



STYLE GUIDE

2009

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Foreword

This Style Guide should be a constant companion as you navigate the rigours of academic life at the International College of Management, Sydney (ICMS).

Communication skills must be constantly improved in order to be successful in today's world. All too often, would-be managers fail due to lack of attention to written and presentation skills. Embrace the challenge and seek perfection in the work that you produce; this guide will certainly help you do that as you pursue your educational goals.

Good luck!

Introduction

This guide is to help students understand the academic writing requirements at higher education level. It covers material on documenting sources of information. Here, Plagiarism is a key issue as well as the American Psychological Association (APA) Referencing System used in written researched documents.

It also gives detailed information on writing documents for assessment i.e. essays and reports. In addition it offers tips for improving your academic writing skills.

Students are also given practical tips and advice on the planning and preparation of how to become an effective public speaker.

A guide to Grading Assessments is found at the end of this document, where students can determine how their assignments can be graded and what to aim for, when completing them.

Chapter 1

A Guide to Documenting Sources of Information

A. Plagiarism

Plagiarism is copying somebody else's ideas both in an art form and in writing, saying that it is your own work. This can include maps, photographs, pictures, music – **anything** that has or involves another person's creativity or original thought and you use it without their permission.

1.1 Why is Plagiarism Illegal?

- It is a form of **stealing** – taking something that is NOT yours and saying that it is.
- It is considered **unethical cheating** to claim someone else's work as your own.
- It also suggests that the plagiarist is LAZY and does NOT have the ability or skill to do it him/herself.

This does NOT mean that you cannot use your OWN ideas. Students are encouraged to read and learn from others who have gone before. **Students must state, in the body of their assignments, which sources they used. These same sources must then also appear in the reference list.** The only exception to this is **personal communication**, which must be in the text of the assignment, but not the reference list.

In order to distinguish between your thoughts and those you have read, a good rule of thumb is, **if it is already in print, then it is not yours!**

A common error, which often leads to plagiarism, is using sources that are NOT written in English. At ICMS this is NOT allowed.

- Any text directly quoted or paraphrased in a college assignment must have an **official translation** of the text provided, including author's name, date of publication, title of book or article (and journal or international lectures, if applicable) and place of publication.
- The text must be acknowledged in the List of References, as well as in the body of the assignment, as with any other kind of reference.
- The text can be listed in the References list in the original language; OR the text can be listed in the References list in English; specified '*In Translation*'.

1.2 What is Common Knowledge?

It is not necessary to reference widely known **common knowledge**. Remember however, that what is common knowledge to some might NOT be to others. Common knowledge is thus **contextual!**

Some examples of common knowledge could be:

- The Olympics brought many tourists to Sydney between 1999 and 2001.
- Koalas and kangaroos belong to a branch of the mammal family known as marsupials.
- Feng shui originated in China.
- Wasabi, a kind of horseradish with a hot flavour, is a popular accompaniment to sushi.

1.3 What happens if you Plagiarise?

Plagiarism has increased in recent times in tertiary institutions generally; the arrival of the **Internet** has made plagiarism easier and more tempting.

The following policy has been developed to discourage plagiarism at ICMS:

- All suspected cases of plagiarism will be reported to the Head of Academic Programs (HAP) immediately, with any evidence available.
- The HAP will meet with the student and the lecturer involved, separately and together. The purpose of these meetings will be to determine, firstly, if plagiarism has occurred; and secondly, if it has, to what extent.
- Evidence of every breach committed is recorded on the student's file. This document will be signed by the student and copied to him/her.
- Repeated breaches will incur more serious penalties.
- It is the responsibility of the Academic Committee, including the HAP and the course lecturers concerned, to determine the penalty. Penalties will only be imposed if all staff involved are convinced plagiarism has occurred.
- **Penalties may include:**
 - A warning;
 - Loss of marks;
 - A Fail grade;
 - Suspension;
 - Academic dismissal;
 - For a graduating student, their award being withheld.

Students found to be guilty of deliberate plagiarism will receive a letter stating the penalty and the reasons for it. Students may appeal the decision, in writing.

- Where a student has been found guilty of submitting their own work that has been previously assessed as part of another accredited course, then they will lose marks to the weighting of the assessment; i.e. if an assessment worth 20% has been plagiarised, then they will lose 20% from their overall mark for the subject.
- Where a student has been found guilty of plagiarism by lifting (stealing) items from a website or any other written source, they will automatically fail the assessment, and in more serious cases, a fail grade may be awarded for the subject, as determined by the Academic Disciplinary Committee.
- Where a student has been found guilty of plagiarism by assisting another student to plagiarise, then they will be subject to the same penalties as the plagiarist.

1.4 Assignment Cover Page declaration

All students' assignments must have the following plagiarism declaration:

Student:
Subject:
Lecturer:
Assessment:
Word Count:
Due Date:
<i>I am aware of ICMS's policy on plagiarism. This assessment does not breach those requirements nor has it been previously submitted for evaluation contributing to any other Diploma or Degree Course. The ideas and information that are not those of the writer have been referenced accordingly, including personal communication. I have read the information available from http://www.student.mq.edu.au/plagiarism/. I also agree to have my assessment retained by ICMS electronically on file so future checks can be made for plagiarism.</i>
Signed:
Student No:

Remember: You can be DISMISSED for plagiarism.

B. What Referencing method is used at ICMS?

We use the **American Psychological Association Referencing System (APA)**.

There are **THREE** ways to access this system:

1. This copy of the **Style Guide** or its **electronic copy** on the **ICMS home page**: <http://www.students.icms.edu.au> by using the following steps:
 - Click on the **Study** tab
 - Click on the **Handbooks** tab
 - Click on **Style Guide**
2. Making use of the APA method of referencing through **Microsoft Word 2007**. This can be achieved when completing any researched document in **Word**. Go to the **References** tab and follow the prompts for either **Inserting a Citation** OR completing a References list using the **Bibliography** tab.
When you use the **Microsoft Word 2007** system remember to **FORMAT** the **font** to **Times New Roman size 12** AND **indent every second line**.
3. Using the official APA electronic manual on the **Internet** on the following home page:
<http://www.apa.org>

Take note of the following:

The APA method of sourcing information is **NOT** a bibliography method. **Any material that is read for background information is NOT referenced.**

Only information you actually use **within** the body of writing, like **direct or paraphrased quotations** are referenced at the **end** of the document in a **References** list. This is called **in text referencing**.

Whatever referencing you use **in text** must clearly **MATCH word for word** the list of **References** at the end of the document. You want your reader or lecturer to **follow** the references without any difficulty.

Providing a **References** list is not only a way to avoid being accused of plagiarism; it is also a way to share information and ideas with others. Clear, accurate referencing adds credibility to your work, particularly if you wish to further your studies or have your work published.

2.1 In Text Referencing (within the body of your writing)

When using **in text references** you must remember the following:

- DO NOT use **too** many quotations. Quotations should be used to highlight or illustrate. Too many quotations do NOT present **your** ideas and opinions on the topic.
- Too many direct and paraphrased quotations, from books by other writers can also lead to your essay failing.
- **Direct quotations** should be **10% of the total word count** of the assignment.
- Remember that your task is to communicate with your reader i.e. lecturer and convince them that you have understood the question, the material you have read and that your ideas are well thought out.
- **For ALL in text references (including the Internet, photographs, graphics, tables, pictures, figures, film) ONLY use** (if one is provided):
 - Author's LAST name
 - Publication DATE
 - BOTH written in brackets ()
- Keep whatever is written in brackets to a **minimum**.
- If there are two authors or more use the **&** symbol
- Keep the bracketed information **close** to the quotation or paraphrased information

2.1.1 Paraphrased References (*indirect quotations*)

- Use your **OWN** words – do not merely change the original words around!
- DO NOT merely place the reference at the end of each paragraph!
- **Page numbers** are NOT necessary.

Examples:

According to Lewis (1996), comparing cultures usually starts by emphasising different social customs.

It has been stated that the theoretical framework of research is the direction of your research or study (Merser & Harris, 2007).

2.1.2 Direct Quotations

Short quotes:

- **Page numbers** are always used:
 - Use a single p for **ONE** page
 - Use a double pp for **MORE** than one page
 - For **Internet references** where there are NO page numbers use a **paragraph number** (count the paragraphs from the beginning of the document): para. 3
- Use **double** quotation marks “ ”

Examples:

According to Lewis, (1996, p7) “Comparisons of national cultures often begin by highlighting differences in social behaviour”.

It has been stated that the theoretical framework of research is the “lens through which you view the world” (Merriam, 2001, p 45).

Internet example:

Research can be defined as a “systematic investigation to establish facts” (Prince, 2004, para. 13).

Long quotes:

- This has **40 words** or more or 4 lines or more.
- **Indent and justify** the quote at both the right and left margins
- **Single space** the quote and leave out the quotation marks
- Use a font **size 10**
- Leave a line before and after the quote
- Introduce your quote with a brief comment and a colon (:)
- Any referencing information should be included when you introduce the quote
- The page number should be within brackets at the end – outside the full stop

Example:

In discussing cultural differences, Lewis (1996) stresses that differences in social behaviour are of a somewhat ‘superficial’ nature:

We smile at foreign eccentricity, congratulating ourselves on our normality. And yet we are aware that these idiosyncrasies are largely superficial. If we stay in France awhile we are sooner or later happy to dunk our croissant and make a mess; we discover the unhurried delight of turning up outrageously late in Brazil; we throw vodka glasses over our shoulder with gay abandon in St Petersburg. (pp 7-8)

2.1.3 More than TWO authors

The **first time** you use the reference **ALL** the names should be used.

Example:

Australian industrial relations are very complex and affect all Australians (Dabscheck, Griffin & Teicher, 1992).

When the reference is mentioned **again**, use the Latin et al. which means ‘and others’.

Example:

The government plays a very important role in Australian industrial relations (Dabscheck et al., 1992).

2.1.4 Personal Communication

This is information that you gather through any of the following **methods**:

- **Lectures** that you attend and take **informal notes**
- Any **conversation** or **information** taken from an **expert opinion** where their knowledge of the subject is **credible**
- This type of reference is **NOT** referenced at the end of the document in the References list therefore the information should be from a **reliable source**
- This information should **NOT** be directly quoted but rather **paraphrased**
- **You need to include the following details:**
 - Initial and surname of person
 - Use the following: personal communication (followed by a comma)
 - Provide the month, day and year: e.g. April 13, 2008

Examples:

With communication it is not what you say, but how you say it (V. McMorran, personal communication, April 13, 2008).

Greg Lim, managing director of the Dragon Hotel in Singapore, states that his hotel offers an experience like no other (personal communication, November 17, 2008).

2.1.5 Lecture Notes or Unpublished Works

- These are materials that are prepared and supplied by the **lecturer**
- These are referenced in the text in the same manner as **any other published work** and therefore **MUST** appear in the References list.
- Lecture notes can be **directly quoted** from

Examples:

In text:

McMorran (2008, p 32) states that 'listening is a skill few people can master'.

Marketing is not just about buying and selling (Pawson, 2008).

- **For the References list you need to collect the following details:**
 - Lecturer (initials and surname)
 - Date of lecture (year and month)
 - Lecture title (use unit code and week number if no title available)

- Retrieval date (if retrieved online)
- Access path (if retrieved online)

Examples:

References list:

Pawson, S. (2008, March). *MKTG221– Lecture Week 6*. Retrieved April 12, 2008, from http://blackboard.ICMS.net:81/bin/common/course.pl?course_id=126_1&frame=topbb_a321/week6

McMorran, V. (2008, September). *Listening Skills*. Lecture presented for ENG124 at ICMS, Sydney, NSW, 23-27.

2.1.6 Internet Referencing

With **in text** referencing from the **Internet** the **same rules** apply as for any other reference.

There are however a few additions to this type of in text referencing:

- **ALWAYS** use the **author** (if one is provided) and **publication date** (if one is provided)
- If there is **NO AUTHOR**, use the following:
 - The first **TWO** or **THREE** words of the **TITLE / HEADING** of the **article**, as a **SHORT TITLE**
 - Place the **SHORT TITLE** in **double inverted commas** “ ”
 - Publication date

Examples:

In text:

Generation Y are more competent than any other Generation when it comes to online shopping (“Retail insights,” 2008).

References list:

Retail insights and trends of the Australian public. (2008). Retrieved March 21, 2008, from <http://www.buseco.monash.edu.au/centres/acrs/research/publications.html>

In text:

The American hotel industry is almost immobile due to the uncertain state of the global economy (“US Industry,” 2008).

References list:

US industry stagnant for six to eight months. (2008). Retrieved December 20, 2008 from <http://www.hotelnewsnow.com>

- If there is **NO** publication date – use n.d.

Example:

In text:

Our team organise a wide variety of events on a local, national and international level (“Conference Links” n.d.).

References list:

Conference Links and Event Management Services. (n.d.) Retrieved January 8, 2009, from <http://www.clems.com.au/index.php>

2.1.7 Secondary Reference in a Primary Source

Often you might use a piece of information in a text that is NOT from that author, but from another source. This is using a SECONDARY reference in a PRIMARY source.

- The secondary reference is written **first** and the primary source is **second**
- **Only** the **primary source** (mentioned second) must appear in your **References** list
- Use the words **cited in**

Examples:

Employers and employees have several ways to display dissatisfaction (Blumer, 1992, cited in Alexander & Lewer, 1998).

Teams exist to attain ‘accomplishments and output’ (Smith & Lynch, 1998, cited in Chaousis, 2000, p 43).

Internet example (without author):

Women are continuing to rise beyond the glass ceiling (Park, 2000, cited in “Women CEOs,” 2007).

2.1.8 References with a Corporate Author

- These are items often published by a **government department, organisation, educational institution** or a **well-established publishing house**
- They often have a **number of authors** or **editors**, which are usually acknowledged in a general listing at the front of the literature
- This is known as a **CORPORATE AUTHOR**
- **Use the following:**
 - Corporate author – the **entire author - do not leave any words out**
 - Due to the length of the names of some corporate authors, names may be spelled out in full in the **first** citation and **abbreviated** thereafter (e.g. International College of Management, Sydney; ICMS)
 - Year of publication in brackets ()

Example:

Nearly all tourists entering Britain in 1999 between May and July were from neighbouring European countries (British Tourist Authority 2000).

This network has remained an important part of the accommodation for backpackers (Australian Tourism Accommodation and Training 1996).

2.1.9 Non-print Media References

Multi-media sources of relevance may often be used in research. These must also be referenced like any other material. Examples of these are:

- **Film**
- **Television**
- **Brochure**
- **Pamphlet**
- **Handbook**
- **Newsletter**

These are referenced like any other reference using an **author and publication date**. With non-print media however, a **director, writer or producer** will take the place of the author.

2.2 The References list (referencing at the end of the document)

When using **the References** list you **MUST** remember the following:

- List **ALL** the sources of the pieces of information you **quote** in your writing
- Group **ALL** the sources together – **DO NOT** separate them
- Use **alphabetical order** – according to the **author's LAST name**
- Use the **author's initials** (e.g. Zhang, S.) with the LAST name
- If there are **TWO authors** – use the **&** symbol (e.g. Rickson, H & Park, L.)
- If there are **MORE** than two authors use **commas** between them and an **&** symbol for the last one (e.g. Hue, K., Franco, O. & Yang, H.)
- Write names as they appear – do not misspell them
- For **Internet** sources **without** an author use the **FULL** title (or heading) – **matching** the in text reference!
- **DO NOT** use **bullets or numbers**
- Use **single spacing**
- **Leave a line** between each reference
- Use a **hanging indent** (tab) if references are longer than **TWO** lines; i.e. entries should begin **flush left**, and the **second** and **subsequent** lines should be indented by 0.5 cm

Example of a COMPLETED References list:

Baden, S. (2004). *Casual workers need job security for wellbeing-unions*. Retrieved July 7, 2008, from <http://www.highbeam.com/doc/1P1-94197552.html>

Basso, P. (2003). *Modern Times, Ancient Hours: Working Lives in the Twenty-first Century*. London: Verso.

Cussen, J., Weller, S. & Weller, M. (1999). *Casual employment and employer strategy*. Retrieved July 10, 2008, from <http://www.highbeam.com/doc/1G1-55818380.html>

Labour urges Coles to keep permanent staff policy. (n.d.). Retrieved July 10, 2008, from <http://www.highbeam.com/doc/1P1-43408498.html>

McRae, J. F. K. (2008, February). *Values, Attitudes & Job Satisfaction*. Lecture presented for MGMT236 at ICMS, Sydney, NSW.

Mount, D. & Frye, W. (2006). The Impact of Hotel Size and Service Type on Employee Job Satisfaction. *Florida International University Hospitality Review*, 24 (1), 60-68.

Parker, L. (2004, February). Can you afford casual labour? *HR Monthly*, 20-25.

Stone, R. J. (1998). *Reading in Human Resources Management*. Australia: John Wiley & Sons

Unions begin push on permanent roles for casuals. (2003, June 15). *The Australian*, p12

2.2.1 Books in the References list

- **Use the following:**
 - Author or editor
 - Year of publication in brackets ()
 - Title of book – in *Italics*
 - (ed.) for edition if a book is NOT the first edition e.g. (3rd ed.)
 - Place / country of publication – followed by a colon :
 - Publisher
 - Always use a **period / full stop .** after each piece of information

Examples:

Alexander, R. & Lewer, J. (1998). *Understanding Australian Industrial Relations*. (5th ed.). Australia: Harcourt.

Chaousis, L. (2000). *Organisational Behaviour*. Australia: Pearson Education.

Gray, J. (1999). *How to Get What You Want and Want What You Have*. New York: Harper Collins.

- When you use TWO books (or any other literature) by the **same author**, both published in **the same year**, label the first one you quote from (a) and the second one (b).
- This means the reader knows which one you are referring to in your writing **and** in your References list

Examples:

In text:

Baker and Smith (1995a) state that there are many types of essays.

A discursive essay must present a balanced argument (Baker & Smith, 1995b).

References list:

Baker, J. & Smith, A. (1995). *Writing Academic Essays*. Cambridge: Cambridge University Press. (a)

Baker, J. & Smith, A. (1995). *Writing Essays – a student handbook*. Cambridge: Cambridge University Press. (b)

2.2.2 The Internet in the References list

- **Use the following:**
 - Author (always use if one is provided; otherwise use the FULL Title)
 - Year of publication in brackets () (use n.d. if none given)
 - Title (use *Italics* if NOT from a journal / newspaper / magazine)
 - Name of journal / newspaper / magazine or organisation – in *Italics*
 - Volume number / issue number (if given)
 - Page numbers (if given)
 - Retrieved (use full month and day, year)
 - from (source: complete pathway, Database name or ISSN number of database)
 - For a database you need **not** insert the accessed date

Examples:

Beckleheimer, J. (1994). *How do you cite URL's in a bibliography?* Retrieved May 13, 2007, from <http://www.nrlssc.navy.mil/meta/bibliography.html>

The cost of Mega-events on host cities. (n.d.). Retrieved July 19, 2008, from <http://www.event.org/publications/MR/MR705.html>

World Trade Organisation. (2007). *Asian tourism flying high once again.* Retrieved March 3, 2007, from <http://www.world-tourism.org/newsroom/Releases/morereleases/R00004.html>

Examples for University Databases:

Askin, D.T. (2004). Vision and Comedy. *Renascence*, 57 (1), 1-9. Retrieved April 25, 2008, from Factiva: Document PRN000020041231e0a100005.

Korgaonkar, P., Silverblatt, R. & O'Leary, B. (2001). Web advertising and Hispanics. *Journal of Consumer Marketing*, 18 (2), 134-152. Retrieved February 13, 2007, from MCB University Press ISSN: 0736-3761.

2.2.3 Journals in the References list

- Use the following:
 - Author
 - Year of publication in brackets ()
 - Title
 - Name of journal – in *Italics* (followed by a comma ,)
 - Volume number – in *Italics*
 - Issue number in brackets – in *Italics* () (followed by a comma ,)
 - Page numbers

Examples:

Davidson, M. (1996). Demographic Profile and Curriculum Expectations of First Year Hospitality Management Degree Students. *Australian Journal of Hospitality Management*, 3(2), 69-75.

Leslie, D. (1991). The Hospitality Industry, Industrial Placement and Personnel Management. *Services Industry Journal*, 11(1), 63-74.

Wharton, N. (1996). Health and safety in outdoor activity centres. *Journal of Adventure Education and Outdoor Leadership*, 12(4), 8-9.

2.2.4 Newspapers in the References list

- Use the following:
 - Author (if there is one, otherwise use the Title)
 - If there is **no author**, for **in text** referencing use the entire TITLE of the article – do NOT shorten
 - Year of publication including month and day in brackets ()
 - Title
 - Name of newspaper – in *Italics*
 - Page numbers – use p (1 page) or pp (more than 1 page)

Examples:

Dupleix, J. (1998, February 24). New Age Tools. *Sydney Morning Herald*. pp5-7.

'Tis the season to show caution. (2004, December 24). *The Manly Daily*. p20.

In-text (with NO author):

Alcohol can place substantial stress on relationships ('Tis the season to show caution, 2004).

2.2.5 Magazines in the References list

- Use the following:
 - Author (if there is one, otherwise use the Title)
 - If there is **no author**, for **in text** referencing use the entire TITLE of the article – do NOT shorten
 - Year of publication including month and day (if given) in brackets ()
 - Title
 - Name of magazine – in *Italics* (followed by a comma ,)
 - Volume number (if any)
 - Issue number (if any)
 - Page numbers

Examples:

Business tourism booming. (2003, April 17-23). *Business Review Weekly*, 18-19.

Cotton, B. (1991, October). Graduates who jump off the ladder. *Caterer and Hotelkeeper*, 25.

In-text (with NO author):

The business of arranging and managing events is fast becoming a booming industry (Business tourism booming, 2003).

2.2.6 Corporate Authors in the References list

- This is referenced like any other source – BUT the government department or organisation is listed as the **author**

Examples:

British Tourist Authority. (2000). Retrieved November 23, 2008, from <http://www.britishtouristauthority.org>

World Tourism Organisation. (2008). *Revitalising Tourism and Confronting Crises*. Retrieved January 7, 2009, from <http://www.unwto.org>

2.2.7 Non-print Media in the References list

Film:

Examples:

Holdt, D. (Producer), & Ehlers, E. (Director). (1997). *River at High Summer: The St. Lawrence* [Motion Picture]. Merganser Films.

Redford, R. (Director). (1980). *Ordinary People* [Motion Picture]. Paramount.

Television:

Example:

Murray, K. (Presenter & Producer). & Patrick, J. (Executive Producer). (1989). *Resolution of Conflict* [Television program]. Australian Broadcasting Commission.

Pamphlet or Brochure / Handbook / Newsletter:

Examples:

Optometrists Association Australia. (2007). *All about Eyes*. [Pamphlet]. Australia.

Staff Support Services. (2008). *IBM Corporation*. [Handbook]. U.S.A.

Starwood Hotels and Resorts. (2008). *Management Profiles*. [Newsletter]. Australia

2.2.8 An Edited Volume in the References list

- Often, in a **journal**, **volume of conference papers** or **book** there are **several authors** and another author (/s) often **edits** the entire journal, volume or book.
- When referring to this type of source you must make sure that the **editor (Ed.)** is named:

Example:

Stanton, D.C. (Ed.). (1997). *The female autograph: Theory and practice of autobiography*. Chicago: University of Chicago Press.

- If you are referring to a **specific** article, paper or **chapter**, which has a **different author** to the editor, in an edited volume, you must make sure that the word **In** is used, naming both authors:

Examples:

Lythem, M. (2007). Adventures in New Zealand. In G. Drenthe, *Extreme Travel* (p21-25). New York: Harrington Park Press.

Williams, P. & Gill, A. (1999). A workable alternative to the concept of carrying capacity. In V. Singh & S. Singh (Eds.), *Tourism Development in Critical Environments* (pp51-64). Australia: Cognizant Communications.

Chapter 2

Writing Documents for Assessment

A. Assignment Layout

ALL written assignments must be presented according to the following:

- **Typed; Font size: 12; Style: Times New Roman**
- **Use 1.5 or double line spacing**
- **Generous margins (approx 4 cm on left side of A4 paper). Right and left hand margins justified**
- **Number each page at the bottom centre**
- **Insert your name and student number in the right header**
- **Staple pages; do not use plastic sleeves**
- **Leave a blank line between paragraphs. DO NOT indent paragraphs**
- **Reference according to the APA method (see Chap 1)**
- **Include a COVER PAGE with the plagiarism declaration (see Chap 1)**

B. Word Count / Time Limit

The workplace today is extremely busy. Managers have busy schedules and very little spare time. In preparation for the expectations of the workplace, when submitting assignments the college expects students to keep to the specified **word count** or, in the case of a public speech (oral presentation), the specified **time limit**.

A word count that is more than **5% under** or over the specified limit will be given a **penalty**.

- **The penalties will be applied as follows:**

Under/over (%)	Penalty (%)
> 5 and ≤ 10	5
>11 and ≤ 15	10
> 16 and ≤ 20	15
> 21 and ≤ 25	20
> 26 and ≤ 30	25
> 31 and ≤ 35	30
36 or greater	Fail grade

- Lecturers will indicate the required number of words/time limit on the assignment sheet
- Word count must be listed on the cover page of your assignment
- Word count must **not include** direct quotes and reference list

Assignments that are under or over the specified word count/time limit by more than **35%** will automatically receive a **Fail grade**. This policy applies to all college assignments where a word count or time limit has been specified.

C. Research for Writing Documents

- The basis for research on any written document will be reading books and articles related to the question
- Read as widely as possible to understand the different viewpoints on the question
- Do not look for direct answers in your reading; use the work of many different authors to develop and shape your own ideas and opinions

3.1 Locating Sources of information

Your lecturers will usually provide you with a list of key references on the topic. Do not be limited to this; actively seek out other sources of information by using each reference you read as a source of further references. **Make note** of books or articles, listed in the reference list at the end of the book or article, which appear to be relevant to your topic.

Briefly **scan** the information you gather this way and decide which books (or chapters of books) and articles are most relevant to your essay topic. You may not have time to read all of them.

Sources must be:

- Appropriate, of a good writing standard
- Current, up to date and credible
- Written by experts or specialists in the field
- NOT accessed from “wiki” platforms on the Internet (e.g. Wikipedia)

There are a number of **different sources** available to you to research information on, for your assignments.

Examples of these are:

3.1.1 Computer Catalogues

These are information catalogues that most libraries have to help narrow down your research to one particular topic. You would type a key word/s into a search field to find information on this topic.

3.1.2 Encyclopaedias and other Reference Books

Books such as atlases (map books), yearbooks and encyclopaedias can be very useful sources of information that give you a broad overview of a topic. They are usually well illustrated with photos, maps and tables of statistical information. Encyclopaedias are arranged alphabetically by topic.

3.1.3 Newspapers, Journals and Periodicals

Libraries always have a display of these. They will have current, up-to-date information about your topic. The most recent daily newspapers, monthly, bi-monthly (every 2 months), quarterly (every 3

months) and bi-annual (twice a year) publications are on display, while back issues (old ones) are stored in boxes, usually in a separate section.

3.1.4 Electronic Databases

You need a **computer** with **Internet** access and make sure that the library you are using does have access to these particular databases. Try to use documents from databases not merely from free search engines like Google where the credibility of the data is questionable.

The **ICMS homepage** has easy access to a number of databases. Click on the **Study** tab; click on the **Library** tab; click on the **Databases** tab. You will have to enter your User ID and Login. This will then give you access to EBSCO host which houses over ten different databases that you can use. These are **RELIABLE** and recommended for good quality research.

On the **Library** tab also click on the **Macquarie Uni Library Link** tab. This will take you to their **homepage**, giving you access to the **Catalogue**, **Databases**, **E-Reserve** and **Journal Finder** available to all ICMS students, via a Username and Password from a Macquarie Library card.

Alternatively you could use the following to directly access the Macquarie homepage: <http://www.lib.mq.edu.au>

3.2 Retrieving Information

When gathering information from various sources you should be using the following **TWO skills**:

- **Information Skills**
 - These are the **physical skills** of finding the correct information from various sources and gathering them together to start researching for your document
 - At this stage you might start to put the information into **various groups** e.g. introduction, body and conclusion OR place them under certain headings or categories
 - You need to **take notes**, selecting points relevant to your document
 - Write down your own questions and thoughts as you read; these notes will help you to form your own opinions later on at the writing stage
 - **Skimming** and **scanning** is used to quickly understand where the information can be used in your document
 - **Always** take note of your sources – **reference** every detail in case you want to quote from them later on in the document!

- **Thinking Skills**
 - These are the mental skills where you analyse, reason and form opinions of the research you have found
 - Here you might make comparisons, argue and review the information
 - Reading for detail is used to make sense of the information

BOTH of these skills help you to filter (sort out) the information to write a document that is your **OWN** work, based on assumptions, which are supported by expert opinion.

D. Writing an Academic Essay

An essay is a piece of writing (either long or short) on a specific topic, where a particular viewpoint is argued. An essay allows you to **express your ideas and opinions, making valid, reasoned assumptions based on the research** you have studied, **without using the first or second person** (I, me, us, we, you). It is more than just a statement of your opinion. You should also use **expert opinion** to **support** your statements, correctly **referencing** these pieces of information. (see Chap 1)

An essay must reveal why you hold a particular point of view. Your purpose in writing an essay is to **convince** the reader that your ideas and opinions are both valid and carefully considered. The process of arriving at the conclusion is as important as the conclusion itself.

Essays are a common method of learning and assessment in western education and require students to demonstrate that they can gather information, analyse it in relation to a question and express their ideas about the information clearly in writing. An essay is concerned with **the expression and debate of ideas**.

4.1 What is a good Academic Essay?

- It has a reliable plan
- It is clearly and concisely written
- It is written in a formal academic style
- It is logical, reasoned and balanced
- It displays (with referencing) evidence of wide reading on the topic of the question
- It displays an awareness and understanding of existing knowledge on the subject
- It is based on an appropriate interpretation of the topic
- It is based directly on the question without irrelevant material
- It clearly indicates your point of view on the question
- It is organised into paragraphs with details and examples to support your point of view
- It demonstrates your ability to think critically about the question and the information and ideas you have gathered during your reading
- It thoroughly examines all the issues raised by the question
- It is grammatically correct, without spelling or punctuation mistakes.

4.2 Writing the Essay

All types of academic writing, especially essays, **MUST** have a **concise, reliable PLAN** before the first draft is written. This helps you organise your thoughts and ideas in a logical manner, outlining the key points of the writing task. There are many styles of planning – you choose a style that suits you!

An essay assignment should include the following sections:

4.2.1 Cover / Title page

- This should have the correct ICMS format and plagiarism declaration (see Chap 1)

4.2.2 Abstract

- This is only required for a long research essay
- It is a brief summary of the essay, indicating its purpose and direction, background to the topic, its main arguments and the conclusions reached
- As a general rule it should be no more than 200 words
- It should be written after you have finished writing your essay. Articles in many journals are preceded by an abstract. You should look at examples of these to give you a better idea of how to write one
- You will only be required to include an abstract for an essay if specifically directed to do so by your Lecturer

4.2.3 Essay

Essays are written in **continuous prose** (writing), i.e., **NO** breaking into headings or sub-headings. **An essay should include the following sections:**

4.2.3.1 Introduction

- Opens in a **general** way by providing statements or background about the topic
- Gradually focuses on the specific question, stating the **thesis statement**
- Indicates the organisation of the essay by giving the main points of discussion, in the same order that they will be discussed in the essay
- Mentions the various research methodologies used
- Mentions the scope or limitations of the essay

4.2.3.2 Body

- This section forms the **main part** of your essay
- In it you develop and present your ideas and argument in a logical, balanced, reasoned and structured manner
- The structure adopts a block or logical pattern (or both)
- Each **paragraph** should **flow** from the previous one and lead to the next one. This can be achieved with the **correct paragraph structure**:
 - Start with a topic sentence
 - Develop supporting sentences
 - End with a concluding sentence

4.2.3.3 Conclusion

This is a brief paragraph section in which you draw together ideas you have discussed and show your reader how you have led them to your opinion. Your comments refer back to the question and highlight your main points.

It should:

- Not be repetitive of the body's content
- Briefly sum up the main argument
- Give your final thoughts and perhaps future suggestions on the topic

4.2.4 References

This should follow the **APA method** as stated in Chapter 1.

4.3 Tips for improving your Academic Writing: using a formal style:

- Use good **diction** (appropriate choice of words):
 - No jargon (obscure, pretentious, unattractive writing)
 - No clichés (stereotypes)
 - No abbreviations
 - No acronyms
 - No contractions (e.g. don't, can't)
- Use **objective** writing – in the **third person** (he, she, they, it, him)
- Always **plan** your writing
- Always **proofread** your writing – check presentation, format, spelling, grammar, understanding and logic
- Use **fully constructed sentences**; do not begin a sentence with **and, but, however** or **because**
- Use **politically correct writing**; do not be biased or sexist
- Use a **well-structured** style; balanced writing
- Your writing should always be **well researched** with evidence / proof / referencing
- Use **words** for numbers from **1 to 99** (e.g. one, two, twenty-three)
- Use **digits** for numbers from **99 onwards** (e.g. 100, 3005, 670)
- Use the words for date periods like Seventies, Eighties, Nineties (not 70's, 80's)
OR use 1970's, 1980's, 1990's (with apostrophe)

4.4 Transition Signals or Words

- These are words that help your readers to **understand** where you are going with the question and how you are connecting your ideas and information, showing **connections** between paragraphs to show how one is related to the other
- DO NOT use TOO many of them!
- **The following words can be helpful:**
 - Showing contrast - *on the other hand, in contrast, although, even though, despite*
 - Adding information - *furthermore, also, in addition*
 - Giving examples - *for instance, to illustrate this*
 - Showing time order or sequence – *firstly, secondly, thirdly, finally*
 - Concluding paragraph - *in conclusion, to sum up, so*
 - Showing results/consequences - *therefore, consequently, as a result*
 - Giving reasons - *due to*

E. Writing a Business Report

All professionals need to be **effective communicators**. Often it is necessary to provide advice and information designed to aid decision-making processes, so the preparation and presentation of a written report is an **extremely useful skill**.

Being able to write a report is an integral part of your management studies at ICMS. It is essential that the **purpose** of a report is **clear**. Remember who you are writing for; keep your reader in mind.

5.1 What is a good Report?

- Displays a good **understanding** of the problem
- Displays **original** or creative thought in dealing with the problem
- Clearly presents information, ideas and recommendations
- Is **concise**, with no irrelevant material; **factual** and **accurate**
- Is **logically** presented so that the reader can see the reasoning behind conclusions and recommendations
- Explanations and findings are clearly broken into **headed** sections and organised in numerical order
- **Bullets** are allowed but should not be overused; **full sentences** should still be used
- Explains the method of investigation and/or analysis which has been used
- Addresses all the questions/problems posed in the instructions
- Properly **references** all sources of information utilised in compiling the report
- Has all tables and figures clearly numbered and labelled
- Has all graphics like pictures or photographs clearly numbered and labelled
- Is grammatically correct, without errors of spelling or punctuation

5.2 Writing the Report

A report should include the following sections:

5.2.1 Cover / Title page

- This should have the correct ICMS format and plagiarism declaration (see Chap 1)

5.2.2 Synopsis

This is a **brief summary** of the report giving the reader an **overview** of what the report is about.

It should include:

- Purpose and direction
- Main arguments or findings
- Methodology, how you found your information e.g. textbooks, the Internet, magazines, journals or newspapers
- Limitations or scope of the findings

- Conclusions reached

5.2.3 Table of Contents

This is generally used for longer reports.

- It should follow the title page. It includes **numbered section headings** (and usually numbered subheadings, similar to this Style Guide)
- Corresponding **page numbers** are also used
- Supplementary materials, such as appendices, should be included

5.2.4 Body

This is the main body of writing, divided into TWO sections:

5.2.4.1 Introduction

- This provides background information
- It explains the main tasks of the report and includes a clear purpose statement
- It can also explain the limitations or scope of the findings

5.2.4.2 Procedure

This is the main **discussion and analysis** of the findings of the report.

- It will be organised into **sections** under **numbered, section headings**.
- The use of bullets is often encouraged in a report as this makes for easier reading
- **This section should include:**
 - All the facts that you have collected, organised and presented in a simple, easy to understand manner
 - Provide **referenced** support from expert opinion
 - What your research has revealed about the topic of the report
 - Discussion of the various ideas presented in the report.

5.2.5 Conclusion

This should follow clearly and logically from the body of the report.

It should:

- Not be repetitive of the body's content
- Briefly summarise the main points (no new information)
- Give your final thoughts of the topic

5.2.5 Recommendations

This should suggest a course of action, based on the information you have collected and researched.

It should:

- Offer solutions
- Some answers to the questions and issues raised in the findings

5.2.6 References

This should follow the **APA method** as stated in Chapter 1

5.2.7 Appendices

If you have any additional information or details, such as tables and/or diagrams, which are helpful and/or interesting, but not essential to the requirements of the report, you should attach this at the back of the report.

Chapter 3

How to become an Effective Public Speaker

A. What is Public Speaking?

Public speaking (**an oral presentation**) is a **formal talk** given to a **group of people** to **communicate information** in a **clear and concise manner**.

There are many **styles** of public speech; e.g. Manuscript Speech, Prepared Speech, Briefing or Impromptu. Make sure you understand the style required of you from your lecturer when completing such an assessment.

The ability to give clear and effective oral presentations is considered an **essential workplace skill**, particularly in the services industry where it is likely that you will be called upon to communicate with a broad range of people.

B. How can you achieve Success?

To attain success and good grades during an **assessment oral presentation** you need to follow **TWO procedures**:

1. **Preparation and Planning Process**
and
2. **Delivery Protocol** (behaviour)

2.1 Preparation and Planning Process

2.1.1 *What is the PURPOSE of the presentation?*

- **What do you want to achieve?**
 - To inform
 - To persuade
 - To entertain
 - To motivate
 - To persuade

2.1.2 *Analyse your AUDIENCE*

- You are presenting **to a group** of people NOT an individual
- You need to be able to **successfully address** them and **incorporate** them in your speech
- **You need to examine the audience carefully:**
 - Who are they?
 - What is their knowledge of your subject matter

- Why are they attending your speech?
- What is their level of English?
- What are their expectations?

2.1.3 Consider the **SITUATION**

- It is important to consider **where** and **why** the speech will take place as this will impact on how you will deliver it
- **Think about the following:**
 - What is the setting? e.g. Great Hall or Classroom?
 - Is it informal or formal?
 - Is it a prepared speech or an impromptu speech?

2.1.4 Is **RESEARCH** necessary?

- Research is definitely necessary!
- Research and information **support** your ideas
- It gives your speech **credibility** and **strength**

2.1.5 What should the **CONTENTS** be?

The content of any speech should be **carefully structured** in order for the audience to follow with understanding

- **Use the following format:**
 - **Introduction:** immediately grasp the audience's attention! Make the purpose very clear
 - **Body:** main focus of the speech, development of your theme and ideas
 - **Conclusion:** summarise the key points, end with clarity

To aid with **audience understanding** it is helpful to make use of **transitional words** (see Chap 2) to guide them through your ideas and information. In speeches these are known as **signposts**. Note that they should be **varied** throughout your presentation!

The following can be used in spoken English only:

2.1.5.1 Signposts for the Introduction

- Introducing your topic:
 - I'd like to talk to you today about...
 - I'm going to discuss/ talk about/ explain...
- Questions:
 - If you have any questions, please feel free to ask me after the presentation...
 - I'll take questions at the end of the presentation...
- Showing order or sequence:
 - To begin with, I'd like to talk about/explain a little bit about _____, then briefly mention _____...
 - After that/then/next/second/secondly, I'll move on to _____...

2.1.5.2 Signposts for the Body:

- I'd like now to move on to...

- Moving on to my first / second / next point...
- Having looked at X, let's consider Y...

2.1.5.3 Signposts for the Conclusion:

- In short...
- To sum up...
- To conclude...

2.1.6 How can you have a good DELIVERY?

- Learn to **relax** – watch your **posture** – be aware of your nervous habits!
- Be **well groomed**
- Use effective, professional **hand gestures** and **body movement**
- **Make the speech come alive, use a variety of intonation:** (monitor your **paralanguage!**)
 - Pitch (sound / tone)
 - Pace (rate of the speech)
 - Pause
 - Power (loudness)
 - Punch (emphasis)
- Always make **eye contact** with your audience – speak **TO** them, not **AT** them!
- Only use **notes** to prompt you – keep them small in size and brief – **DO NOT** read them or hold them in front of your face!
- **Practice** your speech several times in front of the **mirror**
- **Are Visual Aids necessary?** (Internet, PP slides, Film, Flip charts, Pictures, Artefacts, Whiteboard, Posters)
 - Visual aids can provide **effective support** to your oral presentation
 - Visual aids should **NOT** overwhelm your presentation and become the focal point, with no supporting information from you
 - They must be **relevant and appropriate** to your topic, creating an **impact** for the audience
 - As they help **simplify instruction** they must be seen **clearly** by your audience
 - Make sure you **check** that the **equipment** you need will be in the classroom at the time of your presentation and that it is working and you know how to use it (do a trial run and then double-check everything on the day).

2.2 Delivery Protocol

Once the **preparation and planning process** is complete and you have prepared and **practiced** your speech, you are **ready** for the final presentation! During this presentation certain **protocol** (codes of behaviour / etiquette) need to be followed in order to meet the requirements of a public speech.

Take note of the following points:

- Make sure **ALL** your notes, equipment, handouts etc. **are organised and ready**
- **Wait** for the lecturer to tell you to begin
- Always **greet** your audience and **introduce yourself** e.g. Good afternoon everyone. My name is Anna Smith ...

- At the beginning, state the **purpose / topic** of your speech very clearly e.g. ... Today I am going to talk about the importance of ...
- Keep the speech **well structured** with effective **transitional words** to guide the audience through your ideas and information e.g. Firstly I am going to ... Moving on ...
- Keep your **diction formal** – do not use slang or swear!
- You have an audience, so **address** them appropriately. **Target** them in an appropriate way for the **context** of the presentation. **DO NOT** ignore them! Keep them **involved!** **DO NOT** be rude to them!
- Be **professional** at all times
- **Conclude** the speech with clarity – make sure that the audience knows it is the end
- **DO NOT** rush back to your seat – **wait** for questions and the lecturer's permission!
- Keep to the **time limit** (see Chap. 2)

Chapter 4

Grading System for Assessments

A. ICMS Grading System

At ICMS the following Grading is used for ALL assessments:

Mark (%)	Grade
100-90	High Distinction (HD) Work of outstanding quality on all learning objectives of the subject.
89-80	Distinction (D) Work of superior quality on all learning objectives of the subject
79-65	Credit (Cr) Work of good quality showing more than satisfactory achievement on all learning objectives of the subject
64-50	Pass (P) Work showing a satisfactory achievement on all learning objectives of the subject
49-0	Fail (F) Work showing an unsatisfactory achievement on one or more learning objectives of the subject

B. Essays

The following Grading system can be used for Essays. In the first column the Lecturer can add any total mark suitable for the piece of work.

MARK %		DESCRIPTORS FOR ESSAY QUESTION
	100% - 90	HD High Distinction Outstanding quality of work. Clear piece of writing, demonstrating a very strong understanding of both the writing conventions of the task set and the expectations of the reader. Analytical, logical, balanced and well organised. Few or no errors in punctuation, spelling and grammar. Good vocabulary usage. Connections between paragraphs are clear; linking terms used appropriately. Question has been understood and answered fully. Planning is displayed with original thought and careful selection of content.
	89% - 80	D Distinction Superior quality of work. Very good answer, demonstrating a strong understanding of both the writing conventions of the task set and the expectations of the reader. Not as thoroughly covered as above. Analytical, logical and mostly well organised. A few minor errors of punctuation, spelling and grammar. Some connections between paragraphs are unclear; linking ideas not as effective as above. Question answered well.
	79% - 65	Cr Credit Good quality of work showing more than satisfactory achievement. Generally good content demonstrating an understanding of the writing conventions of the task set and the expectations of the reader. Mostly analytical, logical and well organised. Errors of punctuation, spelling and grammar, but do not obstruct the message. Vocabulary may sometimes be inappropriate. Some connections between paragraphs are unclear, although all the main information is there; linking terms may sometimes be used incorrectly. Some unnecessary repetition. Additional examples and / or details would improve it.
	64% - 50	P Pass Satisfactory achievement. Content is fairly good. Mostly a sound attempt at the writing task, demonstrating the necessary writing conventions. Relationship to original question may be unclear at times. More in-depth analysis, logic or organisation needed. Errors of punctuation, spelling and grammar. Vocabulary, including linking terms, may be inappropriate. Some unnecessary repetition. Additional examples and / or details needed.
	49% - 0	F Fail Unsatisfactory achievement. An unsatisfactory answer. A poor attempt at the task. Little to none of the conventions of the assessment has been followed.

C. Reports

The following Grading system can be used for Reports. In the first column the Lecturer can add any total mark suitable for the piece of work.

MARK %		DESCRIPTORS FOR REPORT QUESTION	
	100% - 90	HD	<p>High Distinction</p> <p>An excellent report. A clear piece of writing with few or no errors in punctuation, spelling and grammar. Appropriate grammar and vocabulary are used throughout. The report provides the relevant and necessary information as required by the instructions and displays careful planning. It is fully and correctly referenced. Information is organised according to main headings and subheadings. The synopsis provides a concise overview as to the content of the report; while the conclusion includes an evaluation. The layout, title and contents are clear and well presented. Tables and/or diagrams have been included as appropriate.</p>
	89% - 80	D	<p>Distinction</p> <p>A very good report, although the topic is not as thoroughly covered as one receiving an HD grade. There may be some errors of punctuation, spelling and grammar. The reference list may contain a few errors. There may be very small layout errors.</p>
	79% - 65	Cr	<p>Credit</p> <p>A generally good report, although it may have errors of punctuation, spelling and grammar. Vocabulary may sometimes be inappropriate. The student has generally answered the question/addressed the topic well. Some connections between sections may be unclear. References may be missing/contain some errors. Conclusions may not be fully supported by the content of the report. Necessary tables and/or diagrams may be missing. There may be small layout errors.</p>
	64% - 50	P	<p>Pass</p> <p>A satisfactory report. Some errors of punctuation, spelling and grammar. Vocabulary may sometimes be inappropriate. The student has generally answered the question/addressed the topic fairly well. Some of the information may be irrelevant although all the main information is there. Some connections between sections may be unclear. References may be missing/contain some errors. Conclusions may not be fully supported by the content of the report. Necessary tables and/or diagrams may be missing. There may be layout errors.</p>
	49% - 0	F	<p>Fail</p> <p>Unsatisfactory achievement. A poor attempt at the task. Little to none of the conventions of the assessment has been followed.</p>