who read your work to find the same references you used. However, as a student you also must be mindful that your lecturers are judging, in part, your work on your ability to identify and use already published material. Your bibliography will affect the grade you earn for each assignment.

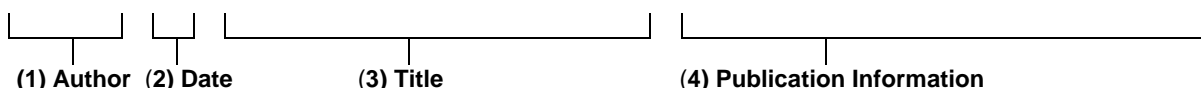
NOTE: Save all your work on your computer in case of loss.

Bibliographic Reference Guide for Harvard Geography, Tourism and Environmental Planning

Each reference should include four elements:

- (1) Author/Editor (2) Date (3) Title and (4) Publication Information

Coates, G. 2002: *The rise and fall of the Southern Alps*. Christchurch: Canterbury University Press.



Examples of references by type

In a reference list	In text citation (include page numbers)
1. Book with one author	
Coates, G. 2002: <i>The rise and fall of the Southern Alps</i> . Christchurch: Canterbury University Press.	(Coates 2002 23)
2. Book with two authors	
Ruhen, O. and Shadbolt, M. 1971: <i>Isles of the South Pacific</i> . Washington: National Geographic Society.	(Ruhen and Shadbolt 1971 10)
3. Book with three or more authors	
Bankoff, G., Frerks, G. and Hilhorst, D. 2004: <i>Mapping vulnerability: disasters, development, and people</i> . London: Earthscan.	(Bankoff <i>et al.</i> , 2004) (<i>et al</i> = and others)
4. Book by a corporate author	
Waikato Regional Council. 1993: <i>Clean water: Waikato River and Lake Taupo</i> . Hamilton, NZ.: Waikato Regional Council.	(Waikato Regional Council 1993 15)
5. Book – edited	
Boissevain, J. and Selwyn, T., editors, 2004: <i>Contesting the foreshore: tourism, society and politics on the coast</i> . Amsterdam: Amsterdam University Press.	(Boissevain and Selwyn 2004 31)
6. Chapter in edited book	
Coombes, A.E. 1994: The distance between two points: global culture and the liberal dilemma. In Robertson, G., editor, <i>Travellers' tales: narratives of home and displacement</i> , London: Routledge, 177-180.	(Coombes 1994 178)
7. Case Law	
<i>New Zealand Maori Council v Attorney-General</i> [1987] 1 NZLR 641.	(<i>New Zealand Maori Council v Attorney-General</i> 1987)
8. Conference paper	
Rennie, H. 1997: New Zealand's marine fisheries policies: charging to conflict. In Bliss, E., editor, <i>Geo.Ed.97/Kaupapa Aro Whenua Geographical Education Conference</i> . The University of Waikato, Hamilton: New Zealand Geographical Society, 126-129.	(Rennie 1997 127)
9. Course handouts/PowerPoints	
Campbell, J. 2006: The meaning and nature of resources [PowerPoint], GEOG103. Department of Geography, Tourism and Environmental Planning, University of Waikato, Hamilton, New Zealand.	(Campbell 2006)
10. Dictionary	
Johnston, R.J., Gregory, D., Pratt, G. and Watts, M. editors, 2000: <i>The dictionary of human geography</i> . 4 th edition. Oxford: Blackwell.	(Johnston <i>et al.</i> , 2000)
11. Encyclopædia – entry in	
Cravey, A. 2006: Export processing zones. In Warf, B., editor, <i>Encyclopedia of human geography</i> , Thousand Oaks, CA.: Sage, 616.	(Cravey 2006 147)
12. Film (Video/DVD)	
Beeh, P. 1998: Ecotourism: what is it? [DVD], Warriewood, NSW: Classroom Video.	(Beeh 1998)

13. Journal article - academic/scholarly	
Kane, M.J. and Zink, R. 2004: Package adventure tours: markers in serious leisure careers. <i>Leisure Studies</i> 23(4), 329-345.	(Kane and Zink 2004 330)
14. Journal article (Internet only version)	
Croft, C. 2006: Seal eco-tourism: spaces of liminality. <i>Te Kura Kete Aronui</i> 2. Retrieved 5 February 2007 from: http://www.waikato.ac.nz/wfass/tkka/vol2/croft/seal-eco-tourism01.shtml	(Croft 2006)
15. Magazine article – popular/trade/general interest	
Kluger, J. 2006: For his second act, saving the planet. <i>Time Australia</i> 25 December, 51/52, 84.	(Kluger 2006)
16. Newspaper article	
Fallow, B. 2007: Sobering report for energy users large and small. <i>The New Zealand Herald</i> 3 February, A3.	(Fallow 2007 A3)
17. Newspaper article – (web version – page numbers not available)	
Fallow, B. 2007: Sobering report for energy users large and small. <i>The New Zealand Herald</i> 3 February. Retrieved 5 February 2007 from http://www.nzherald.co.nz/search/story.cfm?storyid=0007EE61-211D-15C3-9ACB83027AF1015F	(Fallow 2007)
18. Newspaper article with no author	
<i>Waikato Times</i> . 2006: Work on key city bypass to start. 26 December, 1.	(<i>Waikato Times</i> 26 December 2006)
19. Personal Communication (letters, telephone conversations, emails, interviews)	
White, W. 1992: Senior Planner, Environment Waikato, telephone conversation 19 March.	(White pers. comm. 1992)
20. Statutes (Acts of Parliament)	
<i>Resource Management Act 1991</i>	(<i>Resource Management Act 1991, s. 41</i>)
21. Thesis (unpublished so title not italicized)	
Stolte, O.E.E. 2006: Training the "disadvantaged" unemployed: policy frameworks and community responses to unemployment. Ph.D.Thesis, Department of Geography, Tourism and Environmental Planning, University of Waikato.	(Stolte 2006)
22. Website (When multiple web pages are referenced, reference the homepage)	
Vala, J. and McMillan, H. 2006: Tourism development as a cultural process: Manaakitanga concept. Retrieved 5 February 2006 from http://www.nzgs.co.nz/download/Manaakitanga.pdf	(Vala and McMillan 2006)
23. Map (give as much information as is available to allow another reader to find the same map)	
Land Information New Zealand. 2009: <i>Hamilton</i> . BD33 [map]. Edition 1. 1:50,000. NZTopo50 series. Wellington, New Zealand: Land Information New Zealand.	(Land Information New Zealand 2009)

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