### Referencing & Up-coming Assignments

**Judy Couchman**

**Lecturer**

**Successful Transitions**

**Learning Development**

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<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
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<tbody>
<tr>
<td>AUST101</td>
<td>Week 4 Annotated readings 1000wds. 20%</td>
<td>Week 12 Essay 2000wds. 40%</td>
<td>Ongoing Tut. Participation 10%</td>
<td><strong>Exam Period Final exam 2 hrs. 30%</strong></td>
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<tr>
<td>ELL182</td>
<td>Week 3 In-class quiz 5%</td>
<td>Week 6* Report 900wds. 20%</td>
<td>Week 10* Report 1000wds. 25%</td>
<td>Week 14 Persuasive text 1400wds. 30%</td>
<td>Week 14 Portfolio / Participation 20%</td>
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<tr>
<td>ENGL120</td>
<td>Week 6 In-class test 20%</td>
<td>Week 8 Close Reading Essay 1200wds. 30%</td>
<td>Ongoing Tut. Participation 10%</td>
<td><strong>Exam Period Final exam 1500-2000wds. 40%</strong></td>
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<tr>
<td>INDS150</td>
<td>Week 4 Essay Reflection 1500wds. 30%</td>
<td>TBA in class Group research presentation 30%</td>
<td>Week 13 Essay 2000wds. 40%</td>
<td><strong>Exam Period Final exam 15000wds. 80%</strong></td>
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<tr>
<td>SOC103</td>
<td>Week 6 5 summaries + personal reflection 750+450 wds 30%</td>
<td>Week 11 Essay 1500wds. 30%</td>
<td>Ongoing Tut. Participation 10%</td>
<td><strong>Exam Period Final exam 1500-2000wds. 40%</strong></td>
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<td>MGMT102</td>
<td>Weeks 1-7 In session tests 15%</td>
<td>TBA Tutorial Review Tests 20%</td>
<td><strong>Week 8 Reflective Journal 25%</strong></td>
<td>Exam Period Final exam 40%</td>
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<tr>
<td>MGMT110</td>
<td>Weeks 3,4,6,8,9,10 Quizzes 20%</td>
<td>Week 5 Essay Outline 10%</td>
<td>Week 8 Essay 30%</td>
<td>Exam Period Final exam 40%</td>
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<tr>
<td>ACCY111</td>
<td>Ongoing Tutorial tasks 10%</td>
<td>Weeks 7,8,9 Practice sets X 3 9%</td>
<td>Week 12 Group poster &amp; presentation 20%</td>
<td>Exam Period Final exam 65%</td>
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<tr>
<td>ECON101</td>
<td>Ongoing Tutorial tasks 24%</td>
<td>Week 13 In Tutorial Essay 16%</td>
<td><strong>Week 13 Essay 2000wds. 40%</strong></td>
<td>Exam Period Final exam 60%</td>
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<tr>
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<td>Ongoing Tutorial tasks 15%</td>
<td>Week 8 Online quiz 9%</td>
<td>Weeks 3-13 Presentation 15%</td>
<td>Exam Period Final exam 70%</td>
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<td>MATH131</td>
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<td>TBA Group Research Task 15%</td>
<td><strong>Exam Period Final exam 1500-2000wds. 40%</strong></td>
<td>Exam Period Final exam 15000wds. 80%</td>
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<tr>
<td>WEEKS 1-7</td>
<td>Tutorial Review 15%</td>
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Today’s seminar will…

- show how to showcase your information
- show how to signpost your argument within your essay
- show how to improve sentences
- show how to begin next assignments

What referencing system for …

- INDS150?
- MGMT110?
- AUST101?

Harvard (author-date) looks like …

Migrant women are frequently unaware of their rights in the workplace. They are commonly put in negative situations involving illegal pay rates; excessive working hours; sub-standard workplace conditions; racism and harassment (Singerman 1992). Gender, language and cultural factors can all play a part in keeping them from knowledge about their rights. For example, migrant women make up the majority of outworkers in the fashion industry and are often subjected to sub-standard working and pay conditions (Keane 1996). Dyson has argued, these workers are “deprived of the most basic rights enjoyed by Australian factory workers” (2003, p. 137). These women can be expected to work twelve and eighteen hour days, seven days a week and be paid as little as a third of the award rate (Fares 1994; Keane 1996; Pender 2005).
The traditional concept of stages of group development assumes there is a general pattern to group evolution, where a group passes through sequenced phases (Davidson et al. 2009, pp. 444-5) and conflict is likely occur in any group of individuals who have a task to complete because each will bring a unique perspective to the task. The forming stage provided a platform for all members of the group to meet and begin to find out each member’s strengths and weaknesses. However it was at the storming stage of the group experience that notable conflict occurred for the first time. Davidson & Griffin (2006 p. 630) note that this is a critical stage for conflict. Whilst a certain amount of conflict is to be expected because a group consists of different members, it is at this stage when roles are being allocated that conflict needs to be aired and confronted in a way that would move the group forward in the allocated task.

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A Harvard style reference list looks like


NB: Note that the list is organised in alphabetical order by author.

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The notation system (footnotes)

**REFERENCING FOR HISTORY**

When using a reading to support an idea written in your own words.

When referring to a reading & author’s name has been mentioned in the sentence.

In the body of your text.
Medical historians\(^1\) acknowledge that recorded histories of epilepsy long preceded Hippocrates’ seminal text, *On the Sacred Disease*. However, it is as part of the Hippocratic corpus that western civilisation first receives a systematic account of the diagnosis and prognosis of the condition. It was an area of medical research that captured the attention of ancient physicians for various reasons, not least because of the superstitions and social biases that adulterated understanding of seizure disorders. William Lennox has observed that proportionately more of the Hippocratic writings were devoted to the diagnosis and treatment of epilepsy than is the case in any modern neurological textbook. He notes that 2.6 percent of the Hippocratic writings were about epilepsy and 3.4 percent of the writings of Aretaeus dealt with the subject.\(^2\)


ENGL120: Week 9: Monday
Close reading essay: 1200 words
Weighting: 35%

From the selection provided, choose a passage from Haroun and the sea of stories by Salmon Rushdie or Like water for chocolate by Laura Esquivel. A document providing the selection of passages will be made available by Week 6.

The passage you have selected should appear at the top of the first page of your essay.

ENGL120: Close reading essay: unpacking the question

- The first paragraph of the essay should introduce the passage and should contain a thesis statement that summarises the essay's main argument about why this passage is significant to the text as a whole.
- Early in the essay, be sure to contextualise the passage by identifying, for example, who is speaking, when, to whom, and about what.
- In subsequent paragraphs, do a close reading of the passage analysing elements such as theme, word choice, metaphor, simile, repetition, punctuation, and alliteration.
- Be sure to bring out the significance of the passage by moving beyond summary and description into analysis and argument.
- NO secondary sources

ENGL120: unpacking the question…

Are you confident that you understand concepts such as:
- theme
- word choice
- metaphor
- simile
- repetition
- punctuation
- alliteration

How do these elements contribute to the meaning?
ENGL120: Close reading essay: What is the marker looking for?

- Formulate & write strong, concise thesis
- Structure an original essay-length argument that builds upon the thesis
- Analyse & write critically about the text
- Analyse how form & function work together to produce meaning
- Support argument with evidence from passage
- Close read concrete evidence from the passage
- Compose a clearly articulated & grammatically correct essay
- Use New MLA citation system

1200 words ...

- Introduction ~ 10%
- Conclusion ~ 10%
- # words left?
- ~ 150 words / paragraph / idea
- ~ # body paragraphs / ideas?
- Let’s put all the instructions together & see what the essay might look like …

Your introduction …

- Context
  - brief description of book & author
  - introduce your passage
- Thesis
  - Why is this passage significant?
  - What theme/s does it illustrate?
- Essay preview
  - What elements will you use in your analysis to prove your thesis?
Paragraph 2 ...

- Contextualise your passage
  - Who is speaking
  - When
  - To whom
  - About what
  - Why?
  - What themes does it display?
  - How does this contribute to your main argument?

Paragraph 3 ...

- Begin with your first theme
- How is it displayed?
  - alliteration
  - metaphor
  - ...
- What are some examples?
- How does this provide evidence to help prove your thesis?

Paragraph 4 ...

- Your theme
- How is it displayed?
  - alliteration
  - metaphor
  - ...
- What are some examples?
- How does this provide evidence to help prove your thesis?

... Your conclusion

- Sum up the themes & elements you’ve chosen
- Show how they support your thesis, restate it
- Implications / concluding remarks
Caroline Louisa Atkinson’s 1857 novel *Gertrude the Emigrant: A Tale of Colonial Life*, set in mid-nineteenth century Australia, focuses on the experience of Gertrude, a young female English emigrant, upon entering Australia. The novel deals with many themes surrounding nineteenth century Australian society, among them concepts surrounding femininity, national identity and class. This essay will closely analyse a paragraph from the novel which deals with the preparations for Irish housemaid Mary O’Shannassy’s wedding to the Indigenous sawyer Jack McMaster, highlighting conflicting images surrounding femininity, the concept of class, the notion of national identity and the adoption of Australia as home by nineteenth century immigrants.

The passage is set early within the novel in Chapter Nine. Gertrude has been brought to Murrumbowrie, the home of Mrs Doherty, and has settled into working besides the Irish emigrant Mary O’Shannassy. The former has fallen ill due to heartache, whilst the latter has already once broken an engagement to Jack McMaster due to a change of heart. Gertrude speaks to Mrs Doherty about Mary’s wishes to marry Jack, and Mary starts preparing for the wedding. It is through the wedding preparations and the characters Gertrude and Mary that this passage explores ideas surrounding femininity, class and national identity.
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The concept of femininity is a major theme in *Gertrude the Emigrant*. Within the paragraph analysed two conflicting images of femininity are apparent, reminiscent of those images that are evident throughout the novel. These contrasting representations of the feminine are displayed through the English Gertrude and the Irish Mary, along with the native girls, Biddy and Margaret. The lexis ‘weak’, ‘unwell’ and the phrase ‘quite unequal to any extra fatigue’ in regards to Gertrude’s physical feeling portray her as an invalid. As Gertrude is the epitome of nineteenth century femininity within the novel, the use of these words to describe her alludes to femininity being linked with weakness. The short sentence structures within the first half of the paragraph highlight the fatigue and weakness felt by Gertrude, once again casting the feminine as weak.

The concept of femininity is a major theme in *Gertrude the Emigrant*. Within the paragraph analysed two conflicting images of femininity are apparent, reminiscent of those images that are evident throughout the novel. These contrasting representations of the feminine are displayed through the English Gertrude and the Irish Mary, along with the native girls, Biddy and Margaret. The lexis ‘weak’, ‘unwell’ and the phrase ‘quite unequal to any extra fatigue’ in regards to Gertrude’s physical feeling portray her as an invalid. As Gertrude is the epitome of nineteenth century femininity within the novel, the use of these words to describe her alludes to femininity being linked with weakness. The short sentence structures within the first half of the paragraph highlight the fatigue and weakness felt by Gertrude, once again casting the feminine as weak.
In juxtaposition to Gertrude’s weak physicality is the ‘strength’ of native girls Biddy M’cGrath and Margaret Coolan and the Irish housemaid Mary. Highlighting the strength of the three girls is the sentence structure within the second half of the paragraph. The lack of full stops implies that the girls are able to work on without tiring, unlike the fatigued Gertrude. Adding to this idea is the repetition of the conjunction ‘and’ which conveys that the girls are continually working and preparing for Mary’s upcoming wedding. The alliteration used in the second paragraph, teamed with the use of assonance also carries through the idea of continuous work without rest, of which the strong Biddy, Margaret and Mary are able. The strength of the three workers juxtaposed to the weakness of Gertrude highlights the contrasting ideals of femininity within the novel.

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Katharine Susannah Prichard’s 1929 novel _Coonardoo_ deals with many issues surrounding the area of race relations within early twentieth century Australia, focusing on the forbidden love between a white male and an Aboriginal female. The novel tells the story of the unspoken love between Hugh Watt, the owner of Wytaliba station, and Coonardoo, the young Indigenous girl trained to serve Hugh. This essay will analyse a paragraph from the novel; a passage which deals with one of the major themes within _Coonardoo_: the division between white and Indigenous Australia during this period and the taboo of inter-race relations. Despite Hugh’s deep felt love for Coonardoo, his treatment of her conveys the unspoken but very real barrier put up between white and Indigenous Australians. The novel presents the prejudices which create boundaries so entrenched within society that they restrict Hugh’s actions and emotions within his relationship to Coonardoo and their illegitimate son Winni.

The lexis used within this passage helps to paint a picture of the love Hugh feels for Coonardoo; a love so deep that it is at the centre of his being. The word ‘primitive’ conveys to the reader that the love Hugh feels for Coonardoo has been there from the very beginning. It is a basic, primordial love that has become a part of him. It also alludes to the thoughts of white settlers at the time, the word ‘primitive’ being used to refer to Indigenous peoples. The use of the word ‘fundamental’ carries on the idea that Coonardoo is essential to the survival of Hugh’s character. The word ‘absolute’ also conveys her importance to Hugh. Coonardoo has a power and authority over Hugh. She is a ‘force in the background’; a power possessing strength and energy that is always there. Coonardoo is the ‘source’ from which Winni and the deep emotions within Hugh, an outwardly emotionless man, have been born.

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**MGMT110: Week 8: Monday**

**Essay 1500 words**

**Weighting: 30%**

1. **CHOOSE**
   - one newspaper article from e-learning

2. **IDENTIFY**
   - relevant management topic
   - the company, context, industry sector ...

3. **PROVIDE**
   - brief summary of management issue

4. **USE**
   - relevant management theory to ...
   - critically evaluate management performance

5. **JUDGE**
   - management strategies/decisions
   - what worked/didn’t
   - why

6. **RECOMMEND**
   - different approaches
   - why

7. **PROVIDE**
   - Reference list – Summers & Smith 2010

**Your introduction ...**

**Background**
- What is your company?
- What is your management theory?

**Thesis**
- What conclusions did you come to about how the management acted?

**Preview**
- What topics will be covered?
- In what order?
In your body paragraphs ...

- The company, context, sector ... + brief summary of management issue
- Relevant management theory
- Management decisions
  - What worked? Why? Theory?
  - What didn't? Why? Theory?
- What different actions? Why? Theory?

Your conclusion ...

Summary
- Main issues
- What worked, didn’t, changes

Thesis
- Restate your thesis from your introduction

What if ...
- Consequences of applying appropriate theory to management decisions

Don’t forget your reference list!

DONT’T FORGET!

To get the best grades you can ...

Come & see me ... EARLY!

Wednesdays, Thursdays, Friday mornings!

BOOK ON BLUE WINDOW SHEET