

FACULTY OF ARTS
*School of Humanities, Communications
& Social Sciences*

STYLE GUIDE



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HUMCASS STYLE GUIDE

Introduction

Assignment writing is an important activity for all students in the School of Humanities, Communications and Social Sciences. Because assignments and essays are set to test a student's performance in a unit, they are generally closely related to a unit's key teaching objectives. Most assignments require you to exercise and defend your judgment on a particular issue or problem. This requirement is at the heart of good essay writing. Indeed, the word "essay" comes from the medieval French word meaning to weigh or to test. Therefore, a Sociology or History essay will require you to present an argument about an historical event or sociological issue and support the argument by making use of appropriate sources of information gained from books or journals.

The HUMCASS Style Guide has been written as a general guide for all students, but may be particularly useful for first year students who have little or no experience in essay writing. It is not intended as a definitive statement on essay writing and referencing techniques. Students are reminded that they should also consult their unit guides for detailed information on referencing and assignment writing requirements.

Students who wish to learn more detailed information about the various referencing systems used in Australian universities should consult some of the following sources.

Books

Anderson, J., Berry, D.H. and Poole, M. (1970) *Thesis and Assignment Writing*. Sydney: Wiley & Sons.

Betts, K. and Seitz, A. (1994) *Writing Essays and Research Reports in the Social Sciences*. Melbourne: Nelson.

Cottrell, S. (1999) *The Study Skills Handbook*. London: Macmillan.

Language & Learning Services Monash University. (1996) *Essay Writing*. Melbourne: Monash University.

Marshall, L. and Rowland, F. (2006) *A Guide to Learning Independently*. Milton Keynes: Open University Press.

Wallace, A., Schirato, T. and Bright, P. (1999) *Beginning University: Thinking, Research and Writing for Success*. Sydney: Allen and Unwin.

Web sites

Monash Language and Learning Services sites have excellent information on essay writing and study skills.

Online student resource centre:

<http://www.monash.edu.au/lis/lionline/index.xml>

Writing in subject areas:

<http://www.monash.edu.au/lis/sif/Tutorials/Subjects/subjects.html>

Virtual Librarian <http://www.lib.monash.edu.au/vl/>

Monash University (2002) *Faculty of Arts, School of Historical Studies, undergraduate information* "Essay Writing Guide".

<http://www.arts.monash.edu.au/historical-studies/ugrad/essay-writing/index.php>

Monash University (2000) *Faculty of Business & Economics, Student Services* "Q Manual"

<http://www.buseco.monash.edu.au/publications/qmanual/index.html>

There are three parts to the Humcass Style Guide:

PART A: Essay Preparation, Writing and Plagiarism

PART B: Referencing

PART C: Assessment Policy

PART A: Essay Preparation, Writing and Plagiarism

1. Essay Preparation and Writing

(a) The purpose of assignments

Since assignments are closely related to teaching objectives, the successful completion of the assignments will help you to organise your learning in the unit. Good students look upon their assignments not simply as an assessment task, but also as a means of communicating with the lecturer or tutor. They use their assignments as a learning tool. They build on the reading they have undertaken for their assignments and carefully reflect upon the lecturer's critical evaluation of their work. Because successive assignments seldom assess the same skills and knowledge, good students are able to incrementally build up their skill and knowledge base by learning from past failures and successes.

(b) Topic selection and reading

Choose your essay topic very carefully. It is often a good idea to do some general reading before you make your final topic selection. Three factors should govern your selection. First, select a question or topic that interests you. You need to be motivated to successfully work on an essay. Second, check to see if source material is available. Are there books on your topic in the library? This is a vital question. Finally, make certain that you understand the question that is being asked.

Before you begin to plan an answer to the essay question, you must read about the topic. The arguments you develop to answer the essay question will be shaped by the reading you have done. It is generally a good idea to read your prescribed text first. This will give you important background information. Next, carefully read the relevant sections of the unit guide or unit handbook. Look especially at "essential readings," "recommended readings" and "additional readings."

When you first consult a text carry out a “skim read.” This will involve quickly checking the table of contents, index and chapter subheadings to see if the book has information that will help you answer your essay question. If the text looks as if it will be useful take a careful note of the author, title, publisher and date of publication. It is also a good idea to note the library call number for future reference. Finally, make a very brief summary of the relevance of the text to your essay question.

Once you have undertaken your “skim read” and identified all the texts you intend to use in your essay you will be ready to begin your second or “ideas read.” Here you will be focussing on the particular arguments the author presents that relate to your essay question. Take a careful note of these arguments and theoretical perspectives. You will be able to use some of these ideas and arguments in your answer to the essay question. During the second reading stage you will be taking detailed notes. Remember to paraphrase arguments and copy really important information down in the form of direct quotations. It is important that you constantly note the page references of relevant information.

Remember that you should not confine yourself exclusively to the texts listed in your unit guide. Learn to explore the library catalogue and find other relevant sources. This is one of the joys of doing research. Finally, do not try to use too many texts and journals. Limit yourself to approximately six good books and three or four journal articles. A long bibliography listing irrelevant texts will not win you extra marks.

(c) Essay planning

There is no rule governing when note taking should stop. However, it is important that it does stop at least one to two weeks before the essay is due. You will need this amount of time in order to carefully analyse the notes you have made. It is often a good idea to have a short “time out” at this stage. Distance yourself from your material for a day or two. You will then return refreshed and ready to produce your essay plan.

There is no blueprint for producing a good essay plan. The plan you produce will depend very much on the way you work. However, there are some basic principles you may follow to help you improve the planning process. First, remember that you are planning an essay answer. Planning is not an end in itself; it is simply a way of helping you shape your answer. Whether or not you have a strong or weak answer will depend primarily on the arguments you can develop to justify it. The planning process is all about developing a strong line of argument which supports your answer to the essay question. Second, one way to develop your line of argument is to review the notes you have made and make brief summaries of what others have said about the essay question or related topic. Finally, carefully sift through the summaries you have made and link these viewpoints to your own ideas. Now engage in some creative thinking and brainstorming. This will help you to produce your own answer to the essay question. Your original ideas and insights will help you to shape and use key ideas and arguments developed by other authors. In this way you will avoid problems of plagiarism which occur when students simply copy information from texts (for a description of plagiarism see below).

In its fundamental form, an essay plan is a “rough answer” to the essay question. It consists of a basic argument which answers the essay question, together with a number of supporting arguments and relevant factual evidence. Some students find that the best way to produce an essay plan is to model it on the conventional essay structure. Hence, the essay plan has an introduction, body and a conclusion. (See below: “The Structure Of An Essay,”) Once the plan has been produced the essay drafting process should begin.

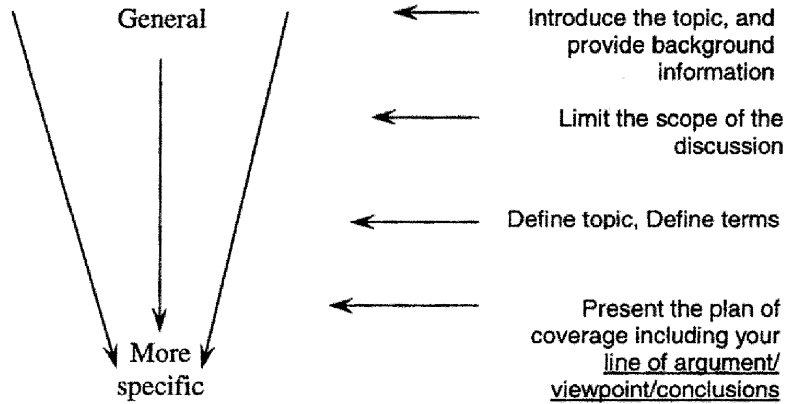
*The diagram “The Structure Of An Essay,” is used with the permission of Language and Learning Services, Monash University.

The Structure Of An Essay

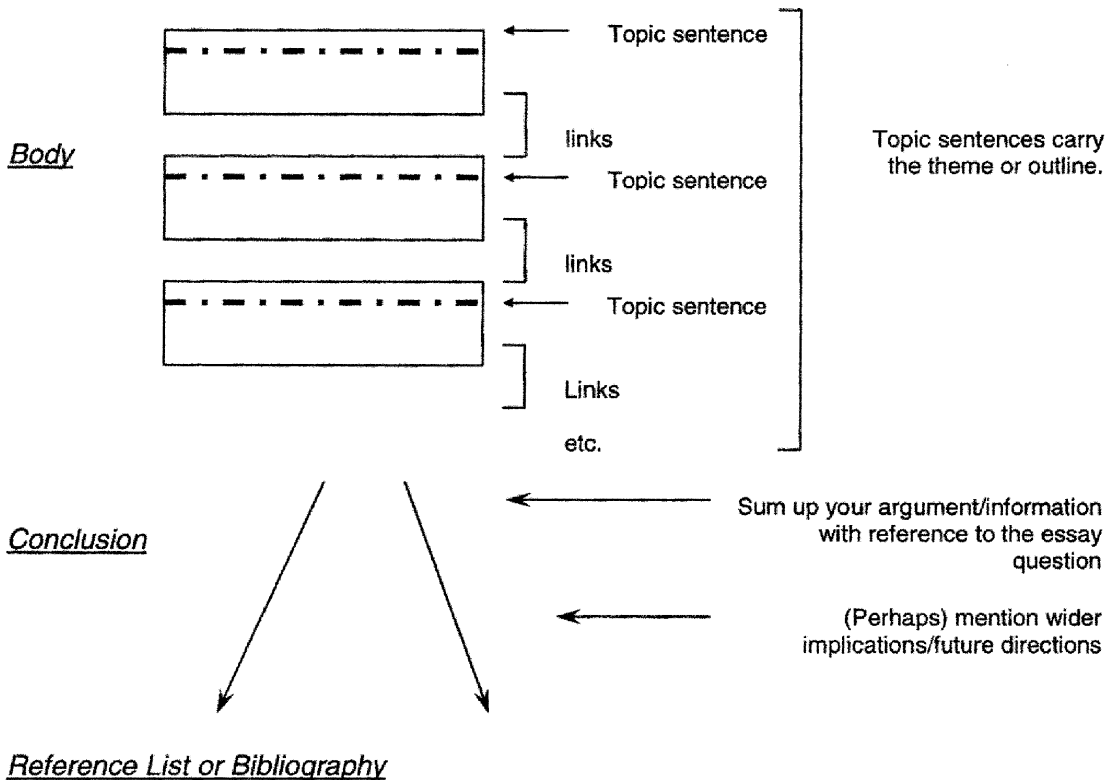
Title page with student details and full text of the question you are answering

Introduction

(approximately 10% of the total length. may be one paragraph or several, depending on essay length)



NOTE: You can set your own agenda in order to avoid over generalisation or too broad a focus



A basic essay structure contains;

- An **introduction** in which you provide a general but succinct answer to the question and an outline of your argument.
- A **body** in which you present evidence to support your argument point by point, one idea per paragraph.
- A **conclusion** which sums up your evidence and refers back to your introduction. You should not introduce new information in your conclusion, but you may mention broader implications or future directions.

(d) Essay drafting

When you are writing the rough drafts of your essay you will be expanding on your plan. Because you will be expanding different elements of your argument you may decide it is best to write the draft in sections, leaving the introduction and conclusion to the final stages of the drafting process. During the drafting process you will be continually reordering your ideas and refining your arguments. This will mean that some sections of your essay may have to be deleted or rearranged. When you engage in the drafting it is advisable to continually cite your references. Furthermore, avoid copying large slabs of information from texts and do not litter your essay with extensive quotations.

Once the development of your argument is settled the rough drafting process is largely complete. You are now ready to begin the final draft. During the final draft you will not be making major changes to your arguments. Instead you will work on your grammar, sentence structure and style of writing. The introduction and conclusion will require special attention during this stage. Finally during the final draft references should be checked for accuracy and consistency of format.

Please note

Avoid the use of sexist or discriminatory language in your assignments and avoid the use of headings unless they are specifically asked for.

Note: The author of the Style Guide has relied heavily upon the essay writing information found in the various discipline unit guides.

2. Plagiarism

The submission of essays, assignments and homework is an essential part of the learning process and a vital way by which we can assess your understanding of a unit. The submitted work must therefore be your own work. This does not mean that you may not make use of the work of others. However, when you quote or paraphrase material from other sources, you must acknowledge your sources in full. You may seek the help of your tutor in preparing the piece of work and might enlist the help of fellow students in sorting out your ideas but the final product must be written by you in your own words.

Plagiarism is considered a **very serious offence** in academic writing. It equates to theft – theft of ideas or intellectual property – and can be dealt with very harshly under university regulations. Plagiarism occurs when students fail to acknowledge that ideas have been borrowed.

Specifically, it occurs when:

- (a) phrases and passages are used verbatim without quotation marks and without reference to the author;
- (b) an author's work is paraphrased and presented without a reference;
- (c) other students' work is copied;
- (d) items of assessment are written with other students (without prior permission of the relevant staff member);
- (e) a piece of work has already been submitted for assessment in another unit or course.

Plagiarism is an attempt to obtain undeserved academic advantage and may result in a student's work receiving a Fail grade, or being disallowed. Cases of suspected plagiarism will be referred to the Unit Coordinator, who will ask the student for an explanation. If the plagiarism is considered to be intentional, the matter will be reported to the Faculty Manager in accordance with Faculty policy. Serious or repeated cases may be reported to the University Discipline Committee.

The following hints will help you avoid plagiarism:

1. Take accurate notes. Distinguish in your notes between your own ideas and the ideas of other writers.
2. In your notes, as well as essays, place quotation marks around all material that is copied out directly and note the source.
3. Cite the source of any idea that is not yours even if it is paraphrased or summarised and does not appear in quotation marks.
4. Even when receiving advice from fellow students, formulate the final product by yourself.
5. Use correct referencing techniques. See the Faculty website for further advice on plagiarism, and for the process which will be followed if a student's work is suspected of containing plagiarism:

<http://www.arts.monash.edu.au/current/policy/plagiarism-policy.php>

PART B: Referencing

Introduction

One of the most important ways to avoid any suspicion of plagiarism is to be sure you reference correctly all your sources, including all quotations, paraphrasing and ideas which have been taken from your readings.

Reference citing

Reference citing can be one of the most difficult things for students to grasp clearly. To provide adequate reference citing in a piece of writing you need to give attention both to the principles involved and the technical aspects of the system you need to use.

The basic principles underlying the use of a system of reference citing are those associated with intellectual property, and locating work within an academic context.

People who research and write, create intellectual property which belongs to them just as much as money and motor cars. Authors acknowledge the sources from which their own ideas are developed. Some simple rules protect intellectual property.

If you are using someone else's work, in the form of a book, an article or even an interview, you should acknowledge the author and the publishing details. Providing references to a passage makes it possible for readers to follow up the sources of the ideas discussed in that piece of writing and, if necessary, place them in a wider context and make their own interpretation of the sources used. All sources should be acknowledged, including those from which quotations are taken and those which are paraphrased.

Good referencing helps the reader to trace the source of the ideas and place academic writing in a wider intellectual context. Referencing systems also enable the reader to critically evaluate the author's level of scholarship. Good scholars always make excellent use of their source materials.

The most common means of indicating the source used in a particular passage is to provide some form of reference in the text adjacent to the relevant information, idea or quotation (the Harvard System). There are a number of variations on this system which will be apparent in the books and articles you consult. You will be expected to become familiar with a number of systems of reference citing, and to be able to use the one appropriate for particular disciplines.

References are generally cited when an author is:

- quoting directly from a source.
- using ideas from other writers and summarising from references.
- making an argument based on established research.
- using evidence and examples to support discussions of various arguments and conflicting viewpoints.

Sectional preferences for referencing systems

There are various referencing systems to help you acknowledge what you have taken from others.

The different academic disciplines in the School of Humanities, Communications and Social Sciences use varying methods of referencing. These can be summarised under two main categories.

- Variations of the Harvard System (in-text referencing)
- Footnote System/Endnote System.

Reference systems used by each HUMCASS section

Australian Indigenous Studies	Modified Harvard System (in-text referencing)
Communications	Modified Harvard System (in-text referencing)
Criminal Justice	Modified Harvard System (in-text referencing)

English	Modified Harvard System (in-text referencing)
Journalism	Modified Harvard System (in-text referencing)
Public Relations	Modified Harvard System (in-text referencing)
Social and Community Welfare	Modified Harvard System (in-text referencing)
Sociology	Modified Harvard System (in-text referencing)
Writing	Modified Harvard System (in-text referencing)
Psychological Studies and Psychology	APA
Diploma of Tertiary Studies (DOTS)	Modified Harvard System (in-text referencing)
History/Politics	Footnotes/Endnotes

General referencing requirements

Summarised below under these three categories are the referencing requirements of the various Sections of the School of Humanities, Communications and Social Sciences. Students who require additional information about particular Section reference requirements should consult the appropriate unit advisers.

Note: it is very important to be meticulously consistent (including punctuation and formatting) in whichever system of referencing you use.

■ MODIFIED HARVARD SYSTEM as used by:

SOCIOLOGY, COMMUNICATIONS, WRITING, ENGLISH, PUBLIC RELATIONS, SOCIAL AND COMMUNITY WELFARE, AUSTRALIAN INDIGENOUS STUDIES, JOURNALISM, DOTS.

Within these disciplines you will be required to reference sources according to a modification of the 'in-text' or Harvard System. This system requires that you reference information throughout the body of your work and place reference details at the end of sourced information.

'In-text' referencing is made up of the following details:

OPEN BRACKET;
Surname of author(s) SPACE;
Date of publication COLON;
page number(s); and
CLOSE BRACKET.

For example:

Thus the 'in-text' reference should be presented in the following manner: (Jones 1995:345).

FULL referencing details of each source used should be placed in your reference list or bibliography, which is located at the end of your essay on a separate page.

In Sociology the system used is that adopted by The Australian Sociological Association (TASA) *Journal of Sociology* (previously *The Australian and New Zealand Journal of Sociology* (ANZJS)). This is a modified version of the Harvard System. The other disciplines listed above all use a very similar system. As with all similar systems it has two basic elements: in-text references (using authors' family names, dates of publication and page numbers) and a reference list at the end. Other disciplines may refer to the reference list as the bibliography. Be sure to check which one is required for each unit you are studying.

When to cite references

To summarise, references should be cited in the circumstances listed below.

- (a) When quoting directly or paraphrasing from a reference.
- (b) When summarising or paraphrasing from references.
- (c) When making a point which has been established by research.
- (d) When discussing competing views or arguments or when summarising a debate on a topic.

References in the text

All references to books, articles, and other sources are to be identified at an appropriate point in the text by name of author, year of publication, and page number (within parentheses). Some examples illustrating different situations are provided below.

Some good general rules for referencing are provided by these examples:

- Reference to particular information, ideas or arguments and direct quotations must show *specific page number(s)* and be in the form of “Jones (1982:42) notes that ...”. Or placed at the end of the sentence where you have referred to their ideas or arguments “It has been argued that ...” (Jones 1982:42).
- Reference to an individual author’s *general argument* should be in the form of “Jones (1982) argues that ...”
- Reference to *more than one author’s general arguments* should be in the form of “various authors have argued that...(Jones 1982; Horne 1994)”.

More specifically:

- (a) Citing specific page(s) references when author’s name is in your text.

Connell (1982:35) has demonstrated the importance of families.

- (b) Where the author's name is not in your text insert, in brackets, at an appropriate point immediately following the quotation, paraphrase or reference, the family name(s), year of publication, and the page number:

Studies of gender roles in families have documented the changes that are occurring (Russell 1983:6-14).

- (c) Where two authors are involved cite both family names. Where more than two authors are involved, cite the family name of the first author followed by *et al.*:

Connell et al. (1982:13).

- (d) Separate multiple citations by semicolons:

Several studies of social stratification (Hiller 1974; Broom and Jones 1976) indicate that.....

- (e) Where you are referring to more than one source published by an author in the same year use letters (a, b, etc.) to distinguish between them:

Robinson (1994a, 1994b)

- (f) Where the source you are quoting from refers to other studies, cite the reference you have consulted, for example:

“Dahrendorf makes the point that a number of other writers following him have also made, at least by implication (Ossowski 1963, 1970; Bottomore 1979)” (Western 1983:14).

- (g) When referring to an author quoted or referred to in another text, give date and page numbers from the text you have consulted, for example:

(Marx in Smith 1999:64)

(h) When referring to a paper from a collection of readings, use the author's name to identify the source, ie Robinson's chapter in the book edited by Furze and Stafford should be written as shown below.

Robinson (1994b) **not** as Furze and Stafford (1994).

Sometimes when using a direct quote the exact author's words will not 'fit' grammatically into your sentence, or else you may wish to omit some of their words. In this case you need to use three dots ... to denote an omission of words or square brackets [] to denote the insertion of some of your own words into the sentence.

For example:

Sargent (1994:305) asserts "[t]he hesitation of working class people to actively participate [in action groups] has to be ... overcome".

Reference list or bibliography

The reference list, located at the end of the essay, should list alphabetically, by author's family name, all references cited in the text. Do not include references which you have read but not used (nb. Social Welfare can be an exception to this). Here are some examples:

Generally speaking the following conventions should be followed:

Book

Author's surname, initial. (year published) *Title of Book*. City published: publishing company.

Journal Article

Author's surname, initial. (year published) "title of article". *Title of Journal*, volume number, (issue no): page(s).

Newspaper Article

Author's surname, initial. "title of article". *Name of Newspaper*, date and year, page(s).

For example:

- For reference to a book in your final list of references use the following format:

Jones, B. (1982) *Sleepers Wake! Technology and the Future of Work*. Melbourne: Oxford University Press.

- For reference to a chapter in a book:

Horne, D. (1994) "But that's not the issue" in J. Schultz (ed.) *Not Just Another Business*. Sydney: Pluto: 30-45.

- For reference to a journal article:

Menon, V. (1994) "Regionalization: Cultural Enrichment or Erosion?", *Media Asia*, 21:39-42.

- For reference to a website:

Burka, Lauren P. (1993) "A Hypertext History of Multi-User Dimensions", *MUD History*. <http://www.utoxia.com/talent/lpb/muddex.essay> (accessed 2 August 1996).

The reference list/bibliography should look something like this:

Hazlehurst, K. and Braithwaite, J. (1993) "Crime in Australia" in J. Najman and J. Western (eds), *A Sociology of Australian Society*. (Second Edition) Melbourne: Macmillan: 369-401.

Martin, J.I. (1967) "Extended Kinship Ties: An Adelaide Study" in *Australian and New Zealand Journal of Sociology*, 3 (1): 44-63.

Martin, J.I. (1978) *The Migrant Presence*. Sydney: Allen and Unwin.

Robinson, M. (1994a) "Children" in B. Furze and C. Stafford (eds), *Society and Change*. Melbourne: Macmillan: 262-282.

Robinson, M. (1994b) "Gender" in B. Furze and C. Stafford (eds), *Society and Change*. Melbourne: Macmillan: 243-26.

Sargent, M. (1994) *The New Sociology for Australians*. (Third Edition) Melbourne: Longman Cheshire.

(If you cannot use italics you should underline. The examples provided above show how to indicate the titles of books and journals by means of italics).

In the examples provided above there are several points you should note:

- (a) Where you have made reference to several different pieces of work published by the same author they should be set out in chronological order of publication as for Martin above.
- (b) Underline or italicise the names of journals and the titles of books, not the titles of articles or chapter headings.
- (c) The titles of chapters or reprinted articles from edited books should be placed in quotation marks, as has been done for Hazlehurst and Braithwaite (1993) above.
- (d) The titles of articles from journals should be placed in quotation marks, as has been done for Martin (1967) above.
- (e) The place of publication is the town or city listed first on the relevant page of the book. It is not the place where the book was printed. (Some publishers are transnational companies and list their major offices throughout the world – the office from which the book was published is the one required).
- (f) The date of publication is the date listed for the latest published edition. (Ignore reprint dates).

Observe and use the correct punctuation format.

Unit Guides, Unit Readers, Lecture Notes

You should not cite from Unit Guides or Unit Handbooks, but where possible you should go to the original source of the information. When you refer to articles from the Unit Reader treat the Reader articles as if they were book or journal articles. In your citations refer to the author's page numbers, not the Reader page numbers. In the reference list or bibliography use the bibliographical details as quoted at the beginning of each reading in the Reader.

Lecture notes should not be cited.

Film

Cite the title of the film in italics, year of release, the director (dir.), (first name, last name), place of production and production company.

Example:

A Knight's Tale, 2001, dir. Brian Helgeland, USA, Columbia Pictures.

Television and radio

Cite the title of the program, and if the program is part of a series, the series, all in italics followed by the year. Then cite the location of the program and the date (day and month) of the program.

Example:

(i) *The Political Scandal*, 1986, 3AW, 2 April.

(ii) *Born to Win, Sixty Minutes*, 1999, Nine Network, 12 April.

Citing Internet sources

You need to identify the source of material obtained from the internet as you would from a monograph or journal source. For in-text referencing you need to identify the author and date (if known). If the author is unknown a shortened version of the article title or site title should be used in the text. In your references list or bibliography the full details of the author and the date should be provided followed by the title of the article and the URL, that is the internet address at which the sources can be located along with the date of publication and the date you accessed the information.

Author's last name, first name. (document date or date of last revision [if different from access date]) "Title of Document." Title of complete work [if applicable]. Version or file number [if applicable]. Protocol and address, access path or directories (date of access).

For example:

Burka, L. P. (1993) "A Hypertext History of Multi-User Dimensions", *MUD History*. <http://www.utopia.com/talent/lpb/muddex/essay> (accessed 2 Aug. 1996).

Walker, J.R. (1995) "COS-Humanities Style: MLA-Style Citations of Electronic Sources", *The Columbia Guide to On-line Style*. <http://www.cas.usf.edu/english/walker/mla.html> (accessed 10 March 1996).

(nb. This is a useful site to check referencing of web databases, computer games, and various other electronic sources).

In your text a reference to the above should appear thus:

(Walker, 1995) with the full citation in the bibliography.

Referencing conventions can be confusing for new students. You should therefore follow the guidelines above, and contact your tutor or Unit Adviser if you have further questions.

Remember: All assignments must include a reference list or bibliography, printed on a separate sheet.

Below are some minor variations required by particular sections:

PHILOSOPHY

Students enrolled in Philosophy units should consult:

<http://www.arts.monash.edu.au/phil/undergraduate/>

This web site contains many useful Philosophy links.

JOURNALISM

Journalism students should consult their Unit Guides for information on the email submission of assignments. They should also consult their Unit Guides for information on the citing radio and television programs, newspaper articles and interviews.

■ APA SYSTEM as used by:

PSYCHOLOGICAL STUDIES AND PSYCHOLOGY

Referencing

The Psychology section employs the system of referencing recommended by the American Psychological Association (APA). Below is a basic outline of the system and a number of examples, for detailed information on this referencing system students are advised to consult Haslam, S.A., McGarty, C. (1999). Doing Psychology; a study guide to accompany doing psychology; an introduction to research methodology and statistics. London: Sage Publications. or Publication Manual of the American Psychological Association. (4th ed.) Washington DC: American Psychological Association.

Unit Guides, Unit Readers, Lecture Notes

You should not cite from lecture notes, Unit Guides or Unit Handbooks, but where possible you should go to the original source of the information. When you refer to articles from the Unit Reader treat the Reader articles as if they were book or journal articles. In your citations refer to the author's page numbers, not the Reader page numbers. In the reference list or bibliography use the bibliographical details as quoted at the beginning of each reading in the Reader

References in the text

The APA system is similar to the modified Harvard System described above in that it comprises in-text references in brackets and a reference list with full bibliographic details at the end of the text. APA however does not require page numbers in the in-text referencing, unless quoting directly.

For example:

Mawby and Walklate (1994) state that efficient policing is a factor in crucial early support for victims of crime.

“Early support is also dependent upon efficient policing in that it requires that cases are referred on by the police ... promptly and effectively.” (Mawby & Walklate, 1994, p. 194).

Reference to journals:

Within the text cite the author or year (Brown, 1999) unless quoting directly.

Journal article with more than two authors:

On initial citation list all authors, on subsequent citations use the first author and *et al.* (Brown et al., 1999)

Newspaper article with no authors:

Within the text use shortened title or full title if short (“Victims of Crime Rebel”, 1998).

Reference list

This must appear in a separate section at the end of your paper listed in alphabetical order. Only those references actually cited in the text should be included. Hanging indents and double spacing are to be used. Please note placing of full stops, commas, capitals and underlining.

Example of books:

Karmen, A. (1996). *Crime victims: An introduction to victimology* (3rd ed.) Belmont: Wadsworth Publishing Company.

Nicol, A. A. M. & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

Example of an article or chapter in edited book:

Mansfeild, P., Elliot, S., & Grey, J. (2000). Developing cognitive abilities in young children. In S. Devon, J.R. Smithers, & S.P.F., Brinbert (Eds.). *An Introduction to Child Psychology* (pp. 436-482). Jonestown: Maestro Publishing.

Example of journal articles:

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

Munsche, D., & Smythe, A. (2001). Criminal intent. *American Journal of Psychological Studies*, 34 (2), 243-261.

Tulson, E. S., Jones, F. T., Smithers, C., & Jansen, G. (1999). Police, victims and victim's support. *Criminal Law Bulletin*, 65, 34-47.

Example of a book chapter:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

For more detailed information especially on referencing of materials you might like to consult the following website from the American Psychological Association: <http://www.apastyle.org/elecref.html>

You might also like to consult the Virtual Librarian at: <http://www.lib.monash.edu.au/vl/cite/apaex.htm>

■ FOOTNOTES/ENDNOTES as used by:

HISTORY- POLITICS

Documentation

Students studying History – Politics units may elect to use either footnotes or endnotes. However, the system of documentation they employ must be consistent. Students cannot use both footnotes and endnotes in an essay.

Constructing a footnote or endnote

Footnotes should appear at the foot of the same page as the passages to which they refer. Footnotes should be consecutively numbered in the text and footnote citations should be placed at the foot of the page. Endnotes have the same format as footnotes, but are to be grouped at the end of the essay text.

(a) Reference to a book should include:

- the author's name as shown on the title page, i.e. surname last;
- the title of the book; in italics;
- the edition if not the first;
- the place and date of publication;
- the page (p.) or pages (pp.) cited.

Example of a book:

- (i) C.M. White, *A Short History of the Civil War*, 2nd ed., New York 1969, p. 27.

(b) References to journal articles should include:

- the author's name (surname last);
- the title of the article (use single inverted commas around title);
- the name of the journal (this and not the title should be in italics);
- the volume or number; year of publication in brackets;
- the page(s) you are referring to.

Example of an article:

- (ii) A. Bolt, 'Postmodernity, Political Correctness and Ideology', *Australian Journal of Theoretical Studies*, 13 (1994), pp. 30-36.

(c) References to an article from a book:

- the author's name (surname last);
- the title of the article (use single inverted commas around title, lower case);
- the name of the editor (ed.) or editors (eds);
- the title of the book, in italics;
- the edition if not the first;
- the place and date of publication;
- the page (p) or pages (pp) cited.

Example of an article from a book:

- (iii) R. Robinson. 'Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration' in R. Owen and B. Sutcliffe (eds), *Studies in the Theory of Imperialism*, London 1972, pp. 117-142.

(d) Newspapers

If you are referring to normal newspaper content, for example an editorial or news you only have to provide the name of the newspaper and the date.

If you wish to cite a specific article use the same format as you would a journal article, if the author is known. If the author is unknown use anonymous.

Example of Newspapers:

- (iv) *New York Times*, 24 May 1999.
(v) P. Jones, 'Illicit Drug Use on the Rise', *Herald-Sun*, 25 May 1999, p. 4.

(e) **Internet**

Give the author of the document (if known), the name of the document, date of the document (if known), the full WWW address, date on which the page was accessed.

Example:

(vi) John Brown, Australia: The Future, 25 November 1998, at: <http://www.n/a.gov.au/pc/speeches>, accessed 6 April 1999.

(f) **Film:**

Cite the title of the film in italics, the director (dir.), (first name, last name) and year of release.

Example:

(vii) *The Knight*, dir. Alfred Green, 1986.

(g) **Television and radio:**

Cite the title of the program, and if the program is part of a series, the series, all in italics. Then cite the location of the program and the date of the program.

Example:

(viii) *The Political Scandal*, 3AW, 2 April 1986.

(ix) *Born to Win*, *Sixty Minutes*, Nine Network, 12 April 1999.

Unit Guides, Unit Readers, Lecture Notes

You should not cite from lecture notes, Unit Guides or Unit Handbooks, but where possible you should go to the original source of the information. When you refer to articles from the Unit Reader treat the Reader articles as if they were book or journal articles. In your citations refer to the author's page numbers, not the Reader page numbers. In the bibliography use the bibliographical details as quoted at the beginning of each reading in the Reader.

Citing sources for a second time

After you have given the complete information in the first note, you may use shortened titles and abbreviations to refer to the same sources again. Generally the author's surname and a short title is given. *Ibid* is used to indicate "in the place just described." However, *ibid* must directly follow the previous citation. (See below)

Example:

1. A. Ashbolt, 'Postmodernity, Political Correctness and the Collapse of Ideology', *Australasian Journal of American Studies*, 13 (1994), pp. 36-38.
2. *Ibid.*, p. 39.
3. C. Brown, *The Civil War: Union Army Generals and their Strategies*, New York, 1968, p. 63.
4. Ashbolt, 'Postmodernity, Political Correctness', p. 39.
5. Brown, *The Civil War*, p. 35.
6. *Ibid.*

The construction of a bibliography

The bibliography should begin on a new page and each source should be listed in alphabetical order by the author's surname. If you have used a wide range of sources it may be useful to put your sources in different sections. For example, contemporary documents and manuscripts, (primary sources) could be separated from historical scholarship (secondary sources). Radio programs, films, television programs and documents from web sites should be included. If there is no author list them alphabetically by title. Newspapers should be included, but you do not have to give the dates.

(a) Books

- Author's surname followed by initials.
- The full title of the book (underlined in written and typed essays).
- The number of the edition is not the first.
- The publisher, place and date.

(b) **Articles**

- The author's name and initials.
- The title of the article in quotation marks.
- The name of the journal, underlined.
- The volume, number and date.
- The inclusive pages of the article.

The use of quotations

(a) A direct quotation should be footnoted/endnoted and placed in the essay in enclosed quotation marks.

(a) An indirect quotation, where you use the sense of an author's words but express the idea in your own words, does not require quotation marks but it should be given a footnote/endnote.

(b) In a direct quotation three dots are used to denote a deletion:
"A shipload of English convicts ... sailed into New York Bay ... and unfurled the British flag over the colony of New York".

(c) In a direct quote square brackets [] are used to denote an addition to the text.

Note: History – Politics essays with no documentation will not be marked.

PART C: Assessment Policy

Criteria for assessment

The policy in the Faculty of Arts is that assignments should be marked against defined criteria. The criteria for assessment are related to the unit objectives and should be made known to students at the beginning of the unit. Normally the criteria will be outlined in the Unit Guide, distributed to students at the beginning of the semester. It should be clear that what is being assessed is the work which has been submitted, not the student.

Each piece of assessable work should be designed to assess particular unit objectives. The objectives being assessed and the criteria for assessment should be specified for each assignment, preferably with the assignment topics, due date and weight.

Criteria for a failing grade should also be specified and markers should explain how a particular assignment failed to meet the requirements for a pass. The range of marks below 50% should be used rather than awarding a failed assignment an arbitrary mark.

Procedures for failed assignments

All failed assignments are reviewed by a second marker.

Turnaround time

Students who submit their work on time should expect to get it back in time to use the comments for their next assignment. Late return of assignments will be grounds for an extension of time to submit the next piece of work. School policy is that 3 weeks is the turnaround time for assignments submitted by the due date. That means assignments should be returned to students three weeks from the date stamped on the assignment.

Submission and return of assignments from on-campus students

Assignments should be submitted with the appropriate cover sheet. Students should keep a copy of any assignment submitted.

Assignments are submitted via the locked assignment box, received and stamped by the School office staff and placed in lecturers' mail boxes. This provides a record that the assignment has been submitted. If an assignment is not submitted in this way, there will be no record that it has been submitted and penalties for late or non-submission may apply.

Assignments are to be returned directly to students by lecturers or tutors in classes (tutorials, seminars, lectures).

Only assignments that cannot be returned in class may be lodged for collection at the School office, where they will be kept in a locked drawer.

Students collecting assignments from the office must show their ID cards and can only collect their own assignments.

At the end of semester, students who cannot collect assignments in person will be able to request that their assignments be mailed to them. Any student wanting assignments to be mailed will need to make a specific request and will be provided with an envelope on which they will need to complete the address to which assignments should be mailed and list the unit codes for any assignments to be mailed.

Uncollected assignments will be held until the end of week one of the following semester. If they are still uncollected they will be disposed of according to the university's disposal schedule.

Submission and return of assignments from off-campus students

Students submit assignments with individually produced cover sheets through OCLC. Assignments are returned through OCLC. OCLC maintains an assignment tracking system which provides verification that assignments have been submitted, therefore, students should not submit assignments directly to unit advisers or tutors.

Late submission

Refer to the Faculty webpage for advice on late penalties:

<http://www.arts.monash.edu.au/current/policy/late-work-policy.php>

Extensions

Students may apply for an extension of the date for submission of assignment work. When granting extensions unit advisers should explain how the extension may affect the student's capacity to complete other work in the unit. Unit advisers should advise students of the grounds for which extension may be sought; normally this information will be included in the unit guide. The unit guide should also include a warning that having a number of assignments due at the same time is not normally grounds for granting extensions. Extensions and new due dates will be confirmed in writing and the provisions about penalties will operate from the new due date.

Rewriting failed assignments

There is no university or faculty policy which requires unit advisers to allow students to rewrite an assignment which has failed.

It may be appropriate, in certain circumstances, for unit advisers to allow a student to rewrite and resubmit an assignment which has failed. Circumstances in which a unit adviser would make this arrangement should be specified in the unit guide. The unit guide should also specify the criteria for assessment of a rewritten (revised) assignment. School policy is that resubmissions should only be allowed at first level, in exceptional circumstances, and at the discretion of the Unit advisor (by invitation). Resubmitted assignments should be marked on a Pass/Fail basis, which means the maximum mark for a resubmitted assignment is 59%.

An opportunity to rewrite and resubmit is not a guarantee that the assignment will pass.

In determining whether to allow a student to rewrite a failed assignment, the principal of equity and fairness to other students should be kept in mind.

Appeals against assignment grades and final grades

A student who is dissatisfied with his or her mark for an assignment should, in the first instance, discuss it with the marker or the unit coordinator. The student may request that the assignment be reviewed or remarked by a second marker.

If the student does not wish to discuss his or her mark with the marker or unit coordinator, then s/he may approach the head of section, undergraduate coordinator or the head of school.

Students may appeal against an assignment mark on the basis of the criteria for assessment. In this case the matter will be referred to another marker who will be provided with the criteria for assessment for the assignment. The student provides a clean copy of the assignment as well as the original marked assignment so that the unit adviser can verify that it is the assignment which was marked. This is a reassessment of the original piece of work, not an opportunity to rewrite the assignment, and the mark awarded may be lower than the original mark.

The mark awarded will be the final mark.

Appeals about final grades come under the Student Academic Grievance policy and procedures (link from the Faculty policy page).

University and Faculty policies can be found at the following addresses:

Assessment of Coursework Policy

<http://www.policy.monash.edu/policy-bank/academic/education/assessment/assessment-of-coursework-policy.html>

Assessment of Coursework Procedures

<http://www.policy.monash.edu/policy-bank/academic/education/assessment/assessment-of-coursework-procedures.html>

Grading Scale

<http://www.policy.monash.edu/policy-bank/academic/education/assessment/grading-scale-policy.html>

Plagiarism Policy

<http://www.policy.monash.edu/policy-bank/academic/education/conduct/plagiarism-policy.html>

Faculty of Arts policies, regulations and procedures:

<http://www.arts.monash.edu.au/current/policy/>

