

REFERENCING, CITATIONS AND ASSIGNMENT WRITING GUIDE



SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES POLITICS AND INTERNATIONAL RELATIONS

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INDEX

1. ELISE	3
2. THE LEARNING CENTRE	3
3. Writing Essays in Politics and International Relations	3
a) Essay Preparation	5
b) Layout and Organisation	6
4. Plagiarism	6
5. Formal Referencing Styles and Use of Sources	7
a) The Harvard System	7
b) The Modified Oxford System	8
6. Quotations	10
a) Direct Quotations	10
b) Indirect Quotations	11
7. Bibliography	12
8. Citing Digital Media and the Internet	13
a) Internet Documents	13
b) Citing Films and Digital Media	13
9. Special Consideration, Essay Review and Digital Media	15
a) Special Consideration	15
b) Essay Review	15
c) Grades	16
d) Assessment Criteria	17
10. Bibliography and Further References	18

1. ELISE (Enabling Library and Information Skills for Everyone)

As a student majoring in Politics and/or International Relations, you will be expected throughout your studies to be familiar with and use regularly a variety of information resources, including the Library's e-journal, database, MyCourse and subject guide services.

ELISE helps you understand how to use information at university and is essential to your studies. All new students must complete an ELISE tutorial. Connect to ELISE through MyUNSW or through the Library (<http://elise.library.unsw.edu.au/home/welcome.html>). Students should also undertake the library's Online Information Skills Tutorial (**LOIS**), which can be accessed at <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

2. THE LEARNING CENTRE

If you are having problems with your essay writing and/or with other study-related issues, you can obtain free and confidential help from the Learning Centre. The Learning Centre provides substantial educational written materials, workshops, and tutorials (group-based and one-on-one) to aid students, for example, in:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing, and time management;
- Appropriate use and attribution of a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from the Learning Centre, which is located in Hut G23 (between the Mathews Building and the Upper Campus Parking Station) and on Level 2 of the Library Building (enter through the doors facing the Library Lawn and turn left).

Opening hours: Monday to Thursday, 9am-5pm; Friday, 9am-2.30pm

Telephone: 02 9385 2060

Email: learningcentre@unsw.edu.au

3. WRITING ESSAYS IN POLITICS AND INTERNATIONAL RELATIONS

One of the basic educational functions of university is to develop in students the capacity to read critically, analysing and synthesising materials and ideas in order to assemble them in a clear, well-structured and persuasive way.

During your time studying for your Politics and/or International Relations major you will be assessed, in part, through essay writing, and it is wise to pay a good deal of attention to your essay writing skills. Such skills are far from automatic and it takes effort to develop them. The following material is intended to aid students in developing the appropriate approach to writing essays.

Writing a good paper is not easy. As with study, the mode of preparation and style of an essay will vary from person to person and from discipline to discipline. Here, however, is some advice that is of general use.

1. **Prepare thoroughly.** Read your course outline completely and thoroughly and seeks out any relevant undergraduate or postgraduate guides *before* you begin researching.
2. **Have a plan.** An assignment should have a recognisable structure or shape and it should be logically organised (with at the very least a beginning, middle and end). It should not be a formless collection of paragraphs without any

apparent introduction or conclusion but must follow a coherent, obvious and relevant direction...

- a) *Structure and argument.* Remember the importance of structure. Your paper should have a succinct (more than half the first page is probably too long) and informative **introduction** that **details exactly how you are going to answer the question.**

The body of your essay is where you present your ideas on the subject and produce argument and evidence to support your case. The introduction should establish that you have disaggregated the question as much as possible. It is essential that you spend time 'unpacking' *all* elements of the question (key terms, concepts, assumptions, styles of argument, issues raised) before you start the body of your essay. The essay itself then goes on to show how you do this and to prove that your analysis works.

In Politics and/or International Relations majors an essay is regarded as an informed argument in reply to a question. In the process, however, of presenting your argument you should review the debate on the topic. You should show that you are informed about the debate, not just about "facts". You should mention the best objections to your position and deal with them. In writing essays, your role is more like a judge summing up a decision, than an advocate. Nevertheless, you must have a clear conclusion.

- b) *The conclusion.* Since your essay is an argument, each section should establish a premise (one of the propositions on which the final conclusion will rest). Your concluding paragraph should bring together these premises, referring to where you have established them and then arguing that your answer to the question follows from them. Avoid simply restating your introduction and **never** introduce new arguments, or points unmentioned in the body of your essay, in the conclusion.
 - c) *Sources.* You must convince your reader that you are not simply presenting a shower of undifferentiated information. Show that you know which pieces of information are the most relevant to the various arguments you are considering. Find out what several authors say about a particular subject. Do not base the first quarter of your essay on Author No. 1, the second quarter on Author No. 2, and so on: instead synthesise and integrate your material. Make sure your referencing is absolutely as it should be.
3. **Have an argument.** Make sure you know exactly what this is, state it clearly in your essay and return to it often. It is crucial that you avoid polemic and support your argument and analysis with sustained and well-integrated empirical and theoretical evidence. Grand claims and generalisations, without support and/or evidence, will cost you marks. Be aware also that you need to use your analysis to reflect on your argument: critical reflection on the assumptions that underpin yours (and others) arguments is central to good essay writing.
 4. **Be relevant.** Read the question carefully. Make sure you understand what the question requires you to do. Pay attention to key words like "contrast", "analyse", or "account for". The main cause of irrelevance is failure to understand the question, which will always ask you to approach the topic in a certain way. Make sure you always do so correctly. Keep in mind at all times the relevancy of **everything** you say.
 5. **Be concise.** Make sure your meaning is clear at all times and double check your work for awkward and illogical expression. Your paper should not contain any "padding" or "waffle". You get no credit for being verbose. Essays not within 10% of their word counts will lose marks. Make sure you are

thoroughly aware of all guidelines and penalties regarding assessment. Ignorance is not a sufficient excuse for below par work.

a) **ESSAY PREPARATION**

i. **Give Yourself Enough Reading Time**

Concentrate on what you are reading and why you are reading it. Scan material first and read it thoroughly when you are sure you can take relevant notes for your essay.

Start with an intensive reading of a single text on the topic to develop an overall intellectual framework or 'feel' for what is important in your subject area. Then work outwards to more specialised material.

ii. **Take Sensible Notes**

Take notes that deal with **all** sides of the argument and those ideas and facts relevant to addressing the various sides. The object is not to define one position or give unsolicited opinions, but to develop and demonstrate understanding, including the analytical clarity to deal with a variety of arguments effectively and fairly.

Try to use headings and subheadings when taking notes (this pushes you to address the relevance of the material you are writing down).

iii. **Take Extra Care with English Expression**

Written assignments should demonstrate a sophisticated grasp of English language and expression and must be in grammatically correct English. This applies to *all* students, not only to those for whom English is not their first or native language.

Your aim should always be to communicate clearly and directly. Simple words and constructions and short sentences are often best, but variety also prevents boredom. It is important to integrate (but not rely on) quotations, in terms of both sense and sentence construction, by using the appropriate conjunctions and punctuation.

Spelling must conform to that found in current English (or Australian English) dictionaries. Proper names (nouns) must conform in spelling with the spelling in your sources (where variations might occur in the sources, select one spelling to be used throughout your essay).

Many students have difficulties in the following areas and we ask you to take particular care in these:

- a) *Sentence construction*. Make sure that the subject of the clause or sentence is clear and that each sentence has a finite verb.
- b) *Use of prepositions*. Check that your usage is idiomatic and grammatical (e.g. 'in terms of the studies of Politics', **not** 'in terms of the studies of the Politics').
- c) *Punctuation*. A comma is not the universal solution. Use separate independent clauses with semi-colons and use a colon to introduce a quotation that does not flow easily from the rest of the sentence.
- d) *Apostrophes*. Be scrupulous with apostrophes, using, for example, the '1980s' **not** the '1980's' (remember also that 'it's' is never possessive but means 'it is').
- e) *Spelling*. Develop the habit of consulting a good dictionary for both spellings and meanings of words. Use either English or American spelling, but be consistent and do not interchange usage (e.g. use 'organisation' and 'globalisation' **or** 'organization' and 'globalization').

- f) *Avoidance of jargon.* Avoid jargon, journalistic clichés and emotive language (e.g. ‘at the end of the day’, ‘start off’, ‘lumped together’, a ‘heartless regime’). Use only traditional and correct English grammar.
- g) *Abbreviations.* Avoid such abbreviations as ‘haven’t’, ‘wouldn’t’, ‘didn’t’, and so on (deploying instead ‘have not’, ‘would not’ and ‘did not’).
- h) *Acronyms.* These must be written out in full the first time that you use them. If, for example, you are writing an essay on the International Monetary Fund and Asian Development Bank, write ‘International Monetary Fund (IMF) and Asian Development Bank (ADB)’, using ‘IMF’ and ‘ADB’ only for subsequent mentions of these organisations. The same also applies for treaty and/or convention titles, where the full title must appear and the acronym or abbreviated title in brackets the first time that you refer to the treaty. After that you may use the acronym or shortened title.
- i) *Style.* No particular style is expected and you will develop your own throughout your studies. Do make sure, however, that the hallmarks of your style are clarity, fluency and coherence. If you are worried about using the first person ‘I’ in your essay, consult your unit convenor (academics have differing preferences regarding this and may well specify that you do or do not use the first person).

b) LAYOUT AND ORGANISATION

- Use **A4** sized paper;
- **Word process** your work on **one side** of the paper only;
- Lines must be **double spaced** (at the very least, 1.5 spacing);
- **Number** the **pages** clearly;
- Left and right **margins should be 3cm**. Top and bottom margins should be 2.5cm;
- **Always** include a **word count**;
- Before submission, **proof read** your essay for errors and correct them. Never submit assessed work without having checked it thoroughly.

Make sure to use your computer’s spell-check function, but do be aware of mistakes it may not pick up (such as ‘form’ instead of ‘from’, ‘advise’ instead of ‘advice’, ‘succession’ instead of ‘secession’, and so on). Spelling and grammatical errors are regarded as indicative of carelessness.

4. PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one’s own* and constitutes a serious breach of academic standards. The **Learning Centre website** is the central University online resource for staff and student information on plagiarism and academic honesty (www.lc.unsw.edu.au/plagiarism).

Examples of plagiarism might include:

- Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;

* Based on that definition proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

- Piecing together sections of the work of others into a new whole;
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- Claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.[‡]
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.
- The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

Students are reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing **all** assessment items.

5. FORMAL REFERENCING STYLES AND USE OF SOURCES

The acknowledgment of sources is a crucial part of your studies and assignments. Whenever you use and/or refer to someone else's fact or opinion, you **must** acknowledge the source that you have used.

You must use *either* the **Harvard** or **Modified Oxford** system and apply it consistently and correctly throughout the essay (never mix styles). For each unit of study you undertake here, your unit convenor may specify that you use a particular system, in which case you must adhere to the system specified.

a) The Harvard System

The Harvard system enables you to insert a reference without using footnotes or endnotes (do not use this system where a unit specifies that you must use footnotes or endnotes).

You may use footnotes or endnotes with the Harvard system to include extraneous material that does not belong in the body of the essay, but be aware that you should keep such notes to an absolute bare minimum. Footnotes/endnotes should not be used to offer argument or information that should reasonably appear in the body of the text. Where footnotes or endnotes are used with the Harvard system to relay extraneous material, these notes must be included in your word count.

Using the Harvard system within the body of the essay requires inserting brackets with the author's surname, the year of publication and the page numbers of the specific reference. For example:

Richard Crockatt has argued that, before disintegration, the Soviet Union was a 'multi-ethnic, multilingual entity'; in 'all but name' an empire (Crockatt 2006: 116).

[‡] Adapted with kind permission from the University of Melbourne.

This is all that appears within the body of your text. A full citational link to the piece being cited is included *only* in your bibliography.

Crockatt, R. (2006), 'The End of the Cold War', in Baylis, J. and Smith, S. (eds), *The Globalization of World Politics: An Introduction to World Politics*. Oxford: Oxford University Press, pp.111-130.

Note that the order is:

- The author's name (in the Harvard system, always **surname first**, followed by first name initials);
- The title of the book (**italicised**);
- The place of publication;
- The name of the publisher;
- Page numbers (if the citation is to a chapter in an edited volume or journal article).

In the Harvard system you must cite in your bibliography only those authors that you have summarised or quoted from directly in the body of your text. Some lecturers do, however, prefer their students to include in their bibliography all sources that have informed their view, whether or not cited directly in the previous pages (this is a more common practice in the Modified Oxford system). Do check with your unit convenor their preferences concerning such bibliographical inclusions.

b) The Modified Oxford System

In the Modified Oxford system a reference is included by inserting an elevated (superscript) number at the end of an assertion and by entering a footnote or endnote with that number.

In MS Word, this appears under 'insert', 'reference' and then 'footnote' or 'endnote'. For example, you might assert:

As Linklater quotes Marx to suggest, we should always remain mindful that 'all that is solid eventually melts into air'.¹

Note that the in-text footnote/endnote number always follows both the assertion and its punctuation.

These superscript numbers must be consecutive throughout the essay. At the foot of the page (footnotes), or on a separate page between the text and bibliography (endnotes), the reference is entered next to the corresponding footnote/endnote number. In the above example, it would be:

1. Karl Marx, quoted in Linklater, Andrew, 'Marxism', in Scott Burchill, Andrew Linklater, Richard Devetak, Jack Donnelly, Matthew Paterson, Christian Reus-Smit, Jacqui True (eds), *Theories of International Relations*. 3rd edition. (Basingstoke: Palgrave Macmillan, 2005), p.129.

Note that the order is:

- The author's name (first name and then surname);
- The title of the book (**italicised**);
- The place of publication;
- The name of the publisher;
- Page number(s).

Where you cite a chapter in an edited work, the author of the chapter must be given and the title of the chapter must appear in scare quotes. Full page numbers for the whole chapter must be given in the bibliographical citation to the chapter.

Having cited Linklater's chapter in full the first time you refer to it, you can be more succinct with your subsequent references to it. There are two methods for repeat citation in the modified Oxford system. The first concerns the use of 'ibid' and 'op cit', the second involves using shortened titles.

Thus, you might choose, the next time you cite Linklater's chapter, for example (and only provided that you have **not** cited anything else in the meantime), to write:

2. *ibid.*, p.126.

If you have cited something else in the meantime, you should use the term 'op. cit.'. If you are citing something that has been quoted by someone else, it is dishonest to imply that you have read the original if you have not. You must, therefore, always cite **your** source. For example:

3. Karl Marx, quoted in Linklater, Andrew, 'Marxism', in Scott Burchill, Andrew Linklater, Richard Devetak, Jack Donnelly, Matthew Paterson, Christian Reus-Smit, Jacqui True (eds), *Theories of International Relations*. 3rd edition. (Basingstoke: Palgrave Macmillan, 2005), p.129.

4. *ibid.*, p.126.

5. Linklater, *op. cit.*, p.128.

If you were to cite Linklater later in the essay, after having cited a different work, you would write:

6. Linklater, *op. cit.*, p.127.

You might, instead of using 'ibid' and 'op cit', choose to use shortened titles. For example:

7. Karl Marx, quoted in Linklater, Andrew, 'Marxism', in Burchill, Scott, Linklater, Andrew, Devetak, Richard, Donnelly, Jack, Paterson, Matthew, Reus-Smit, Christian, True, Jacqui (eds), *Theories of International Relations*. 3rd edition. (Basingstoke: Palgrave Macmillan, 2005), p.129.

8. Michael Barnett and Martha Finnemore, 'The Politics, Power, and Pathologies of International Organizations', *International Organization*, 1999, 53(4), pp.699-732.

9. Linklater, 'Marxism', p.126.

10. Barnett and Finnemore, 'International Organizations', p.701.

When citing an article, place the title of the article in scare quotes and italicise the name of the journal. For example:

11. Ronaldo Munck, 'Neoliberalism, Necessitarianism and Alternatives in Latin America: There is No Alternative (TINA)?', *Third World Quarterly*, 2003, 24(3), pp.495-511.

In this example, the number '24' is the volume number of the journal and the number '3' is the issue number. These must always be included for journal citations.

When citing **legal documents**, International Court cases should be cited as they

appear in the official citation. For example:

12. Corfu Channel (UK v Albania) (Merits) [1949] ICJ Rep 4.

The first time that a treaty is mentioned the full title must appear, both in the body of the essay and in a note. In the body of the essay, give the full name, with the acronym or abbreviated title in brackets the first time that you refer to the treaty. After that you may use the acronym or shortened title. For example:

'The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is subject to many reservations. CEDAW is...'

In the note accompanying the first reference to a treaty, you need to tell the reader where the text of the treaty can be located. This may be a book of documents or a treaty series. Note that the United Nations Treaty Series and International Legal Materials have their own style of citation. For example:

13. Montreal Convention for the Suppression of Unlawful Acts Against the Safety of Civil Aviation, 10 ILM 1151 (1971).

6. QUOTATIONS

When writing essays and assignments you should refer to (and quote as and where necessary) the work and ideas of the writers you have consulted. For the most part of your essay, however, the language, argument and analysis **must be your own**. Use quotations only to support, illustrate or elaborate a point that you have already made in your own words. **Do not** use quotations to raise arguments or lines of thought that you have not already introduced in your own words, that is, **do not use quotations to do your arguing for you**.

a) Direct Quotations

Unless you are quoting direct speech, use only *single quotation marks* (') for all in-text direct quotations. Direct quotations must be reproduced with total accuracy and must be properly and fully referenced. Long quotations (more than a few words) should be single spaced and indented from the body of the essay, **without** quotation marks. For example:

In an appeasement to those feminists who oppose the move from talking about women to talking about gender, Juanita Elias proposes that,

...the distinction between liberal feminism that adds on women to existing accounts and a feminism based on a political economy of gender is not to suggest that "gender" is a more appropriate category of analysis in IPE than the category of "woman". (Elias 2004: 33)

Note in the above example that quotes within quotes ('gender' and 'woman') appear in double quotation marks.

Shorter quotations (occupying less than three lines) should be included in the body of the text and enclosed in single quotation marks. For example:

Lily Ling, in her assertion of the need for more honest and intuitive theorising about the global political economy, argues that the liberal and critical sectors of IPE are essentially more similar than dissimilar, since 'an underlying economism' permeates the mainstream--critical IPE divide. 'Feminists alone', she argues, 'differ by directly linking the macro-structural with the micro-

personal, the objective with the subjective, and interest with passion' (Ling 2000, quoted in Griffin 2007: 720).

You should always quote accurately, but for the purpose of integrating quotations, you may make minor changes to the quotation (changing, for example, a pronoun, as in the above example, where 'is' has been substituted for 'as') as long as you enclose all such changes in square brackets. You may also leave certain things out of the quotation if necessary (and only provided that you are not distorting the meaning of the author's original). You must indicate that you have made such a change by inserting three dots at the point of deletion. For example:

As Connell argues,
...it is necessary to describe the setting of the encounter with feminism. As in the United States, an Australian counter-culture developed in the wake of the student movement...With the decline of political radicalism in the mid-1970s, the focus of counter-cultural life shifted towards introspection and personal relationships.¹¹

11. Connell, R. W., *Masculinities* (Cambridge: Polity Press 1995), p.120

b) Indirect quotations

You may paraphrase an author, provided you do so **fairly** and **with accurate references**. This means that you must cite the author you are paraphrasing in the text of your assignment and provide references to the original. Indirect quotations should appear in the body of the text and do not need quotation marks. It must, however, be *absolutely clear* that you are paraphrasing another author where you choose to do so.

Quoting a quotation:

If you quote a quotation used by another author (e.g. a quotation from Marx and Engels quoted in a book chapter by Linklater), your reference must indicate **your** source for the quotation (i.e. the book you have taken the quotation from. In this case Linklater), not the source as given by the writer of the book. This reference should be prefixed with 'quoted in'. For example,

As Linklater quotes Marx to suggest, we should always remain mindful that 'all that is solid eventually melts into air' (Marx, quoted in Linklater 2005: 129).

Linklater's quote from Marx appears as a book chapter in a co-edited textbook, so, although (in the Harvard system) the in-text reference need mention only Linklater, the full bibliographical cite should read:

Linklater, A. (2005), 'Marxism', in Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Paterson, M., Reus-Smit, C., True, J. (eds), *Theories of International Relations*. 3rd edition. Basingstoke: Palgrave Macmillan, pp.110-36.

If you are using footnotes, a full citation must be included in the first footnote to this reference, i.e.:

As Linklater quotes Marx to suggest, we should always remain mindful that 'all that is solid eventually melts into air'.¹

1. Karl Marx, quoted in Linklater, Andrew, 'Marxism', in Burchill, Scott, Linklater, Andrew, Devetak, Richard, Donnelly, Jack, Paterson, Matthew, Reus-

Smit, Christian, True, Jacqui (eds), *Theories of International Relations*. 3rd edition. (Basingstoke: Palgrave Macmillan 2005), p.129.

7. BIBLIOGRAPHY

Students are expected to begin researching for and writing their assignments well in advance of the due date. During your research, be careful to record the correct details (names, titles, publishers, dates, page numbers, and so on) necessary for accurate referencing, as detailed above. It is wise to write full reference details on photocopies as soon as they are made.

The bibliography must include all sources cited in the essay, with full details of each source supplied. The year of publication must be placed immediately after the author's name. All citations are provided in one, alphabetically ordered, list by author surname. Sources are listed alphabetically by **surname**, with initials or given name appearing subsequently.

For journal articles, the entire page range of the article (not just the page or pages you cited in your essay) must be included.

If the author is an institution or organisation, use your common sense to work out the author's name. For example, in the **Harvard system** the bibliography would look something like the following:

- Berlant, L. and Warner, M. (1998), 'Sex in Public', *Critical Inquiry*, 24(2), pp.547-566.
- Bush, G. W. (2005a), Address to the Council on Foreign Relations, December 7, Washington, D.C.
<http://www.cnn.com/2005/POLITICS/12/07/bush.transcript/>. Site accessed October 2006.
- Bush, G. W. (2005b), Second Term Inauguration Speech, January 20.
<http://www.whitehouse.gov/news/releases/2005/01/20050120-1.html>. Site accessed October 2006.
- Dickson, P. (2004), 'America and Sputnik: Losing Face', *The Globalist*, August 13. www.theglobalist.com. Site accessed February 2006.
- McKee, M. (2005), 'Out-of-this-World Sex Could Jeopardise Missions', *NewScientist.com*.
<http://www.newscientistspace.com/article.ns?id=dn8195>. Site accessed February 2006.
- Von Hayek, F. A. (1944), *The Road to Serfdom*. London and New York: Routledge.
- World Bank (2003), 'Implementation of the Gender Mainstreaming Strategy: First Annual Monitoring Report, FY02', April 23. Washington, D.C.: World Bank. <http://web.worldbank.org>. Site accessed September 2007.

In the **Modified Oxford system** the bibliography would appear as:

- Berlant, Louise and Warner, Michael, 'Sex in Public', *Critical Inquiry*, 1998, 24(2), pp.547-566.
- Bush, George W., Address to the Council on Foreign Relations, December 7, 2005, Washington, D.C.
<http://www.cnn.com/2005/POLITICS/12/07/bush.transcript/>. Site accessed October 2006.

8. CITING DIGITAL MEDIA AND THE INTERNET

a) Internet Documents

Documents from and on the Internet and digital sources present some particular issues in citation. The general purpose of citation, namely, enabling the reader to find and check the sources used in a piece of academic work, is sometimes frustrated by the impermanence and variability of material on the Internet. Thus, a cited piece may have disappeared or moved when we look for it. You must acknowledge this in your citation.

As with printed sources, full and accurate information is the best insurance against difficulties in retrieval. You will see below that our suggested format for referencing items downloaded from the Internet contains very similar elements to the formats for citation of printed sources.

In general, the provision of authors' email addresses in citation is inappropriate.

Some examples (cited in the Harvard system):

Annan, K. (2005), 'In Larger Freedom: Towards Development, Security and Human Rights for All', Report of the United Nations Secretary-General to the General Assembly, 59th Session.

<http://daccessdds.un.org/doc/UNDOC/GEN/N05/270/78/PDF/N0527078.pdf?OpenElement>. Site accessed January 2008.

Bourdieu, P. (1998) 'The Essence of Neoliberalism', *Le Monde Diplomatique*, December. <http://mondediplo.com/1998/12/08bourdieu>. Site accessed November 2008.

Cox, R. W. (1992), 'Global Perestroika', *Social Register*, 28, pp.26-43. <http://socialistregister.com>. Site accessed September 2008.

b) Films and Digital Media

Conventions for citing film and video productions are less fixed than those for print. Many online sources lack the single authorship of a written text or single image.¹ Your citation should always include the same basic elements (as described below), but their order can vary, especially concerning the first item listed.

When citing film and other media, the citation form for the format in which you watched the work being cited must be used.² For example:

- If you watched the film *The Jammed* on DVD and wish to cite it, use the citation format for DVD;
- If you watched *The Jammed* in a cinema, use the citation format for film;
- If you are citing a documentary or program that you watched on DVD or video cassette, but that was originally broadcast on television, use the citation format for DVD/video cassette;
- If you are citing a trailer for a theatrical movie that you watched on the internet, use the citation format for online resources.

¹ The Writing Center, Yale College, available at <http://www.yale.edu/bass/writing/sources/kinds/miscellaneous/film.html>.

² This information is taken from the Media Resources Center, the University of California (Berkeley), and can be found at <http://www.lib.berkeley.edu/MRC/mla.html>.

You should include as much information as is available from the media package or other sources. If you are citing the contribution of a particular performer or the director of a work, you may choose to include the person's name first in the citation (last name, first name). You may include other data that seem pertinent, such as writer of screenplay or writer of work upon which the film is based, depending on the focus of your research.

Include the following elements in the following order:

- DVD, Video or Film Title (italicised);
- Series Title (no italicisation or quotation marks);
- Director/Filmmaker (or Personal Producer or Corporate/Institutional Producer if relevant);
- Other individuals responsible for the work (e.g. writer) if relevant;
- Key Actors or other Key Performers (normally one or two);
- If the work being cited is the original format (i.e. if you have viewed the film in a cinema), cite the Studio Name or Production Company followed by production date or original release date (if known);
- Format (if the version you are citing is video or DVD)
- Distributor (DVD or video distributor)
- Distribution Date (separated from the distributor by a comma)

For example:

Film:

Fahrenheit 9/11. Dir. Michael Moore. Lions Gate Films, 2006.
An Inconvenient Truth. Perf. Al Gore. Dir. Davis Guggenheim. Lawrence Bender Productions, 2006.

DVD/Video Recording:

Breathless (À Bout de Souffle). Dir. Jean-Luc Godard. Perfs. Jean-Paul Belmondo, Jean Seberg, Liliane David. 1960. DVD. Criterion Collection, 2007.

Television and Radio

Include the following elements in the following order:

- Title of episode or segment (if appropriate. In quotes)
- Title of program (underlined)
- Title of series (if appropriate. No quotes or underline)
- Producer, Director, Performers, Writer (if known. Inclusion and order depends on emphasis)
- Network
- Local Affiliate and the city
- Date of Broadcast

For example:

Racism 101. Prod. Thomas Lennon. PBS. KQED, San Francisco. 5 Oct. 1988.
White House Prayer Breakfast. Al Gore (Introduction), Bill Clinton (Address), Rev. Gerald Mann (Closing prayer), Rabbi Alan Cohen (Interview)." C-SPAN, Washington, D.C. 11 Sept. 1998.
'Car Crash on I-80'. *Ten O'clock News*. KNBC, Los Angeles. 16 Jan. 1991.
Afghanistan: the Great Game. NPR, Washington, D.C. 8 Feb. 1980.

For advertisements and other broadcasts without a fixed programming schedule, you may choose to include the time of the broadcast:

Levi Strauss Co. *Levi Dockers Advertisement*. Aired 10:35pm. CBS. KPIX, San Francisco. 5 August 1999.

Broadcast Interviews

Interviewee (last name first). Interviewer. *Title of the program*. Network. Local Affiliate, City. Date of Broadcast.

For example:

Clinton, Bill. Interview with Larry King. *Larry King Live*. CNN. 24 June 2004.

Podcasts

- Name of author, host or producer (if available).
- 'Title of podcast'.
- Date of podcast.
- Podcast.
- 'Title of Podcast show' (if different than title of podcast).
- Title of larger site (if available).
- Date of download.

For example:

Mondello, Bob. 'Charlton Heston, Old-School Gentleman, Dies at 84'. 8 May 2008.

9. SPECIAL CONSIDERATION, ESSAY REVIEW AND GRADING CRITERIA

a) Special Consideration

Students are requested to familiarize themselves with the UNSW undergraduate/postgraduate student guide, particularly regarding procedures for Special Consideration.

If, as a result of illness or misadventure, you have not completed an assignment by the due date (and therefore have incurred a late penalty) and/or your raw grade in an assessment task has been affected, you may apply for Special Consideration (SC) with UNSW Student Central. Details of the university policy and procedures on Special Consideration can be found at <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons for SC, since it is assumed that you take into account the possibility of such events when managing your time. Similarly, short illnesses suffered within a week of the due date of your assignment are insufficient excuses, since they are assumed to be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date.

You must lodge the application for SC, notify or have a friend/family member notify UNSW Student Central within 3 days of the event for which you are seeking SC. If SC is granted, this may take the form of a removal of part or all of a late penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the Course Coordinator.

b) Essay Review

Any request for an explanation of the mark you have been awarded must be addressed to the Programme Coordinator within three weeks of that mark having been given. Such an explanation does not entitle you to a 're-mark'. The expectation

is that you first appeal to the person from whom you received the mark. If you are still dissatisfied, you should see the person in charge of the particular course and, if still dissatisfied, take your case to the Programme Coordinator.

c) Grades

Grades are awarded on the following scale:

85-100% High Distinction (HD)

75-84% Distinction (DN)

65-74% Credit (CR)

50-64% Pass (PS)

0-50% Fail (FL)

d) **Assessment Criteria**

Criteria	HD	DN	CR	PS	FL
Structural Coherence	Exceptional organisation of relevant & appropriate material & argument. Linkages & signposting are excellent, aiding clarity of argument. Effective use of introductory and concluding remarks.	Clearly structured & well organised. Logically articulated argument threaded throughout.	Predominantly well organised, with some weaknesses in structure and organisation.	Basic structure evident but lacking structural clarity. Work at this grade may also display an effort to organise and structure appropriately but shows notable weaknesses in this regard.	Unsatisfactory selection, organisation and structuring of material. Significant weaknesses in the clarity of introductory &/or concluding remarks.
Argument	Nuanced & engaging central thesis, supported with ample detail & example. Critique is advanced & analysis clear, concise and well articulated throughout. Shows original &/or creative thought.	Cogently argued central thesis, responding directly to question. Perhaps some weaknesses in critique, analysis &/or evidence. May show original and/or creative thought.	A clear effort to deliver & sustain a central thesis, but with some weaknesses in critique, analysis &/or use of evidence.	Some effort to deliver and sustain a central thesis, but with notable weaknesses in critique, analysis and/or use of evidence.	Question not answered, no central thesis or argument &/or little effective discussion or critique and/or significant weaknesses in critical and analytical clarity.
Style & Presentation	Displays excellence in expression, fluency, spelling & grammar, making good use of an academic register. Work is of an appropriate length.	Mostly clear, succinct & well phrased. Meanings & concepts are communicated clearly.	Mostly well presented with proficient mastery over language, with some minor weaknesses.	Some points clearly expressed, but with errors.	Poorly presented & articulated, with significant linguistic errors. Work that is significantly under or over length will also fail.
Research & Sources	Excellent use of sources, displaying careful research, ample evidence & accurate referencing throughout.	Largely well researched & accurately evidenced.	Adequate use of sources, perhaps with some weaknesses in selection & use of sources.	Some effort to research appropriately but with weaknesses in the selection, use &/or citation of sources.	Poorly &/or inaccurately referenced with little or no use of diverse & appropriate sources.

Note: These criteria are not necessarily weighted equally in determining an overall mark. Significant linguistic weaknesses are, for example, likely to lead to a low grade or a fail, no matter whether a clear effort has been made to sustain a central thesis. Sloppy referencing and poor research will very likely fail.

10. BIBLIOGRAPHY AND FURTHER REFERENCES

Dunleavy, P. (1986), *Studying for a Degree in the Humanities and Social Sciences*. Basingstoke: Palgrave Macmillan.

Media Resources Center, University of California, Berkeley.

<http://www.lib.berkeley.edu/MRC/commentform.html>. Site accessed December 2008.

The Writing Center, Yale College, Yale University.

<http://www.yale.edu/bass/writing/sources/kinds/miscellaneous/film.html>. Site accessed December 2008.