



Writing Guide 2014 Version 2.1 (4.9.2015)

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Arcada
Library and Language Centre

Helsinki 2014

| DEGREE THESIS | |
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| Arcada | |
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| Degree Programme: | |
| | |
| Identification number: | |
| Author: | |
| Title: | |
| | |
| Supervisor: | |
| Commissioned by: | |
| | |
| <p>Abstract:</p> <p>Write a summary of your whole thesis work here. The text should be able to stand on its own, and should therefore be logical and well structured. Regardless of the reader's expertise, the text should provide a clear and factual account of what was done, which methods were used, and what results were obtained. Do not include in the abstract any information that is not found in the main text. Exclude any unnecessary explanation or padding. The abstract describes the subject area, the topic, the aim of the study, the research questions, the limitations, the material, the methods, the main theories and references, the main results and conclusions. The text comprises 200-300 words, often written as one paragraph. It is written in the present or past tense and forms a whole, which can stand on its own without being dependent on the main text. Below the text write some key words; 4-8 relevant words that provide a hint on what the thesis is about. If the thesis is commissioned by a company, include the company's name in the key words.</p> | |
| Keywords: | Write your key words here |
| Number of pages: | 41 |
| Language: | English |
| Date of acceptance: | 1.2.2014 |

| EXAMENSARBETE | |
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| Arcada | |
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| Utbildning: | |
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| <p>Sammandrag:</p> <p>Här skriver du in ett sammandrag av hela arbetet. Texten ska fungera fristående och ska därför vara väl genomtänkt och genomarbetad. Oberoende av förkunskaper ska läsaren få ett klart och sakligt besked om vad som gjorts, vilka metoder som använts och vilka resultat man kommit fram till. Inga sådana fakta som inte finns i huvudtexten får finnas i sammandraget. Inga onödiga förklaringar eller utfyllnadsmeningar ska finnas med. Sammandraget tar upp ämnesområdet, temat, syftet med arbetet, problemställningen, begränsningarna, materialet, metoderna, de viktigaste referenserna liksom resultaten och konsekvenserna av dem. Texten omfattar 200-300 ord, ofta i ett enda stycke. Den är skriven i presens- eller imperfektform och bildar en helhet som kan stå för sig själv utan att vara beroende av huvudtexten. Längst nere på sidan skriver du in några nyckelord; 4-8 relevanta substantiv som ger en vink om vad examensarbetet handlar om. Om arbetet är ett beställningsarbete för ett företag är företagets namn ett av nyckelorden.</p> | |
| Nyckelord: | Här skriver du in nyckelorden |
| Sidantal: | 41 |
| Språk: | Svenska |
| Datum för godkännande: | 1.2.2014 |

| OPINNÄYTE | |
|--|------------------------------------|
| Arcada | |
| Koulutus: | |
| Tunnistenumero: | |
| Tekijä: | |
| Työn nimi: | |
| Työn ohjaaja: | |
| Toimeksiantaja: | |
| <p>Tiivistelmä:</p> <p>Kirjoita koko opinnäytteesi tiivistelmä tähän. Tekstin tulee olla sellaisenaan ymmärrettävä kuvaus tehdystä tutkimuksesta, ja siksi sen täytyy olla huolellisesti harkittu ja viimeistelty. Asiaa tuntemattomankin lukijan on saatava selkeät ja asialliset tiedot siitä, mitä opinnäyte käsittelee, mitä menetelmiä on käytetty ja minkälaisia tuloksia on saatu. Tiivistelmässä ei saa olla mitään sellaisia asioita, jotka eivät käy ilmi myös opinnäytteestä. Siinä ei myöskään tule olla mitään tarpeettomia selityksiä tai täytevirkkeitä.</p> <p>Tiivistelmän tulee esitellä tutkimuksen tarkoitus, tutkimusongelma, tehtävärajaus, aineisto, käytetyt menetelmät, tärkeimmät viitteet sekä tulokset ja niiden pohjalta tehdyt päätelmät ja toimenpidesuositukset. Aluksi kuvataan lyhyesti aikaisempia tutkimuksia, teorioita tai käytännön tarpeita, joiden perusteella opinnäytteen kysymyksenasettelu on syntynyt.</p> <p>Tekstin pituus on 200–300 sanaa, ja se voidaan usein asetella yhdeksi kappaleeksi. Aikamuotona käytetään preesensia tai imperfektiä.</p> <p>Loppuun kirjoitetaan 4-8 avainsanaa, jotka antavat tiivistelmää silmäilevälle vihjeen opinnäytteen sisällöstä. Jos opinnäyte on yritykselle tehty tilaustyö, on yrityksen nimi yksi avainsanoista.</p> | |
| Avainsanat: | Kirjoita avainsanat tähän kenttään |
| Sivumäärä: | 41 |
| Kieli: | Ruotsi |
| Hyväksymispäivämäärä: | 1.2.2014 |

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APPENDIX 1. EXAMPLES OF REFERENCING

APPENDIX 2. EXAMPLE OF TRANSCRIBED INTERVIEW

FOREWORD

The Writing Guide is a collaboration between Arcada's Library and the Language Centre at Arcada. *The Writing Guide* gives instructions on how longer texts should be organised at Arcada. It supports Arcada's students who are writing essays and their thesis. Employees can also find instructions on how publications are organised.

We would like to express a big thank you to each other for trusting co-operation and creative thinking that has resulted in new innovations, which naturally represents new thinking rather than 'old' innovations. Our thanks also go to our colleagues and students for their valuable comments and constructive criticism. It is both admirable and exceptional that you have patiently awaited this new version!

Special mention goes to our employer, Arcada, for the interest shown as well as financial support.

Finally, we would like to thank all of our good friends for the encouragement and support given throughout the course of the work.

We hope that our work will contribute to unifying the production of texts and publications at Arcada.

Helsinki, September 2014

Maria von Hertzen

Kerstin Stolt

Note on the English Translation

In preparing this English translation of the '*Writing Guide 2014*', every effort has been taken to produce an accurate version of the original Swedish text. Inevitably, some adjustments have been made to provide a more appropriate text for the English reader and user. Therefore, certain parts have been purposely adapted to better suit the needs of those writing in English. Such changes to the original text mainly concern questions related to English usage in academic writing...

1 INTRODUCTION

Texts that are written to report scientific research usually follow certain internationally accepted rules in order to give the subject matter as much fluency and integrity as possible. The reader who is familiar with these rules knows precisely how to locate the information being sought in the text. The guidelines can vary to some extent from one educational institution to another. This writing guide provides advice for Arcada's students on how to approach any written assignments whose purpose is scientific reporting. This concerns therefore most of the texts in the different subject areas. The Thesis Guide is intended to function as a linguistic support for this type of written presentation, and in particular for the degree thesis. The conventions for how a thesis is structured can vary somewhat, even among Arcada's different degree programmes, depending on the scope and nature of the written work. The thesis supervisors and lecturers may therefore occasionally need to provide additional instructions to ensure the thesis follows its respective subject-specific requirements.

When you are writing your thesis, it is presumed that you employ the principles of scientific writing so well that you can express yourself such that others, as well as experts within the field, can understand the text.

When writing texts at university level use for example [Purdue Online Writing Lab \(OWL\)](#).

2 STRUCTURE OF THE THESIS

A thesis comprises three parts. The front and end matter are mainly provided for reader courtesy, whilst the central part comprises the actual text. The special pages that belong to the front and end matter are covered later on in Chapter 5, while the central body of the thesis is discussed below.

To assist with the technical layout, Arcada provides a [template](#) for the thesis.

Choose the English version of the text for a thesis in English and delete those pages you do not need.

| Front matter | Main text | End matter |
|--|------------------------|--------------------|
| Title page | Introduction | List of References |
| Certificate | Methods | (Appendices) |
| Documentation page | Results | |
| Table of Contents (List of Tables) (List of Figures) (Glossary of terms and abbreviations used) (Foreword) | Discussion/Conclusions | |

When you structure the text, formulate the different central ideas, hypotheses, or problem statements on the subject. For each idea, present robust arguments that supports the claims you are making, as illustrated in Fig. 1.

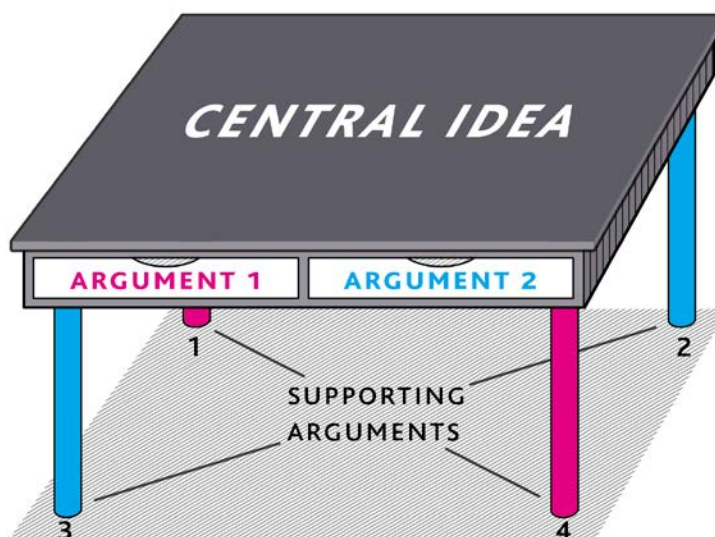


Figure 1. Supporting argumentation.

From the beginning, clearly define the scope of the topic you are investigating; the problem is often that there is too much material, rather than not enough. Depending on

the subject area, the limitations of the study may concern time constraints, geographical area, the number of research questions, or number of interviewees.

Working with an outline structure will simultaneously provide a good starting point for the *Table of Contents* page of the thesis. Whilst progressing with the work, it may become necessary to modify the outline structure for a number of reasons (for example, insufficient information, newer information, or too much information etc.). The writing process and the research process must be regarded as parts of a whole.

In order to achieve as good a result as possible, it is important to allow enough time both for gathering the material and for the writing, whilst also recognising that all the time something new can be learned. New experiences give new perspectives on the topic, which can mean re-thinking, re-considering the scope and re-formulating the text.

MAINTAIN REGULAR CONTACT WITH YOUR SUPERVISOR!

2.1 Main Text

In the main body of the text, you should follow the model for scientific reports, **IMRaD** (**I**ntroduction, **M**ethods, **R**esults and **D**iscussion). This is the underlying structure for the thesis text. These four parts are divided into logical entities, i.e. chapters and sections that are given descriptive headings.

2.1.1 Introduction

In the *Introduction*, the research problem is presented – your topic– together with the method you have chosen to investigate the problem. Here, the purpose is to establish the framework on which the entire thesis work rests: the aim, the material and the method, as depicted in Fig.2. Below is a list of those points that ought to be covered in the introduction.

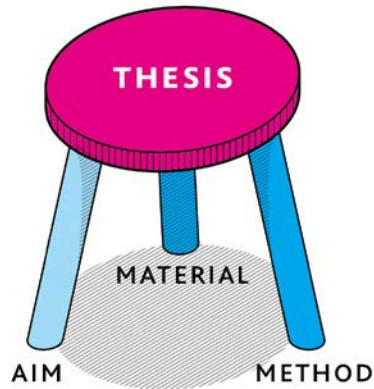


Figure 2: Thesis framework.

The sequence of the different parts in the *Introduction* can vary depending on the established principles within your subject area. To find out more about the conventions within your area, consult your supervisor.

The *Introduction* provides the macro-context of your study, i.e. essential background. Therefore, after establishing the motivation and aim, the idea is to briefly outline your 'research design', i.e. **material** and **method**. Usually the material and method are later elaborated in their own designated chapter/s, e.g. *Methodology*. However, remember that the results should **not** be reported in the *Introduction*.

The *Introduction* should be divided into sub-sections whose content and substance is determined by the nature of the thesis subject. Usually, for example, the research aim and the research questions appear in the same section, as do the material and method. The first section of the *Introduction* usually has the heading *Background*, which also motivates the significance of the choice of research topic.

Elements covered in the *Introduction*:

- **Motivation for choice of research topic.** Explain the significance of your selected topic and describe the background to the topic.
- **Background.** The lead-in to the introduction should provide the reader with the macro-context of your study, i.e. essential background information necessary to understand the actual study. The aim is to expand on the context of the topic, its relevance, etc. to orient the reader and bring the topic into focus. Precisely what this information consists of is related to the topic, but information about a commissioning company can be briefly presented here.
- **Aim of the study.** Formulate your aim early on; it will help focus on the right questions. Specifically state and sufficiently explain your research aim so that the reader can understand your line of thinking. You can or may need to further elaborate on your aim later after the Introduction chapter.
- **Research questions and hypotheses.** Formulate and define your aim with the help of research questions or hypotheses.
- **Limitations.** Motivate why you have chosen to limit the scope of the problem area as you have. Above all, this means explaining to the reader how you have limited the research material. What fell beyond the scope of your study and why?
- **Theoretical framework.** Briefly refer to earlier research in your topic and try at the same time to establish how your work is connected to previously published research and theories central to your topic. Indicate which main sources have been used to structure your theoretical argumentation. Usually a comprehensive literature review is provided in its own chapter, after the *Introduction*.
- **Method.** Provide a brief overview of the method/s you adopted.
- **Definitions.** Always be sure to define the central concepts you use.
- **Structure of thesis.** Finish by giving a brief description of how the thesis is structured chapter by chapter.

2.1.2 Methods

In the methods section, you present an account and argumentation for your choice of methods, describing them with reference to method theory, and clarifying how respective methods are used in your thesis.

Methods refer to:

- methodology (starting point, research approach, scientific philosophy)
- choice of empirical or theoretical material and way of handling (documents, informants/interviewees/participants of the study)
- other material
- method of data collection
- data analysis/interpretation
- method of evaluating the results.

In a comprehensive research and literature review you identify which key search terms, databases, limitations, selection of material, reporting methods you have used. The research ethics is covered in its own section and related to the relevant points in the study as well as to the entire study.

- **Description of the material.** Briefly explain how you selected and gathered your material. Also motivate the reasons for making those choices.
- **Description of methods.** If you have conducted an investigation, it is necessary to explain the steps you have taken to solve your research problem. The description of the methods should be sufficiently detailed so that, in principle, the investigation can be repeated and checked.

In addition, how you structure the *Method* section can vary depending on the established principles within your subject area.

For example, the results in technical or scientific areas may be reported concurrently with the method, especially where extensive tests or experimental procedures have been employed. This approach may make it easier or more logical for the reader to follow, rather than after the method section in their own chapter/s (as is the case in most other disciplines).

To find out more about the conventions within your area, consult your supervisor.

2.1.3 Results

The purpose of this section is to present the results of your study. There are three aspects to your results:

- **Raw data** – Present the results or data you have obtained from your method,
- **Data analysis** – Report your findings after analysing the gathered data,
- **Data interpretation** – Explain what your findings mean.

Do not leave it to the reader to organise and structure your work. The results are presented in continuous prose, but in order to stress or highlight what is important, use tables, diagrams, pictures, quotations, or other illustrative material to highlight important matters

Endeavour to present the results as objectively as possible, since personal interpretations and reflections do not belong here. Being objective also means not writing in the first-person form (the *I* form) when you present the results.

2.1.4 Discussion and Conclusion

In the *Discussion*, the results are usually first summarised. It is here that you critically examine and discuss your results, which means that you can present and support your own interpretations in the light of the theory and literature sources presented earlier.

In the *Discussion*, the aim is to address the research questions you posed in the

introduction and explain how the hypothesis holds. Refer back to the introduction and check whether the results satisfy your research aims. If these two do not correlate, you can reformulate your research aim – this does not imply that you are cheating but that you recognise that writing is a process.

The discussion, or the critical examination of your analysis and interpretation of your results naturally leads to your study's overall findings, in other words your *Conclusions*. Here, you should present the broader implications of your research so that the reader can understand the relevance of your study to the *background* you presented in the beginning of the thesis. The idea is to show how your findings can be generalised.

You are also expected to evaluate your study and indicate its possible shortcomings. On the one hand, this shows that you are a conscious and reflective writer, and on the other that you are helping others who are studying similar questions to select an alternative approach. To end with, you can highlight what you think remains unanswered and could be interesting to focus upon for future researchers.

3 LANGUAGE, STYLE AND TECHNICAL PRESENTATION

3.1 Scientific style

The language of your thesis must fulfil the requirements placed upon the language of a scientific text. In practice, this means that you must write factually and objectively. Let the subject matter speak and avoid emotional expressions and opinions. In addition, the following rules apply to scientific writing:

WRITE CONCISELY! WRITE CLEARLY! WRITE CORRECTLY!

This means that you should not use long sentence constructions and obscure words just for the sake of it. The text should be free of subjective elements, and therefore neutral words are preferred.

In general, the use of the first-person singular (*I*) is not accepted in scientific writing in English. Although the first-person plural (*we*) is often seen, it is not used as a substitute for *I* (i.e. the ‘royal we’) but rather for stylistic purposes (e.g. *If we now consider...*).

The writer should not address the reader as *you*, nor him/herself as *I*.

In the *Introduction* and *Discussion* parts, where you are expected to present and evaluate your investigation, use a third-person form, e.g. by addressing yourself as *the author*. Alternatively, seek a different subject or sentence structure, (e.g. *This thesis investigates...*) and write in the active voice to maintain a lighter style. The passive voice can, of course, be used to avoid the use of personal pronouns altogether (e.g. *The responses were then analysed*).

In the formal written style of a thesis, passive sentence structures are common. In scientific writing, the writer is thus able to distance him/herself from the reader and the subject matter by writing in the passive voice. This approach can be useful, e.g. in the methods and results section, where a feel of objectivity can be achieved (e.g. *This*

method was selected because...). However, overusing the passive voice in writing at all cost can produce a sterile, dull or heavy text. Aim to write in the active voice.

Since the thesis is regarded as a visiting card, the culmination of your professional skills, it therefore makes sense to market yourself well by striving after the correct use of language.

Get someone to proofread the thesis and correct any errors in the language or shortcomings in the logic.

3.2 Checklist for language and writing mechanics

You can use the checklist below two ways:

- a) Think through what you should pay attention to before you begin writing.
- b) Refer to the list again when making final revisions to the text to ensure that you have done everything correctly.

The list below is adapted from Siv Strömqvist's *Skrivboken* (2010a pp. 137-138) and the Swedish version of this text (*Skrivguide*) and to suit the needs of students writing their thesis in English appropriate additions have been made.

Punctuation

- Make your punctuation accurate (correct use of full-stops, commas, colons, semicolons, etc.). See e.g. The Merriam-Webster Concise Handbook for Writers (1991 Ch.1).

Words

- Check the spelling. Use a good dictionary and a spell-checking program on the computer.
- Have you used any foreign words in the correct way?
- Make sure that the usage and spelling of foreign words are correct.
- Watch out for homophones (e.g. sea/see, no/know, etc.).

- Check the use of hyphenation in English, e.g. walking stick, walking-stick, or walkingstick.
- Do not use contractions, but the full form of the words (e.g. did not instead of didn't, and cannot instead of can't).

Structure - sentences and grammatical forms

- Are the sentences grammatically complete? Incomplete sentences (i.e. sentence fragments and run-on sentences) can be avoided by correct writing mechanics, which also helps improve the general fluency of sentences.
- Check for sentence connectivity and fluency - e.g. use of independent and dependent clauses, and co-ordinating (and, but) and subordinating conjunctions (linking words like 'where, although'), respectively.
- Is the length of the sentence appropriate? (One thought per sentence).
- Check for repetitive sentence structures - Vary sentence openings and sentence structures.
- Check for parallelism in sentences and structure.
- Use of verbs - tenses; active voice vs. passive voice.
- Avoid use of first-person forms - 'I, we'.
- Do not address the reader as 'you'.

Paragraphs

- Is there a blank line between every paragraph?
- Are there any 'short' one or two-sentence paragraphs?
- Is there only one main point / idea in every paragraph?
- Does the paragraph develop the idea, i.e. topic sentence, followed by supporting sentences, link to next idea?
- Do all the sentences (thoughts) belong in the same paragraph (or is there something that would better be suited in a new paragraph)?

Outline / structure

- Is the structure logical and clear?
- Does the text flow between paragraphs?
- Does the text have good integrity and form a whole?

Function

- Is the text appropriate for the audience and the purpose?

Title and the Abstract

- Does the title correspond to the text and vice versa?
- Is it possible to understand the abstract without reading the whole thesis?
- Are there enough relevant key words in the abstract?

Headings

- Are there enough/too many headings?
- Are the headings informative?
- Is the level of the headings logical?
- Are the font and size appropriate?
- Do the headings within the same levels have the same language structure?

Figures and tables

- Do the figures and tables have a purpose, i.e. serve to clarify the text?
- Are they accompanied with data commentary in the text?
- Is the numbering of the figures and tables correct?
- Are the captions and the headings informative and correctly placed – captions are placed below figures but above tables?
- Is the source clearly referenced?
- Are the figures and the tables positioned neatly in the text?

Terminology

- Is the terminology appropriate for the subject?
- Is the use of terminology consistent?
- Does the text include professional jargon?
- Does the text include quasi-terms or unnecessary foreign words?
- Are there terms that need to be explained in a glossary?

Terms, quantities and units

- Is the same system used throughout the whole text?
- Are all the terms that might be unknown to the reader clearly defined?
- Is there correct and consistent use of numerals in the text?

Lists and references

- Do all the headings correspond with the Table of Contents?
- Does the text refer to the corresponding figure number etc. correctly?
- Do the in-text references correspond with the List of References, and vice-versa?

3.3 Layout

The pages should be formatted with a top and bottom margin of 2.5 cm. The left and right margins should both be 3 cm. If you prefer to have a straight right margin, then hyphenation should be used to avoid large spaces between words. The pages should be numbered in Arabic numerals in the bottom centre margin. The pages are counted from the *Title Page* but the page numbering begins on the first actual text page, i.e. the page following the *Table of Contents* and the optional *Foreword*. In an Arcada thesis, this means in practice that the first page of Chapter 1 is usually page 6 or 7. Pagination continues up to and including the *List of References*. The pagination is best managed by using Arcada's [template](#) for the thesis.

The body of the text should be written using a suitable font that is appropriate to the style of text. We recommend using Times New Roman in 12-pt font size for the Arcada thesis. The line spacing should be 1.5. *Paragraph Spacing 24 p* should be used before a heading, and after a heading 12 p. Paragraph division is shown using one line space. A new paragraph is preceded by an empty line space.

3.4 Headings

The use of headings has two main purposes: to attract the reader's attention and to provide a concise description of what the text contains. Therefore, the headings must be short and effective, but at the same time well formulated and logical. In practice, this means that articles are omitted (*a, the*) as well as other words that are not absolutely essential to the understanding of the heading. Consequently, the remaining words are often very compact and dense with information.

In choosing a title for the overall work, it is essential the title adequately covers the content and context. A meaningful title is useful to others writing on a similar topic because it can help to find your study and benefit from its results.

Points to remember:

- No full stop after the heading.
- No end-of-line hyphenation (i.e. separation of words) in headings.
- Avoid using commas in headings – opt for a dash instead.
- The heading itself must not form part of the sentence of the subsequent text. The formulation of the heading can be repeated later, directly or with slight changes.

The headings are numbered using graphical means. Do not use more than three levels of numbered headings. In the text, however, you may use a fourth heading level. Use one font for the headings, and a different one for the body of the text:

LEVEL 1 CHAPTER HEADING (e.g. Arial 14 pt, CAPITALS, bold)

Level 2 Section heading (e.g. Arial 14 pt, bold)

Level 3 Sub-section heading (e.g. Arial 12 pt, bold)

Level 4 additional heading (e.g. Arial 12 p, italics)

Text Body text (Times New Roman 12 pt)

In the *Table of Contents*, the different heading levels are primarily shown using indentation, but for clarity's sake different fonts or bold face may be used here as well.

3.5 Illustrations

Different types of illustrations, like figures, tables and pictures can be practical tools for presenting large amounts of detailed information within a limited space. They should make sense even without the text, but at the same time the text should refer to any

illustrations used and provide a commentary on their relevance. Scientific texts do not contain illustrations to provide visual appeal, but to support the function of the text. It is customary in scientific texts to distinguish between tables and other types of illustrations.

If the thesis contains a large number of illustrations, it is wise to present them on separate pages in a *List of Figures* and *List of Tables*, respectively, immediately after the *Table of Contents*. Notice that tables are distinguished from other illustrations even in the *Table of Contents*.

3.5.1 Figures

The term *figures* is used to describe all types of visual material that can be found in a thesis – except for tables, which are treated slightly differently. A figure is often a diagram, but can also be a photograph, or a drawing that helps explain what is said in the text.

All figures are numbered and presented separately with their respective figure captions. The numbering is consecutive, beginning with the first figure that appears in the text (Figure 1 or Fig. 1) up to and including the final chapter. In this way, the writer can refer in the text to a figure using its number.

Figure captions are placed below the figure (see Fig. 3), and should be both as informative and as concise as possible and set in *italics*.

You can use figures borrowed from other authors provided you quote your source in the figure caption. If you create your own figures, it is important to make them as clear as possible, which means, e.g. using the correct scale for diagrams or graphs. Three examples of figures are shown below. Figures 3 and 4 present the same information in a bar chart and pie chart. Both charts can be used, but the choice of chart depends on what information you wish to highlight. The figures used below are only intended as examples so the content has no relevance here. Usually figures should fulfil a purpose, i.e. to exemplify what is explained in the text.

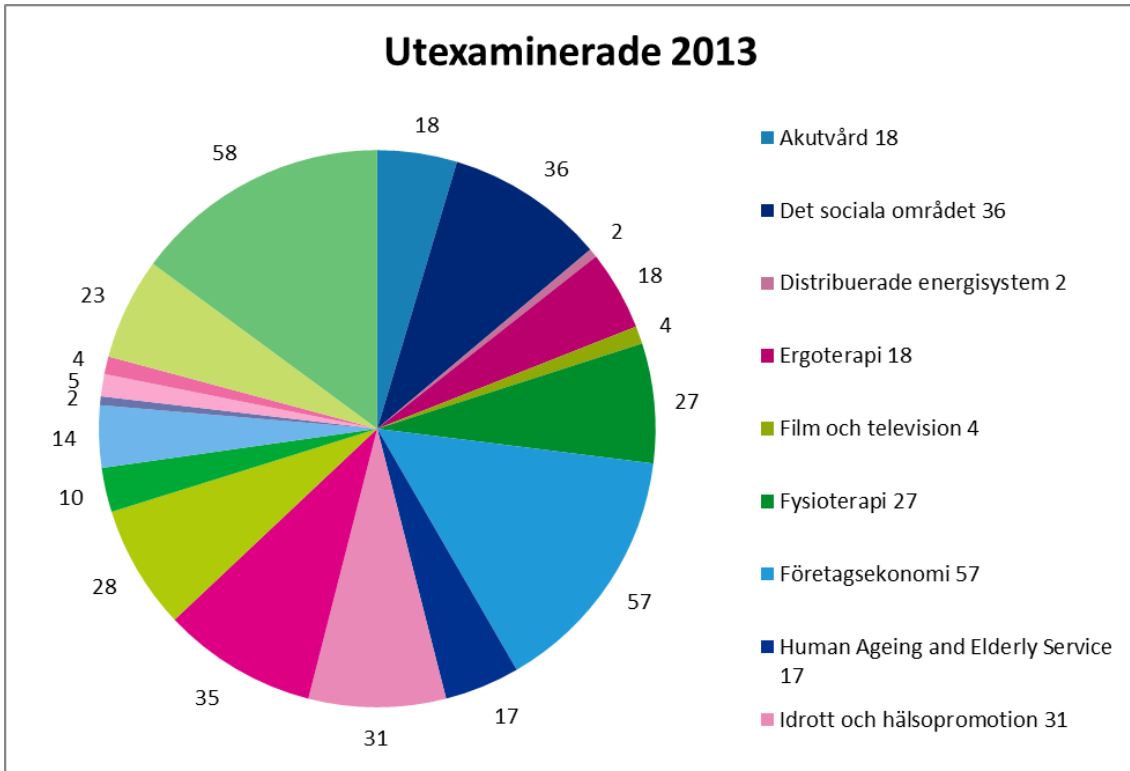


Figure 3. Number of graduates according to degree programme (2013).

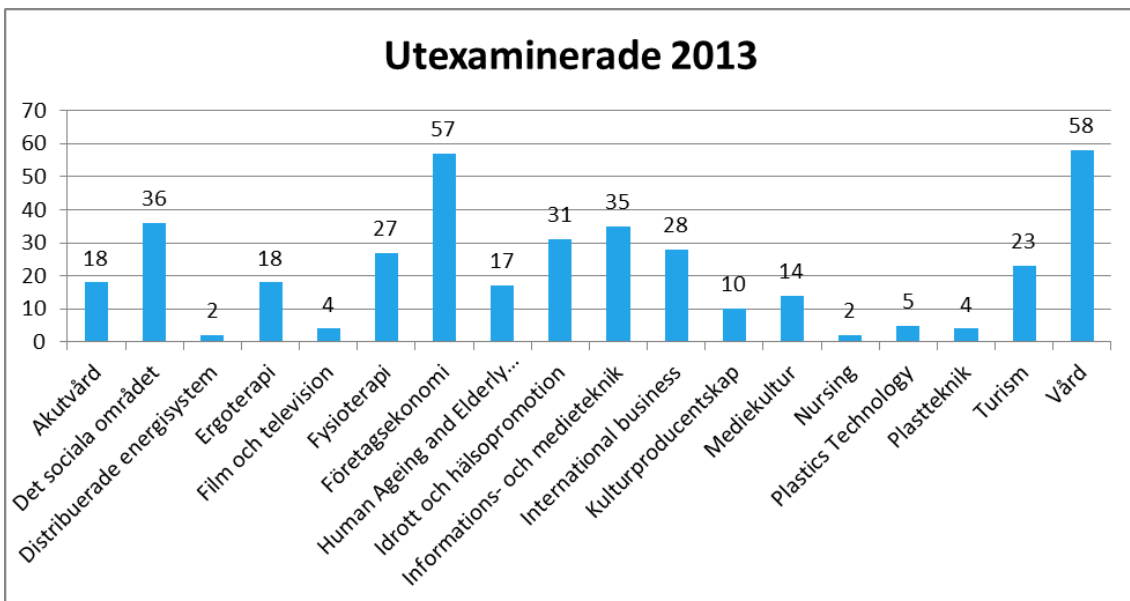


Figure 4. Number of graduates according to degree programme (2013).



Figure 5. Interior of Arcada. (Photograph Valteri Kantanen. Arcada 2008).

3.5.2 Tables

Tables are used to present numerical data or other facts in a concentrated and clear way. Tables should appear with a label in italics. In contrast to the figure caption, notice that the caption is placed above the table. Tables are numbered consecutively in their own series independent of other illustrations, i.e. the figures.

Tables can occasionally be too long to set into the body text. In this case, it is best to include them separately as an appendix. A table set within the text is not usually split across two pages.

Table captions are placed above the tables (see Table 1). Captions should be both as informative and concise as possible and set in *italics*.

Table 1. Number of graduates according to degree programme (2013).

| | |
|---|----|
| Akutvård | 18 |
| Det sociala området | 36 |
| Distribuerade energisystem | 2 |
| Ergoterapi | 18 |
| Film och television | 4 |
| Fysioterapi | 27 |
| Företagsekonomi | 57 |
| Human Ageing and Elderly Service | 17 |
| Idrott och hälsopromotion | 31 |
| Informations- och medieteknik | 35 |
| International business | 28 |
| Kulturproduentskap | 10 |
| Mediekultur | 14 |
| Nursing | 2 |
| Plastics Technology | 5 |
| Plastteknik | 4 |
| Turism | 23 |
| Vård | 58 |

3.6 Quotations

A quotation is a word-for-word extract from another author's text. As a rule it is more advisable to refer rather than quote directly, although quotations can be used to highlight something particularly important or central. A quotation must always highlight the issue to which it bears relevance.

There are two ways to quote. Whichever way you select depends on the length of the quotation.

a) Short quotations, which consist of anything from one word to a couple of sentences, appear within double quotation marks ["..."] and are worked into the body of the text. It is important to adapt the quotation to the text but "you should quote so that the original content is not lost" (Strömquist 2010a p. 204).

b) Block quotations consist of more than three text lines. The quotation is set off from the text in a more compact form (font-size 10 pt and single line spacing). Notice that no quotation marks should be used. Notice that no quotation marks should be used. Use square brackets [...] to indicate that you have omitted certain parts of longer quotations. See for example Strömquist (2010a pp. 205-207) - translated from the Swedish:

The actual quotation is normally preceded by a colon and usually comprises one complete or several sentences [...] If the quotation is longer, the quotation marks can be replaced by another type of quotation marker: the text is in-dented and the line spacing reduced. We usually refer to this as *block quotation*. Notice that this marker must not be combined with the usual quotation marks.

Remember that all quotations appear with references to their sources; otherwise you are guilty of plagiarism. To avoid plagiarism, use Arcada's program, *Urkund*, which automatically checks texts for plagiarism.

If you need more detailed guidelines on how to deal with quotations within quotations or omissions in quoted material, etc, consult, e.g. the British Standards Institution. (1990) BS5605:1990. *Recommendations for citing and referencing published material*. Milton Keynes, BSI; or a writer's handbook, e.g. *The Merriam-Webster Concise Handbook for Writers* (Merriam-Webster 1991).

4 CITING SOURCES

Academic texts are often built up from texts written by other authors. Therefore you must acknowledge your sources by indicating who has written what. Citing your sources has two main purposes. Firstly, the reader remains continually informed about whose thoughts the text represents – the thesis author or another author. Secondly, the reader is able to locate the source – in order to check the validity of the author's claim, or quite simply in order to read more about the subject. The main rule is that, as the writer, you ought to give a reference to the source where it concerns matters that are not generally known or obvious. Another rule is that you should be critical in the choice of sources and select your sources with care (see also Section 4.2.3).

The process for citing sources consists of two steps, each of which is dependent on the other in order for the system to function. The first step comprises the references given in the text, and the second their corresponding entries in the *List of References*.

For your thesis, Arcada recommends the citation system described below. If there is a good reason, it is nevertheless permitted to use an alternative system, provided you seek permission from your supervisor.

Most important is that your reference to sources fulfils the required functions and purposes, and that you consistently use the same system throughout the text.

In order for your referencing system to work, you must know from where you have obtained your information. Note down the source and page number while you are taking notes. Furthermore, be sure that you have complete details of every work you intend referring to. Begin right away by keeping a list of sources (those you do not use can always be crossed off later), or get used to photocopying the title pages of the works you consult.

The references that are given here are mainly based upon Backman (2008), Strömquist (2010a) and *Svenska skrivregler* (2008). You can also build up your list of references with the help of the reference processing system [RefWorks](#). We recommend that you choose the Harvard system. RefWorks also helps you to check that all the in-text citations are given a corresponding source in the *List of References*. To use RefWorks, you must first set up a user account, which can only be done from within Arcada's network. Of course, when you have your own account, then you can also log in to RefWorks through *Remote Access to Nelli*. Please note that the password must **not** be the same as the password you use for your Arcada login.

For students writing in English, The Internet links below provide online and downloadable guides to the Harvard style of referencing:

- Staffordshire University (UK)
Harvard Reference examples (pdf)
http://www.staffs.ac.uk/assets/harvard_referencing_examples_tcm44-39847.pdf
(Accessed 3 Feb. 2015)
- University of Western Australia
Harvard Citation Style (pdf)
<http://guides.is.uwa.edu.au/content.php?pid=43218&sid=318559>
(Accessed 3 Feb. 2015)

4.1 In-text citations

At Arcada the **Harvard system** is used, also known as '*the author-year*' system. You refer to your sources and references by using parentheses with information on the surname of the author, the year of publication and a page number. The way to do this can vary. Some examples:

- a) According to Strömquist (2010a p. 54), the problem is without a doubt generally discussed. .
- b) The problem is without a doubt generally discussed (c.f. Strömquist 2010a p. 54).
- c) The problem has been discussed previously (e.g. Strömquist 2010a p. 54), but it is [...]

References comprise two separate parts with different functions:

- **name of the author and the year** refer to the list of references where the work appears according to the very entry given in the text.
- **page reference** refers the reader directly to the source and the page where you have obtained the information.

The page number may only be omitted when you are referring to the whole work and not to a particular part of it.

If a longer section of your text is based on one and the same source, you only need to provide the year of publication once:

Cultures are referred to as monochromic (**Hall & Hall 1990**) [...]

Hall et al. also maintain that [...]

If the whole paragraph refers to the same source, then the reference can be given at the end of the paragraph, after the final full-stop.

It is most important to remember that the references in the text and the list of references must correspond with each other. The example below refers to a work in the *List of References* and the index word must therefore be **Strömquist**.

In-text citation:

In a guidebook on essay writing (**Strömquist 2010b**) it is stated that [...]

Strömquist also maintains that [...]

List of References:

Strömquist, Siv. 2010b *Uppsatshandboken*, 5 uppl., Uppsala: Hallgren & Fallgren Studieförlag AB, 142 pages.

Usually, the title of the work is written in italics if it is published (e.g. a book). When the source is an article or essay, the title is written in normal font style, while a newspaper article or anthology (main source) is italicised (Svenska skrivregler 2008 pp.73-74).

The principle is the same regardless of what sorts of sources you refer to. It can concern everything from entire books and other printed material to electronic and oral sources. In the list of references the type of source referred to is given. A list of important referencing points is provided below:

Page references

The page you refer to can either be given as (Strömquist 2010a p.54) or as (Strömquist 2010a: 54), but be consistent.

If you refer to more than one page, it is recommended that you provide a page sequence, e.g. (Strömquist 2010a pp. 51-53). It is also good to be aware of the abbreviations f. and ff. which you are sure to come across. (Strömquist 2010a: 51 f.) means that the author refers to pages 51 and 52 while (Strömquist 2010a: 51 ff.) refers to page 51 and the following pages (at most five pages).

Multiple authors or no named author

If the work you refer to has two authors then both names are written with the symbol & between them, e.g. (af Hällström-Reijonen & Reuter 2008 p. 22).

If it concerns three or more authors, you only write the *in-text reference* using the name that appears first on the title page of the book, which you also use as the reference entry in the *List of References*. With the abbreviation *et al.* (Latin *et alii* for “and others”) you signify that there is more than one author: e.g., (Ehrenberg-Sundin *et al.* 2008 p. 77). In the *List of References* all authors' names are given.

If the work from which you have gathered information has no named author it can be cited either by its title or publisher. In this question, practice varies from discipline to discipline and your supervisor can advise you on which principle to follow. Once again it is most important to remember that the in-text citation corresponds to the reference that appears in the *List of References*. In working life one usually refers to business publications in terms of the name of the business or organisation (e.g. The Bank of Finland), in other words the publishing body, while e.g. dictionaries are usually referred

to in terms of their title (Svenska skrivregler 2008; Webster's Comprehensive Dictionary 2004).

Referencing secondary sources

The main principle is to cite the original source if at all possible. If it is impossible, however, to consult the original source that another author has referred to, then you can refer to the original via the secondary source to which you do have access. For example:

Since scientific writing is characterised by clarity, lucidity and precision, the choice of a word is of vital importance in the writing process, indeed so important that Mark Twain says that "The difference between the right word and the wrong one is like the difference between a bolt of lightning and a glow-worm" (see Strömquist 2010a p. 86.)

See and compare (cf. or cp.)

By placing see or compare (cp.) before the name of the author one signifies that to a large extent one has based one's reasoning on someone else's text. The neutral alternative is (see Strömquist 2006 p. 54), which corresponds in fact to a direct citation (Strömquist 2006 p. 54). If on the other hand you write (cp. Strömquist 2006 p. 54) it means that something that touches on your subject is treated in the cited reference but your argumentation is not based directly upon it.

Placement of the full-stop

If the reference concerns all of the previous section, the period is placed **before** the parenthesis. If the reference refers to only the previous sentence, the period is placed **after** the parenthesis (compare other examples at the beginning of this chapter):

Example 1

Many authors emphasise the importance of being aware of which strategies are the most effective in bringing one's work to a successful result. They stress the importance of analysing the task, of gathering material as well as classifying and planning. They emphasise also that one shall work with different parts of a text and then combine them to make up a whole rather than starting from the beginning and then writing until one reaches the end. It goes without saying that formulating the text plays a very important role. And when the text comes to a final formulation it is then revised – again and again. (Nyberg & Tidström (eds.) 2012, Strömquist 2010a)

Example 2

Writing is a dynamic phenomenon (Strömquist 2010a pp. 33-36).

4.2 The List of References

The *List of References* is the other step in the referencing process and is intended to give as complete information on the source as possible so the reader can easily find it in the library or bookshop.

The list of references is always arranged alphabetically, making it easier for the reader to find the entry word that has been given in the body of the text. Every reference is provided with an indent from line 2 (cp. Strömquist 2010a pp. 193-194).

The *List of References* includes all works that are referred to in the text – and none that you have not made use of.

It is considered appropriate to include all sources, written, oral, and electronic, in one and the same list of references.

4.2.1 Books or complete works

The basic rule for books and complete works is that every text reference should include the following information (cf Svenska skrivregler 2008 pp.71-72):

Name of the author.

If the author's name is lacking, then:

the title of the book or
name of the publishing body.

- **Year of publication.** Notice it is not the year of printing that is given.
- ***Title in full.*** Written in italics.
- **Edition.** Only if more than one edition has been published.
- **Place of publication.** Again not the place of printing! If the place of publication is impossible to determine then the publisher, issuing institution, etc. is sufficient.
- **Publisher** or issuing institution.
- **Series, volume, part, volume, year or equivalent.**
- **Total number of pages.**

Write the **surname** of the author, followed by a comma and then the author's first name/s or their initials. The name of the work is written in ***italics***. The place of publication and the publishing institution are separated by a colon.

Strömquist, Siv. 2010b, *Uppsatshandboken*, 5th edition., Uppsala: Hallgren & Fallgren Studieförlag AB, 142 pages.

If the reference is part of a journal article or magazine series, the name of the publication is preceded by **in:** followed by the editor's name as well as title of the work in italics, publisher, and the pages to which you refer.

Flemming, Kate. 2008, Asking answerable questions. I: N. Cullum, D. Ciliska, R.B. Haynes & S. Mark, eds. *Evidence-based nursing. An introduction*, Blackwell Publishing, pp. 18-23.

If there are two or more references **to the same author from the same year**, add a

distinguishing letter (a,b,c...) after the year of publication. If the same author has a number of publications they are arranged according to the year of publication. If **the same author publishes books both individually and together** with someone else, list the individual work first and then the joint work/s.

If there are sources that **lack a named author**, they are arranged alphabetically according to the title (e.g. *The Concise Oxford Dictionary*; *Quote, Unquote*; *Scientific Dictionary*) or according to the publisher (Bank of Finland). Sources that lack an author can sometimes have a named editor. If an editor is named on the title page of a work, use this in the *List of References*. Otherwise, just give the name of the work (Svenska skrivregler 2008 p. 73).

4.2.2 Essays and articles

If the source is included in a journal or published in a newspaper the main principles are the same as for a complete work, i.e. the **name of the author is still the entry word**. In order to find the volume in which the text is included, however, the following information should also be provided:

- ***Name of the periodical, magazine or newspaper***, written in italics.

volume, section, year of issue, number, page series, pages

Example:

Crawford, L. & Pollack, J. & England, D. 2006, Uncovering the trends in project management. Journal emphases over the last 10 years: *International Journal of Project Management*, Vol. 24, No. 1, pp. 175-184.

- ***The newspaper's name***, written in italics

Publishing date.

Example:

Westö, Mårten. 2013, Macka och makkara, *Hufvudstadsbladet*, 30.12.2013.

4.2.3 Electronic sources

Electronic sources in the *List of References* are treated in **the same way as printed sources**. However, web sites and individual pages on the internet are updated or disappear. Therefore, it is important to always provide the date when the information was accessed and print out the material or store it electronically in case the source is brought into question. It can also be useful if you later want to cite something.

Since the material that is published on the net is not always subject to the same checks that are applied to printed material, it is advisable to be extra careful with the [source analysis](#). *Wikipedia* is, for instance, not a quality controlled source, even if you have obtained useful information about reliable sources. You should always know the institution or person that publishes the material. You can then defend your choice of source material if called upon to do so by your supervisor or opponent.

Provided that there is a name given, always try to use the author of the text as the entry word. If the author is lacking, either the title (e.g. Encyclopaedia Britannica) or the publishing organisation (e.g. Bank of Finland) is used as the entry word. The entry word and the in-text reference must correspond with each other.

For electronic sources, you can state the type of media within square brackets [e-mail, cd-rom, dvd]. In the *List of References* provide the link to the source through which it is available by writing "Available from" (in RefWorks "Available" is used) followed by the web address or link.

The time at which you accessed the material should appear – to the day. For the sake of clarity it is recommended that you write “accessed” followed by the date. If you use RefWorks, the date is given within square brackets [...]. The year you provide in the in-text reference is the date on which the material was last revised, not when you accessed it. To be clear you can repeat it and write, e.g.:

Svenska datatermgruppen. 2013. Available from: <http://www.datatermgruppen.se/>

Accessed 2.1.2014

Provide also possible information on accessibility, computing capacity requirements, program, program versions etc. if so required. Finally note that there is no period mark after a text reference that ends with a web or domain address.

4.2.4 Oral sources

Oral sources can be problematic since they are nearly impossible to check. If you think, however, that your research requires that you, for example, ring up an expert in your subject area and check some detail, then of course you should do so. Oral sources should preferably not constitute your principal references but rather should complement written source material. Recorded sources must sometimes be transcribed, i.e. written out, and appended to the work (see Appendix 2).

In the list of references the oral source is given as the name of the person you have interviewed. The date the information was given should be provided precisely as well as the situation in which the information was obtained [telephone conversation, presentation, interview, etc.]. For the sake of clarity, it is good to provide the precise type of source in square brackets. Presentations, radio and TV programmes usually have a title which should be provided.

Example:

Holm, Björn. 2014, *Tips och råd vid datorköp* [oral]. Lecture. 10.9.2014.

Stolt, Kerstin. 2014, *Interview on language in thesis writing* [oral.]. Translated and transcribed in the Appendix to this work. 11.9.2014.

5 SPECIAL PAGES

In addition to the main text, the thesis contains a number of special pages, of which the title page, the documentation page with the abstract, the table of contents, and the list of references are obligatory. Arcada provides a [template](#) for the thesis. Choose the English version of the text for a thesis in English.

5.1 Examiners' certificate

When you have a certificate from your supervisor, which states that the thesis has been passed, you may then publish the thesis electronically in Theseus (for further information see instructions in [Start](#), the digital study guide of Arcada). Note that the certificate is **only** included in the printed archive copy of the thesis, and **not** in the electronic version.

5.2 Title page

The title page is the first page. The title page states the title of the thesis, the author's name, the name of degree programme and year (see Arcada's template for the thesis). The title page is included in the page count, **but pagination does not appear** until the main text begins (see Strömquist 2010a p. 252).

5.3 Documentation page, Presentationssida and Tiivistelmäsiivu

The documentation page contains information about your thesis and an abstract of the content.

For a thesis at Arcada, you must write an abstract of the text in the language of the degree programme you are studying, i.e. English or Swedish. In addition you must always write a second abstract in Arcada's other language of instruction, English or Swedish. A commissioned thesis for a company or organisation may mean that you must write a third abstract in another language. Templates for the documentation pages are included in Arcada's [template](#) for the thesis.

5.3.1 Abstract

The purpose of the abstract is to give the reader a short summary of what the thesis contains. The abstract can be compared to a book's back cover: the reader can grasp the content of the work. The abstract, together with the title page, is the part of the thesis that is openly visible on the net, and it is probably the most widely read part of the entire thesis. The abstract also serves as your business card.

The abstract describes your research aim and your research questions - and/or hypotheses. Begin by outlining what your research was about. Continue with a brief description of the method(s) employed and the subjects of study. Finally, conclude by presenting the findings from your results.

The abstract is thus placed at the beginning of the thesis, but it is written last of all. The abstract should be short, and is normally written in one paragraph. The maximum number of words is 200-300, which means that every word should convey meaning. Therefore, be precise with the wording of the abstract.

NB. The thesis *Abstract* should be written in the same language in which the thesis is written and in the degree programme language, such that there is always an English *Abstract*.

5.3.2 Key words

The documentation page also contains 4–8 key words, which will be input into the library catalogue. In order for your thesis to be found, it is therefore important that you are careful to select key words from [Finto](#). Finto is a Finnish thesaurus and ontology service, which enables both the publication and browsing of vocabularies in Finnish, Swedish and English. For thesis works in the health care sciences you can also use the Karolinska Institute's [Svensk MeSH](#).

5.4 Table of Contents

The list of contents is given the heading **Table of Contents**. The different heading levels are indicated by indentation and by different font styles. In particular, it is advisable to insert a line space before the main chapter heading. The *Table of Contents* can be supplemented with a separate *List of Figures* and *List of Tables* that appear in the text (cf Strömquist 2010a pp. 190-192). Notice that any appendices also ought to be given a heading in the *Table of Contents*.

Foreword

The *Foreword* is not obligatory but if you wish, for instance, to acknowledge persons who have helped in your thesis work – e.g. by proofreading – this should be mentioned in the *Foreword*. The actual body of the thesis should not contain any personal acknowledgements because those persons have nothing to do with the subject matter. The *Foreword* is placed **after** the *Table of Contents* and is **neither paginated nor given a chapter number**.

5.5 Appendices

Academic reports usually contain appendices that consist of information important to the study but which is too lengthy to be included in the body of the text – it would disturb the fluency. Examples of what can be found in the *Appendices* are questionnaires, circular letters, interview questions, and transcripts of interviews. If you have used e-mail as source material, a printout can be provided as an appendix. Compilations of results in the form of tables or figures can also appear as appendices, if there are too many or they are too lengthy to include in the body of the text.

The *Appendices* are not counted as a chapter, nor do they have a chapter number, but they do follow their own numbering (Appendix 1, 2 etc.), and they do have a heading. List the *Appendices* with numbers and headings in the *Table of Contents*. They are not paginated as part of the text. If an appendix consists of several pages, the pages should be numbered, e.g. *Appendix 1/1(3)*, which means the first page of three in Appendix 1.

6 THE FINAL VERSION OF THE TEXT

The thesis will not only be a form of business card for you, but also for your degree programme as well as for the whole of Arcada. Therefore, it is important that you make it your personal responsibility to ensure the integrity of the text so that the reader does not become irritated with your form of expression, but instead is given the possibility to understand the content. The text should be both comprehensible and linguistically correct.

During the writing process, you make revisions and corrections, but you should **always** check the text one last time before you submit the work. Ask for the help of another person to proofread the text. In Section 3.2 a checklist has been drawn up which can assist in the final revision of the thesis.

ALWAYS remember to proofread your text!

List of References

This list of references appears in the original Swedish version, but also includes some additional sources used in preparation of the English version.

Backman, Jarl. 2008, *Rapporter och uppsatser*, 2 uppl., Lund: Studentlitteratur, 233 pages.

Ehrenberg-Sundin, Barbro; Lundin, Kerstin; Wedin, Åsa & Westman, Margareta. 2008, *Att skriva bättre i jobbet. En basbok om brukstexter*, 4th edition., Stockholm: Norstedts Juridik AB, 193 pages.

Finlands Banks årsberättelse 2012. 2013, Finlands Bank, Helsingfors, 140 pages.

Available from:

http://www.suomenpankki.fi/sv/julkaisut/vuosikertomus/Pages/vk_2012.aspx

Accessed 14.2.2014.

Flemming, Kate. 2008, Asking answerable questions. I: N. Cullum, D. Ciliska, R.B. Haynes & S. Mark, eds. *Evidence-based nursing. An introduction*, Blackwell Publishing, pp. 18-23.

Holm, Björn. 2014, *Tips och råd vid datorköp* [oral]. Lecture. 10.9.2014.

Huss, Leena. 2013, Enspråkiga eller tvåspråkiga skolor i Finland? *Språkbruk*. Article published by Svenska avdelningen vid Institutet för de inhemska språken, no 2, pp. 5-7.

af Hällström-Reijonen, Charlotta & Reuter, Mikael. 2008, *Finlandssvensk ordbok*, 4th edition., Esbo: Schildts Förlags Ab, 190 pages.

Kielijelppi. 2013, Language Centre, Helsinki University. Available from:

<http://www.kielijelppi.fi/> Accessed 12.2.2014.

Klarspråk i kommunerna. 1996, Helsingfors: Finlands Kommunförbund, 101pages.

Nationalencyklopedin 2014, Available from: <http://ne.se> Accessed 1.1.2014.

Nyberg, Rainer & Tidström, Annika (Eds.) 2012, *Skriv vetenskapliga uppsatser, examensarbeten och avhandlingar*, Lund: Studentlitteratur, 355 pages.

Reuter, Mikael. 2006, *Översättning och språkriktighet*, Helsingfors: Svensk Språktjänst AB, 125 pages.

SAOL. Svenska Akademiens ordlista över svenska språket. 2006, 13th edition, Norstedts Akademiska Förlag, 1130 pages.

- Språkhjälpen*. 2011, Language Centre, Helsinki University. Available from: <http://www.sprakhjalpen.fi/> Accessed 12.2.2014.
- Stolt, Kerstin. 2014, *Interview on language and thesis* [oral]. Transcribed and provided in the Appendix to this work. 11.9.2014.
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- Strömquist, Siv. 2010b, *Uppsatshandboken*, 5 edition, Uppsala: Hallgren & Fallgren Studieförlag AB, 142 pages.
- Svensk ordbok*. 1999, 3 edition, Norstedts Ordbok, 1492 pages.
- Svenska datatermgruppen*. 2013a, Ordlista, version 2013-Nov, published 15.11.2013. Available from: <http://www.datatermgruppen.se/ordlista.html#revlist> Accessed 2.1.2014.
- Svenska datatermgruppen*. 2013b, Frågor och svar, version 2013-Nov, published 15.11.2013 Available from: <http://www.datatermgruppen.se/fragor-och-svar.html#revlist> Accessed 2.1.2014.
- Svenska skrivregler*. 2008, Språkrådets skrifter 8, 3 edition, Stockholm: Liber AB, 264 pages. Also available in [Elib Ab](#).
- Svenskt språkbruk, Ordbok över konstruktioner och fraser*. 2011, Stockholm: Norstedts ordbok, 1433 pages.
- Westö, Mårten, 2013. Macka och makkara, *Hufvudstadsbladet*, 30.12.2013.

APPENDIX 1. EXAMPLES OF REFERENCING

This is an example list of how you write references of different types and contents, which includes types of references not used in the Writing Guide. The examples can be interpreted as recommendations; the main point is that the reference is consistently presented.

In the List of References all sources are listed alphabetically regardless of the type of source.

Printed sources

Books

- Alvesson, Mats & Sveningsson, Stefan, eds. 2007, *Organisationer, ledning och processer*, Lund: Studentlitteratur, 479 pages.
- Backman, Jarl. 2008, *Rapporter och uppsatser*, 2nd edition, Lund: Studentlitteratur, 233 s.
- Ehrenberg-Sundin, Barbro; Lundin, Kerstin; Wedin, Åsa & Westman, Margareta. 2008, *Att skriva bättre i jobbet. En basbok om brukstexter*, 4 edition, Stockholm: Norstedts Juridik AB, 193 pages.
- Finlands Banks årsberättelse 2012*. 2013, Finlands Bank, Helsingfors, 140 pages.
- af Hällström-Reijonen, Charlotta & Reuter, Mikael. 2008, *Finlandssvensk ordbok*, 4 edition, Esbo: Schildts Förlags Ab, 190 pages.
- Klarspråk i kommunerna*. 1996, Helsingfors: Finlands Kommunförbund, 101 pages.
- Suokannas, Maria. 2008, *Den anonyma seniorkonsumenten identifieras: Om identitetsskapande processer i en marknadsföringskontext*, Ekonomi och samhälle. Articles published by Svenska handelshögskolan, no 185, Helsingfors: Svenska handelshögskolan, 210 pages.
- Svenska skrivregler*. 2008, Språkrådets skrifter 8, 3 edition., Stockholm: Liber AB, 264 pages.

Chapter in a collected work

Elg, Ulf. 2007, Externa relationer – kostnader, beroenden och fördelar. In: M. Alvesson & S. Sveningsson, eds., *Organisationer, ledning och processer*, Studentlitteratur, pp. 119-144.

Dictionaries and encyclopedias

Svensk ordbok. 1999, 3 edition., Norstedts Ordbok, 1492 pages.

Journal articles

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APPENDIX 2. EXAMPLE OF TRANSCRIBED INTERVIEW

Interview with Kerstin Stolt

11 September 2014, at the informant's work place

Interviewer: Maria von Hertzen

MvH: Du arbetar ju som chef för språkenheten på Arcada!?

KS: (leende) Jo, det gör jag.

MvH: Nå, på vilket språk ska man skriva examensarbetena på här?

KS: Nå jo... om vi först tar examensarbetet för bachelorexamen så är det så här: Ditt examensarbete skriver du på samma språk som du får din utbildning på här på Arcada. Men, du kan – om det finns någon speciell orsak till det – av din prefekt få tillstånd att avvika från huvudregeln. Men, då ska du skriva ett sammandrag - ett längre sammandrag - ska vi säga, av arbetet på utbildningens språk.

MvH: Vad menar du med ett längre sammandrag?

KS: Längre i det här sammanhanget betyder ca 10 % av det ursprungliga arbetets längd.

MvH: Skiljer sig masterarbetena från det här?

KS: Faktiskt gäller i princip samma regler!

MvH: Finns det några problem med de här principerna?

KS: I ärlighetens namn är inte alla handledarna medvetna om att de här principerna finns och borde följas, och när jag säger ”borde följas”, så sneglar jag på de andra högskolorna i alliansen, som också följer de här principerna. Jag tycker att det är en kvalitetsfråga att vi har en enhetlig linje!

MvH: Vad menar du med de andra högskolorna i alliansen, vilka är de och vad är det för en allians?

KS: Oj, det här blev tydligen lite otydligt!

Med alliansen menar jag Helsingforsalliansen, som är en form av samarbete mellan de svensk- och tvåspråkiga högskolorna i Helsingfors - eller ska vi säga metropolområdet. Det betyder i klartext Aalto-universitetet, Arcada, Hanken - Svenska handelshögskolan, Helsingfors universitet - med soc.o.kom inkluderat - och Konstuniversitetet.