

IFM Guidelines for Preparation of Student Manuscripts

MSc in FM

Institute of Facility Management

Department of Life Sciences and Facility Management

Zurich University of Applied Sciences (ZHAW)

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1 Introduction

This document clarifies the formal requirements by which students' written work at the Zurich University of Applied Sciences (ZHAW) Institute for Facilities Management (IFM) is assessed. Furthermore, it provides assistance in the drafting of scientific texts that meet international standards.

1.1 Scope

This set of instructions must be adhered to for the formatting of all written work undertaken by students as part of the Master's degrees at the ZHAW IFM.

1.2 International

These guidelines are based on an international standard for the formatting of scientific papers, as presented in the Publication Manual the American Psychological Association (APA) (2007, 2010). The standards referred to relate to the following three topics:

- formally correct chapter structure
- formally correct in-text citation of sources
- formally correct layout of the bibliography

1.3 Demarcation

These instructions are not an academic work and must comply with internal quality management requirements and directives; however they will, where possible (but not fully) implement the requirements described.

2 IFM formatting requirements

Student papers at the ZHAW IFM should present a unified style. The rules for creating this unified style are explained in this Chapter. Since one of the learning objectives in higher education is to independently create a computerised presentation of your work with a legible and regulatory compliant layout, students are expected to apply these skills to their written work.

2.1 Cover, title page and binding

The following details explain how student papers must be submitted:

- The piece of work must be submitted with a cover sheet, protected by a transparent sheet and bound (e.g. spiral binding).
- The information on the title page must conform to the model in Figure 1.
- An illustration on the title page may not be mandatory, but is desirable. If an illustration is included, the source of the image must also be correctly provided.
- The ZHAW logo is a protected trademark. Use of the logo requires the consent of the ZHAW. Therefore, the logo may not be used on the front page or in the work itself.
- For environmental reasons, double-sided printing is permitted.

2 IFM formatting requirements

Title	
Subheading / topic (if applicable)	
Confidential (if applicable)	
Literature Review OR Project Report OR Term Paper OR Essay OR, Master's Thesis	
Institute of Facility Management Department of Life Sciences and Facility Management Zurich University of Applied Sciences (ZHAW)	
Initiator	<first name> <last name> Address
Author	<first name> <last name> Study program: Facility Management <from 20__ to 20__>
Due date	<day>, <time>
Assessor 1	<first name> <last name>, <academic title> <Company>, <location>
Assessor 2	<first name> <last name>, <academic title> <Company>, <location>

Figure 1: Example of all the necessary information on the title page

2.2 Margins, headers and footers

The following details explain the page structure (normal Microsoft Office 2010 Word margin settings):

- The distance of the text from the left and right margins must be at least 2.0 cm
- The number and the title of the main chapter (left) and the number of the page (right) should appear in the page header. The page numbers of the sections prior to the introduction are numbered with Roman numerals and from the introduction onwards with Arabic numerals (see Figure 3).
- The footer should contain the following information: © <year> ZHAW, Institute of Facility Management and the title of the work on the right (shortened titles are permitted)

2.3 Font, font size, spacing and numbering

The following details explain how the text must be formatted:

- Normal font, font size 11 pt; 10 pt for larger fonts such as Arial.
- Consistent formatting, with no font changes in the document
- For Excel datasheets and graphics, the text must be equivalent to the size of the default font in Word.
- Line spacing in text: 1.5
- Text must be horizontally justified.
- Paragraphs should be separated by a blank line, without indentation at the beginning of paragraph.
- Paragraphs should be used functionally and, in general, sparingly. There should be no unnecessary blank lines.
- The space at the end of a chapter should be greater than the spaces between paragraphs.
- Highlighting in the text: **bold font**

Numbered lists must be preceded by an explanatory sentence. The use of upper and lower case letters at the beginning of a numbered list is defined as follows:

- Key words after bullet points are written in lowercase (proper nouns in uppercase).
- For full sentences, the first word should be capitalised.
- Complete bullet pointed sentences must end with a full stop.
- If only keywords or phrases are used, there is no full stop at the end of the points or the list itself.

2.4 Legends and footnotes

The following details explain the format of legends and footnotes in student work:

- Legends and footnotes: font size 8 point and single line spacing ¹
- Footnotes are numbered sequentially with superscript numbers. The superscript number should appear after the punctuation at the end of the sentence and not in brackets (parentheses).
- Annotations and additional information that is not strictly necessary in the text itself belongs in the footnotes and should be used sparingly.
- According to the APA and DGP standards, references to literature should be in the text and not in the footnotes.

2.5 Illustrations: figures und tables

Figures and tables are inserted where they support the text. If they are only intended to be provided as additional supporting documentation, they should be placed in the appendices. However, reference must be made to the illustration at the appropriate place in the text, indicating the page number in the appendices.

All figures in the text, including photographs, pictures, graphs and diagrams must be referenced. All illustrations are labelled sequentially and given a title (see Chapter 2.5.1 and 2.5.2). The legibility of the figures and tables is ensured by the use of the same font size as the text. The colours of accompanying keys should be chosen such that they can also be understood when viewed in a in black and white printout.

The rows and columns in tables and the ordinates and axes in diagrams must be drawn as fully and as clearly as possible. Sufficient legends must be provided with figures to make them clearly understandable.

2.5.1 Labelling of figures and tables

Figure titles should be placed below the figures (see Figure 2), titles of tables on the other hand should be placed above the tables (as shown in Table 1 below). Each must be numbered separately in an unbroken, ascending sequence. All illustrations, except the cover illustration, should be listed in the figures and tables list (see also Chapter 3.5).

¹ This is an example of a footnote

2 IFM formatting requirements

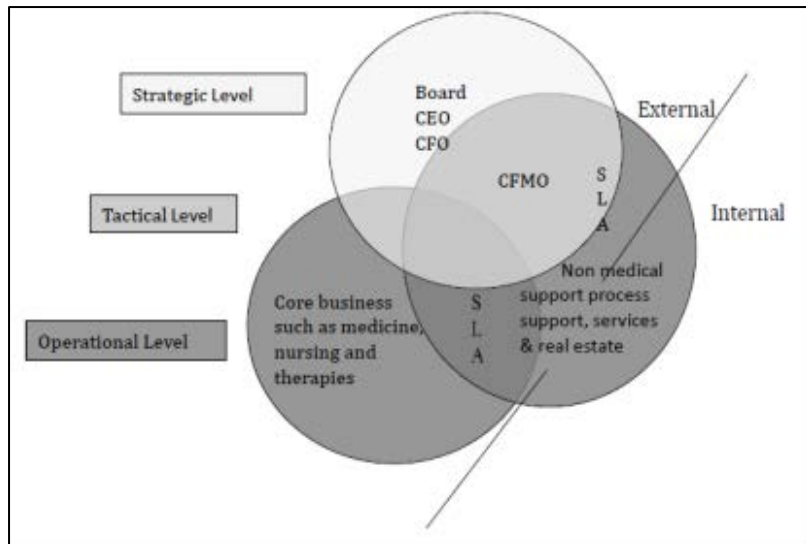


Figure 2: The correct position of hospitals CFMO (Hofer, 2013, p. 2)

Table 1: Sample based on economic activity, number and percentage of persons in employment (Gerber et al., 2010, p.137).

	A,B	C-F	G-K	L	M-Q	Switzerland
	Agriculture, Forestry	Industry, Constructon	Services	Administration	Education, Health and Social Services	
Number of Employees (N)	40	244	423	40	259	1006
Employed Persons in %	4	24	42	4	26	100

2.5.2 Attributing sources of figures and tables

Bibliographical references are not required for figures and tables that have been created independently from the students' own work. For an example, see Figure 3.

If they have been independently drawn and created, yet this is on the basis of a text whose content and illustration are essentially being summarised and now just effectively re-illustrated, that figure or table title must include "... (based on <author's name or publisher>, <year of publication>, p.<>)".

If illustrations are taken directly from an appropriate source (<author's name or editor>, <Year>, p. <>) will appear in the source.

2 IFM formatting requirements

There should be a single line space between illustrations and their labels (see Illustration Labelling in this document). The font size of the illustration label and sources should match the font size of the text.

The sources of illustrations should not be listed in the figures and tables lists, just the title of the figure or table; the sources of illustrations, however, must be included in the bibliography. The exception is any source used for images on the cover page. In such case no title is included in the list of figures; the source is placed in parentheses directly under the image and the reference included in the bibliography.

3 Notes on the prefaces in written work

A complete piece of student work consists of three structural parts (see The schematic diagram in Figure 3). This is especially true for a semester paper, a project paper, a term paper, or a case study and for the Master's thesis in the consecutive Master of Science programme.

For smaller pieces of work, such as those written in individual courses, certain sections of this schematic structure may be omitted, e.g. the abstract. If there is any uncertainty, students should consult the lecturer of the course in question.

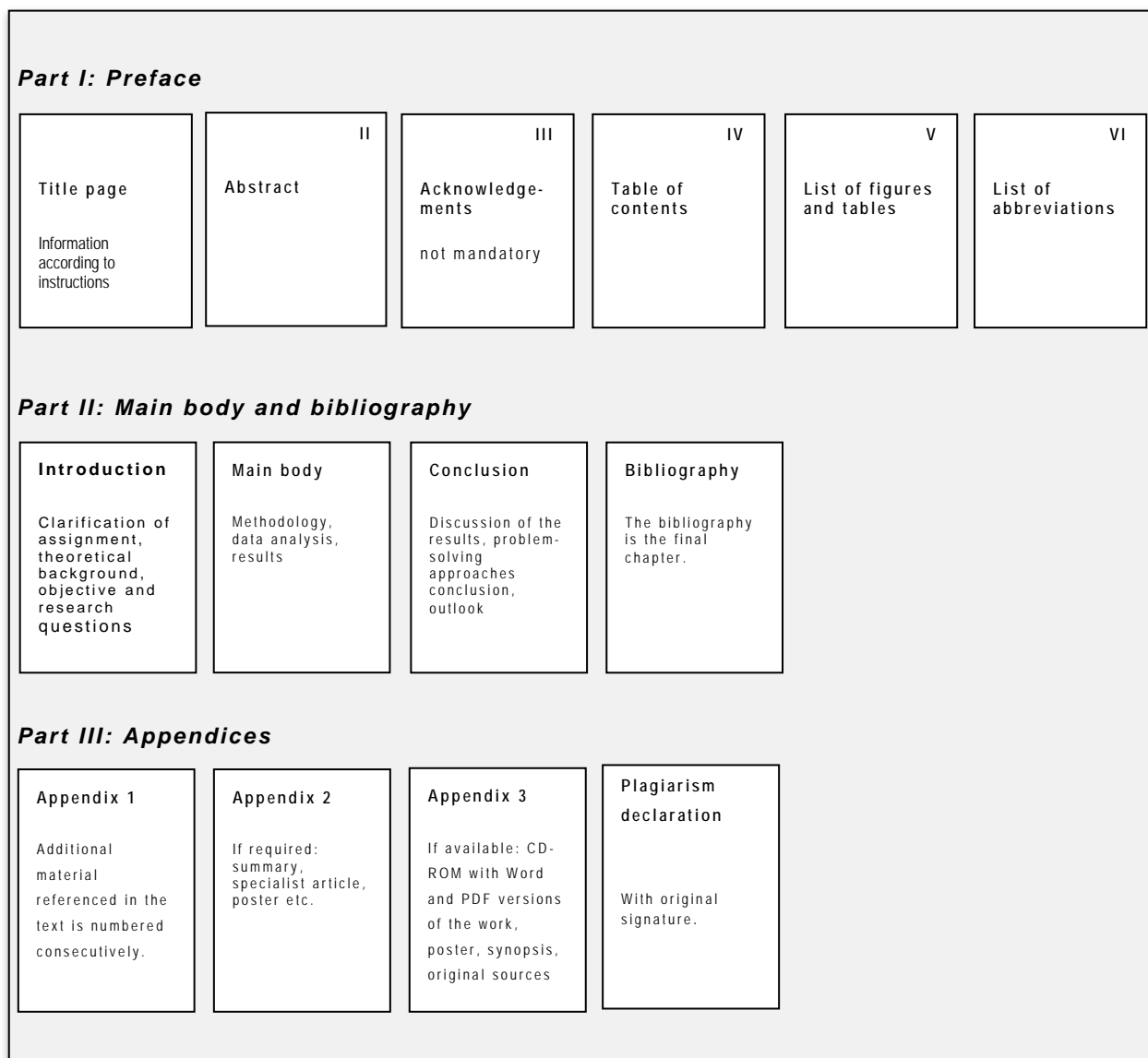


Figure 3: Schematic representation of the three subdivisions of a student paper

3.1 Title page, naming and authors

The author must be identified on the title page. If there is more than one author, as is often the case for project work, attention must be paid to the order of the authors'

names. Should the size of the contribution made by the various authors differ, then they are listed on the title page in order of descending contribution as first author, second author, etc. If this is not the case, the persons involved in the work are listed in alphabetical order of their surnames.

3.2 Abstract

An abstract is a brief summary of a piece of written work. The aim of the abstract is to briefly inform the reader of the research questions, the methods, the main results and the conclusions. It provides the answer to the questions: Why was something examined? How was it examined? And what was the result? The abstract should be compact and formatted without line spaces.

Abstracts must be no longer than half a printed page for each language.

3.3 Acknowledgements

Acknowledgments are optional. This section contains a list of individuals and institutions that have provided assistance when creating the work. It should

- include no explanations that belong in the text
- contain no signatures
- be assigned the page number Roman numeral III (see Figure 3)
- be no longer than 1 page

3.4 Table of contents

The table of contents serves as a reading aid and helps a piece of work to be understood better. It reflects the intellectual flow of the whole work. Therefore, it should be designed to create a good optical impression.

The title page, abstract, acknowledgments and contents themselves are not listed in the table of contents. Figures, tables and abbreviations, however, are.

All chapter titles that are used in the text must appear identically in the contents and vice versa.

3.4.1 Chapter and section numbering

The abstract, acknowledgments and table of contents pages are numbered with Roman numerals. All other chapters should be numbered with Arabic numerals (see Figure 3).

Decimal numbering provides a clear breakdown of chapter levels. However, there should be no more than four levels to the structure. Readability is generally best served by using as few levels as possible. Whenever a new level is created in a chapter (e.g. 1.2.1), there must be at least two subsections (1.2.1 & 1.2.2). Otherwise, a new subdivision should be created (1.3).

If titles without numbering are used in a piece of written work, they must be written in bold. Spacing between the titles and the following sections should be consistent.

3.4.2 Titles

There should be no full stop at the end of a title, neither in the contents nor the text itself.

A carefully selected title that is based on the contents increases the clarity of the entire piece of work. Therefore, it is a good idea to provide additional information to standard chapter titles such as "Introduction", "Methods", "Results" and "Discussion" in the subsections of the chapters, if not before.

Titles help to structure a text and to divide it into individual topic related sections. Therefore, creating a good title is crucial. The title announces what will be explained in the following chapter or section. An idea should be consistently followed throughout a section under a single title so that clarity is not compromised by confusing logical jumps. This means that content that belongs together should not be separated!

Titles in question form should usually be avoided. It is preferable to use a generic concept or even a key word for the topic. In titles, complete sentences are not necessary. Consequently, it is grammatically correct to omit the full stop at the end of the title.

3.5 Figures and tables

In the figures and tables lists, all figures and tables must be numbered consecutively and listed with page numbers. The titles of figures and tables must appear identically in the lists as in the text and the corresponding page number should be provided (see p. 3). The information provided in Chapter 2.5.2 must also be observed.

If the lists of figures and tables are short, they may be placed together on one page.

3.6 List of Abbreviations

When choosing abbreviations the author should spare the reader the tedious task of memorising too many abbreviations. As few abbreviations as possible should be used, since too many make papers more difficult to read. The use of abbreviations must be linguistically and grammatically correct.

Abbreviations are inserted in brackets the text immediately following the first mention of the term concerned. Thereafter, only the abbreviation is used.

A list of abbreviations in **alphabetical order** is necessary if there are numerous abbreviations that may be unfamiliar to the reader and cannot be found in the dictionary. Commonly used abbreviations (such as e.g., i.e. NB, etc.) should not be listed in the list of abbreviations. The list includes the abbreviation in the left-hand column with the corresponding meaning in the right-hand column.

Note on abbreviations of legal decrees: If a decree is only used once in the entire work, the full name is provided in the text. Example: "... Article 69 of the Federal Law on the Protection of Waters (LWP) of 24 January 1991 SR 814.20 regulates the liability for actions causing water pollution. [...]". If, however, a decree is referred to repeatedly, abbreviations should be used to improve readability and should be included in the list of abbreviations. The abbreviation is formulated in the text like this: "... according to Art 69 LWP...". The corresponding entry in the list abbreviations is as follows: 'LWP' - , Water Protection Act, Federal Law on the Protection of Waters'. The correct format for the list of references can be found in Chapter 4.4.2.

4 Manuscript structure

The structural design of scientific papers is internationally standardised by guidelines from relevant institutions within the 'scientific community' and a similar chapter structure can be recognised in different publications. These guidelines on preparing manuscripts of student work in the MSc in FM conform to the American Psychological Association (APA) standards defined in English.

4.1 Master's theses for the consecutive Master's programme

In the research-based consecutive Master of Science programme (MSc), the structure of the main body of the Master's thesis (MA MSc) in particular must comply

4 Manuscript structure

with the highest demands in terms of correct implementation of international standards for theoretical scientific research. Furthermore, students must demonstrate in their Master's thesis that they are able to be both problem and solution oriented. They need to demonstrate that they have independently acquired expertise, have addressed complex issues and, based on the assignment and objective, are able to present a reasoned discussion of real-world problems, as well as provide recommendations and draw conclusions. They should be in a position to translate their results to research as well as to practice.

In the **introduction**, the topical relevance and importance of the topic in terms of its place in scientific discourse (position within a larger context), the relationship to other pieces of research, gaps in existing research (empirical and theoretical), research questions, objectives and the structure of the thesis (procedure) are formulated. In work with a clear practical application, the overall aim and the objectives must also be included here. However, it is important to set out in the introduction whether the work is **theoretical** (dealing with a topic incorporating known literature and theories), **empirically-oriented** (employing the author's own data collection, analysis and interpretation) or **methodological** (reviewing methods and their theoretical justification).

Between the introduction and the main body, a so-called **conceptual framework** is inserted as a standalone chapter. This chapter deals with the theoretical context of the work and helps bridge the gap between the research question and data gathering/evaluation tools on the one hand and the interpretation and presentation of the results on the other. Depending on the research design, whether more deductive (hypothesis-driven) or inductive (theory-/hypothesis generating), this chapter discusses the models or theories that underpin the author's own research, or the metatheories that frame the research.

Finally, in the **main body**, the **methods** used for data collection and analysis are presented (especially for empirical work). How the research question was examined and how the data was analysed is also examined. This is spelled out in the research design section and makes reference to the conceptual framework. This presentation is mandatory when using primary data (author's own surveys); when using secondary data, the methodology, in terms of how the author used the material, must be clearly described. The findings are presented in the **results** chapter. The way in which they are displayed depends on the theoretical position (e.g. testing of hypotheses in a deductive design). In a theoretical study, the findings are always presented with regard to the starting assumptions, and in a problem-based, empirical design (particularly work commissioned by third parties), concrete questions and problems are answered or examined. The purpose of this chapter is to interpret and evaluate the data in the context of the author's own work.

In the **discussion section** of the **conclusions** chapter, new models based on the insights gained are introduced and creative problem-solving approaches and recommendations are discussed. Since applied research is always transdisciplinary by nature, it is absolutely necessary to make a link to practical applications: what can be communicated as concrete solutions to a client and how can recommendations be implemented? In the **conclusions** section, the results are summarised again. The author's own work is reflected upon and the outlook for future research is examined.

4.2 In-text citations

Discussing and citing data, information and knowledge from different sources forms the basis of any piece of scientific work.

All sources must be declared and the origin referenced in the bibliography, so that the author's own thoughts and ideas can be separated and distinguished from those of other authors.

Copyright must be respected. Intellectual property is, in principle, covered by copyright and plagiarism is a breach of copyright - See the information leaflet provided by the ZHAW Rector's Office on avoiding plagiarism.

Sources in the text are presented as follows:

Verbatim citation one author – exact quotation:

One study found that “the guidelines given in the recent publications are misleading and lacking relevant references” (Gass, 1984, p. 85).

In-direct citation one author - paraphrased:

Austin (1998) compared institutional support as

or

Role-play can help managers learn techniques for coping with stress (Kraiser, 2011).

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Verbatim citation two authors:

When two authors are named always use both names every time and connect the names with the ampersand (&); however in the running text spell it out "and".

"We have examined the institutional design and function, we have been convinced of" (Parker & Mokhesi-Parker, 1998, p. 220).

Parker and Mokhesi-Parker (1998, p. 220) state, that they "have examined the institutional design and function".

In-direct citation two authors:

Parker and Mokhesi-Parker (1998) in examining institutional design and function ...

but

The institutional design and function have been examined and evaluated (Parker & MokhesiParker, 1998).

Verbatim citation 3-5 authors:

When first referred to provide all authors' last names. For any subsequent references only list the first author with the Latin abbreviation et al.

"Facility Management has become a fast growing industry over the last couple of years" (Jones, Chavez, Jackson, Miller, 2015, p. 14).

In the ongoing writing process:

"More and more often do we find Facility Manager in " (Jones et al. 2015, p. 113)

In-direct citation 3-5 authors:

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Jones, Chavez, Jackson, and Miller (2015) described Facility Management as a growing industry.

and

Jones et al. (2015) evaluate the role of Facility Managers.

If you work with documents by six or more authors only cite the surname of the first author followed by et al. and the year for the first and subsequent citations.

In addition, here some further examples. Not always can you expect an author or group of authors to be given. See the following:

- **Group or corporate authors:** e.g. various authors from an international organization: cite (World Bank, 1998). You use the name of the body in the citation instead of the name of all the authors.
- **Unknown author, no editor:** ("Facility Management Tomorrow", 2014) The first few words of the title are referred to in the text; all words are capitalized.
- When the author is listed "anonymous" stress that in the citation: (Anonymous, 1970)

4.2.1 Analogous, paraphrased and summary quotations

The most widely used method for quoting a section of a text is paraphrasing. Paraphrasing involves rewriting the text in the author's own words and summarising the information, thus reducing it to the most essential points. However, the meaning of the original text may not be distorted or manipulated.

In-text references for analogous quotations are limited to the disclosure of the author's name and year of publication. The indication of the exact position of the reference in the original text is, in accordance with the APA standards, not mandatory, but may, nevertheless, be desirable to facilitate easy location of the passages quoted.

If the names of cited authors are not mentioned in the text, the **reference is included at the end of the paraphrased sentence, before the full-stop** (German Psychological Association, 2007). Paraphrasing can be written in indirect speech.

4.2.2 Summarised global quotation versus summarised precise quotation

When summarising researched content in one's own words, leading to a global statement, it is sufficient to give the author and year of publication.

If a quotation presents a **precise statement from the original text**, albeit not entirely word for word, in a summarised form, the source citation is given at the end of the final paraphrased sentence, before the full stop. However, in addition to the author's name and the corresponding year of publication, **the page** in the original text is also specified. **Exact statements** include, for example, figures such as correlations or percentages, standards, legal texts etc.

The examples in Figure 5 clarify the difference.

Indirect quotation, summarised precise statement:

[...] between 3% and 8% of 65-70 year-olds suffer from dementia (Gatterer, 1996,p. 115).

Figure 4: Examples of precise summarised quotation versus summarised global quotation (DGPs 2007, p.2)

4.2.3 Verbatim quotations

Verbatim quotations should only be used when the exact wording is essential for the work at hand or there is value in the originality of the expressions used. If quoting verbatim, the sections from the works of other authors or from the author's own earlier works must be reproduced word for word. **The source with the author's name and publication year must be provided with the page number from the original text.**

Quotations with **less than 40 words** are inserted into the text in double quotation marks. Should the quoted text itself include a verbatim quote enclosed in double quotation marks, these should be substituted for single quotation marks. The source must be provided at the end of the last sentence of a verbatim quotation after the double quotation marks and before the full stop (see the example in Figure 6).

Verbatim quotations of **more than 40 words** should be presented as so-called **block quotations** - indented 1cm as a separate paragraph and without quotation marks.

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Paragraphs inside a block quotation are indented from the edge of the block quotation (see the example in Figure 5).

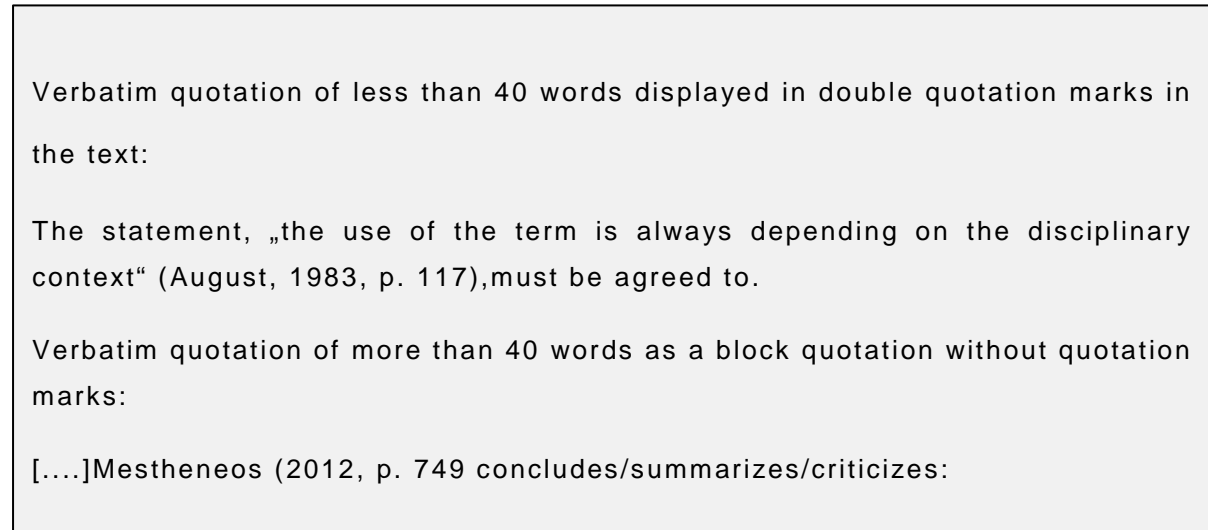


Figure 5: Examples of verbatim quotations

Verbatim quotations must exactly match the original, even if it contains errors. If such **errors in the original** could lead to misunderstandings, the word 'sic' should be included in square brackets [**sic**] after the error. The conformity of the quotation with the original text must be checked when creating a manuscript.

Changes from the original: unless changes are clearly identified, only the following are permitted:

- changing the first letter of quotation from uppercase to lowercase or vice versa
- changing the final punctuation of the quotation to match the syntax of the sentence in which it stands.

All other changes must be identified as such:

- Omissions within a quoted sentence are identified by three ellipses in square brackets '[...]'
- If one or more sentences are omitted, four ellipses must be used (i.e. three ellipses and a final full stop for the notional sentence), '[...]'
- Insertions of any kind that do not originate from the author of the quoted material itself should always be put in square brackets, for example "... They [the experts] have ...".

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- Sections in quoted material can be emphasised by the use of italics, which is indicated immediately afterwards by including the phrase 'emphasis added' in square brackets, e.g. "... *of particular importance* [emphasis added]...".

Direct quotations in foreign languages should be provided in their original language and translated in the footnote.

4.2.4 Secondary quotations

Quotations taken directly from a text are called primary quotations. Quotations taken from other quotations are so-called secondary quotations. Primary quotations are preferable. Sometimes, however, this is not possible because, for example, the original source cannot be procured. In this case, it is necessary to specify the primary source from which the unavailable original source is cited, for example "... (Huber, 1954, quoted by Miller, 2007)." Only the secondary source is listed in the bibliography; in the case of the example above, that of Miller (2007), Huber (1954) should not appear in the bibliography.

4.3 Bibliography

The bibliography is the last chapter at the end of the main body of a piece of written work and contains all the information necessary to help readers to identify the sources used in the text and find them in libraries.

Every reference in the text must be listed in the bibliography. Conversely, every entry in the bibliography must also be referred to in the text.

The first line of each reference begins at the left margin and the **subsequent lines are indented**.

Referenced texts are listed in **alphabetical** order according to the surname of the first author. If the author is not known, the first word in the title of the source determines the text's position in the bibliography.

If the year of publication of a source is not known, then 'undated' should be placed in brackets.

At the IFM, the standards for creating bibliographies and in-text references on the MS level follow those of the American Psychological Association (APA). Examples of how to reference various different sources are listed in detail below.

4.3.1 Journals and other periodical works

The general syntax for referencing periodicals should appear in the bibliography as shown in the first row of Table 2. All examples in this chapter are taken from Kratzer (2011). Particular attention must be paid to the punctuation and the use of italics.

Table 2: Syntax examples for referencing periodicals

<p>Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages.</p> <p>See the exceptions: Newspaper, magazine, newsletter, abstract, annual report</p>
<p>Example of a journal article with one author:</p>
<p>Koller, M. (1988). Risk as a determinant of trust. <i>Basic and Applied Social Psychology</i>, 9, 265-276.</p>
<p>Example of a journal article with several authors and issue information:</p>
<p>Windlinger Inversini, L., Hofer, S., Coenen, Ch., Honegger, F., von Felten, D., Kofler, A.& Wehrmüller, Th. (2014). FM research in Switzerland. <i>Facilities</i>, 32 (1/2), 18-26.</p>
<p>Example of a journal article with several authors without issue information:</p>
<p>Bostrom, A., Morgan, M. G., Fischhoff, B. & Read, D. (1994). What do people know about global climate change? 1. Mental models. <i>Risk Analysis</i>, 14, 959-970.</p>
<p>Example of an article from a <u>daily/weekly newspaper</u>:</p>
<p>Zimmer, D. E. (2015, 16. Mai). Energy Management – Lessons learned. <i>The Guardian Weekly</i>, 47-48.</p>
<p>Example of an article from a <u>magazine</u>:</p>
<p>Wetzel E.M., Thabet, W.T. (2015). The use of a BIM-based framework to support safe facility management processes. <i>Automation in Construction</i>, 60.12-24.</p>
<p>Example of an article from a newsletter:</p>
<p>Allen, R. (2007, April). Making science matter: Fresh approaches to teaching diverse students. <i>Education Update</i>, 49(4), 1, 6-8.</p>
<p>Example of an abstract:</p>

Chotipanich, S. (2004). Positioning Facility Management [Abstract]. *Facilities*, 22 (13/14), 364-372.

Example of an **annual report**:

Swiss National Bank. (2015). *107th Annual Report Swiss National Bank*. Zurich: Neidhart+Schön AG.

ISS. (2012). *2012 annual report*. Retrieved on 28.01.2016, from http://files.shareholder.com/downloads/ABEA-5ASMJV/1424958364x0x643191/62F49785-04F6-4238-AADE-CF7675513337/ISS_Annual_Report_2012.PDF

4.3.2 Books and other non-periodical works

The general syntax of non-periodical works appears in the bibliography, as shown in the first row of Table 3.

Table 3: Example syntax for non-periodical works

(A)

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

(B)

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

(C)

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Brown & B. B. Sun (Eds.), Title of book (pages of chapter). Location: Publisher.

(D)

Last name, F. N. (Year). Title of dissertation (Doctoral dissertation). Retrieved from Name of database. (Accession or Order Number) OR Publisher, Place.

(E)

Additional Materials

(A)
1 Author without edition information:
Beirne, M. (2010). <i>The Property Management Tool Kit</i> . New-York: Amacom.
1 Author with edition information:
Jackson, S.L. (2015). <i>Research Methods and Statistics: A Critical Thinking Approach</i> . (5 th ed.). Boston: Centage Learning.
2 Authors :
Atkin, B., & Brooks, A. (2015). <i>Total Facility Management</i> (4th ed.). Oxford: Willey Blackwell.
More than two authors :
Rondeau, E., Brown, R., & Lapedes, P. (1995). <i>Facility management</i> . New York: Wiley.
Unknown author of an independent publication (e.g. World Atlas) :
Merriam-Webster`s collegiate dictionary (10 th ed.).(1993). Springfield,MA: Merriam-Webster.
Organisations as authors :
National Fire Protection Association. (2009). <i>Fundamentals of firefighting skills</i> (2nd ed.). Sudbury, MA: Jones and Bartlett.
OECD (2015). <i>Pensions at a Glance 2015</i> . OECD and G20 indicators. OECD Publishing: Paris.
(B)
Edited book with no author or authors :
Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). <i>Consequences of growing up poor</i> . New York, NY: Russell Sage Foundation.
(C)
Contribution to an edited work (book chapter) :

Berry, W. (2005). War does not maintain peace or promote freedom. In L. I. Gerdes (Ed.), <i>War: Opposing viewpoints</i> (pp. 71-79). Detroit, MI: Greenhaven Press.
Hammond, K. R., & Adelman, L. (1986). Science, values, and human judgment. In H. R. Arkes & K. R. Hammond (Eds.), <i>Judgement and decision-making: An interdisciplinary reader</i> (pp. 127-143). Cambridge, England: Cambridge University Press.
Works with several volumes:
Wiener, P. (Ed.). (1973). <i>Dictionary of the history of ideas</i> (Vols. 1-4). New York, NY: Scribner's.
Encyclopaedia, dictionary or reference book entry with author information:
Bergmann, P. G. (1993). Relativity. In <i>The new encyclopaedia britannica</i> (Vol. 26, 501-508). Chicago: Encyclopedia Britannica.
Encyclopaedia, a dictionary or a reference book entry without author information:
Leadership. (2006). In <i>The new encyclopaedia Britannica</i> (Vol. 2, pp 236-245). Chicago. Encyclopaedia Britannica.
Brochure, leaflet:
American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.
(D)
Unpublished Thesis/Dissertation:
Panasuk, N. (2008). What variables appear to work in stress management programs in the workplace and how effective are these programs? Unpublished master's thesis, The College of St. Scholastica, Duluth, Minnesota.
Published dissertation:
Panasuk, N. (2008). What variables appear to work in stress management programs in the workplace and how effective are these programs? (Doctoral Dissertation). University Press, Chicago.
Course Materials (Different formats) (see http://guides.lib.monash.edu/citingreferencing/apa-university-course-materials):

Lecturer Notes available on Moodle

Author, A. A. (publication date). Title of lecture [Lecture notes]. Retrieved from website address

Class Notes

Cite information from your own personal notes from a lecture as a personal communication and refer to it only in the body of your essay.

Class Handouts available on Moodle

Author, A. A. (publication date). Title of handout [Class handout]. Place of Publication: Publisher.

Powerpoint available on Moodle

Author, A. A. (publication date). Title of powerpoint [PowerPoint slides]. Retrieved from website address

(E)

Paper or Poster presented but not published:

Porter, M., Omar, M., Campus, C., & Edinburgh, S. (2008, January). Marketing to the bottom of the pyramid: Opportunities in emerging markets. Paper (or Poster) presented at the 7th International Congress Marketing Trends, Venice, Italy.

If downloaded from the conference site it goes with ...

Retrieved from http://www.escp-eap.eu/conferences/marketing/2008_cp/Maktoba.pdf

Paper from published conference proceedings available online:

Brown, S. & Elliot, C. (2014, May). BIM in FM. Paper presented at ICT Future, London. doi or location URL (Retrieved from ..)

Conference Proceedings:

Olsson, S., & Stirton, N. (Eds.). (1996). Proceedings from Women and leadership: Power and practice: <i>International conference</i> . Palmerston North, New Zealand: Massey University.
Arem, G. L. (2006). The effects of teaching and playing experience on ability to diagnose a motor skill. In P. Brewer & Firmin, M. (Eds.), <i>Ethnographic and qualitative research in education: Proceedings of the seventeenth annual conference</i> (pp.1-20). Newcastle, UK: Cambridge Scholars Press
Translations:
Levy-Leboyer, C. (1982). <i>Psychology and environment</i> (D. Cantor and I. Griffiths, Trans.). Beverley Hills, CA: Sage. (Original work published 1979)
Standards:
International Organization for Standardization. (1992). ISO 9000: <i>International standards for quality management</i> . Genève, Switzerland: International Organization for Standardization.

4.3.3 Electronic media and Internet sources

The general syntax for references to electronic media in the bibliography should appear as shown in the first row of Table 4. When in doubt, always reference printed versions.

Table 4: Example syntax for electronic media

Author, A. A., & Author, B. B. (Date of publication). Title of article. <i>Title of Online Periodical</i> , volume number (issue number if available). Retrieved from http://www.someaddress.com/full/url/
Author, A. A., & Author, B. B. (Date of publication). Title of article. <i>Title of Journal</i> , volume number, page range. doi:0000000/000000000000 or http://dx.doi.org/10.0000/0000
Article from an Online Periodical:

Lin, M.G., Hoffman, E.S., & Borengasser, C. (2013). Is social media too social for class? A case study of Twitter use. <i>Tech Trends</i> , 57(2), 39-45. Retrieved from http
Online scholarly journal articles – citing DOIs (available only online)
Kang, T.W., Hong, C.H. (2015). A study on software architecture for effective BIM/GIS-based facility management data integration. <i>Automation in Construction</i> , 77 (6), 25–38. doi:10.1109/03094460710821161
Online books:
Rodriguez-Garcia, R., & White, E.M. (2005). Self-assessment in managing for results: Conducting self-assessment for development practitioners. doi:10.1596/9780-82136148-1
Rodriguez-Garcia, R., & White, E.M. (2005). Self-assessment in managing for results: Conducting self-assessment for development practitioners. Retrieved from http ...
Web documents and web pages with known author / date:
Huges, L., & McMichael, T. (2011). <i>The critical decade: Climate change and health</i> . Retrieved from http://www.climatecouncil.org.au/upload/1b0857931.pdf
Web page with no author:
Australian Psychological Society. (2012). <i>Environmental Behavior</i> . Retrieved from http : ...
Organisational authorship, government agencies, enterprises:
Swiss Federal Government. (2009). Demographic Change – 2050. Retrieved from http : ...
Entry from an online encyclopaedia, dictionary or reference book with author information:
Bird, A. (2004). Thomas Kuhn. In E. N. Zalta (Hrsg.), <i>The Stanford encyclopedia of philosophy</i> . Retrieved 28.01.2016. from: http://plato.stanford.edu/
Entry from an online encyclopaedia, dictionary or reference book:
Facility Management. (2012). In <i>Encyclopedia Britannica</i> . Retrieved from http : ...

Hospitality Management. (2005). In E. Smith (Ed.), <i>Service Industry</i> . Retrieved from http:
Blog entries:
J Dean. (2008, May 7). Service in Focus. [Web log comment]. Retrieved from http://www.spring.org.uk/the1sttransport
Psychology Video Blog #3 [Video file]. Retrieved from http://www.youtube.com/watch?v=lqM90eQi5-M
Computer software:
Customized Synergy [Computer software]. (2014). Retrieved from http://customizedsynergy.com
Esolang, A. N. (2014). <i>Obscure Reference Generator</i> [Computer software]. Washington, DC: E & K Press.
CD ROM:
Customized Synergy [Computer software]. (2014). Retrieved from http://customizedsynergy.com
Esolang, A. N. (2014). <i>Obscure Reference Generator</i> [Computer software]. Washington, DC: E & K Press.
For more details: http://www.apastyle.org/ https://owl.english.purdue.edu/owl/resource/560/10/ http://guides.lib.monash.edu/citing-referencing/apa-books

4.3.4 Audiovisual media

The general syntax of electronic media in bibliographies should appear as shown in the first row of Table 5.

Table 5: Example syntax for audiovisual media

Film:
Name, J. (Producer), & Name, A. (Director). (2014). <i>Title of film/movie</i> [motion picture]. United States: Production company.
Compact Disc (audio CD) and DVD
The Highrisers. (2009). Taiwan. [CD]. New York, NY: EMI.
Video Blog:
Rifkin, J. (2010, August). Jeremy Rifkin on the "empathic civilization" [Video file]. Retrieved from
Podcast:
Russ, B. (Producer), & Swan, N. (Presenter). (2005, November 28). <i>Science Report</i> [Audio podcast]. Retrieved from http://...

4.3.5 Multiple works by the same author(s)

Multiple works by the same author(s) should be ordered by ascending year of publication. If an author appears both as a single author and as a co-author, all the individual works of this author are listed first, followed by the jointly published works. If two or more works by the same author are referenced with the same publication year, the year is appended with a lower case letter in ascending order (a, b, c, etc.). Example:

Ehrenreich, B. (1999a). Looking to put fatherhood in its proper place. *The New York Times*, L14.

Ehrenreich, B. (1999b). Who needs men? Addressing the prospect of a matrilinear millennium. [Interview]. *Haprer's*, 298, 33-46.

Ehrenreich, B. (2002). Nickel and dimed: On (not) getting by in America. New York: Holt.

Ehrenreich, B. (2003). The strong, violent type. *Progressive*, 67, 12-13.

Ehrenreich, B., Hess, E. & Jacobs, G. (1986). *Re-making love: The feminization of sex*. Garden City, NY: Anchor-Doubleday.

4.3.6 Sources not included in the bibliography

A bibliography includes publicly available sources and provides details, which enable interested readers to access these sources. Therefore, unpublished documents that are referred to do not belong in the bibliography, but in a separate appendix or, if necessary, a separate reference list.

- Such documents include personal communications, such as e-mails, interviews, conversations, letters and confidential internal documents.
- They are not included in the bibliography, but listed in a separate list in an appendix. To ensure privacy, the consent of the respondent, or in operational documents that of the responsible person, is required to publish personal communications.
- In excerpts from interviews, lectures, presentations, discussions or letters, the first name initials and the surname of the contact and the exact date of the communication are referenced in the text. Example: (M. Meier, e-mail 12th July 2015).
- In confidential interviews (e.g. confidential psychological investigations), the names are often anonymised (interviewee 1, interviewee 2).

5 Appendices

This Chapter explains everything that belongs in appendices.

5.1 Supporting materials

Additional and supporting materials that are not strictly necessary in the text itself are added at the beginning of the appendices. Only materials that have been referenced in the text are included in the appendices. Appendices are referred to in relevant passages as follows: "(see Appendix 1: Work Plan, p. 22).

The materials are numbered and each appendix is given a title. The author(s) of the materials must be identified. The pages are numbered in ascending order (Arabic numerals).

If supporting materials are provided as a separate reference book, the same formal guidelines apply.

Large appendices (e.g. raw data from surveys, interview sheets and transcripts) can, in consultation with a supervisor, be submitted in electronic form (on CD-Rom or memory stick).

5.2 Poster Work

Posters are created for the Master's Thesis final presentation (defence) and might be used at public FM events.

5.3 Plagiarism declaration

Every piece of written student work must have a plagiarism declaration appended to it. In this declaration the author or group of authors state that the work was written independently and that no sources other than those referenced were used - also refer to the ZHAW-Rector's information leaflet for students on how to avoid plagiarism. An example of a plagiarism declaration can be seen in Figure 6 below. Such a declaration must be included in the work after the appendices and must be signed before submission of the work.

Declaration of Independent Work
<p>I hereby declare that I have independently written this paper with the Title "... ". I declare that I have not used any sources other than those specified. All segments which were taken from sources either verbatim or by analogy (including paraphrasing), I have identified and referenced as such. I understand that failure to do so could lead to (and, possibly, even at some future point) legal and / or disciplinary action being taken.</p>

Figure 6: Declaration of Independent Work, IFM, ZHAW

6 Language and style in scientific papers

Written work submitted as part of studies at the ZHAW must fulfil scientific requirements as well as those stipulated by the university. There are certain demands in terms of language and style in scientific work, which are set out in this chapter.

6.1 Clarity, accuracy and precision

The language in scientific texts needs to be clear, accurate and precise. A feature of clarity in scientific work is the careful definition and explanation of all terms used in the work. All terms must be used in accordance with these explanations and

definitions. The work should not contain any colloquialisms or unnecessary filler expressions.

In terms of accuracy, the language used should conform to the accepted rules of spelling, punctuation and grammar. For papers written in English, these rules are set out in the Oxford English Dictionary.

Precision is expressed by, among other things, the fact that there is a critical distance from the object of investigation in scientific work. Personal experience or the author's own perceptions are not important, but rather the general procedure, the general transferability, the results and their verifiability.

Accuracy is also reflected in comprehensibility. The readers of written work should be able to understand the general thread of the investigation and possibly transfer it to their own circumstances. The investigations and results should be generalisable. This means that the reasoning, methods, scope, results, and thus the entire thought process employed in the research-based activities are described sufficiently accurately for them to be comprehensible to a third party.

A logical and rigorous approach to writing scientific papers makes use of the following two forms of writing:

- Documentation: extracting, paraphrasing, describing and defining information (typically in the introduction and main body of the work)
- Argumentation: assessing, evaluating and reflecting on information and drawing conclusions (typically in the conclusions chapter)

6.2 Using the first person singular ("I") form

The requirement for utmost restraint in the use of the "I" form in scientific work is based on the scientific requirement of objectivity. This means that the facts set forth are separate from the author's subjective viewpoint and the methodological treatment of the subject must be able to be replicated by others.

Therefore, the "I" form is not used in the introduction and main body of the work, consequently increasing the sense of objectivity. In the conclusions chapter, however, in which the author also presents their own position, the use of the "I" form is now according to international standards no longer strictly forbidden.

Bischof (1988) has the following take on the possibilities of referring to yourself in research papers (*translated from the German*):

[...] But how is the author to speak of themselves? There are no rules to govern this.

As such, there can be no objection to them referring to themselves as "I". This is less likely to be resented by the reader than constant repetition of phrases such as "in my opinion" and "in my consideration"; (In any case, it is clearly understood that the work reflects the author's own views). (p. 9)

Authors can also follow a custom which has for a long time become established in scientific literature of referring to themselves in the third person as "the author" instead of "I".

A third possibility is pluralis doctentium which suggests that by using "we" the author is part of a community of readers. Even this practice can be adopted by an author without fear, provided they manage, by means of objectivity and simplicity of presentation, to avoid the impression of the royal "we".

There is also nothing fundamentally wrong with changing the type of expression used within a single piece of work.

Generally speaking, the author should not refer to themselves more often than is necessary; however, where train of thought requires this, it is perfectly acceptable. It is quite unnecessary to make excessive use of heavy, bureaucratic passive constructions in order to avoid referring to yourself at all costs. [...] (p. 10)

6.3 Legibility and readability

The legibility and readability of scientific texts can be increased by various stylistic devices. Making use of such devices can help the author to be better understood and heard by others. Bischof explains how to produce a good text as follows (1988) (*translated from the German*):

[...] The most important prerequisite for this to succeed is to be constantly aware of keeping the reader in mind. The dangers that stand in the way are: egocentricity, which naively believes that everything that is self-evident to oneself is also self-evident to the reader; equally, an undue deference to authority that, when writing, thinks only of the professor, and assumes that they already know everything, and thirdly, perhaps even a certain reluctance to not be seen as condescending by using a didactic tone. Didactics are, however, not arrogant, but polite! The reader will thank you if you try to present the subject from *their* perspective. This means that you firstly need to provide them with the knowledge that you already have; the paper which you are writing is their only *source of information*, they have to rely on it to construct their understanding, step by step in the order in which you present it.[...] (p .7)

[...] The longer a piece of work is, the more the mature reader appreciates it if they are provided with *signposts*. The reader reflects at the sentence level and spontaneously integrates more or less vague notions of an experimental arrangement. The author must help them to move beyond this. At the beginnings and ends of chapters, especially, the author provides the reader in a few sentences with a complete overview: we have just come from there, this is what we now know, this remains unclear, but we can ignore it and we will continue in this direction. This is a mere courtesy to the reader, who should not have to wait until the final summary to find out where they are actually being led. Abundant use of illustrations frequently helps in this respect as well.

The production of a legible and understandable manuscript takes time and effort. Some take the easy route: they have an idea and they write it down. Then they notice that the wording is ambiguous or unclear or that a term was poorly chosen. So they then add a clarifying or corrective comment, possibly in brackets. Maybe afterwards even a subsequent clarification to the clarification. This confuses writing with speaking! When speaking, a sentence, once uttered, cannot be taken back; it can only be corrected by subsequent sentences. However, in writing there is a difference: poor sentences are deleted and replaced with better ones! Therefore, you should be suspicious if you notice any brackets in your text.

Another reason to be vigilant is when you find that you use single words in quotation marks. This generally indicates that you distrust your own expressions. This mistrust is usually well-founded. [...] (p. 8)

6.4 Gender-sensitive and non-discriminatory writing

At the ZHAW work written by students is subject to a writing style that is gender-sensitive and non-discriminatory. This means that instead of using gender specific pronouns (e.g. he, she, him, her, his, etc.), a plural pronoun and verb should be used, even if the writer is only referring to one person. For example:

The author must format their writing according to the rules provided in this document.

Care should be taken at all times to employ non-discriminatory language. This also applies to issues such as disability, age, sexual orientation, religion and other topics that are enshrined in the prohibition of discrimination in the Swiss constitution.

7 Bibliography

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th Edition). Washington, DC: American Psychological Association.

American Psychological Association. (2011). *APA Style*. Zugriff am 15.9.2015. Verfügbar unter: <http://www.apastyle.org/>

Bischof, N. (1988). *Hinweise zur Abfassung einer Lizentiatsarbeit*. Institutsintern veröffentlichtes Dokument. Zürich: Psychologisches Institut der Universität Zürich, Biologisch-Mathematische Abteilung.

Deutsche Gesellschaft für Psychologie. (1997). *Richtlinien zur Manuskriptgestaltung*. Göttingen: Hogrefe.

Deutsche Gesellschaft für Psychologie. (2007). *Richtlinien zur Manuskriptgestaltung* (3. überarb. und erw. Aufl.). Göttingen: Hogrefe.

Kratzer, D. (2011). *Die wichtigsten Richtlinien für Quellenangaben nach den Richtlinien der DGPs bzw. APA*. Stand 11. Mai 2011. Zugriff am 28.01.2012. Verfügbar unter: <http://www.uibk.ac.at/psychologie/mitarbeiter/kratzer/docs/die-wichtigsten-quellenangaben-nach-dgps-u-apa-2011.pdf>

Perrin, R. (2009). *Pocket Guide to APA Style*. (3. Aufl.). Boston: Wadsworth, Cengage Learning.