

James Cook University **Creative Arts and Media**

Undergraduate Handbook

Important Notice for Students:

This Handbook provides information on the University's courses and subjects that students need prior to enrolling and during their studies. Other policies, procedures and rules of relevance to students are published at the following web address: www.jcu.edu.au/policy/student

The information on all topics provided in this handbook are summaries of the information available. Students are encouraged to use the search function on the University's website to better inform themselves of relevant policy and procedures.

Subjects are offered on condition that staff and resources are available. The University reserves the right to cancel or vary the requirements of a subject at any time if for reasons beyond its control (including withdrawal of funding) in the reasonable opinion of the University the staff and resources available for the subject fall below the level required for the proper delivery and teaching of the subject.

The University will make every reasonable effort to ensure that the cancellation or variation to the requirements, of any subject will not impede the progress of students towards the completion of their course.

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Introduction



Congratulations on being admitted to your degree in Creative Arts & Media.

Welcome to James Cook University and to our Academic Group.

You are beginning an important stage in your life. I hope it is one that you find challenging, exciting and both personally and professionally rewarding. There is a lot of exploration and discovery ahead for you in the coming months. The curriculum has been designed to be both stimulating and rigorous. It will encourage you to experiment, to create, to learn and develop with your lecturers guiding you along the way.

I extend a warm welcome to you with my best wishes for your success.

Associate Professor Glenn Porter
Head of Academic Group
Creative Arts & Media

Creative Arts & Media Programs

Bachelor of Creative Arts & Media	Townsville	Cairns	External
Master of Philosophy (Creative Arts)	Townsville	Cairns	
Doctor of Philosophy (Creative Arts)	Townsville	Cairns	

Offices for Creative Arts & Media

Office Location [Townsville]

College of Arts, Society, and Education Reception

Building 134, Room 108

Townsville Campus

Office Location [Cairns]

College of Arts, Society, and Education Reception

Building A4, Room 129

Cairns Campus

Office Hours

8:30am – 4:00pm weekdays (except public holidays)

TSV Phone: (07) 4781 4369

CNS Phone: (07) 4232 1498

Head of Academic Group

Associate Professor 4781 3166

Glenn Porter

glenn.porter@jcu.edu.au

Technical Support Officer - Townsville

Mr Benjamin Van Houts 4781 6082

benjamin.vanhouts@jcu.edu.au

Technical Support Officer - Townsville

Ms Amy Bishop 4781 3142

amy.bishop@jcu.edu.au

Technical Support Officer - Cairns

Mrs Ann Vardanega 4232 1692

ann.vardanega1@jcu.edu.au

Important Information for Students

Student Calendar

The academic programs follow the standard university academic year.

<https://www.jcu.edu.au/students/important-dates>

Learning and Research Support Office

On both campuses this office is located on the ground floor of the Library on its respective campus.

<https://www.jcu.edu.au/students/learning-centre>

Staff Consultation Time

Academic staff members are required to post on their office door, details of formal hours they have allocated to student access for consultation. Appointments to see staff outside these hours can be made in advance by email.

Staff Offices

Students are permitted in staff offices only while the staff member is present in the office. Staff telephones and computers are not to be accessed by students. Academic staff are unable to purchase materials or services on behalf of students.

Students' Contact Details

Please note that you can update your personal details using Student Online web address. You are strongly encouraged to do this to ensure critical information such as exam results reach you promptly.

secure.jcu.edu.au/estudent

Photocopying

Microform copiers and readers for student use are located on the ground floor of the Eddie Koiki Mabo Library (Townsville) and near InfoHelp, Level 1 at the Cairns Library. See CopyPrint Guide

<https://www.jcu.edu.au/information-and-communications-technology/guides/copyprint> for the location of multifunction devices (MFD's) on both campuses.

Personal Hygiene

As a professional in the arts you are in constant and close contact with colleagues and with staff. It is essential that you have a conscious awareness of all aspects of personal hygiene.

Sexual Harassment

Sexual harassment is an unacceptable form of behaviour at James Cook University. A Sexual Harassment Grievance Committee has been established to deal with any problems.

<https://www.jcu.edu.au/policy/equity/discrimination-and-harassment-policy-and-procedure>

Smoking

The University is a declared smoke free environment. There are smoking bins provided – please be sure to use them and only smoke when more than 4 metres away from an exit, or 10 metres from a food venue or courtyard.

Student Parking Facilities

Parking at JCU is subject to regulations. Students on Townsville Campus can purchase a Parking Permit which allows them to park in Permit Parking Areas or there are numerous free parking spaces on both Campuses. Parking Permits are sold via the University bookshop and are available for JCU Staff and Students only upon presentation of suitable identification.

Student Services

Student Services was established to assist students with the many aspects of campus life. If you have any queries with regard to the services provided phone 4781 4711

www.jcu.edu.au/international/services/index.htm

Student Rights and Responsibilities

Students are expected to conduct their interactions in a polite and reasonable manner as outlined in the Student Conduct policy <https://www.jcu.edu.au/policy/student-services>

Indigenous Student Support Officers

James Cook University employs Indigenous Student Support Officers in Townsville & Cairns. Their role is to provide indigenous students with resources and information to assist you in your studies. These include scholarships, tutorial assistance, traineeships through the National Indigenous Cadetship Program, textbook bursaries and much more.

Jury Service

Students called for jury service should consult their subject co-ordinator prior to responding in order to ascertain whether participation is likely to jeopardise their assessment.

eMail

Staff often communicate with individual students or class groups via email, and through Announcements in Learn JCU. It is essential that you read your email at my.jcu.edu.au and access learnJCU regularly learnjcu.jcu.edu.au

Lecturers will always appreciate an eMail message to indicate that you are unable to attend a class; alternatively, most staff members have voice mail.

Subject Outlines and Timetables

Subject outlines and any modifications to timetables will be available to students at the beginning of each semester. learnjcu.jcu.edu.au

Timetables are available online at jcu.edu.au/ttable

Census Dates

Please note this year's census dates <https://www.jcu.edu.au/students/important-dates>

A student's enrolment in a subject is considered to be finalised as at close of business on the last working day on or before the census date.

- Student contribution amounts, tuition fees and international student fees are payable on or before the census date.
- Students who are eligible to defer payment through HECS-HELP or FEE-HELP must submit the appropriate form by the census date to defer all or part of their payment due.
- Failure to make payment or arrangements to defer payment by a subject's census date will result in cancellation of the student's enrolment in the subject.
- Withdrawals from subjects must be made, in writing, by the close of business on the last working day on or before the census date.

Government legislation specifies that a student cannot enrol in a subject as a Commonwealth supported student after the census date for the subject.

Facility & Equipment Hire & Materials Purchases

Students are entitled to borrow equipment to complete work for assessment. Student responsibilities and a guide to borrowing are published here: <https://www.jcu.edu.au/college-of-arts-society-and-education/arts-and-creative-media/facility-and-equipment-hire-and-materials-purchases>.

Students are required to sign a loan agreement for each loan made. The agreement states:

All borrowing:

James Cook University (the University) offers to lend you, (the Borrower), the photographic/audio equipment (the Equipment) listed above on the condition that you return it by the due date stipulated above. In consideration of this loan you agree to the following terms and conditions:

1. The Consideration for this Loan Agreement is your enrolment in a course operated by the University.
2. The equipment has been visually inspected at time of loan and has no evident defects.
3. The condition of the equipment upon return must be the same condition as you received it.
4. Permitted Use: You must only use the Equipment for the purpose for which it is intended and not for any illegal purposes. The Equipment is for completing university assignments and academic use only.
5. You must Report Loss or Damage to the University immediately upon such loss or damage occurring or as soon as possible thereafter. If applicable you must also report and loss or damage to Police.
6. Liability for Loss or Damage: The Equipment is your sole responsibility for the duration of the loan period, from the date of receipt by you of the Equipment until the date you return to the University. You are liable for any loss of, or damage to, the Equipment, arising for any reason whatsoever during the loan period, even if this damage is not caused by your or you are not at fault.
7. Extent of Liability: You must compensate to the University for loss or damage as outlined in Clause 4 above) as follows:
 - a. In respect to loss of the Equipment, the value stipulated above, next to the item
 - b. In respect to damage of the equipment, for the cost of repair
 - c. In respect to damage or loss, make full payment to the University within 14 days from the date of notification of repair or replacement costs.

The school supports students who wish to make use of the facilities or equipment to embark on their career. Those students who wish to make use of the facilities or equipment for any purpose other than their own assessable work are eligible to hire equipment and facilities at rates considerably below retail. Application to do so can be made by eMail to the Facilities Officer

benjamin.vanhouts@jcu.edu.au

Safety

Safety Procedures

The School takes the maintenance of a safe work environment very seriously. The Safety Officers for Creative Arts & Media are Ben Van Houts and Amy Bishop. Information on safety procedures will be given to students in the first year induction meeting during orientation week. Comprehensive information about WH&S procedures can be found from a link on CAM's homepage or

<https://www.jcu.edu.au/college-of-arts-society-and-education/student-resources/workplace-health-and-safety>

ACM guide to off campus activities and risk

Student obligations

Students should:

- be able to describe a hazard; and be aware of the more common workplace hazards, such as: manual handling; slips, trips and falls; machinery noise/vibration; bullying/harassment; stress/fatigue; extended/excessive hours; ventilation; hazardous substances; exposure to disease; contact with electricity; and dust.
- understand the potential a hazard has to cause death, injury or disease; and make judgements about the safety of themselves and others;
- understand how the risks from workplace hazards are identified, assessed and controlled;
- understand their role in identifying and reporting, in Riskware, hazards and matters such as accidents, incidents and injuries;

To achieve this, the responsibilities of students include:

- conducting risk assessments for their activity, using the risk assessment form
- obtaining written verification from placement organisations that appropriate safety induction will be conducted before the placement commences.
- reporting any accidents, incidents or injuries to SoCA Admin.

Guide to Student Placement and Risk

Students in Creative Arts and Media from time to time undertake unpaid work experience/ community placements. To be covered by insurance, all of these must be approved by the Academic Group. You will need to fill out a form to seek approval. These forms can be obtained from the Coordinator in any subject that includes placements as part of the authorized curriculum.

Student Placement Policy

The goal of student placement is to enable:

- Contacts with professional practitioners and industry representatives;
- In-depth knowledge of contemporary creative arts industry issues;
- Opportunities to benchmark and validate creative outputs by reference to industry professionals and standards

Exclusions: Field Trips

Normally the School does not authorize or undertake field trips as part of its curriculum. An undergraduate student seeking to undertake activities in the field must:

1. Familiarise themselves with JCU's policy and procedure for Fieldwork Health & Safety
2. Complete a Risk Assessment using the risk assessment form found on the SoCA homepage under 'Information for'...Work Health and Safety;
3. Submit that form to the subject coordinator, who will load it into the Riskware application.

Student Placement Steps

1. The placement must be approved by the subject coordinator.
2. Student placement forms must be obtained from the subject coordinator.

3. Student placement forms must be submitted by every student seeking permission to undertake a placement to the subject coordinator for the coordinator's signature. (The coordinator will then submit the form to the Head of School for signature).
4. Obtain and submit with the placement form, written verification, (using the careersHUB checklist), from placement organisations that appropriate safety induction will be conducted when the placement commences.

Student obligations

Students should:

- be able to describe a hazard; and be aware of the more common workplace hazards, such as: manual handling; slips, trips and falls; machinery noise/vibration; bullying/harassment; stress/fatigue; extended/excessive hours; ventilation; hazardous substances; exposure to disease; contact with electricity; and dust.
- understand the potential a hazard has to cause death, injury or disease; and make judgements about the safety of themselves and others;
- understand how the risks from workplace hazards are identified, assessed and controlled;
- understand their role in identifying and reporting, in Riskware, hazards and matters such as accidents, incidents and injuries;

Intellectual Property Licence Deed

Preamble

At ACM we love to show off our student's creative talent and flair. It is important for us to be able to highlight the work of our students to industry, prospective students, the rest of the university and the greater community in general.

By enrolling in this subject you are granting the School a non-exclusive licence to use any work produced by you for academic purposes during the duration of your degree. This allows us to promote both your work and Creative Arts & Media.

CAM may exhibit the artwork you produce for academic purposes in places like the eMerge Gallery, websites (including JCU & CAM) and other online forums, as well as in brochures, magazines, various advertisements and in the many other hard copy and electronic forums where the School demonstrates and publicizes what we do.

CAM will make all reasonable effort to credit work where it is practical to do so, so that others know who has created the work. This helps to build your profile throughout your degree and contributes to your portfolio.

If you have any concerns or questions in relation to this Deed, its operation or its effect, please contact Associate Professor Glenn Porter, Head of Creative Arts & Media. Email Glenn on – glenn.porter@jcu.edu.au or call (07) 4232 1331.

[1] Grant of Licence

By enrolling in this subject, I grant to James Cook University a perpetual, irrevocable, non-exclusive licence to use, copy, modify, adapt, publish, broadcast, display and communicate the Works for all marketing, promotion and display purposes relevant to the activities of Creative Arts & Media.

[2] Indemnity

I indemnify James Cook University against all liability, loss, costs, damages and expenses (including legal costs and expenses) incurred or suffered by James Cook University arising out of or in connection with the use of the Works by James Cook University.

[3] Moral Rights

- a. Without limiting clause 2, I warrant that I am the author of the Works submitted for assessment and the sole holder of the moral rights in the Works.
- b. I acknowledge that James Cook University will use its best endeavours to attribute the Works to me whenever the Works are used by James Cook University.
- c. Notwithstanding clause 3(b), I unconditionally and irrevocably consent to James Cook University and its successors:
 - i. using, publishing, broadcasting and displaying copies of the Works without attribution to me as author; and
 - ii. using, dealing with, modifying, adapting, distorting, displaying, abridging, revising, destroying, relocating, translating to other formats or media or combining with other works or items, the Works.

[4] Definitions

For the purposes of this Deed:

“Works” means any documents, artwork, goods or images in any medium created by me now or in the future for assessment or other purposes in connection with the Bachelor of Creative Arts & Media and other Creative Arts & Media degrees at James Cook University (including works created in collaboration with other persons); and

Intellectual Property” includes all copyright (including rights to phonograms and broadcasts), all rights in relation to inventions (including patent rights), plant varieties, registered and unregistered trade marks (including service marks), registered designs and circuit layouts, and all other rights resulting from intellectual activity in the industrial, scientific, literary or artistic field.

Helping Students to Achieve Solutions

Assisting you to achieve solutions to problems you may face in the pursuit of your studies is part of our brief. It is important for you to remember that staff are here to assist you to do your best to provide you with realistic feedback and advice, and to help you shape your destiny.

Course Advice

Most student queries concern enrolling in, planning and changing subjects, majors, and courses. If you have this kind of query, the first point of contact is the Student Services office in the College of Arts, Society, and Education. For Townsville-based students, the eMail for that office is:

If you have already spoken to Students Services and you need further advice about your subjects, majors and courses, then for undergraduate matters you should contact the BCAM Course Coordinator Dr David Salisbury david.salisbury@jcu.edu.au.

If the matter is of a non-routine nature, if for example you require special assistance, permissions, or authorisations, or are involved in a grievance matter, then you should contact the Head of Creative Arts & Media, Associate Professor Glenn Porter glenn.porter@jcu.edu.au

Submission and Return of Assessment Items

Deadlines

The ability to adhere to deadlines is a key feature of any competent professional. Right from the beginning, students should acquire the habit of meeting deadlines for their work, by organising their study time appropriately. It is a good idea to try to complete a task well in advance of the due date.

- All assessment materials are to be delivered to an online electronic dropbox at LearnJCU or the SoCA Server.
- Hard copy material is to be delivered to the CASE office; further details will be given on the relevant assignment sheets.
- Cover sheets need to be included with all assessment items.
- Extensions must be negotiated with Subject Coordinators on a case by case basis.
- Medical certificates (if required due to late submission) should be scanned and attached to an email to the subject co-ordinator.
- Please note that assignments will only be kept at the CASE administration office for 3 months from the submission date (according to JCU policy).

Penalties for late submission of assignments

Submission of assignments on time is an expectation. If you fail to do so, you will lose 5% per day late. For example, if you are awarded a mark of 71% for a 30% essay that is handed in 2 days late, your final mark will be 61% of 30, which is 18.3. Note that weekends constitute two full days.

Criteria pertaining to the Award of Grades

Creative Arts & Media adopts the following broad criteria in relation to the awarding of grades:

High Distinction (HD)	85-100%	Work that is superior in all respects
Distinction (D)	75-84%	Work that is excellent in most respects
Credit (C)	65-74%	Work that is advanced in many respects
Pass (P)	50-64%	Work that is satisfactory in most respects
Fail (N)	<50%	Work that is unsatisfactory in most respects

Students should note that no individual result on a piece of assessment should be taken as an indication of a final grade.

Copyright and Plagiarism

Copyright

What is copyright? Copyright is the protection of original material. In Australia copyright law is contained in the Copyright Act 1968 and the decisions of courts.

Copyright laws protect:

- Written material such as articles, books, essays, novels, poems, lyrics, letters, training manuals and reports.
- Artistic works such as paintings, drawings, cartoons, graphic art, craft work, photographs, maps and plans.
- Musical works
- Dramatic works such as dance, screenplays, plays and mime.
- Computer programs
- Websites including images and text.

Infringement of copyright

Infringement of copyright occurs when a person copies protected material, without the permission of the owner. This includes photocopying, faxing, copying by hand, filming, recording, and scanning.

Copying part of a work can infringe copyright if the part is important (for example, distinctive or recognisable); it need not be a large part of the material. Anyone wanting to reproduce copyright material must seek the owner's permission. Remember there are different rights for different types of material. For more information on copyright, view the University's policy:

<https://www.jcu.edu.au/policy/student-services/copyright-policy-and-procedure>

Plagiarism

Plagiarism is defined as to "taking and using another person's (thoughts, writings, inventions...) as one's own" (Concise Oxford Dictionary 1951). See also <https://www.jcu.edu.au/students/exams-and-results/what-is-plagiarism>

From time to time students are tempted to plagiarise the work of others, either by unacknowledged quotations from the literature, or by copying from the work of a fellow student. It is important that you recognise that lifting a paragraph out of this text and a couple of sentences out of that article and stringing them together with a phrase or two of your own is plagiarising. It is a pointless procedure which does little to either teach you what the topic is about or assure your lecturer that you have understood the topic. For more information on plagiarism, view the Universities policy:

<https://www.jcu.edu.au/policy/student-services/copyright-policy-and-procedure>

Avoiding plagiarism

<https://www.jcu.edu.au/students/exams-and-results/guidelines-for-avoiding-plagiarism>

Although preliminary discussion, with other students, of essay topics is in most cases a desirable learning strategy, collusion in the later stages of essay writing is not normally encouraged. In the event of identical or very similar essays being submitted, all parties to the collusion will normally be equally penalised.

Penalties for Plagiarism

Plagiarism, when it is discovered, will lead to one of the following penalties:

- Automatic failure of the assignment.
- Loss of all credit for the assignment.
- Recommendation of the grade of failure for the subject.

Academic Writing and Presentation

The most common form of academic writing is the essay.

An essay may be defined as an organised piece of writing which can vary in length from 300 to 3000 words or more, and is presented in response to a particular statement or question.

It gives practice in developing scholarly skills such as locating information and resources, reading widely and critically, and selecting and evaluating appropriate materials, towards a critical synthesis of the relevant data.

How to Develop an Essay Synopsis

Look at the essay topic. Think about the key terms of the chosen topic. What, specifically, is the question requiring you to consider?

Definitions

Analyse	Examine the various parts of the whole and look for their interrelationships.
Compare	Look for similarities and differences between the matters under discussion.
Contrast	Show the difference between the matters under discussion.
Define	Briefly state the meaning and indicate the scope of the definition.
Describe	Give a description, showing the more important characteristics.
Discuss	Explain the problem, present a variety of viewpoints, and show their implications.
Enumerate	Look at the various sides of an issue and present your opinion or some expert's opinion.
Illustrate	Clarify by examples. Outline set out the essential points.
Prove	Establish by logical argument or evidence.
Review	Analyse the main aspects and then comment.
Summarise	Provide the main points.

Scheduling Your Time

Failure to schedule your time effectively will almost certainly result in a poorly presented essay. You must look at the essay to be done in relation to other assignments to be completed and the time you have available before its due date. Students may find the following suggested break-up of time useful:

1. 60% Defining, clarifying, analysing the problem, and gathering information
2. 20% First draft or outline
3. 20% Revising, referencing, preparing the final draft

Clearly, as this is only a guide, it will not suit all people and may not be applicable to all academic assessment tasks.

Finding your Information

Your lecturer will often give you a basic reading list for an essay. You should regard the references on this list as starting points only. Use the library to find texts, articles and websites that are appropriate to your research. Use the library catalogue to start. Library staff are there to help. When looking for books, articles on the shelves, you will often find other relevant material simply by browsing in the appropriate area of the library. Periodical indexes must always be consulted if journal articles on the topic being investigated are to be found. Journal articles will give you useful up-to-date information on a subject.

Make sure that you keep bibliographic details of the resources you find most helpful. These notes should include where the item can be found, this is especially important if you are using other libraries. There are many software packages to help with this e.g. Endnote

Now present a suggested plan and bibliography for your essay. This does not have to be strictly adhered to when it comes time to actually write the essay. Writing is a process in which the work should be constantly reviewed and revised. So, at this stage, the plan should work as a tool to help guide and organise your research, your argument and your approach.

Taking Notes

Skim the book by examining its table of contents, index, sub-headings, and chapter summaries. You do not need to read the whole book, merely the relevant sections. Make your notes brief and remember to record direct quotations in quotation marks as well as the relevant page numbers. You may find it useful to use a note-sheet for particular books. It is probably a good idea to use a separate sheet for data, idea, fact, or concept. If you do this, use a heading at the top of each sheet and record enough information to identify each note. This method makes it easier to synthesise your notes when you come to write your assignment.

Some students extract research material by listing page # and the paragraph that contains the material. When the text is completed you can either scan or photo copy the sections and file them appropriately. NB. Be sure to consider copyright issues.

Writing the essay

The Introduction

There are several ways in which you can introduce your essay. You could establish what will follow by defining the nature of your inquiry, by defining your terms, and by reviewing previous writing or research on the topic. Strive to make your introduction brief, effective, and appropriate, even contentious.

The Body

The body of the essay should progress in a logical sequence, paragraphs relating to each other, and the main line of argument.

- Support your major generalisations with appropriate evidence. A good sign of whether you understand a particular generalisation is whether you can give a concrete example as an illustration of it, or support it with research evidence. Unsupported generalisations are unacceptable.

- The need for relevance. Constantly check that you are answering the question set, rather than some question you personally would prefer to answer.
- Try always to use terms with precision, and examine the implications of statements you make. The emphasis here is on avoiding the use of sloppy and inaccurate language.

The Conclusion

This might briefly restate the problem, and indicate possible solutions. If, after considering the evidence presented in the body of your essay, you are convinced that there is no easy solution to the problem, it is permissible to return an “open verdict”.

Your conclusion should not repeat the body of the essay. You may make suggestions for further research in the problem area you have been considering.

The First Draft

- Prepare a working plan beforehand, indicating the major points you wish to make in the introduction and body of the assignment. (see synopsis)
- Have your notes (each item or topic on a separate sheet, card or electronic file) arranged in the sequence indicated by your plan.
- Try to complete the rough draft in two or three unbroken sittings. If you do this, your essay is more likely to exhibit the qualities of compactness, clarity, and fluency of ideas than if it was written in a series of short bursts.
- After you have compiled your first draft, set it aside for a while. You will come back to a critical appraisal of it refreshed, and your insight into what you have written will be greater.

The Final Draft

1. Begin by making a critical appraisal of your first draft. You may find that you need to recast the structure of your essay in the light of new perspectives and ideas which now strike you on taking a second look at your first draft.
2. Write the final version of the essay paying particular attention to the following:
 - a. Present a consistent, logical argument which answers the question asked; that is, make sure that what you have written is relevant throughout.
 - b. Ensure that your expression is clear and unambiguous, and that you have avoided “padding”.
3. Your essay should show evidence of original thinking supported by wide reading.
4. Proof read your manuscript carefully to ensure that it is free of poor expression and that it does not contain spelling or grammatical errors, slang, and abbreviations.
5. Check that any quotations, graphs, tables and photographs are documented.
6. Check that you have adhered to the formal conditions laid down for the presentation of essays, namely, a proper title page, length within the limits set, full acknowledgement of sources, and a bibliography.

Referencing Policy

A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library. It is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference. The School requires you to use

the Harvard system to compile the reference list for your assignment. Citations in the text should give the author's name with the year of publication and then all references should be listed in alphabetical order at the end of the paper/dissertation. See: <https://www.jcu.edu.au/students/learning-centre/academic-integrity>

Harvard Method of citation in the text

All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. In the Harvard System cited publications are referred to in one of the forms shown below:

Single author

In a study by Seedhouse (1997) coping with illness was investigated ... When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets, Burnard (1992a) wrote about communication for health professionals that ...

Two authors

In the book by Basford and Slevin (1995)

More than two authors

Mention all authors the first time you cite the reference. Subsequently Benner et al (1996) conclude that ... If more than one citation is referred to within a sentence, list them all in the following form, by date and then alphabetically: There are indications that passive smoking is potentially threatening to the health (Francome and Marks, 1996; Bunton, 1995; Lupton, 1995)

Harvard Method of quoting in the text

For more examples refer to the JCU Library's Harvard Style Guide:
<http://libguides.jcu.edu.au/referencing/harvard>

Citing in the Text

When you include information from another source in your essay, you must acknowledge it within the text of your assignment. Include the author's surname, the year and usually the relevant page number/s. The person reading your essay can then refer to the bibliography/reference list at the end, and see exactly where you found your information.

Quoting directly from someone else

When you borrow or quote someone else's words, the quote is usually placed in quotation marks, e.g. This is reflected in the idea that "schools of thought, methodologies and research techniques reflect their social origins" (Hayes 1995, p. 53).

Using a very long quote

If it is a very long quote (more than 40 words), you can place it in a free-standing indented paragraph starting on a new line. In this case, you don't need to use quotation marks.

Children are, and have been, economically important to adults/parents in several ways. For those with wealth and land, children, and boys in particular, are and have been crucial ... as heirs. Inheritance, or course, has also been of central political importance; many of the wars

that raged through medieval Europe focused on contested inheritance of lands and kingdoms. (Gittins 1998, p. 59)

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

Source not quoted exactly as it was written

Sometimes you might paraphrase or summarise another author's ideas to back up your own statements. Often you are not quoting them directly. Remember though, if you are using their ideas or data, you still must give them the credit. e.g. Schwarz (1999) questions the use of surveys as measurement devices, or, it is argued by Bazzaz (1996) that comparative research in several ecosystems will lead to an understanding of succession as an ecological process.

Insertions into Quotations

To indicate your own comment e.g. [emphasis added] within a quotation, use square brackets. e.g. 'We had a reel [sic] fine time' (Smith 1962, p. 17) [sic] here means that's really what the writer wrote, although it looks as if it is misspelled (can also be used to indicate sexist language in the original.)

Missing details

On occasions the date or place of publication may not be printed anywhere on the publication you are referencing. If the date is missing, use the abbreviation [n.d.] for no date. If the place of publication is missing, use [n.p.] for no place. Always put these in square brackets. Normally when referencing journals and newspapers neither the publisher nor place or publication are given, example: Ronan, B.J. [n.d.] A cure for cancer? [n.p.], Havilland Press

Quoting something that someone else has quoted

Sometimes in your reading you might come across a quote in another author's article that would be suitable to use. In this case, the best idea is to try and find the original quote to examine the context in which it was written. If that isn't possible, there are special rules for 'quoting a quote'. Wembley (1997, cited in Olsen 1999, p. 156) argues that impending fuel shortages give added impetus to developing alternative energy sources. Include the author and year of both texts, and the page of the citation you are quoting from. Use the words 'cited in' which means 'mentioned in'. In your reference list or bibliography you should only include the text that you yourself have read, i.e. Olsen would be listed in the reference list from this example.

Personal communication

Examples: When interviewed on 16 May 2000, Ms G Jones confirmed... (G Jones 2000, pers. comm., 16 May) Mr R Brown (GBRMPA) denied this by email on 16 May 2000.

Terms from other languages

(e.g., French, Latin, etc) should be in italics – e.g., *avant garde*.

Harvard method of listing references at the end of the text

References should be listed in alphabetical order by author's name and then by date (earliest first), and then if more than one item has been published during a specific year by letter (1995a, 1995b etc). Do

not create separate categories for books, journals or websites. Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. If you use endnote connection file this data will be automatically transferred to your Endnote library. Each reference should include the elements and punctuation given in the examples below. Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should either be in italics or underlined. Consistency is essential.

Bibliographic details

Bibliographic details are given as follows:

Author, AA, Author, BB & Author, CC year of publication, **Title of Book: subtitle**, edition [if not first edition], **Publisher, Place of Publication**

Examples:

Book with single author

Reynolds, H 2000, *Black pioneers*, Penguin, Ringwood, Vic

Book with 2 (or more) authors

Gilbert, R & Gilbert, P 1998, *Masculinity goes to school*, Allen & Unwin, St. Leonards, N.S.W. Holmes, D, Hughes, KP & Julian, R 2003, *Australian sociology: a changing society*, Pearson Education, Frenchs Forest, N.S.W.

Chapter or article in a book

Author, AA year of publication, 'Title of chapter', in Editor/s (ed./s), Title of Book, Publisher, Place of publication, pp. xx-yy. eg

Fontana, A & Frey, J 1994, 'Interviewing: the art of science', in N Denzin & Y Lincoln (ed.s), *Handbook of qualitative research*, Sage, Thousand Oaks, CA, pp. 361-376. Beck, W 1994, 'Food processing', in D Horton (ed.), *The encyclopaedia of Aboriginal Australia*, Aboriginal Studies Press, Canberra, pp. 380-382.

(It is not always necessary to include the page numbers.)

Journal article

Author, AA year of publication, 'Title of article', Title of Journal, vol. xx, no. yy, pp. xy-z. eg

Rogers, G 1999, 'Reflections on teaching remote and isolated children', *Education in Rural Australia*, vol. 9, no. 2, pp. 65-8.

Newspaper article

Lawlor, A 2000, 'Phoenician 'find' makes textbooks ancient history', *Courier Mail*, 20 July, p. 3.

Conference papers

Published

Gleeson, L 1996, 'Inside looking out', *Claiming a place: proceedings from the third national conference of the Children's Book Council of Australia*, D.W. Thorpe, Port Melbourne, pp. 22-34

Unpublished

Abbott, K & Seymour, J 1997, 'Trapping the papaya fruit fly in north Queensland', paper presented at the Australian Entomological Society conference, Melbourne, 28-30 September.

Thesis

Ward, I 1998, 'Sedimentary history of the Pandora wreck and surrounds', M.A. thesis, James Cook University, Townsville.

Government publication

Queensland Health 1992, Towards a women's health policy: social justice for women. Queensland Health, Brisbane. Australian Bureau of Statistics 1994, Building approvals Australia, cat.no. 8731.0, ABS, Canberra.

Videos

BBC Training Videos (1989) Marketing a product range [videorecording]. London, BBC Enterprises

WWW Document

Food Standards Agency (2003) What is BSE? [Online]. Available at <www.foodstandards.gov.uk/bse> [Accessed 12 June 2003]

WWW Article in Electronic Journal

Cramer, S.B. (1998) A united approach to healthy schools. British Food Journal, 100 (8) 380-384 [Online]. Available at <www.emerald-library.com> [Accessed 11 January 2001]

Email Discussion Lists

Pinto, A.J. (2000) Ungodly global warming, genocide, world hunger and hope. Ecological genetics. October 2000. [Online discussion group]. <ecological-genetics@mailbase.ac.uk> [Accessed 12 January 2001]

Newsgroups/Bulletin Board

Yee, A. (2001) Solar power farm begins gamma ray astronomy. sci.astro. January 2001. [Online newsgroup]. <[Liszt Newsgroups: sci.astro](http://Liszt.Newsgroups:sci.astro)> [Accessed 12 January 2001]

Footnotes

Footnotes should be used sparingly. They are used to amplify a point which is relevant but not critical to the argument/text. The text of footnotes should be single-spaced.