

University of New England  
**School of Humanities**

School of Humanities



University of New England

# SHum POLICIES BOOKLET

UPDATED MARCH 2012

© University of New England 2012

CRICOS Provider No: 00003G



# Table of Contents

<b>1. Introduction</b>	<b>1</b>
<b>2. Contact Details</b>	<b>1</b>
<b>3. Assessment Policies and Procedures</b>	<b>2</b>
Assessment policy	2
3.1 Marking	2
UNE grading system	3
3.2 Assignment presentation	4
3.3 Word limits	4
3.4 Non-discriminatory language	4
3.5 Turn around time for assignments	4
3.6 Assignment preview	4
3.7 Plagiarism	4
3.8 Assignment submission	6
Electronic submission	6
TurnItIn originality self-check	6
Plagiarism declaration	7
Assignment cover sheets	7
3.10 Re-assessment of assignments	9
3.11 Withdrawing from a unit	9
3.12 Examinations	10
3.13 Appeals	10
AskUNE	10
<b>4. Guidelines to Online Etiquette</b>	<b>11</b>
<b>5. Study Skills Assistance</b>	<b>12</b>
<b>6. General Information</b>	<b>14</b>
Library services	14
What can the Library do for you?	14
Learning support	14
Other Support at UNE	14

<b>7. SHum Referencing Guidelines .....</b>	<b>16</b>
Bibliographic Software .....	16
7.1 Why reference? .....	16
7.2 Referencing systems.....	16
7.3 Referencing using the Harvard System.....	17
7.4 Referencing using the Traditional Footnoting System: .....	19
7.4.1 How do I know when to footnote?.....	19
7.4.2 How to footnote .....	20
7.4.3 Bibliography.....	24
7.5 Other Examples of Referencing.....	25
<b>8. Avoiding Plagiarism.....</b>	<b>38</b>
HONOURS IN THE SCHOOL OF HUMANITIES .....	43



# 1. Introduction

---

This handbook provides general administrative information and guidelines affecting the teaching, delivery and assessment of units taught by the School of Humanities. It should be used in conjunction with the unit information for each unit you study from the School of Humanities.

If you have a question please browse [AskUNE](#), which you will find on the UNE homepage. If you do not find the response you require, you can submit your own enquiry. To contact the School of Humanities administrative staff directly click the following link: [http://askune.custhelp.com/app/ask\\_hum](http://askune.custhelp.com/app/ask_hum).

You are advised to consult the relevant sections of this document as you work your way through units offered by the School.

## 2. Contact Details

---

The contact details for the coordinator/s and other teaching staff involved with individual units you are studying are available in the relevant unit information.

Administrative staff within the School can also offer assistance if you have difficulty in contacting your unit coordinators.

The postal address for the School is:

School of Humanities  
University of New England  
Armidale, NSW 2351  
Australia

School fax: + 61 (0) 2 6773 3520

School Website: <http://www.une.edu.au/humanities/>

### Student Centre

The Student Centre provides you with a focal point of contact for all your administrative enquiries during your study at UNE, including selecting units and managing your enrolment. If you have administrative enquiries relating to your study at UNE, go to AskUNE: [askune.custhelp.com](http://askune.custhelp.com).

You can also find information on all aspects of studying at UNE on the [Current Students](#) page.

Alternatively, you can go to [AskUNE](#) and submit a question by clicking on the Relevant tab.

If you have administrative enquiries about your unit/course, you can contact the **School of Humanities** administrative staff directly via AskUNE: [http://askune.custhelp.com/app/ask\\_hum](http://askune.custhelp.com/app/ask_hum).

## 3. Assessment Policies and Procedures

---

### Assessment policy

Information regarding all aspects of assessment can be found at [www.une.edu.au/secretariat/Academic-Board/policies/assessmentpolicy.pdf](http://www.une.edu.au/secretariat/Academic-Board/policies/assessmentpolicy.pdf).

Information about special assessment (Special Examinations, Special Extension of Time) can be found at [www.une.edu.au/policies/alphabetic.php#S](http://www.une.edu.au/policies/alphabetic.php#S).

The following provides guidelines about the application of this policy to the assessment of SHum units.

### 3.1 Marking

#### 3.1.1 Marking grades

The following grade ranges will apply to individual assignments and to your overall result in a unit.

less than 50%	Fail (N)
50 to 64%	Pass (P)
65 to 74%	Credit (C)
75 to 84%	Distinction (D)
85% and above	High Distinction (HD)

The descriptions in the following table on UNE Grading Standards give you a broad indication of what is expected at each level.

**Consult the Assessment section of individual Unit information** to establish:

- **the details of your assessment tasks.**
- **specific assessment criteria for particular assignments.**
- **what you are required to do to pass the unit.**

You are reminded that layout and presentation of your assignment (eg. essay structure, paragraphing, referencing, spelling, grammar) are integral and important parts of the marking grade the assignment will be awarded.

#### 3.1.2 UNE grading standards

The table below provides the UNE Grading Standards for assignments. Please consult your Unit information for details about specific assessment criteria for particular assignments. Also note that an assignment does not have to exhibit every criteria in the explanations below for the grade to be awarded. These are broad guidelines.

## UNE grading system

Grade (Code)	Explanation
<b>HD</b> <b>High Distinction</b> <b>85% and above</b>	Excellent performance indicating complete and comprehensive understanding and/or application of the subject matter; achieves all basic and higher-order intended unit objectives and graduate attributes linked to the assessment tasks; minimal or no errors of fact, omission and/or application present; clear and unambiguous evidence of possession of a very high level of required skills; demonstrated very high level of interpretive and/or analytical ability and intellectual initiative; very high level of competence.
<b>D</b> <b>Distinction</b> <b>75 to 84%</b>	Very good performance indicating reasonably complete and comprehensive understanding and/or application of the subject matter; achieves all basic and most higher-order unit objectives and graduate attributes linked to the assessment tasks; some minor flaws; clear and unambiguous evidence of possession of a high level of required skills; demonstrated high level of interpretive and/or analytical ability and intellectual initiative; high level of competence.
<b>C</b> <b>Credit</b> <b>65 to 74%</b>	Good performance indicating reasonable and well-rounded understanding and/or application of the subject matter; achieves all basic but only a few higher-order intended unit objectives and graduate attributes linked to the tasks; a few more serious flaws or several minor ones; clear and unambiguous evidence of possession of a reasonable level of most required skills; demonstrated reasonable level of interpretive and/or analytical ability and intellectual initiative; reasonable level of competence.
<b>P</b> <b>Pass</b> <b>50 to 64%</b>	Satisfactory performance indicating adequate but incomplete or less well-rounded understanding and/or application of the subject matter; achieves many basic but very few or none of the higher-order intended unit objectives and graduate attributes linked to the assessment tasks; several serious flaws or many minor ones; clear and unambiguous evidence of possession of an adequate level of an acceptable number of required skills; demonstrated adequate level of interpretive and/or analytical ability and intellectual initiative; adequate level of competence.
<b>N</b> <b>Fail</b> <b>Less than 50%</b>	Unsatisfactory performance indicating inadequate and insufficient understanding and/or application of the subject matter; achieves few or none of the basic and higher-order intended unit objectives and graduate attributes linked to the assessment tasks; numerous substantive errors of fact, omission and/or application present; clear and unambiguous evidence of non-possession of most or all required skills; insufficiently demonstrated level of interpretive and/or analytical ability and intellectual initiative; fails to address the specific criteria; inadequate level of competence.
<b>NC</b> <b>Compulsory Fail</b>	Failed an assessment component that must be passed in order to pass the unit. This grade is used when an assessment task, such as a final examination, that must be passed in order to pass the unit (as detailed in the Unit Requirements) has not been passed (resulting in a fail in the unit), but where the overall mark is 50% or higher.
<b>NI</b> <b>Fail</b> <b>Incomplete</b>	Did not satisfy unit requirements. One or more mandatory requirements for the completion of the unit (as detailed in the Unit Requirements) were not fulfilled.
<b>S or US</b> <b>Satisfactory or</b> <b>Unsatisfactory</b>	In some units, the grading system is organised on a satisfactory/unsatisfactory (pass/fail) basis. When this grading system is used the appropriate interpretive descriptors to apply will be those for the grade of at least Pass or Fail.
<b>W</b> <b>Withdrawn</b>	The student withdrew from the unit without academic penalty.

## 3.2 Assignment presentation

Assignments should be well organised and well presented. The assignment should be sent in its complete form (not part of the assignment sent with a note saying more will follow in a week). Assignments must be presented on one side of a page, have a reasonable margin on the left hand side and have double or one and a half spacing between lines. **If posting your assignment, staple the pages of your assignment together neatly in the top left-hand corner. Do not submit your assignment in a folder of any kind including a plastic sleeve.**

For e-submission advice see Section 3.8 following.

**Consult the Assessment section of individual Unit information** for any extra requirements for specific assessment tasks.

## 3.3 Word limits

You are required to comply with word limits. They encourage conciseness, a hallmark of good academic writing. In no case should assignments exceed 10% of the specified word length. Assignments which exceed the word length by more than 10% may not be read beyond the required word length and may be subject to a 10% penalty.

## 3.4 Non-discriminatory language

You must be careful to use non-discriminatory language in assignments. You must avoid language that makes inappropriate reference to sex, disability, language, race and ethnicity. More information is available from Student Equity at Student Assist (02) 6773 2897 and the Aboriginal Unit, Oorala (02) 6773 3034. A fact sheet on Using Non-discriminatory Language is also available from the Academic Skills Office at:

<http://www.une.edu.au/tlc/aso/students/factsheets/non-discriminatory.pdf>

## 3.5 Turn around time for assignments

Members of the School of Humanities aim to have your assignments marked and returned within four weeks from documented date of receipt or four weeks from due date for those assignments submitted early.

## 3.6 Assignment preview

Asking unit coordinators for preliminary review of any assessment tasks prior to formal submission is inappropriate and unfair to other students without that opportunity.

## 3.7 Plagiarism

You must comply with the University's policy on Plagiarism and Academic Misconduct (go to [www.une.edu.au/policies/pdf/plagiarismcoursework.pdf](http://www.une.edu.au/policies/pdf/plagiarismcoursework.pdf) for details). Your work will be checked for originality.

Plagiarism is the action or practice of taking and using as one's own the thoughts or writings of another without acknowledgment. The following practices constitute acts of plagiarism and are a major infringement of UNE's academic values:

- where paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly, are not enclosed in quotation marks and appropriately referenced;
- where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not referenced within the text of the paper; and
- where an idea which appears elsewhere in any form\* is used or developed without reference being made to the author or the source of that idea.

\*Some examples of this are books, journals, WWW material, theses, computer stored data and software, lecture notes or tapes.

## Your responsibility

It is your responsibility to:

- read, understand and comply with the policy on [Plagiarism and Academic Misconduct](#) found at the website above;
- familiarise yourself with the conventions of referencing for your discipline(s);
- avoid all acts which could be considered plagiarism or academic misconduct;
- seek assistance from appropriate sources if you become aware that you need more knowledge and skills in relation to academic writing;
- be aware that when you submit an assignment through the University's e-Submission system, you are deemed to have signed the plagiarism declaration form;
- submit a separate signed and dated [plagiarism declaration form](#) with every task, report, dissertation or thesis submitted in **hard copy** for assessment or examination.

## Avoiding Plagiarism

You should refer to the following websites for further advice and assistance:

- Avoiding Plagiarism and Academic Misconduct (Coursework): Information for Students [www.une.edu.au/policies/pdf/plagiarismstudentinfocw.pdf](http://www.une.edu.au/policies/pdf/plagiarismstudentinfocw.pdf).  
This information explains the principles of good scholarship and has guidelines to help you avoid plagiarism. It also has guidelines for referencing and research, and advice on the use of internet sites.
- Academic Skills Office [www.une.edu.au/tlc/aso/students/publications/referencing.php](http://www.une.edu.au/tlc/aso/students/publications/referencing.php)  
The Academic Skills Office has a variety of support materials to assist you with referencing and avoiding plagiarism.
- eSKILLS UNE Keeping Track  
[www.une.edu.au/library/eskillsune/keeping/index.php](http://www.une.edu.au/library/eskillsune/keeping/index.php)  
eSkills Keeping Track has advice about organising your information for assignments and on referencing appropriately.

## 3.8 Assignment submission

### 3.8.1 Due date

The **due date** is the date stated in the unit information for the assignment to be submitted. Please check your unit information for details.

### 3.8.2 Assignment submission

#### Electronic submission

Most assignments must be submitted by 23.55 (11.55PM) UNE local time. See your unit site for specific information for assignments for your units. Your submission receipt date/time is recorded automatically. You must take into account time zone differences to avoid penalties for late submission. You can check what the current time at UNE is on the **Local time** block on the side of all Moodle pages.

Open the assignment that you wish to submit. You should find details about the assignment, including what file types are allowable.

Please note that you can only submit ONE file per assignment and that you are only able to submit each assignment ONCE.

For more information about Submitting Assignments, Grades and Receiving Feedback in Moodle use the following link: <http://moodle.une.edu.au/mod/book/view.php?id=79705>

If you require further assistance with the e-submission of your assignment, contact the IT Service Desk on 02 6773 5000 or email [servicedesk@une.edu.au](mailto:servicedesk@une.edu.au).

#### TurnItIn originality self-check

UNE uses a software application to determine the originality of assessable work submitted. This software is called Turnitin. Turnitin checks the originality of your work by comparing text from your assignment with other student assignments, websites, databases and online journals. Before submitting your assignment for marking you can submit a draft copy or your final assignment to Turnitin yourself for originality checking. This is an **optional** step but it will allow you to review the originality of your work before final submission. You can self-submit your assignment to Turnitin as many times as you wish until you receive a report you are satisfied with.

See [How do I use the TurnItIn originality check?](#) for information about using Turnitin.

More information about e-Submission and TurnItIn can be found at [www.une.edu.au/tlc/learningresources/esub-tii-student.php](http://www.une.edu.au/tlc/learningresources/esub-tii-student.php).

#### AskUNE

If you require further clarification regarding e-Submission or TurnItIn, you can ask a question at [AskUNE](#).

## Plagiarism declaration

When you submit an assignment via e-Submission, you will be deemed, in effect, to have agreed to the UNE plagiarism policy.

Assignments submitted in **hard copy** must include a signed plagiarism declaration form, which is included on the assignment cover sheet.

## Assignment cover sheets

e-Submitted assignments do not require assignment cover sheets as these are generated automatically by the e-Submission system when you submit your assignment.

All assignments that are submitted in hard copy must have an assignment cover sheet attached. These can be accessed from the Unit Assessment Task in Moodle. If you have received an exemption from the requirement to have computer access, you will receive your assignment cover sheets in the mail.

Assignments that are being submitted in hard copy should be mailed to:

**Assignment Section  
Teaching & Learning Centre  
University of New England  
Armidale NSW 2351**

### 3.9 School Extension Policy

If you do not submit an assignment on time you will be penalized unless you have previously been granted an extension. Below is the policy document.

The assessment of students' assignment work is an integral part of the process of teaching and learning. It is important therefore that the procedures for the submission of assignments are clearly understood by all those undertaking a unit of study.

In adopting this policy, the Faculty is mindful of equity issues, including the necessity for a common assignment submission deadline for all students. The Faculty recognizes, however, that equity cannot be reduced to the simple mechanical application of rules but requires awareness of the circumstances faced by students.

It is important for students to note that extensions may not be available for certain assignments such as many on-line tasks. Students should check Unit information and not simply assume that extensions are available for a particular piece of assignment work.

#### **If you have a problem about submitting assignments on time**

If you should find yourself in difficulties and are unable to submit an assignment by the due date, it is important that, before that due date, you request an extension from the Unit Coordinator or nominee such as the School's executive assistants whose contact details you will find in the Unit Handbook. Please do not wait until the last moment. Look well ahead and give yourself and staff plenty of warning. Try to pace yourself to finish assignments in good time.

Students will need to have a good reason as to why an extension is being requested such as sickness or unforeseen circumstances at work.

While we are sympathetic and understand many of the difficulties facing our students, it has been our experience that, where students have regularly fallen behind in the production of assignments, it has become difficult for them to complete the requirements of the unit in the minimum time. It is also likely that they will encounter difficulties in completing the requirements of other units.

### **Attach a copy of extension**

If you are granted an extension, it is important that you attach a copy of the email granting you that extension or, if the extension is granted over the phone, attach a note stating the date on which the extension was granted, by whom and for how long.

### **What “due date” means in this context**

The **due date** is the date stated in the Unit Handbook for the assignment to be submitted.

Where assignments are submitted by hand **by internal students**, the assignment will need to be placed in the appropriate Assignment Box by 5 pm on the due date.

**External students** who are submitting an assignment by mail will need to do so by the due date so that it is processed by the University is no later than one week after that date. Where assignments are to be submitted **electronically**, the assignment must be received by 5 pm (Eastern Standard Time) on the due date.

### **Assignments submitted later without an extension of time having been granted**

Assignments received after the due date without a notification of an extension of time having been approved will be penalised.

1. Where an assignment is up to a week late, a penalty will be imposed of a reduction of 10% of the marks available for that assignment
2. Where an assignment is up to two weeks late, a penalty will be imposed of a reduction of 20% of the marks available for that assignment
3. Where an assignment is up to three weeks late, a penalty will be imposed of a reduction of 40% of the marks available for that assignment
4. An assignment received more than three weeks late will receive no marks.

Students should be aware that late assignments are also likely to be returned with a significantly reduced level of criticism and commentary. If an extension is obtained for the final assignment, it is unlikely that the work will be returned before the examination.

**It is Faculty policy that all coursework assignments must be submitted before the start of the examination period for semester units unless the student has been granted a Special Extension of Time.**

### 3.9.1 Special extensions of time and special exams

If you need to apply for an assignment extension which takes you beyond the start of the examination period or if you are unable to sit for a scheduled examination, you must apply in writing to the UNE Student Centre and attach appropriate documentation to support your application.

Details of the relevant policies relating to special assessment are available online at <http://www.une.edu.au/policies/pdf/specialassessment.pdf>

### 3.10 Re-assessment of assignments

Students may request that an assessment task be re-marked, in its original form, in circumstances where the student presents a case arguing that the original marking was unfair or inconsistent with marking guidelines. This request must be directly addressed to the unit coordinator, with a copy to the Head of School, by the student within 10 working days of receipt of the original marked assessment task.

If you are unhappy about the assessment of your assignment you should first consult the person who marked it. This will normally resolve most problems. If you then wish to request a re-assessment you should send in, together:

- 1) the original essay,
- 2) a clean copy of the assignment (this must be exactly the same as the original and not changed in any way), and
- 3) a statement of your reasons for requesting a re-assessment.

You must present a strong case arguing that the original marking was unfair or inconsistent with marking guidelines. This request must be directly addressed to the unit coordinator, with a copy to the Head of School, within 10 working days of receipt of the original marked assessment task. It will be the unit coordinator's responsibility to arrange for the re-marking. Only a single re-mark will be permitted, and the result of the re-mark will be recorded as the final mark for that assessment task, irrespective of its position relative to the original mark. If you are dissatisfied with the outcome, then normal Faculty procedures for handling appeals will be followed.

The Appeals policy is available online at:

<http://www.une.edu.au/policies/pdf/studentappealspolicy.pdf>

### 3.11 Withdrawing from a unit

If you are considering withdrawing from a unit you may wish to discuss this with your unit coordinator and refer to UNE Don't Drop Out:

<http://www.une.edu.au/dontdropout/>

If you find that you are unable to complete a unit, you should contact the UNE Student Centre to withdraw from the unit. You should also check the university calendar to establish the date by which you can withdraw without academic penalty.

### **3.12 Examinations**

The Examinations page at [www.une.edu.au/exams/](http://www.une.edu.au/exams/) has important information about examinations, including your responsibilities as a student in relation to exams, information about examination dates and special exams, and links to whom to contact if you have queries.

### **3.13 Appeals**

Students wishing to lodge an appeal in relation to unit assessment; practical and/or professional experience assessment; the application of faculty policies; Special Examinations; and Special Extensions of Time, should consult the University's *Student Appeals Policy* at: [www.une.edu.au/policies/pdf/studentappealspolicy.pdf](http://www.une.edu.au/policies/pdf/studentappealspolicy.pdf).

### **AskUNE**

If you have questions related to assessment that are not covered in this booklet, go to [AskUNE](#). At AskUNE you can find answers to many common enquiries or submit an enquiry of your own.

## 4. Guidelines to Online Etiquette

---

At UNE the official method of written communication is via email to your UNE email address. You must check your UNE email address at least once per week. UNE also uses bulletin boards, chatrooms, blogs, Facebook and many other social networking sites.

You may **NOT** use any IT resource to harass, menace, defame, vilify or discriminate against any person (**NOTE:** It is important to understand that in matters of discrimination and harassment it is the reasonable perception of the recipient and not the intention of the sender that is significant). In certain cases an individual may be personally liable even if they aid another user who is discriminating, harassing or vilifies another person.

To view the full Guidelines brochure click on the following link:

<http://moodle.une.edu.au/mod/book/view.php?id=87150>

## 5. Study Skills Assistance

---

For students feeling uncertain about aspects of their study skills, there is a variety of assistance available. In addition to assistance from the academic staff of your unit(s), help is also available from the **Academic Skills Office (ASO)** of the Teaching and Learning Centre at UNE. The aim of the ASO is to assist students enrolled at UNE to succeed in their studies through the provision of both group and individual programs which address students' general and course-specific needs. The ASO is staffed by four lecturers, all with extensive experience in tertiary teaching and study skills advising. Student consultations are held on the ground floor of Dixon Library. Appointments can be made by phoning 6773 3600, emailing [asohelp@une.edu.au](mailto:asohelp@une.edu.au) or simply by calling in. Visit the ASO website to get details about the variety of workshops, fact sheets and other assistance available. Students can also join in and post a message on the ASO Discussion Board for academic skills-related issues at <http://www.une.edu.au/tlc/aso/>

### **ACADEMIC SKILLS OFFICE**

<http://www.une.edu.au/tlc/aso/>

**Phone: +61 (0)2 6773 3600**

### **For Internal Students**

Internal first year students can also consult with the First Year Advisers associated with the ASO. The Advisers are responsible for helping first year internal students with some of the academic and transition issues they are likely to face when beginning tertiary study after leaving school. So if you are a first year internal student, make the most of your First Year Advisers. The Faculty Mentor for Humanities is Winifred Belmont. She is available to provide one-to-one assistance to students who are having difficulties with essay writing and other aspects of their study. If you are off campus, equivalent assistance is available from the other ASO staff.

### **FIRST YEAR ADVISER**

**Winifred Belmont**

**Arts Building Room G21**

**Phone: +61 (0)2 6773 2396**

**Email: [wbelmont@une.edu.au](mailto:wbelmont@une.edu.au)**

### **Assistance for students with disabilities and special needs**

For students with permanent or temporary disabilities or special needs, assistance is available from special advisors at UNE.

### **DISABILITY NEEDS & ADVISER**

<http://www.une.edu.au/disability-support/>

**Phone: +61 (0)2 6773 3487**

**Email: [disability.unit@une.edu.au](mailto:disability.unit@une.edu.au)**

If you have a disability or special need which causes problems with meeting the unit requirements at any stage of the semester, please let the Unit Coordinator know as soon as possible. We are very flexible and usually can find some way to deal with difficulties, especially if we know about them early enough.



# Academic Skills Office

## OBJECTIVES

To assist students enrolled at UNE to succeed and excel in their studies

To promote the development of all students' learning skills

To enhance students' autonomous learning ability

### **Academic Skills Advisors:**

Robyn Muldoon, Ingrid Wijeyewardene, Natalia Tobin & Helen Pendreigh

### **Individual consultations**

Appointments are available for students when on-campus at the ASO Learning Centre in the Dixon Library or when off-campus via videoconference link. Bookings are essential, call (02) 6773 3600. Alternatively, ASO staff are happy to assist you from a distance via phone (phone 02 6773 3600 in the first instance); email ([asohelp@une.edu.au](mailto:asohelp@une.edu.au)) or online (see how to access the ASO Discussion Board at [www.une.edu.au/tlc/students/services/consult.php](http://www.une.edu.au/tlc/students/services/consult.php)). The latter links you to an online study skills adviser from the ASO who will address specific study skills enquiries on the ASO Discussion Board. You can also read responses to other students' queries and contribute to online discussions of study skills issues.

### **Basic maths and stats help**

If you are a non-maths/stats student finding the maths/stats component of your course a bit trickier than expected, the ASO maths adviser, Peter Mathew, is available for one-to-one assistance either in person or via email. To make an appointment call 02 6773 3600 or email [asohelp@une.edu.au](mailto:asohelp@une.edu.au).

### **Writing for Success Workshops**

Being able to write well-structured assignments in an academic writing style is an essential skill at university. These workshops are designed to revise some of the skills needed to write an essay with the emphasis on the basic structuring of an essay. You will also learn about referencing and academic writing style. In this short course you will have the opportunity to discuss your own assignment. Bring your unit guide and assessment task. To enroll in all or any combination of the workshops contact the ASO on (02) 6773 3600. Check the website for sessions and dates <http://www.une.edu.au/tlc/students/workshops>.

### **Peer Support**

University study can be quite a challenge, whether

Academic Skills Office/Semester 2, 2007

## 6. General Information

---

### Library services

#### What can the Library do for you?

Find out at [www.une.edu.au/library/services/unit\\_guide.php](http://www.une.edu.au/library/services/unit_guide.php). This guide provides easy pathways to UNE's vast online resources and shows how the Library can help you with your studies. You can borrow books, obtain copies of articles and exam papers, and request advice from librarians on search strategies and information tools to use.

### Learning support

The Academic Skills Office (ASO) is UNE's learning support unit. The ASO has a wealth of print and online resources to help you with your academic study skills development or problems.

#### ASO fact sheets

The ASO has developed a series of fact sheets that answer the questions most frequently asked by students. They can be found at [www.une.edu.au/tlc/aso/students/factsheets/](http://www.une.edu.au/tlc/aso/students/factsheets/).

#### ASO discussion forum

If you would like to discuss specific issues related to study skills or academic writing with an advisor, or benefit from the questions other students ask, you can log on to the ASO Discussion Forum at [www.une.edu.au/tlc/aso/students/services/help-for-you.php#onlinechat](http://www.une.edu.au/tlc/aso/students/services/help-for-you.php#onlinechat)

#### Key terms

A glossary of some of the key terms used to describe academic and administrative activities, roles and structures at UNE can be found at [www.une.edu.au/policies/pdf/glossarykeyterms.pdf](http://www.une.edu.au/policies/pdf/glossarykeyterms.pdf). It is very useful for understanding the terminology associated with your study.

### Other Support at UNE

Other support services are available to assist you throughout the course of your studies. Some of these services are outlined below. For the full range of support services, go to [www.une.edu.au/for/current-students/](http://www.une.edu.au/for/current-students/) and follow the links.

#### Student Equity Policies

The University of New England takes the rights of staff and students seriously and is committed to eliminating discrimination and harassment in the University environment and embraces the concept of inclusiveness. For further information go to <http://www.une.edu.au/student-equity/>.

See also <http://www.une.edu.au/eo/ally/> - Equality for all students and staff, regardless of their sexual orientation.

## **Student Assist**

Student Assist's support services include disability and special needs support, counselling, and career development. To see the range of services they offer, go to [www.une.edu.au/student-assist/](http://www.une.edu.au/student-assist/).

## **Aboriginal and Torres Strait Islander students**

The Oorala Aboriginal Centre is a study support and advisory centre for internal and external Aboriginal and Torres Strait Islander students at UNE. To find out more about the support services Oorala offers, go to [www.une.edu.au/oorala/](http://www.une.edu.au/oorala/).

## **International students**

International Services provides support for international students and provides a link between the administrative and academic functions at UNE. For more information about the services offered, go to [www.une.edu.au/elis](http://www.une.edu.au/elis) and for an e-copy of the International Student Handbook go to [www.une.edu.au/elis/brochures/](http://www.une.edu.au/elis/brochures/).

## **AskUNE**

If you have questions that are not answered by this booklet, go to [AskUNE](#). At AskUNE you can find answers to many common enquiries or submit an enquiry of your own by clicking on the Relevant tab.

# 7. SHum Referencing Guidelines

---

## Bibliographic Software

EndNote is a personal reference database program which is used to

- maintain a personal 'library' of references
- download references from other databases
- insert references in word-processed documents
- generate a bibliography in the correct style for publication

All UNE staff, higher degree, postgraduate and Honours students are entitled to a copy of EndNote. Further information about EndNote can be found at the following link: <http://www.une.edu.au/library/endnote/>

### 7.1 Why reference?

When writing essays you will need to supply references to indicate the source of your information and ideas. These references:

- provide an opportunity for you to acknowledge the debt you owe to the work of others;
- enable the reader to check what you have read, to travel the same road that you have travelled in formulating your argument; and
- help to keep us honest.

In serious scholarship, therefore, references are a plain necessity, not an optional extra; they are an integral part of any essay. **Under no circumstances should you submit an assignment devoid of references.**

### 7.2 Referencing systems

There are two main referencing systems.

- The Harvard system (sometimes referred to as the author-date system) incorporates within the text an abbreviated reference consisting of author and year of publication and a page number, and provides a full reference in the list of references.
- The Traditional footnoting system provides within the text superscripted numerals that direct the reader to references at the bottom of the page. A bibliography is also provided with this system.

Generally, the Harvard system is used by the sciences and social sciences, while the humanities often prefer footnotes. Within the School of Humanities, different disciplines have different referencing requirements as set out below.

<b>Archaeology and Palaeoanthropology:</b>	Will <b>only</b> accept the Harvard system.	<a href="#">AGPS</a>
<b>Political and International Studies:</b>	Will accept the Harvard system.	<a href="#">AGPS</a>
<b>Studies in Religion:</b>	Will accept <b>either</b> the Harvard <b>or</b> the footnoting system provided it is used consistently.	<a href="#">AGPS, Footnoting</a>

<b>Classics and Ancient History:</b>	Will accept <b>either</b> system provided it is used consistently. <a href="#">Chicago Author-Date</a> or <a href="#">AGPS, Footnoting</a>
<b>History:</b>	Will accept <b>only</b> Traditional footnotes. (consult your unit guide in case exceptions apply) <a href="#">Footnoting</a>
<b>Indigenous Studies:</b>	Will accept Harvard system. <a href="#">AGPS</a>
<b>Peace Studies:</b>	Prefers traditional <a href="#">Harvard</a> system but will accept the AGPS <b>or</b> the footnoting system provided it is used consistently. <a href="#">AGPS, Footnoting</a>
<b>Philosophy:</b>	Will accept <b>either</b> the Harvard <b>or</b> the footnoting system provided it is used consistently. <a href="#">AGPS, Footnoting</a>

The following sections provide guidelines on the Harvard System (section 7.3) and the footnoting system (section 7.4). A final section (7.5)

## 7.3 Referencing using the Harvard System

[Source: <http://www.une.edu.au/tlc/students/publications/referencing.pdf>]

Each time you use the work of others in an assignment, you must acknowledge this with an in-text reference that places the author's surname, year of publication and page number (when appropriate) next to the idea to which you are referring.

**For example:**

**Plato and Aristotle are regarded as the twin founders of Western thought (Kenbrook 1987:11)**

Page numbers must be given when you quote or paraphrase a passage or when you copy tables and figures, or when you summarise an idea from a particular page. Page numbers are not necessary when you refer to key ideas that encompass a whole study or work.

Including the author's name as part of your sentence gives prominence to the author.

**For example:**

**Jones (1995:23) has made this fundamental claim.**

Placing the author's name in the brackets of your reference gives prominence to the information.

**For example:**

**This fundamental claim has already been made (Jones 1995: 23).**

You should not use too many quotations. Generally, it is better to assimilate the author's ideas into your own argument by paraphrasing. Quotations are used when:

- An argument needs to be recorded as evidence
- Changing the words would result in misinterpretation
- You need to preserve a particularly elegant or apt expression.

Short quotations (less than three lines) should be placed within single inverted commas and woven into your own sentence.

**For example:**

**It is important to remember that ‘morality is not the servant of our desires and interests, but their judge’ (Gaita 2001:38).**

Long quotations (more than three lines) are set off from your text as a block quotation. They are indented from the left and single-spaced. Inverted commas are not used. Try to avoid ending a paragraph with a block quotation.

Electronic in-text references require the author, date and page number, just as in in-text references to printed material. However, many Internet sites do not have page numbers or specified authors.

If there are no page numbers in the document, use paragraph numbers if provided or if you are easily able to count them.

**For example:**

**Scaffolding is an integral part of effective teaching (Vygotsky 1972:para. 4).**

You can also use the symbol for paragraph: (Vygotsky 1972: 4)

If you cannot refer to a paragraph number, place the word ‘online’ after the author and date. This lets your reader know that it is an Internet reference and you have not simply forgotten to put in the page numbers.

**For example:**

**Lyons (1986 online) argues that ‘political debate has declined over the last thirty years’.**

## **Reference List and Bibliography**

You will need to give a full list of all references you cite. Hence an alphabetical list of all references is placed at the end of your assignment. This list gives the full publication details of each source you cited in your assignment so that your reader can consult the same sources that you have used.

- A Reference List is a list of all the sources that you have used as in-text references in your assignment.
- A Bibliography includes both in-text references and other sources which may have informed your thinking on the topic but have not necessarily been used in writing your assignment.

Make sure you know whether a reference list or bibliography is required for the unit you are studying.

The following are the most common types of references, but this is not an exhaustive list of ways to construct your reference list and/or bibliography. Use them as a template for your own references.

1. Author Year, Title, Publisher, Place of Publication (town/city).
2. Author Year, ‘Title of article’, Title of Journal, volume, issue number.
3. Author Year of publication (date of last revision if given), ‘Title of article/section’, Title of Web Site, Title of Organisation. Retrieval statement (date of access and URL).

4. Author Year, 'Title of article', Title of Journal, volume number, issue number, page numbers. Retrieval statement (date of access and name of database).

Full details of the Harvard System can be found at:

<http://www.une.edu.au/tlc/students/publications/referencing.pdf>

## 7.4 Referencing using the Traditional Footnoting System:

As the Harvard system is inappropriate to the discipline of History, students enrolled in History units must master the footnoting system. One difficulty with this requirement, and potentially confusing for undergraduate students, is that there is no single footnoting system. For example, there is the Documentary-note system as contained in the Australian Government *Style Manual* (now published by John Wiley); there is the MLA system based on the Modern Language Association of America's *Style Manual*, the Chicago system based on the University of Chicago's *Manual of Style*, the Oxford system based on its *Guide to Style*, and there is the Cambridge system as outlined in *Copy-Editing: The Cambridge Handbook*, to name but a few. These systems can display significant variations in their attractiveness and ease of use. Academic disciplines embrace the system that best serves their subject areas, though even within subject areas you will sometimes find different systems being used. This multiplicity merely reflects individual academic backgrounds, tastes and associations with different publishing houses. **If you have already mastered one of the footnoting systems and can use it consistently, most unit coordinators will accept this.**

We recommend the following traditional footnoting system as it enables the reader to locate your sources with a minimum of fuss. We are also mindful that simplicity, attractiveness and ease of use are equally important considerations. The intent here is not to provide a comprehensive coverage of all possibilities and permutations but an outline that incorporates the sorts of references that you are most likely to encounter as an undergraduate. Unit coordinators may provide additional information, modifications and guidance relevant to their subject areas, and they will direct postgraduate students to more detailed, published manuals as the need arises.

### 7.4.1 How do I know when to footnote?

You should indicate the source of quotations, information, ideas or interpretation in a footnote. In the case of information, only **substantial** information or possibly contentious statements of fact need to be documented. For example, the following three sentences would **not** normally require footnotes.

- (a) Louis IX, also known as St Louis, succeeded to the French throne in 1226.
- (b) The First Fleet arrived at Botany Bay in January 1788.
- (c) Menander's plays are the sole surviving exemplars of New Comedy.

Footnotes **are** normally needed for statements such as the following.

- (a) Despite Louis IX's victory at Mansourah, the death of Robert of Artois and the losses suffered by Robert's forces in the streets of the town ensured that any further advance along the Nile would be impossible.
- (b) The First Fleet carried 736 convicts, 188 of whom were female.

- (c) In contrast to Aristophanes' fantasy comedies, Menander's are grounded in realism – a feature for which ancient commentators admired him greatly.

## 7.4.2 How to footnote

When you need to supply a footnote you should insert a superscripted numeral (i.e. above the line) **at the end of the relevant clause or sentence** after any punctuation marks. Place the numbered footnote at the foot of the page and number consecutively throughout the essay. Endnotes, which some publishers favour for economic and other reasons that are not applicable to essays, are not so user friendly and for this reason should be avoided.

### Books

The first reference to a book will contain the author's initials or forenames (depending upon how the name is presented on the title page), author's surname, the book title italicised **or** (only in the case of handwritten assignments) underlined (but not both), the city or town of publication, date of publication and the page or pages to which you are referring. Pay particular attention to punctuation as outlined in the examples that follow and to the order of presentation; the author's initials or forenames come before the surname in footnotes, not after.

1. Richard Vaughan, *Philip the Bold*, London, 1962, p. 230.
2. Steven Runciman, *A History of the Crusades*, 3 vols, Cambridge, 1951–54, i, p. 23.
3. Norman Cohn, *The Pursuit of the Millennium*, 2nd edn, New York, 1970, pp. 17-18.
4. Sir Frederick Pollock and Frederic William Maitland, *The History of English Law*, 2nd edn, 2 vols, Cambridge, 1898, ii, p. 617.
5. Joel T. Rosenthal, *The Purchase of Paradise*, London, 1972, p. 85.
6. R.C. Smail, *Crusading Warfare (1097–1193)*, Cambridge, 1956, p. 209.

#### Notes:

- In footnote 2, the fact that there are three volumes is indicated immediately before the place of publication. The volume used for this reference is indicated by small Roman type.
- In footnote 3, the edition number is indicated immediately after the title.
- Where a reference is to a later edition of a multi-volumed work, the edition number appears first followed by the number of volumes as indicated in footnote 4.
- Book titles should be cited as they appear on the title page, not on the front cover or dust jacket of the text. The first letter of major words in book titles are capitalized, despite the possible use of lower case on the title page.

### Articles and chapters in edited books

If you are citing from a book consisting of separate articles the following format is used. The article or chapter title is provided in Roman type in single inverted commas, while the book title is italicized.

7. Joel T. Rosenthal, 'When did you last see your grandfather?', in *Crown, Government and People in the Fifteenth Century*, ed. Rowena E. Archer, Stroud, 1995, pp. 229-231.

### Notes:

- In footnote 7 you could have placed the editor before the title of the book, thus:  
... in Rowena E. Archer (ed.), *Crown, Government ...*
- Chapter titles should be presented in lower case except for proper nouns.

## Journals and periodicals

The first reference to a journal article will contain the author's initials or forenames, author's surname, article title in lower case and enclosed in single inverted commas, journal title italicised **or** (only in the case of handwritten assignments) underlined (but not both), volume number, year of publication and page reference.

8. Francis Oakley, 'Pierre d'Ailly and papal infallibility', *Medieval Studies*, 26, 1964, pp. 354–55.
9. Sander M. Goldberg, 'Plautus on the Palatine', *JRS*, 88, 1998, p. 12.

### Notes:

- As shown in footnote 9, it is possible to abbreviate the titles of journals, in this case the *Journal of Roman Studies* to *JRS*. Elsewhere in your teaching material your unit coordinator may advise about other standard abbreviations relating to your area of study.
- Only proper nouns are capitalized in article titles.

## Web pages

As with all other references, the purpose is to provide the reader with sufficient information to enable access to the web site. You should therefore indicate in the reference what you looked at, its web address and when you accessed the site. Web references should look like footnote 10.

10. A. M. Sellar (trans.), *Bede's Ecclesiastical History of England*, London, 1907, Book 1, chap. v (unpaginated), in Christian Classics Ethereal Library, <http://www.ccel.org/b/bede/history/htm/v.vi.htm>, accessed 13 September 2002.

## Audio and multimedia works

For film, video, sound recordings and CD-ROMs, include the director/author (if available), title, format, city or town of recording, date of recording and any special credits.

11. Peter Weir (director), *Gallipoli* (video recording), Sydney, 1981.
12. *Frontier: Stories from White Australia's Forgotten War* (CD-ROM), Sydney, 1997.

## UNE teaching material

Sometimes you may wish to refer to material that has been reproduced in your study guide or resource booklet. You should indicate the nature of the material, its original source, if provided, and where you accessed it as follows.

13. John Calvin, *Institutes of the Christian Religion*, reproduced in ‘Social and religious dissent, 1381–1559’, History 110 Study Guide 1, Armidale, 1989, p. 79.
14. Alistair Thomson, ‘A past you can live with: digger memories and the Anzac legend’, *Oral History Association of Australia*, 13, 1991, p. 13, reproduced in ‘Australians through two centuries’, History 154 Resource Materials–Book 2, Armidale, 2001, p. 28.

### Continued references to the same work

Were our next reference to Runciman, it is not necessary to repeat all the bibliographical details as these have already been provided at footnote 2. This information is replaced by a shortened form of the title as follows.

15. Runciman, *Crusades*, i, p. 23.
16. Goldberg, ‘Plautus’, p. 7.

#### Notes:

- At footnote 15 you still need to indicate the volume number.
- At footnote 16 the abbreviated title of the journal article is not italicized.

If one footnote **immediately following another** refers to the same work the whole reference may be abbreviated by the use of *ibid.* [*ibid.* is short for *ibidem*, Latin for ‘in the same place’]. For example, if note 17 refers again to Goldberg’s article, the footnote will appear thus:

17. *Ibid.*, p. 16.
18. Where there are multiple authors it is sufficient to use the abbreviation *et al.*, meaning ‘and others’, after the first full citation (e.g. Ruth Weston, David Stanton, Lixia Qu and Grace Soriano, ‘Australian Families in Transition’, *Family Matters*, no. 60, Spring/Summer 2001, p. 12 could be cited a second time as Weston *et al.*, ‘Australian Families’, p. 12.

#### Notes:

- *Ibid.* can refer only to the immediately preceding reference. Also, see note 25 below.
- *Ibid.* is not used with author’s surname.
- *Ibid.* should be italicized or (only in the case of handwritten assignments) underlined.
- A footnote begins with a capital letter.

Here are further examples encompassing the use of *ibid.*, short titles, unpublished theses, and newspapers.

19. Rosenthal, *Purchase of Paradise*, pp. 92-93.
20. Michael J. Belcher, ‘The child in New South Wales society: 1820-1837’, PhD thesis, University of New England, Armidale, 1982, p.168.
21. Rosenthal, ‘When did you last see your grandfather?’, p. 229.
22. *Ibid.*, p. 230.

23. Rosenthal, *Purchase of Paradise*, p. 93.
24. Belcher, 'The child', p. 207; Cohn, *Millennium*, p. 25; Vaughan, *Philip*, p. 17.
25. Vaughan, *Philip*, p. 28.
26. *Sydney Morning Herald*, 25 June 2002, p. 12.
27. Adam Sage, 'The little corner of France that is forever Spanish', *The Times*, 6 September 2002, p. 20.
28. Sellar, *Bede's History*, Book 1, chap. iv; Oakley, 'Pierre d'Ailly', p. 357.

#### Notes:

- **Use of capitals:** With books, the convention is to capitalize the first letter of all **major** words in the title, whereas with articles and unpublished theses (see footnotes 20 and 21) the convention is to use lower case except for proper nouns.
- **More than one work may be cited in a single footnote**, as at footnote 24 where the order of citation is determined alphabetically according to authors' surnames. Semicolons are used to separate each of the three references.
- **Use of *ibid.*:** Pay particular attention, too, to footnote 25. Here, you cannot use *ibid.* as this fails to distinguish between the three works cited in the previous reference.
- **Newspapers:** With English-language newspapers, only *The Times* of London and *The Economist* take the definite article. Foreign-language newspapers, such as *Le Monde* and *Der Spiegel*, retain their definite articles. References to news items may simply provide the name of the newspaper and the date of issue but we recommend that you also supply a page reference as this makes it easier and quicker for the reader to locate the source (see note 26). Articles (signed or unsigned) may be presented as in note 27.
- When **primary and secondary sources** are cited in a single footnote, it is conventional to place the primary source first.

#### Points to remember

1. Footnotes, as the name suggests, appear at the foot of each page. Do not present endnotes. If you use a computer that does not have the capacity to do footnotes, then they should be hand-written in the correct place.
2. Titles of books and journals should be either italicized or (only in the case of handwritten assignments) underlined.
3. Titles of journal articles should be placed in single inverted commas. Quotations **within** these titles should be placed in double inverted commas. Italicized words in article titles should also be italicized in your reference.
4. A footnote begins with a capital letter.
5. *Ibid.* should be italicized or (only in the case of handwritten assignments) underlined.
6. Use p. for one page and pp. for more than one page.

7. Footnotes should be punctuated appropriately, using as your guide the examples provided here. Always end with a full stop.
8. Footnotes include the name of the **town** or **city** where a book was published (not country or county, though where ambiguity is possible it is sometimes desirable to include American states such as Cambridge Mass.). There is no need to include the name of the publisher as this information is contained in the bibliography.
9. It is just as important to provide adequate references to web sites and other electronic sources you may have used as it is to document books and articles.
10. Always number footnotes consecutively throughout the essay.
11. Do not let footnotes become vehicles for additional comments of substance. If the point is important it should be included in the body of the essay. If not, it should be excluded altogether.

### 7.4.3 Bibliography

A bibliography is a list of all works used to write the essay. It is arranged alphabetically according to author's name. Therefore, whereas you placed the forenames or initials first in the footnote, in the bibliography the surname will come first. Also, unlike in the footnote, the bibliography includes the name of the publisher. Using the works already cited above, we end up with the following bibliography. Please note that this bibliography divides the references into primary and secondary sources. This is not required in all units. Please check your Unit Handbook and Assessment requirements for further details.

Note: Do not number your entries or use dot points.

#### Primary Sources

Calvin, John *Institutes of the Christian Religion*, reproduced in 'Social and religious dissent, 1381–1559', UNE History 110 Study Guide 1, Armidale, 1989, pp. 79–81.

Sellar, A. M. (trans.) *Bede's Ecclesiastical History of England*, London, 1907, in Christian Classics Ethereal Library, <http://www.ccel.org/b/bede/history/htm/v.vi.htm>, accessed 13 September 2002.

*Sydney Morning Herald*.

*The Times*.

Weir, Peter (director) *Gallipoli* (video recording), Sydney, Associated R and R Films, 1981.

#### Secondary Sources

Belcher, Michael J. 'The child in New South Wales society: 1820–1837', Ph.D. thesis, University of New England, Armidale, 1982.

Cohn, Norman *The Pursuit of the Millennium*, 2nd edn, New York, O.U.P., 1970.

*Frontier: Stories from White Australia's Forgotten War* (CD-ROM), Sydney, Australian Broadcasting Corporation, 1997.

Goldberg, Sander M. 'Plautus on the Palatine', *Journal of Roman Studies*, 88, 1998, pp. 1–20.

Oakley, Francis 'Pierre d'Ailly and papal infallibility', *Medieval Studies*, 26, 1964, pp. 353–58.

Pollock, Sir Frederick and Maitland, Frederic William *The History of English Law*, 2nd edn, 2 vols, Cambridge, C.U.P., 1898.

Rosenthal, Joel T. *The Purchase of Paradise*, London, Routledge and Kegan Paul, 1972.

Rosenthal, Joel T. 'When did you last see your grandfather?', in *Crown, Government and People in the Fifteenth Century*, ed. Rowena E. Archer, Stroud, Alan Sutton, 1995, pp. 223–44.

Runciman, Steven *A History of the Crusades*, 3 vols, Cambridge, C.U.P., 1951–54.

Smail, R.C. *Crusading Warfare (1097–1193)*, Cambridge, C.U.P., 1956.

Thomson, Alistair 'A past you can live with: digger memories and the Anzac legend', *Oral History Association of Australia*, 13, 1991, pp. 12–18, reproduced in 'Australians through two centuries', UNE History 154 Resource Materials–Book 2, Armidale 2001, pp. 27–33.

Vaughan, Richard *Philip the Bold*, London, Longman, 1962.

### Notes:

- Indenting subsequent lines makes it easier for the reader to see each new entry.
- Bibliographies for history essays should be divided into primary and secondary sources. In the above bibliography the placing of Peter Weir's movie among the primary sources indicates that it was used to make a point about movies. Had it been used to make a point about the Gallipoli campaign it would have been placed among the secondary sources.
- The corporate identity of publishers (such as Company, Incorporated, Limited, Propriety, Group) is never included.
- Care needs to be exercised to ensure that your citation refers to the place of publication and not to the place of printing.

## 7.5 Other Examples of Referencing

The preceding two sections deal with standard referencing of secondary sources such as books, journal articles, websites and audio-visual material. This section provides guidelines for and examples of how to reference primary sources as well as examples of other types of secondary sources.

**Primary sources** are the documents and other material produced by eyewitnesses to events, and history students in particular will be required to work with primary sources. There are many different types of primary sources – letters, diaries, newspaper articles, oral histories, artworks, memorials, objects, government records. As a result it is difficult to standardise the referencing of primary sources in the same way that the referencing of secondary sources can be standardised. However, a few basic rules apply for referencing primary sources. The advice and examples given here relate primarily to documentary sources. However, the guidelines can be applied to other types of primary sources. The key rules are:

### 1. Describe the source as fully as you can.

For example, if the source is a letter, write down the name of the writer, the name of the recipient, and the date of the letter.

## **2. Provide details about where the source is currently located.**

This could be in a public repository (for example, Mitchell Library, the John Oxley Library, State Records NSW, Powerhouse Museum, a local library or museum etc). Also provide the reference number that the repository has given to the particular source.

If your source is in private ownership, then this also needs to be stated.

## **3. For government documents, state the provenance.**

Provenance simply means where the source originally came from. A letter may be held today in State Records NSW. However that letter originally came from the Lands Department Conditional Sales Branch. In referencing that letter you would need to state where it originally came from.

### **Why these details?**

As with all referencing, sufficient information needs to be provided so that, using the reference details you provide, someone else can locate the source.

The following provide examples (with explanations) of the referencing of a range of different types of sources. Use these examples and the above guidelines for referencing other types of sources.

The sources are listed alphabetically. The examples used are Australian.

**Note:** The examples provide the full reference details that would go in a footnote.

## **Conference and Seminar Papers**

### **Examples**

Michael Smith, ‘The Launceston railway Workshops Redevelopment’, paper presented to the National Railway Heritage Conference: Thinking rail, lessons from the past, the way of the future, Tamworth, 28-30 September 2005.

Erin Ihde, ‘Do Not Panic: Hawkwind and the cold war (an audio-visual extravaganza!)’, paper presented to the Classics and History Seminar Series, University of New England, Armidale, 14 March 2008.

### **Discussion**

If you quote from or refer to an idea expressed in a conference or seminar paper that you have either heard yourself or viewed a copy of, then you must reference this source. The norm is to record sequentially the presenter’s name, the title of their paper (presented in inverted commas — indicating that it is an unpublished paper), the name of the conference or seminar series, where the conference/seminar was held, and the date/s of the conference or the date of the seminar. In many instances conference and seminar papers subsequently are published. Where a paper has been subsequently published you should endeavour to locate it and make reference to it rather than the original presentation.

## Death Certificates

### Examples

Death Certificate of Rachel Jones, died 19 June, 1890, Armidale Court House Death Register, 56/90.

Death Certificate of Bernard Herzog died 16 July, 1908, Registrar of Birth, Deaths and Marriages NSW, 8958/1908.

### Discussion

In the above two examples notice that the document is described very fully to distinguish it from all other similar documents. The name of the deceased is given but also the date of death. You need to state the date of death in case the deceased's name was very common (eg Thomas Brown). There could be up to fifty Thomas Browns who died in New South Wales last century but it is extremely unlikely that two of them died on the same day. Note also that the provenance for each death certificate is given. One was acquired at the Armidale Court House, the other from the Registrar of Births, Deaths and Marriages. You can also acquire baptismal marriage or burial certificates from the various churches.

## Deceased Estate Files

### Example

Affidavit under the Stamp Act, Deceased Estate File Z 4817 John Chard, Stamp Duties Office, State Records NSW, 20/6992.

### Discussion

Deceased estate files in New South Wales are now being heavily used by family historians since they were made available to the public early in 1991. They have been publicly available in other states for some time. A deceased estate file is simply a valuation of all the property of a deceased person. The valuation was organised by the executors of the deceased person's will. All the documents on the file lead to a final statement that the deceased, John Chard in this instance, left assets of £9052 and it was upon this figure that death duties were paid.

A deceased estate file is a group of documents all proving ultimately that the deceased was in fact worth £9052. When referencing, you must firstly state which document on the file you used. In this case it was the affidavit under the Stamp Act. All deceased estate files will contain this document as the affidavit was required by law. The next part of the reference describes the file by giving its number (Z4817) and the name of the deceased (John Chard). The file is now distinguished from all other deceased estate files ever compiled. The provenance is then stated (Stamp Duties Office). This was the government department from which the file originated. Finally the current repository is stated, in this case State Records NSW (SRNSW). Note that the archive office box number is provided

## Diaries

### Example

Diary entry 8 August, 1902, May Morse Diary, original held by Mrs Margaret Johnstone (nee Morse) 9 College Avenue, Armidale, NSW.

## Discussion

The referencing for diaries simply follows the general procedures already established. Identify the diary entry as completely as you can and state the repository where the diary is held or the current private owner of the diary.

## Dissertations and Theses

### Examples

1. Andrew K.S. Piper, 'Nineteenth Century Chinese Goldminers of Central Otago: a study of the interplay between cultural conservatism and acculturation through an analysis of changing diet', unpublished B.A. (Hons) dissertation, University of Otago, 1984, pp. 23-27.
2. D.A. Roberts, 'Binjang' or the 'Second Vale of Tempe': the frontier at Wellington Valley, New South Wales, 1817-1851, unpublished Ph.D. thesis, University of Newcastle, 2000, p. 5.

### Discussion

The normal practice is to refer to mini-theses, such as those submitted as partial fulfilment of an undergraduate honours qualification, as dissertations (see example 1), while the outcomes of higher degree research are referred to as theses (see example 2). The order of detail is the author's name, the title of the research paper (within inverted commas — not italicised), the degree for which the thesis was submitted, the university at which it was submitted, the year the degree was submitted, and the page/s being referenced.

## Government Publications

### Examples

1. Annual Report of the Inspector of Stocks and Brands, *Votes and Proceedings of the Legislative Assembly of N.S.W.*, Session 1885, Vol. 3, Sydney, Government Printer, 1885, pp. 561-597.
2. By-laws of the Borough of Armidale, *Votes and Proceedings of the Legislative Assembly of N.S.W.*, Session 1868-9, Vol. 3, Sydney, Government Printer, 1869, pp. 329-333.
3. Crown Land under Pastoral Lease (Return to an Order), *Votes and Proceedings of the Legislative Assembly of N.S.W.*, Session 1878-9, Vol. 6, Sydney, Government Printer, 1879, pp. 327-388.
4. Bridge over Armidale Creek (Return to an Order), *Votes and Proceedings of the Legislative Assembly of N.S.W.*, Session 1878-9, Vol. 5, Sydney, Government Printer, 1879, pp. 1001-1015.
5. Report of the Select Committee on Mineral Conditional Purchases, Parish of Metz, *Votes and Proceedings of the Legislative Assembly of N.S.W.*, Session 1887-8, Vol. 8, Sydney, Government Printer, 1888, pp. 439-463.

6. Report from the Select Committee on the Armidale Roman Catholic Church, School, and Presbytery Land Sale Bill, *Votes and Proceedings of the Legislative Assembly of N.S.W.*, Session 1881, Vol. 5, Sydney, Government Printer, 1882, pp. 903-909.

### Discussion

Fully responsible elected parliaments were established in Australia from 1856 onwards. The primary responsibility of the parliaments was to make laws. But inevitably policy was debated, issues were examined, questions about governments were raised and a host of decisions were made. The members of parliament frequently required papers and reports to help them make decisions and to allow them to supervise what was going on in the government's areas of responsibility. Very often the government received petitions from ordinary voters urging a change in this law, no change to that law or the introduction of a new law. Many of these papers, reports and petitions would be tabled in parliament and the parliament would order them to be printed. After each session of parliament, the papers tabled during that session would be printed by the government printer and bound in volumes. These volumes of published papers were called the *Votes and Proceedings of Parliament*. There might only be one volume of papers arising from a session of Parliament or there could be up to fifteen volumes of published papers if the session of parliament was an unusually busy one.

*The Votes and Proceedings of Parliament* can be a very valuable source of information for local historians in particular. There are a variety of documents contained in the *Votes and Proceedings*. For example:

- The law required that certain government departments or government officials had to send an annual report to parliament. These reports were usually tabled in parliament, then published (example 1).
- Last century the law required municipal councils to send a copy of their by-laws to parliament for perusal and these, too, were usually published (example 2).
- Frequently a majority of members in parliament would order a government department to supply parliament with specific information on a variety of issue some of these being very local in nature. When the information had been collected it was sent to parliament and tabled in the house. The information was then known as a Return to an Order (examples 3 and 4).
- Sometimes disputes involving the government would reach parliament. If these disputes were very complicated or if the dispute had legal ramifications then parliament would often select several of its members to sit on a committee to examine the issue. These committees were known as select committees and ultimately had to report back to the whole parliament. The reports of the select committees were always published (examples 5 and 6).

In referencing these published papers you will notice that each document is described as fully as possible and a clear indication is given as to whether it is an annual report, a return to an order, a report of a select committee or a petition. (There are other types of documents apart from these). The title of the actual publication is always italicised as you would expect. However, in order for readers to gain quick access to your sources you need to state the session of parliament and the volume number of the published *Votes and Proceedings*. Then state place of publication, publisher, date of publication and page numbers in the usual way.

## Hansard

### Examples

1. Australia, Senate, 2000, *Debates*, vol. S25, p. 25.
2. Australia, House of Representatives, 2000, *Debates*, vol. HR103, pp. 2-9.
3. The Hon W. Haigh, Second Reading Speech, NSW Heritage Bill, NSW, Legislative Assembly, 21 September 1977, *Parliamentary Debates*, vol. 134, p. 8140.
4. *Parliamentary Debates*, Hansard, Third Series, vol. LA 134, 1977.

### Discussion

The various houses of both the Federal and State parliaments maintain an official record of their debates and proceedings. Hansard is the name given to verbatim transcripts of parliamentary proceedings. Nowadays these transcripts are available in both electronic format and print versions.

When citing a reference to Hansard it is important to clearly identify which parliament (Australia or one of the States or Territories), which house of the parliament (Senate, House of Representatives, Legislative Assembly, Legislative Council, etc.), the date, the volume number, and page number/s (see examples 1,2 and 3). Wherever possible include as much detail as possible (see example 3).

When making a bibliographic reference, as opposed to a footnote reference, it is not necessary to repeat the full citation (see example 4, which would be the bibliographic reference for example 3). In the bibliography, rather like newspapers and similar texts, you need only have a general reference that includes the range of volumes and years consulted, rather than a series of separate entries.

## Legislation<sup>1</sup>

### Examples

1. *Copyright Act 1968* (Cwlth).
2. *Equal Opportunity Act 1984* (WA).
3. Copyright Act.
4. Equal Opportunity Act.
5. Customs (Prohibited Imports) Regulations 1956 (Cwlth).
6. Regulation of Genetic Material Bill 2000 (Cwlth).
7. *Copyright Act 1968* (Cwlth), Part IV.
8. *Copyright Act 1968* (Cwlth), Part IV, s. 4.

---

<sup>1</sup> This section is taken from *Style Manual: For Authors, Editors and Printers*, 6th edn, John Wiley & Sons Australia, 2002, pp. 224-226.

9. *Copyright Act 1968* (Cwlth), Part IV, ss. 4-7.
10. Customs (Prohibited Imports) Regulations 1956 (Cwlth), r. 2.
11. Customs (Prohibited Imports) Regulations 1956 (Cwlth), rr. 2-4.
12. *Airlines Equipment Amendment Act 1981* (Cwlth), s. 19 (1) a (ii).
13. Public Service Regulations 1999 (Cwlth), r. 83 (2) (a) (ii).

### **Discussion**

Legislation, such as acts and bylaws, is fully referenced in footnotes, but only needs to be included in the bibliography if it is essential to an understanding of the subject under discussion. If this is the case it is normal practice to include all such items under a separate title in primary sources section of a bibliography; in much the same manner as you would list, for example, the newspapers you consulted.

The titles of pieces of legislation (acts and ordinances) and other forms of delegated legislation (such as rules, regulations and bylaws) should be cited exactly as they appear. Neither spelling nor capitalisation should be altered. If the title of an act commences with an article (*a*, *an* or *the*) then this should not be omitted.

In the first instance the title and date that the legislation was enacted (without a separating comma) is presented in italics, followed by the jurisdiction, as in examples 1 and 2. In subsequent references the format is to just present the title, without the date and jurisdiction, in roman type, as in examples 3 and 4. The titles of delegated legislation and also bills before a parliament are not italicised (see examples 5 and 6).

Acts and Regulations can be identified to their component parts. They are normally subdivided initially into chapters, parts, divisions and subdivisions (see example 7). It is standard to give these terms an initial capital. The basic unit for Acts and Regulations are sections and individual regulations respectively. These are generally abbreviated to s. for section, ss. for sections, r. for regulation and rr. for regulations (see examples 8 to 11). Sections and regulations can be even further subdivided into subsections and sub-regulations, paragraphs and subparagraphs (see examples 12 and 13).

### **Letters, emails, facsimiles and telegrams**

1. James S. White to A.J. Gould, letter, 10 August, 1886, James S. White Letterbook, Mitchell Library MS 1350.
2. Josias S. Moffatt to Henry Brewer, letter, 11 June, 1879 copy held in the University of New England Heritage Centre, Personalities File (Moffatt).
3. Duncan McKay to Eleanor Hubbard, 3 March, 1902 original held by Mrs Ruby Schulz, 395 Allingham Street, Armidale, NSW.
4. Kate Brown to her husband August, letter, 1857 original held in the University of New England Heritage Centre.
5. George Haase to Emily \_\_\_\_\_, letter, undated, original held in author's possession.

6. H.A. Thomas to the Honourable the Minister for Lands, letter, 8 August, 1867, Lands Department, Alienation Branch, Letters Received 67/6514, NSWSR, 10/34846.
7. Andrew Piper to Joanne Smith, email, 22 July 1997, copy of original in author's possession.
8. B.A. Rogers to L.H. Rogers, facsimile, 22 March 2002, original held in author's possession.
9. Barbara Piper to Susan Raimann, telegram, 1 May 2005, original held by Susan Raimann, 18 Cambridge Road, Hobart, Tasmania.

### **Discussion**

The procedure here is quite simple. Wherever possible distinguish the letter by stating the name of the author of the letter, the name of the addressee (the recipient of the letter) and the date of the letter. This distinguishes the letter from all others ever written. Sometimes you will not be able to get all that information from a surviving letter in which case you simply state as much detail as you can (see examples 4 and 5).

In every case state the repository or the current owner of the letter. In many cases valuable historical letters are still held in private hands. You should state the owner as in examples 3 and 5. The first five examples above are private letters. Example 6, however, is an official letter from a private individual to a government minister. The identification of the letter is still the same - author, recipient, date. However, you must then provide enough information about provenance and current repository to allow a reader to locate this letter quickly. Note that the provenance is stated in terms of the original government department and the branch within that department. Every letter received by a government department was numbered and the letter number here is stated as 67/6514. The first two numerals represent the year (ie 1867) and the last four numbers indicate that this was the 6514th letter received by the Alienation Branch of the Lands Department in that year. Finally the repository is given (State Records New South Wales) and the number of the box which contains the letter 10/34846.

## **Maps and Plans**

### **Examples**

1. Parish of Arding, County of Sandon, 4th edition, 27 September 1926, Lands Department, Mitchell Library Parish Maps.
2. Plan of the Town of Armidale, County of Sandon, 1866, Lands Department, NSWSR, 10695.
3. Plan of Armidale, New England 1849, Surveyor General's Department, copy held in University of New England Heritage Centre.
4. Armidale Cemetery, 30 January, 1968 Armidale City Council, copy held in the University of New England Heritage Centre.
5. Plan of Survey of portion 523 Parish of Armidale, December, 1864, S 236-1660 Lands Department.
6. Subdivision of part of Section 35, town of Armidale, for sale 10 January, 1891, Mitchell Library Subdivision Plans.

### **Discussion**

**Description:** In each of the five examples given above, the first part of the reference must describe as fully as possible the map or plan. Most maps and plans you will deal with were

drawn up by government surveyors and are therefore well labelled. Generally describe the map in terms of town, parish, county etc which will be shown clearly on the map. If possible give an edition number. In example 1, above, the map was the 4th edition. This means that three prior maps of this parish had been drawn at various earlier times. There have probably been three or four other editions of the map since. Most maps will also be dated and, where this occurs, state the date.

**Provenance:** In the first five examples above the provenance of the map is clearly stated (eg Land Department, Surveyor General's Department or Armidale City Council). Remember that the provenance is the government department or council from which the map originally came. Example 6 is a private map. It was drawn up by a private surveyor on instructions from a private individual or firm (such as a Real Estate Agency) therefore there is no stated provenance.

**Repository:** In examples 1, 2, 3, 4 and 6 above you will note that the repository which currently holds the map is clearly stated (eg New South Wales State Records, Mitchell Library, University of New England Heritage Centre). In example 5 the Lands Department still holds the originals of these plans so provenance and repository are the same.

## Media releases

### Examples

1. Jim Scanlan, *Exhibition casts light on medicine's 'darkest page'*, media release, University of New England, Armidale, 12 March 2008.
2. Peter Batchelor, Victorian Minister for Public Transport, *New accreditation scheme for taxi, bus and hire car drivers*, media release, Parliament House, Melbourne, 1 June 2006.

### Discussion

Press releases can be attributed to either a press or media officer, as in example 1, or else to the person directly responsible for making a comment or a decision, as in example 2. You need to record the title of the release, the fact that it is a media release, where the release is made and the date of the release.

## Newspapers and magazines

1. *Sydney Morning Herald*, 5 December 1864, p. 3.
2. 'For Sale Notice', *Armidale Express* 3 August, 1887, p. 5.
3. 'Notes from Our Travelling Reporter', *Town and Country Journal*, 6 January 1874, p. 16.
4. D.G. Shaw, 'Marvels of New Gas Stoves', *Australian Ladies Monthly*, 3 May 1938, pp. 24-6, 32

Multiple copies were made of newspapers and many copies might survive in a number of different repositories. Therefore it is not necessary to state the repository from which you obtained your information. The general procedure for referencing newspapers and magazines is to state the name of the newspaper or magazine (omitting the word 'the' even if it forms part of the title) and italicise it as you would for a book or journal, then the date of the issue in

which you are interested, then the page number. If the pages in a newspaper are not numbered, simply write 'no pagination'. Many newspaper articles are not given a special heading. In such cases simply state the newspaper details as in example 1. In other instances the actual article is given a heading so you should state this as in examples 2 and 3. If the text of an article is interrupted by other items such that it commences in one part of the newspaper or magazine and concludes in another, then you need to provide both sets of numbers as in example 4.

## Oral Histories

(**Note:** Students who wish to develop their skills in, and understanding of, oral history should enrol in HIST 376: Oral History.)

### Examples

Amos Porter, interview by Ron Maguire, tape recording, Newholme, 12 December 1990, in author's possession.

Miss E. Perrott, interview by John Harris, tape recording, December 1982, University of New England Heritage Centre.

Mrs Barbara Piper, author's mother, interview by Andrew Piper, digital recording, Gisborne, New Zealand, 16 January 2006, in author's possession.

Mr John McIndoe, Black Gully publican, interviewed by Joanne Smith, hand-written transcript, Launceston, 8 May 1983, Launceston Public Library, community history section, TSL/L/CH/hotels: 6783.

### Discussion

In these examples, the name of the person interviewed is first, followed by the interviewer, the media on which the interview was recorded, the place (if available), the date of the interview, and its current location. If the tape belongs to a specific collection within a repository or has an identifying number, then this should also be included.

## Personal Verbal Communication

### Examples

Brian Browne, former Director Elmonton Nursing Home, pers.comm., telephone conversation, 16 April 1998.

Margaret Franks, author's maternal great-aunt, pers. comm., May 2005.

### Discussion

While some verbal communications will fall within the gamut of a formal oral history interview, not all will. Information gained in the course of informal circumstances such as casual, face-to-face or telephone conversation need also to be referenced. You need to record the name of the person who provided you with the information that you are using, along with the relevance or importance of this person, such as their occupation, the organisation they represent, area of expertise, or relationship to the issue. You need to detail the nature of the type of communication and the date, as fully as possible. As with oral histories it is ethically important to obtain the permission of the person in question.

## Personal reminiscence

### Example

Personal reminiscence of the author.

### Discussion

Personal reminiscences are very important and valuable sources of history once recorded. You are in effect interviewing yourself when you record your own memories. But do not forget to acknowledge these reminiscences.

## Photographs

### Examples

Panoramic View of Armidale (1868 attributed), University of New England Heritage Centre, hanging on western wall.

Photograph of William Consett Proctor, Mitchell Library Photographic collection PX 197.

Family photograph, Owens family (undated) original held by Mrs Jessie Owens, 482 Niagara Street, Armidale.

### Discussion

It is rare to find a fully documented photograph. But as with all the examples given here, you should provide as much detail as you can on the actual photograph and state the repository where it is held or the current owner.

## Plays and poetry

### Examples

William Shakespeare, *Romeo and Juliet*, act 2, scene 1, line 4.

Judith Wright, *South of My Days*, verse 4, lines 8-9.

### Discussion

Plays and poetry are often subdivided into acts, scenes, verses, lines, etc. This allows very precise referencing to the cited material. The author, the title of the play or poem (in italics) and the location of the line/s must be included in the citation.

## Property Deeds

1. Conveyance, Solomon Cohen to Julia Hannah Cohen, 9 July, 1863, Land Titles Office of New South Wales, Book 84, No. 610.
2. Certificate of Title issued to the City Bank of Sydney, 5 October, 1917, Land Titles Office of New South Wales, Volume 2970, folio 191.

Increasingly, local historians are using property deeds as a source of information in their research. These deeds refer to property transfers between one person and another usually by sale, mortgage or through a deceased estate. All such transfers of land are registered with a government department known as the Land Titles Office (or in Queensland the Titles Office).

Increasingly historians are seeing these departments as major repositories of historical information. If you own a house or a farm you can trace all the previous owners of that property by going to the Land Titles Office and using their records. There were two main systems of registering transfers of property. One system was called the Old System and was used in New South Wales until 1863. The other is called the Torrens system and was used after 1863. The purpose here is not to describe the difference between the two except to say that example 1 shows an Old System title deed, example 2 shows a Torrens Title deed. Old Systems deeds are distinguished by reference to a book and number. Torrens deeds are distinguished by reference to a volume and folio. You may have come across such deeds already in your research. The above examples show you how to reference these.

## **Sacred Books**

### **Examples**

The Bible, Matthew 7:17, King James version.

The Koran, 86.5-10, Hilali-Khan translation.

### **Discussion**

In referencing a quote from a religious text such as to the Bible, Koran/Qu'ran, Talmud or other sacred book you should follow the model of book, chapter (or as in the case of the Koran sura) and verse. As variations exist in translations it is useful to include the version that was used but it is not necessary to include all publication details.

## **Unpublished reports and manuscripts**

### **Examples**

1. Freeman Collett & Partners, 'Conservation Analysis Report', vol. 1 of 4, 'Dockyard Precinct Conservation Plan', unpublished report prepared for the Port Arthur Historic Site Management Authority, 1992, pp. 6-10.
2. Clifford James, author's great-uncle, 'My Life before WWI', unpublished manuscript, c. 1928-1932, p. xiii, copy in author's possession.

### **Discussion**

The use of unpublished reports and unpublished manuscripts is relatively common in some subject areas. For example, conservation plans, which generally are not published, are nevertheless regularly consulted in heritage studies. Likewise unpublished manuscripts are often used in local and family history.

Not only is it important to acknowledge the individual, government department or consultancy that drafted a report, but also the client for whom the report was intended. Often reports will come in several volumes and, as in the case of example 1, it is important to clearly identify which volume of a report is being cited.

In the case manuscripts, especially in the area of writing family histories, it is useful to indicate the relationship of the manuscript author (as in example 2) to the particular family or region under examination. Where an exact date is not known it is always good practice to give the reader an indication of when the original document was drafted.

## Wills

1. Will of Joseph Daly, died 14 October, 1875, Supreme Court NSW, Ecclesiastical Jurisdiction, Series 2, No. 1912.
2. Will of William C. Proctor, died 23 November, 1905, Supreme Court NSW, Probate Division, Series 4, No. 36309.
3. Will of John McLennan, died 24 August, 1901, A.W. Simpson and Co. Solicitors, Armidale.

In the above three examples you will notice that the name of the testator (ie the person making the will) is always stated as is their date of death. This clearly distinguishes the will from all other wills written in New South Wales. Then the provenance is always given. In the first two examples the provenance was the Supreme Court of New South Wales. That means a copy of the will was obtained directly from the Supreme Court. The Supreme Court is divided into a number of branches for administrative convenience. These branches are often called jurisdictions or divisions. Up to 1890 wills were always handled in the ecclesiastical jurisdiction. After 1890 the name of the branch was changed to the Probate Division. This is the main difference between example 1 and example 2. Each will was also given a series and a number and these must be stated. Anyone applying for a will in New South Wales must be able to give the series and number of the will otherwise they will simply be unsuccessful in their application. In the third example a copy of this will was obtained from a local solicitor in Armidale, therefore the solicitor is identified as the repository.

## Further details on referencing

If you want further precise detail on how to reference a variety of sources you might want to consult:

*Style Manual: For Authors, Editors and Printers*, 6th edn, John Wiley & Sons Australia, 2002.

This is excellent and is increasingly becoming the 'Bible' in Australian publishing. It is well worth purchasing.

For more information visit: [http://www.agimo.gov.au/information/publishing/style\\_manual](http://www.agimo.gov.au/information/publishing/style_manual)

## 8. Avoiding Plagiarism

---

### AVOIDING PLAGIARISM & ACADEMIC MISCONDUCT

(Coursework)

#### INFORMATION FOR STUDENTS

**You are plagiarising if you give the impression that the ideas, words or work of another person are your ideas, words or work, even if this is done unintentionally.**

Good scholarship requires building on and incorporating the work of others. This use must be appropriately acknowledged. Whenever you employ the thoughts, words, drawings, designs, statistical data, computer programs, performances or other creative works of others, either by direct quotation, by paraphrasing or by the use of another's ideas, you must clearly identify the author and the source through the use of proper referencing. Your acknowledgment of the contributions of others is not solely a matter of honesty. It also shows the extent to which you have consulted appropriate references and source materials during preparation of their work for submission. It thus plays a very positive role in academic assessment, by demonstrating how well you have taken into account work already done in the relevant field. Failure to acknowledge sources appropriately or to use paraphrasing or direct quotations appropriately constitutes plagiarism and may attract significant penalties such as failure in the unit or exclusion from the University.

Plagiarism includes:

- copying any material from books, journals study notes or tapes, the web, CDROMs, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing;
- directly quoting or rephrasing ideas from books, journals, study notes or tapes, the web, CD-ROMs, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations; or
- unauthorised collaboration with other students in producing an assessment task.

Plagiarism involves not only written works, but also material such as data, graphs, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise your work is also a violation of *The University of New England Academic Board Policy on Plagiarism and Academic Misconduct: Coursework* and may invoke a penalty.

The attached Definitions and Flowcharts, adapted from *The University of New England Academic Board Policy on Plagiarism and Academic Misconduct: assignment work*, and summarise the steps that will be taken if you are suspected of having plagiarised. The attached Appendix provides examples of actions that constitute plagiarism or improper conduct.

***The University of New England Academic Board Policy on Plagiarism and Academic Misconduct: Coursework* states that you have a responsibility to**

- read, understand and respect this policy;
- familiarise yourself with the conventions of referencing for the discipline;
- avoid acts which could be considered plagiarism or misconduct;

- seek assistance from appropriate sources and support services on becoming aware you need more knowledge and skills;
- include a separate signed and dated *Plagiarism Declaration Form* with every assessment task submitted; and
- be aware that when you submit an assignment electronically, you are deemed to have signed the *Plagiarism Declaration Form*.

**In addition, *The University of New England Academic Board Policy on Plagiarism and Academic Misconduct: Coursework* states that you have a right to**

- be informed of the policies of the University, the Faculty, and the School with respect to academic honesty including plagiarism, group work, collusion, legitimate collaboration, and reliability of information;
- be provided with clear guidelines on academic styles required in each unit;
- receive practical comments which assist you to review your work;
- expect clear guidelines relating to all aspects of group work and legitimate collaboration;
- expect early notification or fair warning in the case where an academic believes you or group of students may be at risk of breaching guidelines relating to plagiarism, misconduct, collusion and collaboration;
- participate in appropriate learning experiences designed to improve competency in writing and study skills, understanding of the requirements of group work and legitimate collaboration, and development of personal attributes, in particular, ethical behaviour;
- expect consistent interpretation of *The University of New England Academic Board Policy on Plagiarism and Academic Misconduct: Coursework*; and
- know that each assessment task may not be marked unless a separate signed *Plagiarism Declaration Form* has been received.

**Finally, you need to know your rights if you find an allegation of plagiarism or academic misconduct has been made against you:**

If an allegation of plagiarism or academic misconduct is made against you, you will be advised in writing of:

- the nature of the allegation;
- the right to present a case in writing or orally to the Head of School or nominee;
- in the case of an allegation of plagiarism or misconduct, the fact that the signed *Plagiarism Declaration Form*, submitted with the alleged plagiarized work, has been retained as evidence for the investigation;
- the Student Support available; and
- the fact that upon completion of the investigation in relation to the case by the Head of School or nominee, you will receive a written statement as to the outcome of the investigation and the decision as to any penalty.

**The following guidelines will help you to avoid plagiarism:**

- be familiar with the style of acknowledgment that is recommended for use in each of

your units, including the referencing techniques required for information sourced from the internet;

- write the source on any notes or copies you make from any document or electronic sources such as the internet. The habit of copying or ‘cutting-and pasting’ text directly from a source as you read is very dangerous. It is easy to forget that the notes you make or excerpts you have ‘cut-and-pasted’ are not your own and to later write them into an essay or report as if they were your own words. Keep details of the sources you have relied upon for each assignment throughout the unit. Plagiarism is often the result of lack of care, poor study and/or poor referencing methods;
- acknowledge all sources containing the concepts, experiments, performances or results from which you have extracted or developed your ideas, even if you put those ideas into your own words;
- always use quotation marks or some other acceptable indicator of quotation when quoting directly from a work. It is not enough merely to acknowledge the source;
- avoid excessive paraphrasing and quoting, even where you acknowledge the source. Instead, read your sources then put them out of sight. Think about the meaning that is important and relevant to you and your task, then write this in your own words. This approach will help improve your writing generally;
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised (legitimate) and unauthorised collaboration (collusion) for specific assessment tasks, seek advice from your Unit Coordinator;
- understand that the distinction between what needs to be acknowledged and what is common knowledge is not always clear. As you gain experience you will learn the acceptable practices for acknowledgment in the disciplines in which you study, but while you are learning, always play safe and acknowledge;
- keep a printed (hard) copy of all of your submitted work to assist you in case you ever need to answer an allegation of plagiarism. This is important for your own protection against possible misuse of your submitted assignment by another student and against possible suspicion of plagiarism if you ever have to resubmit an assignment that has ‘gone astray’. If your original assignment has been lost, stolen or damaged, you must be able to produce it again as needed, without undue delay.

## Referencing and Research Guidelines:

Students should refer to the following websites or academic units for further advice and assistance regarding referencing styles and rules and as well as advice on avoiding plagiarism and misconduct:

- UNE Referencing Guide  
<http://www.une.edu.au/tlc/students/publications/referencing.pdf>
- eSKILLS UNE Keeping Track:  
<http://www.une.edu.au/library/eskillsune/keeping/index.php>
- The UNE Academic Skills Office <http://www.une.edu.au/tlc/aso/>

Relevant fact sheets from Academic Skills Office:

- Avoiding plagiarism: <http://www.une.edu.au/tlc/aso/students/factsheets/plagiarism.pdf>
- Footnoting: <http://www.une.edu.au/tlc/aso/students/factsheets/footnoting.pdf>
- Author-date referencing examples:  
<http://www.une.edu.au/tlc/aso/students/factsheets/author-date.pdf>
- Electronic referencing examples  
<http://www.une.edu.au/tlc/aso/students/factsheets/e-referencing.pdf>

These are all available from: <http://www.une.edu.au/tlc/aso/students/factsheets>

In addition, individual Schools at UNE may have their own documentation regarding plagiarism and referencing issues and you should approach your Unit Coordinator for information on these specific documents.

## Advice on Use of Internet Sites

Cyberspace contains both useful information and traps for the unwary. Unfortunately, many websites do not name the author of the textual material included. This means that the text carries little authority. As with a book or journal article, we need to know "Who wrote this?" and "Where did they get that piece of information from?"

Questions to ask about any site on the WWW:

- Is the author named?
- If so, does the site tell you about the author's credential and experience?
- Can you confirm the information from books, journals or other websites?
- Be aware that the website may be as biased as any other source. Who owns/runs the website and what are they promoting?
- Has the website been updated recently? Is it out of date?

You should be aware that, in general, research essays must be based on data that is the work of acknowledged authors, and on data with verifiable origins. The advantage of academic books and journals is that the material has been reviewed in manuscript form by experts in the

field before publication, and has often been subjected to a further review in academic journals after publication. Sometimes, however, information is posted on websites before publication or instead of publication through regular channels. This means that it is not always clear as to whether or not it is appropriate to employ web-based resources in the production of assignments. If in doubt, you should always closely examine the explicit requirements for an assessment task and/or consult your Unit Coordinator before incorporating web-based references in an assignment.

You should also be aware that the Internet now has extensive and very powerful resources, which university teachers can use to detect electronic plagiarism. UNE staff have access to these resources and will use them, so do not be misled by the ease with which information can be downloaded from the web and incorporated into an assignment - the risk of discovery is VERY high.

*The solution for you is simple and automatically safeguards your integrity: when referencing information in work that you submit, always treat information downloaded from the web with the same caution, respect and proper acknowledgment as you would information from any printed source of other media (e.g., CD-ROM, radio, TV).*

### **Referencing the WWW**

Information from the WWW should be cited just like any other source. Find out how to reference information from the WWW using the referencing styles and rules recommended for use in each of your units. Instructions and examples are available also from the UNE Referencing Guide (author-date system) and from the Academic Skills Office fact sheets listed above.



## HONOURS IN THE SCHOOL OF HUMANITIES

*Thinking about extending your studies beyond the BA or combined degree?*

*Why not add an Honours Degree to your list of qualifications?*

- An honours degree gives you an edge over other graduates, and will considerably increase your qualifications and expertise.
- An honours degree in Arts is a one-year full time (two-years' part time) degree, consisting of 48 credit points, undertaken when you have completed your degree. Consult discipline convenors for particular requirements.
- The Honours degree culminates in a dissertation on a topic of your choosing. In this thesis you get the chance to research and construct an original piece of writing, supported by the expertise of your supervisor.
- In the School of Humanities, we offer Honours in a variety of streams, including Archaeology, Classical Languages, Ancient History, History, Religion, Peace and Indigenous Studies, Philosophy and Political and International Studies.
- To undertake Honours, you need 60 credit points in one subject area, though units from other areas can be counted towards this, with 12 credit points at 100 level (the rest at 200 or 300 level), and three Distinctions in your chosen subject area.
- A number of scholarships are available to assist both internal and external students with their Honours studies. For further information, please contact Trish Wright [ph: 02 6773 2067 or email: [pcluley@une.edu.au](mailto:pcluley@une.edu.au)] or Gina Butler (02) 6773 2555 or email: [gbutler@une.edu.au](mailto:gbutler@une.edu.au).
- More information about Honours by contacting the Honours co-ordinator, Dr. Richard Scully on (02) 6773 2156, or [rscully@une.edu.au](mailto:rscully@une.edu.au). You are also encouraged to contact any of the following convenors for specific information:

- Ancient History:  
Matthew Dillon (02) 6773 2049 or email: [mdillon@une.edu.au](mailto:mdillon@une.edu.au)
- Archaeology:  
Peter Grave on (02) 6773 2062 or email: [pgrave@une.edu.au](mailto:pgrave@une.edu.au)
- Asian Studies  
Paul Healy (02) 6773 3514 or email: [phealy@une.edu.au](mailto:phealy@une.edu.au)
- Classical Languages:  
Matthew Dillon (02) 6773 2049 or email: [mdillon@une.edu.au](mailto:mdillon@une.edu.au)
- History:  
Melanie Oppenheimer (02) 6773 2125 or email: [moppenhe@une.edu.au](mailto:moppenhe@une.edu.au)
- Indigenous Studies:  
Belinda Beattie (02) 6773 2379 or email: [bbeattie@une.edu.au](mailto:bbeattie@une.edu.au)
- Local, Family and Applied History:  
Janis Wilton (02) 6773 2107 or email: [jwilton@une.edu.au](mailto:jwilton@une.edu.au)
- Palaeoanthropology:  
Peter Brown (02) 6773 3064 or email: [pbrown3@une.edu.au](mailto:pbrown3@une.edu.au)
- Peace Studies:  
Bert Jenkins (02) 6773 5120 or email: [bjenkins@une.edu.au](mailto:bjenkins@une.edu.au)
- Philosophy:  
Adrian Walsh (02) 6773 2657 or email [awalsh@une.edu.au](mailto:awalsh@une.edu.au)
- Political and International Studies:  
Paul Healy (02) 6773 3514 or email: [phealy@une.edu.au](mailto:phealy@une.edu.au)
- Studies in Religion:  
Lynda Garland (02) 6773 2794 or email: [lgarland@une.edu.au](mailto:lgarland@une.edu.au)