Research Paper Guidelines

The research component is required by individuals participating in CSI’s Mortgage Program or Taxation Program.

This component of the Member Accreditation Designation program can be achieved through the writing of a research paper or through completion of volunteer assignments for the CSI. This document contains details on each of these options.

Once you have had the opportunity to review this documentation, please advise the CSI of your selection.

We look forward to hearing from you.
Objectives

The completion of the research component for the Member certification program will provide:

- an opportunity for you to study, in depth, a specific dimension of your chosen specialty area;
- experience in the use of a variety of resources; for example, published materials, peers, managers, etc., as a basis for research, comprehension and decision making;
- an opportunity to develop useful tools, methods and framework for continuing self-development by analysis and synthesis of theoretical knowledge acquired and its practical application; and
- an expansion of the body of knowledge and resource materials available in the Canadian financial industry.

1. Project Requirements

To complete this component of the Member program you have two choices:

1. Volunteer Assignments

   Completion of tasks that assist the Institute with ongoing program development and operations;

2. Writing a Research Paper.

1.1 Volunteer Assignments

If you choose to assist the Institute with ongoing program development below is a point system and a description of tasks that you may complete. Please review the point system and task descriptions and return your completed request for projects to the CSI. The CSI will be in touch to confirm your participation and discuss an appropriate schedule for completion.

It is recommended that you do not commence the formal work on your research project until successful completion of all course examinations. However, you may begin to earn points towards completion of this project any time after successful completion of your first examination.
VOLUNTEER ASSIGNMENT

Point System – Research Component

You must earn 100 points in order to achieve a credit for the research component. (*Means one of these tasks must be included in your choices.)

<table>
<thead>
<tr>
<th>Task</th>
<th>Points Allocated</th>
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<tbody>
<tr>
<td>Test writing an examination and reporting back to CSI</td>
<td>15</td>
</tr>
<tr>
<td>Revision and update of resource materials (Common Law or Civil Code)</td>
<td>50</td>
</tr>
<tr>
<td>(where significant work is required for each module)</td>
<td></td>
</tr>
<tr>
<td>Test of resource materials for completeness and relevance</td>
<td>30</td>
</tr>
<tr>
<td>(for each module)</td>
<td></td>
</tr>
<tr>
<td>Development of Case Study Examination Questions with answers</td>
<td>25</td>
</tr>
<tr>
<td>(for each question)</td>
<td></td>
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<tr>
<td>(See Appendix I)</td>
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</table>

Indicate your specialty area:   ☐ Mortgage Program   ☐ Taxation Program

1.2 Research Paper

If you choose to write a research paper, you will be provided with a listing of topics for your specialty area and details on the layout for this type of project. A formal application and administration fee is required if a research paper is to be written.
2. **Policies**

CSI Global Education has exclusive ownership and publication rights, with acknowledgements, to any material or paper prepared in particular fulfilment of the requirements for Member certification. Suitable materials may be used, for example, in revisions to the Institute resource manuals or for reference purposes in the Institute Resource Centre.

Research papers must be completed within 12 months of selecting your topic. Under special circumstances, this deadline may be extended to 18 months on the basis of a formal request made to the curriculum committee with appropriate documentation.

The paper must be a minimum of 15 pages (300 words per page) to a maximum of 40 pages in length and comply with the format as set out in this document.

### 2.1 Topic Selection

If you wish to prepare a research paper, you must submit a written proposal to the curriculum committee outlining the rationale for selection of the topic and the intended scope and application. Submitted topics should be interesting to you, significant to others in the business, and current enough to be a probable contribution to the financial industry body of knowledge in the particular specialty area.

### 2.2 Resource Person

You may select an appropriate resource person who can provide assistance and suggestions on researching, organizing and writing the paper. This resource person can coach and assist you to identify strengths and weaknesses in the research process as well as in the content, coverage, emphasis, organization, logic, documentation and style.

### 2.3 Resource Materials

These may include published materials, such as trade publications, newspaper articles, published market and economic surveys, yearbooks, governmental reports, statutes, cases and reference texts available in public or company libraries and offices; specialists within the industry, whether peers or superiors; actual situations and life experience. **All resources used must be cited and confirmed by your superior or curriculum committee member.**

Research resources in a library include the card catalogue, index publications and the librarian. In the financial company, the candidate’s manager may provide some useful sources.
2.4 Publication Information

To avoid duplication of effort, it is advisable that you include with your notes the full publication information about each published source used; i.e. author’s name, full title, city of publication, publisher, date of publication and pages on which the ideas are found. This citation information will be necessary for compiling a bibliography and preparing necessary footnotes.

3. Research Paper — Outline Preparation

A plan or outline provides a framework to ensure logical sequence, delineate coverage and facilitate the process of writing in general.

Each paper will have an introduction, sections, subsections and a conclusion.

To begin the outlining process, it is helpful to survey the resources to be used. Next the topic can be broken down into different subdivisions; within these subdivisions key phrases can be noted that indicate the main points.

When this is done, each component of the outline should be reviewed to ensure its relevance to the topic, appropriate sequencing and need for reduction or expansion.

While the outline and research notes together can become the basis for writing the first draft, this does not prevent improving revisions to the basic outline at any time.

If one can read, one can also write. Naturally, some write more easily than others. The key is to think carefully about what to say and the how will follow. You may well find that you prepare several drafts and spend a considerable amount of time editing before the finished version is ready.

Writing emphasis should be placed on the subject matter rather than on the reader and writer. Research papers generally present information as objectively as possible to avoid detracting from the subject matter.

Being well organized will assist you in planning your paper. Assure you have spent enough time planning and researching before you begin writing. The better prepared you are, the more likely you will be to produce a clear, concise and easy to read research paper.
4. Research Paper — Format

Appearance and form of the research paper contribute to the overall quality and should contribute to reading and reference ease. It should also reflect favourably on the content.

Principal sections include:

- **Title Page**
  
  *Indicating topic, specialty area, your name, student number, province and date of submission*

- **Table of Contents**

- **Body**

- **Appendices or exhibits (if applicable)**
  
  *This would include supplementary materials such as statistical tables too detailed or bulky for the text, footnotes (if not incorporated into the body of paper).*

- **Bibliography**

4.1 Acknowledgements

Document all direct quotations, paraphrases of ideas attributed to others and all facts on which conclusions are based. Also include explanatory notes.

The Institute does not tolerate plagiarism. If you are found to have plagiarized materials, you will be asked to redo your research paper in its entirety. Undocumented writing containing the exact or closely paraphrased words of others is plagiarism.
4.2 Footnotes

Some conventions of placement form and format for footnotes:

- A number typed about a half-space above the regular typing line is used in the text to indicate a footnote citation. Footnotes are numbered in chronological order from the beginning of the paper to the end.

- Footnotes generally appear on the bottom of the page on which the reference has been made; in some cases footnotes may be assembled on a page immediately preceding the bibliography.

The form for footnotes differs from the form for bibliographical listings although both contain similar kinds of information.

Footnote Format

A footnote for books, reports, some government documents and thesis would be set up like this:

1. (5 spaces) first and last name of author, title of book underlined (city of publication: name of publisher, publication date), page number.

A footnote for periodical references would be set up this:

2. (5 spaces) first and last name of author, “title of article”, name of periodical underlined, volume number (issue date in parenthesis), page number.

4.3 Bibliography

The bibliography documents source materials used in preparation of the paper to check the accuracy of the citations and as a guide for further reading. It is placed at the end of the text of the paper after any appendices.

Certain listings in any bibliography are mandatory; all sources quoted, paraphrased or mentioned in the text; all topic-related publications consulted in preparation of the paper. It may also include other sources not used but that would be useful to someone wishing to pursue the topic further. Subheadings must be used to differentiate these various sections of the bibliography.
Some conventions of placement, form and format for bibliographies:

- On the first page, the heading BIBLIOGRAPHY appears in capital letters, without punctuation or quotation marks, centred two inches from the top of the page.

- Succeeding bibliography pages begin one and one half inches down from the top of the page.

  Sources to be listed should be divided into groups and labelled according to the type of publication, e.g. books, magazine articles, government publications, reports, pamphlets, theses, laws and regulations, correspondence, interviews or other useful and appropriate division.

- Sources within each group are arranged alphabetically by author or by title if the author’s name is not given.

- Page margins should be the same as those for text material, i.e. one and one half inches at the top and left side, one inch at the right and bottom.

### Bibliography Format

A bibliographical listing for books, pamphlets, thesis and many government publications would be set up thus:

Author’s name, last name first, title of book underlined (5 spaces) city of publication, name of publisher (5 spaces) date of publication

Citations from periodicals are set up thus:

Author’s name if known, last name first, “In quotation marks, title of (5 spaces) author’s article”, periodical name underlined, volume shown in (5 spaces) Arabic numerals (issue date) page on which article begins.
4.4 Page Spacing

Quotations

Except for quotations exceeding three lines in length, all text material should be double-spaced with a five-space indentation for paragraphs.

Citations

Footnotes and bibliographical citations are single spaced with a double space between each listing. Explanatory footnotes should be single-spaced with a double space between each listing.

Margins

Page margins should be uniform from page to page, with the first page top margin two inches down and the left margin one and one-half inches indent. Top and left margins on all other pages are one and one-half inches, the right and bottom margins at least one inch. All pages following the first should be numbered in the upper right-hand corner, one double space above the first line of typing.
5. Research Paper — Evaluation

All papers must be presented in duplicate (original plus copy) and must be typed.

The curriculum committee will evaluate the paper primarily for content with consideration to be given to these criteria:

- organization of materials and ideas
- completeness of information presented and use of resources
- conclusions reached from research
- contributions to knowledge
- overall appearance and format
- clarity of writing techniques

Facts on which conclusions or generalizations are based should be documented to their sources, although the paper should provide enough information and background that its meaning and validity will be clear without necessity of reference by the curriculum committee to outside materials or knowledge.

The quality of the research paper is appraised on the basis of how it provides insights or perspectives not readily available from a single source. This need not necessarily be completely new information, although it equally may be. It may, for example, synthesize several points of view, focus on emerging concepts, applications and problems associated with new technology or analyses of significant problem areas.

The research paper will be graded as acceptable or not acceptable. Papers that are graded unacceptable will be returned to the author with notes on the areas of weakness and guidelines as to the changes required in order to achieve an acceptable grade.
Research Paper Application

A fee of $75.00 is applicable.

Please fill out this section and enclose it when forwarding your research paper.

This form must be enclosed to attest the validity of your research.

_________________________________________________________

We certify that all work is original and all resources, both printed and human, have been cited accordingly in the bibliography.

We understand that CSI Global Education Inc. has exclusive ownership and publication rights, with acknowledgements, to any material or paper prepared in partial fulfilment of the requirements for Member certification.

Signature of Author (Candidate)     Date

Signature of Supervisor or other individual validating     Date

Return to:

CSI
625 René-Lévesque Blvd West, Suite 400
Montreal, Quebec H3B 1R2
www.csi.ca
Appendix I

Volunteer Assignments — Development of Examination Questions

Credit for Research Component

1. Introduction

Curriculum Committees are responsible for setting and maintaining standards of Member certification programs.

The candidate evaluation process consists of examinations and an individual research project. These are the means of ensuring that standards are consistent on a nation-wide basis. As the Institute examinations are professional rather than academic, they evaluate practical applications as well as theoretical knowledge. To develop content and examinations suitable for these purposes, contributions from industry specialists are required to ensure relevance to on-the-job performance.

2. Development of Examination Questions

Draft examination questions and model answers are reviewed and finalized by the Curriculum Committee. Questions may have been developed by the committee or other designated specialists (MTI’s, previously successful candidates, senior product specialists). These are reviewed within the global perspective of ensuring they cover the range of knowledge (theoretical and practical) to be examined. Acceptable questions are then identified for preparation of the draft examination paper.

Sample Examinations are available on-line for all courses. These sample examinations provide examples of types of questions used and depth of knowledge required.

2.1 Case Study/Fact Situation Questions

A fact situation/case study is a description of a specific situation followed by a series of questions. The questions probe the candidate’s ability to identify issues, to discern the relevant application of theory, and to determine what result will arise from the application of the theory to the facts provided. The term fact situation is used in a sense as a statement of a set of facts involving considerations to which the candidate must respond on a practical level.
2.2 Samples of Types of Fact Situation/Case Study Questions

- Test a candidate’s ability to apply the knowledge and skills obtained from study materials and experience. They should include sufficient narrative or factual information to present the issues completely and fairly.

- Diversity of types and sources is desirable.

- The problems presented should involve representative, basic issues rather than unusual or marginal points, which may be beyond most applications or the scope of the examination.

3. Case Studies

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<thead>
<tr>
<th>Example</th>
<th>Fact Situation</th>
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<tr>
<td></td>
<td>“I, John Doe, declare this to be my last Will and testament hereby revoking all previous testamentary dispositions heretofore made by me.” etc. Explain in detail, all the faults you can find in this Will. How would you amend it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
<th>Case Study</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>LMN Manufacturing Company Ltd. was founded in 1961 and is applying for a commercial mortgage. <em>(Here details on the amount of mortgage being applied for, interest rates, occupancy rates for commercial buildings, etc. and other background including financial statements should be stated.)</em></td>
</tr>
</tbody>
</table>

**Assumptions:** The prevailing mortgage rate for new industrial properties of this type is 10% and the typical amortization period is 25 years.

**Questions:** Analyze the financial statements of the company and discuss all considerations, which you must take into account in your underwriting of this mortgage. Will you grant this mortgage? Why or Why not?
Be clear and concise.

Questions, which depend upon assumption of certain facts, may introduce possible side issues that were not foreseen or intended.

When developing a fact situation or case study keep in mind:

- Too many unessential details unfairly complicate the major issues being tested and should be avoided.

- Fact situation/case studies should be long enough to include a sufficient number of major issues.

- An average of 10 questions prepared per fact situation are desirable with expectation that two to four of these will fall out during the committee approval process.

- Problems presented should involve representative, basic issues rather than unusual or marginal points, which may be beyond most applications or the scope of the examination.

- Situations or issues should be realistic and plausible, the kind in which a candidate might conceivably be involved.

- Highly artificial situations should be avoided, as we are developing a professional rather than an academic examination that will measure knowledge and its application rather than trick candidates.

- Care should be taken not to select “classic” questions. That is, questions so widely used that they are generally familiar. Fact situations/case studies may be rewritten to the extent necessary to disguise them or to make them more conducive to producing the kinds of questions desired.

- If you are referring to more than one party or individual, be sure to be clear as to whom the facts refer. There should not be the possibility of confusion or ambiguity as to which party the details are to be applied.

- Each fact situation/case study should be thoroughly analyzed with regard to the issues it presents and the theoretical material to which it refers. This will help to ensure that the question is relevant to the study material and the experience of the candidates.