Making the most of your study in the FCE: how to settle in, survive, succeed...socialize and enjoy your learning experience!
Undergraduate Orientation Handbook
Acknowledgements

This Orientation Handbook was developed by the Education Development Unit in the Faculty of Commerce and Economics at the University of New South Wales.

Authors: Carolyn Cousins
Linda Newcomb

Editor: Linda Newcomb

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Sydney 2052 Australia
CRICOS Provider: 00098G
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**UNDERGRADUATE ORIENTATION AND ENROLMENT INFORMATION PROGRAM**

Making the most of your study in the FCE: how to settle in, survive, succeed… socialise and enjoy your learning experience!

**Wednesday 19 July 2006**

**Central Lecture Block, Lecture Theatre 1 (Map E19)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am - 9.50am</td>
<td>Student Welcome</td>
</tr>
<tr>
<td>9.50am - 10.00am</td>
<td>Welcome to the Faculty Dr David Morgan, Associate Dean of Undergraduate Studies</td>
</tr>
<tr>
<td>10.00am - 10.30am</td>
<td>Teaching and Learning Expectations Carolyn Cousins, Teaching and Learning Consultant, EDU, and senior students will speak about what is expected of you and how to study successfully in the Faculty</td>
</tr>
<tr>
<td>10.30am - 10.45am</td>
<td>Making the Most of Your Commerce Degree Taye Morris, Careers Consultant, UNSW Careers and Employment Service will speak about the benefits of part-time work, career options in Commerce, and how to choose a career and get the job you want</td>
</tr>
<tr>
<td>10.45am - 11.15am</td>
<td>Foyer of the Central Lecture Block</td>
</tr>
<tr>
<td>11.15am - 11.30am</td>
<td>Start Right - Knowledge to get you through the first weeks Linda Newcomb, Teaching and Learning Consultant, EDU, and Richard Porter, Acting Student Coordinator, from the Faculty Student Centre will speak about finding your way around the Faculty, where to go for advice and UNSW student services</td>
</tr>
<tr>
<td>11.30am - 12.00pm</td>
<td>Information on Degree Programs Dr David Morgan will provide a description of the basic degree programs offered by the FCE</td>
</tr>
<tr>
<td>12.00pm - 1.00pm</td>
<td>Information on Majors and Courses Academic staff from various Schools will inform you about the first year courses and requirements for the majors.</td>
</tr>
<tr>
<td>1.00pm - 2.00pm</td>
<td>Welcome Lunch Foyer of the Central Lecture Block This is an opportunity to meet Faculty staff and other students Schools’ information booths will be available for questions</td>
</tr>
<tr>
<td>2.00pm - 3.00pm</td>
<td>Orientation for all UNSW students form 2pm-6pm Central Lecture Block (CLB) Theatre 7 (E19) Official welcome to UNSW by Deputy Vice Chancellor (Academic), Professor Robert King. Included in this presentation are speakers representing the different services available for students at UNSW</td>
</tr>
<tr>
<td>3.30pm - 4.30pm</td>
<td>Meet at the Central Lecture Block Courtyard (E19) Campus tour with experienced Yellow shirt Tour leaders who are senior students at UNSW</td>
</tr>
<tr>
<td>4.30pm onwards</td>
<td>Roundhouse Beer Garden (E6) Free BBQ and socialising with Yellow Shirts and other students - hosted by UNSW Source.</td>
</tr>
</tbody>
</table>
Quadrangle Building

**FCE Schools:**
Level 2: Information Systems, Technology & Management
Level 3: Accounting, Banking & Finance, Organisation & Management (international business and management courses)

**Teaching Rooms:**
Ground Level: Quad tutorial rooms
Level 1: Faculty computer labs, Macauley Lecture Theatre

**Learning Assistance Centre of the Education Development Unit (EDU):**
Level 2, Room 2039

**Other UNSW Services:**
Ground Level: Quad Store, Medical & Dental Centre
Level 2: Careers, Counselling, Equity

John Goodsell Building

**FCE Schools:**
Ground: Business Law & Taxation, Actuarial Studies
Level 1 & 2: Economics
Level 3: Marketing (including Hospitality & Tourism)

**Other Service in Goodsell:**
Ground Level: Faculty Student Centre, Academic Advisor, Economics Drop-in Centre
Lower Ground: Goodsell computer labs, Student Societies (ComSoc, AISEC)

Key Locations for FCE Students
Finding Your Way around the Faculty of Commerce and Economics

There are eight Schools in the Faculty of Commerce and Economics:

1. Accounting
2. Actuarial Studies
3. Banking and Finance
4. Economics
5. Business Law and Taxation
6. Organisation and Management
7. Information Systems Technology and Management
8. Marketing (including the Tourism and Hospitality Management Unit)

There are two support services for students of the Faculty of Commerce and Economics:

1. The Faculty Student Centre
2. The Education Development Unit

They are located in three buildings:

- **John Goodsell Building (JG)** (Map Ref F20)
- **Quadrangle Building (Quad)** (Map Ref F16)
- **Rupert Myers Building (RM)** (Map Ref M15)

<table>
<thead>
<tr>
<th>Building</th>
<th>Level</th>
<th>School/Centre</th>
<th>School Office Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Goodsell Building</td>
<td>Ground</td>
<td>Faculty Student Centre</td>
<td>G19</td>
</tr>
<tr>
<td></td>
<td>Ground</td>
<td>Business Law and Taxation</td>
<td>G20</td>
</tr>
<tr>
<td></td>
<td>Ground</td>
<td>Actuarial Studies</td>
<td>G31</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Economics</td>
<td>223</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Marketing (Tourism and Hospitality Unit)</td>
<td>324</td>
</tr>
<tr>
<td>Quadrangle Building</td>
<td>2</td>
<td>Information Systems, Technology and Management</td>
<td>2091E</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Learning Assistance Centre Education Development Unit (EDU)</td>
<td>2039</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Banking and Finance</td>
<td>3037</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Accounting</td>
<td>3109</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Organisation and Management (for international business and management subjects)</td>
<td>3009</td>
</tr>
<tr>
<td>Rupert Myers Building</td>
<td>4</td>
<td>Organisation and Management (for industrial relations, human resources and management subjects)</td>
<td>4096</td>
</tr>
</tbody>
</table>
## Undergraduate School Coordinators Session 1, 2006

<table>
<thead>
<tr>
<th>School</th>
<th>Position</th>
<th>Name</th>
<th>Office</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Undergraduate Studies Coordinator</td>
<td>Dr Richard Morris</td>
<td>Quad 3066</td>
<td>9385 5818 <a href="mailto:richard.morris@unsw.edu.au">richard.morris@unsw.edu.au</a></td>
</tr>
<tr>
<td>Actuarial Studies</td>
<td>Undergraduate Studies Coordinator</td>
<td>Dr Sachi Purcal</td>
<td>JG G35</td>
<td>9385 3566 <a href="mailto:s.purcal@unsw.edu.au">s.purcal@unsw.edu.au</a></td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>Directors of Undergraduate Studies</td>
<td>Dr Thomas Henker</td>
<td>Quad 3023B</td>
<td>9385 5854 <a href="mailto:t.henker@unsw.edu.au">t.henker@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Alfred Yawson</td>
<td>Quad 3067</td>
<td>9385 4900 <a href="mailto:a.yawson@unsw.edu.au">a.yawson@unsw.edu.au</a></td>
</tr>
<tr>
<td>Business Law and Taxation</td>
<td>Undergraduate Course Coordinator</td>
<td>A/Prof Frank Zumbo</td>
<td>JG G11</td>
<td>9385 3259 <a href="mailto:f.zumbo@unsw.edu.au">f.zumbo@unsw.edu.au</a></td>
</tr>
<tr>
<td>Economics</td>
<td>Undergraduate Coordinator</td>
<td>Dr Gautum Bose</td>
<td>JG 128</td>
<td>9385 3318 <a href="mailto:g.bose@unsw.edu.au">g.bose@unsw.edu.au</a></td>
</tr>
<tr>
<td>Organisation and Management</td>
<td>Undergraduate Studies Coordinator</td>
<td>Dr Pradeep Kanta Ray</td>
<td>Quad 3013</td>
<td>9385 5848 <a href="mailto:pray@unsw.edu.au">pray@unsw.edu.au</a></td>
</tr>
<tr>
<td>Information Systems, Technology and</td>
<td>BCom Program Advisors</td>
<td>Dr Lesley Land (BCom)</td>
<td>Quad 2114</td>
<td>9385 4738 <a href="mailto:l.land@unsw.edu.au">l.land@unsw.edu.au</a></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>Guy Zixiu (BSc)</td>
<td>Quad 2108</td>
<td>9385 7174 <a href="mailto:g.zixiu@unsw.edu.au">g.zixiu@unsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms Christine Van Toorn (B.Sc and BCom Co-op)</td>
<td>Quad 2083</td>
<td>9385 5642 <a href="mailto:c.vantoorn@unsw.edu.au">c.vantoorn@unsw.edu.au</a></td>
</tr>
<tr>
<td>Marketing</td>
<td>Undergraduate Coursework Student Adviser</td>
<td>Dr Jennifer Harris</td>
<td>JG 324</td>
<td>9385 1823 <a href="mailto:jennifer.harris@unsw.edu.au">jennifer.harris@unsw.edu.au</a></td>
</tr>
<tr>
<td>Tourism and Hospitality Management Unit</td>
<td>Head of Unit</td>
<td>Dr Roger March</td>
<td>Quad 2066</td>
<td>9385 3605 <a href="mailto:r.march@unsw.edu.au">r.march@unsw.edu.au</a></td>
</tr>
</tbody>
</table>
Where do I go for Help?

- **The Faculty of Commerce and Economics Student Centre** located at Ground level, John Goodsell Building deals with program planning and changes, enrolment matters and general enquiries

- **The School Offices** (e.g. the Economics Office) deals with administrative inquiries or problems concerning your specific courses or subjects

- **Your tutor or lecturer** will help you with questions about the academic content and assessment in the course, and any problems with attendance and progress

- **Undergraduate Coordinators** can advise you on subject choices and majors within their Schools. If you have any administrative questions or problems, however, you would normally go first to the School Office or to the lecturer or tutor in charge of the subject

- **The Learning Assistance Centre of the Education Development Unit (EDU)** is located in Room 2039, Level 2, Quadrangle Building (South Wing); phone: 9385 5584. Learning consultants can help you with study-related issues such as assignment writing and study skills

- **The Student Relations Officer**, Shahid Majeed, manages student committees and social activities for the FCE. If you would like to get involved, contact him on: Telephone: 9385 4176 or Email: s.majeed@unsw.edu.au. Website: [www.fce.unsw.edu.au/studentexperience](http://www.fce.unsw.edu.au/studentexperience)

### The Faculty of Commerce and Economics Student Centre

The role of the Faculty of Commerce and Economics Student Centre is to provide services and advice to prospective and current students. We would like to be your first point of contact regarding any administrative questions or problems you may have.

Services provided for all Faculty students include:

- Program planning and clarification of course selection
- Enrolment matters
- Exemptions assessment
- Plan changes (i.e. your major) and program progression checks
- Program leave/withdrawal
- Graduation information
- Academic advising and policies and procedures advice.

**Location:** Ground floor of the John Goodsell Building.

**Opening hours:**

During Orientation Week, Week 1 and Week 2 of session:

<table>
<thead>
<tr>
<th>Monday - Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9.00am - 6.30pm</td>
<td>9.00am - 5.00pm</td>
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</table>

All other times (including non-teaching weeks): Monday - Friday 9.00am - 5.00pm

**Website:** [http://www.fce.unsw.edu.au/student_centre](http://www.fce.unsw.edu.au/student_centre)

**Email contact for undergraduates:** ugfce@unsw.edu.au
The Education Development Unit (EDU)

The EDU supports development and leadership in the area of education quality and innovation. The role of the EDU is to:

- Provide a range of support initiatives for FCE students in relation to their transition to university
- Provide learning skills support, resources and activities for FCE students
- Develop and improve organisational systems and processes to enhance the overall teaching and learning experience in the Faculty
- Act as a mechanism for the implementation of the Faculty’s education quality policies
- Develop and manage Faculty-wide processes, activities and initiatives that support education quality and innovation
- Assist academic staff in areas related to educational goals

Orientation programs
The EDU coordinates the Faculty’s undergraduate orientation program which is held before each session commences. The purpose of orientation is to familiarise students with teaching and learning approaches, learning expectations and strategies for successful study in the Faculty.

Discipline-specific resources and activities
The EDU works with academic staff across the various disciplines in the Faculty to develop workshops and resource materials to support student learning in specific disciplines, programs and courses of study.

Academic skills workshops
The EDU Learning Assistance Centre offers free academic skills workshops regularly throughout each session for undergraduate and postgraduate level FCE students to further develop skills that enhance academic performance.

Workshop topics
- Strategies for effective reading
- Academic writing
- Referencing
- Avoiding plagiarism
- Presentation skills
- Working in groups

Bookings are not required for the workshops, just come along at the time and date indicated in the schedule. Please refer to the Contents page of this Handbook for an outline and schedule of the workshops for this session.

Resource materials
The EDU Learning Assistance Centre a wide range of free print and on-line resources for students. These include written material on topics such as referencing, report writing and exam preparation. In addition, the drop-in centre includes books, CD’s, and audio and videotapes on academic skills related topics, which students may borrow.
Student peer support schemes
The EDU assists a number of peer support programs in the Faculty such as the Peer Assisted Support Scheme (PASS), which operates in first year undergraduate core courses, and the COMSOC Peer Mentoring Program. For more information, please visit the EDU website.

EDU Website - http://education.fce.unsw.edu.au
The EDU website contains information, on-line resources and useful links as well as providing information and dates for workshops.

Consultations
The EDU Learning Assistance Centre offers a free consultation service to students, which provides help in how to approach and structure an assignment, improve written expression and oral presentations, and develop effective study skills. However, consultants do not edit or proofread assignments. You should bring your course outline, assessment questions and assignment drafts to the consultation.

Consultation times
Monday to Friday (excluding Monday morning and Friday afternoon).

Bookings
To request an individual or small group consultation, phone 9385 5584 (If leaving a message, please provide your name and contact details.), email Edu@unsw.edu.au or visit the Centre.

EDU Learning Assistance Centre
Contact details
Room 2039, Level 2, Quadrangle Building, Kensington Campus, UNSW
Telephone: 02 9385 5584
Email: Edu@unsw.edu.au
Fax: 02 9385 6061

Opening Hours
Tuesday – Thursday 10.00am – 6.00pm
Friday 10.00am – 1.00pm

Location

EDU Learning Assistance Centre
Clubs and Societies for Students

UNSW students have a choice of over 250 clubs and societies on campus. The Student Guild is the representative body and provides many services including advocacy and representation, student loans and Centrelink advice, and academic grievance advice.

Location: Level 1, East Wing, Quad Building. Telephone: 9385 5454
Email: receptionist@guild.unsw.edu.au
Website: www.studentguild.unsw.edu.au

A comprehensive online list of UNSW clubs and societies is available through the Student Guild at http://guild.unsw.edu.au/casoc/clubA.html.

The following list includes clubs and societies which may be of interest to FCE students:

**Actuarial Society of UNSW (ASOC)**
ASOC provides academic support to actuarial students and organises social events throughout a semester.
Website: www.asoc.unsw.edu.au

**AIESEC UNSW**
AIESEC a French acronym for "Association Internationale des Etudiants en Sciences Economiques et Commerciales" is an international, non-political, non-profit, student-run, and independent educational foundation. Membership develops leadership and management skills, international experiences through a graduate exchange programme, project management, marketing and teamwork skills.
Location: LG16 John Goodsell Building Telephone: 9385 3230 Email: unsw@aisec.net

**Australia-Asia Youth Business Council (AYBC)**
AYBC currently has branches at USYD, UNSW, and UTS. Business, professional, and social skills are developed by providing opportunities for networking, education and interaction within the Asia-Pacific business environment.
Website: www.aybc.net.au

**Commerce & Economic Society (COMSOC)**
COMSOC, a student-run organization, was founded with the vision of bridging the gap between the Faculty, the student body and the corporate world. They organise social functions, competitions and produce publications each semester.
Location: LG 17, John Goodsell Building Telephone: 9385 3774 Email: com.eco.soc@unsw.edu.au
Website: www.unswcomsoc.com

**Economics Society for UNSW (ECOSOC)**
ECOSOC provides a support network for students who are studying or are interested in economics. Its purpose is to encourage the economists of tomorrow, today!
Email: unsw.ecosoc@gmail.com Website: www.ecosoc.cjb.net

**HOSPO (The Hospitality Society)**
Email: Peter Dable at p.dable@optusnet.com.au

**SIFE (Students in FREE Enterprise)**
SIFE is a global non-profit organization financed by corporations, entrepreneurs, foundations, government agencies and individuals. In partnership with business and higher education, SIFE establishes student teams on university campuses led by faculty advisers. They develop community outreach projects emphasising: Market Economics, Entrepreneurship, Personal Financial Success Skills, and Business Ethics.
Website: www.sifeunsw.org

**UNSW Marketing Society**
UNSW Marketing society’s mission is to develop the marketing thought leaders of the future by engaging them in the world of marketing outside the classroom.
Email: Marketing.Society@Gmail.com Website: www.marksoc.unsw.edu.au

**UNSW Finance Society (FinSoc)**
FinSoc, the constituent society of the School of Banking and Finance, has over 1000 members. Its objective is strengthening relations between students and the industry and elevating its members’ financial knowledge.
Website: www.finsoc.unsw.edu.au

**Co-op Scholars Charitable Society (C.S.C.S)**
CSCS supports causes that members deem worthy; involving scholars from all years and streams to promote and undertake charitable acts that enrich the lives of others.
Website: www.cscs.unsw.edu.au
Quick Reference - UNSW Services for Students

Academic Transcript
Official copies of your Academic Transcript are available from UNSW Student Central. An unofficial copy is available online through your myUNSW account.

Accommodation
The University Housing Office is able to assist students find accommodation both on-campus and off-campus.
Location: Ground Floor, Basser College, Gate 6, High Street, Kensington Campus UNSW
Telephone: 93854985
Email: Housing.Office@unsw.edu.au
Website: www.housing.unsw.edu.au

Assessment Results
Available through your myUNSW account.

Careers and Employment
Workshops for students are provided on job searching, career planning, resume writing, and interview skills. You can get individual assistance with your resume and general career advice and a Jobs Database is available online.
Location: Level 2, East Wing, Quadrangle Building.
Telephone: 9385 5429
Email: careers@unsw.edu.au
Website: www.careers.unsw.edu.au

CONTACT
CONTACT is an information and referral service operated by student volunteers who are able to provide assistance with academic, financial, recreational, social and personal matters.
Location: Ground Floor, East Wing, Quadrangle Building.
Telephone: 9385 5880
Email: contact@unsw.edu.au
Website: www.contact.unsw.edu.au

Counselling Service (COMPASS)
COMPASS stands for the services it provides: Counselling for Individuals, Orientation to Uni, Motivational Support, Personal Skills Development, Advisory Services, Seminars and Workshops and Self-Help Resources and Options. The service provides free and confidential counseling and a number of seminars and workshops covering topics such as ‘Inspiring the Thesis’, ‘Managing Anxiety in Exams’ and ‘Time and Stress Management’.
Location: Level 2, East Wing, Quadrangle Building.
Telephone: 9385 5418
Email: counselling@unsw.edu.au
Website: www.counselling.unsw.edu.au

ELISE
ELISE is an online tutorial about how information is organised and used in the university context. It is a requirement of UNSW that all commencing postgraduate and undergraduate coursework students satisfactorily complete ELISE by attaining an 80% pass in the ELISE quiz.

The purpose of ELISE is to ensure you have the basic knowledge to deal with information appropriately in your studies. Therefore, students are encouraged to complete the tutorial as early as possible. ELISE should appear within your list of courses in WebCT Vista. Log on at http://vista.elearning.unsw.edu.au

English Language Support
“Learn the Lingo” offers international students the opportunity to meet friendly volunteers, practise their English and participate in social events both on and off campus. Application forms are available online or at the Blockhouse.
Email: lingo@source.unsw.edu.au
Website: http://www.source.unsw.edu.au/website

Enrolment
The University expects all students to self-manage their enrolment each Session. All enrolment, variation of enrolment and change of address/contact details can be done online through myUNSW.
Equity & Diversity Unit, The
This Unit provides services to students such as advice and information on anti-discrimination legislation, policies and practice, assistance with grievance handling, disability services, and support for the educationally disadvantaged as part of UNSW's broader aim of providing a study environment that fosters fairness, equity and respect for all students.
Location: The White House, Kensington Campus
Telephone: (02) 9385 4734
Email: equity-diversity@unsw.edu.au
Website: www.equity.unsw.edu.au

Examination Past Papers
Past examination papers can be accessed online through the Library’s Examination Database.

Examination Timetable
The examination timetable can be accessed online through myUNSW.

Faculty Handbook
A copy of the Faculty Handbook can be purchased from the UNSW Bookshop. Alternatively, an online edition is available at [http://publish.web.unsw.edu.au/](http://publish.web.unsw.edu.au/). Click on the UNSW Handbooks link.

Health
The University Health Service provides a full general practice for students on weekdays. Bulk billing is available for medical consultations. International students using this service will be charged the scheduled fee and are expected to pay at the time of consultation by cash or credit card. This fee can then be recovered through the Overseas Student Health Cover (OSHC) provider.
Location: Ground Floor, Quadrangle Building.
Telephone: 9385 5425

Illness and Misadventure (Special Consideration)
If your academic performance has been adversely affected by sickness, misadventure or other circumstances that are beyond your control, you may apply for Special Consideration. See myUNSW for application procedures.

International Student Services (ISS)
The ISS helps students from overseas adjust to living in Sydney and studying at UNSW. They offer arrival services as well as an extensive range of on-going support services and activities.
Location: Level 1, East Wing, Red Centre.
Telephone: 9385 5333
Email: internationaloffice@unsw.edu.au
Website: [www.international.unsw.edu.au](http://www.international.unsw.edu.au)

Learning Centre, The
The Learning Centre provides academic support to students through workshops and individual consultations. They also produce a number of handouts on topics such as: Academic Referencing, Writing an Essay and Studying for Exams. Students for whom English is a second language may be assisted through their Academic English Workshops.
Location: Room 231 Level 2, Library Tower
Telephone: 9385 3890
Email: l.puni@unsw.edu.au
Website: [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

The Learning Centre’s Workshop and Resources Centre has a resource library developed to aid tertiary students in the reinforcement of a wide variety of the academic and communication skills required for successful study. The materials which include texts, discipline-specific dictionaries, practical exercises and audio and videotapes are designed for independent study, so you can work at your own pace. All resource (except dictionaries and style guides) may be borrowed by UNSW students.
Location: Hut G23 (Between Matthews Building and Upper Campus Parking Station)
Telephone: 9385 2060
Email: tilc@unsw.edu.au
Website: [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
The services, resources and facilities provided by UNSW Library are explained and there is a tour of both the library building and the virtual library. Bookings are not required.

<table>
<thead>
<tr>
<th>Location</th>
<th>Getting started @ your library</th>
<th>Secrets of Effective Searching</th>
<th>Introductory EndNote</th>
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<td>• a virtual (Web) tour of UNSW Library</td>
<td>• discover what your lecturers have put aside (in MyCourse) for you</td>
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<td>• a physical tour of the Library building</td>
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myUNSW
myUNSW is your personalised portal to all the online student services. With your student number and Unipass, you can access your enrolment details, update your personal details, pay your fees and view your results online.

Peer Assistance Support Scheme (PASS)
PASS is run by talented second and third year students and is designed to provide academic assistance to those studying Accounting 1A and 1B, Microeconomics 1, Macroeconomics 1, QMA and QMB. Students voluntarily attend small study groups, which are held on a weekly basis. Timetables for PASS sessions are handed out at lectures and you can join a session time suitable to your timetable. PASS leaders prepare and provide additional material, exercises and past test papers to assist with study.

Pitstop
From Week 4 of each session, students enrolled in Macroeconomics 1, Microeconomics 1, QMA, QMB, and other undergraduate economic subjects are able to consult with tutors in Room G18 of the John Goodsell Building. Appointments are not necessary and the tutors can also be reached by phone or email.
Telephone: 9385 1653
Email: tutcentre@unsw.edu.au
Website http://www.economics.unsw.edu.au/currentstudents_Learningaids_Pitstop

Student ID
All enrolled students are issued with a student identification card, which is available for collection at the E-Spot. This card is used to borrow books from the Library and is used as proof of identification by the UNSW Source, the Student Guild and other University services. Your student card is also necessary for entry into examination rooms.

Student Representatives of the Faculty
Each year in April up to four undergraduate students and one postgraduate student are elected for a year’s membership of the Faculty Board. Any student enrolled in the FCE is eligible to stand for election and to vote. Nominations are usually called for in March. Student Representatives attend Faculty meetings and sit on various Faculty and School Committees.
Website: http://www.elections.unsw.edu.au/stusch.htm

Training Rooms for Student Use
UNSW Source’s three training rooms equipped with chairs, tables and whiteboards are suitable for group meetings, training sessions, small screenings and passive recreation activities. A television, VCR and DVD player may be available for hire with a deposit. Students leave their student card and a $5 deposit to obtain the key to the room they book. Non-members pay a fee of $3.30/hour/person. The training rooms can be hired from 9am to 4.30pm, weekdays.
Location: Level 1 of the Blockhouse
Booking: telephone 9385 7700 or visit the Source reception desk at the Blockhouse
Website: www.source.unsw.edu.au/website/studev/training.aspx

U-Connect
U-Connect is an online orientation and transition “mini-course” with an online discussion forum for all undergraduate and postgraduate students who are new to UNSW.
Website: www.counselling.unsw.edu.au/coming_to_unsw/Uconnect.htm

UniMail
UniMail is available to every currently enrolled UNSW student. Your account is created automatically on enrolment with a default address based on your student ID number. The UNSW uses UniMail to communicate official notices.
Website: www.unimail.unsw.edu.au

UniPass
UniPass is your password for all online services at UNSW. UniPass can be used to access your UniMail account, myUNSW, WebCT and the UNSW Library’s Electronic Resources.

UNIPREP
UNIPREP is an academic orientation program that has been designed to welcome you to campus and provide information and guidance for becoming a successful UNSW student. You will be given a practical orientation around campus and can also attend workshops on how to manage your academic life at University. UNIPREP extends beyond Orientation week with ongoing seminars and workshops held throughout semester.
Telephone: 9385 5418
Email: counselling@unsw.edu.au
Website: www.counselling.unsw.edu.au
UNSW IT Services Help Desk
They provide support and technical advice on UNSW Email and Internet services. They are also able to issue replacement UniPass and Unipin numbers.
Location: The IT Service Help Desk Counter is located on Level 2, the UNSW Main Library Building
Telephone: 9385 1772 or IT Services on 9285 1333
Email: servicedesk@unsw.edu.au
Website: www.disconnect.unsw.edu.au

UNSW Source formerly known as UNSW Union
The UNSW Source is a student organisation that supports its membership through its services, entertainment, creative events and student development programs.
Location: Blockhouse Reception.
Telephone: 9385 7700
Email: reception@union.unsw.edu.au
Website: www.source.unsw.edu.au/website

UNSW Student Central
UNSW Student Central provides advice and assistance in relation to: academic transcripts and graduation; illness and misadventure, academic standing; student loans and financial advice; visa extensions and medical cover for international students; examination timetables; scholarships; Commonwealth support, HECS-HELP, FEE-HELP, tuition fees; thesis submission; applications for postgraduate, non-award, other direct entry courses; and change of name notification. It can be accessed online through my UNSW.
Location: Lower Ground Floor, Chancellery Building (at the northeast corner of the library lawn).
Telephone: 9385 3093
Email: studentcentral@unsw.edu.au (please include your student number in all correspondence)

WebCT (Web Course Tools)
Some lecturers choose to supplement face-to-face teaching with online components or offer courses completely online with little or no face-to-face contact. Your student number and Unipass are necessary for login through the Website: www.elearning.unsw.edu.au – your course may be in either “WebCT CE” or a new version called “WebCT Vista”.
CHECKLIST

Are you ready to start?

1. Get your UNSW Student card from E-Spot Room G008, Red Centre Building.

2. Collect a Diary from the UNSW Source reception at the Blockhouse

3. Collect a 2006 Student IT Handbook: Your guide to using computer and information technologies in the Faculty of Commerce & Economics

4. If you’re eligible, make sure you get a travel concession sticker to get cheaper transport

5. Set up e-mail address via http://www.disconnect.unsw.edu.au
   - Important announcements are often made via email
   - You also have the option to divert uni-mail to your preferred email address
     Diverting your uni mail ensures you actually see your uni mail!

6. Check your lecture and tutorial allocations via https://my.unsw.edu.au/portal/dt
   - Before the commencement of Session 2, check your lecture and tutorial allocations for any changes through MyUNSW

7. Be familiar with the UNSW Library via http://info.library.unsw.edu.au/Welcome.html
   - Research and assignments are an integral part of every subject
   - Most new students find the Library overwhelming and confusing at first
   - There are tours running throughout O-week and the Session. For a schedule, check under Library in the Quick Reference – UNSW services for students provided in the Orientation Handbook
   - There are also resources and catalogue searching classes. Do one!

8. Check your textbook lists via http://www.bookshop.unsw.edu.au
   - Lecturers will give you more information in the first week
   - PRESCRIBED texts are essential, RECOMMENDED are not
   - There is a second hand bookshop on campus at the Quadrangle, Room GO33
   - Also, notice boards in front of the John Goodsell Building, the Library and on the Basser Steps list second hand books for sale
   - CAUTION – make sure you that you have bought the latest edition
Studying Successfully in Commerce and Economics

You need to be open to change and to learn new ways:

- New ways of approaching learning
- New ways of researching and writing assignments
- New ways of studying (previous study methods may need to change)
- New skills: become computer and Internet literate, e.g. learn how to make PowerPoint slides, learn how to use Excel, especially for Accounting, Finance and Information Systems (HINT: Take your Quantitative Methods computer labs seriously and learn the program)

Lecturers expect independent learning and self-reliance:

- There is very little spoon feeding
- The relationship between staff and students is different:
  Staff expect you to manage your own learning, have a mature approach to learning, and be responsible for yourself. Usually, no-one checks whether you have done your study, or missed lectures - but this DOES matter, especially when assessment time comes! Trying to cram information in at the last minute may not work for you! Staff will not monitor your progress or follow up - they’re here to help but they will not know you need it unless you tell them. YOU should ask questions, approach your tutors and lecturers, see them in consultation times, or make an appointment and make use of the services provided to improve your learning

- At first it can be a bit scary and overwhelming.
  You might feel lonely and feel as though you are not coping very well. You will need to make support networks as part of the learning process includes a cooperative approach to learning. Social aspects can ease things but can also sometimes be difficult. However, give yourself time to settle in and like everyone else, you will survive and the big bonus is - FREEDOM!

What are the main differences between FCE subjects and school subjects?

The amount of work
MUCH heavier than school – do not be fooled by light contact hours. You may have only three days per week at University: however, you will have to spend time outside class on subjects. Be careful not to take on too much paid work, especially at first

The fast pace
The syllabus moves very quickly – often one chapter per week - what took a month to learn in school may be covered in one lecture (e.g. in Economics)

The high standard of other students and different marking system from school
Do not expect HD's for everything - you are competing against the top students in the State. Have reasonable expectations of yourself - a credit is a good result!
Depth of study required
At school, you can memorise, you can learn formulae - you do not have to understand everything. At University memorising is not enough. You are expected to understand the concepts, be able to explain them, to use the theory in different situations, and to apply it to new problems. University subjects are career relevant - you have to apply theory to real work situations, and you are expected to be critical and analytical.

How do you meet those challenges and learn effectively?
These are some tips for success, compiled by senior students and the EDU: get to know where to go around the campus, make sure you go to the first lecture (and the last), read the course outline, make sure you understand what is expected of you, make sure you know how to get help if you need it.

Make the most of lectures:
- Go to the lectures: They build on each other. They tell you what the lecturer considers to be the most important information. Lectures give you a framework for other reading. They help identify what is important, and give an overview. You can read textbooks to supplement understanding of lectures and tutorials
- Read before a lectures - this also helps with staying interested and concentrating during lectures
- Try to concentrate in lectures – given the large attendance, they are not very interactive so it is easy to tune out. Try to concentrate and take it in - but if you do not feel like going to a lecture, and if you know you are not going to take anything in, then spend the time doing something else like reading the textbook
- Print out the lecture notes in advance if you can - then you can concentrate more on what the lecturer is saying
- Takes notes in lectures: However, do not write down everything - just points which will help you to understand and remember. Learn to write fast! Develop your own shorthand - symbols, abbreviations and write up your lecture notes after the lecture

Make the most of tutorials:
- First priority every week - go to tutorials: They explain what has been said in lectures. The tutorial exercises and the discussion questions reflect the exam questions and indicate the standard of understanding required of you. Tutorials give you the opportunity to apply theory to practice, especially in business situations
- Do your tutorial homework and preparation DO NOT JUST TAKE DOWN THE ANSWERS DURING THE TUTORIAL
- Preparing for tutes is where you do most of your learning in Commerce during a session - do not underestimate the amount of time you will need for this
- Most courses have a tutorial participation mark which is awarded for attending plus being prepared and doing the work plus speaking and being active, e.g. answer questions, offer
comments, and ask questions especially if you do not understand. So, make sure you prepare and speak up in the courses, which assess class participation!

**A hint:** Do your tutorial oral presentation early if you can - get it over with before you get caught up with other assessments (and the earlier ones are usually not as demanding as the later ones, and expectations are not as high)

**Make the most of the textbook and required readings:**
- The textbooks are HUGE – you are not supposed to memorise the textbook
- The textbooks give you background and additional important information, help explain theory and provide useful examples
- Some people read the textbook chapter BEFORE the lecture – that is good because it helps you to understand and be interested in the lecture
- Some people read the textbook chapter AFTER the lecture to flesh out what the lecture was about and get a deeper understanding – that is good too
- Most people use the textbook to help them do the tutorial questions
- You can add brief textbook notes to your lecture and tutorial notes - note references to useful pages etc to help with your revision later
- Textbooks and lecture notes complement each other – read the relevant parts of the textbook to help you answer the tutorial questions or if you do not understand something from the lectures

**Become a successful independent learner:**
- Work out the best way for you to study - to combine lectures, tutorials, textbooks, other reading, notes, and practice and revision
- Generally, in first year Accounting and Economic courses, you will not be required to do much reading outside the textbook. Other courses may require independent reading and research.
- Time management is very important - develop a way of organising yourself
- Organise your notes: Each week - try to put your lecture and tutorial notes together and find the relevant section of the textbook - add relevant textbook notes to your lecture notes
- From Day 1 – try not to fall behind - keep up with the work
- Keep up with your tutorial work – the most important thing to do in your weekly schedule for Commerce subjects – and catching up on tutorial work is important in exam preparation
- Follow up what you do not understand immediately - many subjects build on knowledge so falling behind early leads to disaster later, e.g. topics in Accounting, Auditing
- Get help early - use available support services e.g. tutors' consultation times (tutors are friendly), PASS, the Economics Drop-in Centre (Pit STOP) the course and Faculty websites, the EDU Learning Assistance Centre (for writing and study issues) and The UNSW Learning Centre
- Form study groups and help each other
- Try to do well in assessment tasks - these are often easy marks and can make the difference between grades - exams can be unpredictable - do not rely on picking up marks in exams
Develop effective study techniques:

- Develop an overall broad conceptual understanding of the course first - worry about understanding the specifics later: add details and examples later.
- Use course outlines, lectures and tutorials to guide you to an overview of the subject and to what the lecturer really wants you to understand, and what is considered important in the course.
- Do not try to memorise everything - it just is not possible and no-one wants you to. Put your efforts into UNDERSTANDING the main concepts and being able to APPLY them.
- Make mind maps, outlines, and summaries of the course, of topics including lecture, textbook, and tutorial notes, and consider organising your notes by topic or week.
- Keep up/catch up your tutorial work - the best way to revise is to do tutorial questions.
- Do past exams and practice questions to reinforce the concepts.
- Study differently for a different subject especially if it is a discursive or technical subject, e.g.
  - **Finance, Accounting, Quantitative Methods:** Do practice questions and tutorial questions. Re-read relevant parts of the textbook for illustrative examples – these show you the method.
  - **Economics:** Read the textbook and tutorial questions, make sure you understand the theory, do summaries and graphs, practise problems.

A Word about Group work: The Good, the Bad and the Ugly

Many assignments are done in groups, and you get a group mark. (By the way, at University marks are NOT awarded based on rankings, as at school, so form informal study groups to help each other.)

- **The Good:** You can share ideas and your thinking will be stimulated. You can share the workload and use the different strengths of the group members to get a better result.
- **The Bad:** It is time consuming and sometimes difficult to timetable meetings. Others’ work may not be as good as yours and your group members may not be as smart as you, but you have to share the mark.
- **The Very Ugly:** Some group members are LAZY and people like YOU do all the work. However, some subjects have a 'peer assessment' so that you can award your group members the marks YOU think they deserve.

However, group work can be really fun and is a great way to learn about effective teamwork. Try to participate fully in group work and do your best to make your group an effective one.

Maximise your learning experience - get the most out of your course

- **Regard your time here as a true learning experience and a time to grow** - not just a means to an end, i.e. a degree. Use the time to broaden your horizons.
- **Try to develop an interest in the material, be motivated** - go beyond the syllabus. Have a 'deep approach' to your learning, e.g. read around the topic, keep up with current affairs, media, newspaper articles, interesting websites.
- **Do not focus too much on marks - learning and self-development are very important** - and prospective employers focus more on the whole personality rather than marks.
Reading and Critical Thinking in FCE Courses

Reading at University
One of the challenges at university is the reading required in preparation for lectures and tutorials, when researching information for assignments, and in preparation for exams.

Volume of reading
One long chapter in a textbook is often covered in one lecture, so you will probably not be able to cover all the readings for every course.
- Learn to read selectively and prioritise. Read what you most need to know first, e.g. the section of the textbook that helps you to understand the lecture and answer the tutorial questions
- Learn to read effectively. Develop techniques for skimming, note-taking, and organising your notes.

Required reading
- If you can, skim the required reading before the lecture. This helps with understanding the lecture, familiarises you with the concepts of the terminology, and gives you a mental mindmap of the topic. It also helps you to get more out of the lecture and also keeps you interested in the lecture
- Read the textbook after the lecture to prepare for the tutorial, to fill in gaps in knowledge and to get fuller explanations and examples of the lecture material

Reading challenges
- New terminology and theoretical concepts are hard to absorb. Expect to spend more time reading than you did at school.
- You may need to read a variety of texts, e.g. academic journals, articles, newspaper articles, material from the Internet. Read closely to identify key points and structure
- You may be required to keep up to date with current events and read outside the set texts, e.g. The Financial Review. This helps you to apply the theory you learn to read world events (and get a higher mark in assignments)

You are expected to read critically
- Look for connections between the readings and the lecture / tutorial notes, and between readings – look for similarities and differences.
- Think about what you read. Does it agree with what you have learnt already? Does the theory you are learning seem to relate to what is happening in the real world or not?
• **Be critical and questioning.** Do not accept texts at face value; do not believe something just because it is in print. Question the writer, e.g. do you agree with the writer? Is the article presenting a sound argument and using proper evidence? Is the writer biased or only presenting one side of the issue?

• **Check the validity of the writer or source.** There is so much information available through print and electronic media. It is very important to question where information has come from, and whether data is based on a depth of valid research e.g. articles published in academic journals have all been through an evaluation process that includes editing and peer review; whereas information from web pages may be useful; however, it is important to make sure they come from reputable sites. Those websites ending in .edu or .govt or .ac may be more reliable.

**You are expected to think critically**

Learning information is only a small part of the knowledge you gain at university. The main skills you learn are to think, to analyse, to understand and apply new knowledge, to question, to form your own opinion based on evidence, and to construct a logical argument.

- You are expected to show **higher order skills and critical thinking** - to question, analyse, argue, discuss, think about the issues, make judgments, and support your statements with evidence. You should not reproduce what you have read or learnt.

- You need to **justify everything you say** and take a considered approach. You are not encouraged to be rhetorical or express strong opinions without evidence – at school, your own well-expressed opinion was often sufficient. At university, however, you need to show that you have considered both sides before coming to a decision – you cannot ignore one side. You should come to a sound, considered position and construct a careful logical argument.

- You need to **take readings into account** when considering issues and taking a position, as you are expected to compare ideas from different readings, question author's views, and use readings to support your points.

- You need to show **an ability to apply what has been learnt to new situations**, e.g. in tutorials, you might learn about a demand curve moving to the right, but in the exam you might be asked about a demand curve moving to the left so just memorising what you have learnt is not enough.

- You need to **apply theory to real world situations, especially the workplace**, and to use real world practice to examine and evaluate theory.

- You need to be **very open to changing style, techniques, and to learning new skills**, new ways of studying and approaching learning, new ways of researching and writing assignments.
Assignment Writing in Commerce and Economics

Purpose of Academic Assignments

If you read the description of the objectives of the first year Commerce and Economics courses, you will notice that there are some key aims:

- To develop knowledge and understanding of the content of the subject e.g. accounting systems, financial reporting
- To be able to apply that knowledge to business practice
- To explore important issues in the field
- To develop analytical and critical skills
- To develop communication skills necessary for a successful commerce related career

Demonstrate Understanding of the discipline

Written assignments reflect the aims of the courses which are to develop your understanding of principles and issues in the fields of accounting, economics etc. Written assignments, such as essays, short exam answers or tutorial assignments test that understanding and knowledge. You can only be sure that you really understand something if you can explain it clearly in your own words.

Apply theoretical knowledge to ‘real’ business practice

However, more importantly, the courses aim to develop your understanding of how these principles actually apply to the real world - how you will need to use them to understand situations, analyse problems and make decisions in your professional practice. Therefore, applying the theoretical and mathematical knowledge to real cases and thinking about that application are an important component of the writing tasks, these skills are developed throughout your degree in tutorial assignments, essays, reports, case analyses, projects and other tasks. Graduates should be able to use and apply their knowledge in order to become successful practitioners in their field.

Develop analytical and critical skills

Analytical skills are a vitally important part of professional training, as successful practitioners need to be able to assess situations, theories, arguments, problems and possible solutions, and make informed judgments and decisions based on their analysis. The level of analysis and evaluation expected of students becomes higher as you progress in your studies, but even in first year subjects you are expected to examine and evaluate theory and practice and their application in business. This is what makes the study of Commerce and Economics much more than simple ‘number crunching’, and it is part of the critical thinking, which is expected of you in your university study.

Develop communication skills

Communication skills are also extremely important in business as you will need to be able to explain, discuss issues and make recommendations to clients, management and business associates, in both written and spoken form. Communication skills include organising and presenting your ideas logically and clearly, using an appropriate format and structure, correct grammar, spelling and punctuation.
Style of writing

You may be asked to perform a variety of writing tasks in your first year courses. Some will be familiar to you from your previous study, but others may be quite new. In Commerce and Economics courses, many of the writing tasks resemble ‘real’ writing in business contexts such as reports, rather than traditional academic essays to prepare you for professional practice in those fields. You will have to learn to manage new skills and genres (forms).

You may be expected to **argue** a position and/or **make recommendations for action to a manager or client**, and to **support your arguments and recommendations** with evidence and analysis.

As there are particular **forms of writing** that you need to use, it is important to:

- Try to find out what is required. Ask the lecturer if you are not clear what you are expected to do in an assignment, or perhaps read past assignments from senior students to get an idea of what is expected in format and style or consult with the EDU Learning Assistance Centre
- **Note that formats may differ between subjects**, e.g. a case analysis in Marketing may be different from one in Information Systems. Make sure you find out what is expected
- Adopt a **style of writing** that is more like business writing - concise and straight to the point. Flowery language or ‘waffling’ will not impress lecturers.
- Note that many Commerce assignments are in **report format** rather than essay format - they are training you to write like a working professional rather than a student
- Consider who is the reader: Assignments often ask you to imagine that you are **writing for a particular reader**, e.g. a client or a manager, rather than to a lecturer
- Consider how you can structure your answer to include applying theory to practice as assignments often ask you to investigate and report on a real **world business problem or issue**
- Consider how to structure and write a group report as many assignments require group work
- **Be aware that instructions are sometimes vague**, e.g. ‘assignment’ can mean essay format or report format. Check with your lecturer!

Variations between courses/disciplines

- You need to write in a different way for different subjects – disciplines have particular emphasis, and have different expectations for researching and writing:
  - Finance: mainly spreadsheets, with basic interpretation of results, not in-depth discussion
  - Management Accounting: wants discussion of issues
  - Economics: involves application of economic models to real world practice

Writing expectations

Most assignments require that you do more than merely explain or describe the material. You are expected to **analyse**, which means to closely examine something (e.g. a business situation, issue or problem, a theory, an application, a written text, an argument) to identify its various components; perhaps to compare it with other examples and find similarities and differences; to identify strengths and weaknesses; perhaps to suggest causes and/or consequences or implications. Many assignments expect you to **evaluate** material and situations, and **make value judgments and decisions**, based on evidence from your research, observation and knowledge, as in the business world.
Writing tasks in first year include:

<table>
<thead>
<tr>
<th>Short answers</th>
<th>Research report</th>
<th>Literature review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Case analysis</td>
<td>Project (usually a research report with a practical application)</td>
</tr>
<tr>
<td>Analytical business report</td>
<td>Analysis of a legal problem</td>
<td></td>
</tr>
<tr>
<td>Technical report</td>
<td>Critical review of an article</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of First Year Assignments**

Write a report evaluating the performance of Woolworths Limited based on information disclosed in the company’s 2005 Annual Report. Your report should also outline any limitations of your analysis of which the reader should be made aware.

"Internal control is only needed in large firms. Large firms have the resources and the staff to implement proper internal control systems that cannot fail. Small firms, on the other hand, neither have the need for nor the resources to implement any form of internal control." Critically evaluate this statement. In your answer, please give logically structured arguments, illustrative examples and evidence to support your position.

**Evaluation of literature:** In the tutorial in Week 3, you will be asked to nominate one of the topics covered between weeks three and eight. You will choose one of the recommended readings set for this topic and in a written evaluation you are required to identify and analyse the argument/s raised by the writer/s.

**More ‘open’ questioning**

- Questions can be open and ambiguous: You need to think about the question carefully and analyse it to make sure you understand it. Misunderstanding the question, going off on the wrong track or using irrelevant material will mean that you do not answer the question and you will certainly get poor marks (even if what you write is good). Ask for clarification if unsure.
- Different approaches are possible and expected – there is usually not ‘one’ correct answer. Lecturers are looking for how you tackle the question, deal with issues, research, respond to readings, arrive at and justify a considered position, take into account other possible positions, and construct logical and careful arguments - they’re not looking for the ‘right’ answer.
- Different tutors / markers look for different things – expect some unpredictability in marks.

**Independent preparation for assignments**

You will be given a due date and it is up to you how you organise yourself to meet that date. There is very little guidance on expectations and structure, or feedback on drafts. It is important to seek help if you need it, e.g. clarify expectations with tutor or lecturer, discuss with friends or senior students, or come to the EDU Learning Assistance Centre.

**Tips for Writing Assignments**

**Analyse the question**

Key words are very important, especially the instruction words, e.g. ‘evaluate’, ‘discuss’ and ‘analyse’. Think about the words in the question and about what the question is really asking for especially when questions are very open. Think about what the question is asking you to do and what is the lecturer could be looking for in your answer.

**Plan**

Planning helps you to keep on track. Consider the assignment ‘rules’ and avoid penalties: Follow the instructions about your assignment e.g: is it to be in a report style, and have you been told to ‘evaluate’, and be aware of word limit and weighting for different parts of the question.

Make a working plan based on an analysis of the question:
• Break down the question into parts and areas to be covered. Decide what you have to do first, e.g. what do you have to research?
• As you research, the plan can be filled in. It may change as you research the topic. **Add details** to your headings/sub-headings. Consider an effective logical order for your argument.

**Keep reworking your plan** – this helps you to refine your ideas; however, keep re-reading the question and checking your plan against it to make sure you have not become sidetracked.

Remember: **You cannot produce a good university assignment overnight.** Expect to spend much more time on assignments than you did at school.

**Research**
Research is required at university – you should not depend solely on material supplied to you, especially after first year. Learn to research independently and make decisions on what you need and find it yourself. Perhaps consider a UNSW Library Skills Information Program.

**Draft and rewrite**
There is no one way to write an assignment – it is important to **start writing as soon as you can.** Perhaps **start with an easy part first**, e.g. description of your method or tables of results and do not spend ages on the introduction. Try to do a rough draft of the assignment and come back to polish it and the introduction later. If you are not sure whether you are on the right track, bring a draft to the EDU Learning Assistance Centre or the UNSW Learning Centre and discuss it.

You are expected to submit a **typed assignment** so always **check grammar, spelling, layout, etc** – maybe ask someone to read it as there are higher standards of presentation at university. The EDU has resources about how to edit your work.

**Acknowledging sources and referencing – Avoiding PLAGIARISM**
**Plagiarism is not acceptable** and is heavily penalised. Plagiarism is copying or using someone’s ideas without acknowledgment and is regarded as cheating. It also can mean that you have relied heavily on sources, even if acknowledged, so your writing is regarded as not independent enough.

The UNSW Learning Centre provides an extensive explanation of plagiarism and how to avoid it at www.lc.unsw.edu.au/plagiarism/index.html.

There are **very strict rules** for acknowledging all the sources of your information and ideas in your assignments. There are **strict rules for referencing styles** – check your course outline and assignment instructions for the recommended style in each course. Make sure you follow the recommended style closely in your assignment and in your reference list. If you are not sure how to reference correctly, come to the EDU Learning Assistance Centre for help.

**Working with other students**
Discussing an assignment is stimulating, and helps you to **clarify your own thinking** about how to interpret questions and structure your writing. Remember, particularly for an individual assignment, if you share any research and ideas, **ALWAYS WRITE UP INDIVIDUALLY**. Lecturers want to see your communication skills - and **copying another student’s work is plagiarism / cheating**. If you are doing a group assignment, make sure that your group **has time to compile everyone’s contribution** and edits for a consistent writing style so the assignment reads clearly and logically.
Writing an Essay

In what courses do you write essays?
Students in the Faculty of Commerce and Economics are required to write essays in many courses within the Faculty. In particular, essays are frequently set as assignments in the Schools of Economics, Organisation and Management, and Marketing.

What is an essay?
An essay is usually written in response to a question or series of questions. The writer's purpose is to convince the reader that his or her way of analysing, explaining, discussing or arguing about a topic is valid.

What kinds of essays are you required to write in the FCE?
Some of the essays you are required to write in the Faculty of Commerce and Economics are similar in type to those found in Arts Faculty courses: an issue is identified and a question is asked in relation to that issue. Your task is to construct an argument that supports your own perspective on how that question should be answered. Other essay assignments are a kind of essay/report 'hybrid' assignment. Some lecturers set assignments that are called "report essay". When this happens the lecturer wants you to write a paper that has characteristics of both essays and reports.

How do essays differ from reports?

Essays differ from reports in purpose, writer requirements and audience
Essays are a type of writing that is found mostly in schools and universities. Students write essays for teachers, tutors or lecturers to provide evidence of their understanding of a concept or phenomenon and their ability to express that understanding in well connected text. An essay is very much an individual's response to a question. It would be very difficult for a group to write an essay, whereas it is very common for a group to write a report.

Essays differ from reports in organisation
In an essay you are required to develop a logical argument in response to a particular question. The intended reader of your essay is your lecturer or tutor. Your lecturer or tutor is interested to see how well you can construct a convincing argument based on sound reasoning and appropriate use of evidence. The connection between stages of your argument must be marked very clearly by transition sentences that summarise what came before in order to introduce the next stage of the argument.

The challenge for you as a writer is to make this transition as smooth and seamless as possible. A reader cannot read some parts of your essay to learn what they want to know. A reader must read your entire essay to understand how well you can argue.
Some lecturers prefer you not to use sub-headings in your essays. Other lecturers allow or encourage some use of sub-headings to indicate change of sub-topic, but these sub-headings should be in addition to and not replace topic sentences.

In a report, in contrast, you must indicate the structure clearly by using sub-headings for each section. Each section has a distinct purpose. Sometimes the reader may want to read one section of your report only. So each section should contain the type of information the reader expects to find in that section.

In spite of these differences essays and reports are similar in that the writing must be based on analysis and critical thinking. The expression must be clear and precise and without grammatical error.

**Why are you asked to write essays in the FCE?**

Essays allow your tutors and lecturers to assess your ability to:
- understand the purpose of questions important in your field of study
- carry out research
- think critically about what you read
- distinguish between sources relevant and irrelevant to answering a question
- distinguish between reliable and unreliable sources
- organise your ideas into a sound argument
- use evidence from your sources as support for your argument
- express your argument in coherent and cohesive text, and
- acknowledge the sources you have used appropriately in your text.

Although you are unlikely to be asked to write essays in the workplace, the ability to express yourself logically and fluently that you develop in writing essays will provide a solid base from which you can develop competence in other types of writing.

**What do you need to do to understand the question asked?**

It is important to make sure you understand the question(s) you are asked to answer. You can be certain that, in almost all cases, the essay question will require you to undertake some kind of analysis. Every essay question will be about a TOPIC. But that does not mean you should write everything you know about that topic. The essay question will also give you DIRECTIONS about how to approach the topic.
The following table lists some of the direction words that are commonly used in essay questions. All the words require some level of analysis.

**Analyse**
Examine the different elements relevant to the topic and determine their relationship to each other.

**Compare**
Find similarities or differences between ideas, events or interpretations.

**Contrast**
This is similar to 'compare', but requires more focus on the differences.

**Criticise**
Discuss both strong and weak points in order to arrive at a reasoned evaluation.

**Define**
Provide a clear, concise and authoritative statement of the meaning of a term.

**Discuss**
Analyse the main features of the topic and present a reasoned point of view in relation to it.

**Evaluate**
Consider a range of arguments and reach a judgment about the strengths and weaknesses of each.

Other direction words may also be used which do not necessarily involve a high level of analysis. Direction words that do not involve a high level of analysis, such as the following words, are usually asked in combination with one or other of the direction words.

**Describe**
Outline the main features of a phenomenon.

**Illustrate**
Give examples.

**Summarise**
Outline the main points of theory or event.

### What is the structure of an essay?
Unlike reports, essays are not broken up into distinct sections with specific functions. The traditional essay has no subheadings at all. Now, increasingly, lecturers are permitting and even encouraging some use of subheadings to indicate topic shift, but you should use only a few. The Essay and Assignment Guide provided by the School of Industrial Relations and Organisational Behaviour advises that you 'make limited use of subheadings'.

While you do not need to give headings to parts of your essay, you should provide a clear introduction, body and conclusion. There are clear expectations for what is included in each of these parts.

**Introduction**
The introduction to a short essay is one paragraph. For a longer essay you may have two paragraphs. In the introduction you should orient your reader to the question, perhaps by

- explaining the significance of the question
- providing a context
- expressing a clear point of view that responds directly to the question
- giving a brief indication of the order in which your ideas will be developed
- indicating any limitations to the scope of your essay, for example, the time and the places or the aspect(s) of a topic that will be the focus of your essay, and possibly, defining any terms that may need defining.
Body
The body of an essay consists of a number of paragraphs, each of which should
- deal with one aspect of your answer
- occur in the order outlined in the introduction
- begin with a "topic sentence" that identifies the main idea of the paragraph and connects it to
  the preceding paragraph and/or the introduction, and
- provide evidence to elaborate/support the main idea of the paragraph.

Conclusion
The conclusion consists of one or two paragraphs. In the conclusion you should
- briefly summarise your answer to the question
- ensure that what you write follows logically from your introduction (possibly qualifying a
  position stated in the introduction)
- avoid rambling
- avoid introducing any new information, and
- possibly, suggest implications or argument or areas for further exploration.

Synopsis
You may sometimes be asked to include a synopsis of around 100 words with your essay. This is
more likely to be a requirement if the essay is over 2000 words. The synopsis of an essay is like the
executive summary of a report. It is written after the essay has been written and gives an overview
of the main argument. It is written on a separate page and put in front of the essay.

Reference list
You should list all the sources you have consulted for your essay on a separate page placed at the
end of your essay. These sources should be listed alphabetically according to author's family name
or institution name.

How do you incorporate evidence from your sources in your essay?
To support your analysis in answering an essay question you are required to incorporate evidence
from authoritative sources. There are three ways of doing this: paraphrasing, summarising and
quoting. Quoting should be kept to a minimum and only used when it is very important to use the
precise wording of an author. It is obligatory to acknowledge all your sources either with references
in the text or with footnotes. You may put strong focus on the authors by putting their names in a
prominent position in the sentence or weak focus on the authors by giving prominence to the
evidence itself and mentioning the authors' names in parentheses or footnotes.

See the EDU handout Acknowledging sources for more detail on how to incorporate evidence from
your sources in your essay.
What are the steps in writing an assignment essay?

You cannot write an assignment essay well if you try to do it all at once. You should begin early. Essay writing is a cyclical process. The steps are listed here one after the other, but in reality you will find that you usually need to go back a few steps and repeat them in order to produce a good essay.

- Make sure you understand the question you are asked to answer
- Do some preliminary reading
- Take notes from your reading and systematically record the bibliographical details of your sources
- Identify the main themes relevant to the question asked
- Decide on your position in relation to the question asked
- Develop a rough outline for your answer
- Select more sources to read making sure that they are relevant to your proposed answer
- Order your notes from your sources according to the rough outline
- Review your notes and refine your outline to take account of your greater understanding of the issues involved
- Write a first draft of an answer to help you clarify your response (this draft is for you!)
- Read your draft and note areas that need changing to make your response more powerful and more consistent
- Write a second draft this time with the reader of the essay in mind
- Edit for grammar and spelling
- Write a final draft in accordance with the presentation guidelines for your course.

What makes a good essay?

A Good Essay

- demonstrates a clear understanding of the question
- demonstrates critical and analytical skills
- presents a reasoned and tightly structured argument
- is at all times relevant to the question and does not drift off onto irrelevant topics
- is written for a lecturer or tutor of the course for which it is assigned, but does not leave things unexplained on the grounds that the reader will know what is meant
- is based on wide and critical reading
- uses evidence effectively to support the argument
- always acknowledges the sources used, and
- is written in academic style.
Are exam essays different from assignment essays?
Exam essays are in most ways similar to assignment essays. The main differences are as follows:

- Exam essays have very brief introductions. The answer to the question and an outline of the answer should be in the first few sentences.
- While evidence is always required to support an assertion, specific sources cannot be quoted or page references given in a closed book exam.
- Transition signals are particularly useful in exam essays to emphasise key points, e.g. the most significant factor.
- The conclusion may be only one sentence or two and so should simply be a restatement of the answer to the question.

Are there differences across cultures in regard to what constitutes a good essay?
Researchers have observed that, just as there are differences in the way people from different cultures approach many aspects of life, there are also differences in the way people from different cultures write essays. Students who have been successful essay writers in one academic culture may find that they are not initially successful essay writers in another academic culture. English essay writing style has been characterised as being very direct. If you were taught how to write essays in another academic culture you may have been taught to approach the question a little differently. If you want to gain high marks for your essays in the Australian academic culture it is important to approach essay writing in the way described here.

Where can I get more detailed information about writing essays?
The School of Organisation and Management has a detailed Essay and Assignment Guide available at http://wwwdocs.fce.unsw.edu.au/orgmanagement/EssayGuide.pdf. You do not need to enter your password and UNIPIN to access this Guide so it is accessible to all students.

The following books also have detailed advice on how to write essays:


Essay Writing Checklist

Use the following checklist to review your essay:

**Doing the research**
- Have I done sufficient research to be confident that I am aware of the basic facts and the range of perspectives offered on the topic?
- Have I used a range of resources? (e.g. online information, journal articles, newspaper articles)

**Applying analysis and developing an argument**
- Have I applied the core concepts I have learnt in this course?
- Have I identified the key issues?
- Have I used my sources to support my argument?
- Is my position clear in my response to the question?
- Have I qualified my position by careful consideration of possible counter-arguments?
- Will I leave the reader with the impression that I have been actively trying to make sense of the question and thought hard and deeply about the complexities involved?

**Structuring the introduction**
- Does my introduction have a statement introducing the topic?
- Does my introduction identify the key issue?
- Does my introduction indicate my position in relation to the key issue?
- Have I given a brief indication of how I will answer the question?
- Have I indicated any limitations on the scope of my essay?
- Have I defined any terms that need defining?

**Structuring the body**
- Have I presented my paragraphs in a logical sequence? *(i.e. following the order outlined in the introduction)*
- Does each paragraph develop one aspect of my essay?
- Does each paragraph begin with a topic sentence that both introduces the main point of the paragraph and connects it to the essay as a whole?
- Have I provided evidence in each paragraph to elaborate/support the main point of my paragraph?
Structuring the conclusion

☑ Have I provided a final answer to the question?
☑ Have I restated my position in a new way (perhaps modified) from the way I stated in the introduction?
☑ Have I very briefly summarised my main points?
☑ Have I made a final comment, for example, suggesting areas for further exploration, predicting future developments?
☑ Have I observed the requirement not to introduce new information in the conclusion?

Using the right language

☑ Have I checked my spelling? (Not only by using the computer spell check, but also by proof reading)
☑ Have I checked the grammar for common mistakes e.g. subject-verb agreement, number agreement, complete sentences?
☑ Have I written in an appropriate academic style (i.e. formal, objective, and not conversational or journalistic)?

Referencing correctly

☑ Have I acknowledged the arguments, ideas and evidence of others with in-text references? (necessary whether quoting, paraphrasing or summarising)
☑ Have I used the correct format for in-text references?
☑ Have I used quotation marks when I am quoting?
☑ Have I paraphrased and summarised well enough when not quoting so that I cannot be accused of plagiarism?
☑ Have I included a list of references organised alphabetically according to author on a separate page?

Presenting the essay in the required format

☑ Have I typed the essay?
☑ Have I used 1.5 or double spacing?
☑ Have I numbered the pages?
☑ Have I used the cover sheet included in the course outline?
☑ Have I checked that my essay is the required length?

Acknowledgements: This checklist was developed by Carolyn Cousins and Liz Craven of the EDU.
Writing a Report

Students in the Faculty of Commerce and Economics are required to write reports in almost all courses within the Faculty.

What is a report?
A report is a text written to communicate information. Some reports only communicate information, while other reports not only communicate information, but also analyse and evaluate that information. In your courses in the Faculty the reports you are required to write belong to the latter category.

What kinds of reports are you required to write in the FCE?
Many of the assignments in your courses will be called reports. These assignments all have something in common as they will require you to do some research in order to have information to communicate. They will also require you to undertake some analysis of data or issues. The method of analysis you will use will be based on a methodology that you learn as part of your course. The assignments will also require you to draw conclusions and possibly make recommendations based on your analysis. However, there are many different kinds of reports and you need to be aware of the specific requirements of each. Some reports have similar purposes to the reports you might be required to write in professional situations. These include financial reports, case study reports (see EDU handout on Writing a Case Analysis), feasibility reports, risk management reports and project reports. Other reports are of a more general nature and focus more on academic issues. You are frequently asked to write academic research reports in your courses as well as professional ones.

How do reports differ from essays?

Reports differ from essays in organisation
In an essay you are required to develop a logical argument in response to a particular question. The intended reader of your essay is your lecturer or tutor. Your lecturer or tutor is interested to see how well you can construct a convincing argument based on sound reasoning and appropriate use of evidence. Usually there are no sub-headings to indicate the structure of an essay. The connection between stages of your argument must be marked very clearly by transition sentences that summarise what came before in order to introduce the next stage of the argument. A reader cannot read some parts of your essay to learn what they want to know. A reader must read your entire essay to understand how well you can argue.

In a report you can indicate the structure clearly by using sub-headings for each section. Each section has a distinct purpose. Sometimes the reader may want to read one section of your report only so each section must contain the type of information the reader expects to find in that section.

Reports differ from essays in reader/writer relationship
Often you are writing your report not only for your lecturer to read, but also for an imagined client in the business world. You should use language that is as clear and direct as possible as you need to
Writing a Report

imagine you are writing for very busy people. Your language also needs to be on the one hand respectful, because your reader is your 'client' or 'employer', but, on the other hand, it needs to be authoritative, because you are the one with expert knowledge. When you are writing an essay, in contrast, your reader is your lecturer or your tutor. Your relationship with your lecturer or tutor is more like that of an apprentice with a master. You want to display the extent to which you are learning to write about issues in the way that your lecturer or tutor can write about them.

In spite of these differences reports and essays are similar in that the writing must be based on analysis and critical thinking. The expression must be clear and precise and without grammatical error.

Why are you asked to write so many reports in the FCE?
When you graduate with a degree from the Faculty of Commerce and Economics it is assumed that you have written and spoken communication skills that make you readily employable in Commerce and Economics related fields. All the report assignments that you are asked to write are designed to ensure that you have excellent report writing skills relevant to workplace requirements by the time you finish your degree.

Are reports written for university courses the same as professional reports?
Often the reports you are asked to write in your courses are for an imagined client and an imagined professional situation so in many respects the reports you write are very similar to professional reports. However they are usually not just professional reports pure and simple. You are writing these reports in an academic context and so you must show evidence in your report that you have a very good understanding of the relevant theory that relates to the issues presented in your report. You need to show that you can apply the theory in your analysis and discussion of the issues.

Sometimes your lecturers will give you an assignment that is called a "report essay". This may seem strange at first. A "report essay" is a hybrid assignment type. In setting this type of assignment the lecturer is usually indicating that you are required to pay particular attention to displaying your ability to construct an argument based on sound logic and appropriate evidence in the context of a report format.

What is the structure of a report?
Reports have a very clear structure that is signalled by subheadings. The table provided in this handout shows the purpose of each section and the appropriate contents for each section. Not all the sections are required in every report you write. The notes indicate which sections are always included and which sections may be included depending on the requirements of the assignment. You should note, however, that some reports require that you use an analytical tool that has an associated report structure. If that is the case then use that report structure even if it differs from the one given in this handout.
Writing a Report

What format should be used for the report?
Each section of your report should have a clear heading and each subsection a clear subheading. This allows the reader to access quickly the information important to him or her. Your headings and subheadings should make it clear to the reader how each part of the report is related to other parts.

The "styles" tool on your word processor can help you choose the appropriate font and size for each level of heading. There is nothing more confusing for readers than a report in which the headings and subheadings look exactly the same.

It is also important to make good use of space. Leave enough space between each section to indicate that one section is finished and another will begin.

What are appropriate headings and subheadings?
The headings and subheadings you choose are very important. They will appear in the Table of Contents as well as in the body of the report. They are the reader's first impression of what you have to say. The headings and subheadings should be clear and consistent in style.

In some reports you may have several main sections with headings such as INTRODUCTION, LITERATURE REVIEW, METHODOLOGY, FINDINGS, DISCUSSION, CONCLUSION. These will not always appear in all reports, and, whether or not you have these sections, you will certainly have many subsections for which you have to choose the wording yourself. The following are some pointers for the wording of headings and subheadings:

- Use nouns or noun phrases for your headings, e.g. Competitive advantages of Company X; Macro-economic indicators in China.
- Make sure your subheadings are as parallel as possible, e.g. "Decrease in costs" would be parallel with "Increase in passenger numbers" but not with "Increasing passenger numbers". The first two begin with abstract nouns, while the third begins with a gerund.
- Do not use questions as headings (such as in this document). Questions are used for informal documents in which the writer addresses the reader directly. You are expected to be more formal in the reports you write in your courses.
<table>
<thead>
<tr>
<th>Section</th>
<th>Contents</th>
<th>Notes</th>
</tr>
</thead>
</table>
| TITLE PAGE             | The title of the report  
Student's name and ID  
Course  
Tutorial time  
Tutor's name  
Date                                                                                                                                                                                                                                                                  | *A title page is almost always required but the details of what you write might vary. Sometimes your tutor supplies you with a title page.* |
| LETTER OF TRANSMITTAL  | This is a very brief covering letter to the person who requested the report. It indicates the terms of reference, the scope of the report and the problems addressed. It is a record of the transmittal of the report, identifies the writer and other who contributed.                                                                                                                                     | *In most of the reports you write in the Faculty this will not be necessary. You will only be required to do this for a very formal report based on a professional model, e.g. in International Business courses.* |
| EXECUTIVE SUMMARY      | This is a short summary of the whole report (for busy executives to read!). It summarises the report's purpose, findings, conclusions and recommendations. It is like an abstract or a synopsis and for your assignments not more than a page.                                                                                                                                         | *Again, this will not be necessary with short reports. Check the assignment requirements.  
If you need to write an executive summary, do so after you have finished your report.  
Make sure it is on a separate page.*                                                                                                               |
| TABLE OF CONTENTS      | This lists the main sections of the report as well as the second and third level headings with the page numbers on which each occurs.                                                                                                                                                                                                  | *Again, you will not be required to do this for every report. It is not necessary with short reports. If you have used 'styles' with your word processor for your headings then you can get your word processor to insert the Table of Contents (TOC) for you.* |
| INTRODUCTION           | The introduction usually includes:  
- Brief background information  
- Purpose  
- Scope  
- Outline  
- Definition of terms                                                                                                                                                                                                                                                                                         | *This provides an overview of the report. Some of what is in the introduction will also be in the executive summary. They are read separately for separate purposes. It is important to make the purpose of the report very clear in the introduction.* |
| **BODY** | This is the main part of your report. The sections will vary according to the type of report.  
- Background information  
- Theoretical framework  
- Review of literature  
- Methodology  
- Findings  
- Discussion of findings | You will not necessarily have all these sections in all reports. The assignment question will often indicate which sections you should have. Use a subheading and/or numbers for each section. In most reports you write at university the theoretical framework is very important. First you present a theoretical framework, then your research findings, and then a discussion of your findings in the light of the theoretical framework. Your findings are facts, but your discussions are opinions. Your language should reflect this difference. |
| **CONCLUSION** | The conclusion provides a summary and evaluation of the report's findings with the key recommendations. It may also identify the limitations of the report. | You will always need to write a conclusion. As with discussion of your findings, the language you use in your conclusion will be appropriately qualified. |
| **RECOMMENDATIONS** | The recommendations are a summary in point or numbered form of solutions or courses of action that follow logically from your interpretation of your findings. | You will not always be required to list recommendations in a separate section. Recommendations are usually 'should' statements. They are specific, indicating who should do what, where, when, how, and (sometimes) at what cost. |
| **APPENDIX** | This is where you put charts, tables and other information that is too detailed to put in the body of your report. | If the tables and charts are very important you may need to include them in the body of the report. |
| **REFERENCES** | This section provides a list of all the books, articles, web sites, interviews etc you have referred to in your report. | Many reports in the workplace do not have this section, but most reports you write at university will require you to refer to the literature in your field. In most of your courses you will be required to use the Harvard referencing system. |
Should you use 'academic English' in a report?

Students are sometimes confused because in English for academic purposes (EAP) courses they learn that the passive voice and abstract expressions are frequently used in academic writing, but when they read advice in books on professional writing they are told to try to avoid such language.

Reports written at university do require academic writing and what you have learned about sentence construction in EAP courses is relevant for your writing of reports in an academic context. Books written to give advice on writing in the workplace are trying to encourage writers to avoid unnecessarily complex and difficult language. Sometimes in the workplace it may be possible to write reports using "we" and "I" and "you" because the person or people who will read the report are well known to the writer. This is not the case with the reports you write at university so you should maintain a less familiar tone. In order to do this you will probably sometimes have to use the passive voice. This is fine. The passive voice is used quite often in English because it makes it easy for us to put the events, ideas and objects that interest us at the beginning of sentences rather than the people who are responsible for these.

What makes a good report?

A good report:
- makes the purpose of the report very clear in the introduction
- does not assume in the introduction a prior reading of the executive summary
- presents information that is both sufficient and accurate
- explains clearly the methodology or theoretical framework used to analyse the information
- uses the theoretical framework well in order to illuminate the findings
- uses qualifying expressions in the discussion of the findings
- has headings and subheadings that are clear and parallel in format
- uses a format that is appropriate to the report type
- summarises all sections of the report in the executive summary
- states recommended actions in clear concise statements and justifies these in relation to the findings of the report
- uses language appropriate to the assumed relationship between the writer and the reader

Where can I get more detailed information about writing reports?

The following references may be helpful:


In what courses do you write case analyses?
Students are required to write case analyses (or case studies) in almost all courses within the Faculty. This is one of the most common assignment types in the Faculty.

What is a 'case'?
A case is a scenario that gives you the opportunity to identify problems and recommend a course of action in a business situation. The case may be real or fictional, but will usually represent a complex situation with no ready solutions.

What is your role as an analyst?
In analysing a case your task is to

- identify the problem(s) in the situation presented in the scenario
- analyse the key issues within the context of the theory presented in your course
- develop and compare alternative solutions to the problems
- consider the advantages and disadvantages of various possible solutions
- select the best solution and make recommendations for action
- write up your case analysis in appropriate case analysis report format.

Why are you asked to write case analyses?
You are asked to write case analyses in some of your courses to enable you to demonstrate that you can apply conceptual frameworks from your course to real situations and integrate topics in your analysis.

Case analyses also enable you to improve your critical thinking and analytical abilities, your ability to evaluate sources of information and your written communication skills.

Case analyses are often used in employment interviews to assess:

- how you think
- how you structure problems
- your ability to *conceptualise, *draw clarity from ambiguity, *form views, *make recommendations.
What are the stages in preparing a case analysis?

There are a number of stages in preparing a case analysis. These are:

- understanding the case
- identifying the core problem in the case
- analysing the issues in the context of a theoretical framework
- exploring alternative solutions with reference to a theoretical framework
- choosing the best solution
- making recommendations for action.

What do you need to do to understand the situation?

Your first task is to understand the scenario you are given. When you read the scenario you should identify the facts of the case. The following questions can guide you in doing this.

- What is the mission of the organisation?
- Who are the "stakeholders" within the organisation?
- Who are the "stakeholders" or target groups outside the organisation?
- What is the formal decision making process in the organisation?
- What are the informal decision making processes in the organisation?
- What is the process of production or service delivery?
- Who are the competitors?
- What external factors impact on the organisation?
- What is the major problem?
- What are subsequent problems and implications?
- What is the role of management in relation to the problem?
- What is the role of production/service providers in relation to the problem?

As you are reading you will also need to fill in gaps based on your knowledge of theory and of the world and ignore irrelevant details.

What are the steps in identifying the core problems?

As you identify the facts of the case you will begin to think about the problems and to decide which problems are core problems. In doing this you will need to

- distinguish between symptoms of the major problems and the major problems themselves
- distinguish between immediate and longer term problems
- find evidence to support your decision about what you believe to be the core problems.
What are the steps in analysing the issues?
As you identify the core problem(s) you will begin to analyse the issues underlying these problems. The following steps assist with this.

- Identify any bias in the way the case is described.
- Classify the factors that influence the problem as internal or external to the organisation.
- Reflect on theoretical principles from your course that might explain aspects of the case.
- Apply analytical models from your course to further illuminate the situation.
- Identify the decisions that need to be made.
- Identify strategic issues.
- Identify risk factors.
- Identify historical precedents.

What are the steps in exploring alternative solutions?
As you are analysing the issues you will begin to think about alternative solutions. You should:

- consider individual and organisational levels
- consider the long and the short term
- define the alternative possible solutions
- compare the alternative solutions in regard to *theoretical grounding, *strengths and weaknesses, *risk factors.

How do you choose the best solution?
As you explore the alternative solutions you will begin to decide on the best solution for the organisation in solving its problems. It is important at this stage to provide a justification for the solution you choose.

What are the steps in making a recommendation?
When you have decided on the best solution you will be able to make a recommendation or recommendations.

At this stage you should do the following:

- Express your recommendation(s) precisely.
- Ensure that your recommendations are complementary.
- Ensure that it is feasible to implement the recommendations.
How do you present your case analysis?
A case analysis is presented as a report. Refer to the EDU handout on reports for guidance on how to format a report. The following is a suggested structure for a case analysis report:

**Introduction:** Describe the situation and identify the main problem.
**Body:** Analyse the problem and the issues underlying the problem. Present and analyse alternative solutions to the problem.
**Conclusion:** Identify the best solution.
**Recommendations:** Identify the courses of action needed to implement the best solution.

What makes a good case analysis?
A good case analysis:

- clearly identifies the core problem(s)
- provides a justification for the choice of core problem(s)
- analyses the issues underlying the problem in terms of the relevant theory
- uses appropriate terminology
- justifies the alternative solutions in terms of appropriate theory
- justifies the choice of the best solution
- presents feasible and complementary recommendations for implementing the best solution
- is presented in appropriate report format.

Is there a best answer for a case analysis?
It is important to remember that there is no one correct answer to any case analysis. As in real life, there is more than one way to interpret a case and solve problems, so there is no single answer. The approaches, interpretations and recommendations of different students will probably vary considerably. This provides a useful opportunity to compare and discuss different analyses and alternative solutions, which is a common practice in real life before finally recommending one solution.

Are all case analyses similar?
The general principles explained in this handout are relevant for all case analyses. However, there are some differences in requirements from one course or one case analysis or one lecturer to the next. Sometimes, for example, it will not be necessary to make recommendations. These notes provide a general understanding BUT you should always give priority to your lecturer's requirements!

Do I answer 'critical incident' questions in the same way as case analyses?
Sometimes, especially in an exam, you may be presented with a case study in the form of a 'critical incident' and asked a series of questions about it. In this case you do not have to write a case analysis according to the format described in this handout. You simply answer directly the questions you are asked.
Critical Reading: Summary/Critical Review of an Article

At university, there is a strong emphasis on critical reading. Students are expected not only to use the information and ideas in the reading to increase their knowledge about a topic, but also to comment critically on those ideas and texts and to evaluate or judge them.

A common assignment is the critical review of an article or book. This combines summary and critical comment. The following notes will help you read effectively and critically, and to prepare a critical review.

To summarise an article
1. Read the article first without taking notes. Try to gain an overall idea of its aim and main ideas.
2. Read it again and make notes of main ideas and main topics: highlight important ideas, make brief notes in the margin, or make notes on a sheet of paper.

You should make notes before you write your summary and, in your reading and note taking, try to identify:

- **the topic of the article**
  What is it about? What is the main idea? (usually, but not always, stated in the introduction)
  Sometimes the main idea is really the same as the aim.

- **the aim/purpose of the writer(s)**
  What is the author trying to do in the article? e.g. is the aim to identify something? describe? classify? explain? analyse? evaluate? argue? prove? criticise? present opposing viewpoints?
  Writers can have one main aim or a number of related aims:
  What is the main aim(s) of the article? (usually found in the introduction/first paragraphs)

- **the method of the study**
  How do the writers research their material and gather data?
  Do they gather information from research literature? From experiments? From surveys/questionnaires? From financial data?
  How do they analyse their material? Do they use a particular analytic instrument or framework? How do they organise and present their data?

- **the main findings/ conclusions**
  What are the main findings/results of the research?
  What are the writers’ main conclusions, based on their interpretation and analysis of their results/findings? What are the main points they make when they discuss their results?
  e.g. Do they identify important trends, or suggest main reasons for the results, or main consequences, or do they make main judgments, recommendations or future predictions?
Questions to ask after reading
It is useful to think about the text and ask yourself these questions:

1. What new information/ideas/insights have I gained from this book or article?
   What arguments were new to me?
2. How does it relate to other material or my prior knowledge of the topic?
3. What is my response to the material in this text? Do I accept the information as true?
   Do I agree with the ideas expressed?
   What ideas do I agree/disagree with?
4. How can I use this new material, especially in relation to my assignment?
5. What are the limitations of this text for my purposes?
   What further reading do I still have to do?
6. Was there anything that I didn't fully understand e.g. a concept or term; a reference to a person, event, idea; cultural or local knowledge; specialized knowledge of the field, which I should check?

To comment critically on the article
After you have identified the aim and argument of the article and fully understood its main points, you need to read more seriously at a deeper level in order to comment critically.

Critical reading means being able to discuss the strengths and weaknesses of an article - in terms of its arguments, its methodology and evidence, its contribution to the topic etc.
It also means comparing the article with other research on the topic and evaluating - making a judgment - on its value.

A text can be judged on general values of academic research and writing such as logical argument, sound evidence, clear organisation and expression of ideas (the sorts of criteria used to judge your own assignments).

General Critical Reading Questions
To think critically about what you have read, you can ask the following general questions:

1. What is the author’s argument / point of view / stance / thesis?
2. How does the author support this argument / point of view / stance / thesis?
3. Is the argument convincing?
4. Are there issues which have not been addressed or important information which has not been mentioned?
5. How does the article / book compare with other research on the topic?
   Does the author agree with other writers’ views? disagree? present a new view?
6. What is the importance or value of this research / article?
A text will also be judged according to specific criteria based on what is valued in the particular discipline, for example the use of a particular analytic model, the particular type of research instruments, and the current thinking in the field. You will only be able to judge articles according to these criteria when you begin to acquire acknowledge of your discipline.

To approach a research article critically and to identify strengths and weaknesses, question the different parts of the article. The following list suggests some of the questions you could ask. (They may not all be relevant to each text.)

**Introduction:** Are the topic and purpose clear?
- Are important concepts and terms defined?
- Is the reader given enough information about the topic?
- Is the theoretical framework clear and also appropriate?

**Aims:** Are the aims reasonable? Achievable?
- Is the article attempting to add any new knowledge to the field (as far as you know)?
- Is the article useful?

**Method:** Is the method used by the author appropriate for achieving the aims?
- Is the method explained clearly and fully?
- Is the method sound or can you find some weaknesses in it?
- Is the research comprehensive and thorough enough?
- Is anything important omitted in the research?

**Findings (Results, Discussion and Conclusions):**
- Are the results presented and described clearly and fully?
- Do the results seem sound? Could the results be distorted?
- Is the interpretation of the results (in the Discussion and Conclusion) consistent with the results as far as you can judge?
  - i.e. Do the authors draw reasonable and valid conclusions based on the evidence?
  - Could the data be interpreted in another way?
- Do the authors account for everything in the data or do they ignore something which might be important?
- Do they overgeneralise or simplify the results to suit their own argument?
- Do you agree with the interpretation and the conclusions?

Compare this article with what other writers say. Use your knowledge from the subject (lectures, tutorials, textbooks, other reading) to judge the article. Also use your own experience and knowledge to judge the article -- think about how these ideas could apply to business practice and/or the workplace.
Organise your summary/critical review

Reorganise your notes into a clear, logical form. You could follow this structure:

1. Introduce article and give a brief overview – topic, aim, method
2. Main findings and conclusions
3. Strengths/ usefulness of article
4. Weaknesses/ limitations/ problems of the article esp. for your purposes
5. Final evaluation and comment

Citing and referring to the text in your review

You will be expected to describe the article in your own words, not just paraphrase it. Paraphrasing is simply changing the words of the article into your own words, not necessarily shortening or commenting on it. Describing means that you talk about the article, not simply repeat the information from it. You describe what the authors do rather than simply summarise what they say. For example, you might use phrases such as:

Begum and West (1994) analyse.../conclude…

Remember to include full details of the article’s authors, title, date, and publication details, either in your title, or with a brief reference in your summary. For example:

Leitch, Dillon and McKinley (1981) identify/ examine/ surveyed…

Or in the text of your summary:

In their article, ‘Internal Control Weaknesses in Small Businesses’, published in Accounting in 1981, Leitch, Dillon and McKinley identify….
Referencing

What is referencing?
Referencing means acknowledging the sources for the information and ideas in your writing. Sources may include material taken from books, journal or magazine articles, newspapers, company, government or institutional reports, websites or personal communication.

Why should you reference?
References and citing sources are an important part of academic writing for the following reasons:

Respect for intellectual property
Using the words or ideas of another person without acknowledgement is called plagiarism. Plagiarism is a kind of cheating. If you hand in an assignment without acknowledging your sources you are likely to be asked to re-submit.

Evidence of wide reading
Your references show how widely you have read. They also indicate the type of research you have done and the sources that have influenced your thinking.

“Footprints” for others to follow
References are like footprints. They allow others to follow your tracks and to access the same sources as you have. It is then possible for your readers to check whether you have interpreted your sources in the same way as they would. It also helps your readers access further information for themselves.

What is involved in referencing?
When you reference your sources in an assignment you provide some information about your sources in two places: on the page where you have used the sources and then more detailed information at the end of the assignment. So you need to know how to reference your sources properly in both places: in the assignment, and, at the end.

Is there just one correct method of referencing?
No. There are many methods of referencing, but they can be divided into two main types. The first is the footnote or endnote referencing method and the second is in-text referencing.

Which method of referencing does the Faculty of Commerce and Economics require?
The School of Business Law and Taxation requires the legal footnote method of referencing. If you are taking courses in this School you will be given information about how to write references using this method. All other Schools prefer in-text referencing. There are a number of different styles of in-text referencing. The most common ones are the Harvard style and the APA style. These two styles are very similar, but there are some differences in punctuation.
Many lecturers in the Faculty will, in fact, accept any major style of referencing as long as it is used consistently and correctly. However, some lecturers provide very precise instructions on the style of referencing they expect. Make sure that you read course guidelines carefully for any instructions on this. If in doubt, use the Harvard style.

**Is there still a place for footnotes when using in-text references?**
Yes. Additional information, for example, a long list of statistics, can be put into footnotes at the bottom of a page.

**How do you write in-text references using the Harvard style?**
You include the author’s family name, the year of publication and sometimes the page number in parentheses inside or at the end of a sentence in the text of your assignment

\[ \text{e.g. (McCloskey 1981, p. 63).} \]

If the author is part of the grammar of the sentence then the parentheses are around the year and page number only

\[ \text{e.g. McCloskey (1981, p.63) argues that …… .} \]

If your source is a website and there is no personal author or page number you provide the name of the organization responsible for the site name, and the year of update

\[ \text{e.g. (Asian Development Bank 2002)} \]

**How are your sources written for the list of references using the Harvard style?**
At the end of the assignment you should list all the sources you referred to in your text in alphabetical order according to the first letter of the author’s family name. If there is no personal author then you list the source according to the first letter of the name of organisation that produced the report or that owns the web site or of the title of a document if there is no author/owner.

For a book you should provide family name and initial, year of publication, publisher and place of publication as follows:

\[ \text{McCloskey, D. N. 1981, } Enterprise and trade in Victorian Britain: essays in historical economics, George Allen & Unwin, London. \]

For an article you should provide family name and initial, year of publication, name of journal, volume and issue number of journal as follows:


(Note: The titles of journals, magazines and newspapers are written in italics or underlined; the titles of articles, chapters etc are inside inverted commas ‘…’.)

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For a web site you should provide family name and initial if available or institutional name, update year, if provided, or year of publication, title of home page, date of access and website, as follows:


Is there a difference between a reference list and a bibliography?
The terms List of References or References are usually used when only the sources found in-text are in the list. The term Bibliography is used when other sources, which have been consulted but not referred to in the assignment, are included in the list. This term is used more often with the footnote or endnote method of referencing. Sometimes the terms References and Bibliography are used interchangeably.

Where can I get more information on referencing?
You will use many different kinds of sources for your assignments and you will need to know how to reference each type of source correctly according to the style you are using. The EDU’s Harvard Referencing Guide provides a comprehensive overview of a Harvard referencing style.

However, some lecturers will give you detailed handouts on how they want you to write your references or writing guides may be available through the various Schools’ websites. For example, the School of Organisation & Management, provides an essay writing guide on its website which is not password protected so you can access it even if you are not taking courses in that School.

A useful website for detailed information on the Harvard style of referencing is the UNSW’s Learning Centre’s guide at www.lc.unsw.edu.au/onlib/pdf/harvard.pdf. Curtin University also has very helpful information on the Harvard style available at http://library.curtin.edu.au/referencing/harvard.html.

Leeds University in the United Kingdom also has a detailed web site with information about the Harvard style. You can find this at http://www.lmu.ac.uk/lss/lis/docs/harv.htm.

The Harvard style is basically the same as the author-date style recommended for use in the Australian Public Service. A manual used by Australian public servants when writing government reports is Style manual for authors, editors and printers 2002 6th ed, John Wiley & Sons. This style manual has very detailed information on author-date (Harvard) style, the Vancouver style and the footnote style.
Acknowledging Sources

How can sources be acknowledged when you are paraphrasing, summarising or quoting?

There are two methods: the first uses in-text references and the second uses footnotes. The use of in-text references is the preferred method in most Schools within the Faculty of Commerce and Economics. The exception is the School of Business Law and Taxation, which requires the footnote method. The following examples use the in-text reference method.

How can you incorporate the name(s) of the author(s) into your text?

The author(s) can be incorporated into your text in three ways: with no specific author focus, with weak focus on the author, or with strong author focus.

No specific author focus

No particular author(s) is (are) named but reference is made to the state of previous research as a whole or to general agreement among scholars. This type of reference is generally found in the introduction stage of an essay or report when the writer wants to orientate the reader to the topic or to summarise previous research. For example:

Increasingly, human resource planning is being seen as a broader process, addressing multiple levers for increasing organizational effectiveness; for building and sustaining competitive capabilities based on the management of human resources (Walker, 1992; Ulrich & Lake, 1990; Schuler & Walker, 1990).

Weak author focus

The focus is placed on the evidence itself rather than the author(s) who gave it. The author(s) is (are) placed in parentheses at the end of the sentence. This type of reference is the most frequently used in the body of a text as it allows the focus of the sentence to be the issues. For example:

The information that has most value will vary according to what use is to be made of it (Carsberg, Hope & Scapens 1974, p.163).

Strong author focus

The author(s) is (are) named in the main text, usually in a prominent position in the sentence. This type of reference is usually found in the body of the report or essay when the findings or arguments of different authors are being contrasted. For example:

Johnson and Kaplan (1987) in Relevance lost: the rise and fall of management accounting suggested that management accounting must evolve or else run the risk of obsolescence.
What tense should you use when you are referring to others' ideas?
The appropriate tense depends on the type of author focus: the current relevance of the ideas; and
the reporting verb used.

Present perfect tense
This tense is often used where the focus is on the research of several authors. For example:

The term 'globalisation' has become almost a by-word for heterodox analyses of the
international economy and polity (Holland 1987; Gill and Law 1988; McGrew and

The present perfect tense is also used in general statements that describe the level of research
activity in an area. For example:

Little research has been done on referencing in the assignment writing of Commerce
students.

Present tense
The present tense is usually used when the focus of the citation is on the information. This indicates
that you consider the information you are citing is fact. For example:

General Motors Corporation and Ford Motor Corporation are independently creating
online supplier networks for all goods and services they buy (White 1999).

The present tense is usually used with strong author focus and verbs of stating, arguing, showing
and thinking. For example:

Smith (1999) argues that none of these methods is appropriate.

The present tense is used, in spite of the fact that the authors wrote their ideas at some time prior to
your reference, because the ideas are still relevant in the present. You may, however, in some
contexts, prefer to use the past tense or the present perfect tense.

Past tense
The past tense is usually used when the author focus is strong and the verbs used are verbs of doing
or acting. For example:

Brown (1995) found that the majority of students had difficulty with the first
assignments they were required to write.

The past tense can also be used when you are citing references that are more than ten years old. You
may be citing them to give background and to contrast the earlier ideas about an issue with what
people think now.
Which reporting verbs should you use?

Your choice of reporting verb depends on the meaning you wish to convey. Some reporting verbs are neutral and give no indication of either the author's feelings or of your feelings about what the author said. Other verbs can indicate the purpose of the author and how strong the author's expression was. They can also indicate the extent to which you accept the author's views.

<table>
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<th>Verbs and other expressions neutral in meaning</th>
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<tr>
<td>according to</td>
<td>acknowledge</td>
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<tr>
<td>define</td>
<td>describe</td>
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<td>note</td>
<td>point out</td>
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<th>Verbs that indicate the author's position on an issue</th>
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<td>allege</td>
<td>argue</td>
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<td>challenge</td>
<td>claim</td>
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<td>defend</td>
<td>doubt</td>
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<td>endorse</td>
<td>take issue with</td>
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<td>put forward</td>
<td>recommend</td>
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<td>refute</td>
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<th>Verbs that indicate the author's thinking</th>
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<td>assume</td>
<td>believe</td>
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<td>hypothesise</td>
<td>predict</td>
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<td>take for granted</td>
<td>think</td>
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<th>Verbs that indicate the author is showing something</th>
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<td>demonstrate</td>
<td>explain</td>
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<td>indicate</td>
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<th>Verbs that indicate the author is proving something</th>
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<td>confirm</td>
<td>establish</td>
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<td>substantiate</td>
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<th>Verbs that indicate what the author did</th>
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<td>Analyse</td>
<td>apply</td>
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<td>Evaluate</td>
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<td>Investigate</td>
<td>observe</td>
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**Are there any grammatical rules that apply to reporting verbs?**

Most reporting verbs can be followed by a 'that' clause. For example:

Brown (1999) *argues that* the system has failed. Jones (2000), on the other hand, asserts that the system has had many successes.

However, some reporting verbs cannot be followed by a 'that' clause. They must be followed by a noun or noun phrase. For example:

Smith (2001) *discusses the reasons* for the failure of the system.

Other verbs that must be followed by a noun or noun phrase are: define, challenge, defend, endorse, put forward, refute, take issue with, reject, support, present, illustrate, substantiate, validate, verify, analyse, evaluate, investigate, apply, examine, observe, and study.

**What other differences are there in the meaning of reporting verbs?**

Reporting verbs vary from neutral (i.e. conveying no interpretation of what the researcher has said) to interpretive (i.e. giving an opinion of what the author has said). For example:

Lee (1998) states that the reasons for the failure were largely economic. (When I write this I give no indication of whether I agree with Lee or not.)

Lee (1998) claims that the reasons for the failure were largely economic. (I am suggesting that I am not sure Lee is correct about this.)

**How often should you refer to your source in an assignment?**

The simple answer is 'often'. If you are summarising the ideas of an author over several paragraphs you should refer to the author by name in each paragraph and by a pronoun or 'the author' in each sentence.

If you do not do this, the reader will think that the sentences without a reference to the author are being written as your ideas, and thus that you are plagiarising!
Oral Presentations

To prepare for speaking, analyse your audience, the purpose for the speech, and the message you want to communicate.

Analyse the audience
What is the audience's level of understanding of the subject matter? What do they need to learn from this presentation? What presumptions do they have about the topic? Will the presentation environment be casual or formal?

Analyse the purpose
The purpose helps to determine the content, style, and amount of audience participation. Do you want to motivate or entertain? Inform or analyse? Persuade? Consider the message and develop the main idea. What idea am I trying to convey to the audience? How can I make it interesting?

Plan the Presentation
Develop an outline or structure for the presentation that reflects the subject, purpose, audience, and the time allotted for the presentation. Select the best media to communicate your message in the presentation environment. Anticipate potential problems with equipment. How do I organise my message? What is appropriate length for the audience, message, and situation? What visual support can clarify the message while maintaining listeners' interest? What support documents will the audience need? When should those be distributed?

Develop the presentation
Introduction
Capture the audience's attention and arouse their interest by showing how this subject affects them. Inspire confidence in yourself by explaining your interest in this topic. Provide the framework of the presentation so your audience will know the route the presentation will take.

Body
Adhere to the framework you presented in the introduction as you develop the body. Give the listeners clear signposts as you move from one part of the presentation to the next. In a lengthy presentation, briefly summarise key points when the presentation takes a major shift in direction. Throughout, hold your audience's attention: relate your subject to the audience's needs; use clear and vivid language; and make connections between your subject and ideas to which the audience can relate. Design and present visual aids that enhance rather than detract from the message.

Final Summary/Conclusion
Restate main points and focus on the main message for the audience. Outline the action required. End on a positive note.
Six Essential Steps for Preparing for an Oral Presentation

1. Determine the purpose  
2. Analyse the audience and situation  
3. Choose the ideas for your message  
4. Organise the data and write on note cards  
5. Plan visual aids if desirable  
6. Rehearse your presentation

Differences between Written and Oral Presentations
- Speaker and audience are visible
- Written texts can be re-read, but oral texts must be grasped the first time
- Written texts can deal with more complex points, as the readers are less distracted
- Oral presentations are more direct and informal - use of 'I', 'we', 'you' and informal language
- Rhetorical questions are common
- Repetition, restatement, and reinforcement are common
- Speaker uses intonation, stress, pause, emphasis and paralanguage (sounds like umm, huh…mmmm…) that convey meaning to the audience
- Speaker can respond to feedback from the audience

Delivery of a presentation

Appearance

<table>
<thead>
<tr>
<th><strong>Clothes and grooming</strong></th>
<th>Consider the purpose of your talk and how your dress and grooming might impress the audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body posture and movements</strong></td>
<td>Stand upright on both feet with a relaxed not immobile body and move a steps towards the audience or backward or sideways to emphasise a point or get the audience's attention but do not pace backwards and forwards.</td>
</tr>
<tr>
<td><strong>Body language</strong></td>
<td>Use movements and facial expressions as if you were talking to a person in a one-to-one situation. Smile particularly at the beginning of your presentation when you are introducing yourself or your topic and also as you end to show your positive attitude towards the audience.</td>
</tr>
<tr>
<td><strong>Eye contact</strong></td>
<td>Look at the audience as if you were trying to involve the audience in a conversation with you. You must look around at different areas of the audience and not concentrate on one or two people or a part of the audience, as the rest of the audience would feel left out.</td>
</tr>
</tbody>
</table>
## Delivery of the content

### Introduction

Clearly outline what you will be talking about. Use language that is inclusive and appropriate to spoken communication e.g. ‘I’d like to talk to you about... I want to explain to you the... My talk will outline the... In this presentation I will concentrate on ...I have organised my presentation into three parts. The first is... to start I will describe ... then I'll ... and finally I intend to ...’

### Body

Go from point to point in a logical sequence and use **transitional phrases** such as ‘The next important point I want to mention is that... Having described ... I'd like to show some examples... Now I'd like to move on to the importance of ...’

### Conclusion

Provide a good summary of what has been presented and use phrases that emphasise the importance of the information such as ‘So we've examined the... to sum up let me... To conclude....’

### Questions

You might suggest in your introduction that you are happy to answer questions at the end of the presentation. In your conclusion, you could remind the audience that you are willing to answer any questions. In your responses to questions, repeat the question if you think it has not been clearly heard, include all members of the audience in your response and if you do not know the answer perhaps indicate how or where it might be found out or that you will find out for them.

### Content

The content of the presentation should show the speaker's thorough knowledge of the topic.

Particularly in a presentation **based on research and sources that the audience may be unfamiliar with**, the sources for the information should be clearly shown in any visuals and handouts or spoken clearly to the audience during the presentation to avoid **plagiarism**.

Each idea or point mentioned in the presentation should be supported with evidence, examples or explanation. It is important that the topics are well prepared and that not too much, or too little content, is attempted in the time given.
**Visual Aids**

After the speech content is planned the use of visuals is carefully considered. Visual aids must be useful for the audience to help them understand. They appeal to the visual listener/thinker. The audience must easily see them so that colour, font size of words (no smaller than font size 16), size of diagrams and complexity of information must be considered. Visual aids must be introduced into the speech at appropriate times using introductory phrases such as 'In the following PowerPoint presentation there will be three diagrams that... The first diagram illustrates... The overhead transparency I will show you gives a summary of ...'

The speaker should give the audience enough time to look at the visuals and understand them. Visuals must be accurate (spelling, grammar, numbers, and statistics.) They must be fully referenced if the information is from a source unfamiliar to the audience. You should write full details as they were for a bibliography or reference list at the bottom of the slide.

**Handouts**

If handouts are given out to be used during the presentation, it is very important that their use is fully explained. Make sure the audience can find, and is looking at, any information that you want to emphasise.

The handout could be a copy of an article or contain illustration of information written by you that will be discussed during the presentation. Always remember to cite your sources in the handouts for information you have researched to avoid plagiarism.

**Notes**

You should try to put your notes in point form and use them as reference points to remind you of the structure of your speech. They are not read out word for word as it is expected that you will talk naturally about a topic you have prepared and know about. Notes are on neat cards and their use is not to be too obvious to the audience.

**Voice**

Avoid a monotonous voice. Use pace, volume and stress important words to make the speech more interesting for the audience.

**Time**

Always speak to the time given. Rehearse the speech to identify whether timing is correct. Remember the average speech rate is about 120 – 200 words per minute so plan your speech content for the number of words that match the time length of the speech,
Oral Presentations

**Language**
Remember the audience must understand you. Consider language that is appropriate vocabulary for the topic and language that you are comfortable using and can pronounce. Also remember to use transitional phrases as they help the audience know what is happening and they make your speech sound 'immediate'. Remember, you are there talking to an audience full of living people not the back wall of a room or the carpet.

**Attentiveness to audience**
Remain attentive to what the audience is doing and respond to their indications of interest or confusion. If they seem inattentive consider rephrasing your information and talk directly to them using comments such as ‘This next example is interesting because…’ ‘This next statistic surprises me because…’ ‘The slide shows the model I have been talking about in clear detail. You will notice that…’ You may have to think as you are speaking of ways to explain or keep the audience’s attention.

**Team Presentations**
Planning and rehearsing a team presentation is very important as the team can consider for example who would be the best person to introduce the presentation, how to organize a smooth delivery and whether timing is accurate. In a team presentation the first speaker may introduce themselves, state the main intention of the presentation, and then introduce the members of their team outlining briefly, and in order, what each speaker intends to speak about. The first speaker may then present their topic and then at the end invite the next speaker by name to come forward to speak. At the beginning of their part, each speaker may briefly explain again what they intend to speak about, and after finishing their part they will then invite the next speaker to present. This keeps the audience well-informed about what is happening and allows for a smooth transition from speaker to speaker.

**Evaluation Checklists**
Use this checklist both as a reminder before you present, and as an evaluation when you have finished.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Content</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>• enthusiastic introduction</td>
<td>• question adequately answered</td>
<td>• clear voice and</td>
</tr>
<tr>
<td>• clear introduction, body and conclusion</td>
<td>• main areas of topic covered</td>
<td>well-projected</td>
</tr>
<tr>
<td>• strong conclusion</td>
<td>• relevant material</td>
<td>• clear enunciation</td>
</tr>
<tr>
<td>• clear points</td>
<td>• main points covered adequately</td>
<td>• speech not too fast</td>
</tr>
<tr>
<td>• adequate, relevant support/evidence</td>
<td>• appropriate and strong evidence</td>
<td>• interest and enthusiasm</td>
</tr>
<tr>
<td>• clear linking devices</td>
<td></td>
<td>• pauses between points</td>
</tr>
<tr>
<td>• appropriate timing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Visual Aids**
- clear, not too cluttered
- easy to read
- relevant
- appropriate

**Audience**
- appropriate body language
- appropriate feedback
- audience involvement
This example of an assessment schedule is a useful guide; however if possible check with your lecturer/tutor for any specific assessment criteria they may be using to assess your presentation.

<table>
<thead>
<tr>
<th>Quality</th>
<th>✓</th>
<th>✗</th>
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</thead>
<tbody>
<tr>
<td><strong>First impressions</strong></td>
<td></td>
<td></td>
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<tr>
<td>Speaker appeared confident and purposeful before starting to speak</td>
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<tr>
<td>Speaker attracted audience's attention from the outset</td>
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<td></td>
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<tr>
<td><strong>Presentation structure</strong></td>
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<td></td>
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<tr>
<td>▪ <strong>Introduction</strong></td>
<td></td>
<td></td>
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<tr>
<td>Title/topic made clear</td>
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<td></td>
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<tr>
<td>Purpose of presentation clear</td>
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<tr>
<td>Organisational framework made known to the audience</td>
<td></td>
<td></td>
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<tr>
<td>Unusual terms defined adequately</td>
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<td></td>
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<tr>
<td>▪ <strong>Body of presentation</strong></td>
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<td></td>
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<tr>
<td>Main points stated clearly</td>
<td></td>
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<tr>
<td>Sufficient information and detail provided</td>
<td></td>
<td></td>
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<tr>
<td>Appropriate and adequate use of examples/ anecdotes</td>
<td></td>
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<tr>
<td>Discussion flowed logically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Conclusion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending of presentation signaled adequately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main points summarised adequately/ ideas brought to fruition</td>
<td></td>
<td></td>
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<tr>
<td>Final message clear and easy to remember</td>
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<tr>
<td><strong>Coping with questions</strong></td>
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<td></td>
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<tr>
<td>Whole audience searched for questions</td>
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<td></td>
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<tr>
<td>Questions addressed in order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions handled adeptly</td>
<td></td>
<td></td>
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<tr>
<td>Full audience addressed with answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker maintained control of discussion</td>
<td></td>
<td></td>
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<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech clear and audible to entire audience</td>
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<tr>
<td>Talk given with engagement and enthusiasm</td>
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<tr>
<td>Presentation addressed to all parts of the audience</td>
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<tr>
<td>Eye contact with audience throughout presentation</td>
<td></td>
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<tr>
<td>Speaker kept to time limit</td>
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<tr>
<td>Good use of time without rushing at the end</td>
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<tr>
<td>Pace neither too fast nor too slow</td>
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<td></td>
</tr>
<tr>
<td><strong>Visual aids and handouts - if appropriate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aids well prepared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual aids clearly visible to entire audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker familiar with own visual aids (e.g. OHT's, diagrams etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use made of handouts and visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts well-prepared and useful</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessor's comments: was this an effective presentation?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Useful Websites

In addition to the online resources for academic writing and study on the EDU website: http://education.fce.unsw.edu.au, the following is a list of additional resources available online:

**Forms of Academic Writing**

**Essays, reports, case studies, critical reviews, learning journals, annotated bibliographies**

**Essay writing**
University of Sussex Language Institute
http://www.sussex.ac.uk/languages/1-6-8-2-5.html
About writing an academic essay with links to other sections for specific concerns

The University of New South Wales: The Learning Centre
Provides steps towards writing an essay

University of South Australia: Learning Connection
Guide to Writing essays

**Reports**
University of South Australia: Learning Connection
Guide to Writing Reports

**Case Studies**
University of St Thomas
http://www.studygs.net/casestudy.htm
A brief guide to researching case studies

**Critical Reviews**
University of Toronto: Writing Support
http://www.utoronto.ca/writing/bkrev.html
Questions to ask when writing a book or article review

University of South Australia: Learning Connection
Guide to Writing article reviews

University of Melbourne, Language and Learning Skills Unit
http://www.services.unimelb.edu.au/lhsu/resources/postgrad/pg006.html
‘Reviewing the Literature: a critical review’

**Learning Journals**
University of South Australia: Learning Connection
Guide to Writing a journal

**Annotated Bibliographies**
University of South Australia, Learning Connection
Guide to Writing an annotated bibliography’
Queensland University of Technology, Division of Technology, Information and Learning Support
http://www.library.qut.edu.au/subjectpath/annotated.jsp#summary
‘Writing an annotated bibliography’

Referencing
Harvard, APA, footnotes, plagiarism, quoting and paraphrasing and summarizing

General
Murdoch University: Education and Training
http://wwwlib.murdoch.edu.au/guides/cite.html#Introduction
General referencing and links to specific referencing

Harvard (also called in-text or author-date referencing)
Central Queensland University: Communications Learning Centre
http://dtls.cqu.edu.au/clc/pdfs/harvard_ref.doc
Link to a detailed document on Harvard referencing

Curtin University: Library and Information Service
Explains Harvard referencing with examples

American Psychological Association (APA) Style of Referencing
Curtin University: Library and Information Service
Explains the APA method and provides examples

University of Wisconsin-Madison: Writing Center
Guide to using APA style

Footnote method
University of New South Wales: Learning Centre
http://www.lc.unsw.edu.au/onlib/refbib.html
Guide to the footnote referencing system

Chicago/Turabian (Footnotes and endnotes style of referencing)
University of Wisconsin-Madison: Writing Center
Guide to Chicago style referencing

Plagiarism
University of New South Wales: Learning Centre
http://www.lc.unsw.edu.au/plagiarism/index.html
Explains what plagiarism is and how to avoid it.

University of South Australia: Learning Connection
Explains different forms of plagiarism and how to avoid it
Quoting, paraphrasing and summarizing
University of New South Wales: Learning Centre
http://www.lc.unsw.edu.au/onlib/sumpara.html
Link for quoting, paraphrasing and summarizing

University of Toronto: Writing Support
http://www.utoronto.ca/ucwriting/paraphrase.html
Explanations and examples of paraphrasing and summarizing

Critical thinking
The University of New England: Academic Skills Office
‘Critical Thinking’

Critical Reading.com
http://www.criticalreading.com/criticalreadingthinkingtoc.htm
A guide to critical reading and critical thinking

Reading
University of Sussex Language Institute
http://www.sussex.ac.uk/languages/1-6-8-5-10.html
‘The Critical Reader’ – the what, how and why of a text

University of South Australia: Learning Connection
Link to ‘Getting the most from your academic reading’

Note taking
General
University of New South Wales: Learning Centre
http://www.lc.unsw.edu.au/onlib/note1.html
An introduction to note taking

Mindmapping
James Cook University: Learning Advisers in the Academic Support Division
‘How to do a mind map’

Note taking from lectures
University of New South Wales: Learning Centre
http://www.lc.unsw.edu.au/onlib/note1.html
‘Notetaking Skills: An Introduction’

University of Canberra: Academic Skills Online
http://www.canberra.edu.au/studyskills/learning/lectures
‘Making the Most of Lectures’
Notetaking from texts
The University of New South Wales: The Learning Centre
Provides reading and note-taking strategies

University of Melbourne: Language and Learning Skills Unit
Link to ‘Taking Notes from Texts’

Editing your writing
Purdue University: OWL
http://owl.english.purdue.edu/handouts/general/gl_edit.html
Links: Steps in Editing and Proofreading Strategies

The University of New South Wales: The Learning Centre
http://www.lc.unsw.edu.au/onlib/edit.html
‘Editing Checklist’

Grammar
General
Guide to Grammar and Style
http://andromeda.rutgers.edu/~jlynch/Writing/index.html
Comprehensive guide to grammar, listed alphabetically.

Purdue University: OWL
http://owl.english.purdue.edu/handouts/grammar/index.html
A wide range of grammar handouts

Capital Community College
http://grammar.ccc.commnet.edu/grammar/
Comprehensive choice of information on a range of grammar and writing issues

Articles (a, the etc)
Purdue University: OWL
http://owl.english.purdue.edu/handouts/esl/eslart.html
Clear examples of article usage and exercises

Oral Presentations
University of New South Wales: Learning Centre
http://www.lc.unsw.edu.au/onlib/tutsem.html
Guidelines on oral presentations

University of Sussex Language Institute
http://www.sussex.ac.uk/languages/1-6-8-8-2.html
Seminar presenting and participating

University of South Australia: Learning Connection
Link to ‘Making the most of oral presentations’
Time Management

Time Management is setting and following a schedule of study in order to organise and prioritise your studies in the context of competing activities such as work, family or friends.

Guidelines:

- Monitor your time
- Reflect on how you spend your time
- Be aware of when you are wasting your time
- Know when you are productive

The choice is yours about how you allocate your time whilst studying at university. However if you develop a daily, weekly, and session schedule and try to stick to it, you may find that you are more organized and successful with your study. You will need to think about how you plan to spend your time in a given day, week or session.

Knowing how you spend time help you plan and predict completion of tasks

- Have a ‘To Do’ list. Write down things you have to do, then decide what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time period.
- Have a daily/weekly planner. Write down appointments, classes, and meetings on a chronological chart or calendar. Try to plan for the day, and go to sleep knowing that you are prepared for tomorrow.
- Have a long term planner. Use a session/yearly planner so that you can always plan ahead. Long term planners also serve to remind you to plan your free time constructively.

Study schedule

Be specific about WHAT, WHERE, and HOW LONG you will study. Since this regimen is for an overall schedule, remember to record extra-curricular and social activities as well as lecture and tutorial times. However be careful not to become a slave to your schedule. If the first one does not work, determine why and make adjustments.

- Recognize that success in learning takes effort and that you may have to give up some other activities at times to do well in your studies
- Plan to study during times that you know are best for you; i.e., when you are rested or when you will experience the fewest interruptions.
- Establish regular study habits and try to study the same subject in the same location at the same time each week
- Prioritise your subjects or the material to be studied so that you begin studying what is most difficult or least liked and end with what is easiest or best liked
- Follow your schedule as closely as possible, but realize that at times circumstances may prevent you from following it exactly e.g. assignments that are due by a particular date. Try to return to the schedule as soon as possible after a change from it
Making the Weekly Planner

There is no set way to make a planner. What we provide here are a few guidelines:

- The first step is to design some type of form, for recording your schedule. You could think about whether you wish to block in half hour or hour segments of each day of the week.
- For best results, first schedule the set/fixed parts of your day. Your classes and tutorials and work schedules fit into this category.
- Along with your classes, you should try to schedule time before each lecture class to review your notes from the previous class, and after each class to clean up and review the notes from that class. If possible, you should try to schedule perhaps fifteen minutes for each of these, but any time you can spare is helpful.

This practice will help to improve retention. Reviewing before the class will help you to make connections between material from the previous class and material you are about to learn. Reviewing after class helps you to digest and consolidate the material to which you have just been exposed (Remember that forgetting is greatest within 24 hours without review).

- Be certain to schedule personal essentials that are a bit more flexible, such as eating, sleeping, and exercising. Remember that you learn best when you are healthy. Schedule this as recreational or free time.

The average person needs at least seven hours of sleep a night. Exercise to keep your heart in shape so that it can supply the oxygen your brain needs; twenty minutes of some sort of aerobic exercise every other day should be enough. Health is more than the body and it is important to remember where you're headed in life, so also schedule your relaxation needs.

- Finally, spread your study periods throughout the week. Retention is aided by regular study. Cramming not only can build the bad habit of procrastination, but it is nearly useless for long-term retention.

Time for study
A good guide is two hours of study for each hour of class, but this should be adjusted as you discover how much time each class requires. Remember that each minute of study during the day can be one and a half times as effective as a minute at night. After 1½ hours of study you may begin to tire - take a five minute break and then perhaps study another course/topic. Consider allotting at least five hours of study time over each weekend.

Some general principles for making a schedule

- **Be realistic** in scheduling. A schedule should not be an unattainable wish list, but a real guide to help you plan your time well. You won't be helping yourself if you get discouraged and give up
- **Be flexible** in following your schedule. From time to time, activities will come up that require you to deviate from your schedule. For example an assignment may take longer than planned - overestimate time needed for assignments
- **Evaluate your schedule periodically.** Every couple of weeks, look over your schedule to see how well it's serving you and how realistic it is
- **When necessary, adjust your weekly schedule** to give adequate time for preparation to prevent rushed and last minute efforts
- **Do a whole session schedule.** What are the important dates? Write in a red (or other colored) ink the due dates for assignments and assessments
- **Include all you subjects on the same session planner** so that you can get the overall picture of all your study commitments for a session
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>To Do List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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</tbody>
</table>

Notes:

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______________________________________________________

67
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>6 – 7</td>
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<td>10 – 11</td>
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# Time Management

## Session Planner Assignment and Exam Dates

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<th>Course Code *</th>
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* Insert course codes  **Insert dates and note between which weeks the mid-session recess occurs*
SESSION 2, 2006 Academic Skills Workshops

These one-hour workshops designed for Faculty of Commerce and Economics (FCE) students are held from Week 2 to Week 7: Tuesday, Wednesday, and Friday. The workshops are free and you do not have to register. You come to the venue at the time and date listed for the workshop you wish to attend.

Venue: The EDU Learning Assistance Centre, Room 2039, Level 2, Quad Building

Individual or small group consultations: You do not need to attend a workshop to request a consultation. If you have any learning issues, questions about your assignments, or need help for example: in writing critical reviews, reports, case studies, essays or group assignments, book a free consultation with an EDU Learning Consultant. Bring your course outline, assessment questions and assignment drafts to the consultation.

Contact details: visit the EDU Learning Assistance or phone: 9385 5584 or email: EDU@unsw.edu.au

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<tr>
<th>Topic</th>
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| Strategies for effective reading | Week 2  
Tuesday 1 August: 4.30-5.30pm  
Wednesday 2 August: 4.30-5.30pm  
Friday 4 August: 10.30-11.30am | This workshop will provide strategies that assist you to read effectively and critically such as skimming, identifying purpose and reasoning, reflecting and evaluating. |
| Academic writing          | Week 3  
Tuesday 8 August: 4.30-5.30pm  
Wednesday 9 August: 4.30-5.30pm  
Friday 11 August: 10.30-11.30am | This workshop identifies the main features of academic writing and provides tips on how to improve your written expression. |
| Referencing               | Week 4  
Tuesday 15 August: 4.30-5.30pm  
Wednesday 16 August: 4.30-5.30pm  
Friday 18 August: 10.30-11.30am | This workshop will introduce you to the referencing styles used in FCE assignments. The focus will be on the Harvard style of author-date or in-text referencing. |
| Avoiding plagiarism       | Week 5  
Tuesday 22 August: 4.30-5.30pm  
Wednesday 23 August: 4.30-5.30pm  
Friday 25 August: 10.30-11.30am | This workshop will demonstrate how to incorporate your sources of information in your writing. The emphasis will be on quoting, or paraphrasing, and citing your sources to avoid plagiarism. |
| Presentation skills       | Week 6  
Tuesday 29 August: 4.30-5.30pm  
Wednesday 30 August: 4.30-5.30pm  
Friday 1 September: 10.30-11.30am | This workshop will help you to prepare and organise your content and audiovisuals, and consider your verbal and non-verbal skills for individual and group presentations. |
| Working in groups         | Week 7  
Tuesday 5 September: 4.30-5.30pm  
Wednesday 6 September: 4.30-5.30pm  
Friday 8 September: 10.30-11.30am | This workshop will give you tips for working effectively in teams on group assignments. You will consider approaches to planning groupwork, defining team roles, agreeing on team goals, dividing the workload, checking progress and resolving problems. |