INSTITUTE OF ENVIRONMENTAL STUDIES

Share Your Vision for Our Planet

Student Information Guide
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WELCOME TO THE MEM

Welcome to the Master of Environmental Management Program (MEM) and associated Graduate Diploma and Graduate Certificate for 2014.

This guide is designed to provide you with all the information you will need for postgraduate study at the IES. It will help you to understand and meet both the administrative and the academic requirements of the program.

If at any time during your studies you require additional assistance, please contact the IES on (+61 2) 9385 5687 or at ies@unsw.edu.au

We look forward to having you in the programs and hope that you find your studies enjoyable, useful and rewarding.

Institute of Environmental Studies
WHY YOU SHOULD READ THIS GUIDE

Some of you are recent graduates au fait with university life and may find much of the information in this guide is familiar. Nevertheless, we urge you to read it through. Academic expectations regarding your work are likely to differ at the postgraduate level compared with your undergraduate experience. Environmental management is a broad area and approaching issues and presenting academic work is likely to vary across the disciplines. Others have been out of university for a while and will return to find things have changed. Please read this guide carefully, including the appendices. These contain important information about plagiarism, referencing and library use.

OTHER INFORMATION SOURCES

The IES website
http://www.ies.unsw.edu.au
Regularly check this site for up-to-date enrolment and other student information, our academic database and interesting links, news and events.

Email
Primarily for program information, email is also used to disseminate news about employment opportunities, conference dates and social occasions. All emails will be sent to your student zmail account. You are able to set this account up to forward to any email address you prefer to use. Detailed instructions are available at:

https://www.it.unsw.edu.au/students/zmail/redirect_external.html

Noticeboard
Located in the IES kitchen, on-campus students can read or post notices about seminars, conferences, jobs and other items of interest.

UNSW Resources
Our programs in Environmental Management are amongst many postgraduate programs offered by UNSW and you can find information about general requirements for these programs on the UNSW student website (www.my.unsw.edu.au) and the UNSW Handbook Online (http://www.handbook.unsw.edu.au/postgraduate/2014/)

If after reading this guide you have further questions to ask about studying in the MEM/Grad Dip/Grad Cert, do not hesitate to contact the academic or administrative staff of the IES.
IES CONTACT DETAILS

Institute of Environmental Studies
University of New South Wales
UNSW SYDNEY 2052 AUSTRALIA
Street address: Level 4, Electrical Engineering Building (G17 on campus map)
Phone: (61 2) 9385 5687
Fax: (61 2) 9663 1015
Email: ies@unsw.edu.au
Website: http://www.ies.unsw.edu.au

Staff Contacts

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Email: ies@unsw.edu.au

Executive Assistant
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Phone: (61 2) 9385 5730
Email: s.midgley@unsw.edu.au
The Electrical Engineering Building is marked in green (G17)
LOCATION

The Institute of Environmental Science is being relocated from the Vallentine Annexe (H22) to the Electrical Engineering Building (G17 - mid campus) You can enter the building by three entrances with the main entrance being across from the John Goodsell Building (F20) The closest entries from outside of the University are from High Street: Gates 5-7 or Barker Street: Gate 14. All IES offices will be located on the 4th Floor of the EEB with most classes/seminars being held here also (unless stated otherwise on the UNSW timetable)

ROOM ACCESS

Seminar Room 418
The majority classes for the core and fundamental knowledge courses are held here.

PG Coursework Room 401D
This is the postgraduate resource room and contains computers available to all students 24 hours a day, 7 days per week. Enrolled students can gain entry to the room outside of regular office hours by using their student card as a swipe card. In the event of your card being lost or stolen report to Security immediately.

Use paper efficiently and keep the room tidy. Turn off all lights and equipment when you leave and ensure the doors are shut securely. If left open, the doors ‘beep’ and Security is alerted.

Room 413
This room is available for group meetings or individual study, again please turn off all lights and equipment and lock doors when you leave. If you would like to book group study time in this room please contact Sue Midgley- ies@unsw.edu.au.

Kitchen
For IES students only, the kitchen is always open and has a refrigerator, microwave, hot water dispenser, utensils and crockery and complimentary coffee, tea and biscuits. A table and chairs, and a community noticeboard are also available. In order to comply with UNSW Occupational Health and Safety policies and procedures please ensure that the kitchen is always left in a hygienic state, e.g. wash your cups and leave them to dry, wipe down benches, clean up fridge and microwave spills, etc.
**TRANSPORT**

Vehicular access to the IES is best gained via Gate 14 on Barker Street, Randwick (the mid campus car park is situated here). Couriers should be instructed accordingly.

Postgraduate students are entitled to an after-hours campus parking permit. This can be obtained from the Parking Office located at FM Assist in Level 2 of the Mathews Building, opposite The Mathews Pavilions.

Pedestrian access can be gained through a number of entrances. The closest gates are Gates 5-7 on High Street and Gate 14 on Barker Street. The IES can also be accessed walking uphill from the main entrance in Anzac Parade.

Clearly we are keen from an environmental perspective to encourage the use of public transport. For good information on public transport to UNSW and for a range of maps of UNSW go to: [http://www.transport.unsw.edu.au](http://www.transport.unsw.edu.au)

**SAFETY INFORMATION**

In case of emergency call Security on these numbers:

- **56666** when using the internal phone (located outside Room 123); or
- **9385 6666** when using a mobile.

Security should be your first point of contact as they can direct police, fire or ambulance services within the university campus.

If you have any concerns about leaving the Electrical Engineering Building late at night, call Security and ask for a Security escort. This is a member of the Security staff who will escort you to public transport or your car.

In case of fire, please exit the building via the closest fire exit denoted with a neon green EXIT sign. Exit maps and evacuation plans are in plastic sleeves posted on each room wall.

**First Aid**

For any First Aid issues, please contact the First Aid officers listed on the First Aid Box in the kitchen. In order to maintain supplies, please do not access the First Aid Box without firstly notifying a First Aid Officer (if in office hours).
Internet Access

All students enrolled in the MEM Program are required to have an email address, the use of a PC and access to the internet. UNSW provides many online resources to students, the majority of which require a unique UNSW password, Unipass or zPass to access. Uniwide is a wireless internet service provided free of charge by the University. It is accessible on campus from most locations and requires your student number and unipass for access.

STUDENT EMAIL ACCOUNTS

All students enrolled at UNSW are provided with a UNSW student email account. Your student email address will take this form:

z<Student ID>@student.unsw.edu.au

It is a requirement of UNSW that all enrolled students check their student email account on a regular basis. You can automatically redirect your UNSW student email account to your normal home or business email address but you are solely responsible to maintain that you receive IES correspondence. Please note that you are solely responsible for monitoring email correspondence from the Institute and insuring that it is being redirected to your personal email. Directions on how to complete this procedure can be found by clicking on the following link: https://www.it.unsw.edu.au/staff/email/redirect_external.html

UniPASS / zPass

To log onto www.my.unsw.edu.au you use your student ID with a z in front and your UniPASS.

You will need your Unipass throughout your studies with UNSW for many purposes. Your Unipass remains the same throughout your enrolment unless you change it. Keep a record of your current Unipass in a secure place.

For online course components and distance students your Unipass will also be used to log into your online classes.

Your unipass is issued by the IT Service Desk, a branch of the UNSW Communications Department. As your Unipass is so crucial to your study in the MEM it is imperative that you keep a record of it. If you lose it for any reason, it will need to be replaced by the IT Service Desk. It is possible to change your Unipass on the ID Manager webpage www.idm.unsw.edu.au.

IT at UNSW has introduced a new password system called zPass. This will be a more secure password system than the current UniPass system. zPass is gradually being introduced as new online systems are introduced such as Blackboard & Moodle. See the table below.

UniPass will continue to be used on existing online services such as myUNSW, zMail, eLearning WebCT and Library online etc. If the logon page does not mention zPass then assume it requires a UniPass.
If you don't have a zPass you can create your own as follows:

**Step 1.** Go to the **UNSW Identity Manager** web site: [www.idm.unsw.edu.au](http://www.idm.unsw.edu.au).
- In the User ID field enter your **UNSW Student Number** (ie z1234567)
- In the Password field enter your **UniPass password**.
(If you can’t remember your UniPass phone the **IT Service Centre** on (02) 9385 1333)

If this is the first time you have logged in to the IDM site you will be prompted to agree to the Conditions of use and answer the authentication questions.

Agree to the **Conditions of use - UNSW ICT Resources**.

**SUPPLY ANSWERS OF YOUR CHOOSING TO THE ANSWERS TO AUTHENTICATION QUESTIONS TABLE. IN FUTURE, IF YOU RETURN TO THE IDENTITY MANAGER WEBSITE AND PRESS THE 'FORGET YOUR PASSWORD?' BUTTON YOU WILL BE PRESENTED WITH SOME OF THESE QUESTIONS TO ANSWER.**

It is important that you enter the answers accurately to ensure you can answer them in future.

Hint: If you have never owned a car, enter the word **none** in that field.

Click ‘**Save**’ to save your entries and exit the responses table.

**Step 2.** On the User Accounts section, click the button ‘**Change zPass**’. As you do not already have a zPass, you will be creating one here.

**Step 3.** Type a password of your choosing into the ‘**New Password**’ field.

Your zPass must:
• be at least 8 characters long
• contain characters from at least three of the following four categories:

- Uppercase letters (A B C ...)
- Lowercase letters (a b c ...)
- Numbers (0 1 2 3 4 5 6 7 8 9)
- Non-alphanumeric and Unicode characters eg ` ~ ! @ # $ % ^ & * + = | \ { } [ ] ( ) : ; " ' < > , . ? /

Your zPass cannot:

• be any of your last 12 zPass passwords
• contain three or more consecutive characters from your given names or surname

Note: Your zPass will expire 6 months after creation or last change date. At this time you will need to log into IDM Self Service to change your zPass.

Re-enter your new password in the 'Confirm Password' field then click 'Change Password'.

**Moodle & Blackboard**

Blackboard is a Learning Management System (LMS) that supports learning by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. All courses within UNSW will run through Moodle by 2015 with most Schools & Faculties having already made the changes in 2013.

All IES courses have moved across to Moodle but you may need to check with the individual Schools running your elective courses in Semester 1, 2014 & possibly Semester 2, 2014 whether they are using Moodle or Blackboard.

To login go to [http://telt.unsw.edu.au/](http://telt.unsw.edu.au/) or you can access the [Blackboard & Moodle](http://telt.unsw.edu.au/) webpages through your MyUNSW [https://my.unsw.edu.au](https://my.unsw.edu.au)

Because Moodle is a new system and you may not have used it before, the Teaching & Learning Staff have provided a very useful online resource to students with assisting the use of Moodle: [http://teaching.unsw.edu.au/moodle-students](http://teaching.unsw.edu.au/moodle-students)

**Useful App**

**UNSW Uni-Verse:** The official mobile guide to UNSW and has all the features students need to connect with UNSW in the palm of their hand. The app was developed for students by the Office of the Pro-Vice-Chancellor (Students) and Student Life and Learning.
## SESSION DATES AND TIMETABLES

### Session 1, 2014 – Session 2, 2014

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<td>3rd Mar – 6th June</td>
<td>Teaching Period 2</td>
<td>28th July – 31st Oct</td>
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<tr>
<td>Teaching Period 1A</td>
<td>10th Mar – 17th Apr</td>
<td>Teaching Period 2A</td>
<td>4th Aug – 12th Sept</td>
</tr>
<tr>
<td>Teaching Period 1B</td>
<td>28th Apr – 6th June</td>
<td>Teaching Period 2B</td>
<td>15th Sept – 31st Oct</td>
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<tr>
<td>Mid-Semester Break</td>
<td>18th Apr – 27th Apr</td>
<td>Mid-Semester Break</td>
<td>27th Sept – 6th Oct</td>
</tr>
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<td>Study Period</td>
<td>7th June – 12th June *</td>
<td>Study Period</td>
<td>1st Nov – 6th Nov *</td>
</tr>
<tr>
<td>Examination</td>
<td>13th June – 30th June *</td>
<td>Examination</td>
<td>7th Nov – 25th Nov *</td>
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* examination and study period to be confirmed

### Core and Fundamental Knowledge Timetable 2014

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<th>Name</th>
<th>Timetable</th>
<th>Location</th>
<th>Session</th>
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</thead>
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<tr>
<td>IEST 5001</td>
<td>Frameworks for Environmental Management</td>
<td>Monday 6pm-9pm</td>
<td>Electrical Engineering Room 418</td>
<td>S1</td>
</tr>
<tr>
<td>IEST 5002</td>
<td>Tools for Environmental Management</td>
<td>Tuesday 6pm-9pm</td>
<td>Electrical Engineering Room 418</td>
<td>S1</td>
</tr>
<tr>
<td>IEST 5003</td>
<td>Addressing Environmental Issues</td>
<td>TBA</td>
<td>TBA</td>
<td>S2</td>
</tr>
<tr>
<td>IEST7400</td>
<td>Fundamental Knowledge in Environmental Management: Social Science</td>
<td>Thursday 6pm-9pm</td>
<td>Electrical Engineering Room 418</td>
<td>S1</td>
</tr>
<tr>
<td>IEST7500</td>
<td>Fundamental Knowledge in Environmental Management: Engineering</td>
<td>TBA</td>
<td>TBA</td>
<td>S2</td>
</tr>
<tr>
<td>IEST7200</td>
<td>Fundamental Knowledge in Environmental Management: Law</td>
<td>24th Feb – 28th Feb</td>
<td>Civil Engineering Room 701</td>
<td>S1</td>
</tr>
<tr>
<td>IEST7300</td>
<td>Fundamental Knowledge in Environmental Management: Physical Science</td>
<td>TBA</td>
<td>TBA</td>
<td>S2</td>
</tr>
<tr>
<td>IEST7100</td>
<td>Fundamental Knowledge in Environmental Management: Economics</td>
<td>Wednesday 6pm-9pm</td>
<td>Electrical Engineering Room 418</td>
<td>S1</td>
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</table>

### Summer Session 2014-15

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Timetable</th>
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</thead>
<tbody>
<tr>
<td>IEST5008</td>
<td>FK: Ecosystems Management</td>
<td>Summer 14/15</td>
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</tbody>
</table>
Electives
The electives timetable can be found at:
http://www.ies.unsw.edu.au/students/future-students/elective-courses
Keep checking the IES website for updated timetable information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Timetable</th>
<th>Location</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>IEST5004</td>
<td>Research Project A</td>
<td>TBA</td>
<td>Contact IES for more information</td>
<td>S1</td>
</tr>
<tr>
<td>IEST5005</td>
<td>Media Advocacy</td>
<td>TBA</td>
<td>TBA</td>
<td>Summer 14/15</td>
</tr>
<tr>
<td>IEST5007</td>
<td>Environment and Development</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>IEST5009</td>
<td>Corporate Sustainability: External Drivers</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>IEST5010</td>
<td>Corporate Sustainability: Internal Responses</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>IEST5012</td>
<td>Research Project B</td>
<td>TBA</td>
<td>Contact IES for more information</td>
<td>S1 &amp; S2</td>
</tr>
<tr>
<td>BIOS9001/ IEST6001</td>
<td>Field Ecology for Environmental Management</td>
<td>TBA</td>
<td>TBA</td>
<td>S2</td>
</tr>
<tr>
<td>IEST6641</td>
<td>Qualitative Research Methods in Regional Aus</td>
<td>TBA</td>
<td>TBA</td>
<td>S2</td>
</tr>
<tr>
<td>IEST6909</td>
<td>Environmental Management Systems</td>
<td>TBA</td>
<td>TBA</td>
<td>Summer 14/15</td>
</tr>
<tr>
<td>IEST6911</td>
<td>Managing Greenhouse Gas Emissions</td>
<td>TBA</td>
<td>TBA</td>
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The programs
The Master of Environmental Management and associated Graduate Diploma and Graduate Certificate programs are designed for people from a wide range of disciplinary backgrounds, professional experience and environmental knowledge and experience. Drawing on the University of New South Wales’ considerable strengths in environmental management research, scholarship and practice, we aim to provide a flexible postgraduate program that can be tailored to suit the needs of individual students.

The MEM is built upon a solid foundation of core and fundamental knowledge courses that provide students with a basis for the critical appreciation of environmental management frameworks and ‘environmental literacy’ in key disciplinary areas. This is vital for professionals in environmental management, a field that involves collaborative decision-making and understanding of many disciplines and diverse perspectives.

Beyond this foundation students are free to design their own balanced study program with the assistance of the Institute of Environmental Studies Program Co-ordinator (and within any set prerequisite limitations). Students not wanting to proceed to the full Masters qualification may take out a Graduate Certificate or Graduate Diploma in Environmental Management provided they complete the prescribed sequence of courses. Students lacking the qualifications for entry to the MEM may, in circumstances as specified, progress through the Graduate Certificate to gain entry to the Graduate Diploma and Masters programs.
WHO TO ASK?

For academic questions relating to your program as a whole, including choice of electives, consult an academic staff member of IES.

For questions relating to a specific course consult the lecturer in charge of that course. Core course lecturers will be members of the IES academic staff but fundamental knowledge course and elective lecturers will generally be from another academic unit on campus or, in some cases, an ‘outside’ lecturer, i.e. not a full-time academic at UNSW.

If you are seeking information about a non-IES course before enrolling and wish to contact the staff member, that information and/or the staff member’s contact details can be found in:

- the UNSW Handbook Online, at http://www.handbook.unsw.edu.au; and
- the UNSW Internal Phone Directory at http://www.dir.unsw.edu.au

If you encounter any problems or need further assistance please contact the administrative staff of the IES.

PROGRESSION

The normal progression for each of the programs is four courses (24 Units Of Credit) per session for a full-time student and two courses (12 UOC) for a part-time student:

- Grad Cert: Full-time = 1 semester, Part-time = 2 semesters
- Grad Dip: Full-time = 2 semesters, Part-time = 4 semesters
- MEM: Full-time = 4 semesters, Part-time = 8 semesters

You may choose, however, to progress at a slower pace. This raises the question of what constitutes part- and full-time enrolment. This is important for a range of reasons including progression rules and concession card entitlements.

Students taking greater then 3 and less then 18 UOC per semester are considered part-time. Students taking greater then 18 UOC per semester are considered full-time.

It is important to note that summer term courses are not linked to either semester 1 or 2 loads; they are classed on their own and will not influence your classification as part- or full-time.

PROGRAM LEAVE

All students are entitled to one year of leave in total over the duration of their program. In exceptional circumstances additional leave may be granted by lodging a request online. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Program Leave/Discontinuation. Once your request has been processed you will be notified of the outcome by email. You will also be able to view and print approved leave letters online.
ATTENDANCE AND PARTICIPATION REQUIREMENTS

Attendance at classes for on-campus students and participation in on-line discussion for distance students is regarded as an important part of your program. UNSW policy states that if students attend less than 80% of their classes they may be refused final assessment.

If you are studying on-campus and find that you will be unable to attend a weekly class, notify your lecturer by email prior to the scheduled time.

Similarly, distance students should notify their lecturer in advance if they are unable to participate in the on-line discussions in any week. (The discussions are not in ‘real time’ so you can log on at your convenience.)

If you are unable to gain internet access for an extended period of time you should contact your lecturer and also the administrative staff in the IES and advise them of the problem.

UPGRADING YOUR PROGRAM

The three programs in environmental management – MEM, Grad Dip and Grad Cert – are fully articulated so it is possible to move up from the Grad Cert into the Grad Dip or Masters and from the Grad Dip to the Masters provided you meet the necessary requirements.

If you applied for the Grad Cert or Grad Dip and wish to upgrade then you will need to write a letter to the Director of the IES requesting a change in your admission status.

Students who come into the Grad Cert with non-degree entry must satisfy the credit level average requirement for their first four courses before requesting to be upgraded.

Please note that if you wish to upgrade your enrolment status you should not take out the lower award, i.e. the Grad Cert or Grad Dip should not be formally conferred if you wish to move up to the Grad Dip or Masters.

Students with non-degree entry who qualify to upgrade to Grad Dip or Masters enrolment carry only two of the first four courses taken for the Grad Cert. This means you need to do 60 UOC for the Grad Dip and 84 UOC for the Masters.

TAKING OUT A LOWER AWARD

If you are enrolled in the Grad Dip or Masters but you do not wish to complete these programs you may take out a lower award, i.e. Grad Dip or Grad Cert, provided you have completed the required courses for that lower award. You must ensure your progression through the courses makes this possible.
CORE, FUNDAMENTAL KNOWLEDGE COURSES AND ELECTIVES

Nine of the courses in the MEM program have been designed especially for the MEM, Grad Dip and Grad Cert. These are the three core courses and the six fundamental knowledge courses. The remainder of the programs is made up of electives, the number of which depends on how many fundamental knowledge courses you need to do.

The fundamental knowledge courses are designed to give you some understanding of how other disciplines are involved in environmental management. You are required to take fundamental knowledge (FK) courses in the areas in which you lack a background, e.g. engineers will not take FK Engineering and social scientists will not take FK Social Science, etc.

The rules state that the Fundamental Knowledge courses that you should take for the MEM will typically number four, e.g. a civil engineer will take Ecology, Social Science, Law and Economics, but not Physical Science or Engineering. The actual number you are required to take, however, will depend on your background and will be determined through discussion between you and an academic adviser in the IES. A student with a double degree in Environmental Engineering and Law, for instance, may have covered much of the disciplinary territory and will only need to study two FKs.

The number of electives taken depends on how many FKs are required. If four FKs are taken you will do five electives; if two FKs are taken you will do seven electives. Some students come from a very narrow disciplinary background and may need to do more than four FKs. In this case fewer electives will be taken.

The electives are chosen from across the University faculties and provide the opportunity for you to tailor the degree to your needs. Again, discussion with an academic adviser in the IES will help you choose your electives. Such discussion for full-time students will need to occur when you enter the program. Part-time students, whose degrees are spread over a longer period, may have an initial discussion about objectives when entering the program but will have the chance to revise elective choice while progressing through the core and FK courses. Please make an appointment to discuss your electives with the IES academic staff at any stage through your program.

In designing your program it is important to remember that the MEM is a ‘value-adding’ program. We can’t turn an engineer into a marine biologist but we can considerably enhance your existing knowledge and experience. You also have the opportunity, through the electives, for gaining deeper specialist knowledge in your disciplinary area and/or further broadening your knowledge in areas relevant to environmental management.

Each of the core and FK courses has been designed especially for the MEM following a common format. The electives, however, are courses designed for a range of other postgraduate programs at UNSW and are not specific to the MEM. As such, they will vary considerable in style of teaching, assessment requirements etc.
ENROLMENT IN COURSES

SEMESTER 1, 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th December</td>
<td>Enrolment opens according to your Enrolment Appointment (continuing UG and PG Coursework students). Log in to myUNSW, go to the My Student Profile tab, from My Student Services on the left side select Enrolment &gt; Enrolment Appointments.</td>
</tr>
</tbody>
</table>

Deadlines to add Semester 1 classes via myUNSW (enrolment):
- T1 courses (classes starting 16 Jul 2013): 9 March
- T1A courses (classes starting 23 Jul 2013): 16 March
- T1B courses (classes starting 10 Sept): 4 May

We strongly advise you to enrol before the start of teaching for a given class. Many schools stop further enrolment in classes once teaching has started. If you wish to enrol in a class after the start of teaching, you must obtain approval from the Course Authority.

myUNSW self-service drop deadlines (census date):
- T1 courses: 31 March
- T1A courses: 31 March
- T1B courses: 11 May

Fee Payment (payment of Semester 1 courses):
- T1 – 9 March
- T1A – 16 March
- T1B – 4 May

Enrolment procedures after deadlines

To add a class after the online add deadline, contact the Course Authority for approval and processing.
To discontinue a course after the myUNSW self-service drop deadline you must apply in writing to the Registrar through UNSW Student Central.

Enrolment after the Census Date:

Adding a class after Census:

Commonwealth Supported Students will be charged the full tuition fee amount for that class and will not be eligible for the Student Contribution tuition rate.

FEE-HELP students will not be eligible to defer their liability under the Fee-HELP Scheme and will be required to pay the full tuition amount upfront for that semester.
**Dropping a class after Census:**

Students who apply to withdraw from a Summer Term class after the **Census date** will remain liable for the cost of the course regardless of whether or not they attempted the study.

Students who have experienced exceptional circumstances and were unable to complete their course of study for Summer Term and apply to withdraw after the Census date may **apply for exemption from the course fees** : [https://my.unsw.edu.au/student/fees/RefundProcedures.html](https://my.unsw.edu.au/student/fees/RefundProcedures.html).

**Note:** If you are applying for exemption from the cost of a course, you must submit supporting documentation with your application, or it will not be considered.

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**SEMESTER 2, 2014**

Enrolling in Teaching Periods T2, T2A and T2B

**Date Event**

TBA Enrolment opens according to your Enrolment Appointment (continuing UG and PG Coursework students). Log in to [myUNSW](https://my.unsw.edu.au), go to the My Student Profile tab, from My Student Services on the left side select Enrolment > Enrolment Appointments.

TBA General enrolment opens

**Deadlines to add Semester 2 classes via myUNSW (enrolment):**

T2 courses: 3 August
T2A courses: 10 August

We strongly advise you to enrol before the start of teaching for a given class. Many schools stop further enrolment in classes once teaching has started. If you wish to enrol in a class after the start of teaching, you must obtain approval from the Course Authority.

**myUNSW self-service drop deadlines (census date):**

T2 & T2A courses: 31 August

**Fee Payment:**

T2 Courses : 3 August
T2A Courses: 10 August
Enrolment procedures after deadlines

To add a class after the online add deadline, contact the Course Authority for approval and processing.

To discontinue a course after the myUNSW self-service drop deadline you must apply in writing to the Registrar through UNSW Student Central.

Enrolment after the Census Date

Adding a class after Census:

Commonwealth Supported Students will be charged the full tuition fee amount for that class and will not be eligible for the Student Contribution tuition rate.

FEE-HELP students will not be eligible to defer their liability under the Fee-HELP Scheme and will be required to pay the full tuition amount upfront for that semester.

Dropping a class after Census:

Students who apply to withdraw from a class after the Census date will remain liable for the cost of the course regardless of whether or not they attempted the study.

Students who have experienced exceptional circumstances and were unable to complete their course of study for Summer Term and apply to withdraw after the Census date may apply for exemption from the course fees: https://my.unsw.edu.au/student/fees/RefundProcedures.html.

Note: If you are applying for exemption from the cost of a course, you must submit supporting documentation with your application, or it will not be considered.
Fees

Course Fees
Information about levels of course fees, including Commonwealth Supported Places (CSP), will have been included in your enrolment information package. Given the nature of the MEM as a University-wide program it is difficult to give a succinct summary of the fees you may incur as faculty fee-bands vary.

Fees must be paid by the end of week 1 of the applicable semester, including CSP being paid up-front.

Your fee statement for each Semester is updated by UNSW Student Financials approximately two weeks prior to commencement for Semesters 1 and 2. Fee statements are no longer mailed to students but are available for viewing via www.my.unsw.edu.au under > Financials > Fee Statement and Payment Options.

More information on UNSW Fees Policy can be found at: https://my.unsw.edu.au/student/fees/FeesMainPage.html

GST (Goods and Services Tax)
If you are enrolled in one of the three levels of the MEM Program you will not be liable for GST on your course fees or any course notes provided as part of your enrolment. You will, however, be liable for GST on any textbooks purchased.

If you are enrolled in an MEM course on a 'non-award' basis you will be liable for GST on your course fees.

Payment

All MEM course fees are payable to the University of New South Wales.

Invoices are electronically generated approximately two weeks prior to the start of Semester 1 and Semester 2 and in mid-January for Summer Term. They must be accessed via www.my.unsw.edu.au under > My Student Profile> Fee Statement and Payment Options.

The site links to two online payment methods – BPay and ANZ eGate – but you can also print your invoice and pay it in person at any Australia Post outlet.

Until paid, any outstanding fees will prevent further enrolment in the MEM Program. If you are experiencing any difficulties with fees please contact the IES office.
DELIVERY MODES

The MEM Program is undertaken by participants in two study modes: face-to-face and distance. The study guides and assessment tasks for the core and fundamental knowledge courses, however, are identical regardless of study mode. Participation in the class discussions is an integral component of the courses and is expected of all students.

Distance Mode
As interaction with the lecturer and fellow students is a key factor in effective learning in the MEM, distance students are required to participate actively in their online classes. This includes regular web participation in learning activities set by the lecturer and responding to other students’ contributions. In the core and fundamental knowledge courses such participation is part of the assessment process (usually ten percent of the total mark for the course).

Face-to-Face Mode
For the core and fundamental knowledge courses, on-campus classes are held on weeknights and are three hours in duration commencing at 6.00pm or as short courses over 4 to 6 days intensively.

If numbers are too high for the evening class the group may be split to create an additional day class. Preference is given to full-time students. You will be contacted if such an extra class is planned.
ASSIGNMENTS

Please do not put assignments in plastic covers. Simply submit with the cover sheet stapled to the front.

**Distance Mode Assignment Submission**
Some assignments will be submitted via email; others via post. Your course lecturer will advise you of their preference.

**Extensions/Penalties for Late Lodgement**
It is expected that you submit assignments by the due date. Late submission penalties are at the discretion of each course lecturer. Apprise yourself of their rules.

**Return of Assignments**
Assignments will be returned to you in class or through the IES office. Distance students will receive returned assignments via email.
EXAMINATIONS

Distance Mode Supervised Examinations
Distance students taking courses with exams will be contacted mid-semester via email by the IES office requesting the nomination of a suitable exam supervisor and venue for approval.

Examination supervisor
Your examination supervisor should ideally be someone from your workplace who is senior to you, i.e. your direct supervisor or other senior manager. We understand that this is not always possible and recommend you nominate someone within your office with clear managerial responsibility, e.g. an assistant manager or HR manager or some other responsible third party, e.g. solicitor, justice of the peace, doctor or teacher.

You are not permitted to:

- nominate a current MEM student to be your supervisor;
- nominate an immediate family member to be your supervisor; or
- list your home or personal work address as the delivery address for the exam paper.

Examination venue
When choosing a suitable exam venue, ensure that:

- it is a convenient space at your workplace for both you and your supervisor;
- it is quiet and enclosed so that there should be no disturbances during the examination, e.g. from telephones, interruption by colleagues, visual passers-by or traffic noises. A glassed-in office or open plan area would not be appropriate;
- telephones are disconnected or diverted and colleagues in your workplace informed in advance of the location, day and time that the examination will be in progress;
- a reminder sign is posted outside the venue entrance;
- the venue contains suitable desks and chairs for both you and your examination supervisor. No materials other than those stipulated in the guidelines should be on the desk; and
- a clock is visible to both you and your supervisor. The clock will mark the official commencement and termination of the examination.

You must sit the examination at the exact date and time specified by the IES.

The IES Office does not accept responsibility for any costs incurred in arranging a suitable exam venue or for the supervision itself. A pre-paid express post envelope is, however, supplied for distance supervisors and an Express Post envelope for the return of all exam documentation.
Distance Examination Procedure
The IES will dispatch an Exam Kit to each examination supervisor one week prior to the specified date of each exam. The Exam Kit comprises:

• a copy of the Instructions for External Examination Supervisors containing guidelines for the supervision of the examination;

• a cover letter providing full details of the exam including return procedure;

• an exam supervisor declaration form which is to be signed and returned to the IES with the exam paper;

• examination booklets for exam answers (where applicable); and

• a return addressed Express Post envelope (for students located in Australia only).

The examination must be conducted in accordance with the guidelines set out in the Instructions for External Examination Supervisors and as agreed by the supervisor when signing the Examination Supervisor Declaration form. The completed exam and declaration form must be returned to the IES by the date specified.

Face-To-Face Mode Supervised Examinations
All exams are conducted in compliance with UNSW Rules for the Conduct of Examinations as follows:

• candidates are required to obey any instruction given by an examination supervisor for the proper conduct of the examination;

• candidates are required to be in their places in the examination room not less than fifteen minutes before the scheduled commencement time of the examination;

• no bags, mobile telephones or other communication equipment, writing paper, manuscripts or books other than specified material are to be brought into the examination room;

• candidates shall not be permitted to leave the examination room before the expiry of thirty minutes from the commencement time of the examination;

• candidates shall not be re-admitted to the examination room if they have left it unless they have been under approved supervision during the full period of their absence;

• candidates shall not by any improper means obtain or endeavour to obtain assistance in their work or commit any breach of good order;

• all answers must be written in English unless otherwise stated;

• no smoking or eating is permitted during the examinations; and

• a candidate who commits any infringement of the rules governing examinations is liable to disqualification at the particular examination, to immediate expulsion from the examination room and to such further penalty as may be determined appropriate in accordance with the by-laws of UNSW.
## RESULTS

### Grades

All assignments and examinations are assessed using the Fail, Pass, Credit, Distinction and High Distinction grading system:

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
<td>An outstanding performance</td>
</tr>
<tr>
<td>DN</td>
<td>Distinction</td>
<td>75-84</td>
<td>A superior, well above average performance</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65-74</td>
<td>A good, above average performance</td>
</tr>
<tr>
<td>PS</td>
<td>Pass</td>
<td>50-64</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>FL</td>
<td>Fail</td>
<td>0-49</td>
<td>Unsatisfactory performance</td>
</tr>
</tbody>
</table>

Or, in further detail:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range of marks %</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
<td>Learner demonstrates exceptionally high level of intellectual work to the extent of mastery in applying knowledge and skills in this area; a broad and deep grasp of the issues and underlying principles; well-formulated arguments; critical thinking of a high level, sometimes including demonstrated ability in comparing different schools of thought; evidence of creative ability and originality; extensive knowledge and citation of the literature that has a real impact on the subject.</td>
</tr>
<tr>
<td>DN</td>
<td>75-84</td>
<td>Learner demonstrates high level of intellectual work including high ability in applying knowledge and skills in this area; a broad and deep grasp of the issues and underlying principles; well-formulated arguments; critical thinking of a good level; relevant literature on the subject referenced appropriately.</td>
</tr>
<tr>
<td>CR</td>
<td>65-74</td>
<td>Learner demonstrates a general level of competency in applying knowledge and skills in this area; a grasp of some of the issues, with some gaps and lapses; arguments developed to a limited degree; relevant literature on the subject referenced with some gaps and some inappropriate references.</td>
</tr>
<tr>
<td>PS</td>
<td>50-64</td>
<td>Ranges from bare pass (50-55) to a safe pass (60-64). Adequate but lacks depth and breath. Extensive gaps in understanding. Some basic competencies not demonstrated. Frequently work of this grade takes a simple factual and/or descriptive approach and does not attempt to interpret findings or to present a coherent whole. There are several irrelevancies in content and argument and several references are chosen without any real attempt to evaluate.</td>
</tr>
<tr>
<td>FL</td>
<td>&lt;50</td>
<td>Unsatisfactory. Work shows misunderstanding of the topic. Inadequate in degree of relevance, completeness or both.</td>
</tr>
</tbody>
</table>
Final Results
Final results take three to four weeks to be processed and after this time an email will be sent from Student Information Systems (as opposed to the IES office) to your student email account advising of your results and provisional academic standing. Results will also be available at www.my.unsw.edu.au.

It is UNSW policy to withhold results if a student has any outstanding debts resulting from non-payment of fees or library fines. These must be paid before results will be released.

Please note that UNSW retains all examination papers.

Review of Results
If you wish to query a mark in an assignment or your overall course result for a Semester your course lecturer can provide you with additional feedback.

If you are questioning the mark received for an assignment your course lecturer may be able to organise a re-mark by asking an appropriate academic to re-assess the assignment. If so, the second mark will be considered final, even if it is lower than the original mark.

If you wish to question your overall result for a course your lecturer can confirm the breakdown of marks for the various assessment tasks and, if possible, discuss your exam performance.

For more information regarding UNSW academic and administrative procedures in relation to results see the UNSW student website: http://www.my.unsw.edu.au.

Special Consideration
If you feel illness or misadventure has seriously affected your performance in some or all of your assessments during the Semester you may advise the IES Office of the circumstances. We will inform the lecturer who can determine if this should be taken into consideration.
ACADEMIC STANDING

All UNSW students are assigned a level of academic standing based on the number of units of credit gained or attempted but failed throughout their respective programs.

Students who fail up to three courses will be placed on progressive levels of Probation and advised to contact their Academic Adviser before re-enrolling. If a fourth Fail is recorded you will be excluded from the MEM Program for two years. You do, however, have the right to appeal to the Postgraduate Re-enrolment Appeals Committee.

UNSW rules are explained in detail on the UNSW student website: http://www.my.unsw.edu.au under Academic Life > Assessment > Academic Standing.
ACADEMIC STATEMENTS AND TRANSCRIPTS

You can view and print your current Academic Statement at [http://www.my.unsw.edu.au](http://www.my.unsw.edu.au). Log in with your Student ID and UniPASS and select ‘Academic Statement’ from the menu. Please note that this statement is an unofficial record of your academic history at UNSW.

You will receive two copies of your official academic transcript at the time of your graduation along with your testamur. The academic transcript is a certified copy of your enrolment record, results and awards obtained at UNSW.

If you wish to obtain additional certified copies of your academic transcript either before or after graduation you should contact:

Transcripts Section  
Student Administration and Records  
UNSW Student Services  
UNSW Sydney NSW 2052  
Australia  
Phone: (61 2) 9385 8500  
Fax: (61 2) 9385 1252  
Email: studentcentral@unsw.edu.au

Alternatively you can download the Request for Academic Transcript application form from the following link: [https://my.unsw.edu.au/student/atoz/AcademicTranscriptRequest.pdf](https://my.unsw.edu.au/student/atoz/AcademicTranscriptRequest.pdf). You will need to provide your name, student ID and postal address.

A fee of $25 applies for the first two additional copies and $10 for each additional copy after that. [These figures correct at time of printing.]
Ceremonies
Graduation ceremonies are usually held each April/May for students who complete their studies in the previous Semester 2 or Summer Term and each October for those who finished in the first Semester.

Once you have completed your MEM, Graduate Certificate or Graduate Diploma you will receive a confirmation email from the University Graduations department.

All other correspondence regarding graduation, including your formal invitation and the Graduation Pack, will be mailed to you approximately three weeks before the ceremony. Please ensure your mailing address is kept up to date.

Further details of all procedures for graduation are listed at http://www.my.unsw.edu.au under ‘Graduation Details’.

The UNSW Chancellor or Deputy Chancellor confers all degrees and diplomas. Academic Dress must be worn by all graduands and is available for hire from UNSW ARC outlets. Each student may invite up to three guests to attend their Graduation ceremony.

After the formal graduation ceremony, the IES invites all our graduates and their families to join us in a celebratory gathering.
STUDY SKILLS

STUDYING AT POSTGRADUATE LEVEL

There is an assumption that all entrants to our programs will have had an undergraduate experience that involved the development of basic skills such as:

- a rigorous and analytical approach to assessing an issue and to problem-solving;
- the ability to critically comment on documents (journal papers, reports, books) or on oral reports and to communicate your views in a rigorous and logical manner;
- a clear and concise writing style that is grammatically correct;
- attention to detail such as spelling and punctuation in your writing;
- accessing information in printed and electronic form;
- use of search engines to enable a sophisticated and effective search for information and the ability to critically assess the quality of information gained through these processes;
- referencing skills (bibliographical or cited through a written piece); and
- attention to detail in referencing, ensuring consistency and completeness in inclusion of necessary details.

Beyond these skills, post-graduate programs require:

- an extra level of sophistication in your approach to study, your analysis of issues and the way in which you report your analysis;
- that you read as widely as possible in the field;
- that you read and assess others’ views critically and analytically;
- that you take a creative approach to addressing issues and to problem solving;
- dedication to study beyond assignments and exams; and
- that you present your assignments in a professional manner with correct grammar, spelling and referencing.
YOUR STUDY RESPONSIBILITIES

In order to successfully complete each core and fundamental knowledge course in the MEM Program you will need to:

• work through the Study Guide and textbook (if prescribed), reading, thinking and completing the unit exercises in advance of class discussion;

• participate regularly and actively in learning activities within your class, either online or face-to-face; and

• successfully complete all set assessments, including the exam (if applicable).

We recommend that you allow approximately ten hours per week per course to fulfil all necessary requirements but continue studying if you feel you have not sufficiently grasped the material.

UNSW LEARNING CENTRE

Much of the information in this study guide has been drawn from Learning Centre resources. For study assistance beyond the reach of this guide you can access the centre online or visit the skilled and helpful staff for workshops, individual consultations and thesis support.

Web
http://www.lc.unsw.edu.au

Location
Lower Ground Floor,
North Wing
Chancellery Building
(Map reference C22)
Phone: 02 9385 2060
Email: learningcentre@unsw.edu.au

Opening Hours
Monday to Thursday: 9 am - 5 pm
Friday: 9 am - 2:30 pm
STUDY METHODS

Reading
Reading your course materials, prescribed textbook (if applicable) and other recommended references and completing the self-assessment exercises in your Study Guide will enable you to access a wealth of knowledge relevant to the study topics of each course. Environmental management, however, covers such an enormous range of issues and approaches that we cannot ensure that you are *au courant*; the onus is upon you to read as widely as possible.

Interaction
By interacting with your lecturer and fellow students you have the opportunity to develop your ideas and broaden your learning through others’ experiences and views. Discussing topics and issues in this way will help you understand the courses more thoroughly and improve your ability to think critically.

Application and demonstration of your learning
Whether they are essays, reports, concept maps, group tasks or other activities, assessment tasks are an essential part of your learning and an invaluable opportunity for feedback.

Discussion Skills
Asking questions and joining in discussions are important skills for university study. In many subjects you will receive marks for participation and this mark reflects how active you have been in discussions.

Why have discussions?

- To understand a subject or topic area more deeply.
- To explore ideas and exchange information.
- To expand and clarify your knowledge.
- To improve your ability to think critically.
- To improve your language skills.
- To increase your confidence in speaking.
- A discussion can change your attitudes and ideas.
- A discussion can helps a group make a particular decision or come to a conclusion.
- A discussion gives you the chance to hear the thoughts and ideas of other students.
Five strategies for improving discussion skills

If you find it difficult to speak or ask questions in tutorials and seminars, try the following strategies.

1. Observe
   Attend as many seminars and tutorials as possible and notice what other students do. Ask yourself:
   - How do other students enter into the discussion?
   - How do they ask questions?
   - How do they disagree with or support the topic?
   - How do they make critical comments?
   - What special phrases do they use to show politeness even when they are voicing disagreement?
   - How do they signal to ask a question or make a point?

2. Learn to listen
   Listening is an essential skill and an important element of any discussion. Effective listeners don't just hear what is being said. They consider and actively process it.
   - Be an active listener and don't let your attention drift. Stay attentive and focus on what is being said.
   - Identify the main ideas being discussed.
   - Evaluate what is being said. Think about how it relates to the main idea or theme of the tutorial discussion.
   - Listen with an open mind and be receptive to new ideas and points of view. Think about how they fit in with what you have already learnt.
   - Test your understanding. Mentally paraphrase what other speakers say.
   - Ask yourself questions as you listen. Take notes during class about things to which you could respond.
3. Prepare
You can't contribute to a discussion unless you are prepared. Attend lectures and make sure you complete any assigned readings or tutorial assignments. If you don't understand the material or feel unsure about your ideas, speak to your tutor or lecturer outside of class.

4. Practise
Practise discussing course topics and materials outside class. Start in an informal setting with another student or a small group.

Begin by asking questions of fellow students. Ask them about:

- the course material;
- their opinions; and
- information or advice about the course.

Practise listening and responding to what they say. Experiment with using environmental management terminology and discussing new concepts.

Becoming accustomed to expressing your views outside class will help you develop skills you can take into the more formal environment of a tutorial group.

5. Participate
If you find it difficult to participate in tutorial discussion, set yourself goals and aim to increase your contribution each week. An easy way to participate is to add to the existing discussion. Start by making small contributions.

- Agree with what someone has said; or
- Ask them to expand on their point (ask for an example or for more information); and
- Prepare a question to ask beforehand.

You can then work up to:

- answering a question put to the group;
- providing an example for a point under discussion; and
- disagreeing with a point.

### Tutorial Participation

What is an argument?
To 'argue' in an academic context is to put forward an opinion through the process of reasoning, supported by evidence. An argument attempts to persuade through rational and critical judgement. In academic writing an argument is sometimes called a claim or a thesis statement.
How do we argue at university?
The everyday meaning of the term argument suggests a fight: an aggressive conflict or confrontation between adversaries, where one tries to dominate the other in order to 'win'. At university this kind of arguing is inappropriate.

The aim of academic argument is to explore a question, a proposition or an area of knowledge and achieve reasoned mutual understanding. It is not important who wins; what matters most is the quality of the argument itself.

When you engage in academic argument in your tutorial discussions, you are developing your ideas, advancing and clarifying your knowledge and learning to think critically.

Voicing an opinion
Voicing your opinion is a valuable skill but can be daunting, especially when you don’t know how to disagree with a point of view or which language structures to use.

You need to be able to effectively communicate and support your idea or opinion. The three essential components of having a point of view are:

1. A valid opinion

   I believe that...
   I think that...
   From what I understand...

2. A reason why

   This is due to...
   Because...
   What I mean by this is...

3. Evidence

   You will need relevant and up-to-date examples, statistics, explanations and/or expert opinions. If you have actual data, examples or expert opinions on hand, refer to the source.

   This can be seen by...
   For instance...
   For example...
   An example can be seen...
   X states that...
   X suggests...
   Statistics from X indicate...

Arguing a point
Disagreeing can be problematic as people often speak before they think things through. It is also important to disagree politely.

1. Acknowledge their point
I can see your point, however ...
That's a good point, but ...
I see what you're getting at, but ...

2. Explain why you disagree

That's not always the case because ...
That's not necessarily true because ...
This idea isn't supported by statistics/evidence ...
I thought the author meant that ...

3. State your opinion

From what I've read ...
The statistics seem to indicate that ...
I think what X may actually be suggesting is ...
Other studies by X show that ...

Be prepared for counter-argument and further discussion and remember, confidence is the key. If you do your tutorial preparation and think things through, you can speak with confidence and believe that your contribution will be valid.

Discussion Etiquette
In order to successfully negotiate tutorial discussion, courtesy is important. The following points are rules for good conduct:

• Respect the contribution of other speakers. Speak pleasantly and with courtesy to all members of the group.

• Listen well to the ideas of other speakers; you will learn something.

• Agree with and acknowledge what you find interesting.

• Remember that a discussion is not a fight. Learn to disagree politely.

• Respect that others have differing views and are not necessarily wrong.

• Think about your contribution before you speak. How best can you answer the question/contribute to the topic?

• Try to stick to the discussion topic. Don't introduce irrelevant information. If the discussion does digress, try to rein it in.

• Be aware of your body language when you are speaking. Avoid aggressive gestures.
• Try to speak clearly.

• Don't take offence if another speaker disagrees with you. Putting forward differing points of view is an important part of any discussion.

• Never try to intimidate or insult another speaker or ridicule the contribution of others. Don't use comments like 'that's stupid!' or 'you're wrong!'. Take care to modulate your tone.

• If you are a confident speaker, try not to dominate the discussion. Pause to allow quieter students a chance to contribute.

• Avoid drawing too much on personal experience or anecdote.

• Don't interrupt or talk over another speaker. Let them finish their point before you start. Listening to others earns you the right to be heard.

**Essay Writing**

**What does a good essay need?**
An academic essay aims to persuade readers of an idea based on evidence, and needs to:

• answer a question or task;

• have an argument;

• try to present or discuss something: develop a 'thesis' or a set of closely related points by reasoning and evidence; and

• include relevant examples, supporting evidence and information from academic texts or credible sources.

**Basic steps in writing an essay**

• Analyse the question and define key terms.

• Establish your argument/point of view.

• Research the topic using credible academic sources for support and evidence.

• Take notes from your readings.

• Write your plan and organise your ideas.

• Write your first draft to include your introduction, body and conclusion.
• Set the draft aside for a day or two, then read it through and make changes.

• Edit and redraft your essay.

• Have a friend/parent/colleague read it.

• Complete or check your references and bibliography.

• Submit it when the final draft is completed.

Starting your essay
Although there are some basic steps to writing an assignment, essay writing is not a linear process. You might work through the different stages a number of times in the course of writing an essay.

Start work early
You can't write a successful essay unless you give yourself enough time to read, research, think and write. Don't procrastinate or leave it until the last minute.

Define the question and analyse the task
Writing down everything you know about a topic is insufficient for an academic essay. Analysing then answering the essay's question or task is essential.

• Be sure that you understand exactly what the question requires you to do.

• Identify the key words (like discuss or analyse) and clarify the approach you are required to take.

ANSWERING ASSIGNMENT QUESTIONS

In order to decide how to answer an essay question, you need to identify what the question requires in terms of content and genre. This guide outlines some methods to help you analyse essay questions.

Analysing a question
Assignment questions can be broken down into parts so that you can better understand what you are being asked to do. It is important to identify key words and phrases in the topic.

Key Words
Key words tell you the approach you should take when answering an essay question.

• Task words tell you what you have to do; the action(s) you need to perform.

• Limiting words limit and define the essay, making it workable.

• Content words tell you what the focus is and what you should write about.
Using Key Words
Look for and underline the keywords in your essay question. Spend some time working out what they mean. Use the glossary of task words (p 28) to help you.

Sample question:

Examine the changes computers have made to education.

Task word: examine

Limiting Words: education, computers

Content word: changes

Implied or Complex Questions
Some assignment questions are more complex than the example above. They might have a number of parts or may not include a clear task word. Look for the limiting and content words and the relationships between words and phrases.

Elements of Complex Questions:

- Some questions consist of a statement or a proposition that requires a discussion. Such questions often provide a quotation or statement, followed by a task word such as 'discuss'.
- Other questions include a direction such as 'explain the significance' of a given statement.
- Some questions include specific instructions. They might require you to include certain material, use specific sources or to take a particular approach. Make sure you follow these instructions.
- Other questions include guidelines as to the scope of the essay. They will specify a time period or location, or specify a framework for the discussion.
- Sometimes an assignment task consists of a number of related questions. There may be several parts to the question, including a number of task words or specific questions. In this case, you should make sure you address each part of the task, and also recognise the relationship and links between the different parts of the assignment when forming your conclusion.

Implied Task Sample Questions
Questions that require a discussion or explanation:

The ideal of human rights is not universal. Discuss.

Account for the economic success of the 'tiger' economies of Taiwan, Hong Kong, Singapore and South Korea during the 1960s.

Questions that imply a comparison and /or contrast:

The development of ethics is as important to medicine as the development and use of antibiotics.
Questions that ask for the cause and/or effect relationships to be exposed:

Indigenous Australians experience lower levels of access to health services than the general population. Discuss the factors determining access.

Questions that imply an opinion needs to be given:

Why did the ideas of Martin Luther cause such an upheaval in 16th century Europe? Would there have been a Reformation without him? How would you measure the success of the Lutheran Reformation? Give reasons for your view.

Questions that imply evaluation:

To what extent did the sub-cultural research project demonstrate that youth cultures were "counter-hegemonic"?

What traits distinguish Buddhism, Confucianism, and Daoism from each another? Has society influenced these religions or have these religions influenced society?

What if I don't have a question?
Some assignments let you choose a topic to explore within a particular framework or context. For example:

Write a report on the significance of your chosen topic for the Engineering program.

If you are given a general topic to research for an assignment, you need to form your own focus, and:

• consider the current trends, issues or debates on the topic (this may require some preliminary research);

• form a focus question that indicates how you will approach the topic; and

• discuss your question with your lecturer.

Glossary of Task Words

ACCOUNT FOR: EXPLAIN, CLARIFY, GIVE REASONS FOR.
<p>| <strong>ANALYSE</strong> | Break down into component parts, discuss and show how they interrelate. |
| <strong>ASSESS</strong> | Consider the value or importance, paying due attention to positive, negative and disputable aspects and citing the judgements of any known authorities as well as your own. |
| <strong>ARGUE</strong> | Make a case based on appropriate evidence for and/or against a given point of view. |
| <strong>COMMENT ON</strong> | Too vague to be certain but safe to assume it means something more than 'describe' or 'summarise' and more likely implies 'analyse' or 'assess'. |
| <strong>COMPARE</strong> | Identify the characteristics or qualities two or more things have in common (but also point out their differences). |
| <strong>CONTRAST</strong> | Point out the differences between two things (but also identify similarities). |
| <strong>CRITICISE</strong> | Spell out your judgement as to the value or truth of something, indicating the criteria on which you base your judgement and citing specific instances of how the criteria apply in this case. |
| <strong>DEFINE</strong> | Make a statement as to the meaning or interpretation of something, giving sufficient detail so as to allow it to be distinguished from similar things. |
| <strong>DESCRIBE</strong> | Spell out the main aspects of an idea or topic or the sequence in which a series of things happened. |
| <strong>DISCUSS</strong> | Investigate or examine by argument, giving reasons for and against. |
| <strong>EVALUATE</strong> | Make an appraisal of the worth of something in the light of its apparent truth; include your personal opinion. Similar to 'assess'. |
| <strong>ENUMERATE</strong> | List some relevant items in continuous prose (rather than note form unless specified). Can also include 'describe'. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMINE</td>
<td>PRESENT IN DEPTH AND INVESTIGATE THE IMPLICATIONS.</td>
</tr>
<tr>
<td>EXPLAIN</td>
<td>INDICATE HOW THINGS WORK OR HOW THEY CAME TO BE. MAY INCLUDE ‘DESCRIBE’ AND ANALYSE’.</td>
</tr>
<tr>
<td>TO WHAT EXTENT...?</td>
<td>EXPLORE THE CASE FOR A STATED PROPOSITION OR EXPLANATION, MUCH IN THE MANNER OF ‘ASSESS’ AND ‘CRITICISE’ (PROBABLY ARGUING FOR A LESS THAN TOTAL ACCEPTANCE OF THE PROPOSITION).</td>
</tr>
<tr>
<td>HOW FAR...?</td>
<td>SIMILAR TO ‘TO WHAT EXTENT’.</td>
</tr>
<tr>
<td>IDENTIFY</td>
<td>SELECT WHAT YOU REGARD AS THE KEY FEATURE OF SOMETHING, PERHAPS MAKING CLEAR THE CRITERIA YOU USE.</td>
</tr>
<tr>
<td>ILLUSTRATE</td>
<td>SIMILAR TO ‘EXPLAIN’ BUT PROBABLY ASKING FOR THE QUOTING OF SPECIFIC EXAMPLES OR STATISTICS OR POSSIBLY THE DRAWING OF MAPS, GRAPHS, SKETCHES ETC.</td>
</tr>
<tr>
<td>INTERPRET</td>
<td>CLARIFY SOMETHING OR ‘EXPLAIN’, PERHAPS INDICATING A RELATION TO ANOTHER PERSPECTIVE.</td>
</tr>
<tr>
<td>JUSTIFY</td>
<td>EXPRESS VALID REASONS FOR ACCEPTING A PARTICULAR INTERPRETATION OR CONCLUSION, PROBABLY INCLUDING THE NEED TO ‘ARGUE’.</td>
</tr>
<tr>
<td>OUTLINE</td>
<td>INDICATE THE MAIN FEATURES OF A TOPIC OR SEQUENCE OF EVENTS, POSSIBLY SETTING THEM WITHIN A CLEAR STRUCTURE OR A FRAMEWORK TO SHOW HOW THEY INTERRELATE.</td>
</tr>
<tr>
<td>PROVE</td>
<td>DEMONSTRATE THE TRUTH OF SOMETHING BY OFFERING IRREFUTABLE EVIDENCE AND/ OR A LOGICAL SEQUENCE OF STATEMENTS LEADING FROM EVIDENCE TO CONCLUSION.</td>
</tr>
<tr>
<td>RECONCILE</td>
<td>SHOW HOW TWO APPARENTLY OPPOSED OR MUTUALLY EXCLUSIVE IDEAS OR PROPOSITIONS CAN BE SEEN TO BE SIMILAR IN IMPORTANT RESPECTS, IF NOT IDENTICAL. INVOLVES NEED TO ‘ANALYSE’ AND ‘JUSTIFY’.</td>
</tr>
<tr>
<td>RELATE</td>
<td>‘EXPLAIN’ HOW THINGS HAPPENED OR ARE CONNECTED IN A CAUSE-AND-EFFECT SENSE. MAY IMPLY ‘COMPARE’ AND ‘CONTRAST’.</td>
</tr>
</tbody>
</table>
REVIEW  SURVEY A TOPIC WITH THE EMPHASIS ON ‘ASSESS’ RATHER THAN ‘DESCRIBE’.

STATE  EXPRESS THE MAIN POINTS OF AN IDEA OR TOPIC, PERHAPS IN THE MANNER OF ‘DESCRIBE’ OR ‘ENUMERATE’.

SUMMARISE  ‘STATE’ THE MAIN FEATURES OF AN ARGUMENT, OMITTING ALL SUPERFLUOUS DETAIL AND SIDE ISSUES.

TRACE  IDENTIFY THE CONNECTION BETWEEN ONE THING AND ANOTHER EITHER IN A DEVELOPMENTAL SENSE OVER A PERIOD OF TIME OR IN A CAUSE-AND-EFFECT SENSE. MAY IMPLY BOTH ‘DESCRIBE’ AND ‘EXPLAIN’.
RESEARCHING YOUR TOPIC

One of the first steps in essay writing is researching. You must research your essay by reading and finding relevant information. Reading on the topic enables you to develop ideas and answer the essay question.

Where to start?
Your starting point for your essay is your initial response to the essay topic or question. You then need to research, question your response and find some evidence to help form your answers.

Reading for your essay
Begin reading for the essay as early as possible. This will give you plenty of time to familiarise yourself with the topic and develop your ideas. When you begin to look at your readings more closely, remember to read with a purpose. Ask yourself:

- What do I already know about the topic? If a topic is unfamiliar, do some introductory reading. Look at your lecture notes and course readings for help.
- What do I need to read to be able to answer the essay question?
- Is this material useful to my topic/argument?
- Can I use this material to support my answer?

Reading lists
If you are given a list of suggested readings, consult as many as possible. Locate relevant material in the library. Use the catalogue to perform topic and subject searches.

Once you have your readings:

- use the table of contents and the index to find relevant material;
- skim through the text to locate specific information;
- flag relevant pages with a post-it note so you can return for a close reading; and
- photocopy useful sections of texts so you can underline and make notes.
**NOTE-TAKING**

Effective note-taking from lectures and readings is an essential skill for university study. Good note-taking allows a permanent record for revision and a register of relevant points, thereby helping you distinguish the source of your ideas and reducing the risk of plagiarism.

Effective note-taking requires:

- recognising the main ideas;
- identifying what information is relevant to your task;
- having a system of note taking that works for you;
- reducing the information to note and diagram format;
- where possible, putting the information in your own words; and
- recording the source of the information.

1. **Be selective and systematic**

As you take notes from a written source, keep in mind that not all of a text may be relevant to your needs. Think about your purpose for reading.

- Are you reading for a general understanding of a topic or concept?
- Are you reading for some specific information that may relate to the topic of an assignment?

Before you start to take notes:

- skim the text;
- highlight main points and relevant information from which you may need to take notes; and
- take notes while you carefully read relevant sections of the text.

A few tips about format:

- Set out your notebooks so that you have a similar format each time you take notes.
- Columns that distinguish the source information and your thoughts can be helpful.
- Use headings that include bibliographic details of information sources.
- The use of colour to highlight main points and diagrams makes notes easy to access.
2. Identify the purpose and function of a text
Whether you need to make notes on a whole text or just part of it, identifying the main purpose and function of a text is invaluable for clarifying your note-taking purposes and saving time.

- Read the title and the abstract or preface (if applicable).
- Read the introduction or first paragraph.
- Skim the text to read topic headings and notice how the text is organised.
- Read graphic material and predict its purpose in the text.

Your aim is to identify potentially useful information by getting an initial overview of the text (chapter, article, pages) that you have selected to read. Ask yourself: will this text give me the information I require and where might it be located in the text?

3. Identify how information is organised
Most texts use a range of organising principles to develop ideas. Organising principles tend to sequence information into a logical hierarchy, some of which are:

- past ideas to present ideas;
- the steps or stages of a process or event;
- most important point to least important point;
- well-known ideas to least-known ideas;
- simple ideas to complex ideas;
- general ideas to specific ideas;
- the largest parts to the smallest parts;
- problems and solutions; and
- causes and results.

4. Include your thoughts
When taking notes for an assignment it is also helpful to record your thoughts at the time. Record your thoughts in a separate column or margin and in a different colour to the notes you took from the text.

- What ideas did you have about your assignment when you read that information?
- How do you think you could use this information in your assignment?
Organising your ideas
Now begin organising your thoughts into an answer. Your notes should help you to do this.

Thinking it through
Essay writing requires both creative and critical thinking.

• Creative thinking encourages you to broaden your ideas. Try techniques like brainstorming or mind-mapping.

• Critical thinking encourages you to narrow the focus or scope of your ideas, e.g. asking why an example is important to your argument.

Your essay should include both points in favour of and against your argument. You need to evaluate these points, i.e. explain why one argument is more important than the other.

Essay plans
An essay plan can help you work out how you will answer the question and which information you will use. Essay plans also help with structuring an essay. After you have done some reading, draw up an initial essay plan.

• Decide on a possible answer to the question (in terms of the research you have done).

• Decide on the information you will use to answer the question.

• Look through your notes and choose examples to provide evidence to support your point of view.

• Decide which points you will discuss, and in which order (first, second, etc.).

• Write all this down in point form and this will be your essay plan.

• Your essay will probably change as you draft and edit. Write a second essay plan after you write a draft.

Now begin organising your thoughts into an answer. Your notes should help you to do this.
WRITING YOUR ESSAY

Write a first draft
Your first attempt at writing an essay will be your draft copy. Writing a draft essay will help you work out:

• what you need to say;
• how you will answer the question;
• which evidence and examples you will use; and
• whether you have enough information.

Write a first draft to practise the structure and framework of your essay. Once you have a draft you can work on writing well.

Structure
Structure your essay in the most effective way to communicate your ideas and answer the question. All essays should include the following structure:

1. Introduction

Answer the question and provide a summary of your essay. Briefly mention your main ideas.

2. Body

The body of your essay is where you answer the question by developing a discussion. Show your knowledge and grasp of readings.

If your question has more than one part, structure the body into sections that deal with each part of the essay question. The body is where you offer exposition and evidence. Use relevant examples and quotes to support your argument.

3. Conclusion

The conclusion rounds off the essay. Relate it back to your main ideas or points and reiterate your answer to the question. Never introduce new information in your conclusion. The conclusion moves from specific to general.

Essay paragraphs
Each paragraph in the body of the essay should contain:

• a topic sentence (or main idea sentence) that states your point;
• an explanation of the point you're making; and
• evidence.
Most of the time your point should be supported by some form of evidence from your reading or by an example drawn from the subject area. Analyse your evidence, comment on its significance and finish with a critical conclusion.

Start writing early
Starting reduces anxiety and gives you time to develop your ideas.

Don't try to write an essay from start to finish
Start with the body and work paragraph by paragraph.

Write the introduction and conclusion after the body
Once you know what your essay is about, write the introduction and conclusion.

Keep the essay question in mind
Don’t lose track of the question. Keep it in mind as you draft and edit and work out the best way to answer a question.

Revise your first draft extensively
Look at the whole essay. Make sure it flows and that the paragraphs are in a logical order.

Put the essay aside for a few days
This allows you to read your essay with a fresh eye. Proof-read your final draft carefully.

QUOTING, PARAPHRASING & SUMMARISING

Much of the work you produce at university will involve the important ideas and discoveries of experts in your field of study. The work of other writers can provide you with information, evidence and ideas but must be incorporated into your work carefully. Quoting, paraphrasing and summarising are all different ways of including the works of others in your assignments.

You will be expected to demonstrate an understanding of environmental management concepts and if your work consists of plagiarised passages you will be penalised by your lecturer. Paraphrasing and summarising allows you to develop and demonstrate your understanding and interpretation of a text and are powerful tools for reshaping information to suit the many writing tasks that will be required of you.

Quotations

• match the source word for word;
• are usually a brief segment of the text;
• appear between quotation marks; and
• must be attributed to the original source.

Paraphrasing

• does not match the source word for word;
• involves putting a passage from a source into your own words;
• changes the words or phrasing of a passage, but retains and fully communicates the original meaning; and
• must be attributed to the original source.

Summarising
• does not match the source word for word;
• involves putting the main idea(s) into your own words including only the main point(s);
• presents a broad overview, so is usually much shorter than the original text; and
• must be attributed to the original source.

Introducing Quotations & Paraphrases
Use quotes or paraphrases:
• when you want to use an author as an authoritative voice;
• to introduce an author's position you may wish to discuss;
• to provide evidence for your own writing;
• to make a clear distinction between the views of different authors; and
• to make a clear distinction between an author's views and your own.

Introductory Phrases
Use introductory phrases to tell the reader what the author thinks or does in their text. Consider using the following after you have given the author's name (and the year or notation):

X states that . . .
X claims that . . .
X asserts that . . .
X agrees that . . .
X strongly argues . . .
X comments that . . .
X suggests that . . .
X comments that . . .
X says that . . .
X observes that . . .
X takes the view that . . .
X contends that . . .
X believes that . . .
X proposes that . . .
X concludes that . . .
X maintains that . . .
X concedes that . . .
X notes that . . .
According to X . . .
As X states . . .

Quotation with Harvard referencing:

Harrison (1992, p. 567) strongly argues that "Freud suffered from a serious personality disorder".

Quotation with Oxford referencing:

Harrison asserts that "Freud suffered from a serious personality disorder".

Paraphrases with Harvard referencing:

As Harrison (1992, p. 567) argues, Freud had a difficult personality.

Paraphrases with Harvard referencing:

Harrison (1992, p. 567) believes that Freud displayed symptoms of a troubled personality.

As Harrison (1992, p. 567) suggests, Freud had a difficult personality.

Agreeing and Disagreeing
You can indicate your agreement or disagreement with a statement by the introductory phrase you choose.

When you want to disagree with a statement:

Harrison (1992, p. 567) mistakenly argues that Freud had a problem personality.

When you want to show agreement with a statement:

Harrison (1992, p. 567) correctly argues that Freud had a problem personality.

When you want to be neutral:

Harrison (1992, p. 567) suggests that Freud had personality problems.
EDITING YOUR ESSAY

Good essays are the product of writing and rewriting. If you have time, put your essay aside for a few days before you begin the editing process. This gives you time to gain a perspective on what you have written and to think further about your answer and arguments.

Once you have a well-organised and fairly complete draft:

- Revise sentences. Make sure the words you use mean what you think they mean. A good dictionary is a useful tool.
- Check transition signals. Make sure that a reader can follow the sequences of ideas from sentence to sentence, and from paragraph to paragraph.
- Check punctuation and spelling.

When revising and editing your assignment, ask yourself:

Have I answered the question or task as fully as possible?

- What is my thesis/central proposition/main assertion?
- Do I make a clear argument or take a position about the topic? Do I state that position in my introduction?
- Does my introduction or opening paragraph prepare the reader for what follows?

Is my essay clearly structured?

- Does my assignment have a clear introduction, a body and a definite conclusion?
- Does the assignment advance in logical stages?
- Are the major points connected? Are the relationships between them expressed clearly?
- Do the major points all relate to the topic and contribute to answering the task or question?

Are my paragraphs clearly connected and coherent?

- Does each paragraph begin with a topic sentence?
- Do the sentences flow smoothly and logically from point to point?
- Does each sentence clearly follow on from the one before?
- Does each paragraph state its case clearly and completely or should there be more evidence/detail?
- Are there adequate transitions between sentences and paragraphs? Are transitions varied or are they all the same kind?
- Are all examples and quotes relevant to and supportive of my answer?
- Are facts and opinions supported with examples or explanations where necessary?

**Is my written expression appropriate?**
- Have I used direct and clear language?
- Have I explained my ideas clearly and explicitly?
- Have I kept my audience in mind? Have I said all I need to say so that my reader can understand or am I assuming they will?
- Have I written complete, grammatically correct sentences?
- In long sentences, have I separated related ideas with commas or semicolons for easier understanding?
- Is my use of tenses correct?
- Have I used non-discriminatory language?

**Have I fully referenced my sources of information?**
- Have I referenced all the words, ideas and information sources I have used in my assignment?
- Have I used a consistent referencing style?
- Is there a clear distinction between my thoughts and words and those of the author(s) I've read and cited?
- Are quotations properly introduced?
- Are they accurate?
- Are they formatted correctly?
- Do the quotations provide evidence or give an authoritative voice or am I letting the author(s) speak for me? Would writing it in my own words be more effective?

**Have I remained within or exceeded the set word limit?**
- Have I fully answered the question or task?
- Do I need to read more? Should I include more information or discussion?
- Have I provided enough evidence to support my argument/s?
- Have I included only relevant information?
- Is there any unnecessary repetition in my assignment?
• Is my written expression as clear and concise as possible, or is it verbose and vague?

**Have I proof-read and revised my assignment for errors?**

• Have I checked my spelling? Have I read through my assignment and not just relied on a computer spell checker?

• Is all my bibliographical information correct?

• Have I used correct punctuation? Have I ended every sentence with a full stop?

**Is my assignment well presented?**

• Does the presentation follow any guidelines set by my lecturer or school?

• Have I included a cover sheet?

• Have I made sure my assignment is legible? Is it typed or written neatly?

• Have I used double-line spacing?

• Have I numbered pages and used wide margins?

• Have I kept an extra copy?

**SUBMITTING YOUR ESSAY**

Read the assignment guidelines in your course outlines and find out how your lecturer would prefer your assignments to be presented. Make sure you have complied with their requirements and that you know when and where your essay should be submitted.

**Tips for essay submission**

• Ensure your essay is easy to read.

• Don’t hand in your essay in a plastic folder or sleeve (unless asked to do so).

• Use 3cm margins all around and number pages.

• Don’t use coloured text.

• Use a cover sheet.

• Use a readable font (size 12 at least).

• Make sure you have an extra copy.
EXAMINATIONS

Studying efficiently requires organisation of time and resources. The following points are a general set of guidelines to help you prepare for exams.

Exam type
Different types of exams will require different approaches.

Essay exams
If you are sitting an exam that requires answers in essay form, find out how many questions you have to answer. If you must answer four questions, for example, select and study five topics in detail so you have a ‘back-up’.

Multiple Choice exams
These exams will usually only cover what has been discussed in the lectures and tutorials. Use the course outline as a framework for study. Look for the main ideas and concepts and then find details to support them. Use flash cards to help you memorise the information. On small cards, write down definitions, main ideas and details. You can carry them around with you and use them to drill yourself.

Open Book exams
One of the biggest myths about these exams is that you don’t need to study for them. While they don’t test your memory, they do test your ability to find and use information, solve problems and apply knowledge effectively. Make sure you are familiar with your texts and notes and know where to find necessary information.

Ten preparation points

1. Begin studying early
   Ideally you should begin studying about four weeks before your exams.

2. Organise your time
   You can pick up a weekly study planner from the Learning Centre and use it to organise your time.
   • Cross out the times when you can’t study because of other commitments (e.g. lectures, work, etc.)
   • Plan one-hour time slots you will use for study.
   • Make use of short study times. A fifteen-minute bus ride can be ideal for revising lecture notes or flash cards.

The centre also provides a guide to time management. If you are experiencing any difficulty with your studies contact the IES or the UNSW Counselling service (www.counselling.unsw.edu.au).

3. Work out your optimum study time
   Work out when you study most effectively. Are you more alert in the morning or evening? Schedule study times to suit your personal rhythms.
4. Organise your subject material
Make sure you have a complete set of lecture and tutorial notes for each course.

- Gather all your notes and make sure they correspond to the topics in your course outline.

- If you’ve missed any lectures, see if they are taped, or borrow copies of the notes from another student.

- Check that you have copies of any extra readings or handouts given out in classes.

Once you have organised all your material, you can study by topic.

5. Prioritise the hardest subjects
You will need to spend more time studying the subjects you find most difficult. Schedule these first.

6. Make a study area

- Choose a quiet place for study where you won't be easily distracted.

- Make yourself comfortable so you can concentrate, but not so comfortable that you fall asleep!

- Always study in the same place.

- Make sure you have good lighting to read by.

- Don't try to study the entire course in one sitting. Divide the subject up into topics you need to revise.

7. Set study periods
Study for set lengths of time. Don't study for longer than fifty minutes without taking a break. It is better to study for a short intense period of time with sustained concentration than long periods of time when you are tired and not engaging well with the material.

8. Set study goals
Set yourself a goal for each study session. This will help you keep track of what you are learning. Some examples:

   I will read through and summarise chapters 3 and 4.

   I will work through five equations.

   I will learn the main concepts that were discussed in lectures from weeks one to three.

9. Review past exam papers
Past exam papers for many subjects can often be found in the UNSW Library. Check with your
If previous exam papers are available, examine how they fit into the course. Look at the wording of the questions and familiarise yourself with the clue words. (Pick up a copy of Exam Skills - Clue Words from the Learning Centre). Practice doing the papers under exam conditions and carefully review your answers.

10. Form a study group
Meet with other students for study sessions. Swap practice exams and give feedback. Drill each other on study topics.

Revision - the SQ3R method

- **Survey**
  Before you begin to study, survey the material to remind yourself what it is about. Skim through lecture notes to get a picture of the main ideas. If studying from a book, look at tables of contents, possible chapter summaries, graphs and tables.

- **Question**
  Your reading is more active and memorable if you look for specific answers to questions. If there are headings in the material turn the heading into a question. For example, if the heading is Organisational Theory, your questions might be: 'What is organisational theory and where did it start?'

- **Read**
  Read through the material without making notes. Then re-read, making notes of the main ideas.

- **Recall**
  With the book shut, try to recall what you have read. Make notes of what you remember and check their accuracy against your study material.

- **Review**
  Review all your notes at the end of the study period. This is an important part of the study process because it can really help you remember what you have studied. You can also try summarising your notes down to key words that will act as memory triggers for related ideas. Set review times separately from your study times. Read through your review notes, cover them and then try reciting them.

Surviving exams
Before the exam:

- **Make sure you have a good night's sleep**
  If you are well rested, you will think more clearly, have better recall and a greater capacity to solve problems. Staying up all night studying will actually make you stressed and irritable. Being alert is your greatest asset.

- **Arrive at the exam venue ahead of time**
  Establish the location of the exam venue well ahead of time. Make sure you know how to get there with the minimum of stress. Visit the exam venue a few days before and familiarise yourself with the physical surroundings. Knowing where you need to be and arriving on time will allow you to remain calm and relaxed.
• Bring all the materials you need
  Pack your bag the night before. For an open book exam, bring your materials neatly
  organised (topically, thematically, chronologically, etc) for easier use. Have more than
  one pen in case one runs out mid-thought.

• Avoid panic talk
  For some perverse reason, some students seem to enjoy stressing each other out just
  before the exam. Stand apart from other students and stay focused.

• Eat something
  You may not feel like ingesting anything but if you don’t eat you will become tired and
  hungry and lose concentration during the exam. Consume something easily digestible
  and solid like rice, bread, savoury biscuits or bananas.

In the exam:

• Don’t panic
  The calmer you are, the more alert you’ll be. If you are nervous you’ll be too agitated to
  concentrate. On the other hand, if you are too casual, you won’t be alert. The target is
  somewhere in the middle: the right amount of stress keeps you on your toes, helping you
  think clearly and effectively.

• Read through the exam
  There is nothing worse than getting to the end of the exam and suddenly realising that
  you were supposed to answer two questions in Part A when you have only written one.
  Carefully read through the entire exam before you start. It is extremely important to
  understand the questions. Few questions require you to write everything you’ve ever
  read about a certain topic, so look for the clue words in the question. These will give you
  a strong indication of how they want you to answer the question.

• Use clue words
  If you are allowed to hold a pen during the reading period, underline the clue words in
  short answer and essay questions. This will provide you with guidelines for answering
  when you return to the question. If the exam does not have a reading period, still spend
  the first few minutes reading the questions.

• Assess the questions
  During your initial read-through, locate the 'easy' and 'hard' questions. The golden rule is
  to start with the easy ones. Don’t do the hard ones first to get them out of the way. What
  you’ll find is that the hard ones get in your way, slowing you down and stressing you
  out. Answering an easy question increases your confidence, helps get you thinking and
  triggers your memory. This might help you to remember information for those 'difficult'
  questions.

• Allocate your time
  As you read through the exam, look at how marks are allocated. The number of marks
  given to a particular question will give you an indication of how much time to spend on
  it. You may be able to answer some questions more quickly, buying extra time to devote
  to the trickier ones.

  Use a similar system with essay answers. Look at the number of marks per question, how
  they are distributed, how many questions you have to answer and ration your time
  accordingly. It may be helpful to make a note of how much time you should give to each
question. Once you decide on your time outline, stick to it. Watch the clock, and once the allocated time has elapsed, stop there and move onto the next question.

If you haven't finished, leave lots of space in the exam booklet. Sometimes you will answer the questions more quickly than the time allocated. If you have any extra time at the end (or during the revision period) you can return and answer it more fully.

- Don't leave the exam early. If you have extra time, use it to revise or to think more deeply about one of the harder questions.

After the exam:

- Avoid obsessive ‘post-mortems’ with other students. There is nothing you can do about it so there is little point in punishing yourself with a depressing rehash of your errors.

- If you can’t let it go, try to learn from your mistakes and apply what you have learnt to the next exam. Think about how to avoid making similar mistakes in the future, e.g. analyse the areas to which you may have devoted too much time - did you spend too long writing out your essay plan or deciding which question to do?

- Make sure you have time to relax before studying for the next exam.
APPENDICES

1. PUNCTUATION

Punctuation is an essential skill that helps you to express yourself clearly, directly and effectively. Punctuation marks organise your words into clauses and sentences and therefore identifiable units of meaning. They alert readers to the appropriate pauses in your text and how you want the text to be read. Properly placed punctuation marks will make it easier for your lecturer to understand your assignment.

Some common punctuation marks, with examples:

Full stop ( . )

Full stops have three distinct uses:

• To mark the end of a sentence          The cat is completely black.
• To indicate abbreviated words          The teacher will be John Smith (B. Sc.)
• To punctuate numbers and dates         All assignments should be submitted by 6.6.03.

Colon ( : )

A colon can be used to indicate that a list, quotation or summary is about to follow. Buy these things: a packet of peanuts, two loaves of bread and a kilogram of steak.

Writing an assignment is not easy: to begin with you have to do a lot of research.

A colon can also be used to separate an initial sentence/clause from a second clause, list, phrase or quotation that supports the first in a particular way. The television set, as the icon of the information age, represents the realisation of a dream for humankind: that knowledge and experience can be transmitted and shared across the boundaries of time and space.

Semi-Colon ( ; )

A semi-colon separates two complete sentences that are, however, closely linked. It can be replaced with a full stop but the direct link between the two parts is lost. To err is human; to forgive, divine.

Don’t go near the lions; they could bite you.

A semi-colon also serves as an internal divider in sentences or phrases that already have commas. She came out of the house, which had a long drive, and saw him at the end of the path; but instead of continuing towards him, she hid until he left.

Comma ( , )

Commas are used in longer sentences to separate information into readable units. When Australia celebrated its sesquicentenary in 1938, there was little of the confidence or enthusiasm of the centennial celebrations of 1888.

A single comma ensures correct reading
of sentences that start with a long introductory element.

Pairs of commas help in the middle of a sentence to set off any string of words that is parenthetic or in contrast to what comes before.

Sets of commas are used to separate items in a list.

Yet in representing ourselves to ourselves, as film and television do, these media are constantly introducing and reinforcing the assumptions.

Wars traced the origins of the type through the common man’s response to the bush, through convicts, outback workers, gold diggers, trade unions and the Bulletin.

Apostrophe (’)

There are two uses for the apostrophe:

1. Contractions

A contraction is a shortened version of a word. An apostrophe is used to show where something has been omitted.

Don’t (do not) It’ll (It will) She’ll (She will)

It’s too cold to go swimming today.

I don’t think she’ll come to the party.

2. Possessives

An apostrophe is used to indicate ownership with nouns. To show ownership by a single individual, insert the apostrophe between the noun and the ‘s’. To show plural ownership, use the apostrophe at the end of the word.

The dog’s tail

Einstein’s theory of relativity

Boys’ football boots

n.b. ‘It’s’ is the contraction of ‘it is’. ‘It’s’ is not a possessive.

Hyphen (-)

When used correctly, a hyphen links two or more words that normally would not be placed together in order to make them work as one idea. These are called ‘compound nouns’.

Stonier’s post-industrial economy is a service economy.

There are four types of information-related machines.

Dashes (--)

Hyphens are not the same as dashes. Dashes are like brackets; they enclose extra information. A colon and semi-colon would work just as well in the example opposite. Dashes are rarely used in academic writing.

To the three divisions of the economy – agriculture, manufacturing and service industries – Jones has added a fourth.

Although often used in pairs, dashes can also be used singularly.

Have an orange – or would you prefer a banana?

While the importance of sport to Pay TV is clear, the
opposite perspective is less certain – the importance of Pay TV to sport.

**Question Mark ( ? )**

A question mark is used at the end of a sentence that is a question.

Have the students completed the exam?

**Parentheses ( )**

Parentheses are brackets used to include extra or non-essential material in sentences. Parentheses should be used sparingly and always appear in pairs.

It was unusual to see Paul awake so early (as he often studied late into the night) and Jane greeted him with amazement.

Larsen and Greene (1989) studied the effects of pollution in three major cities.

In citation systems like Harvard, parentheses are used to include in-text references.

“Australia is a settler society” (Hudson & Bolton 1997, p. 9)

**Exclamation Mark ( ! )**

An exclamation mark is used at the end of a sentence and indicates surprise, anger or alarm. They seldom appear in academic writing and should be used sparingly.

The police stormed in and arrested her!

How disgraceful!

**Ellipsis ( … )**

An ellipsis consists of three full stops. It indicates that material has been omitted from a quotation.

But to be restricted to just two forms of punctuation...is like building a house using only a hammer and a saw.

2. **BLOOM’S TAXONOMY**
Benjamin Bloom created this taxonomy for categorising levels of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorise test questions, since professors will characteristically ask questions within a particular level. If you determine the level of question that will appear on your exam you can apply study strategies accordingly.

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>SKILLS DEMONSTRATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Observation and recall of information</td>
</tr>
<tr>
<td></td>
<td>Knowledge of dates, events, places</td>
</tr>
<tr>
<td></td>
<td>Knowledge of major ideas</td>
</tr>
<tr>
<td></td>
<td>Mastery of subject matter</td>
</tr>
<tr>
<td>Question cues</td>
<td>List, define, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding information</td>
</tr>
<tr>
<td></td>
<td>Grasp meaning</td>
</tr>
<tr>
<td></td>
<td>Translate knowledge into new context</td>
</tr>
<tr>
<td></td>
<td>Interpret facts, compare, contrast</td>
</tr>
<tr>
<td></td>
<td>Order, group, infer causes</td>
</tr>
<tr>
<td></td>
<td>Predict consequences</td>
</tr>
<tr>
<td>Question cues</td>
<td>Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.</td>
</tr>
<tr>
<td>Application</td>
<td>Use information</td>
</tr>
<tr>
<td></td>
<td>Use methods, concepts, theories in new situations</td>
</tr>
<tr>
<td></td>
<td>Solve problems using required skills or knowledge</td>
</tr>
<tr>
<td>Question cues</td>
<td>Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Seeing patterns</td>
</tr>
<tr>
<td></td>
<td>Organisation of parts</td>
</tr>
<tr>
<td></td>
<td>Recognition of hidden meanings</td>
</tr>
<tr>
<td></td>
<td>Identification of components</td>
</tr>
<tr>
<td>Question cues</td>
<td>Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.</td>
</tr>
<tr>
<td>COMPETENCE</td>
<td>SKILLS DEMONSTRATED</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Use old ideas to create new ones&lt;br&gt;Generalise from given facts&lt;br&gt;Relate knowledge from several areas&lt;br&gt;Predict, draw conclusions</td>
</tr>
<tr>
<td>Question cues</td>
<td>Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Compare and discriminate between ideas&lt;br&gt;Assess value of theories, presentations&lt;br&gt;Make choices based on reasoned argument&lt;br&gt;Verify value of evidence&lt;br&gt;Recognise subjectivity</td>
</tr>
<tr>
<td>Question cues</td>
<td>Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise.</td>
</tr>
</tbody>
</table>


3. ASSESSING THE CREDIBILITY OF ONLINE RESOURCES

As online technology rapidly develops, the criteria for evaluating these sources develop as well. Online sources are so new that their status as academic sources is not fully established. You
should verify whether your professor accepts online sources before investing time in browsing the web.

Once you’ve determined that online sources can be used you’ll still need to assess their credibility. The following criteria for assessing online sources will help you determine whether electronic sources are both professional and appropriate for your assignment. Keep in mind as you review these criteria that many are based on standards used for traditional print sources; others are clearly relevant for electronic sources only.

**Authorship**

- Is the author identifiable? Never use a source with an unidentifiable author. If it is not listed within the site, use the following techniques to locate the author’s name:
  - Link back to the site’s home page
  - Ask the web development team or sponsoring organisation to identify the author

- Is the author a professional in the field?

- If the author’s name is unfamiliar, is the site linked to an established authority on the subject?

- Has this author been referred to favourably by respected professionals in the field or by a respectable web site? Does the document contain links to these professionals or to the respected web sites? Are there also links from these sources that go back to the site you’re assessing?

- Does this author include his/her email address or a mail-to so that you can contact them directly from the site?

- Does the author include a way to contact him/her other than email?

- Does the web site belong to an individual or is it part of a site maintained by an organisation, academic institution or other group? Does it list the author’s position within the group?

- Is the type of material appropriate for the assignment? Professional sources from the web include professional home pages or online professional journals. Non-professional sources include personal home pages or online general audience magazines.

- Is the site sponsored by a respected organisation?

- Does the site include an official insignia of the sponsoring organisation?

- Are you able to contact the web-master or sponsoring organisation from within the site?

**Currency**

- Can you identify the date created as well as date(s) revised?

- Does the site include information on how often the site is updated?
• Is a copyright date listed?

• Is there evidence of what Martine Irvine calls ‘link-rot’? Link-rotted sites include links that no longer exist or have simply moved; this implies poor upkeep of the site.

**Perspectives**

• Can you identify the goals of the site?

• Are these goals clearly stated?

• Does the focus of the text relate to the graphics in the site?

• Is the perspective appropriate for your assignment?

• Are all sides of the issue fairly presented?

**Coverage**

• Is there an in-depth understanding of the related issues that shows the author’s familiarity with the subject?

• Does the site include internal links that provide quick reference to the main sections of the document? Internal links show the author has given attention to the potential needs and questions a reader might have.

• Does the site acknowledge other sources within the text itself? Are there also links to these sources if they exist online?

• Is the bibliography complete and thorough? Are links provided to the sources that are available online?

• Are the appropriate theories, schools of thought or techniques used in the discussion of the material standard in the field?

• If the material is based on a new theory, is coverage of the new approach detailed? Does the site cover the advantages and disadvantages of the method compared to other current methods in the field?

**Accuracy or verifiability**

• Is the material comparable to related sources? The home page of an authority in the field will provide a good base of sources to use as a comparison for other sources.

• Is the methodology given so that the author’s work can be replicated or evaluated?

• Does the source include a bibliography and/or citations that can be used for comparing or verifying data and other information?

• Are there links from the citations or the bibliography to the original documents?
• Is the information in the text poorly presented compared to the graphics?

• Do many mechanical errors (e.g. grammatical errors, typos, etc.) appear in the text? Errors suggest the author may be careless in presenting information.

• Did you discover the site via a search engine? If so, how does the search engine you used look for information and, if relevant, rate the sites it retrieves?

Taken and adapted from Write Place and LEO: Literacy Education Online, St. Cloud State University at:
http://leo.stcloudstate.edu/research/credibility1.html (accessed 17/02/05)

n.b. Saving to disk or printing a copy of the pages you plan to use as a source material is a good idea. If the site is taken off the web the source material will still be available to you and you can use it to enable readers to verify its credibility.

If you print a hard copy, go to ‘page layout’ on your computer and specify that you want the date you accessed the site, the name of the site and the URL to appear in the header or the footer of the hard copy. If you save your copy of these pages to disk add this information to your file copy so that it’s available when you’re ready to document your source.

Return to the print source, if possible. Use and document this version since the print copy is still considered by many to be the authoritative version of the resource for academic purposes.

4. Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

While you will be expected to read, research and refer to experts and authorities in the environmental management field you will also need to produce original academic writing. In order to do this without plagiarising you must learn how to reference properly.

Common forms of plagiarism

• Downloading an assignment from an online source and submitting it as your own work.

• Buying, stealing or borrowing an assignment and submitting it as your own work.

• Copying a section from a book or article and submitting it as your own work.
  Quoting from a source verbatim without using quotation marks is plagiarism.

• Copying, cutting and pasting text from an electronic source and submitting it as your own work.

• Using someone else’s words and passing them off as your own.

• Using significant ideas from someone else and presenting them as your own.
Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.

• Copying the written expressions of someone else without proper acknowledgement is plagiarism.
  Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited but that the phrasing is your own contribution.

• Relying too much on other people's material
  Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal.

Plagiarism & the internet

The internet can be a great source of information and an effective research tool. Like any other source, however, information you find online should be referenced. There are an increasing number of websites featuring university assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties, including exclusion from the university.

If you are ever tempted to download a paper, please remember that academics are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research. They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

  If you found the paper, so can your lecturer or tutor.

5. REFERENCING

Referencing is a system that allows you to acknowledge the sources of information you use in your writing. If you do not reference your sources you are plagiarising.

When to reference
You must provide a reference whenever you quote, paraphrase or summarise someone else's ideas, theories or data. You must also reference any graphic information you use.

Harvard System
In the sciences we tend to use the Harvard system to reference work. It has two important components:

1. In-text citations
  The Harvard referencing system requires you to include three pieces of information about a source within the text of your work. This information is:

    • The name of the author or authors
    • The year of the publication
    • The page number (when the information/idea can be located on a particular page or when directly quoted)
2. Reference list
At the end of your text, you must include a list of references, a list of all the books, journal articles and other sources of information you have used to research your assignment.

How to cite ‘in-text’
Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

The theory was first developed by Browne (Gibbs 1981).

Another way of including a reference in your text is to integrate the author’s surname into your sentence followed by the year of publication and page number in parentheses:

Gibbs (1981, p. 89) states that Browne was the first to develop the theory of...

The following extract is an example of a paragraph using the Harvard system:

Criticisms aside, Durkheim’s work was an extraordinary contribution to the sociology of religion, perhaps more specifically to a greater understanding of the origins of collective morality. Gardner (1987, p. 74) makes an extremely important point about Durkheim when he writes “Durkheim had a lifelong interest in morality . . . For Durkheim morality was the centre and end of his work and society itself was the end and source of morality”. For Durkheim, the nature of morality was the nature of social solidarity. In The Elementary Forms Durkheim defined religion as the main expression of the deep moral sentiments inspired by society in individuals. His interest in the moral substratum of the modern social order expressed concern with the moral consequences of modernisation (Toles 1993).

To cite a direct quotation write the text verbatim and place quotation marks at the beginning and end of the quotation. The author, date and page number must be included:

"Australia is a settler society" (Hudson & Bolton 1997, p. 9).

To cite a paraphrase or a short summary of an author’s words or ideas restate the original words/ idea in your own words. The author, date and page number(s) must be included:

Wartime textile rationing was imposed through a coupon system, which meant garments now had two costs: their value in monetary units and in coupons (McKernan 1995, p. 152).

To reference the overall content of a work you do not need to include page numbers because it is the entire work you are referring to:

Larsen and Greene (1989) studied the effects of pollution in three major cities...

Reference list
The list of references in the Harvard system is a single list of all the books, journal articles and other sources you have referred to throughout your assignment.

Each reference list item requires certain bibliographic details outlined in the tables below. In the case of a book, 'bibliographical details' refers to: author/editor, year of publication, title, edition, place of publication and publisher as found on the front and back of the title page. (Some of these details may vary depending on the book.)

• A list of references should be laid out alphabetically by author surname.
• If bibliographic information exceeds one line of text, then the following lines should have a hanging indent.

• The title of a book should be in italics. Minimal capitalisation is recommended (e.g. only capitalise the first word of a title’s heading/subheading and any proper nouns).

Citing different sources

<table>
<thead>
<tr>
<th><strong>IN-TEXT</strong></th>
<th><strong>REFERENCE LIST</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book</strong></td>
<td></td>
</tr>
</tbody>
</table>
Ward (1996, p. 12) suggests that... |
Present full biographical details in the following order: |
| (Karskens 1997) | 1. author’s surname and initial |
|                | 2. year of publication |
|                | 3. title of publication (in italics and with minimal capitalisation) |
|                | 4. edition (if applicable. Abbreviated as ‘edn’) |
|                | 5. publisher |
|                | 6. place of publication |

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<tbody>
<tr>
<td>If the page number is required, as it is for summarising, paraphrasing and direct quoting:</td>
<td>Place the information in the following order:</td>
</tr>
<tr>
<td>(Kozulin 1993, p. 257)</td>
<td>1. author’s surname and initial</td>
</tr>
<tr>
<td>If you are citing the main idea of the article only:</td>
<td>2. year of publication</td>
</tr>
<tr>
<td>(Kozulin 1993)</td>
<td>3. title of article (between single quotation marks and with minimal capitalisation)</td>
</tr>
<tr>
<td></td>
<td>4. title of journal or periodical (in italics, using maximum capitalisation)</td>
</tr>
<tr>
<td></td>
<td>5. volume number (if applicable)</td>
</tr>
<tr>
<td></td>
<td>6. issue number, month or season (if applicable)</td>
</tr>
<tr>
<td><strong>IN-TEXT</strong></td>
<td><strong>REFERENCE LIST</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Article from a book collection</strong></td>
<td>When you use an article or chapter from a book collection, the title of the article appears in quotations and the title of the book is italicised:</td>
</tr>
<tr>
<td>To cite an author of a particular article/chapter:</td>
<td>Place the information in the following order:</td>
</tr>
<tr>
<td>(Curthoys 1997, p 25.)</td>
<td>1. author’s name and initial</td>
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<td>2. year of publication</td>
</tr>
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<td></td>
<td>3. name of article (between single quotation marks and with minimal capitalisation)</td>
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<td></td>
<td>4. in followed by initial(s) and surname(s) of editor(s)</td>
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<td>5. (ed.) or (eds)</td>
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<td></td>
<td>6. name of collection (in italics and with minimal capitalisation)</td>
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<td></td>
<td>7. publisher</td>
</tr>
<tr>
<td></td>
<td>8. place of publication</td>
</tr>
<tr>
<td></td>
<td>9. page range</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Book collection</strong></th>
<th><strong>Newspapers and magazines</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Hudson &amp; Bolton 1997)</em></td>
<td><em>(Sydney Morning Herald 7 March 1994, p 8)</em></td>
</tr>
<tr>
<td></td>
<td>An unattributed newspaper article:</td>
</tr>
<tr>
<td></td>
<td>A newspaper article with a named author:</td>
</tr>
<tr>
<td></td>
<td>Donaghy, B 1994, ‘National meeting set to review tertiary</td>
</tr>
</tbody>
</table>
for a journal article:
(Donaghy 1994, p. 3)

admissions’, *Campus News*, 3–9 March, p. 3.

### In-Text

<table>
<thead>
<tr>
<th>Privately obtained interview or other personal communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include the abbreviation ‘pers. comm.’:</td>
</tr>
<tr>
<td>(B Daly 1994, pers. comm., 7 Aug.)</td>
</tr>
<tr>
<td>Note that the initial precedes the surname.</td>
</tr>
<tr>
<td>Details of a personal communication usually do not need to be included in the list of references as it cannot be traced by the reader. Check with your tutor or lecturer for their preferences.</td>
</tr>
<tr>
<td>Ensure you have the permission of the person with whom you communicated to use them as a reference.</td>
</tr>
</tbody>
</table>

### Brochure

Cite the author or authoring body and the date (if available):

(New South Wales Dept of Primary Industries 2005)

Include as much information as you can. The publisher’s name may be abbreviated if it’s the same as the author.

### Work reproduced in a book (image, poem, painting, etc.)

Refer to the work in the text and then include book author, date, and the page number:

De Koonig’s 1952 painting ‘Woman and Bicycle’ (Hughes 1980, p. 295)

List the book containing the image:


### Government publications

If there is no obvious author or editor, cite the sponsoring agency as the author:

(Department of Education, Science & Training 2000)

Give the name of the ministry or agency that has issued the document:


### ABS statistics

Use the full name in the first text reference:

(Australian Bureau of Statistics 2005)

and abbreviate in subsequent references:

(ABS 2005)

1. name of agency as author
2. year of publication
3. title of publication (in italics)
4. catalogue number
5. name of publisher
6. place of publication
**IN-TEXT**

**REFERENCE LIST**

**Quotation or idea from an author who attributes it to another source**

You must acknowledge both sources:

Graham Gibbs, in his 1981 study into student learning wrote that Because students are aware of their tutor's mastery of the subject matter, it is quite common for them to assume that their reader has no needs at all” (Gibbs 1981, p. 39, cited in Bowden & Marton 1998, p.35)

Record the book you sourced:


**More than one work**

Separate the references either with a semi-colon:

(Entwistle 1977; Haddon 1969)

or the word ‘and’:

Entwistle (1977) and Haddon (1969) both demonstrated...

Each source requires a separate reference.

**More than one author**

Include both names in the order in which they appear on the title page:

(Gerster & Basset 1987)

or

Gerster and Bassett (1987) assert that...


**More than three authors**

Use the surname of the first author and ‘et al.’:

Leeder et al. (1996, p. 78) argued

or

(Leeder et al. 1996)


Don’t use ‘et al.’ in the references. List all authors in the order in which they appear on the title page.
<table>
<thead>
<tr>
<th><strong>More than one work by the same author</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrange citations in chronological order:</strong></td>
<td>Each source requires a separate reference.</td>
</tr>
<tr>
<td>(Smith 1981, 1984, 1985)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IN-TEXT</strong></th>
<th><strong>REFERENCE LIST</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authors with the same surname who have published in the same year</strong></td>
<td>Each source requires a separate reference.</td>
</tr>
<tr>
<td><strong>Distinguish between them using their initials:</strong></td>
<td></td>
</tr>
<tr>
<td>The theory was first developed early this century (Smith, A K 1979) but later many of its elements were refuted (Smith, J A 1979).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Author who published more than one work in the same year</strong></th>
<th>Each source requires a separate reference.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attach a letter to the year of publication:</strong></td>
<td></td>
</tr>
<tr>
<td>Dawkins (1972a, 1972b) completed a number of studies on...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part of a publication contributed by someone other than the main author</strong></th>
<th>Provide the details of the publication to which the contribution was made:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E.g. a preface, introduction or foreword contributed by someone other than the author of the publication.</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Unpublished material (e.g. theses, manuscripts, unpublished papers)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Ballard 2003, p. 132)</strong></td>
<td>For a thesis:</td>
</tr>
<tr>
<td><strong>(Fitzsimmons 2005)</strong></td>
<td>Put the title between quotation marks and do not use italics and acknowledge the university where the thesis was undertaken.</td>
</tr>
<tr>
<td></td>
<td>For an unpublished conference paper:</td>
</tr>
</tbody>
</table>

The material in this referencing guide is taken from the UNSW Learning Centre. They drew heavily from the Government Style Manual:
6. LIBRARY ACCESS FOR DISTANCE STUDENTS

Library website
http://www.library.unsw.edu.au/

Library Resources Database (LRD)
The LRD is the catalogue for the UNSW library. It lists details of all the items, their availability, and, if on loan, the return due date. You can access the LRD at the terminals in the library or from http://www.library.unsw.edu.au/HowDoI/databases.html

Library Card
Your student card is also your library card. The barcode on your card is your borrower number. This card needs to be presented at the desk every time you borrow items in person. The number should be quoted in every request you make for external services.

MEM subject guide
This can be accessed via SIRIUS or from the Library homepage. Go to >Special Libraries >Social Science & Humanities >Subject resources >Environmental Management. This guide is recommended as a starting point for finding information.

Electronic resources
Choose SIRIUS from the Library home page. You will be asked to provide your student number and UniPASS when you log in.

Print resources
To obtain print materials, external students need to complete a off-campus user registration form: http://libraryinfounsw.altarama.com/reft100.aspx?key=OffCampus

Photocopies of journal articles or book chapters
Journals (also called serials, periodicals and magazines) are not available for loan but you can request photocopies of the articles you require to be sent to you. Book chapters can also be photocopied at your request. You will need to download the off-campus loan/document supply request form:
http://www.library.unsw.edu.au/borrowing/offcampus.html
n.b. Photocopying charges apply.

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n.b. Fines apply on all late items.

Reservations
If the book you require is on loan it will appear in the LRD with the status ‘On loan due date: dd/mm/yyyy’. You can request it through the LRD or by contacting the External Services
Librarian. If you reserve the book yourself and want it sent to you, contact the Librarian with the details.

**Renewals**
Renewals may be made through the LRD using the Borrower Information option. Follow the instructions on the screen. You will not be able to renew a book if it is overdue, has been reserved by another student or if you have other overdue items. Books may also be renewed by phone on (02) 9385 1557.

**Returns**
The Library will pay the forward mailing charges for materials; you will incur the return costs. Items should be returned in a padded bag.

**Interlibrary loans**
This service only applies to items not found in the UNSW library. Requests can be made at [http://www.library.unsw.edu.au/borrowing/otherlib/ill.html](http://www.library.unsw.edu.au/borrowing/otherlib/ill.html)

*n.b.* Allow up to six weeks for the supply of your item.