

# ASSIGNMENT MANUAL

How to prepare, present and reference assignments

Planning and Writing Assignments

APA Referencing System

Harvard (Author/Date) System

Footnoting (Traditional) System

Numbering System

2006

LA TROBE UNIVERSITY





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# Introduction

Mastering the techniques for the preparation and referencing of assignments at a tertiary level is essential. This guide assists students studying at La Trobe University to acquire and develop those skills. It also provides a practical approach to understanding some of the various styles of referencing used within a host of study disciplines.

It is suggested that, when using the guide, students refer to the appropriate sections to assist with assignment preparation, in-text referencing and preparation of reference lists or bibliographies, in accordance with each discipline's preferred referencing style. Students should pay particular attention to the specific requirements of different academic staff in their area of study.

The guide provides detailed explanation on four referencing systems:-

American Psychological Association (APA)

Harvard (Author/Date)

Footnoting

Numbering

A number of staff and students have contributed to the "2005" edition of this guide. Each contribution is a valuable one which deserves acknowledgement and thanks.

The Editorial Committee members invite suggestions for the continual improvement of this guide.

# Planning and Writing Assignments

## Introduction

Each assignment has its own objectives and covers its own topics. The range of assignments across the University is very broad. If your lecturer has given you specific rules for presentation of assignments, those instructions will take precedence over the guidelines given in this manual.

Assignments are not only a major means of assessment, they have other roles of real benefit to you, namely:

- to develop familiarity, confidence and competence in your field of study
- to explore and synthesise your ideas
- to develop your ability to express cogent arguments.

## Time Management

Start your assignments sooner rather than later. This usually means that you are more in control, panic less, and have easier access to library material. You will also be less likely to incur a penalty for late-submission. Excuses such as “I have lost my disk”, or “the network is down” are usually not acceptable as they simply confirm poor time management.

Completing your assignment well before the due date will provide you with time to review your work and make any necessary adjustments or improvements. Contact your lecturer or course coordinator if serious problems occur.

## Note-taking

Note-taking is an essential skill for getting the most out of both lectures and written references. Read the original text included here and then look at the note-taking examples that follow. They are three of the most useful note-taking styles.

## Original text for note-taking styles

### Noise Pollution and Hearing Loss

The typical urban environment is a very noisy place. Street traffic, jackhammers, jet planes and even standard household appliances like dishwashers, radios and telephones all contribute to the high level of noise pollution in our lives. Most of us are so used to it that we hardly give it a second thought. Perhaps we should, though, because prolonged exposure to very intense sounds can produce permanent hearing loss.

How high the intensity must be to impair hearing depends, to a large extent, on how long the exposure lasts. A sudden explosion at 200 decibels can cause massive damage in a fraction of a second; however, routine exposure to sounds less than 100 decibels can also cause significant hearing loss. Hearing loss from loud sounds is called stimulation deafness. Most people report such hearing loss for up to several hours after listening to a rock concert in an enclosed area. Not surprisingly, then, more permanent hearing loss is an occupational hazard for rock musicians, because they are exposed to such intense sound levels so frequently. It also occurs in many other occupations where people are exposed to loud noises for extended periods:

Stimulation deafness was studied in women who worked in a weaving mill where they were exposed to noises of 98 decibels for eight hours a day, five days a week. Hearing loss was measured by the rise in their absolute thresholds for sounds. For those who had worked in the mill for ten years or longer, the average absolute threshold was 35 decibels higher than for the new employees. (Taylor et al. 1965)

With this much hearing loss you would not be able to hear people whispering just five feet away in a quiet room; you would just see their lips moving soundlessly.

The main damage caused by prolonged exposure to loud noise is to the sensitive hair cells that convert the motion of the basilar membrane into neural impulses (Zimbardo 1988: 170). When these hair cells are damaged, they do not regenerate, and they are so tiny and so inaccessible that surgery is out of the question. Damage is permanent.

Hearing loss because of loud noise is greatest in the high frequencies (at or above 4000 cycles per second). In fact, all people in our noisy society experience progressive loss of sensitivity to high frequencies with age. It is not known whether the loss is due, partly, to the ageing process itself or entirely to the cumulative effect of a lifetime's exposure to environmental noise. In any case, it is a good idea to avoid even brief exposure to moderately loud noise. If you must be exposed, wear ear-plugs or some other protective device.

(Adapted from: Zimbardo, P.G. (1988) *Psychology and life*. Glenview, Illinois: Scott, Foresman & Company.)

### Style 1: Linear or outline notes

Notes can be written briefly in outline form. Note the use of headings, sub-headings, indentation and numbering. Note the use of arrows to show relationships between the ideas in this text. The author's main point is summarised at the beginning.

**Noise pollution causes hearing loss, therefore need for concern (author's main point)**

#### 1. Sound level

##### a) Both intensity and exposure time important

- 200dB x short exposure (fraction of second) → massive damage
  - 100dB x long exposure (eg occupation) → significant loss
- ↘ stimulation deafness  
(definition: hearing loss  
from loud sounds)

#### 2. Ear damage from noise

##### a) Most serious to hair cells bc

- do not regenerate → permanent damage
- cannot be treated (tiny, inaccessible)

#### 3. Hearing Loss

##### a) High frequency loss (> 4000 cps) greatest

- everyone effected by noise
- cumulative
- ageing → hearing loss also

#### 4. Conclusion

Therefore → avoid exposure  
→ use protection

Example of a student's lecture notes in the linear style

- Use the margin for notes
- Include a title and date and record the presenter's name and subject.

The Uni and the Academy  
DR ROGER SWORDEE  
Studies in Western Traditions  
18/2/99

---

REFS:  
(i) PLATO "The Republic"  
(ii) ELKINS "Ab. Men of High Degree"

TRAD. VIEW →  
cf ↘

MIDDLE AGES →

Study of Theology →

?? →

A : UNI (12-13)<sup>th</sup>  
B : ACADEMY 390 - 450 BC

\* DISTINCTION \*

(i) Educ = good in itself ∴ no need for justification

(ii) "Instrumental" view good i.e. educ which → employment.

A : The UNI

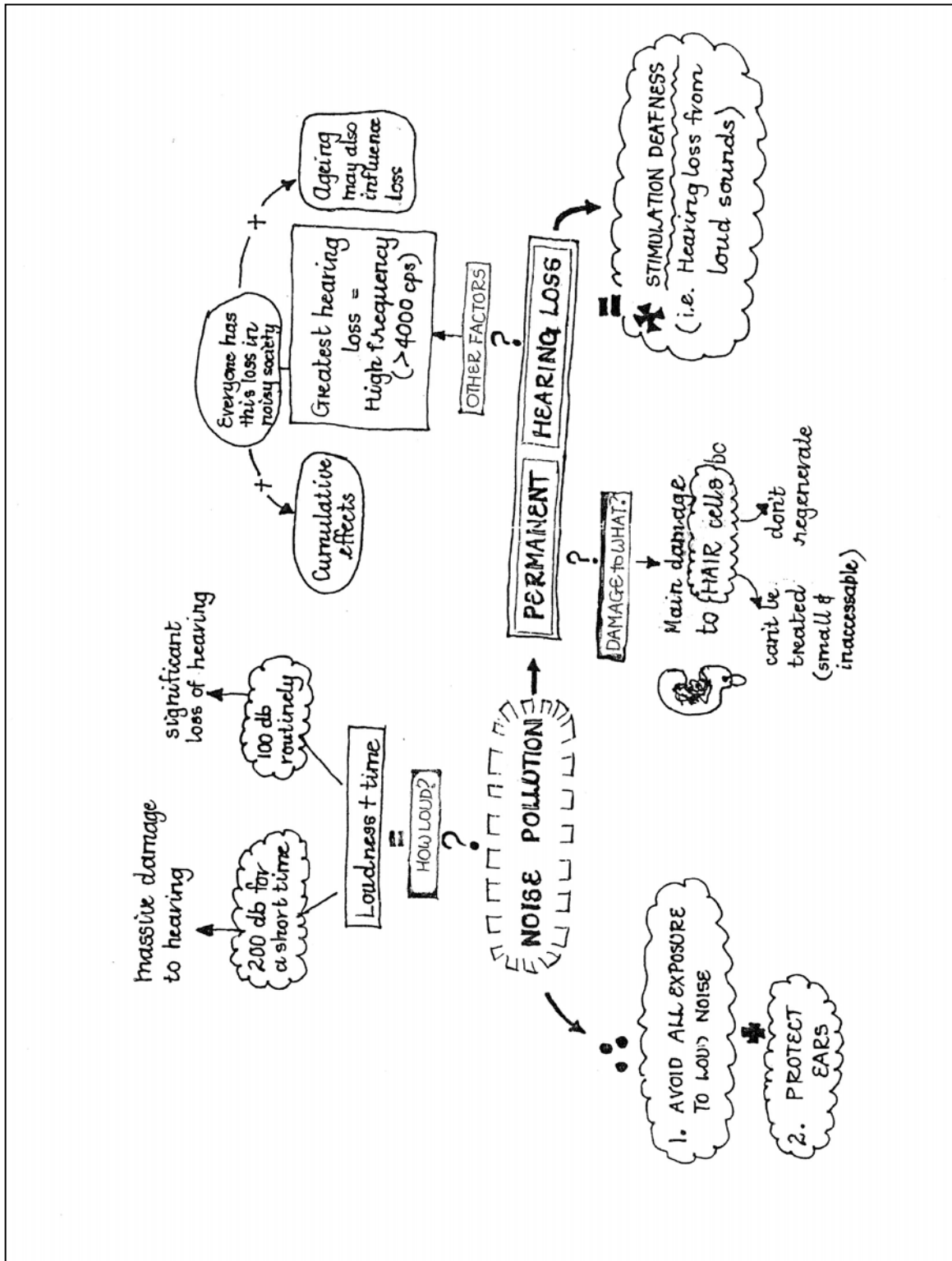
- trained teachers, priests, drs, lawyers
- (i) 1200 ÷ labour
  - (a) Ital. unis - doctors & lawyers eg Bologna
  - (b) Brit. unis - Arts ∴ teachers eg. Oxford
  - (c) N.W. Europe - Theology ∴ priests etc eg. Sorbonne / Paris.
- (ii) 1300 Disciplines → hierarchy
  - (a) Arts ↓ and → "inferior" arts
  - (b) THEOLOGY ↑ = Queen of disciplines
    - educ. priests & divines

• rel. bw scripture & ARISTOTLE

(iii) (c) "BLESSEDNESS" = learning a means to sublimity/bliss state  
eg. St Thomas Aquinas canonised.  
∴ UNI highly regarded bc → sainthood.

## Style 2: Notes in Diagram or concept map form

- The main concept is at the centre, linking to associated ideas (sub-headings).
- Useful in lectures/presentations with an informal structure



## Style 3: Notes by marking the text

- Avoid too much marking and highlighting
- Number and use headings as you would in linear notes

### Noise Pollution and Hearing Loss

The typical urban environment is a noisy place. Street traffic, jackhammers, jet planes and even standard household appliances like dishwashers, radios and telephones all contribute to the high level of noise pollution in our lives. Most of us are so used to it that we hardly give it a second thought. Perhaps we should, though, because prolonged exposure to very intense sounds can produce permanent hearing loss.

\*  
MAIN  
POINT

(1)

DEF<sup>n</sup>

How high the intensity must be to impair hearing depends, to a large extent, on how long the exposure lasts. A sudden explosion at 200 decibels can cause massive damage in a fraction of a second; however, routine exposure to sounds less than 100 decibels can also cause significant hearing loss. Hearing loss from loud sounds is called stimulation deafness. Most people report such hearing loss for up to several hours after listening to a rock concert in an enclosed area. Not surprisingly, then, more permanent hearing loss is an occupational hazard for rock musicians, because they are exposed to such intense sound levels so frequently. It also occurs in many other occupations where people are exposed to loud noises for extended periods:

Stimulation deafness was studied in women who worked in a weaving mill where they were exposed to noises of 98 decibels for eight hours a day, five days a week. Hearing loss was measured by the rise in their absolute thresholds for sounds. For those who had worked in the mill for ten years or longer, the average absolute threshold was 35 decibels higher than for the new employees. (Taylor et al. 1965)

eg →

With this much hearing loss you would not be able to hear people whispering just five feet away in a quiet room; you would just see their lips moving soundlessly.

(2) The main damage caused by prolonged exposure to loud noise is to the sensitive hair cells that convert the motion of the basilar membrane into neural impulses (Zimbardo 1988: 170). When these hair cells are damaged, they do not

(a) regenerate, and they are so tiny and so inaccessible that surgery is out of the question. Damage is permanent.

(3) Hearing loss because of loud noise is greatest in the high frequencies (at or above 4000 cycles per second). In fact, all people in our noisy society experience

(a) progressive loss of sensitivity to high frequencies with age. It is not known whether the loss is due, partly, to the ageing process itself or entirely to the cumulative

(b) effect of a lifetime's exposure to environmental noise. In any case, it is a good idea to avoid even brief exposure to moderately loud noise. If you must be exposed, wear ear-plugs or some other protective device.

CONCL

(Adapted from: Zimbardo, P.G. (1988) *Psychology and life*. Glenview, Illinois: Scott, Foresman & Company.)

### Common note-taking symbols and abbreviations

- Practice using some of the symbols below
- Experiment with making up your own
- Ensure that the symbols you use are **consistent**
- Ensure that you remember the **meaning** of symbols used

for example	<b>eg</b>	in same word or book	<b>ibid</b>
compare	<b>cf</b>	page/s	<b>p/pp</b>
note	<b>nb</b>	that is	<b>ie</b>
therefore	<b>∴</b>	like	<b>lk</b>
and others	<b>et al.</b>	number	<b>no</b>
because	<b>bc</b>	before	<b>b4</b>
implies/follows/leads to	<b>→</b>	would	<b>wd</b>
less than	<b>&lt;</b>	with reference to	<b>ref</b>
greater than	<b>&gt;</b>	about	<b>~</b>
equals	<b>=</b>	versus	<b>vs</b>
does not equal	<b>≠</b>	return/go back to	<b>←</b>
with	<b>w</b>	increase	<b>↑</b>
without	<b>w/o</b>	decrease	<b>↓</b>

## Reading and Writing Critically

Even the most seemingly relevant sources will include material which will be of little value to your assignment. Careful reading will isolate the salient points. It will be necessary to investigate a number of potential sources as you will be expected to cite a range of references, and also because wide reading will uncover a variety of views and approaches to the subject matter under investigation.

You should aim to make and take notes from both primary and secondary sources. Your notes should provide you with a clear indication of the main points and the important supporting evidence or detail. Simply photocopying material and highlighting almost every line is not effective.

When undertaking reading and research for an essay, begin with lecture notes then proceed to books and journal articles. It is rare to find one textbook that, on its own will adequately cover an essay topic at university level.

Your writing should reflect both an understanding and careful analysis of the source material. It should display some creativity and your own interpretation of the relevant points. Lecturers are critical of simple paraphrasing of material.

## The Process of Academic Writing

No matter what field of study you are engaged in, the same basic process can be used to plan and write your assignment. The requirements of language and tone are also similar. This process can be divided into five steps:

1. **Analyse the question** - identify key instruction words, the topic/s and specific aspects to be discussed.
2. **Research the topic** - use sources supporting *and* contradicting your opinion.
3. **Plan the essay** - organise key ideas and related themes, taking into consideration format restrictions and word limits.
4. **Write the essay** - construct these ideas into the key elements of an essay. University assignments require students to analyse material rather than simply describe or recount. **The writing style** is formal and impersonal, taking into account the use of non-discriminatory language and other conventions.
5. **Referencing of sources** used is covered in Part B of this manual.

**The essay writing process will be based on the sample essay question to follow.**

**Discuss some cultural issues public health workers should be aware of when practising in an Aboriginal community.**

## 1. Analysing the question

### a) Identify the key instruction word/s

There is often more than one instruction word in an essay. Below is a list of the most common instruction words followed by a brief definition.

<b>Analyse</b> - break subject into parts and show how they relate to each other and to other subjects.
<b>Argue</b> - systematically support or reject a position by presenting evidence.
<b>Comment</b> - express your view or interpretation of a statement contained in the question. Support your view with argument and/or experience.
<b>Compare</b> - express similarities between two or more objects, systems, ideas or arguments.
<b>Contrast</b> - demonstrate differences between two or more objects, systems, ideas or arguments
<b>Criticise</b> - make judgments, favourable and/or unfavourable, using fair argument and balanced evidence.
<b>Define</b> - give clear concise meanings of terms used in your writing. Show how the thing you are defining differs from things in other classes. If necessary, use some elaboration or examples.
<b>Describe</b> - use words to show what things look like; or sketch events or systems. Present the different aspects of a problem. You are not being asked to make judgements.
<b>Discuss</b> - present a subject and give points of view about it, your own and those of other writers. Give a range of information, evidence and opinion. There may be argument and analysis but the main quality is the range of opinion canvassed.
<b>Enumerate</b> - present material in list of outline form, usually without comment.
<b>Evaluate</b> - make judgments using argument, opinion and evidence. Similar to 'criticise' but places more emphasis on establishing standards of quality and 'excellence'.
<b>Examine</b> - similar to 'analyse', with a little more emphasis on judgment / appraisal.
<b>Explain</b> - assign or interpret meanings clearly by analysing events or systems, giving reasons, describing how things develop. Your focus is on the 'how' and 'why' of an issue, not so much on evaluation or criticism.
<b>Illustrate</b> - use figure, picture, diagram or concrete example to explain / clarify a problem.
<b>Outline</b> - a systematic listing of information or argument giving main points and subordinate points in order, omitting details.
<b>Prove</b> - confirm or verify by logical reasoning and evidence.
<b>Relate</b> - show how things are connected to each other, how they correlate or cause one another.
<b>Review</b> - examine a subject critically, dealing with a number of explanations or theories; listing and relating a series of events that are being used as evidence for a theory.
<b>Summarise</b> - give a brief statement or account that covers the main points in sequence; without critical comments.

**b) Identify the topic/s**

In order to do this, ask “what” of the instruction word - Compare and contrast what? Discuss what? This helps to define the boundaries of your essay. For example: Discuss some cultural issues public health workers should be aware of when practising in an Aboriginal community.

Discuss what?            *‘some cultural issues’*

**c) Identify the controlling idea or focus of the topic**

Narrow the focus of the question by placing the topic in some sort of framework, that is *which specific aspects* of the topic need to be researched and discussed?

Who is involved? *public health workers*

Why? *should be aware of – reasons and examples*

Where is the focus? *when practising in an Aboriginal community*

When? *current information probably necessary*

**d) Ask yourself a series of questions about your topic before researching in order to give it some focus. For example,**

What are public health workers taught about this? By whom?

What are the main cultural issues to the Aboriginal people?

How are they different from issues in non Aboriginal communities?

Which are the most important? Why?

Which Aboriginal communities will I concentrate on?

**2. Researching the topic**

When undertaking reading and research for an assignment, begin with what you know from lectures and tutorials then proceed to books and journal articles. It will be necessary to investigate a number of potential sources as you will be expected to cite a range of references, and reveal a variety of views and approaches to the subject matter under investigation.

You should aim to take notes from both primary and secondary sources providing a clear indication of main points and important supporting detail. Photocopying and highlighting everything is not effective. Write down all necessary referencing details at this stage. This will save much time later on!

### 3. Planning the essay

After analysing the question it is necessary to plan the essay. This involves three main steps – brainstorm, grouping and outline.

#### a) Brainstorm

Just jot down everything you can think of related to the topic. For example:

need for respect	forced interaction	
getting elders' support		language difficulties
protocol	status	barriers
getting permission		basic language differences
<b><u>Discuss some cultural issues public health workers should be aware of when practicing in an Aboriginal community.</u></b>		
clear expression	decision makers	what is "home"
how to ask questions	emergency considerations	coping with change
hierarchical structure	complexity of Aboriginal relationships	
	misinterpretation of words	

#### b) Grouping

(i) **The first part of grouping involves looking for common themes within the chaos!** Ask yourself what ideas seem to go together, mark them, and begin to think of headings for these groups. For example:

*need for respect	*forced interaction	
*getting elders' support		# language difficulties
*protocol	*status	~ barriers
*getting permission		# basic language differences
<b><u>Discuss some cultural issues public health workers should be aware of when practicing in an Aboriginal community.</u></b>		
~clear expression	~decision makers	*what is "home"
~how to ask questions	*emergency considerations	# coping with change
#hierarchical structure	*complexity of Aboriginal relationships	
	~ misinterpretation of words	

**(ii) List the ideas under theme headings**

After marking ideas with something in common, group them together under suitable headings.

**~ Theme 1 – language barriers**

difficulties – misinterpretation of words

differences

barriers

how to modify questioning

clear expression

**# Theme 2 – support of elders**

establish who are decision makers

hierarchical structure

coping with change

**\* Theme 3 – community protocol**

need for respect towards elders

no forced interaction

work to get elders' support

be aware of status groups

always ask for permission

attitude towards property/"home" boundaries

**c) Outline**

- Organise the material under each theme into a logical order. Each theme may be addressed in a number of paragraphs, or discussed in one paragraph depending on the amount of information available.
- Develop sub-headings for each theme which become linking sentences in your paragraphs. This is an essential step.
- Decide on the logical order of your themes. Change accordingly.

**Sample outline:****Introduction - Thesis statement/sub-topics necessary for outline**

**Main point:** 3 areas essential when entering an Aboriginal community

**Sub-topics:** support-community elders, protocol & language barriers

**Theme 1. Support of community elders****i) Structure**

- hierarchical
- dependent on status in community

**ii) Strategy for change**

- seek permission

**Theme 2. Community protocol****i) Seeking permission**

- attitude to boundaries

**ii) Relationships**

- complex

**iii) Strategy for change**

- acknowledge/respect elders
- be aware of status groups
- do not force interaction

**Theme 3. Language barriers****i) Lead to misunderstandings**

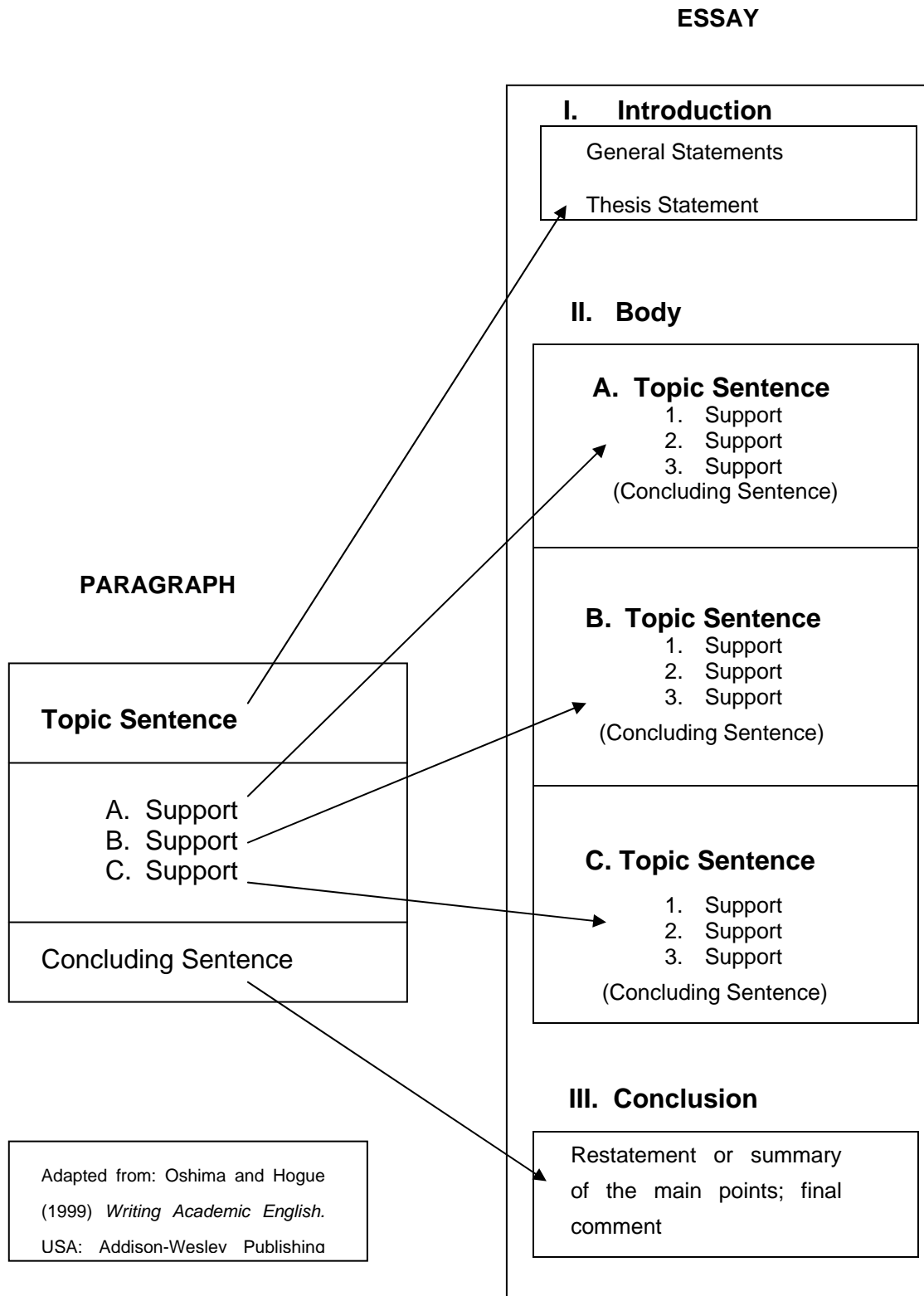
- do not force interaction
- be aware of status groups
- Example: different questioning

**ii) Awareness necessary**


**In conclusion,**

### 4. Writing the Essay

Understanding the basic structure of an essay is an essential skill. It contains a number of essential elements. Look at the diagram below showing the relationship between paragraph structure and essay structure then read the essay extract that follows.




**A sample essay:**


Note:  indicates paragraphs have been removed from the original text.


**Discuss some cultural issues public health workers should be aware of when practising in an Aboriginal community.**

Any person entering a new culture must be aware that there will be differences regarding how that community operates. The health care worker needs to take time to get to know the people individually and make an effort to learn the customs and language as any newcomer would. Entering an Aboriginal community is no different. Three areas are particularly important when learning how to interact successfully with an aboriginal community. Working through the elders, following community protocol, and an awareness of language, all need to be considered, with the awareness that there may be minor differences in customs between communities.

Of vital importance to the success or otherwise of any health care program is the support of the community elders. Aboriginal communities have a strong hierarchical structure. Status is automatically conferred on the older people of the community and it is the elders who make decisions that will affect the whole community. To attempt change without their support is considered very rude (Gibbs 1994: 46). Any health worker who attempts to change any aspect of a community would be wise to do so with the permission and support of the elders, as this will give a much better chance of success.

 Equally, it is essential for health care workers to understand something of the protocol of an Aboriginal community. Two main aspects of this culture are important to keep in mind. Firstly, a health care worker should always seek permission before entering an Aboriginal community, unless it is an explainable emergency. They consider their entire communal area to be their home, and to enter without permission would be akin to entering a person's house without an invitation (O'Brien and Pjooij 1995: 4). Secondly, very complex relationships exist between members of a community. It is important to acknowledge and respect these and not ask Aboriginal people to interact with each other when it is inappropriate to do so; for example, when introducing educational health care programs never ask younger members of the community to teach older members. It is considered very rude towards the elders, makes the younger members uncomfortable and can lead to mutual lack of cooperation (Davidson 1995: 34). Each community has its own customs and it is important for the health care worker to become aware of the practices particular to that community.

 In addition, health care workers would do well to remember that language barriers can exist between the local Aboriginal language and English, and can lead to misunderstandings. For instance, in Pitjantjatjara there is no word for "or". If you asked a person, "Did you take the medication or throw it away?", the most likely response would be "Yes". In this case the "Yes" would mean "I threw it away" as there is a high probability that the person will answer the last part of the question. Offering choices by inserting "or" can be confusing so it is better to work through problems one section at a time (O'Brien and Pjooij 1995: 20). It is therefore vital that the health care worker becomes aware of any important aspects of difference between the languages, to avoid possible misunderstanding.

 In conclusion, there are three key strategies that health care workers should apply when working in Aboriginal communities. They should seek to work through the elders, respect community traditions and, most importantly, be aware of, and seek to overcome, the major language and cultural barriers. It is only by employing these strategies that health care workers can hope to be successful in their work with and for Aboriginal people. Then, and only then, can health care workers contribute to the improvement of Aboriginal health.

(Adapted and abridged from a section of a 2000 word first year Public Health essay)

#### 4. Writing the essay (cont.)

The following examples illustrate the essential elements of an essay – an introductory paragraph, a body paragraph and a concluding paragraph.

##### Model Introductory Paragraph

Any person entering a new culture must be aware that there will be differences regarding how that community operates. The health care worker needs to take time to get to know the people individually and make an effort to learn the customs and language as any newcomer would. Entering an Aboriginal community is no different. Three areas are particularly important when learning how to interact successfully with an aboriginal community. Working through the elders, following community protocol and an awareness of language, all need to be considered, with the awareness that there may be minor differences in customs between communities.

1

2

3

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**1. Introductory statement**

**2. Background or context**

**3. Thesis statement or main point of essay**

**4. Sub-topics or themes to be addressed in the body of the essay**

- to add to the logic of your writing ensure that each theme or sub-topic mentioned in the introduction, is addressed in the same order in the body of the essay
- a brief definition may belong in the introduction, but a more detailed one belongs in the first paragraph after the introduction
- keep all information relatively general, that is no detailed evidence or statistics belong in the introduction

Each body paragraph supports or illustrates the claim made in the thesis statement. It is also important to notice that the sub-topics or themes listed in the introductory paragraph are addressed in the same order in the body of the essay.

(1) **Of vital importance to the success or otherwise of any health care program is the support of the community elders.** Aboriginal communities have a strong hierarchical structure. Status is automatically conferred on the older people of the community and it is the elders who make decisions that will affect the whole community. To attempt change without their support is considered very rude (Gibbs 1994: 46). Any health worker who attempts to change any aspect of a community would be wise to do so with the permission and support of the elders, as this will give a much better chance of success.

(2) **Equally, it is essential for health care workers to understand something of the protocol of an Aboriginal community.** Two main aspects of this culture are important to keep in mind. Firstly, a health care worker should always seek permission before entering an Aboriginal community, unless it is an explainable emergency. They consider their entire communal area to be their home, and to enter without permission would be akin to entering a person's house without an invitation (O'Brien and Pjooij 1995: 4). Secondly, very complex relationships exist between members of a community. It is important to acknowledge and respect these and not ask Aboriginal people to interact with each other when it is inappropriate to do so; for example, when introducing educational health care programs, never ask younger members of the community to teach older ones. It is considered very rude towards the elders, makes the younger members uncomfortable and can lead to mutual lack of cooperation (Davidson 1995: 34). Each community has its own customs and it is important for the health care worker to become aware of the practices particular to that community.

(3) **In addition, health care workers would do well to remember that language barriers can exist between the local Aboriginal language and English, and can lead to misunderstandings.** For instance, in Pitjantjatjara there is no word for "or". If you asked a person, "Did you take the medication or throw it away?", the most likely response would be "Yes". In this case the "Yes" would mean "I threw it away" as there is a high probability that the person will answer the last part of the question. Offering choices by inserting "or" can be confusing so it is better to work through problems one section at a time (O'Brien and Pjooij 1995: 20). It is therefore vital that the health care worker becomes aware of any important aspects of difference between the languages, to avoid possible misunderstanding.

### Model Body Paragraph

Each body paragraph develops or expands the original thesis statement in a logical manner using evidence to prove/illustrate the specific point being made. The example below clearly illustrates the structure required to successfully present information that answers the question.

= Connectives or linking words

**1. Topic Sentence** – establishes the **topic** of the paragraph

↓  
- **controlling idea** (the **aspect** of the topic being discussed)

**Equally, it is essential for health care workers to understand something of the protocol of an Aboriginal community.** Two main aspects of this culture are important to keep in mind. Firstly, a health care worker should always seek permission before entering an Aboriginal community, unless it is an explainable emergency. They consider their entire communal area to be their home, and to enter without permission would be akin to entering a person's house without an invitation (O'Brien and Pjooij 1995: 4). Secondly, very complex relationships exist between members of a community. It is important to acknowledge and respect these and not ask Aboriginal people to interact with each other when it is inappropriate to do so; for example, when introducing educational health care programs, never ask younger members of the community to teach older members. It is considered very rude towards the elders, makes the younger members uncomfortable and can lead to mutual lack of cooperation (Davidson 1995: 34). Each community has its own customs and it is important for the health care worker to become aware of the practices particular to that community.

**2. Supporting sentences** – provide the evidence and examples to support or illustrate the topic sentence.

**3. Concluding sentence** – may restate initial point made, lead into next point, relate paragraph to overall argument or make a final statement

## Model Concluding Paragraph

## Concluding connective

In conclusion, there are three key strategies that health care workers should apply when working in Aboriginal communities. *They should seek to work through the elders, respect community traditions and, most importantly, be aware of, and seek to overcome, the major language and cultural barriers.* It is only by employing these strategies that health care workers can hope to be successful in their work with and for Aboriginal people. Then, and only then, can health care workers contribute to the improvement of Aboriginal health.

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1. **Paraphrase the main point of the essay**
2. **Summarise and paraphrase the sub-topics addressed**
3. **Make a final strong comment on the topic. Remember**
  - never add any new material
  - avoid detailed information as the conclusion is a more general statement

## What is Analytical Writing?

Analytical writing implies that the writer needs to do more than just provide information which describes a situation. Analysis requires evidence of an argument or an opinion on the question asked, with supporting material showing discussion of the major issues involved.

### 1. Moving from description to analysis – a simple example

#### Text A: Descriptive

A car is a machine for transporting people. Cars usually can carry a maximum of 5 or 6 people. They use petroleum or diesel fuel although there are also some electric cars. Many people are killed or injured each year in car accidents. In Australia, most people drive cars and the roads of many urban centres are choked with this form of private transport.

A bus is a form of public transport. Buses generally operate on urban, suburban, or inter-urban routes. As well as buses operated by the government, there are some private bus companies, particularly for long distance travel. Many people can be transported in one bus, and so just one serious accident can claim many lives.

(Largely a descriptive piece as each paragraph only lists characteristics rather than showing the relationships between these characteristics)

#### Text B: Analytical

Two of the most common vehicles for transporting people are cars and buses. Whereas the capacity of the car is usually limited to about 5 or 6 people, the greater passenger capacity of the bus brings savings on fuel and other costs as well as reducing the amounts of traffic on the road. The ownership of buses is usually governmental or business, which ensures that bus travel is generally safer than travel by privately owned cars, although just one serious accident can claim many lives. However, public ownership also means that buses are often not as convenient as private cars in terms of their accessibility to all areas.

(This text is more analytical as it attempts to break the topic down into its elements then shows the relationship by illustrating how the different elements fit together and why)

(Adapted from: Webb, Carolyn (1991) *Writing an essay in the humanities and social sciences*. University of Sydney: Learning Assistance Centre Publications.)

## 2. The process of being analytical is based on the process of planning

<p><b>a. You should be taking apart the topic/question that you have been set and identifying the</b></p> <ul style="list-style-type: none"> <li>• instruction words</li> <li>• controlling idea (that is, establish what aspect/s of the topic are to be addressed).</li> </ul> <p><i>For example: Analyse the major characteristics of cars and buses.</i></p>	<p><b>Analyse the assignment task/question</b></p>
<p><b>b. You should be trying to understand the characteristics of the individual parts of the topic, concept, controlling idea you are exploring.</b></p> <p><i>For example: Establish the main characteristics of cars and buses.</i></p>	<p><b>Brainstorm</b></p>
<p><b>c. You should be seeking to understand the relationships amongst the individual pieces of information and ideas.</b></p> <p><i>For example: The idea that cars carry 5 or 6 people and buses carry many people.</i></p> <p><b>d. You should be trying to organise these pieces into some groups according to the relationships amongst them, and to give each group an abstract heading.</b></p> <p><i>For example: There is a relationship between the number of people able to be carried in cars and buses, and we can refer to this by the abstract heading “capacity”.</i></p>	<p><b>Group your ideas</b></p>
<p><b>e. You should be trying to establish some overall picture of how these groups relate to each other, of how they contribute to making a whole picture.</b></p> <p><i>For example: Capacity is just one kind of comparison between cars and buses. There are other ways in which we can compare them, such as ownership and accessibility.</i></p> <p><b>f. You should be as flexible as possible to the thought of changing this picture and its parts as often as it is necessary.</b></p> <p><i>For example: You might compare cars and buses instead in terms of their economy (what type of fuel they use, how fuel-efficient they are), or even their contribution to pollution or social isolation.</i></p>	<p><b>Outline the essay</b></p>

### 3. Examples of essay excerpts responding to a question requiring analysis

**Are Australian university standards dropping due to lack of government funding? Discuss.**

#### **Essay excerpt A is a largely descriptive response to the question**

In Australia, universities provide most of the tertiary education which is on offer. Australia has thirty-seven publicly funded universities. Australian universities have had to endure many government cutbacks. The severe lack of government support has forced the universities into a funding crisis.

Many university buildings have not been properly fitted with access for disabled students. For example, at Somerville University in the Faculty of Arts, many of the buildings do not have adequate access for disabled students. The Science block and the Nursing block do not have lifts, and the access to Visual Arts is via a road designed for cars. Access to the library is considered a very lengthy process. Many of these buildings were built before the government regulations were put in place.

The university library does not contain a wide variety of books required for students to successfully complete assignments. Students then get lower marks as they do not have the correct information, and thus the academic standard drops. Inter-library loans are available to students, although this is a time consuming process. Other vital equipment is on a first come first serve basis and is often over used or unavailable when the student is available to use it.

#### **Essay excerpt B is an analytical response to the question**

Over the past decade the Australian Government's proportional funding of universities' annual budgets has continued to decrease. This has forced university administrators to source a greater percentage of funding from private organisations, corporate sponsorships, business research partnerships and full fee paying domestic and international students. The government argues that a greater mix of public and private funding will subject universities to increased market forces and thus promote greater efficiency, innovation and national and international competitiveness. However, it is clear that this proportional reduction of government funding, and the subsequent increasing commercialisation and economic rationalisation of the higher education sector is causing a decline in Australian university standards. The need for the federal government to reassess its stance on higher education funding is most apparent in the two key areas of academic freedom in research and academic entrance levels of full-fee paying students.

The former vice-chancellor of the University of Canberra, Don Aitken, argues that the standard of research in Australian universities is still of a high quality. With reference to this research, Aitken contends that 'Australian academics and Australian research is just as highly regarded as when I first went overseas to Oxford in 1964 . . . there is no reason to feel we're in crisis' (Elson-Green 2002: 1). In addition, a paper entitled Greater Involvement and Interaction between Industry and Higher Education by the Business/ Higher Education Round Table, a body of university academics and industry representatives, claim that in an economic climate where knowledge is the most valuable commodity, the links between universities and industry need to be developed so that 'staff and students [are] encouraged to engage with industry with "increased acceptance and rewarding of such effort", and to promote "industry and universities working in partnership to advance knowledge through research and development to boost industry capacity for innovation"' (Myton 2002: 5). Such views may support the argument that the commercialisation of the higher education sector as a result of lower levels of government funding, will improve university research standards by creating additional sources of finance for research projects.

However, many academics in Australian universities state that this reliance on private funding for research is in fact, undermining levels of academic freedom and limiting the nature and extent of research undertaken. Dr Clive Hamilton, Executive Director of the Australian Institute, reveals that 'because academics are now forced to compete with each other for external grants, they were increasingly choosing uncontroversial research topics [because] commercial and government bodies were often reluctant to be associated with contentious research' (Baker 2001: 1). Furthermore, a recent survey of Australian university staff found that:

92 percent of academic staff were concerned about the general state of academic freedom in their universities; 73 per cent believed there had been a deterioration in academic freedom over the past four years; 81 percent believed that deterioration was due to an increasing commercialisation of their university; 49 percent experienced a reluctance to criticise institutions that provided large research grants or other forms of support. (Contractor 2001: 1)

## Allocating Time to the Academic Writing Process

Suggested breakdown of time allocation for the various stages of planning and writing the essay

<p><b>Planning Stage</b></p> <p><b>45%</b></p>	<p>(i) analyse the task</p> <p>(ii) brainstorm</p> <p>(iii) group your ideas</p> <p>(iv) outline the essay</p> <p>(i) - (v) research the essay</p>
<p><b>Writing Stage</b></p> <p><b>55%</b></p>	<p>(vi) write your first draft</p> <p>(vii) write your second draft – making structural changes if necessary</p> <p>(viii) proof-read and edit – checking grammar, spelling and format.</p>

## The “Style” and Language of Formal Writing

Writers need to ensure that writing is in the appropriate style. The style of a particular text must not only be consistent, but also be the correct choice for the text type and audience. Readers will have an expectation about how language will be used in an academic essay at a tertiary level. It is necessary to provide a more formal tone.

### 1. Impersonal Style

This is usually necessary because essays present facts and discussion about events or situations largely removed from personal experience. Therefore,

- avoid use of personal pronouns such as ‘I, me, my, us, we, your’
- avoid using ‘I feel’ or ‘In my opinion’ or ‘I think’
- avoid addressing the reader as “you”
- avoid emotional words – be objective.

### 2. Avoid contractions/abbreviations such as ‘eg, ie, it’s, couldn’t’

### 3. Avoid the use of “run on” expressions, such as ‘and so forth’ and ‘etc’

### 4. Avoid the use of direct questions.

### 5. Avoid use of idioms and colloquialisms (conversational language) such as:

- The outcome was a **great** result for the company.
- The survey results were **as plain as the nose on your face**.

### 6. Vocabulary Shift - a distinctive feature of formal writing style is choosing the more formal alternative of a verb, noun, or other part of speech. This is one of the most dramatic stylistic shifts from informal to formal style. For example:

- Researchers looked at/studied the way strain builds up/accumulates around a fault.
- The government has made good/considerable progress in solving environmental problems.

### 7. The “flow” of language is also important so use **connectives or linking words** to provide logic and cohesion of your ideas. Some examples are “however, therefore, in addition, firstly, in conclusion”.

### 8. Any opinions must be supported by evidence from references to experts in the field. This shows your reader that you have researched widely and gives credence to your views.

**An example of “informal” versus “formal” language and tone**

Text A and B introduce the same basic ideas but the formality with which these ideas are presented differs markedly. Read text A and text B, and considering the notes above, think about what makes the difference in academic tone between the two texts.

**Women earn less than men and own less than men. Why is this so?**

Text A - INFORMAL TEXT	Text B - FORMAL TEXT
<p>Because only a few people have most of the money and power in Australia, I conclude that it is not an equal society. Society has an Upper, Middle and Lower class and I think that most people when they are born into one class end up staying in that class for their whole lives. When all three classes are looked at more closely, other things such as the differences between the sexes and people's racial backgrounds also add to the unequal nature of Australian society.</p>	<p>The inequity in the distribution of wealth in Australia is yet another indicator of Australia's lack of egalitarianism. In 1995, 20% of the Australian population owned 72.2% of Australia's wealth with the top 50% owning 92.1% (Raskall 1998: 287). Such a significant skew in the distribution of wealth indicates that, at least in terms of economics, there is an established class system in Australia. McGregor (1988) argues that Australian society can be categorised into three levels: the Upper, Middle and Working classes. In addition, it has been shown that most Australians continue to remain in the class into which they were born (McGregor 1988: 156) despite arguments about the ease of social mobility in Australian society (Fitzpatrick 1994). The issue of class and its inherent inequity, however, is further compounded by factors such as race and gender within and across these class divisions.</p> <p>The relative disadvantage of women with regard to their earnings and levels of asset ownership indicates that within classes there is further economic inequity based on gender.</p>

Source: Uni Learning - University of Wollongong (2000) *Using impersonal language* [online].

Available:<http://unilearning.uow.edu.au/academic/2d.html> [Accessed 29 September 2004].

## Using Letters and Numbers

Some tips when writing numbers :-

In writing that is descriptive or narrative rather than statistical, use words for numbers up to one hundred. For example, there were twenty-four horses in the Melbourne Cup.

For round numbers. For example: There were about five hundred people.

Use figures throughout when a number of things are listed in close proximity. For example: Enrolments include 105 full-time, 40 part-time and 7 postgraduate students.

Numbers adjacent to one another have the first number spelt out. For example: One 3-hour examination, two 1-hour lectures.

Spans of figures. For example: Use as few figures as possible, consistent with sense, e.g. pp. 405-7, 420-5, 421-39, 440-503. Note, however, 13-14 (not 13-4 and 115-16 (not 115-6).

Ordinal numbers. For example: In text use words for numbers up to one hundred (so 'second year', 'first term', 'twenty-third student') but use figures in lists, bibliographical data and abbreviated matter (so 2nd ed.)

Dates. For example: Use the style 12 July 1976 (not 12th, and no commas). Avoid the abbreviated form 12/7/76 because of the possibility of confusion with the American form 7/12/76.

Note: Your department or lecturer may give other instructions.

## Abbreviations and Acronyms

Abbreviations may consist of one or more letters of the full word. Abbreviations in text, except in scientific and technical writing, should not be used. Spell out abbreviations in full within text.

If an acronym is to be used, the first instance must be preceded by the full term with its acronym immediately afterward in parentheses; for example, Australian Library and Information Association (ALIA). There are cases where acronyms are regarded as words in their own right, for example AIDS which is an acronym for Acquired Immune Deficiency Syndrome. In such cases it may be acceptable to use the acronym without further definition. (See also glossary of useful terms.)

## Spelling

Most word processors provide a spell check. There are, however, two things to watch out for in accepting the program's suggestion as to the correct word.

- (i) The suggested word may not be the one you mean at all : check in a dictionary to make sure that the suggested word is the one you want. This problem is most common with long words chosen to impress, and with homophones (e.g. 'weather', 'whether' and 'wether' or -notoriously – 'principal' and 'principle') that a spell check will not correct.
- (ii) The 'correction' may be from the required Australian English form, to the American form: check an Australian dictionary to confirm appropriate usage, and if possible change the default settings on your word processor.

## Individual Responsibility

It can be very helpful to discuss an assignment with other students. You should, however, take care not to let your collaboration become too close. If assignments from different individuals are very similar, it is usually regarded as evidence of cheating. Limit your discussions to general ideas and principles, but make sure that you do the writing up entirely by yourself. You must include a statement of authorship with your assignment.

It is your responsibility to dispose of or store any draft assignments carefully to avoid other people using your work. **You are required to make a copy of your assignment in case of problems.** Hand in the original in the required way.

If using computer disks, you are also advised to keep copies of your work on two separate disks, as a backup is essential in case of corruption problems.

For some assignments, you may be asked to work in a group and the results are seen and assessed as a joint effort. In cases in which you have been allowed to work with others, even if you have written up your own individual assignment, you should acknowledge the collaboration on the statement of authorship.

If you receive specific help from one of the University's support services, you should also acknowledge the fact.

## Ethics Approval

### Why, When and How?

The process of seeking ethics approval is a collaborative and professional endeavour between researchers and the Human Research Ethics Committee (HREC).

### Why is HREC approval needed?

- to protect the rights and welfare of human participants
- to ensure that any risk of discomfort or harm to participants is minimal, and outweighed by the potential benefits of the research
- to protect the University's reputation for research conducted by its staff and students
- to minimise the potential for claims of negligence made against staff and students and the University
- to meet the University's obligations under the National Health & Medical Research Council's *National Statement on Ethical Conduct in Research Involving Humans* (June 1999) <http://www.health.gov.au/nhmrc/issues/researchethics.htm>

### When is it needed?

1. If you are participating in class activities in which
  - students themselves are the participants in research activities **for learning purposes only, or**
  - a group of students is carrying out research using data collection that involves other human participants (either other LTU students or external participants) **as a teaching/learning activity,**
  - and**
  - the data is **not** being used for formal research purposes outside the learning or teaching context

**HREC approval is required before you commence data collection. The subject co-ordinator will apply for ethics approval and supply you with a HREC approval number.**

2. If you are doing a research project involving human participants that uses methodologies or sources of data such as

interviews

observation

questionnaires

photography

confidential data

focus groups

experimental procedures  
(medical or health)

***HREC approval is required before you commence data collection. If you are a student, your supervisor, as signatory to your application is responsible for:***

- briefing you about the requirements of the HREC when you are planning your project
- guiding the completion of the HREC application form
- guiding you in the ethical conduct of your research
- ensuring that you understand the notion of “informed consent”

### ***Some added benefits of ethics process***

The HREC Application asks a range of questions about your project. Many researchers find that the process helps them to improve their research project by addressing issues that have not been clearly considered. Indeed, the HREC Application form can provide a good starting point or template for formally outlining a project.

### **How can I be sure that HREC approval is needed?**

If you are unsure, contact the Faculty Research and Higher Degrees Office for advice on submitting a HREC application. They will be able to offer advice regarding where to find guidelines, application forms or more information.

## **Plagiarism**

The LaTrobe University plagiarism policy is available via the ‘Homepage for students’ website <http://www.latrobe.edu.au/bendigo/students/index.html>. Select ‘Policies and Regulations’ then select ‘Plagiarism’ listed under the heading Examinations/Assessment. Plagiarism is considered a crime punishable by Australian Law. Authors found guilty of plagiarism may face severe penalties. Universities usually have in place formal policies that deal with plagiarism and its penalties.

Plagiarism occurs when you copy or reproduce someone else’s words or ideas including when you copy the work of fellow students, and then present them as your own without proper acknowledgement. It is a form of cheating and will be treated accordingly. Sometimes you will find it helpful to discuss assignments with other students. When such discussions take place, and you are required to submit your own written assignment, it is important to ensure that there is no suggestion of any cheating. This is best accomplished

by writing the assignment independently of the others with whom discussions were held. On some occasions you may be asked to work on a project as a member of a group which is to submit a joint report. In circumstances like these the collaboration occurs on the understanding that all members of the group are approximately equal contributors to the joint effort. Except where the final written work consists of sections for which particular individuals take sole responsibility, the group as a whole assumes responsibility for it and for proper acknowledgement of any use made of the words or ideas of people outside the group.

To ensure that you are not guilty of plagiarism (whether you are submitting work on your own behalf, or as a member of a collaborative group) you must, in all your written assignments, declare all sources from which you have obtained material or ideas. This may be done through the use of footnotes, endnotes, textual references or any other device which is approved by the School in which the assignment has been set. What is important is that you acknowledge your indebtedness to other people's work. (Many Schools provide students with a manual or guide to the way in which written work is to be presented, along with details of any specific requirements for the preparation of written assignments in the School. You should check on the availability of such a guide for the subject(s) in which you are enrolled, and follow the instructions provided. If no such guide is available, or if you are unclear about what is expected of you, you should consult the subject co-ordinator.)

On any occasion when you use the words of another writer you must place those words in quotation marks (inverted commas) and clearly indicate, through the method of citation which you are employing, the author's name, the source, and the precise location (e.g. the page number) of the material you have quoted. When you use someone else's ideas (e.g. when you closely paraphrase another person's work without using that person's words) you need to indicate clearly where your indebtedness begins and ends, in the same way as you are required to do when you use someone else's words. A bibliography should be provided (usually at the end of the written assignment). It should include all the works you consulted in the course of your research, not just those referred to in footnotes, endnotes or textual references.

### **Assisting Plagiarism**

It is a serious act of misconduct knowingly to assist another student to plagiarise material (e.g. by lending work which you have completed to another student so that it can be copied and handed in as that other student's work). Such misconduct may be punished as severely as is plagiarism itself.

### **Penalties for Plagiarism**

The University will utilise all means at its disposal, including electronic software to detect plagiarism. The penalties for plagiarism are severe and are governed by University legislation.

A student found to have plagiarised may be allocated no marks for the particular piece of work involved, may be deprived of marks where the plagiarism was discovered after marking has occurred, or may be allocated a fail grade in that subject.

Cases of serious plagiarism including cases where a student is found to have plagiarised on several occasions in the one subject, in a number of different subjects or in different semesters, may result not only in a confirmation that no marks be allocated in respect of the particular work but also in exclusion from the University.

## **Copyright**

Copyright allows the owner to publish, copy, adapt, broadcast and perform material contained, for example, in literary, musical, academic, and dramatic works, sound recordings, broadcasts, computer programs and films. The author of an original work owns the copyright. The author is the person who puts the work into its material form, i.e. writes the book or academic paper, paints the picture, takes the photograph, writes the computer program, publishes the Internet page.

There are severe penalties for breaching copyright by reproducing the work without the author's permission. It is illegal, for example, to copy TV and radio programs or videos for use in classrooms, unless a fee is paid. Photocopying large portions of a book can also be a breach of copyright. Reasonable portions of some types of works may be reproduced for the purposes of private study or research.

Details can be found in the Copyright Guide, which is available from your School office or the library and located on the University website at <http://www.latrobe.edu.au/copyright/>

## **Structure and Use of Language**

It is essential to avoid the use of discriminatory language in all pieces of work. Students should be aware and understand the guidelines listed below.

## Non Discriminating Language Guidelines

La Trobe University, Bendigo is committed to the principles of equity and equal educational opportunity and therefore endeavours to eliminate all forms of discrimination, including the use of discriminatory language. Language both shapes and reflects social reality and can be used as a major vehicle for the expression of prejudice or discrimination. It is, therefore, the responsibility of both staff and students to ensure that written, visual and verbal material are presented in a non-discriminatory manner.

Some of the major forms of discriminatory language are:

➤ **emphasis on difference.**

In many contexts it is quite unnecessary to mention a person's sex, race, ethnic background or disability. Yet for members of these groups these characteristics are often emphasised. This type of gratuitous specification may result in overemphasis on a particular characteristic, thus creating the impression that the person referred to is somehow an oddity.

➤ **stereotyping**

Stereotyping can occur by generalising, oversimplifying and exaggerating certain characteristics of people belonging to a particular group. Stereotypes are discriminatory in that they take away a person's individuality. The status of women and minority groups in society is often thus adversely influenced by prevailing stereotypes attributed to them.

➤ **derogatory and imposed labelling**

Derogatory labelling is obvious. Labels which are imposed on people, whether derogatory or not, are gratuitous and inaccurate in various ways and often alienating for the groups concerned.

Language is not fixed and static but is constantly evolving and changing as society's attitudes and practices change. Be aware of the development of new forms of expression that seek to describe our diverse society in non-discriminatory ways.

The following guidelines have been designed to assist students and staff in the use of non-discriminatory language by outlining principles to follow, terms to avoid, and suggested alternatives. Attention needs to be given to the use of language that does not discriminate on the grounds of race, nationality, ethnicity, culture or disability.

## Language And Gender

Non-sexist language is not intended to 'de-sex' language, but to ensure a balanced and fair representation of men and women in language. Any language that discriminates against women by not adequately reflecting their roles, status and presence in society is sexist. Some of the major forms of sexist language occur when using the following words:

➤ **Avoid the generic use of 'he', 'his', 'him'**

Avoid	Suggested Alternatives
'When a student enrolls he must ...'	'When students enrol they must...'
'The student must present his research results by April.'	'The student must present the research results by April.'
'The person must exercise his right ...'	'The person must exercise his or her right ...' or 'The person must exercise her/his right ...'

➤ **Avoid the generic use of 'man'**

Avoid	Suggested Alternatives
• man/mankind	human(s), human being(s), humanity, humankind, human race, human species, homo sapiens, individual(s), man and woman, women and men, people(s), person(s)
• man-hours	working hours, work hours, staff hours, labour hours
• manpower	personnel, staff, human resources, workforce, labour-force
• man-made	artificial, synthetic, constructed, fabricated, manufactured, simulated, hand-made, machine made
• man in the street	the average person, citizen, ordinary people, typical person
• man of letters	scholar, academic, intellectual, author, writer, literary person
• one-man show	solo show, one-person show, solo- artist show
• spokesman	representative, spokesperson, advocate, official
• middleman	intermediary, wholesaler, broker, go-between, agent
• layman	non-expert, non-professional, non- specialist, layperson, laity
• man the phones	attend to phone calls, answer the phones, operate the phones
• man the desk	staff the desk, attend to the desk

- **Avoid graduate gender modifiers for example “female lawyer” or “male secretary”.**

Generic terms such as doctor, lawyer, nurse, astronaut, academic, secretary, administrator, should be assumed to apply equally to a man or a woman and not prefixed with gender modifiers.

- **Avoid gender stereotyping**

Avoid expressions which incorporate assumptions about people based on gender-role stereotypes, for example, a sentence such as:

'Academics have wives and children to support...' illustrates gender role stereotyping because it assumes that all academics are male.

- **Avoid occupational terms and titles defining gender**

Avoid	Suggested Alternatives
• Businessman	business executive, executive, business manager/owner, manager, entrepreneur, financier, proprietor
• Craftsman	artisan, artist, craftsperson, technician, handcrafter
• Foreman	supervisor, boss, team leader, he adjuror
• Handyman	handyperson, maintenance worker, repairer, factotum
• Policeman	police officer
• Fireman	Firefighter
• Girl Friday	assistant, office assistant
• Matron	director of nursing
• Salesgirl	shop assistant, sales assistant
• Manageress	Manager
• Stewardess/air hostess	flight attendant
• Usherette	usher
• Chairman	chair or chairperson

➤ **Avoid sexist descriptions of women's and men's characters and patterns of behaviour**

If men and women have similar personalities, parallel language should be used to describe them. Therefore, avoid the use of stereotyped generalisations, such as:

He is dynamic

She is aggressive

He is firm

She is inflexible

He is a go-getter

She is pushy

He is human

She is emotional

➤ **Avoid honorific titles**

The use of 'Ms' is recommended especially when the parallel term 'Mr' is applied; however, if a woman has a preference for 'Miss' or 'Mrs' her wishes should be respected.

➤ **Avoid quoting sexist material**

If you need to quote from a text that is written in sexist language, one of the following approaches may be used:

- The words in question can be paraphrased to avoid the sexist expression to provide an indirect quotation, as it is never acceptable practice to alter a direct quotation.
- The word [sic], enclosed in square brackets, can be used immediately after the sexist word or phrase thus calling attention to the fact that this form of words is used in the original.

➤ **Avoid patronising expressions**

It is important to recognise and avoid language that trivialises or denigrates women. Members of both sexes should be represented as whole human beings and treated with the same respect, dignity, and seriousness. Use the words: 'man', 'woman'; 'girl', 'boy'; 'lady', 'gentleman' in a parallel manner. Referring to adult women as girls in a context where males are described as 'men' is inappropriate.

## **Language, Race and Ethnicity**

Australia's population comprises people from different ethnic and racial backgrounds, some of whom are indigenous to Australia. Language plays a major role in expressing group relations and group conflicts. Ethnic and racial labels, names and expressions are created and used to portray certain groups as inferior or superior to others.

The heterogeneity of Australia's population in terms of origin, descent, language, culture, religion and other characteristics is, and should be, reflected in language. Non-discriminatory language in relation to race and ethnicity aims to recognise and present the diversity of Australia's population in positive ways.

The term 'race' is appropriate to refer to physical differences between the various ethnic groups, as it is the term used in anti-discrimination legislation in Australia. However, it should be noted that we are all members of 'the human race'.

The term 'Australian' should not be used in ways which exclude indigenous or immigrant minorities. 'Australian' should be used to refer to any Australian citizen, irrespective of the person's ethnic or racial background or country of birth.

Some of the major forms of racist language are:

➤ **Undue emphasis on racial and ethnic 'differences'**

The language used to describe the majority group in Australia - people of Anglo-Celtic descent - establishes this group as the norm against which other groups are judged. As a result the racial or ethnic features of Australians of Anglo-Celtic descent are seldom mentioned, whereas those of other groups are stressed, often to the exclusion of other, more relevant features.

It is generally not appropriate to refer to the ethnic or racial background of a person or group unless there is a valid reason for doing so.

➤ **Stereotyping**

Stereotypes based upon supposed racial, ethnic or national traits should be avoided. Even seemingly positive stereotypes are discriminatory in that they take away a person's individuality. Members of racial and ethnic minorities \

➤ **Invisibility**

For example, the various Asian ethnicities present in Australia are often lumped together under the single term 'Asian', despite their many differences.

➤ **Derogatory labelling and ethnic and racial slurs**

Verbal conflict and aggression between the majority and minority groups have given rise to a wide range of racial and ethnic slurs whose main function is to set the targeted group apart from others by stressing their eccentricity, exoticism, or undesirability. These include terms and nicknames, eg. 'wog', as well as terms which are not overtly derogatory, such as 'New Australian', but which are used to delineate people as 'other'.

➤ **Some commonly-used terms in relation to race and ethnicity are:**

English as a second language (ESL). This term indicates that English is someone's second language; it does not indicate the person's competence.

Language other than English (LOTE).

Non-English speaking background (NESB). This term is used to indicate that a person's language background is not English; it does not indicate the person's knowledge of English.

The word 'ethnic' is often inaccurately equated with 'foreign' or 'other' and is frequently applied only to non-Anglo-Celtic immigrants and immigrant groups. However, everyone has an ethnicity and belongs to an ethnic group in that they share characteristics such as language, culture and/or religion and the pursuit of economic, political and social interests. Use of the label 'ethnics' as a noun to describe immigrants or people from a non-English speaking background is inaccurate and often offensive, and should be avoided.

➤ **Terms used to describe the Indigenous People of Australia**

In Australia, an Aboriginal person is a person of Aboriginal or Torres Strait Islander descent, who identifies as such, and is recognised as such by the community in which she or he lives.

The separate linguistic and cultural identity of the indigenous people of the Torres Strait Islands must be recognised. The preferred term is Torres Strait Islander. Abbreviations should not be used.

Some indigenous people of Australia object to being labelled 'Aborigine', because it is a term which was imposed on them and they prefer to be known by the terms they have developed, for examples, the term Koorie, as used by Aboriginal people in Victoria. Indigenous people may also identify themselves in terms of a specific place or language, for example the Galibal people of the Byron Bay hinterland. Others may consider the noun 'Aborigine(s)' to be acceptable. However, it should always be given a capital 'A' and not abbreviated.

The term 'Aboriginals' often used as a noun to describe the indigenous people of Australia may be perceived as offensive. However, its use as an adjective is acceptable, eg. the Aboriginal Tertiary Support Unit, the Aboriginal people of Australia, Aboriginal employees/students.

Wherever possible an Aboriginal person or group's preference of title should be respected. If in doubt, ask the person or group. The Aboriginal Tertiary Support Unit (ATSU) should be consulted if assistance is required in relation to any Aboriginal issue, or your dealings with Aboriginal or Torres Strait Islander people, (telephone 5444 7812). The ATSU is a valuable resource available to all staff, students and the wider community.

### ➤ Valuing Aboriginal language and culture

Aboriginal cultural practices have been conceptualised, often inaccurately, through English words, eg. 'Walkabout'. Because such terms often have negative connotations when used inappropriately or out of context, they should be avoided. Expressions such as 'superstition' when used in relation to Aboriginal beliefs, and other words that imply that Aboriginal creation and religious beliefs are less valid than other religious beliefs, should be avoided. La Trobe University, Bendigo has the Aboriginal Tertiary Support Unit that can assist you with advice on any matters in relation to Aboriginal people and your dealings with them.

### ➤ Quoting racist material

If you need to quote from a text that is written in racist language, one of the following approaches may be used.

The words in question can be paraphrased to avoid the racist expression to provide an indirect quotation, as it is never acceptable practice to alter a direct quotation.

The word [sic], enclosed in square brackets, can be used immediately after the racist word or phrase thus calling attention to the fact that this form of words is used in the original.

## Language and Disability

The portrayal of people with disabilities has been fraught with contradictions because of ambivalent attitudes towards disability. Discriminatory language is characterised by:

- derogatory labelling such as, 'retarded', 'deaf and dumb';
- depersonalising terms such as, 'the disabled', 'the handicapped', 'the blind', 'spastics', 'epileptics';
- emphasising the disability rather than the person, and
- stereotyping.

The use of imprecise terms such as 'physically challenged', 'differently abled', and other euphemisms for people with disabilities, is strongly discouraged.

Never use the terms 'normal' or 'able-bodied' in contrast. Never use the terms 'victim' or 'sufferer' to refer to a person who has had a disease, illness, or disability. These terms dehumanise the person and emphasise powerlessness.

Positive portrayal of people with disabilities is mainly a matter of presenting them as individuals with a variety of qualities. It does not mean that a person's disability should be hidden, ignored or seen as irrelevant. However, it should not be the focus of description except when the topic is disability.

If it is appropriate to refer to a person's disability, choose the correct terminology for the specific disability. For example, the following terms are generally preferred as they recognise that the disability is only one characteristic of the person.

- people with disabilities
- a person with a disability
- students/staff with disabilities
- people with paraplegia
- people who are hearing impaired/vision impaired/mobility impaired.

## Annotated Bibliography

### ➤ What is an annotated bibliography?

It is an organised list of sources in bibliographic format such as books, journal articles, newspapers, web sites or webpages, etc. with a description of each item.

The description that follows the citation is usually about 150 words that informs the reader of the relevance, accuracy and quality of the sources cited. This part is called the annotation.

An annotated bibliography provides a review of a range of information on a particular subject. It illustrates the quality of your research and provides examples of a variety of sources.

### ➤ Annotations may consist of all or part of the following:

- Content (focus) of the item
- Usefulness of the item
- Limitations of the item, eg. level of difficulty, currency
- Intended audience
- Reliability of item
  
- Author's background
- Conclusions the author may have made
- Your reaction to the item

➤ **The Process**

Creating an annotated bibliography requires application of a variety of intellectual skills that include analysis and informed library research. First locate and record citations that may contain useful information on your topic. Briefly examine and review the actual items. Cite source using appropriate style. Write a concise annotation that summarizes the central theme and scope of the item. Include one or more sentences that evaluate the authority or background of the author, comment on the intended audience, compare or contrast this item with other you have cited or explain how this item is appropriate to your topic.

➤ **Annotations verses Abstracts**

Abstracts are purely descriptive summaries often found at the beginning of journal articles or in some periodical indexes or databases. Annotations are descriptive and critical, they expose the author's point of view, clarity and appropriateness of expression, and authority.

➤ **Sample Annotated Bibliography**

Aids Centre of Queens County (n.d.) [online] Available:  
<http://www.aidsnym.org/acgc/index.html> [Accessed 11 October 2000]

This site provides us with information about free HIV testing given in different areas. It also has other community clinical services and it educates people about HIV/AIDS virus through presentations, training and other educational materials. This site also provides the addresses and phone numbers for the nearest testing site. This is not very helpful to us in Australia but the information contained in the site was very useful.

McCallum, Anne (2000) Evidence of war. 2nd ed. Melbourne: Heinemann.

This book provides factual information on the First World War in summary form, combined with detailed instruction, examples and practice questions in analysing sources. There is a good variety of sources and the short answer questions are very helpful in testing understanding and skills. The book also provides model answers and exam-style questions. It is a very well presented book, the language is easy to understand, and it covers almost all aspects of the syllabus in detail.

# Presentation and Sources for Assignments

## General Physical Presentation

- Word processing or typing is preferable, and in some Departments, required. Use double spacing for word processed assignments. Hand-written assignments must be in ink on lined paper unless otherwise specified. Handwriting must be legible.
- Use only one side of the paper (unless otherwise specified). Use A4 paper where possible.
- If your work is to be copied for class use, use black ink or word processing (do not use blue ink).
- Leave a margin of at least 2 centimetres on the left hand side of the paper for binding and at least 3 centimetres margin on the right hand side for lecturer's comments. Number the pages.
- Place a title page (or use the Assignment Cover Sheet provided by your School/Department) at the front of the assignment. This should contain:
  - your name in block letters (surname underlined)
  - your student number
  - the subject name/year
  - the title of the assignment
  - the name of the lecturer
  - the name of the tutor (and tutorial group, if appropriate)
  - the date submitted.
- If you have been advised or assisted in your work, list this assistance under the heading 'Acknowledgments'.
- Give a synopsis/abstract of the assignment on the next page, if appropriate. (*See the Essays and Reports sections for guidelines*).
- Provide a contents page, if appropriate.
- At the end of the assignment, following any appendices, include a list of the references that you have consulted. (*Refer to the relevant chapter for the appropriate referencing system*).
- The completed assignment should be presented flat and properly fastened with your name, subject, tutorial group and assignment number in block letters clearly visible.
- Do not submit sheets in plastic display packs/envelopes.
- Submission of work via electronic media. If electronic submission of an assignment is required or an option, the onus is on students to check assignment sheets and/or with the lecturer(s) concerned for the specific requirements.

## Sources for Assignments

Many assignments require a bibliography or reference list. The purposes of this are to demonstrate that you have identified and used a reasonable range of sources, and to allow your readers to follow up on any detail that may interest them.

Your first step in gathering relevant information for your assignment is to select material from the range of sources available. This could include information from books, journal articles, research studies, reviews, newspapers, interviews, case studies, statistics and electronic resources available from the internet.

The most reliable sources have been through a reviewing process (e.g. most journals of a national/professional association). They are assessed by experts, and corrected before they are published. However, they may be out of date, as this process takes a long time. The least reliable sources are un-refereed World Wide Web sites (i.e. many Web sites!), and self-published materials. These have no controls, and may contain gross errors, despite a professional appearance.

A reasonable range should cover the mainstream reliable sources (refereed journals, textbooks), and may also contain a balance of less reliable sources: for instance, for an essay on 'Pornography on the Internet,' you could expect that most newspaper sources would sensationalise the problem, and that most World Wide Web sources would play it down. Both may be included, as long as you are aware of the implications.

The best sources are also those that the reader can easily verify, so, for instance, a quote with a page number may be easier to check than a quote from an electronic source. Another caution with electronic sources is to be careful to keep their text separate from your own, to avoid plagiarism.

Do not draw more from abstracts than is reasonable: it would be quite reasonable to say, on the basis of abstracts, that most research in an area of education had concentrated on primary schools; it would not be reasonable to attempt to summarise a particular report on the basis of its abstract.

## Endnote

### What is EndNote?

EndNote is a software program that stores and manages references to resources in a bibliographic format, assists in citing individual references, and can create bibliographies.

There are other bibliographic programs such as ProCite, Bibloscape, Reference Manager and RefWorks, which achieve similar ends. EndNote is the program supported by La Trobe University through licensing arrangements and training programs.

### What can EndNote do?

EndNote is able to:

- collect data on resources in a range of ways, by
  - entering details of a individual item into a template
  - importing details of single or groups of items from catalogues, databases and indexes

- searching those catalogues, databases and indexes to locate items
- manage the library of references, by
  - sorting and storing the references
  - allowing editing to include additional information such as keywords, URLs, abstracts, full-text, that are not required specifically for a citation
  - displaying the references in different bibliographic styles  
Over 1000 styles are currently available, including all the styles required at La Trobe University – APA, Harvard, Numbering etc.
- insert selected citations into documents:
  - individually or in groups
  - generate bibliographies of cited references, or as general lists
  - change the bibliographic style for all the references and bibliography of the document

### How can I use EndNote?

A copy of the EndNote program must be loaded on the computer you use, though libraries of references may be transferred from one computer to another by disk, network or email. Campus computers are able to have it loaded as part of the University's licence (check with the system manager of the relevant section).

Staff and post-graduate/research students may purchase a copy of the program through Desktop Systems Support Group (staff) or Information Technology Services (students).

The Heyward Library offers **training sessions** in using EndNote, at an Introductory and an Advanced level. Details are available from the Training pages on the Heyward Library's web site at <http://library.bendigo.latrobe.edu.au/>

### Do I need any specific resources?

The Harvard style described in this Manual has been adapted specifically for La Trobe University's Bendigo campus and varies from the Harvard style used elsewhere. A small file that can be added to an EndNote program to provide the details of the **Harvard-Bendigo La Trobe** style may be downloaded from the Library's EndNote support page at <http://www.lib.latrobe.edu.au/reference/kv-endnote.html>

Other output styles, and filters to collect references from different resources, are also available at that site.

## Citations

When describing or citing in your assignment the way the author argues a point, use the most accurate form to describe this. For example, an author can argue objectively, unconvincingly, well or poorly.

## Quotations

Quotations should be used sparingly, selected carefully, used in context, integrated into your text and reproduced exactly (including the words, spelling, punctuation, capitalisation and paragraphing). The word '**sic**' (meaning 'so' or 'thus') can be inserted in square brackets after a spelling mistake or other errors such as sexist language to indicate that it is the original mistake of the author (eg. 'This was a commanly [sic] held view'). An **ellipsis (...)** can be used to show that a word(s) has been omitted from the text (eg. 'To be or not ... that is the question')

Use of quotations is justified if:

- misinterpretation would result from a change to the words
- a major argument to be recorded as evidence
- it is important to comment on, refute or analyse the ideas expressed
- you need to make use of a particularly elegant or forceful phrase.

See examples of how quotations are presented within the four referencing systems.

### Short quotations

Short quotations (shorter than 30 words or two lines) should be incorporated into your sentence 'without disrupting the flow of your paragraph' (Winckel 1995: 7). Use single quotation marks, and put the full stop outside the reference.

### Long quotations

Long quotations (more than 30 words or two lines) should be introduced in your own words, begin on a new line and be fully indented from the left margin to distinguish it from your own text.

## Paraphrasing

Paraphrasing (putting ideas in your own words) helps maintain the flow of your writing and is a deliberate use of a specific idea from someone else that you rephrase rather than quote. Excessive quoting (using exact words) can lead to a poorly written assignment.

Paraphrasing a text enables you to integrate information more effectively through assessing, comparing, contrasting and evaluating it to show understanding of the topic you are writing about. Paraphrasing involves taking the writing or ideas of another person and expressing it in your own words. Paraphrasing always requires referencing both in the text and the reference list.

## Word Limits

When you are estimating the number of words you should have written for an assignment, **DO NOT** count direct quotations or 'in-text' referencing. Words you write as indirect quotations (paraphrased material) **should** be counted.

## Including Specialised Material in Assignments

### Appendices

If you use an appendix, it must follow immediately after the final chapter. An appendix is appropriate if it contains material crucial enough to be included in the assignment but too detailed or extraneous to form part of the body of work.

Examples of suitable material are:

- copies of letters and questionnaires
- texts of court decisions
- government regulations
- company policy statements
- derivations of statistical or mathematical formulae
- samples of forms
- general detailed explanations, background or figures which expand on a point made in the body of the work.

DO NOT INCLUDE appendices unless they are referred to in the text (eg. 'See Appendix A').

There can be more than one appendix. In that case, identify each by a capital letter 'Appendix A', 'Appendix B', and so on). Begin each appendix on a new page and list it by letter and title in your table of contents (Berenson and Colton 1971: 164-165).

### Illustrative Materials (i.e. anything other than text)

In major work provide a list of figures on the page following the table of contents.

Illustrative material should be numbered for your script, but if copied from some other source should acknowledge the figure/table number as well as the page of that source.

### Maps and Charts

These provide locational information. Ensure that you acknowledge their source. Include an appropriate key and scale. Give each map or chart a title, and a number which is consecutive throughout the assignment ('Map 1', 'Map 2', 'Chart 1', 'Chart 2', and so on).

### Photographs, Diagrams and Illustrations.

These illustrate your text or explain your argument. As above, acknowledge these in your list of figures. Refer to them in your text. Give each a title and a number which is consecutive through the assignment.

## Tables

A table is often the ideal way to present numerical information, for its systematic arrangement in columns and rows permits immediate reference, comparison and analysis.

A good table needs no supplementary explanation. However, all tables which you include must be referred to in your text. If the information is important enough to include, it will have some function in your argument. The logical place to put a table is as close as possible to the first reference to it. Never split a table over two pages unless it is more than a page in length. If the table will not fit directly after the paragraph that address it, place it on the next page (Berenson and Colton 1971: 92-94).

Give each table a title, and a number which is consecutive throughout the assignment ('Table 1', 'Table 2', and so on).

## Other Media (including Audiovisuals)

Audio tapes, video tapes, overhead transparencies, art and ceramic presentations are examples of different media. Relevant Departments will advise you about standards and forms of presentation. Sources of these media must also be acknowledged. Include these in your list of figures.

# Assignment Formats

## Computer Programming

### Introduction or Purpose

- The requirement of a programming assignment is to provide all the documentation necessary to explain the software program that has been developed, for the users, operators and other programmers.

### Formatting and Style

- Title page
- Table of Contents
- UNIX style Manual (Man) Entry
- Data Structures
- Logic Design or Abstract Data Types
- Test Plans
- Appendices

### Presentation Guidelines

#### ➤ Title Page

Follow the format outlined in the section on General Physical Presentation.

#### ➤ Table of Contents

Must include major sections and page numbers.

#### ➤ UNIX style Manual (Man) Entry

This component follows the format of users' documentation for software provided in the open systems environment. Remember this component is produced for the user of the program.

- NAME section gives name of program and brief descriptive phrase.
- SYNOPSIS section gives syntax for running the program.
- DESCRIPTION section describes the program's function in non-technical terms (for the user).
- FILES section identifies data files used as input/output by executing program.
- LIMITATIONS section lists the known logical and physical limitations.
- WARNINGS section identifies potential problems which may occur because of assumptions made by the user.
- DIAGNOSTICS section lists the text of any error messages produced by the program, together with the reasons as to why they might be displayed.
- BUGS section is for documenting situations which make the program crash!

#### ➤ Data Structures

- *External*: identify the format and data type of input and output files used by the executing program.
- *Internal*: identify and describe any array and record data structures or compound data types used within the program, giving for each component.
  - Name
  - Datatype
  - Description
- **Logic Design or Abstract Data Types**
- For the procedural approach:
  - Hierarchy chart showing the relationship of one module to another
  - Algorithm for each module, represented in Pseudocode or NS charts
  - A data dictionary must accompany each module
  - Data dictionary lists for each variable or constant:
    - Name
    - Datatype
    - Description
    - Scope.
  - For the object oriented approach:
    - Object relationship description of one abstract data type to another
    - Abstract data type inheritance diagram (if applicable)
    - For each abstract data type:
      - Name
      - Datatype
      - Description
    - For each method:
      - Name
      - Datatype
      - Description
- ➤ **Test Plan**
  - Since exhaustive testing is usually impossible, test wisely (quantity):
    - Normal cases (valid)
    - Extremes (limits)
    - Exceptions (unusual but valid)
    - Major logic paths
  - Invalid data: does program still produce a meaningful result (graceful degradation)?
- For each test:
  - Reason for test
  - List or table of selected data
  - List of expected results
  - Actual result or indication of it.

- **Appendices**
- APPENDIX A – PROGRAM SOURCE CODE LISTING
- INTERNAL DOCUMENTATION
- The purpose of internal documentation is to provide clear and precise information to the reader, (usually a programmer) about the source program code. It should be terse, accurate, and in point or tabular form, at the head of all code modules. The program Header Comment for main module contains:
  - Program purpose
  - Input to program
  - Output to program
  - Author and Date written
  - Subject, Lecturer and Assignment No.
- At head of all sub modules:
  - Purpose:
    - On Entry: (Precondition)
    - On Exit: (Postcondition).
- Any other commenting should be included only where code may be difficult to interpret otherwise.
- CODING STYLE GUIDELINES
- Use meaningful variable and constant names.
- Use white space to improve readability.
- Indent your code to show the relationship of one statement to another.
- Indent comments the same amount as the code to which they refer.
- Incorrect comments are worse than no comment at all.
- Comments should explain the purpose of a group of program statements, not paraphrase the code.
- 
- APPENDIX B – DATA USED AND PRODUCED
- Output : results of program with test data
- Input : data files used by program (if any)

## Essays

### Introduction or Purpose

- An essay is a literary composition on a given subject. It is an opportunity for you to present a considered piece of work indicating your ability to organise and analyse information and arguments, and explore relationships.
- There is more scope for elegance, literary style and discursiveness in an essay than in the other types of assignment covered here.

## Formatting and Style

- The most common structure of an essay is:
- Synopsis
  - Introduction
  - Body
  - Conclusion

## Presentation Guidelines

### ➤ Synopsis

The synopsis is a series of brief statements that outline the content of a chapter or section of a document. Synopses are normally included in the contents list and chapter headings.

### ➤ ➤ Introduction

The introduction is a guide for the reader as to what is in the body of the essay. The introduction provides some background or context and states the main argument or line of reasoning of the essay, and gives some indication of the points that will be covered.

- It also includes, if necessary, the definitions of any key terms in the topic.

### ➤ ➤ Body

The body contains the substance of the argument, organised into a few main points. Each point is stated and developed in a separate paragraph.

- A paragraph contains one main idea which is usually stated clearly in the first sentence.
- The rest of the paragraph develop this idea through explanation, description, argument or illustration.
- The idea should be supported by evidence or by quoting ideas from sources that are acknowledged.
- If a paragraph is fundamental to your main argument, it may be necessary to state and contradict any opposing ideas. This critique may be done either within your paragraph or, if your argument is complex, in one or more additional paragraphs.

### ➤ ➤ Conclusion

The conclusion draws the discussion together and restates the central argument. It does not add any new points to the essay, though it may lead to a general statement about the implications of the argument or recommendations.

- If you are required to write a synopsis/abstract (see Glossary ), this should be on a separate page attached to the front of the essay. It gives a very brief summary of the argument and main points.
- A reference list, with full details of all references cited, should be included on a separate page.

## Journals

### Introduction or Purpose

- You may be required to keep a journal for a variety of reasons. It may serve as a toll of data collection in, say, clinical observation. In some subjects it might serve as a reflective device in which students are required to compare theory and practice or consider their own professional or academic development. In all cases, students should consult course materials, and their lecturer, to make sure that they understand the purpose of the journal for their subject. Normally journals avoid academic formalities. Colloquialisms, first-person pronouns, everyday speech rhythms and a personal style are permitted and, in fact, probably indicate successful journal work. Further explanation of the function and style is contained in :
- Holly, M.L. (1997) Keeping a professional journal. 2<sup>nd</sup> ed. Geelong: Deakin University

### Formatting and Style

- Journal entries could contain any of the following elements:
  - What happened
  - What the facts are
  - What was my role
  - What feelings surround events
  - What did I do
  - What did I feel about what I did and why?
  - What was the setting
  - Flow of events
  - Important elements of the event.
- Research journals may contain:
  - Ideas
  - Description of collected data or evidence
  - Documentation of formative information throughout the project
  - Summative information at the conclusion of the project
  - Analysis and evaluation.

### Presentation Guidelines

- Choose a format for your journal for example, book or an electronic format, considering your need for flexibility to enter information.
- Plan time to write.
- Date and label entries.
- Depending on the purpose of your journal, a presentation could involve dividing pages: with one side of the page containing descriptive facts and the other side interpretations or implications.

## Oral Presentations

### Introduction or Purpose

- Oral presentations are increasingly used for assessment. Because graduates are expected to be able to speak coherently in public, you can expect to receive some practice by way of having to present a paper to your class. If you are enrolled in an Honours degree, a seminar will almost certainly be part of the assessment and, if you proceed beyond Honours, you will attend professional conferences and be expected to present your findings in an orally presented paper.
- An oral presentation differs from other modes of presentation because it involves face-to-face contact with your audience, which may be very threatening, and a time element.

### Preparation

- Write out what you are going to say. Then read it out aloud to yourself. You will probably find that the language sounds too formal and stilted and you will need to change phrases here and there, because spoken language is different from written language.
- Organize the content, and keep it simple. The ordering of the material will depend upon the type of presentation. In all cases, however, it should include the bare bones as an introduction, a presentation of the story you wish to tell, and a conclusion. The introduction will take your audience from what they know to what they need to know to understand the story, so you must be aware of who your audience will be. The conclusion will be simple-one message that the audience will take away. The story will be your presentation of the evidence that leads you (and the audience) to that conclusion.
- Check the timing. Remember that if you are going to use slides or other audio-visual materials, some time will be lost. Going over time in an oral presentation is a capital offence. Is even worse than going over word limits in an essay. Practicing your talk with all of the audio-visuals included is an important step in the preparation of the presentation. That way you can ensure that your slides are in order, and right way up, and that you will not go over time.
- Have a trial run with an audience. If it is a group presentation, you can be each other's audience for this step.
- Remember, the more you practice your talk, especially with an audience, the more you will feel in control of the material, and the more confident you will become.

### At the Last Minute

- Be early, with all of your materials with you. Confidence is important, and you certainly do not want to be flustered.

- Make the success of your presentation your own responsibility, and don't leave things to chance. If you are to be the first speaker, then check out the venue beforehand. Make sure you know where you are going to stand, where you can put your notes and overheads, that your slides are ready to roll, that the computer is on and ready, how to turn on the overhead projector. Check out how the slides are changed and focussed, who is going to turn the lights off and on, and what signal the chairperson will give to let you know that time is nearly up. If you are a later speaker, you can work out some of these things by watching the earlier speakers.

### Presentation Guidelines

- Speak up, clearly and audibly, as though you are talking to people, and not reciting something. Look at the audience. As you look around the audience, you will see some people who are obviously responding to your talk better than others. Use them to gain confidence, but be careful not to speak to them all of the time. Stand still whenever possible, and try to avoid mannerisms of movement (scratching your head) and speech ("um", "you know"). Never read your script, and use notes to a minimum. Keep an eye on the time.
- Try to make the talk as interesting as possible, by means of showing the audience how interested you are in it, and by relating the story to people's knowledge and experience. It is best to avoid jokes, unless the joke has immediate relevance and a purpose - a joke that goes flat, can throw you off balance for the rest of your talk.
- Everybody feels nervous when speaking in public, so do not be surprised if you do. You can control nerves by being well prepared, and by relaxing before delivering the talk.
- If yours is a group presentation, introduce each team member. Organize the individual participants so that the change-over between members is smooth. Practice the change-overs before the presentation.

### Aids to Presentation

- Always arrange equipment in advance, and make sure you know how to work it.
- Some specific tips:
- **Overhead transparencies:** A bad transparency is worse than none. A rule of thumb is not to have more than ten lines of text or more than one concept on one transparency. Make sure that the writing is large and clear (font size 20 or more), and free from spelling and grammatical errors. Give your audience time to read your transparency, but do not read it aloud verbatim, unless you want them to take notes.
- If you are using a photocopy as a transparency, exclude extraneous material. If a table contains lots of columns and lines in addition to the information you wish to present, then make your own simplified table, rather than say, "Ignore these columns ...". Unless you can enlarge the photocopied material to at least font size 18, find some other way to present these data.

- **Slides:** As a general rule, do not try to present more than one slide per minute of your talk. If you have a substandard slide, don't apologize for it - don't show it in the first place. Organize your talk so that the slides are shown in blocks, so that the lights are not going off and on all the time. If the slide shows a table or writing, again, ensure that the writing is legible, and that it contains only relevant material.
- **Powerpoint:** Be careful with colour. Rarely does the colour on your computer screen match the colour the audience in the hall will see. Black writing on a blue background may show up beautifully on your screen, but may look like black-on-black in a lecture room.
- **Questions**  
Question time can be quite threatening, because you cannot rely on the material you have prepared, and you have to think on your feet. It is a good idea to anticipate questions you think may be asked, and prepare answers. When you practice in front of an audience, ask that audience to ask you questions.
- 
- It is the task of the chairperson to ask for questions, and inappropriate for the speaker to do so. Therefore, when you have finished your presentation, just stand where you are, and let the chairperson take over. Answer questions briefly, and do not be afraid to say that you don't know an answer. If you do not hear a question, ask the questioner to repeat it. If you do not understand it, tell the questioner that you don't understand the question, and ask for a clarification: "I am sorry, I am not sure what you mean. Could you re -phrase the question, please?" If a question is very long, ask the questioner to summarize it. If the question is a multi-part one, try to answer all parts in order -if you can, the audience will think you are amazing; if you cannot, and have to ask the questioner what you have omitted, the audience will forgive you.

## Poster

### Introduction or Purpose

- Posters are increasingly used in assessment, and are a popular mode of presentation at conferences, particularly for students who want to report on incomplete projects. Posters differ from most other modes of presentation in that all the information is visible at the same time.

### Formatting and Style

- The challenges you face when presenting a poster are: to catch the eye of potential readers, and attract them to your poster; to make the poster legible to people standing a metre or more from it; to enable the reader to follow the logic of the poster.

### Presentation Guidelines

- These strategies for developing posters are only suggestions. The way a poster works out will depend on the nature of the subject matter, the story you want to tell, the availability of materials, and above all, your imagination and skill. However, the following may help.

- Use appropriate sizes for headings and text – title as much as 25mm high, bold text; main headings at least 10mm high; and supporting text at least 5mm. Your name should be part of the title, maybe 20mm high.
- Choose a font that is easily read – Helvetica, Times, Times New Roman, Palatino are recommended – and avoid fancy fonts that may look good but are difficult to read.
- The reader will follow the logic if you have informative subheadings with numbers. The reader will be more comfortable if his/her eye is directed down the poster rather than across. You can use arrows instead of numbers to direct the reader's eye.
- Use active, informative headings rather than formulae or waffle. Headings such as "Introduction", "Materials and Methods", "Results", are boring and uninformative. The subheading "Compound X Causes Dogs to Wag Tails" is preferable to "Studies of the Effect of Compound X on Caudal Motor Behavior in the Dog", because it tells the reader much more in fewer words.
- Use mixed case in headings and text. Capitals are very hard to read. Thus, "Marmalade is Stickier than Jam" is easier to read than "MARMALADE IS STICKIER THAN JAM" in a poster.
- To make the poster more attractive:
  - Use only one background colour.
  - Line up the material you have put onto the poster, justifying down the left and right margins.
  - Leave blank space – about one-half of the area of the poster should be blank, otherwise it can look cluttered.
  - You may want to go into third dimension. Something that juts out from the poster may attract the eye of a potential reader.
  - Remember that posters tell the story in pictures, and the writing on a poster is there to explain the significance of the pictures. Therefore, the pictures and text should be integrated, and not separated into different compartments in the poster.
  - Techniques such as powerpoint can enhance a poster's appearance, but don't go overboard – many an otherwise good poster is ruined by being illegible against a busy background of colour that swallows the poster's story.
- If you are going to a conference with your poster:
  - Do not roll it up if it has a cardboard backing – the wrinkles that appear will never come out.
  - Organise the poster so that it can be cut into pieces that can easily be carried flat, and reassembled at the conference.
  - Laminating may be expensive, but it does protect the poster, and usually improves its appearance.
  - Acknowledgements and references are not part of the story you are telling visually, so these can be relegated to a bottom corner, in smaller print. Anyone who is interested can come close to the poster to check these.
- Use your spell-check, just as you would for an essay. Any misspelling is going to be visible and embarrassing.

## Review/Critique

### Introduction or Purpose

- A review or critique critically examines, analyses and comments on major points of the subject in an organised manner.

### Formatting and Style

- Title
- The Body
- Reference List

### Presentation Guidelines

- **Title**  
The title of a review or critique must include the author and title (and any other relevant details) of the item being reviewed.
- **The Body**
  - The body of the review will depend greatly on your discipline and on your lecturer's requirements. Most reviews include enough information for a reader to make sense of the review without having to read the reviewed item itself. However, a review is not a summary, and one would normally not describe any part of the content unless to comment on it.
- **Reference List**
  - The reference list must give the full bibliographic details of the item being reviewed. It should also give those for other reviews consulted and for items with which you have compared the item under review, etc.

## Reports Business/General

### Introduction or Purpose

- Reports are a common means of communication in many organisations. Always determine the purpose before beginning a report. Reports are created in response to a demand and the topic or subject of the report should be clear.
- Consider the intention behind the report. Clarify whether it is meant to:
  - inform its audience
  - interpret a particular issue
  - recommend solutions
  - persuade its audience
  - or all or some of the above.
- 
- Business Students are required to write reports. While it is the formal Business Report Style that is described in this section this style could also be used in other areas.

- Types of business reports range from brief informally structured, to detailed formally designed documents. A formal report is normally expected by senior management after an in-depth investigation into, or analysis of, an existing or proposed area of business activity.

### **Formatting and Style**

- The following list shows the report components in the generally accepted sequence.

Cover letter  
Title page  
Summary (Executive Summary)  
Table of contents  
Introduction  
Discussion  
Conclusion  
Recommendations  
References  
Appendices

### **Presentation Guidelines**

- **Cover letter**

The cover letter, addressed to the recipient(s) of the report, facilitates transmission and typically invites further enquiry. It should be brief and is not meant to be a report summary. The letter should be paper-clipped to the outside of the report's front cover.

- **Title Page**

The title page contains four main elements.

- The full title of the report.
- The name of the organisation and sometimes the person for whom the report the report is prepared.
- The name of the originating organisation and sometimes the name of the person who has written the report.
- The date the report is issued and a report number if necessary.

- **Summary**

The summary should briefly outline the purpose of the study and the highlights, findings and recommendations. It should be centered on a separate page and should always precede the table of contents. It is a key section of the report and care should be taken to make it informative to intended readers.

- **Table of Contents**

The table of contents helps readers to locate specific information, shows the topics that have been covered and how the information has been organised. Every **major** topic heading in the report must be shown and worded exactly as in the report. All appendices must be listed, and if drawings or illustrations are grouped separately in the report they should also be listed in the Table of Contents section. Page numbers must be shown against each heading.

➤ **Introduction**

The introduction includes three main components.

- The **background**, describing the current situation and the events leading to it.
- The **purpose**, defining what is to be achieved by the study, who authorised it, and any specific terms of reference.
- The **scope**, indicating the depth of study and any limitations imposed on it.

➤ **Discussion**

The discussion is the term used to describe the body of the report in which a number of different topics may be addressed. Sections and sub-sections should be ordered logically. The word 'discussion' should not be used as a single word heading nor generally as part of a heading.

Within the discussion section various aspects of the study or investigation may be addressed separately without final conclusions being drawn. Alternative courses of action, methods or solution may be explored without definite recommendations being made.

➤ **Conclusion**

The conclusion section provides a summary or summing-up of the outcome of the discussion. The conclusions should be stated briefly, presented in descending order of importance, satisfy requirements established in the introduction, and never advocate action. If there are many subsidiary conclusions, they can be presented in point form.

➤ **Recommendations**

The recommendations section is a key part of the formal report, because it provides management with suggested courses of action to pursue or approaches to adopt. Recommendations should be strong and advocate actions, satisfy requirements established in the introduction, and follow naturally from the conclusions. They should be offered in descending order of importance, or in chronological sequence if one recommendation naturally follows another. Where several recommendations are being made, point form presentation is acceptable, as long as meaning is not diminished.

➤ **References**

The references section should list all the information sources the report writer used. Guidelines for preparation of reference lists are included within each of the four chapters of the Assignment Manual which deal with referencing systems.

➤ **Appendices (or an appendix)**

The appendices contain complex analyses, statistics, large diagrams and illustrations, test results and generally any information which, if included in the discussion sections, would interrupt reading continuity. Often the appendix will contain detailed information to support what is stated more briefly in the discussion. Appendices are always presented in the order in which they are first referred to in the report.

Each appendix is assigned an identifying letter such as ‘Appendix A’ or ‘Appendix B’.

**Note:** While each section of the report is given a separate heading it is usual practice to also assign sequential sub -section numbers as is shown in the following example:

1.	INTRODUCTION	
	1.1.....	)
	1.2.....	)
		)Insert
2.	.....	)appropriate
	2.1.....	)headings
	2.1.1.....	)and sub-
	2.2.....	)headings
	2.2.1.....	)

The section numbers **and** corresponding page numbers should always be shown in the table of contents.

- The information regarding the preparation of business reports has been drawn from:

Blicq, R.S. (1987) *Writing reports to get results*. New York: Institute of Electrical and Electronic Engineers Inc.

- It is recommended that this reference or others listed in the Assignment Manual bibliography be consulted where further information on any aspect of formal report writing is required.

## **Reports – Scientific Laboratory Reports**

### **Introduction or Purpose**

- It is just as important to know how to write a report using scientific format and style, as understanding the laboratory experimental exercise. Remember that whether a laboratory experimental exercise worked as planned or was a dismal failure, a good report can still be written.

## Formatting and Style

- The components of a Scientific Laboratory Report will be those of a standard scientific paper. The lecturer or demonstrator should be consulted for specific requirements or preferences for each particular subject. (Psychology students should also see Chapter 4 for APA style requirements). A typical report might include:
- Title page  
Abstract (Synopsis or Executive Summary)  
Introduction including aim  
Methods  
Results  
Discussion  
References  
Appendices.

## Presentation Guidelines

- For the **title page** follow the format outlined in the section General Physical Presentation (p.15).
- **Abstract**  
The abstract (see Glossary, p. 89) is a self-contained summary of the report. Its purpose is to inform the reader about the contents of the report. The abstract is generally the last section of the report to be written. It should not contain any information that is not located in the body of the report. It should concisely state in the past tense:
  - a statement introducing the subject matter
  - a statement of what was done
  - a statement of **important** results and conclusions, without discussion.
- **Introduction**  
The introduction should state the general problem being investigated and why it is of importance. It should state the aims of the exercise and the methods used. It should introduce the reader to the basic concepts that are involved in the discussion. The laboratory manual should not be your only source. Relevant facts from the scientific literature should be selected and cited.
- **Methods**  
The methods section specifies what materials were used and what was done with them. It should briefly describe the method used and any deviations from the cited methods. It is not appropriate to copy instructions from the laboratory manual directly into the report.
- **Results**  
The results section states fluently the trends in results without discussion. The description should be readable without the tables and figures, but be complemented by them. Start this section by describing the most important results, if there are several. Describe the overall results, not each separate measurement, except where unusual data points occur. Do not present in this section all the raw data, but only processed information. The results section is a written section not just a collection of tables or figures.

Tables and figures should be titled fully and correctly, be self-supporting, and be displayed immediately after their first mention in the written section.

Tables and figures may be placed on separate pages if there are no facilities for integrating them into the text.

➤ **Discussion**

The discussion section should not restate results. It should discuss whether the results agree or disagree with published literature, state any assumptions made and also state the important sources of error. Then it should state any main conclusions or recommendations that can be made logically based upon the results. Beware of making unsupported claims and be sure to distinguish fact from opinion.

➤ **References**

The references section should list in full detail all references cited in the report. Guidelines for preparation of reference lists are included within each of the four chapters of the Assignment Manual which deal with referencing systems.

➤ **Appendices**

The appendices should contain all information that is not of **direct** importance, such as tables of raw data, figures not described, sample calculations, brochures, specification sheets and statistical tables.

➤ Additional Readings on Scientific Report Writing

➤ There are many different styles of scientific laboratory reports and books are available in the library on how to write successful reports such as:

➤ Lindsay, D. (1984) *A guide to scientific writing*. Melbourne: Longman Cheshire.

➤ Lobban C.S. and Schefter M. (1992) *Successful lab reports: a manual for scientific students*. Cambridge: Cambridge University Press.

➤ Other references are also listed in the Bibliography of this Assignment Manual.



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# About Referencing Systems

## Why Reference?

Referencing is necessary:

- to demonstrate the basis on which we have created our own work
- so that readers can confirm what we have said
- so that readers can find more details, if they want to
- to avoid being accused of presenting someone else's work as if it is our own (plagiarism).

## Referencing Styles

There are many variations as to how referencing should be formulated. Choosing a particular style may depend on requirements for your unit of study. For instance psychology students are required to use APA. The Harvard (Author/Date) style is also used widely within the Faculty and has been used for referencing in this guide.

There are **four** types of referencing styles described in this Assignment Manual. The origins of different referencing styles are often attributed to the development of particular disciplines, or to the publication of a particular journal. Editors of academic or professional journals identify which style authors must follow when submitting papers for publication.

Variations are also often applied to some referencing styles and for this Assignment Manual a specific variation has been chosen for the Harvard (Author-date) style. The aim has been to simplify the application of the style and provide a set of guidelines that can be applied consistently.

Each of the referencing styles also has guidelines on how to insert references in your text and how to present a reference list or bibliography. Some disciplines are very specific about the referencing style required so ensure you check the format required before beginning your assignment. It is important to pay particular attention to the placement of full stops, commas, capitals and italics when referencing.

## Sample of the 4 styles presented in this guide.

### ➤ American Psychological Association (APA) (See Chapter 4)

Grace, M. (1997) *Networking systems for rural women*. Barton, ACT: Rural Industries and Development Corporation.

Sachdev, P. (1997 January) Cultural sensitivity training through experiential learning. *International Social Work*, 40(1), 7-26.

Western Australia. Main Roads Department. (n.d) *Pedestrian safety for seniors*. Retrieved August 24, 1998, from <http://website.mrwa.wa.gov.au/safety/html/seniors.html>.

### ➤ Harvard (Author-date) (See Chapter 5)

Grace, Margaret (1997) *Networking systems for rural women*. Barton, ACT: Rural Industries and Development Corporation.

Sachdev, Paul (1997) Cultural sensitivity training through experiential learning. *International Social Work*. Jan. 40(1):7-26.

Western Australia. Main Roads Department. (n.d) *Pedestrian safety for seniors* [online]. Available:<http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed: 24 August 1998].

### ➤ Footnoting (See Chapter 6)

Grace, M. *Networking Systems for Rural Women*. Barton, ACT: Rural Industries and Development Corporation. 1997.

Sachdev, P. 'Cultural Sensitivity Training through Experiential Learning'. *International Social Work* v. 40, no.1 (Jan. 1997), pp.7-26.

Western Australia. Main Roads Department. *Pedestrian Safety for Seniors* [online]. (n.d). Available: <http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed: 24 August 1998].

### ➤ Numbering (See Chapter 7)

1. Grace, M. *Networking Systems for Rural Women*. Barton, ACT: Rural Industries and Development Corporation, 1997.
2. Sachdev, P. 'Cultural Sensitivity Training through Experiential Learning' *International Social Work* v. 40 no.1 (Jan. 1997) pp.7-26.
3. Western Australia. Main Roads Department. *Pedestrian Safety for Seniors* [online] (n.d). Available: <http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed: 24 August 1998].

# Chapter 4

## American Psychological Association (APA) System

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⊕ Students studying non-accredited units of psychology may use the Harvard System

The following is the APA web page which will provide information about citing of material from electronic sources not covered in the 5<sup>th</sup> Edition of the APA Publication Manual.

<http://www.apastyle.org>

# The American Psychological System

## About this System

There is a standard format for the citation of references within psychology and other disciplines, which is recommended by the American Psychological Association (APA), and used by a large number of psychological books and journals worldwide. The *APA Publication Manual* 5<sup>th</sup> ed. (2001) is in the reference collection within the Heyward Library. It is also available on short term loan. Students should seek advice from lecturers regarding the formatting requirements for assignments.

## For Psychology students

While studying psychology you will be required to report research findings, write essays, tutorial papers, discussion papers and posters. This section provides examples of common sources and indicates how these should be cited within text and within the reference list. You are expected to familiarise yourself with the APA manual which provides instruction on modes of referencing other material which are not mentioned in this guide which provides instruction on modes of referencing other materials, which are not mentioned in this guide.

A **few** points need to be made regarding requirements for essay and laboratory report submissions in psychology. Presentation is important. Prepare your report or essay in size 12 Times New Roman font leaving a 4cm margin on the left hand side of the page and typing on every alternate line only (i.e., double spaced). You should also number the pages at the top right hand corner. A psychology essay should not include headings, should be double spaced, with new paragraphs being identified by a 5 space tab. An abstract must be included. This should be appropriately headed and placed on a single page at the start of the work. You should always make copies of work submitted for assessment. Check the requirements in the course outline and make sure a statement of authorship is completed.

**Careful attention should be paid to the stylistic guidelines (see *APA Publication Manual*) and care should also be taken to correct any spelling and typing errors BEFORE submission.** A second reader and a spell check are valuable devices to ensure you avoid minor problems of this type.

Focus upon the important details of the topic of an essay and write correct English. Do not use 'we', 'our', 'us' or any other forms of the first person except 'I' (and its various forms), where you specifically mean yourself. Do not use 'you' (or its various forms) unless you are referring to the reader of your essay. For example, an incorrect form would be; 'You can find this in children ....' A correct form would be; 'One can find this in children ....'

## Structure of a Psychology Laboratory Report

A laboratory report consists of several distinct sections. These should be strictly separated and you should write something for each section. Pay close attention to the subtopics or points below. Your reports will require a sentence or two on these sections.

### Title

The title should summarise the main idea of the paper simply, and should identify the variables or theoretical issues under investigation.

### Abstract

An abstract is a brief, comprehensive summary of the contents of the article. It should be written on a separate page with its own heading. It should not include references and should be written as a single paragraph.

An abstract should describe in 100 to 150 words:-

- the problem under investigation, in one sentence if possible;
- the pertinent characteristics of participants, such as number, type, age, sex and species;
- the research method, including the apparatus, data-gathering procedures, and the method employed in the data analysis;
- the findings;
- the conclusions and the implications.

### Introduction

An introduction develops general issues into specific research questions. The body of a paper opens with an introduction that presents the specific problem under study and describes the research strategy. Relevant references are cited here in the form - Bloggs (1958), or (Smith & Jones, 1970; Tom & Jerry, 1945).

The introduction should:

- identify the general issue addressed by the research;
- develop the theoretical background surrounding the study. (Note: this usually involves writing a short review of relevant literature),
- state the specific purpose of the study
- outline the independent and dependent variables.
- state the hypotheses being tested.

### Method

The Method section describes in detail how the study was conducted. The major heading (Method) should be typed in the centre of the page. The subheadings (Participants, Apparatus, Procedure and Data Analysis) should be at the left hand margin, commence with a capital letter and be underlined.

- Participants: How many were there? What was the gender distribution and ages? How were they selected?
- Apparatus/Materials: What equipment and/or instruments were used? The psychometric properties of any tests should be reported.
- Procedure: Summarise the steps involved in the collection of data.
- Data Analysis: Explain the steps involved in analysing the data and the specific analytical techniques employed.

## Results

The Results section summarises the data and the results of the statistical treatment of data. For each hypothesis:

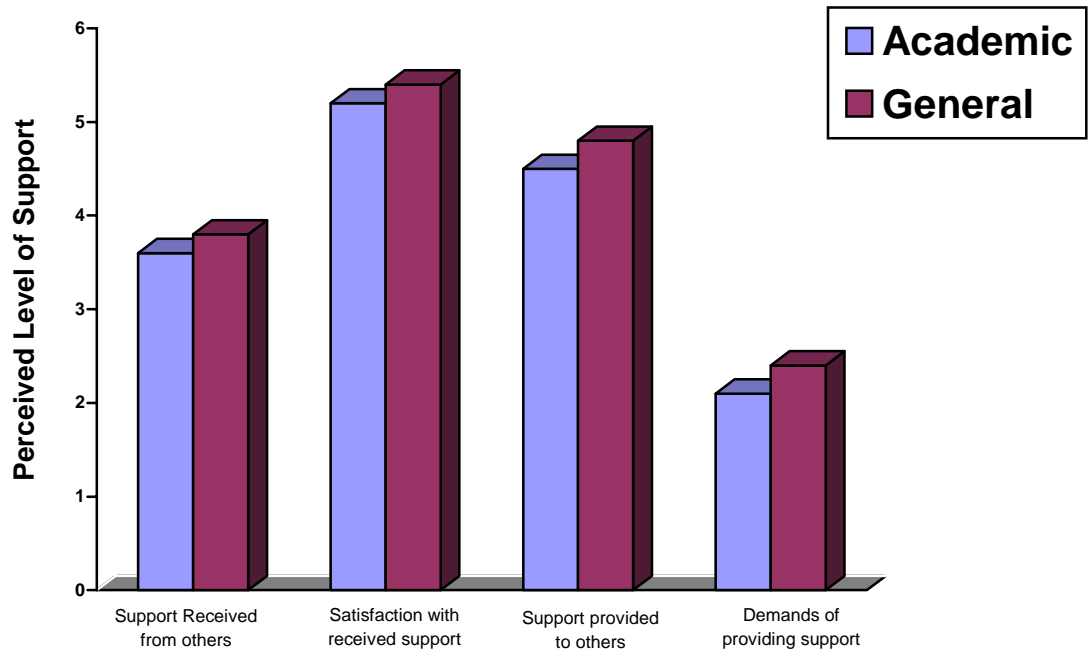
- Summarise the data set.
- State the result of each statistical analysis.
- Report the statistical material in sufficient detail to justify the conclusions, making reference to statistical tests, figures, and tables where appropriate.
- For statistical tests, include information about the magnitude or value of the test, the degrees of freedom, the probability level and the direction of the effect (e.g.,  $t(75)=2.19, p<.05$ ;  $t(20)=0.19, ns$ ). Be sure to include descriptive statistics. An example of how this may be reported follows:
- The high self-esteem group ( $M = 21.41, SD = 10.35$ ) reported significantly greater positive thoughts than did the low self-esteem group ( $M = 15.35, SD = 11.09$ ),  $t(75) = 2.19, p < .05$ . **Note underlining.**
- Tables should be reported in double spacing. For example:

Table x

### Descriptive Statistics for Classical Conditioning of Children to Spiders

Stages of childhood	<u>M</u>	<u>SD</u>	<u>n</u>
Infants	10.05	3.06	25
Early childhood	12.56	10.45	30
Middle childhood	8.37	2.98	45
Late childhood	18.21	12.63	23

- NB: Decimal points should be aligned.



### Social Support Variables

Figure x. Comparison of general staff and academic staff on social support variables.

- Figures may be computer generated or hand drawn. Provide a caption that is sufficiently descriptive. This should be located below the figure (see above).
- Tables and figures require an explanation that is comprehensive but not analytical. e.g., As can be seen in figure x, general staff reported all the social support measures at a higher rate than did the academic staff.

### Discussion

The Discussion section evaluates the results in relation to the original hypotheses and should –

- state whether the original hypotheses were supported.
- relate your results to the findings of others.
- identify the contributions or implications of the study for psychological theory and/or practice.

### Reference List

All references cited in the text of your report must be listed in alphabetical order in a separate section at the end of the report entitled "References". Only references actually cited are to be included in this section and entries should be double spaced. An example of a reference list using APA format can be found on page 78. The 5<sup>th</sup> edition of the APA publication manual (2001) makes the distinction between "final" and "copy" manuscript (p. 321). A student paper should be referenced as a "final" manuscript which uses hanging indents within the reference list. This format is demonstrated throughout this chapter. Therefore students are advised to take note of the following examples. (Please note that authors, titles etc. are fictitious and are provided as a guide to formatting). You should seek clarification from the APA publication manual for any further problems relating to referencing.

## Appendices

Appendices begin on a new page following the reference list and must be referred to within the text. For example, a questionnaire may have been used to collect data. Therefore it would be appropriate to include an unmarked copy of the questionnaire as an appendix and describe it within the apparatus/materials section of the method.

E.g. A questionnaire was designed (see Appendix A), to determine the outcomes of testing.

## References to periodicals (journals)

### Journal article, one author

Smith, J. (1996). The nature and effects of stress. *Psychological Bulletin*, 9, 635-647.

\* **Within text, cite author and year, (Smith, 1996).**

### Journal article, two authors, journal paginated by issue

Preston, L. & Griffiths, A. (2004). Pedagogy of connections: Findings of a collaborative action research project in outdoor and environmental education. *Australian Journal of Outdoor Education*, 8(2), 36-45.

\* **Within text, cite authors and year each time they are referred to (Preston & Griffiths, 2004).**

### Journal article, three to six authors

Smith, J., Becker, H.B., Jones, C., & Galloway, G. (1999). Is nothingness a hypothetical construct and does anyone care? *Journal of Abnormal Philosophy*, 69, 575-585.

\* **Within text, cite all authors when initially referred to (Smith, Becker, Jones, & Galloway, 1999). Thereafter use the first author with et al. (Smith et al., 1999).**

### Journal article with six or more authors

Riviera-Monroy, V. H., Twilley, R. R., Bone, D., Childers, D. L., Conardo-Molina, C., Feller, I. C. et al. (2004). A conceptual framework to develop long-term ecological research and management objectives in the wider Caribbean region. *Bioscience*, 54, 834-856.

\* **Within text, cite first author along with et al. each time (Riviera-Monroy et al., 2004).**

### Journal article in press

Che, D. (in press). Developing ecotourism in First World resource dependent areas. *Geoforum*, 145, 77-106.

\* **Within text, cite author and in press (Che, in press ).**

### Magazine article

Jamieson, R. D. (1997, December 12). The epistemology of nothingness. *Time*, 145, 77-106.

- \* Within text, cite author each time referred to (Jamieson, 1997).

### Newspaper article, no author

Study finds nothingness substantial. (1998, April). *Euphoria Advertiser*, p.69.

- \* Within text, use title (“Study Finds Nothingness Substantial,” 1998).

## References to books and chapters

### Book and edition

Tunley, S. N., & Godber, T. (1996). *The careful academic* (3<sup>rd</sup> ed.). Euphoria: Euphoria City Press.

- \* Within text, use both authors for each citation (Tunley & Godber, 1996).

### Edited book and edition

Miles, J. C., & Priest, S. (Eds.). (1999). *Adventure Programming* (2<sup>nd</sup> ed.). State College, PA: Venture Publishing.

- \* Within text, use both authors as illustrated above (Miles & Priest, 1999).

### Book with no author or editor

*Safety guidelines, snow activities* (1992). Carlton South, Vic: Department of School education.

- \* Within text, cite the first few words of the title and the year, using italics for the book title (*Safety guidelines, snow activities, 1992*).

### Book with no date

Manning, P. & Hardman, M. (n.d.). *Green bans*. Melbourne: Australian Conservation Foundation.

- \* Within text, cite both authors and n.d. (Manning & Hardman, n.d.)

### Article or chapter in an edited book

Tunley, S., Maruff, P., Galloway, G., Francis, J., & Jeavons, S. (1998). Contemporary issues and new directions in the child's conception of being. In G. Galloway, R. D. Jamieson, & F. Nietzsche (Eds.), *Aging and reincarnation in the 1990's: Psychological issues* (pp.239-261). Washington DC: Nihilists' Association.

- \* Within text, cite all authors when initially referred to (Tunley, Maruff, Galloway & Francis, 1998). Thereafter use the first author with et al. (Tunley et al., 1998).

### Unpublished manuscripts, including theses

Jeavons, S., Milne, A., & Wittgenstein, L. (1991). *The nature and logic of nihilism: Past, present and future*. Unpublished manuscript, University College of Northern Victoria, Centre for Psychological Studies, Euphoria.

- \* Within text, cite all authors when initially referred to (Jeavons, Milne, & Wittgenstein, 1991). Thereafter use the first author with et al. (Jeavons et al., 1991).

## References to audiovisual items

### Film, videotapes

Motion picture is used in brackets to describe videos and films.

Magidson, M. (Producer), & Fricke, R. (Director/Photographer). (1992). *Baraka* [Motion picture]. Culver City, CA: Magidson Films.

- \* Within text, cite both names and date (Magidson & Fricke, 1992).

### Television broadcast

McGuinness, R., & Scott, R. (Producers). (1999, May 2). *Kakadu: Australia's ancient wilderness* [Television broadcast]. Melbourne: Australian Broadcasting Corporation.

- \* Within text, cite both names and year (McGuinness & Scott, 1999).

## References to electronic sources

### E-mail communications

E-mail communications from individuals should be cited as personal communications. Please note personal communications are not cited in the reference list. As the source of an e-mail can be disguised, it is important to verify the source and accuracy of e-mail communications before citing them as personal communications in manuscripts. An example is given in the text below:

These details were confirmed by an email from L. A. Chafez (personal communication, March 28, 1997) and were acted upon one week later.

- \* Within text citation; personal communication and date (personal communication, March 28, 1997)."

### Citing a web site in text

To direct readers to a web site (but not a specific page on the site) it is sufficient to give the address of the site in the text. **No reference list entry is needed.**

“Kidspsych’ is a wonderful interactive web site for children (<http://www.kidpsych.org>).”

- **Within text, cite the web link to homepage** (<http://www.kidpsych.org>).

### Creating references for specific document on a web site

Web documents share many of the same elements found in a print document (e.g., authors, titles, dates). Therefore, the citation for a web document often follows a format similar to that for print, with some information omitted and some added.

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). *Videocounseling for families of rural teens with epilepsy* Project update. *Telehealth News*, 2 (2). Retrieved October 13, 2002, from <http://www.telehealth.net/newslet4a.html>.

### CD Rom (eg PsycINFO)

Tunley, S., Jeavons, S., & Francis, J. (1998). Cognitive functions of middle aged females. [CD-ROM]. *Bendigo Journal of Ageing*, 1, 90-99. Abstract from: SilverPlatter File: PsycINFO AN: 1990-16551-012.

- \* **Within text citation; all authors and year when initially citing (Tunley, Jeavons, & Francis, 1998). Second and subsequent citation provide first author and use et al. (Tunley et al., 1998).**

### On-line journal articles

Articles obtained from aggregated database search:

Kurman, J., & Eshel, Y. (1998). Self-enhancement, generality level of self-evaluation, and emotional adjustment [Electronic version]. *The Journal of Social Psychology*, 138, 549-564. Retrieved October 23, 2002 from Expanded Academic ASAP database.

- \* **Within text, cite both authors and year (Kurman & Eshel, 1998).**

Articles reproduced unchanged from an electronic site:

Buckley, R. (2004). Ecotourism land tenure and enterprise ownership: Australian case study [Electronic version]. *Journal of Ecotourism*, 3, 208-213.

- \* **Within text, cite both author and year (Buckley, 2004).**

## References to conference proceedings

Larkin, I. (2003). A Code of Ethics for Outdoor Educators. In S. Polley (Ed.), *Relevance, making it happen: 13<sup>th</sup> National Outdoor Education Conference* (pp. 115-120). Underdale, SA: Outdoor Educators Association of South Australia.

\* **Within text, cite the author and year (Larkin, 2003).**

Other examples of both published and unpublished conference materials may be sourced from the 5<sup>th</sup> edition of the APA Publication Manual (pp. 259-260).

## Secondary Sources

Students will often obtain information from general text books and other secondary sources. On these occasions the original source may not be available to the student. The following is the prescribed manner to reference secondary sources within text.

### Example:

Wilkinson and Smith's study (as cited in Amir & Ben-Ari, 1995) found that...

This example informs the reader of the report or essay that, although the research of Wilkinson and Smith has been used, their original work (the primary source) has not been read. However the article by Amir and Ben-Ari is to be included in the reference list:

Amir, Y., & Ben-Ari, R. (1995). International tourism, ethnic contact, and attitude change. *Journal of Social Issues*, 41(3), 105-115.

## Quotations

The APA reference system requires that you provide references of author/s, year and page number when using direct quotes.

### Example:

Stress has been defined as "Those responses engendered in the individual when he/she judges that certain important outcomes of his/her transaction with the environment remain uncertain of resolution because they tax or exceed their coping resources" (Hatchard, 1989, p. 23).

When reporting information that does not use a direct quote provide the author and year but **NOT** the page number.

### Example:

Stress has been defined as the reaction of an individual when the considered demands of the environment exceeded the coping resources (Hatchard, 1989).

OR

Hatchard (1989) defined stress as the reaction of an individual when considered environmental demands exceeded the coping resources.

## Sample Reference List

All references cited in the text must be listed in alphabetical order Only references actually cited are to be included in this section and entries should be double spaced.

### References

- Abel, M.H. (1998). Interaction of humour and gender in moderating relationships between stress and outcomes [Electronic version]. *The Journal of Psychology*, 132(3), 267-276.
- Becker, H.B., & Jones, C. (1998). Being and nothingness revisited. *Journal of Social Issues*, 37 (1), 1-7.
- Craighead, W.E., & Nemeroff, C.B. (Co-Eds.). (2001). *The Corsini encyclopedia of psychology and behavioural science*. (3<sup>rd</sup> ed., Vols. 1-4). New York: Wiley.
- Galloway, G., & Francis, J. (Eds.). (1997). *Nothingness, learning, and the meaning of life* (3rd. ed.). Salt Lake City, Utah: Agnostic Press.
- Galloway, G., Maruff, P., & Wittgenstein, L. (1991). *The nature and logic of nihilism: Past, present and future*. Unpublished manuscript, La Trobe University, Centre for Psychological Studies, Euphoria.
- Jamieson, R.D. (1997, December 12). The epistemology of nothingness. *Time*, 145, 77-106.
- Smith, J. (1996). The nature and effects of stress. *Psychological Bulletin*, 9, 635-647.
- Smith, J., Becker, H.B., Jones, C., & Galloway, G. (1999). Is nothingness a hypothetical construct and does anyone care? *Journal of Abnormal Philosophy*, 69, 575-585.
- Study finds nothingness substantial. (1984, April). *Euphoria Advertiser*, p. 69.
- Tunley, S.N. (1996). *Burnout: A subjective approach* (3<sup>rd</sup> ed.). Martyr City: Burning Bush Publications.

# Chapter 5

## The Harvard (Author-Date) System

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# The Harvard (Author-Date) System

## About this system

There are many variations for the Harvard (Author-Date) system of referencing so it is wise to check the exact requirements of your department. The information in this chapter is based on a range of sources available on the Harvard referencing style.

The Harvard system is in two parts.

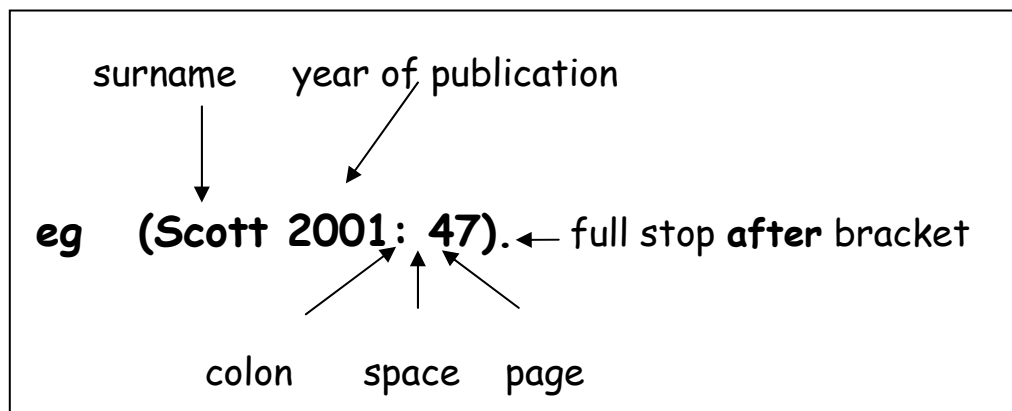
- The in-text referencing.
- The reference list (or bibliography).

## In-text referencing

### Format

When you cite (identify) references in the text of your assignment, regardless of whether you quote, paraphrase or summarise, you should include:

- The author's surname (family name)
- The year of publication (latest edition imprinted in the text you are using)
- Page numbers if appropriate.



**The most important element of in text referencing is consistency. The Author/Year/Page order, together with details such as full stops and colons, should not vary between in text references.**

## Ways of citing

- **Citing – author prominent**

One way of citing gives prominence to the author by using the author's name as part of your sentence, with the date and pages in parenthesis (round brackets).

**Example:**

Larsen (1971: 245) was the first to propound the theory.

- **Citing – information prominent**

The other way of citing gives prominence to the information, with all the required details in parentheses:

**Example:**

The theory was first propounded in 1970 (Larsen 1971: 245-7).

## Page numbers

Page numbers are necessary if you directly quote a passage, when you copy tables or figures, and when you paraphrase or summarise an idea from a particular page.

Page numbers are not necessary when you paraphrase or summarise ideas which come from a much larger portion of an author's work.

## Paraphrasing

- **Paraphrasing a specific idea**

A recent study (Jones & Chan 1991: 2) has shown that more students stay at school if unemployment increases.

- **Paraphrasing a general idea**

A recent study (Jones & Chan 1991) has shown a series of outcomes which result from economic hardship in the community.

## Quotations

- **Short Quotations**

Short quotations (shorter than 30 words or two lines) should be incorporated into your sentence 'without disrupting the flow of your paragraph' (Winckel 1995: 7). Use single quotation marks, and put the full stop outside the reference.

- **Long Quotations**

Long quotations (more than 30 words or two lines) should be introduced in your own words, begin on a new line and be fully indented from the left margin to distinguish from your own text.

Other aspects to notice are:

Quotation marks are not used for longer quotes, as the indentation already shows that it is a quote. Single spacing and a smaller type size are used. The full stop will be after the last sentence of the quotation and before the author-date reference. (Winckel 1995: 8)

## Word Limit

When you are estimating the number of words you should have written for an assignment, **DO NOT** count direct quotations or 'in-text' referencing. Words you write as paraphrased or summarised material should be counted.

## In-text references - examples

- **Authors – two**

Use an ampersand (&) within the parentheses; or 'and' in your sentence:

**Examples:**

A recent study (Lim & King 1998) found ... **or** Lim and King (1998) found...

- **Authors – three or more**

A work by Larsen, Green, Withers and Gonzalez becomes:

**Examples:**

A recent study by Larsen et al. (1998) has found ... **or** ...A recent study (Larsen et al. 1998) has found ...

It should be noted that the names of **all** the authors must be used in the reference list. If there is subsequently a textual reference to another work by the same first author and three other authors, for example, Larsen, Smith, Murphy and Barlen, the names of all the authors should be given in **both** cases to avoid confusion. Provided there is no confusion, the use of [**et al**].after the first reference is acceptable.

- **Authors – several sources are cited at once**

Names of first authors are alphabetical and separated by semicolons when in parentheses:

**Examples:**

Jones and Chan (1991), Kuwelesky (1988) and Lim (1992) all agree ... **or** ... recent studies (Jones & Chan 1991; Kuwelesky 1988; Lim 1992) agree ...

- **Authors – referring to an author (primary reference) read in another place (secondary reference)**

Marini is the primary reference:

**Examples:**

Marini (Tan 1992: 71) stated that ... **or** ... Marini's study in 1975 (cited in Tan 1992: 71) stated that ... **or** ... Tan (1992: 71), in reporting Marini's study, states...

- **Different authors with the same surname**

Differentiate between authors by using initials. Also, note that when the author's name and initials (or given name) appear within parentheses, the initials follow the surname; however if the author's surname and initials are incorporated in the text, the initials should precede the surname.

**Examples:**

The theory was first propounded in 1970 (Larsen, A.E. 1971), but since then many of its elements have been refuted (see, for example, Larsen, M.K. 1983, 2: 157-193).

The theory was first propounded in 1970 (Larsen, A.E. 1971), but since then many of its elements have been refuted; M.K. Larsen (1983) is among those most energetic in their opposition.

- **Multiple works by same author**

**Example:**

University research (Smith 1982, 1988) ...

- **Multiple works published in the same year by the same author**

Add a, b, c etc to differentiate between works in the same year.

**Example:**

In recent reports (Nguyen, 1992, 1993a, 1993b)...

- **No author's name appears (but there is a corporate author, newspaper or title)**

Cite the sponsoring organisation, the newspaper or the title.

**Examples:**

A recent study (CSIRO 1990) has suggested ... **or** ... A recent study (Advertiser 24 January 1994: 5)...**or** ... a recent study (Population Projections 1995) shows...

- **No date can be established or the source is unpublished**

'n.d.' means 'no date'; 'unpub.' means 'unpublished'

**Examples:**

Lewis (n.d.) began the study ... **or** ... the study was pursued (Lewis n.d.) ... **or** ... James (unpub.) argues ...

- **Personal communications, (e.g., e-mail communications and conversations)**

Note that personal communications are not usually included in the reference list.

**Examples:**

In a telephone conversation on 17 July 1994, Dr Lim ... **or** ... Evidence given (Lim, H. 1994, personal communication, 17 July) ... **or** ... In an e-mail communication on 3 May 1995, Kate Jones...

- **World Wide Web, author but no date**

**Example:**

There will be five major changes to the licensing system (Peters n.d.).

- **World Wide Web, corporate author but no author and no date**

**Example:**

The Port Arthur massacre resulted in tighter gun laws (Coalition for gun control n.d.).

- **World Wide Web, title but no author or corporate author, and no date**

Note that the name of the title of the web site has been shortened from 'Gun Laws: how the current and proposed laws affect us all'. The full name must be listed alphabetically in the reference list.

**Example:**

The changed laws will have an enormous impact (Gun Laws ... n.d.).

## Reference list or bibliography

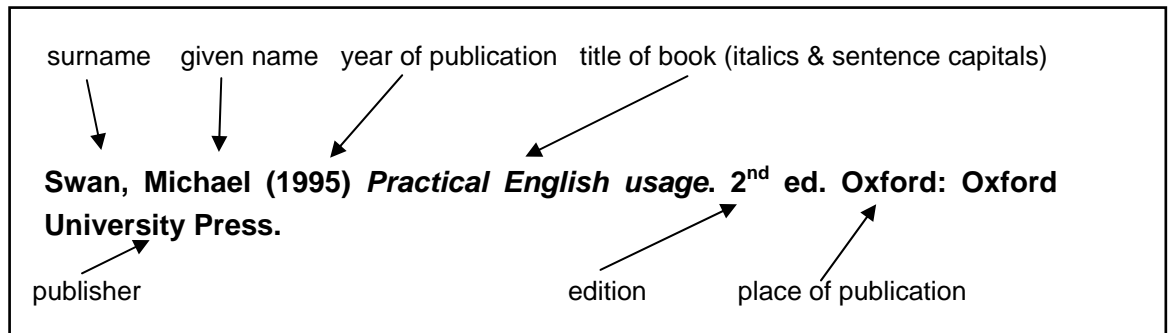
- A **reference list** only includes sources cited in the text of your assignment.
- A **bibliography** includes all the information in a reference list but also contains sources read or consulted but not cited in the assignment. It uses the same format.
- The reference list is **arranged alphabetically** by author (family name or name of organisation) and placed at the end of the assignment.
- It includes full **details of all the sources**, except for personal communications.
- If the item has **no individual author/s**, or **corporate/sponsoring author** (eg CSIRO), **then the title is used** (ignoring the words 'A' and 'The' at the beginning).
- If there are **two or more references by the same author**, they are listed in order of publication date with the oldest work first.
- If references by the **same author have been published in the same year**, they are listed alphabetically by title with the addition of the letter 'a' after the first date, 'b' after the second date and so on (eg. 1993a, 1993b)
- Include all the information needed for someone else to locate that item.
- The requirement is to **be consistent throughout your reference list (or bibliography)**.

## Reference list or bibliography - examples

### Books, Pamphlets, Brochures and other printed items

Elements needed for referencing are:

- Author's surname and given name or initials
- Year of publication (in round brackets)
- Title of the book (in italics if possible, otherwise underlined). Sentence case is used for book titles, using capitals for the first letter of the first word and for proper nouns.
- Edition (if it is not the first edition)
- Name of series if the book is part of a series
- Place of publication
- Publisher.



- **Author - one**

**Example:**

Heaven, Patrick (1996) *Adolescent health: the role of individual differences*. London: Routledge.

- **Authors – two**

**Example:**

Fraser, Sharon and Deane, Elizabeth (1998) *Doers and thinkers: an investigation of the use of open-learning strategies to develop life-long learning competencies in undergraduate science students*. Canberra: Dept. of Employment, Education, Training and Youth Affairs.

- **Authors – three or more**

For a reference list all authors should be named.

For a bibliography where an item may not have been cited or names of all or multiple authors of an individual work may not be available, the first author and 'et al.' which means 'and others' can be used.

**Examples:**

Kruglak, Haym et al. (1998) *Schaum's outline of theory and problems of basic mathematics: with applications to science and technology*. 2<sup>nd</sup> ed. New York: McGraw-Hill.

Weiss, Linda, Thurbon, Elizabeth and Mathews, John (2004) *How to kill a country: Australia's devastating trade deal with the United States*. Crows Nest, NSW: Allen & Unwin.

- **Corporate author**

**Example:**

Family and Community Development Committee, Parliament of Victoria (1997) *Report on the inquiry into planning for positive ageing*. Melbourne: Parliament of Victoria (Family and Community Development Committee).

- **Editors, compilers, revisers or translators**

**Example:**

Jolley, Moya and Brykczynska, Gosia eds. (1992) *Nursing care: the challenge to change*. London: Arnold.

- **Chapter in a edited book**

**Example:**

Sedgwick, Eve Kosofsky (1995) Murder incorporated: confessions of a justified sinner. In *Romanticism: a critical reader*, ed. Duncan Wu. Oxford, UK: Blackwell.

- **Book with no author**

**Example:**

*Business and the natural environment*. (1997) Oxford, Boston: Butterworth-Heinemann.

- **One volume or part of a multi volumed work**  
**Example:**  
 Buckner, Robin (1994) *Art and design*. Book 1. Sydney: McGraw Hill.
- **Multi volume encyclopedia: article**  
**Example:**  
 Sherif, N. (1998) Self concept. In *International encyclopedia of social science*. New York: Macmillan. 14:150-159.
- **Government publication**  
**Example:**  
 Australian Bureau of Statistics (1994) *Building approvals Australia*. Cat. No. 8731.0. Canberra: ABS.
- **Government Report** (common titles can be added to reference list)  
**Example:**  
 Commission of Inquiry into Poverty (1975) *Poverty in Australia*. First main report (Prof.R.F. Henderson, chairman). Canberra: AGPS.  
  
 Henderson Report. See Commission of Inquiry into Poverty (1975).
- **Pamphlet**  
**Example:**  
*Quit: give smoking away in 5 days* (1987) Melbourne: Health Department Victoria, Anti-Cancer Council and National Heart Foundation.
- **Patent**  
**Example:**  
 Tan, I.S. and Arnold, F.F. (US Air Force) (1993) *In situ molecular composites based rigid-rod olyamides*. US patents 5 247 057.
- **Personal communication**  
 Personal communications, such as conversation, letters and personal e-mail messages, are not usually included in a reference list.
- **Standards**  
**Examples:**  
 Standards Association of Australia (1991) *Australian standard: electrical installations – buildings, structures and premises, known as the SAA wiring rules*. AS 3000-1991. North Sydney: Standards Australia.  
  
 Standards Australia and Standards New Zealand (1992) *Australian Standard New Zealand Standard: Quality management and quality system elements, Part 2: guidelines for services* (AS 3904.2-1992 NZS 9004.2:1992). Homebush, NSW: Standards Australia and Wellington, NZ: Standards New Zealand.

## Conference or seminar proceedings and symposium papers

- **Conference Paper**  
**Examples:**  
 Hunt, F.L. (1990) Ballarat East – from Eureka to the 80's. *Proceedings of the Pacific Rim Congress 90, Gold Coast, Australia*. 3: 473-480. Parkville: Australasian Institute of Mining and Metallurgy.  
  
 Blue, Ian A. ed. et al. (1996) Serving rural and remote Australia through health information and research. *Proceedings of the 1<sup>st</sup> National Rural Health Research Workshop, Whyalla July 13-15, 1995*. Moe, Vic.: Australian Rural Health Research Institute.

## Theses and unpublished works

- **Thesis**

**Example:**

Moses, Karin (1995) *The silence of the frogs: dysfunctional discourse in the 'English-only' Aboriginal classroom*. M.Arts Thesis, University of Melbourne.

- **Unpublished conference paper**

**Example:**

Beagley, David (1997) Issues in developing collections. *La Trobe University Bendigo Children's Literature Festival*.

## Legislation and case law

Usually articles or books covering law topics use the footnoting system for referencing. Examples are provided in the footnoting section. If using the Harvard/author date system, establish the format to use from examples in this section and take into account the elements used for footnoting.

- **Commonwealth or State Acts**

**Example:**

*Copyright Act 1968* (cwlth).

- **Case Law**

**Example:**

*Greutner v. Everand* (1960) 103 CLR 177 at 181.

## Periodicals / journal articles

Elements needed for referencing are:

- Author's surname and given name or initials
  - Year of publication (in round brackets)
  - Title of the article (sentence case using capitals for the first letter of the first word and for proper nouns)
  - Name of the journal/periodical (in italics if possible, otherwise underlined and title case - capitals for the first letter of all keywords)
  - Volume number
  - Issue number or other appropriate identifier ( place number in brackets and a colon after bracket)
  - Page number/s.
- **One or more authors**  
**Examples:**  
Barry, C.L. and Schamber, L. (1998) User-defined relevance criteria: an exploratory study. *Journal of the American Society for Information Science*. 45(3): 149-159.  
Hirst, J.B. (1978) The pioneer legend. *Historical Studies*. 18(7): 316-337.  
Quinn, James B. (1998) Managing professional intellect: making the most of the best. *Harvard Business Review*. March – April: 71-80.
  - **No author**  
**Example:**  
Efficient low cost solar cell developed (1994) *Search*. 25: 309.
  - **No volume or number**  
**Example:**  
Cunningham, F. (1996) Innovate or imitate? *Creative Technology*. 32-35.

## Newspaper articles

- **Author or authors**  
**Example:**  
Daly, Martin (1999) Suffer the little children. *The Sunday Age*. 13 June: 6.
- **No author**  
Cite the newspaper title  
**Example:**  
A recent study (*Bendigo Advertiser* 12 June 1999: 9) outlined ...
- **Electronic version**  
**Example:**  
Allen, Lisa (2005) The nightmare of extortion 'I felt I had been kicked in the stomach'. *Australian Financial Review* [online]. 9 July: 21. Available: Factiva.

## Non print non digital media

Elements needed for referencing are:

- Author's surname and given name or initials, corporate author, etc.
  - Year of publication (in round brackets)
  - Title ( in italics if possible, otherwise underlined )
  - Type of medium [in square brackets]
  - Place of publication
  - Publisher.
- **Cassette (audio)**  
**Example:**  
 Williamson, C. (1985) *Praire fire* [audiocassette]. Oakland, California: Olivia Records.
  - **Map**  
**Example:**  
 Division of Survey and Mapping, Victoria. (1988) *Buller South 8123-1-S* [map]. Melbourne: Vicmap.
  - **Microfiche**  
**Example:**  
 Herbert, W.G. (1987) *The Australian beef industry: an overview* [microfiche]. Canberra: Australian Livestock Council.
  - **Microfilm**  
**Example:**  
 Quammen, David (1998) Planet of weeds [microfilm]. *The Australian Financial Review*. 16 October: 8-11.
  - **Motion pictures**  
**Example:**  
*Learning to live* (1964) [motion picture]. Producer Martin Freeth. London: Fine Films Inc.
  - **Television**  
**Example:**  
*Inside story: the long walk of Nelson Mandela* (n.d) Part 2. Viewed: 15 June 1999. ABC Television.
  - **Videocassette**  
**Examples:**  
 Jones, Carolyn, Producer (1997) Creative computing: the graphic designer [videorecording]. *On the job*, Episode 2. ABC Television.  
  
 St-Laurent, Francois (1990) *All about language* [videorecording]. Quebec: Coscient Inc. for Radio-Quebec.
  - **Work of Art**  
**Example:**  
 French, L. (1954) *The Legend* [art original]. F.M. Curtis Collection, La Trobe University, Bendigo.

## On-line and digital media

Elements needed for referencing are:

- Author's surname and given name or initials, corporate author, etc.
  - Year of publication (in round brackets)
  - Title ( in italics if possible, otherwise underlined)
  - Type of medium [in square brackets]
  - Place of publication
  - Publisher
  - Availability (required for online documents)
  - Access date (required for online / Internet references) and place in square brackets. (Access date is not required for subscription database.)
- **Computer program**  
**Example:**  
 Wu, A.H. and Jenkins, B. (1990) *Diagnostic ordering in clinical medicine* [computer program]. (Dos version 1.0) Available Distributor: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, NC, USA, 27514.
  - **CD-Rom**  
**Example:**  
*Body systems: interactive physical education* (1995) [CD Rom]. Nedlands, W.A.: Dept. of Human Movement, University of Western Australia.
  - **Conference paper**  
**Example:**  
 Jones, D.A. (1992) Numerical simulation. *Proceedings of the fifth Australian Supercomputing Conference* [online]. 15-24. Available: <http://www.supercom.au> [Accessed: 20 October 1994].
  - **Electronic Databases**

### Citing an abstract

#### Examples:

Gooding, Janda (1995) Western Australia flower painting. *Art and Australia* [online]. Spring 33: 80-85. Abstract from Art Abstracts 9/84-3/98.

Wilson, L.M. (1996) Antenatal psychosocial risk factors associated with adverse Postpartum family outcomes. *Canadian Medical Association Journal* [online]. 154(6): 785-799. Abstract from: Current Contents File: 1996, wk1 to wk 30.

### Citing a full text document

#### Examples:

Brahams, D. (1991) IVF legislation: error causes confidentiality trap. *The Lancet* [online]. 338(8780). Available: Infotrac, Expanded Academic ASAP.

Serra, C. et al. (n.d.) *Interventions for preventing tobacco smoking in public places* [online]. Available: The Cochrance Library. [Accessed 28 October 2001].

Sonmez, Sevel F., Apostolopoulos, Yiorgos and Tarlow, Peter (1999) Tourism in crisis: managing the effects of terrorism. *Journal of Travel Research* [online]. August 38(1): 13-18. Available: Proquest 5000.

Smith, A.F. and Pittaway, A.J. (n.d.) *Premedication for anxiety in adults day surgery* [online]. Available: The Cochrance Library. [Accessed 30 October 2001].

- **Newspaper article – full text online**

**Example:**

Riley, Mark (1998) \$20m to help cut waste. *Sydney Morning Herald* [online]. 1 January 1999:5. Available: LexisNexis Academic.

- **Email, discussion lists or bulletin boards**

**Example:**

Hurst, J.A. (1992) International finance questions. *Business Libraries Discussion List* [online]. Available email: buslib-l@bsu.bitnet [Accessed 28 October 1992].

- **Internet / World Wide Web (www)**

**Author**

**Example:**

Mills, Terry (1996) *Join the dots and see the world* [online]. Available: <http://www.bendigo.latrobe.edu.au/rahdo/research/worner96.html> [Accessed 1 October 2002].

**Corporate Author**

**Examples:**

Western Australia. Main Roads Department (n.d.) *Pedestrian safety for seniors* [online]. Available: <http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed 24 August 1998].

Department of Human Services Victoria (n.d.) *Victorian Homelessness Strategy* [online]. Available: <http://www.dhs.vic.gov.au/vhs/> [Accessed 3 October 2002].

Canadian Organisation for Rare Disorders (2003) [online]. Available: <http://www.cord.ca/> [Accessed 7 September 2004].

**Title**

**Example:**

*Gun laws: how the current and proposed laws affect us all* (n.d.) [online]. Available: <http://www.health.su.oz.au/cgc.breach.html> [Accessed 1 April 1998].

## An Essay Excerpt

(Taken from an essay in response to a question about Australian values reproduced from the University of South Australia's leaflet entitled *Referencing: The Author-date System*)

### IN-TEXT REFERENCING

<p><i>When paraphrasing: always identify author and date</i></p>	<p>...A recent study (Mackay 1993) has found that Australians are suffering from widespread feelings of angst in the 1990s.</p>
<p><i>When quoting: identify the author, date and page no:</i></p>	<p>Mackay (1993: 17) argues that this so-called 'Big Angst' is the result of the fact that Australians are living in an 'Age of Redefinition'. Everything from personal relationships to economic realities is in a state of change, unprecedented in the history of Australia. Angst can be defined as: 'anxiety; feeling of guilt or remorse'. (<i>The Australian Concise Oxford Dictionary</i> 1987: 36).</p>
<p><i>No author: use title instead</i></p>	<p>It has been suggested that in an attempt to overcome their anxiety, Australians have developed:</p>
<p><i>Long quotations are indented</i> <i>Square brackets: indicate word(s) added</i> <i>Ellipsis (...): indicates word(s) omitted.</i></p>	<p>an emerging interest in values, vision, meaning and purpose [which] is the common characteristic of societies facing the end of a chronological era... each new decade is approached as if it holds some new promise. (Mackay 1993: 231)</p>
<p><i>Internet documents: often have no page numbers</i></p>	<p>The National Government's recent Cultural Policy also associates the attention given to shared values with the level of stress in the country. The preamble to the policy states that Australians are 'engaged in cultural activities that are helping to re-invent the national identity' (Commonwealth of Australia 1994).</p>
<p><i>Primary reference (Palmer) read about in a secondary reference (Horne)</i></p>	<p>Half a century ago during the second world war, Vance Palmer (cited in Horne 1964: 240) questioned whether Australians had any common sense of purpose. More recent sociological studies have tried to identify the common values which exist in Australian society (Horne 1964; Mackay 1993, 1995b; Overduin &amp; Fleming 1980). It is interesting to note that these studies also identify the stresses facing the nation.</p>
<p><i>Several authors cited at once</i></p>	<p>Overduin and Fleming (1980: 11) describe the 1970s as 'a decade of considerable social change', as do Horne (1964) and Mackay (1993) for the 1960s and 1980s respectively.</p>
<p><i>Original thought of writer</i></p>	<p>These findings are not surprising if one assumes that change will be a major feature of any period of history.</p>
<p><i>Second work by the same author in the same year</i></p>	<p>Mackay (1995b) has gone on to suggest that the rate of change in the last decade has caused young people to be reluctant about making commitments. More recently, Mackay (1999) has emphasised that this attitude can be changed once people realise that society is 'shaped by us and our behavior [sic], by the demands we make or fail to make; by the ways we choose to spend our time and our money'.</p>
<p><i>Internet document</i></p>	

**Note that this essay excerpt over-uses references in order to show you a range of examples.**

### REFERENCE LIST

*The Australian Concise Oxford Dictionary* (1987) ed. G. W. Turner. Melbourne: Oxford University Press.

Commonwealth of Australia (1994) *Creative nation: Commonwealth cultural policy, October 1994* [online]. Available: <http://www.nla.gov.au/creative.nation/preamble.html> [Accessed 15 January 1995].

Horne, D. (1964) *The lucky country: Australia in the sixties*. Ringwood, Victoria: Penguin Books.

Mackay, H. (1993) *Reinventing Australia: The mind and mood of Australia in the 90s*. Sydney: Angus and Robertson.

Mackay, H. (1995a) My generation. *Weekend Australian*. 5-6 Aug., Weekend Review: 1-2.

Mackay, H. (1995b) Poll position in reverse. *Weekend Australian*. 18-19 Mar., Weekend Review: 4.

Mackay, H. (1999) The power of the present [online]. Available : [http://geocities.com/wellseley/1057/power of the present.html](http://geocities.com/wellseley/1057/power%20of%20the%20present.html) [Accessed 21 December 1999].

Overduin, D. and Fleming, J. (1980) *Wake up, lucky country!* Adelaide: Lutheran Publishing House.

# Chapter 6

## The Footnoting (Traditional System)

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**Lecturers should always provide details of the approved format or refer students to a style guide for the required footnoting system.**

Law students can refer to [http://www.latrobe.edu.au/law/study\\_ma.html#Style](http://www.latrobe.edu.au/law/study_ma.html#Style).

# The Footnoting (Traditional System)

## About this system

The footnoting system is used most widely in the classical fields of study. In this system the reader is referred to the source document by a superscript number which corresponds with a number and the citation at the foot of the page. Chicago, Turabian and Oxford styles are variations of this system. One of the advantages of the footnoting system, which it shares with the numbering system, is that superscript numbers appear in the text and do not interrupt the reading of the text as much as systems where the reference appears within the body of the text. It is, perhaps, the most difficult system to use, and requires more planning than other systems.

## Using footnotes

A footnote appears at the bottom of the page to which it applies. To use this method, insert a footnote number in the text for each reference to a source (whether for a quotation or in acknowledgment of an idea). Number footnotes from <sup>1</sup> at the start of each assignment or chapter of a large work and number consecutively. The number is inserted into the appropriate place in the text as a superscript. The information required in the footnote is generally the same as is required for other referencing systems, but may be presented in a particular order and must include the page number/s of the original source material. Traditionally, the first time a book, article, case or other source material is mentioned in the footnotes it is necessary to include the full reference details but a shortened form is acceptable on subsequent citations.

Most word processing packages can “insert” a footnote and automatically update cross references. A program called End Note can be set up to maintain the format and details for any style and will help to eliminate common errors.

Footnotes may also be used for providing marginal comments or supplementary information not directly pertinent to the text. Number these in the same sequence as your bibliographic footnotes. Be careful not to over-use this device!

At the end of the written work all reference sources must be listed. The source can be found in the library catalogue or the title page of a publication. Some style use different formats in the footnote and in the reference list. Pages numbers are required for all citations but may not be required in the reference list. The examples that follow are traditional style but check with lecturers for style requirements.

## First, second and subsequent references

Traditionally, the first time a source is mentioned in the footnotes it is necessary to include the full reference. Second and subsequent references to a work can be simpler than the first reference. The purpose of the reference is to give a clear indication to the reader of the place where the facts, opinions, ideas or words referred to are to be found.

- The simplest way of referring to a source a second time is to abbreviate the first citation:

**Example:**

15. Berry, R. *How to Write a Research Paper*. Oxford: Pergamon, 1966, p.13.

16. ...

17. ...

18. Berry, p.17.

- The term *ibid* (which is Latin for *ibidem* - in the same work) is used to indicate that you are talking about a reference in the same work as one just cited, but to a different page. So if your next reference is on the same page of your text, and is to the same work, that footnote should look like this:

**Example:**

15. Berry, R. *How to Write a Research Paper*. Oxford: Pergamon, 1966, p.13.

16. *ibid.*, p.14.

- However, if the reference is made to the same page of the same work, the citation would be:

16. *ibid.*

## For Visual Arts students

The La Trobe University School of Visual Arts uses an abbreviated format of footnotes for first and subsequent footnotes with the full reference given in the reference list. The format follows the Harvard author-date text citation format but places this citation in a numbered footnote at the bottom of the page. The corresponding superscript number is inserted in the text. Do not use the Latin terms *ibid*, *loc. cit.*, etc for successive citations, simply repeat the citation.

## Full References

### Books

For a book with a single author, the format is:

Surname of Author, Initials or given names in full if available. *Title*. Edition if other than the first (Series statement if present) City/Town: Publisher, Date, Page Number or Numbers if appropriate.

**Example:**

Prior, V. *Your Guide to Writing Reports*. Melbourne: Victorian Government Printing Office, 1986.

#### ➤ Authors and editors

- Where there are two or three authors, list all authors in the order in which they appear on the title page.

**Examples:**

Strunk, W. and White, E.B. *The Elements of Style*. 3rd ed. New York: Macmillan, 1979, pp. 9-12.

Whitten, J.L., Bentley, L.D. and Ho, T.I.M. *Systems Analysis and Design Methods*. St Louis: Times Mirror/Mosby College, 1986.

- Where there are four or more authors, name only the first author then add 'et al.', which means 'and others'.

**Example:**

Hirsch, P.B. et al. *Electron Microscopy of Thin Crystals*. London: Butterworths, 1965.

- In the case of an edited book, give the editors' names according to the rules for authors, followed by 'ed.' or 'eds.'

**Example:**

Anderson, D.S. et al., eds. *Regional Colleges: a Study of Non-Metropolitan Colleges of Advanced Education In Australia*. Canberra: Australian National University, 1975. 3 v.

- In the case of a book with an author and an editor or translator, list the editor(s) or translator(s) after the title, or after the edition statement if it applies to a particular edition.

**Example:**

Leggett, G., Mead, C.D. and Kramer, M.G. *Prentice-Hall Handbook for Writers*. 9th ed., ed. Beal, R.S. Englewood Cliffs: Prentice-Hall, 1985.

- If the book has no known author (i.e. if it is anonymous) list the book alphabetically by its title in the reference list.

**Example:**

*The Song of Roland*, tr. Sayers, D.L. Harmondsworth: Penguin, 1957.

➤ **Title of book**

The title should be in italics or, if your document is not word-processed, underlined.

➤ **Edition number**

If a book is in an edition other than the first, the edition number is given straight after the title. Use abbreviations to express the edition number.

**Example:**

Strunk, W. and White, W.B. *The Elements of Style*. 3rd ed. New York: Macmillan, 1979.

➤ **Town or city**

Use the first town or city named on the title page, e.g. if the title page says 'London - New York - Sydney - Tokyo - Cape Town', use 'London'.

- If the place name is obscure or ambiguous, add an abbreviation for the state or country, e.g. if the title page says 'London, Ontario' use 'London, Ont.'. US State names are also abbreviated, e.g. Reading, Mass. If no place name can be identified, use '[n.p.]'.

**Example:**

Raymond, R. and Watson-Munro, C. *The Energy Crisis of 1985*, Castle Books, [n.p.] (dist. In Australia by Horwitz-Grahame, Sydney): 1980.

➤ **Book in two or more volumes**

- List the number of a multi-volume work after the date of publication, using the abbreviation 'v.' for volume.
- If the volumes were published at different times, show the range of dates.

**Example:**

Bernstein, B. *Class, Codes and Control*. (Primary Socialization, Language and Education no. 4) London: Routledge & Kegan Paul, 1971-1975. 3 v.

➤ **Book in a series**

**Example:**

O'Rourke, B.T. and Marshall, M., eds., *Life Science*. (Teaching Primary Science v.1) Wellington: Reed Education, 1973.

➤ **Page numbers**

When referring to pages, use 'p.' for a singular page and 'pp.' for the plural e.g. p.12; pp.12-33. If information is scattered throughout the book or article, use, instead of a page number, the term '*passim*', which is the Latin term for 'scattered'. This term should normally be italicised.

## Periodical Articles

The terms 'periodical', 'journal', 'magazine' or 'newspaper' are taken to mean the same thing for the purpose of referencing.

The basic style is as follows:

Surname of Author, Initials of Author. 'Title'. *Periodical name*, volume number, issue number, date, pages.

**Example:**

Bawden, D. 'Computer output devices: a tutorial review'. *Journal of Information Science*, v.11, no.1, 1985, pp.1-8.

- If no author is acknowledged, as may be the case in a newspaper article, give the newspaper's name first:

**Example:**

*The Australian*, 'A box of tricks for telex users', 7 Oct. 1986, p.27.

- Where the date is very specific, as in a daily or weekly publication, give the date in full.

**Example:**

Youngusband, P. 'All eyes on Botha to call early general election', *The Australian*, 30 Sept. 1986, p.6.

- Some specialised sources, such as legal journals, have a specific citation method. This is as follows:

First name or initial of author, Surname, 'Title' (Year) Volume Number *Title* (sometimes with a standard abbreviation) page number.

**Example:**

Peter Weininger, 'Fighting for the family farm' (1998) 72 *Law Institute Journal* 22.

## Identification of Specialised sources

Rules for citing reference works vary greatly. For well-known alphabetised entries (like 'Minerva' above), no other information is necessary, but in other instances you may wish to give further information.

➤ **Articles in a Reference Work**

**Example:**

The Oxford Classical Dictionary. 1970 ed. 'Minerva'.

➤ **An Introduction**

**Example:**

Beloff, M. Introduction to Hamilton, A., Madison, J. and Jay, J. *The Federalist*, ed. M. Beloff. Oxford: Oxford University Press, 1948.

➤ **A Conference Paper**

Conference papers may be published in conference proceedings.

**Example:**

Edwards, D.G. 'The Mechanism of Phosphate Absorption by Plant Roots', *Transactions 9th International Congress Soil Science*, Adelaide: 1968. v.2, pp.183-190.

➤ **A Chapter in an Edited Collection****Example:**

Wright, R. 'Bright and Morning Star' in *Short Stories: a Critical Anthology*, eds. E. Thune and R. Prigozy, New York: Macmillan, 1973, pp.387-388.

➤ **A Work in Press****Example:**

Slobodkin, L.B. 'The Peculiar Evolutionary Strategy of Man' *Transactions of the Boston Colloquium of the Philosophy of Science* (in press).

➤ **A Thesis Or Unpublished Manuscript**

If the thesis is unpublished do not italicise the title.

**Example:**

McBryde, I. An Archaeological Survey of the New England Region, New South Wales, PhD thesis, University of New England, 1966.

➤ **A Case in Law**

The details necessary for the full citation of legal authorities are (in order):

*name of case – Italicise*

[date] **or** (date) and volume number

abbreviated name of report series

beginning page of reference.

**Example:**

*Blomley v. Ryan* (1956) 99 CLR 362

- The year is enclosed in round brackets because a volume number is also given. If there is no volume number, the year is enclosed in square brackets.

**Example:**

*Donoghue v. Stevenson* [1932] AC 562.

- Sometimes a specific page number is also required, in which case it will be cited thus:

**Example:**

*Greutner v. Everard* (1960) 103 CLR 177 at 181.

- Since 1998, High Court judgments obtained from the internet can be cited in the following form: *Name of case* [Year] HCA number of case (date).

**Example:**

*Bridgewater v. Leahy* [1998] HCA 66 (22 October 1998).

- In the citation of criminal cases, in which the Crown is the prosecutor, *R*, which stands for *Rex* or *Regina*, is used.

**Example:**

*R v. Haddock*.

- However, if the Crown is the respondent, the citation is:

*Haddock v. The Queen*.

- When first used in a text, an authority must be cited in full. An abbreviated form may then be added in brackets, and the case may be referred to in that manner from that point onwards.

**Example:**

*The State of New South Wales v. The Commonwealth* (1915) 20 CLR 54 (*the Wheat Case*).

- If the case names are given in the text they should not be repeated in the footnote, e.g. if the text says 'The next development was in *Donoghue v. Stevenson*<sup>4</sup> ...' then the footnote should say:

4. [1932] A.C.562

- References to cases should be included in a separate Case Table, rather than being included in the general reference list.

### ➤ **A Statute**

The titles of Commonwealth and State Acts must be cited exactly. The form of citation is:

*Short Title of Act Year* (abbreviation of jurisdiction)

**Example:**

*Copyright Act 1968* (Cwlth)

*Partnership Act 1958* (Vic)

- When referring to a particular section of the Act the citation will be:  
s.5 *Partnership Act 1958* (Vic)

This refers to Section 5 of the Partnership Act.

- If a sentence begins with the reference to a section, use the full word, otherwise uses.

**Example:**

Section 5 of the *Partnership Act 1958* (Vic) says ...

- References to statutes should be included in a separate Statute Table, rather than being included in the general reference list.

### ➤ **Government Publications**

These can be very complicated. The most common forms are:

**Example:**

- Where there is a named author:  
Leicester, R.H. and Reardon, G.F. *Wind Damage in Australia*, Melbourne: CSIRO, 1976.
- Departmental Report:  
Australian Department of Foreign Affairs, *Annual Report 1986*, Canberra: AGPS, 1986.

### ➤ **Parliamentary publications**

- The form of reference to Hansard is:

**Example:**

Australia. House of Representatives. *Debates*, 1971, no.10.

- Because government and other official and semi-official documents can be so hard to identify, it is useful to give the publisher's number if known:

Metric Conversion Board, *Metric Conversion for Australia* (17092/71-L- (R70/9062) Canberra: AGPS, 1971.

### ➤ **Maps**

The general format is:

*Title*, Country if applicable [map] Scale. Edition if other than the first.

City/Town: Publisher, Date (Series or other identifying information).

**Examples:**

*Beechworth*, Australia [map] 1:50,000 [n.p.]: Royal Australian Survey Corps, 1967 (Sheet 8225.111 Series R 754).

*Ofira*, Israel [map] 1:100,000. Provisional ed. [n.p.,n.d.] (Sheet 69-70-71).

### ➤ Archival Sources

- When quoting archival sources students should follow the style of presentation recommended by the archive they have used. In their guides most archives set out their preferred method of citation. The State Library of Victoria, for example, advises researchers to cite their manuscript materials as follows:

ms 10813, Issac Edward Dyason, diary, 1 April 1881, La Trobe Collection, State Library of Victoria.

- Records from the Victorian Public Records should give the series number, the unit number and the item number. For example, quote the Police Reserve files for the parish of Sandhurst thus:

Victoria Public Records Office, Series 242/1/23.

- The Australian Archives recommends that a citation of records in its custody should contain:
  - the name of the institution in whose custody the record series is held;
  - the originator of the series;
  - the record series;
  - the record item.
- The Commonwealth Record Series is the main system used to identify Commonwealth sources.

#### Example:

Australian Archives (ACT): Department of External Territories [I] CRS A518, Correspondence files, multiple number series, 1928-56; CK822/1, Immigration policy - New Guinea - return of Chinese evacuees to the Territory, 1949.

### ➤ A Reference Copied from Another Source

- **Text:**  
Ozolins argues that curricula supporting working-class life and culture should study the reaction of the working class to the rest of society.<sup>17</sup>
- **Footnote:**  
(17) Ozolins, U. 'Lawton's "Refutation" of a Working-class Curriculum' *Melbourne Working Papers*. Melbourne: University of Melbourne, 1979, p.50, quoted in M. Lawn and L. Barton, eds. *Rethinking Curriculum Studies*. London: Croom Helm, 1981, p.61.
- **Reference List:**  
Lawn, M. and Barton, L., eds. *Rethinking Curriculum Studies*. London: Croom Helm, 1981.

### ➤ An Abstract

If you are unable to locate the full article, but have gleaned useful information from an abstract of it, make this clear.

- **Text:**  
... de Rome and Wienecke<sup>16</sup> found that they could identify predictors for students at risk, but that these predictors did not identify which students would in fact withdraw from courses.
- **Footnote:**

(16) de Rome, E.A. and Wieneke, C.E. *Predicting Persistence and Withdrawal: An Analysis of Factors Relating to Students' Choice of Course*, Kensington, NSW: New South Wales University, Tertiary Education Research Centre, 1982 [source unsighted: abstract from ERIC].

## Electronic Sources

This is CD-ROMs, emails and web sites can all provide access to up to date materials, often before they are published in traditional text. As electronic media are often used as promotional tools, it is important to critically evaluate the information presented. Emails should be cited as personal communications and a personal email address should never be cited without permission.

### For further reference see:

Australian Government Publishing Service, 'Citing Electronic Material' in *Style Manual for authors, editors and printers*, 6<sup>th</sup> ed., Australia: John Wiley & Sons, 2002, pp. 230-231.

### ➤ Citing material from web sites

When selecting materials from web sites it is important to consider the status and authority of the site and the materials listed. Many web sites are marketing devices for organisations and may be biased in presenting information. Information may be based on opinion rather than facts. When citing web information, list the date the site was created or last revised. When citing a web site identify it through its author (person or organisation responsible for the site) and/or its title/name. if necessary give a short description of the site. (The use of <brackets> for the URL address or automatic hyperlink format are both acceptable in the reference list but be consistent.)

### Example:

The fan site 'The Andy Warhol Homepage' @ [www.warhol.dk](http://www.warhol.dk) gives quotes from various books by or on Andy Warhol – those quotations need to be referred to by (and preferably reviewed in) the original sources, e.g. 'Duran Duran are good looking kids...'<sup>1</sup>

### In the footnote:

1. Andy Warhol quoted in Warhol A. & Hackett P., *The Diaries of Andy Warhol*. New York: Warner Books, 1989. Sourced from quotation on fan site 'The Andy Warhol Homepage'.

### In the reference list:

'The Andy Warhol Homepage'. Anonymous fan site. Last updated 06/08/03. Available ; <<http://www.warhol.dk>>, Date accessed: 14/08/04.

### Many web sites will not cite an author, the site is the 'author'.

### Examples:

1. The website of the Andy Warhol Museum < <http://www.warhol.org> > has a different status and function to the fan site 'The Andy Warhol Homepage' listed in the previous example.
2. 'Roy Lichtenstein's Biography 1923-1997' from Andrew's Art Archive" (the homepage of an art student named 'Andrew' from Sydney on Geocities.) Available: [www.geocities.com/art\\_andy/lichten.htm](http://www.geocities.com/art_andy/lichten.htm), Accessed: 29/11/05.

and also has a different status and authority to

'Roy Lichtenstein Biography' on the Guggenheim Museum website. Available: [www.guggenheimcollection.org/site/artist\\_bio\\_88.html](http://www.guggenheimcollection.org/site/artist_bio_88.html), Accessed: 17/08/04.

Some web sites are equivalents to conventional magazines (e-zines) which identify editors and sometimes publishers. These sites have more authority than an individual's web site as they are accountable to a readership and often to advertisers.

**Examples:**

**designboom@ [www.designboom.com](http://www.designboom.com)**

A commercial European design e-zine, based in Milan, 'offering...articles on design history and on the contemporary creative scene'. (Profiles and interviews with Raymond Loewy, Milton Glaser and Oliviero Toscani.) Founded 2000. Editor-in-chief : Birgit Lohmann.

**Universes in Universe – Worlds of Art @[www.universes-in-universe.de](http://www.universes-in-universe.de)**

'a non commercial information system on the visual arts of Africa, Latin America, Asia within the context of international art processes', based in Berlin. Founded 1997. Editors & Publishers: Dr Gerhard Haupt and Pat Binder.

## Other Non-Written Sources

In general, more physical information is given here than for published information, because the reader may need special equipment to follow up the citation.

Most of the examples in this section were taken from Leggett, Mead and Kramer, 1985.

### ➤ Work of Art

- If you are referring to the original:  
Artist, *Title* [art original] Date completed. Place displayed.

**Example:**

French, L. *The Legend* [art original] 1954. F.M. Courtis Collection, La Trobe University, Bendigo.

- If you are referring to a work as illustrated in a book:

**Example:**

Botticelli, S. *Primavera* [art original] Uffizi Gallery, Florence in L. Venturi, *Botticelli*, London: Phaidon, 1961.

### ➤ Film

**Example:**

*The Right Stuff* (motion picture) Dir. P. Kaufman, Warner Bros, 1983.

### ➤ Videorecordings and Television

*Blowpipes and Bulldozers* (videorecording), by Kendall, J. and Tait, P. Nimbin, NSW: Gaia Films, 1988. VHS, 60 mins.

- Television programs are identified as videorecordings, with details of the television transmission given.

**Example:**

*Casey Stengel* [videorecording] Writ. S. and D. Carroll, Perf. C. Durning. Boston: PBS, 6 May 1981.

### ➤ Record

**Example:**

Moussorgsky, M. *Pictures at an Exhibition* (sound recording) L. Pennario, piano. Capitol, P-8323, n.d.

### ➤ Audiotape

**Example:**

*Footloose* [audiotape] Perf. K. Loggins et al. Columbia, JST 39242, 1984.

### ➤ Interviews

#### Example:

Hawke, R.J. Telephone interview 3 May 1991.  
Webster, J.A. Personal interview 20 November 1991.

### ➤ Lectures

#### Example:

Giddens, A. *Current Development in the Social Sciences*. Public lecture, University of Melbourne, 19 August 1986.  
Smith, F. *Rights of Factory Workers*. Policy speech, Bendigo City Hall, 14 May 1982.

- Most lectures are composites of various published works and in general, should NOT be acknowledged. If the point is important, you should find some other form of authority to support it (you may be surprised at how useful the prescribed text can be!). Even if the lecture notes are available on the Web, you should still attempt to find a published alternative source.
- The only time you should treat a lecture like a public talk is when the lecturer makes an authoritative statement based on their own research (note that if this has been published, you should read and cite the publication). The format for the acknowledgement of first-hand material given in lectures is:

#### Example:

Jones, Jim *Perceptions of Nature*. Environmental Studies Lecture, La Trobe University College of North Victoria, 24 Dec. 1996.

## Referencing in-text

[This sample has been amended from that given in Leggett, Mead and Kramer (1985), pp.452-453]

The rise of Puritanism has been chronicled by various writers<sup>1</sup>. Its influence on the legislation of its host countries is a matter of particular interest.

According to A.G. Dickens, Puritanism 'gave the cutting edge to the forces which shaped parliamentary, legal and religious liberties in America as well as in England'<sup>2</sup>. Historian Elbert Russell points out that the relative tolerance of Oliver Cromwell's Puritan Commonwealth allowed dissenting religious sects to organise and spread their doctrines<sup>3</sup>. As a result, one sect - the Quakers - were to have a profound influence on the United States Constitution, particularly the First Amendment. Using William Penn's Great Laws of Pennsylvania as a model, 'every one of the colonies enacted laws recognizing the right of conscience'<sup>4</sup>. Later when the colonies had become states and were asked to ratify the new federal constitution, all refused until it was amended to include a Bill of Rights for which Pennsylvania and Maryland made the first proposals: 'the rights of conscience should be held inviolable'<sup>5</sup>.

1. Dickens, A.G. *Reformation and Society in Sixteenth-Century Europe*. New York: Harcourt, 1966, Russell, E. *The History of Quakerism*. Richmond, In., Friends United Press, 1979 and Freeman, H.A. 'William Penn, Quakers and Civil Liberties'. *Friends Journal* no. 56 (15 Oct. 1982), pp.13-21.

2. Dickens, *Reformation and Society*, p.181.

3. Russell, *History of Quakerism*, p.17.

4. Freeman, *William Penn*, p.15.

5. *ibid.*

## Quotations

Always record a quotation exactly as given by its author. (See page 107 for how to indicate omissions and insertions.)

### ➤ Short Quotations

Use single quotation marks for short quotations inserted in the text (say less than a complete sentence).

At the end of the quotation give the source of the quotation in a footnote.

**Example:**

**Text:** One writer argues that 'Perhaps the best way of bringing some rationality into discussion about higher education fees and student grants is to introduce full-cost fees for courses...'<sup>1</sup>

**Footnote:**

1. Evans, N. *The Knowledge Revolution*. London: Grant McIntyre, 1981, p.169.

### ➤ Long Quotations

For quotations of three lines or longer (perhaps 30 words), indent each line by five spaces and use single spacing between the lines, if typing. Do not use quotation marks. At the end of the quotation cite the source in a footnote.

**Example:**

**Text:** An approach to sex differentiation in locusts states:  
To distinguish the sexes, the locusts must be fully mature. The female is 3cm to 5cm long, and is larger than the male. She has deeper brown and black markings on the abdomen than the male, and the tip of the male abdomen is not black.<sup>17</sup>

**Footnote:**

17. O'Rourke, B.T. and Marshall, W., eds. *Life Science*. Wellington: Reed Education, 1973, p.115.

### ➤ Omissions from Quotations

To indicate an omission from a quotation, use three full stops (this is called an ellipsis). This can be used in the middle of the quotation or at either end.

**Example:**

**Text:** Slinn states that 'Unless we develop adequate monitoring stations and data storing and recording procedures ... the governments of the world may be in for the biggest revolution since evolution began.'<sup>9</sup>

**Footnote:**

9. Slinn, W.G.N. 'Some Influences of the Atmospheric Water Cycle on the Removal of Atmospheric Trace Constituents', *Atmospheric Chemistry*, ed. E.G. Goldberg. Berlin: Springer-Verlag, 1982, pp.57-90 at p.87.

### ➤ Insertions into Quotations

To indicate your own comment e.g. [emphasis added] within a quotation, use square brackets.

**Example:**

**Text:** Smith wrote 'We had a reel [sic] fine time'.<sup>23</sup>

Here [sic] indicates that this is what the writer actually wrote, although it is wrong.

## Reference List Rules

Give a reference list at the end of each assignment. This should list all the sources used for the assignment, in alphabetical order by author's surname.

For most subjects, one list is required, and should include all sources. For some, such as law subjects, the sources have to be divided up by category (e.g. case table, statute table, primary and secondary sources; books, articles, theses).

**Check with your lecturers to find out the requirements for particular units.**

## Sample Reference List - Footnoting System

**Note: Although the samples shown use italics for titles, bolding or underlining are also acceptable.**

Anderson, B. et al., eds, *Regional Colleges: a Study of Non-Metropolitan Colleges of Advanced Education in Australia*. Canberra: Australian National University, 1975. 3 v.

Australia, House of Representatives. *Debates*, 1971, no. 10.

Australian Department of Foreign Affairs. *Annual Report 1986*. Canberra: AGPS, 1986.

Bawden, D. 'Computer Output Devices: a Tutorial Review' *Journal of Information Science*, v. 11, no. 1 (1985), pp.1-8.

*Beechworth*, Australia [map] 1:50,000 [n.p., n.d.] (A45 sheet 8225. Series R 754).

Beloff, M. Introduction to Hamilton, A., Madison, J. and Jay, J. *The Federalist*. ed. M. Beloff. Oxford: Oxford University Press, 1948.

Bernstein, B. *Class, Codes and Control*. (Primary Socialization, Language and Education no. 4) London: Routledge & Kegan Paul, 1971-1975. 3 v.

*Casey Stengel* [videorecording] Writ. S. and D. Carroll, Perf. C. Durning. Boston: PBS, 6 May 1981.

Dickens, A.G. *Reformation and Society in Sixteenth-Century Europe*. New York: Harcourt, 1966.

Edwards, D.G. 'The Mechanism of Phosphate Absorption by Plant Roots' *Transactions 9th International Congress Soil Science*. Adelaide, 1968, v. 2, pp.183-190.

Evans, N. *The Knowledge Revolution*. London: Grant McIntyre, 1981.

*Footloose* [audiotape] Perf. K. Loggins et al. Columbia, JST 39242, 1984.

Freeman, H.A. 'William Penn, Quakers and Civil Liberties'. *Friends Journal*, no. 56 (15 Oct. 1982), pp.13-21

French, L. *The Legend* [art original] 1954. F.M. Courtis Collection, La Trobe University, Bendigo.

Giddens, A. *Current Developments in the Social Sciences*. Public Lecture, University of Melbourne, 19 August 1986.

Guggenheim Museum website, '*Roy Lichtenstein Biography*'. Available: [www.guggenheimcollection.org/site/artist\\_bio\\_88.html](http://www.guggenheimcollection.org/site/artist_bio_88.html), Accessed: 17/08/04.

- Hawke, R.J. Telephone interview, 3 May 1991.
- Hirsch, P.B. et al. *Election Microscopy of Thin Crystals*. London: Butterworths, 1965.
- Lawn, M. and Barton, L., eds. *Rethinking Curriculum Studies*. London: Croom Helm, 1981.
- Leicester, R.H. and Reardon, G.F. *Wind Damage in Australia*. Melbourne: CSIRO, 1976.
- McBryde, I. An Archaeological Survey of the New England Region, New South Wales, PhD Thesis, Armidale: University of New England, 1966.
- Metric Conversion Board. *Metric Conversion for Australia* (17092/71-L-(R70/9062)) Canberra: AGPS, 1971.
- Moussorgsky, M. *Pictures at an Exhibition* [sound recording] L. Pennario, piano. Capital, P-8323, [n.d.].
- Ofira*, Israel [map] 1:100,000. Provisional ed. [n.p., n.d.] (Sheet 69-70-71).
- O'Rourke, B.T. and Marshall, W., eds. *Life Science*. (Teaching Primary Science v. 1) Wellington: Reed Education, 1973.
- The Oxford Classical Dictionary. 1970 ed. 'Minerva'.
- The Right Stuff* (motion picture) Dir. P. Kaufman, Warner Bros, 1983.
- Russell, E. *The History of Quakerism*. Richmond, In.: Friends United Press, 1979.
- Slinn, W.G.N. 'Some Influences of the Atmospheric Water Cycle on the Removal of Atmospheric Trace Constituents' in *Atmospheric Chemistry*. ed. E. G. Goldberg, Berlin: Springer-Verlag, 1982, pp.57-90.
- Slobodkin, L.B. 'The Peculiar Evolutionary Strategy of Man', *Transactions of the Boston Colloquium of the Philosophy of Science* (in press).
- Smith, F. *Rights of Factory Workers*. Policy speech, Bendigo City Hall, 14 May 1982.
- The Song of Roland*, tr. D.L. Sayers, Harmondsworth: Penguin, 1957.
- Stibic, V. *Personal Documentation for Professionals*. Amsterdam: North-Holland, 1980.
- Stibic, V. *Tools of the Mind*. Amsterdam: North-Holland, 1982.
- Strunk, W. and White, W.G. *The Elements of Style*. 3rd ed. New York: Macmillan, 1979.
- Supercalc* [disk] Computer software, Sorcim, 1981. CP/M-based micro-computer, disk.
- Venturi, L. *Botticelli*, London: Phaidon, 1961.
- Webster, J.A. Personal interview, 20 November 1991.
- Whitten, J.L., Bentley, L.D. and Ho, T.I.M. *Systems Analysis and Design Methods*. St Louis: Times Mirror/Mosby College, 1986.

Wright, R. 'Bright and Morning Star' in *Short Stories: a Critical Anthology*. eds. E. Thune and R. Prigozy, New York: Macmillan, 1973, pp.387-388.

Younghusband, P. 'All eyes on Botha to call early general election'. *The Australian* (30 Sept. 1986), p.6.

# Chapter 7

## The Numbering System

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Referencing In-text .....	Page 113
Quotations .....	Page 114
Reference List Rules .....	Page 115
Sample Reference List .....	Page 116



# The Numbering System

## About this system

In this system, used in scientific disciplines, citations of sources are indicated by numbers in the text. A single reference number is used for each work or extract, however many times it is cited. Latin terms (such as *ibid.*) are not used.

The references are collected in a single list at the end of the text.

This is the briefest method, involving no repetition of the reference citation data at all. It involves no careful management of footnotes, nor does it break up the text. The disadvantages are that it forces the reader to turn to the back of the document to check the source of any information; extensive re-numbering of references (and the reference list) is necessary if the order of the text is changed, or if a reference to a new source is added, and because the list is not alphabetic, the whole reference list must be scanned to see if a particular source has been used. It loses its advantages if specific pages are cited, because then a different number has to be used for each.

## Referencing In-text

Use a single reference number for each work or extract cited, no matter how many times you refer to it. Number the references in the order in which they are first cited in the text.

Place the reference numbers in parentheses (round brackets), if possible in superscript (above the general level of the line). Place the reference number after closing quotation marks and before punctuation of commas or full stops. (Note: Vancouver style a form of numbering, does not use superscript.)

### Example:

The correlation which Barker observed for bees<sup>(13)</sup>, has since been found to hold for other social insects<sup>(14,15)</sup>.

### More than One Work Referred to at the Same Point

Place commas between the reference numbers, unless three or more consecutive references are cited.

**Example:**

Although copper oxides are excellent catalysts for the reaction <sup>(4-6)</sup>, poor results have been reported for oxides of iron <sup>(5,7)</sup> and manganese <sup>(1,2,6-7)</sup>.

### ➤ References to Different Parts of a Single Work

Use separate reference numbers.

**Example:**

**In Reference List:**

19. Tyrrell, H.J.W. and Harris, K.R. *Diffusion in Liquids*. London: Butterworths, 1984, Chapter 3.  
23. Ref.19, Chapter 5.

## Quotations

Always record a quotation exactly as given by its author.

### ➤ Short Quotations

Use single quotation marks for short quotations inserted in the text (for example, less than a complete sentence). At the end of the quotation give the reference number in superscript in parentheses.

**Example:**

**Text:** One writer argues that 'Perhaps the best way of bringing some rationality into discussion about higher education fees and student grants is to introduce full-cost fees for courses...'<sup>(16)</sup>.

**In Reference List:**

16. Evans, N. *The Knowledge Revolution*. London: Grant McIntyre, 1981, p.169.

### ➤ Long Quotations

For quotations of a sentence or longer (for example, around 30 words), indent each line by five spaces and use single spacing between the lines, if typing. At the end of the quotation give the reference number in superscript in parentheses.

**Example:**

**Text:** An approach to sex differentiation in locusts states:  
To distinguish the sexes, the locusts must be fully mature. The female is 3cm to 5cm long, and is larger than the male. She has deeper brown and black markings on the abdomen than the male, and the tip of the male abdomen is not black.<sup>(17)</sup>

**In Reference List:**

17. O'Rourke, B.T. and Marshall, W., eds *Life Science*. Wellington: Reed Education, 1973, p.115.

### ➤ Omissions from Quotations

To indicate an omission from a quotation, use three full stops (this is called an ellipsis). This can be used in the middle of the quotation or at the end. If at the end, add one more full stop to end the sentence (unless a question mark or exclamation point is the concluding punctuation, in which case, use three full stops followed by the question mark or exclamation point).

**Example:**

**Text:** Slinn states that 'Unless we develop adequate monitoring stations and data storing and recording procedures ..., the governments of the world may be in for the biggest revolution since evolution began'<sup>(18)</sup>.

**In Reference List:**

18. Slinn, W.G.N. 'Some Influences of the Atmospheric Water Cycle on the Removal of Atmospheric Trace Constituents', p.87 in *Atmospheric Chemistry*, ed. E.G. Goldberg. Berlin: Springer-Verlag, 1982, pp.57-90.

➤ **Insertions into Quotations**

To indicate your own comment e.g. [emphasis added] within a quotation, use square brackets.

**Example:**

**Text:** Smith wrote 'We had a reel [sic] fine time'<sup>(25)</sup>.

Here [sic] indicates that this is what the writer actually wrote, although it is wrong.

## Reference List Rules

Provide a numbered list of references at the end of your text. (The numbers must of course correspond to those used in the text.)

### Rules for Citing Different Types of Sources in the Reference List

Follow the rules set out in *Chapter 5* including referencing from the Internet and apply the Numbering Style.

### Sample Page Of Text - Numbering System

[This sample has been amended from that given in Leggett, Mead and Kramer (1985), pp.452-453]

The rise of Puritanism has been chronicled by various writers<sup>(9-11)</sup>. Its influence on the legislation of its host countries is a matter of particular interest.

According to A.G. Dickens, Puritanism 'gave the cutting edge to the forces which shaped parliamentary, legal and religious liberties in America as well as in England'<sup>(12)</sup>. Historian Elbert Russell points out that the relative tolerance of Oliver Cromwell's Puritan Commonwealth allowed dissenting religious sects to organise and spread their doctrines<sup>(13)</sup>. As a result, one sect - the Quakers - was to have a profound influence on the United States Constitution, particularly the First Amendment. Using William Penn's Great Laws of Pennsylvania as a model, 'every one of the colonies enacted laws recognizing the right of conscience'<sup>(14)</sup>. Later when the colonies had become states and were asked to ratify the new federal constitution, all refused until it was amended to include a Bill of Rights for which Pennsylvania and Maryland made the first proposals: 'the rights of conscience should be held inviolable'<sup>(14)</sup>.

## Sample Reference List

By definition, the references for this system are arranged numerically. This sample refers to the examples used in this section's text.

For information on how to cite more exotic sources, or to look up the examples alphabetically, see the Sample Reference List for the Footnoting System (*Chapter 6*).

1. Scott, R.L. et al. *Manganese as a Catalyst*. London: Wiley, 1968.
2. Jones, H.J. and Brown, M.P. 'Poor Performance of Oxides at High Temperature' *Journal of Catalysis* v. 48 no. 4 (March 1982) pp.13-19.
3. Weast, R.C. ed. *CRC Handbook of Chemistry and Physics*. 64th ed. Boca Raton: CRC Press, 1983, p.D-46.
4. Ramachandran, L. 'A Cost-Benefit Analysis of High-Flow Reactors' *Industrial Engineering Quarterly* v. 6 no. 2 (1980), pp.33-35.
5. Vicol, O. and Berdan, I. 'Quantitative determination of Iron Oxides' *Revista do Chimie* v. 37 no. 1 (Jan. 1986) pp.61-64.
6. Converse, J.G. 'Portable analysers: They still have a place in the plant' *InTech* v. 32 no. 6 (June 1985) pp.51-53.
7. Makin, R.O. et al. *Advanced Catalyst Design*. 2nd ed. New York: Marcel Dekker, 1983, Chapter 8.
8. Polwath, K. 'A new method for novellone synthesis' *Nature (London)* v. 185 no. 2361 (1965) p.118.
9. Dickens, A.G. *Reformation and Society in Sixteenth-Century Europe*. New York: Harcourt, 1966.
10. Russell, E. *The History of Quakerism*. Richmond, In.: Friends United Press, 1979.
11. Freeman, H.A. 'William Penn, Quakers and Civil Liberties' *Friends Journal* no. 56 (15 Oct. 1982) pp.13-21.
12. Ref.9, p.181.
13. Ref.10, p.17.
14. Ref.11, p.15.
15. Ref.10, p.133.
16. Barker, P.J. 'Overwintering of Honeybees in Extreme Climates' *Apimondia* v. 12 no. 3 (1971) pp.45-52.
17. Vincent, R. and Clark, T.F., eds. *Economic Aspects of Insect Predation*. New York: Academic Press, 1979.
18. MacLean, H.H. 'Ant Communities' in *Reviews of Insect Behaviour* v. 2, ed. L. Christensen. Amsterdam: Elsevier, 1980.
19. Evans, N. *The Knowledge Revolution*. London: Grant McIntyre, 1981.
20. O'Rourke, B.T. and Marshall, W., eds. *Life Science*. (Teaching Primary Science v. 1) Wellington: Reed Education, 1973, p.115.

21. Slinn, W.G.N. 'Some Influences of the Atmospheric Water Cycle on the Removal of Atmospheric Trace Constituents' in *Atmospheric Chemistry* ed. E.G. Goldberg. Berlin: Springer-Verlag, 1982, pp.57-90.
22. Tyrrell, H.J.W. and Harris, K.R. *Diffusion in Liquids*. London: Butterworths, 1984, Chapter 3.
23. Napper, D.H. 'Steric Stabilization' *Journal of Colloid and Interface Science* v. 58 (1977) pp.390-407.
24. Taihyun Chan and Hyuk Yu 'Self Diffusion of Gelatin by Forced Rayleigh Scattering' *Macromolecules* v. 17 no. 1 (1984) pp.115-118.
25. Drobnik, J. and Rypacek, F. 'Soluble Synthetic Polymers in Biological Systems' in *Polymers in Medicine*, ed. K. Dusek. Berlin: Springer-Verlag, 1984, pp.1-50.
26. Ref. 19, Chapter 5.
27. Evans, U.R. *An Introduction to Metallic Corrosion*. 3rd ed. London: Edward Arnold, 1981.
28. Smith, F. *Rights of Factory Workers*. Policy speech, Bendigo City Hall, 14 May 1982.



# Appendix A

## ABBREVIATIONS

There are two problems with abbreviations: the form they should take, and whether they should be followed by a full stop.

Our general rules are:

- Put a full stop after an abbreviation that does not end with the last letter of the full word, e.g. after a person's initials, Vic. (Victoria), Mon. (Monday).
- Do not put a full stop after an abbreviation that begins and ends with the corresponding letters of the full word (e.g. Mr, Dr, Dept).
- Do not put full stops in a set of initial letters from a group of words, e.g. ALP (Australian Labor Party), RAN (Royal Australian Navy).
- Do not put full stops after units of measurement in scientific writing (e.g. km, min, Pa)

Some abbreviations commonly used in documenting written work are listed below. Many come from the Latin - a comprehensive dictionary will give the derivations.

<b>app.</b>	appendix
<b>c.</b>	(i) about [a certain date], e.g. c. 1900
<b>(ii)</b>	chapter (for Legislation)
<b>cf.</b>	compare
<b>ch.</b>	chapter
<b>col.</b>	column
<b>ed.</b>	editor or edition
<b>eds</b>	editors or editions
<b>e.g.</b>	for example
<b>et al.</b>	<i>and others</i> . Used when there are more than three authors of a reference, instead of giving all names. e.g. Smith et al. (1987).
<b>etc.</b>	<i>and so forth</i>
<b>et seq.</b>	<i>and the following</i>
<b>fig.</b>	figure
<b>ibid.</b>	in the same work (see Ch. 3 p. 47)
<b>ill.</b>	illustrator, illustration
<b>l.(ll.)</b>	line (lines)
<b>loc. cit.</b>	<i>In the place cited</i>
<b>ms</b>	manuscript
<b>mss</b>	manuscripts
<b>n.d.</b>	no date (used when you cannot find out the date of publication)
<b>n.p.</b>	no place (when you cannot determine any city/town of publication)
<b>n.pub.</b>	no publisher (when you cannot determine who published the work)

<b>op.cit.</b>	<i>In the work cited</i>
<b>para.</b>	paragraph
<b><i>passim</i></b>	<i>scattered throughout</i> (used to indicate the frequent occurrence of an item in a text (see Ch. 6)
<b>p.</b>	page
<b>pp.</b>	pages
<b>pl.</b>	plural
<b>pt</b>	part
<b>q.v.</b>	<i>and look this up too.</i> The plural is qqv.
<b>rev.</b>	review, reviewed by, reviewed in, revised, revision
<b>sec.</b>	section
<b>s.</b>	section (in legislation)
<b>[sic]</b>	<i>this is the way it was written</i> (sic is Latin for "in this way"). It is used to indicate that despite appearances to the contrary, the text given is exact. It is often used when wrong spelling or other errors appear in the text quoted.
<b>tr.</b>	translated, translation, translator
<b>unpub.</b>	unpublished. Work cited is unpublished.
<b>v.</b>	(i) volume (ii) verse
<b>vv.</b>	(i) volumes (ii) verses
<b>viz.</b>	<i>namely.</i> It is used when specifying things that have been only generally referred to before

Most dictionaries will explain abbreviations.

It used to be common practice to italicise (or underline) terms in foreign or dead languages, but modern practice tends to use normal typeface, except for *ibid* and *passim*, which are usually presented in bold, italics or underlined.

# Appendix B

## Glossary Of Useful Terms

**Abstract:** is an abbreviated, objective and accurate condensation of the contents of a document, indicating the work done, any assumptions, methods used, results obtained and conclusions reached. It should not include either interpretation or comment. Abstracts may be of two kinds: informative, usually applicable to scientific or technical reports; and indicative, which describes the type of document, the subjects covered, and the way in which the facts are treated.

**Acronyms:** consist of the initial letters or parts of a group of words, and usually form pronounceable words themselves.

**Annotated Bibliography:** an annotated bibliography requires an entry for each publication. It contains the bibliographic source, a summary of the contents, the author's viewpoints and an evaluative comment.

**Appendix:** an appendix contains detailed information such as tables, diagrams, or maps, that is referred to in the body of the essay/report. (Note: plural form = appendices).

**Bibliography:** A bibliography is a guide to published material on a topic; it is not a list of references or citations. A bibliography may be presented under various subject headings. Within these the publications are normally listed alphabetically, though they are sometimes given in date of publication order.

**CD-ROM:** (Compact Disc Read-Only Memory). A compact disc that stores text, data, graphics and/or sound.

**Compare:** Look for qualities or characteristics that resemble each other. Emphasise similarities among them, but in some cases also mention differences.

**Contents:** The table of contents lists the sections and subsections of the assignment, together with their appropriate headings and page numbers, in the same sequence as that used in the assignment. This list serves to give the assignment structure. Note that a contents list is different from an index.

**Contrast:** Stress the dissimilarities or differences between things, qualities, events or problems.

**Criticise:** Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points. Show that you considered other authoritative sources and reviews in reaching your judgment.

**Define:** Give concise, clear and authoritative meanings. Don't give details, but make sure to give the limits of the definition. Show how the thing you are defining differs from things in other classes.

**Describe:** Recount, characterise, sketch or relate in sequence or story form.

**Diagram:** Give a drawing, chart, plan or graphic answer. You should label a diagram. In some cases, add a brief explanation or description.

**Discuss:** Examine, analyse carefully and give reasons pro and con. Be complete and give details.

**E-mail:** Electronic mail system.

**End Notes:** Notes documenting the text (e.g. expanding on a point) may be called endnotes if they are listed at the end of the document or chapter, instead of at the bottom of the page. Some people do not bother to distinguish them, and call them 'footnotes' wherever they appear.

**Enumerate:** Write in list or outline form, giving points concisely one by one.

**Evaluate:** Where you are required to 'evaluate' something the lecturer is seeking your own opinion. However, this will have more weight if you support it by references to other writers rather than saying 'I think ...'

**Explain:** Clarify, interpret and spell out the material you present. Give reasons for differences of opinion or of results and try to analyse causes.

**Figure:** An illustration, picture, diagram or concrete example used to explain or clarify a problem.

**FTP:** (File Transfer Protocol) FTP allows the transfer of files from one computer to another via a network.

**Glossary:** A list of technical or special words and their meanings.

**Illustrate:** Use a figure, picture, diagram or concrete example to explain or clarify a problem.

**Index:** An alphabetical list of names and subjects and the page numbers on which they are discussed.

**Interpret:** Translate, give examples of, solve or comment on a subject, usually giving your judgment about it.

**Justify:** Prove or give reasons for decisions or conclusions, taking pains to be convincing.

**List:** As in 'enumerate', write an itemised series of concise statements.

**Outline:** Organise a description under main points and subordinate points, omitting minor details and stressing the arrangement or classification of things.

**Paraphrase:** Restate an author's message/argument, using your own words. Extensive paraphrasing must be acknowledged.

**Precis:** An abridged and impartial version of a paper or series of papers, usually between 10% and 30% of the length of the original material. Comments or views, if called for, should be appended.

**Prove:** Establish that something is true by citing factual evidence or giving clear logical reasons.

**Quote:** Use the exact words of an author or speaker. Quotations must be acknowledged, including page numbers if applicable, and placed in quotation marks.

**Reference List:** A list of works cited in your assignment. (It must be a list of works actually referred to.)

**Relate:** Show how things are related to or connected with each other, or how one causes another, correlates with another, or is like another.

**Research:** Research may mean your own original investigation of a problem or hypothesis, which is normally preceded by an analysis of the literature on the subject to make sure you are not 'reinventing the wheel'. Many undergraduate assignments consist of this preliminary bibliographic stage of research - an analysis of the writings on the topic.

**Review:** Examine a subject critically, analysing and commenting on the issues which arise.

**State:** Present the main points in a brief, clear sequence, usually omitting details, illustrations, or examples.

**Summarise:** Give the main points or facts in condensed form, as in the summary of a chapter, omitting details and illustrations.

**Summary:** Offers a brief but accurate overview of the most important ideas, facts or results in a document, with a precise description of the conclusions and recommendations. It should be borne in mind that this may be the only section that is read (e.g. the "Executive summary" at the start of most reports), and a summary should be included at the start of any lengthy document.

**Synopsis:** A synopsis is a series of brief statements that outline the content of a chapter or section of a document. Synopses are normally included in the contents list and chapter headings.

**Telnet:** An internet protocol allowing remote terminals to connect and interact.

**Trace:** In narrative form describe progress, development or historical events from some point of origin.

**URL:** Uniform Resource Locator - the "address" of a page on the World Wide Web.

**WWW:** ("World Wide Web", W3 or simply "Web") an Internet-based system of hypertext documents which allow you to search or browse an international range of 'pages' of information.



# Bibliography

## Selected Bibliography

There are a range of items available from the Heyward Library collections on study skills, essay and report writing. Examples of subject headings used in the Library catalogue are:

Authorship  
Business report writing  
English language - rhetoric  
English language - writing  
Report writing  
Study skills  
Technical writing  
Written communication

This selective list includes collection codes and the call number of items held in the Library. Ask at the Library Information Desk if you have difficulty locating a particular item.

Collection codes used for this listing:

AV = Audiovisual  
MC= Main Collection  
PM= Pamphlet  
PR = Periodical Collection  
R = Reference Collection  
SL = Short Loan Collection

*Australian guide to legal citation* (2002) Melbourne: Melbourne University Law Review Association.  
R808.06634 AUST

*Australian guide to legal citation* (2002) [online]. Available:  
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