



**Thesis Guide 2009
Version 1.2**

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Arcada – University of Applied Sciences
Arcada Library and Arcada Language Centre

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DEGREE THESIS	
Arcada	
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:	
Language:	
Date of acceptance:	

EXAMENSARBETE	
Arcada	
Utbildningsprogram:	
Identifikationsnummer:	
Författare:	
Arbetets namn:	
Handledare:	
Uppdragsgivare:	
<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:	
Språk:	
Datum för godkännande:	

OPINNÄYTE	
Arcada	
Koulutusohjelma:	
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:	
Kieli:	
Hyväksymispäivämäärä:	

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FOREWORD

The Thesis Guide, a revised version of the Thesis Writing Guide, is a collaboration between Arcada's Library and the Language Centre at Arcada. The aim of the Thesis Guide is to provide instructions for Arcada's students on how to prepare written assignments where the purpose is to report scientific study.

We would like to express our gratitude to Michaela Örnmark for her valuable contribution in compiling the earlier version, the Thesis Writing Guide, which has been the basis for the following document. In addition, Inger Måtts-Wikström, Margareta Danielsson and Camilla Lindroos, who have laboriously commented on the logic of the text, deserve our warm thanks, as well as Janne Nyberg who has endeavoured to help us manage the technical aspects correctly. Our thanks also go to all our colleagues and students for their valuable comments and constructive criticism, which have made our development work possible. 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 the 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 the Thesis Guide will serve the coming years of students and colleagues in their writing. At the same time, we hope that our work will contribute to unifying the production of texts and publications at Arcada.

Helsinki, June 2009

Maria von Hertzen

Kerstin Stolt

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.

In the thesis, it is assumed that you not only employ the principles of scientific writing but that you express yourself in the correct style such that the text is accessible to other experts within your field.

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.

Front matter	Main text	End matter
Title page	Introduction	List of References (Appendix)
Documentation Page With Abstract	Methods	
Table of Contents (List of Tables)		
(List of Figures)	Results	
(Glossary of terms and abbreviations used)	Discussion and Conclusion	
(Foreword)		

To assist with the technical layout, Arcada has provided 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.

In structuring an outline plan of the text, the different main thoughts, hypotheses or research problems of the study are formulated. Each main point is noted with the arguments that support the issue in question. It is important from the beginning to define clearly the scope of the study; the problem is often that there is too much material, rather than not enough. Depending on the chosen subject, the limitations of the study may concern time constraints, geographical area, or the sample size. In this respect, it is advisable to maintain regular contact with the supervisor.

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. The writing process and the research work 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 may provide new insight and new perspectives to the topic, which will mean re-thinking and re-formulating the text.

2.1 Main Text

In the main body of the text, you should follow a model for scientific reports, IMRAD (**I**ntroduction, **M**ethods, **R**esults and **D**iscussion). This is the underlying structure for the thesis. 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 basis on which the entire thesis work rests: the aim, the material and the method. Below is a list of those points that ought to be covered in the introduction.

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. One example of how the structure can vary is in technical subjects, where the method is mainly presented with the *Results*, and not in the

Introduction.

The *Introduction* should be divided into sections depending on the content and scope 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 motivates the choice of research topic. Here, though, it is difficult to provide a general rule.

Points that should be covered in the introduction:

- **Motivation for choice of research topic.** Explain the significance of your selected topic and describe the background to the topic.
- **Aim of the study.** It is important to formulate your aim early on because it will help focus on the right questions. In the final version of your text the aim is precisely stated to help the reader understand your line of thinking.
- **Research questions and hypotheses.** Your aim should be formulated and defined with the help of research questions or hypotheses.
- **Limitations.** You should state 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.** Indicate earlier research in the area and try at the same time to establish the relevance of your own work in relation to previously published literature. In certain fields it is customary to provide a comprehensive literature review in the introduction.
- **Definitions.** Always be sure to define the central concepts you use.
- **Appropriate background information.** The lead-in to the introduction should provide the reader with the background information necessary to understand the actual study. Precisely what this information consists of is related to the topic, but one example could be information about a company that has commissioned the thesis.

2.1.2 Methods

In the methods section, the writer presents the argumentation for the chosen methods, describing the methods with references to the literature as well as elucidating how the respective methods were used in this thesis study.

Methods refers to:

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

The strategies employed for the conducted research and the literature review are covered by way of the introduction when providing an overview of the work (key words, data bases, limitations, selection of material, description of methods). 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.

2.1.3 Results

Now that you have formulated your purpose, gathered the material, carried out experiments and selected the methods of investigation, it is time analyse the material. Here, you present the results of your analysis in written form. Present both the gathered and analysed data – 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, the use of tables, diagrams, pictures, quotations, or other illustrative material can be of benefit.

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 need to refer to yourself in the text, use a third-person form, e.g. '*the author, writer, or researcher*'.

2.1.4 Discussion and Conclusion

In the *Discussion*, the results are summarised. It is here that you critically examine and discuss your results, which means that you can present and support your own interpretations.

The discussion should address the research questions that were posed in the introduction and explain how the hypothesis has been proved. 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 accept this as a part of the research process of your thesis work.

Here you are expected to evaluate your study and indicate its possible inadequacies. 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 AND DOCUMENT LAYOUT

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 for itself and avoid emotional expressions and opinions. In addition, the following rules apply to scientific writing:

WRITE CONCISELY!

WRITE CLEARLY!

WRITE CORRECTLY!

Do not be tempted to use long sentence constructions just for the sake of it, or figurative language and obscure words to impress the reader. Rather, the goal is to be impartial and create a text that is free of subjective elements; therefore the writer should choose neutral words.

Stylistic conventions place further demands upon the written language. In general, the use of the first-person singular (*I*) is not accepted in scientific writing. 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. If you are not confident of your own language ability, it is wise to seek help from someone you can rely on to proofread the thesis and correct any language errors.

3.2 Checklist for language and writing mechanics

The checklist below is intended to help in two ways. First, it can be used to check what you ought to consider when you begin the writing process; secondly, you can – and should – consult it again when you are working on the final revision of the text to check that everything has been done correctly.

The list below is adapted from Siv Strömquist's *Skrivboken* (2005 pp. 118-119) and the Swedish version of this text (*Skrivguide*) to suit the needs of students writing their thesis in English

Punctuation

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

Words

- Check the spelling. Use a good dictionary and a spell-checking program on the

computer.

- Watch out for homophones (e.g. sea/see, no/know).
- Make sure that the usage and spelling of foreign words are correct.
- Check the use of hyphenation in English.
- 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).

Sentences

- Is the length of the sentence appropriate? (One thought per sentence).
- Are the sentences grammatically complete?
- Check for sentence connectivity and fluency.
- Check for repetitive sentence structures - Vary sentence openings and sentence structures.

Paragraphs

- Is there a blank line between every paragraph?
- Is there only one main point / idea in every paragraph?
- Do not introduce new ideas in the final 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 references correspond with the List of References?

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. See also the [instructions](#) for how to use the template

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. Two line spaces should be inserted before a heading, with one line space between the heading and the subsequent text. Paragraph division is shown using one line space. Remember that one paragraph represents one idea, which seldom consists of only one sentence.

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 fulfil certain requirements: they 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 when writing headings:

- 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. According to Ehrenberg-Sundin *et al.* (2008 pp. 51-52), no more than three levels of numbered headings are recommended. In the text, however, you may use a fourth heading level, but without a number. Use one font for the headings, and a different one for the body of the text:

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

Level 2 1.1 Section heading (e.g. Arial 14 pt, bold)

Level 3 1.1.1 Sub-section heading I (e.g. Arial 12 pt, bold)

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, 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. The same information is presented in a bar chart and pie chart. Both the bar and pie charts are correct, but the choice of chart depends on what information you wish to highlight.

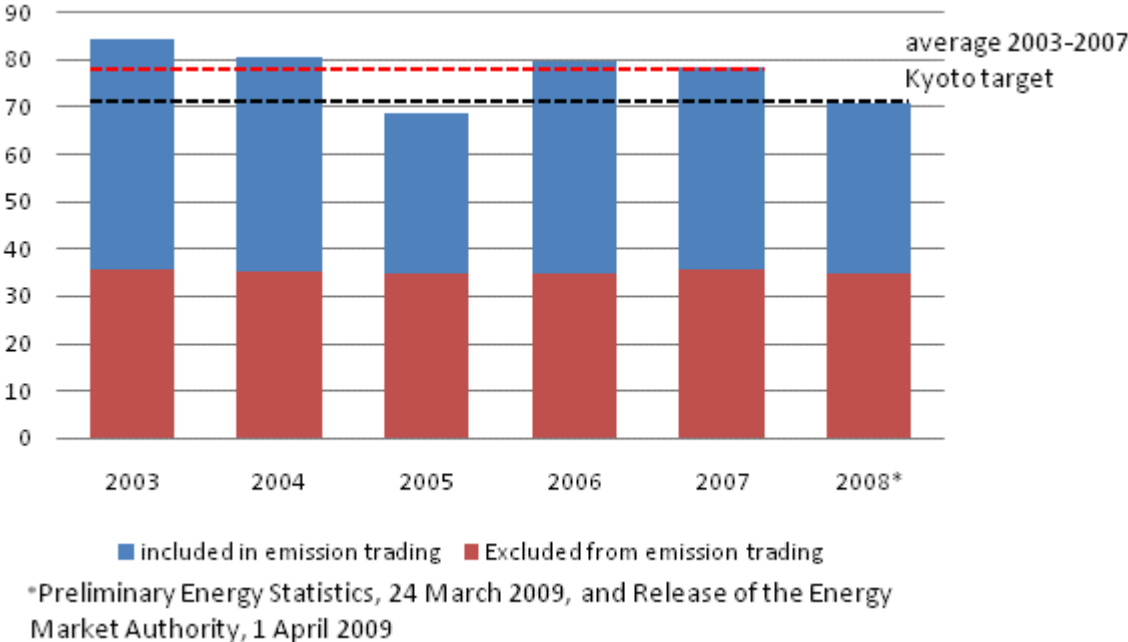
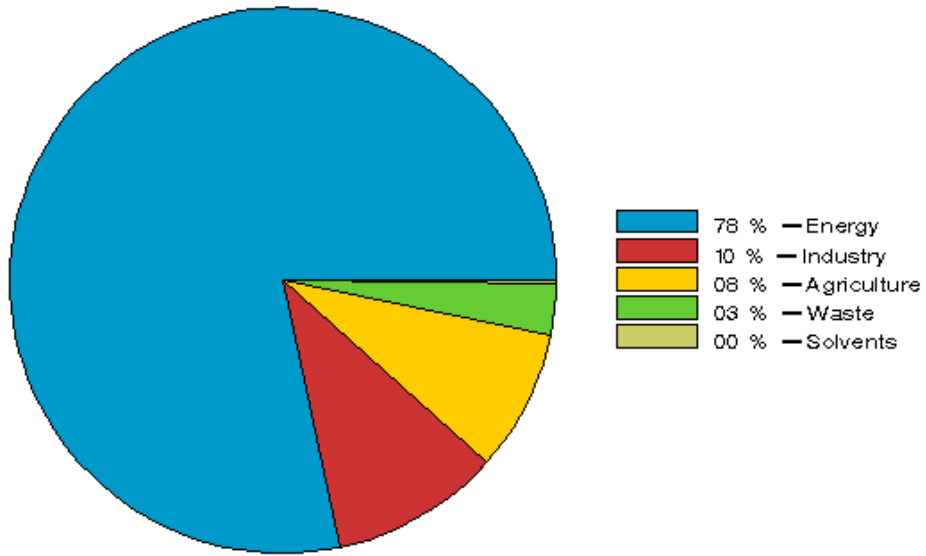


Figure 1. Greenhouse gas emissions in 2003-2008 relative to the Kyoto target level, Tg CO₂ eq. * Data on 2008 are based on Preliminary Energy Statistics. (%) (Greenhouse gases 2007, Environment and Natural Resources 2009, Statistics Finland).



A zero means that contribution to the total is less than half percent

Figure 2. Greenhouse gas emissions by sectors in 2008 (%) (Greenhouse gas inventory unit 2009, Statistics Finland).

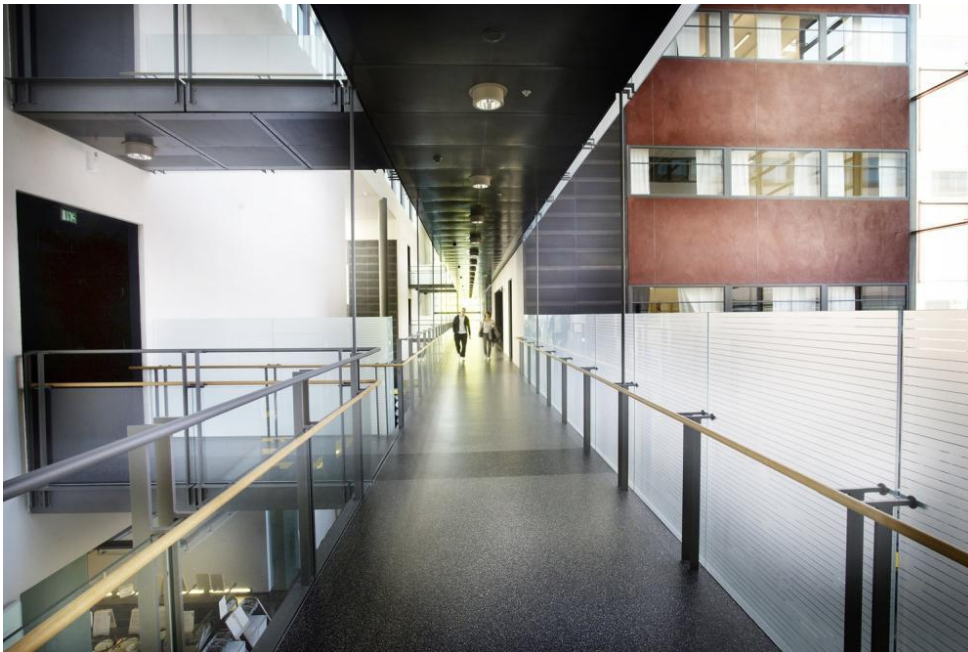


Figure 3. Interior of Arcada. (Photograph Valtteri Kantanen. Arcada 2008).

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 long and if they turn out to be too long to set into the body text, it is best to include them separately as an appendix (Ehrenberg-Sundin *et al.* 2008 pp. 70-72). A table set within the text is not usually split across two pages.

Table 1. Finland's greenhouse gas emissions exclusive of land use, land-use change and forestry sector. Emissions as amounts corresponding to million tonnes of CO₂ (Greenhouse gas inventory unit 2009, Statistics Finland).

Year	Energy				Industrial processes		Solvents and other product use	Agriculture	Waste	Total
	Energy industries	Manufacturing industries and construction	Transport	Other energy	Industrial processes (excl. F-gases)	F-gases				
1990	19.19	13.42	12.79	9.18	4.90	0.09	0.18	6.62	3.97	70.34
1991	18.96	12.90	12.43	8.85	4.54	0.07	0.17	6.23	4.01	68.16
1992	18.73	12.38	12.35	8.97	4.27	0.04	0.16	5.82	4.03	66.75
1993	21.47	12.49	11.88	8.55	4.31	0.03	0.15	5.91	4.02	68.81
1994	26.40	12.79	12.23	8.22	4.52	0.04	0.15	5.94	3.97	74.25
1995	24.12	12.22	12.02	7.78	4.47	0.10	0.14	6.02	3.91	70.79
1996	29.83	12.11	12.00	7.93	4.79	0.15	0.14	6.01	3.82	76.78
1997	27.44	12.28	12.59	7.87	4.99	0.24	0.14	5.99	3.72	75.25
1998	24.18	11.94	12.74	8.14	4.85	0.30	0.14	5.85	3.55	71.69
1999	23.67	11.92	12.94	7.85	4.92	0.40	0.14	5.74	3.48	71.05
2000	22.12	11.94	12.84	7.49	4.92	0.57	0.12	5.81	3.27	69.09
2001	27.51	11.49	12.96	7.72	4.91	0.72	0.12	5.77	3.14	74.35
2002	30.26	11.17	13.14	7.66	4.85	0.53	0.11	5.81	2.92	76.47
2003	37.21	11.54	13.35	7.60	5.17	0.72	0.10	5.81	2.75	84.25
2004	32.97	11.64	13.69	7.28	5.45	0.74	0.11	5.74	2.61	80.21
2005	21.91	11.34	13.72	6.99	5.31	0.91	0.11	5.74	2.41	68.43
2006	32.87	11.62	13.90	6.80	5.35	0.80	0.10	5.73	2.46	79.65
2007	30.80	11.45	14.26	6.67	5.74	0.95	0.10	5.72	2.38	78.07
2008	24.28	10.80	13.63	6.27	5.99	1.05	0.09	5.83	2.20	70.14

3.6 Quotations

A quotation is a word-for-word extract from an other 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. In a scientific context, a quotation must always highlight the issue to which it bears relevance.

There are two ways to quote, and the one you should select will depend on the length of the quotation. Short quotations, which consist of anything from one word to a couple of sentences, appear in 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 2005 p. 219).

If the quotation consists of more than three text lines, it is recommended you use so-called block quotations. This means 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. See for example Strömquist (2005 p. 219) translated from the Swedish:

If the quotation is longer, the quotation marks can be replaced by an other means: the text is indented and the line spacing reduced. [...] Notice that this method is not combined with the usual quotation marks.

Remember that all quotations appear with references to their sources; otherwise you are guilty of plagiarism. To deter plagiarism, Arcada uses the program, Urkund.

If you need more detailed guidelines, e.g. on how to deal with quotations within quotations or omissions in quoted material, you are referred to, 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 Meriam-Webster Concise Handbook for Writers* (Merriam-Webster 1991).

4. CITING SOURCES

Factual and especially scientific texts are usually composed from and in conjunction with other texts. Therefore, the principles of citing sources are well established – and necessary. 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 choose your sources with care (see also Section 4.2.3).

At Arcada the Harvard system, also known as the author-year system, is used. The author and year of publication are given in parenthesis in the body of the text.

The process for citing sources consists of two basic elements, each of which is dependent on the other in order for the system to function. The first element comprises the references given in the text, and the second their corresponding entries in the list of references.

Arcada recommends the citation system described below for students. If there is a good reason, it is nevertheless permitted to adopt 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.**

One precondition for being able to draw up a meaningful referencing system is that you know from where you have obtained the information. It is advisable to get accustomed to noting down the source 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 (2005) 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 model. 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 *Nelli Portal - eResources*. Please note that the password must **not** be the same as the password you use for your Arcada login.

The Internet links below provide online and downloadable guides to the Harvard style of referencing, one prepared by Leeds Metropolitan University and the other by the Learning Centre of the University of NSW.

Quote, unquote. Skills for learning. Leeds Metropolitan University.

http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf Accessed 5.2.2010

Harvard referencing: Academic Skills Resources. UNSW. The Learning Centre,

28 Oct. 2008. <http://www.lc.unsw.edu.au/onlib/ref.html> Accessed 9.2.2009.

4.1 References in the body of the text

In the body of the text 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 reference. The way to do this can vary. Some examples:

- According to Strömquist (2006 p. 54), [...]

- The problem without doubt is generally discussed (see Strömquist 2006 p. 54),
- The question has previously been discussed (e.g. Strömquist 2006 p. 54), but it is [...]

References comprise two separate parts with different functions:

- **name of the author and the year** of publication 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 place where you have gathered the information. The only time a page reference is not included is when you refer to the work as a whole and not a particular part of it.

If an extended set of citations is based on one and the same source, a year of publication for the source is only provided once:

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

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

The most important thing to remember is that the references in the text and the list of references should correspond to each other. In the example above, Hall and Hall is both the reference entry in the text and the work appearing in the list of references.

Hall, E.T. & Hall, M. R. 1990, *Understanding Cultural Differences*. Intercultural Press.

Usually, the title of the work is written in italics if it is published (e.g. a book).

The principle is the same regardless of what sort of source 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 2006:54) or as (Strömquist 2006 p. 54), but be consistent.

If you refer to more than one page, it is recommended that you provide a page sequence, e.g. (Strömquist 2006 pp. 51-53). It is also good to be aware of the abbreviations f. and ff. which you are sure to come across. (Strömquist 2006 p. 51 f.) means that the author refers to pages 51 and 52 while (Strömquist 2006 p. 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 an & between them, e.g. (af Hällström-Reijonen & Reuter 2008 p. 22).

If it concerns three or more authors you only write the name that appears first on the title page of the book and 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.* 1998 p. 77). In the list of references all authors 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 you should follow. Once again the most important thing to remember is that the source appearing in the body of the text corresponds to that appearing 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. YIT), in other words the issuing party, while e.g. dictionaries are usually referred to in terms of their title (Svensk ordbok 1999, Webster’s Comprehensive Dictionary 2004).

Referencing secondary sources

The main principle is that one usually goes to 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 it via the secondary source to which you 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 2005 p. 81)

See and compare

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) and 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 period mark

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. (Liljestränd & Arwidson 1989, Strömquist 2007.)

Example 2

Writing is a *dynamic* phenomenon (Strömquist 2006 p. 32).

4.2 The List of References

Compiling the list of references is the other stage in the referencing process and is intended to give the reader such a full account of the source that he 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 2005 p. 209). It is important that 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 that concerns the work as a whole is that every text reference should include the following information:

- **The name of the author.** If the author's name is lacking then the title of the book or the name of the issuing institution is used as an entry word.
- **Year of publication.** Notice it is not the year of printing that is given. In Arcada, the publication year is not bracketed, but brackets are often used in the Harvard system, e.g. (2010).

- ***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.**

A model of how referencing should be carried out at Arcada is given below. Notice that the punctuation signs are in bold type for illustrative purposes. Of course they would usually be in the same type as the rest of the text.

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

You thus write the surname of the author, followed by a comma and the author's given names or their initials. If the reference is part of a journal or magazine series, the name of the publication is preceded by **in**. The place of publication and the publishing institution are separated by a colon.

Williams, David, J. 1988a, Culture crisis. A comparative study of cultural orientations and their influence on project management styles, **in:** *Inter-Cultural Studies 3*. Exeter: Acta Universitatis, 286 pp. ISBN 91-554-2139-3.

If there are two references by the same author from the same year one adds a distinguishing letter (a,b,c...) after the year of publication (Tandefelt 1988a, Tandefelt 1988b). If the same author has a number of publications they are arranged according to the year of publication (Strömquist 2005, Strömquist 2006). If the same author publishes books both individually and together with someone else, the individual work is listed before that of the joint work

(af Hällström 2000, af Hällström-Reijonen & Reuter 2006). Note that both the authors' names appear in this case in the body of the text. If there are three or more authors then the name of the first author is sufficient (Ehrenberg-Sundin *et al.* 2008). In the list of references the names of all authors appear.

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 (YIT). Sources that lack an author can sometimes have a named editor. They are never given as an entry word but can certainly be named. Square brackets are generally used for the writer's own addition to the citation.

4.2.2 Essays and articles

If the source is included in a journal (Tandefelt 1988a) or published in a newspaper or magazine 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** preceded by in:.
- **volume, section, yearly issue, number, page series or total pages and ISSN number.**

Example:

Crawford, L. & Pollack, J. & Englan, D. 2006, Uncovering the trends in project management. Journal emphases over the last 10 years, in: *International Journal of Project Managemet*, Vol 24, No. 1, pp. 175-184. ISSN 0358-9293.

For newspapers the day and year of issue are given

Example:

Brown, Sarah. 2009, Management accountability, in: *Financial Times* 8.1.2009.
ISSN 0356-0724.

Journal

Example:

Iles, P. & Hayers, P. 1997, Managing diversity in transnational project teams. A tentative model and case study, in: *Journal of Managerial Psychology*, Vol. 12, No 2, pp. 95-117. ISSN 0424-7256

4.2.3 Electronic sources

Electronic sources in the list of references are treated in the same way as printed sources. The main difference, however, is that the material that is accessible in electronic form is not as long standing as printed information. Web sites and individual pages on the internet are revised and disappear, thus it is important to always provide the date for when the information was retrieved 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 in making a critical appraisal of it. *Wikipedia* is, for instance, not a quality controlled source. 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.

Heinisuo & Ekholm (1977) point out five questions one should address in deciding whether or not an electronic publication is usable:

- Is the writer established in his area?
- Is the writer backed up by a serious organisation?
- Has the publication gone through a checking process?
- Is reference made in the publication to established sources in the right manner?
- Can one find the date of publication or the date of the latest revision?

Provided that there is one 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. YIT) is used as the entry. As previously pointed out, the main thing is that the entry word corresponds to the in-text reference.

In the list of references it becomes plain that it is a question of an electronic source and also what sort of source it is within square brackets [www, e-mail, cd-rom, database, etc.].

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

Quote, unquote. 2009, Skills for Learning, Leeds Metropolitan University, 88 pp.

Accessed 12.1.2010. Published 2009.

http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf

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.

In the list of references the oral source is given as the name of the person you have talked with. The date the information was given should be provided precisely and the situation in which the information was imparted should be specified [telephone conversation, radio programme, presentation etc.]. For the sake of clarity, it is good if the precise type of source is given in square brackets. Presentations, radio and TV programmes usually have a title which should be provided if possible.

Example:

Sommardahl, Eivor. 2001, *Language in school* [oral]. Presentation
27.3.2001.

Stolt, Kerstin. 2008, *Interview on language in thesis writing* [oral]. Transcribed and
appended to this work. 27.8.2008.

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. 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 on the text. 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 2005 p. 192).

5.3 Documentation page, *Prestationssida* and *Tiivistelmäsiivu*

For the degree thesis at Arcada, an abstract is written in the same language of the thesis and of the degree programme, but an abstract in English must always be provided as well.. These pages can be compared to the summary on the back cover of a book in that the reader should be able to grasp quickly everything necessary to discern whether the thesis is worth reading. Arcada's model for the abstract is included in the documentation page of the thesis [template](#).

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: in its condensed form, the reader can grasp the content of the work. The abstract, together with the title page, is the part of the thesis that is stored in electronic databases and therefore it is probably the most read part of the entire thesis.

The abstract describes your research aims and issues 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, indicate the main results obtained. You should aim at revealing everything concisely on the very first page.

The abstract is thus placed at the beginning of the thesis, but it is written last of all. The abstract should be short, normally no longer than one paragraph. The maximum number of words is 250, which means that every word should convey meaning. Therefore, be precise with the wording of the abstract.

5.3.2 Key words

On the documentation page the work is also summarised in 4–8 key words, which will be fed into the library catalogue. In order for your thesis to be found, it is therefore important you are careful to select key words that are suitable for the library's database. Arcada's library homepage contains links to several dictionaries, e.g. [Eric](#). We recommend that you use an appropriate link to a dictionary when selecting your key words.

5.4 Table of Contents

The list of contents is given the heading **Table of Contents** and is arranged such that 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. Notice that any appendices also ought to be named in the *Table of Contents*.

5.5 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 or by offering general support and understanding – 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 treatment of the subject matter. The *Foreword* is placed after the *Table of Contents* and is neither paginated nor given a chapter number.

5.6 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 electronic 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 are given a heading. List the *Appendices* with numbers 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. FINAL REVISION OF THE TEXT

The thesis will not only be a form of visiting 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 get caught up in irritating forms 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, the writer makes alterations and corrections, but it is still worth checking the text one last time before you set it down. Since we are often blind to our own language and writing errors, it is wise to call on 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.

LIST OF REFERENCES

This list of references appears in the original Swedish version, *Skrivguide 2009* and contains references to useful sources, as well as those used in compiling this text. For the sake of consistency, the list is also given here in the English translation, but also includes some additional sources used in preparation of the English version. The Appendix contains an example of a list of English references generated by [RefWorks](#) in English. The reader is also referred to [Quote, unquote](#) (2009), which contains an extensive list of examples of referencing different sources.

- Backman, Jarl. 2008, *Rapporter och uppsatser*, 2 uppl., Lund: Studentlitteratur, 233 s.
- af Björkesten, Marit. 2009, Topelius, död och skärgårdsliv, *Hufvudstadsbladet* 8.1.2009.
- Ehrenberg-Sundin, Barbro; Lundin, Kerstin; Wedin, Åsa & Westman, Margareta. 2008, *Att skriva bättre i jobbet. En basbok om brukstexter*, 4 uppl., Stockholm: Norstedts Juridik AB, 193 s.
- Ejvegård, Rolf. 2007, *Vetenskaplig metod*, 3 uppl., Lund: Studentlitteratur, 175 s.
- Flemming, Kate. 2008, Asking answerable questions. I: N. Cullum, D. Ciliska, R.B. Haynes & S. Mark, red. *Evidence-based nursing. An introduction*, Blackwell Publishing, s. 18-23.
- Harvard referencing: Academic Skills Resources*. UNSW. The Learning Centre. 28 Oct. 2008, <http://www.lc.unsw.edu.au/onlib/ref.html> Accessed, 9.2.2009
- Heinisuo, Rami & Ekholm, Kai. 1997, *Elektronisen viittaamisen opas*, Jyväskylä: Jyväskylän yliopiston kirjaston julkaisuja n:o 40. Tillgänglig: <http://www.pori.tut.fi/~multisil/evo/> Hämtad 13.3.2009.
- af Hällström-Reijonen, Charlotta & Reuter, Mikael. 2008, *Finlandssvensk ordbok*, 4 uppl., Esbo: Schildts Förlags Ab, 190 s.
- Kielijelppi*. 2008. Tillgänglig: <http://www.kielijelppi.fi/> Hämtad 10.3.2009.
- Klarspråk i kommunerna*. 1996, Helsingfors: Finlands Kommunförbund, 101 s.

- Liljestrand, Birger & Arwidson Mats. 1989, *Skrivstrategi*, 2 uppl. Göteborg: Akademiförlaget, 181 s.
- Meriam-Webster Concise Handbook for Writers*, 1991, Merriam-Webster.
- Myndigheternas skrivregler*. 2004, Justitiedepartementet. Tillgänglig: <http://www.regeringen.se/sb/d/253/a/33329> Hämtad 8.9.2008.
- Nationalencyklopedin 2009*. Tillgänglig: <http://ne.se> Hämtad 13.3.2009.
- Quote, unquote*. 2009, Skills for Learning, Leeds Metropolitan University, 88 pp.
Published 2009, http://skillsforlearning.leedsmet.ac.uk/Quote_Unquote.pdf
Accessed 12.1.2010.
- Reuter, Mikael. 2006, *Översättning och språkriktighet*, Helsingfors: Svensk Språktjänst AB, 125 s.
- Skogberg, Rune. 2008, Svenska skrivregler i 21:a seklet, *Språkbruk. Tidskrift utgiven av Svenska språkbyrån vid Forskningscentralen för de inhemska språken*, nr 4, s. 25-26.
- Skrivregler för svenska och engelska från TNC*. 2001, Solna: Terminologicentrum.
- Sommardahl, Eivor. 2001, *Språket i skolan* [muntl.]. Föredrag 27.3.2001.
- Språkhjälpen*. 2008. Tillgänglig: <http://www.sprakhjalpen.fi/> Hämtad 10.3.2009.
- Statistics Finland. 2009, *Environment and Natural Resources 2009*, Greenhouse gases 2008 preliminary data.
http://www.stat.fi/til/khki/2008/khki_2008_2009-12-04_en.pdf Accessed 8.12.2009
- Statistikcentralen. 2009, *Finländarnas resor*. Tillgänglig: http://tilastokeskus.fi/til/smat/2008/12/smat_2008_12_2009-02-03_tie_001_sv.html
Hämtad 4.2.2009
- Statistisk årsbok för Finland 2007*. Statistikcentralen. Tillgänglig: http://pxweb2.stat.fi/sahkoiset_julkaisut/vuosikirja2007/alku.asp Hämtad 28.10.2008.
- Stolt, Kerstin. 2008, *Intervju om språket i examensarbeten* [muntl.]. Transkriberad och bifogad till detta arbete. 27.8.2008.
- Strömquist, Siv. 2005, *Skrivboken. Skrivprocess, skrivråd och skrivstrategier*, 5 uppl., Malmö: Gleerups Utbildning AB, 238 s.

- Strömquist, Siv. 2006, *Uppsatshandboken*, 4 uppl., Uppsala: Hallgren & Fallgren Studieförlag AB, 142 s.
- Svenska Akademiens ordlista över svenska språket*. 2006, 13 uppl., Norstedts Akademiska Förlag, 1130 s.
- Svensk ordbok*. 1999, 3 uppl., Norstedts Ordbok, 1492 s.
- Svenska datatermgruppen*. 2007a, Ordlista, version 27, publicerad 10.5.2007. Tillgänglig: <http://www.nada.kth.se/dataterm/rek.html> Hämtad 8.9.2008.
- Svenska datatermgruppen*. 2007b, Frågor och svar, version 27, publicerad 10.5.2007. Tillgänglig: <http://www.nada.kth.se/dataterm/fos.html> Hämtad 8.9.2008.
- Svenska skrivregler*. 2008, Språkrådets skrifter 8, 3 uppl., Stockholm: Liber AB, 264 s.
- Svenskt språkbruk, Ordbok över konstruktioner och fraser*. 2003, Stockholm: Norstedts ordbok, 1433 s.
- UNSW. The Learning Centre. *Harvard Referencing: Academic Skills Resources*. 28 Oct. 2008. <http://www.lc.unsw.edu.au/onlib/ref.htm> Accessed 9. 2. 2009
- Webster's Comprehensive Dictionary*. 2004 ed. Trident Press International. ISBN 1-58279-558-4.
- YIT Oyj. Vuosikertomus 2007*, Helsinki, 14

APPENDIX 1

Example of list of references generated by RefWorks

- Cleland, D. & Ireland, L. 2002. *Project Management. Strategic design and implementation*. Singapore: McGraw-Hill.
- Crawford, L. & Pollack, J. & Englan. D. (2006). Uncovering the trends in project management. Journal emphases over the last 10 years. *International Journal of Project Managemet*, Vol 24, No. 1, pp. 175-184.
- Gardiner,P. 2005. *Project Management. A strategic planning approach*. New York: Palgrave Macmillan.
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