

# **ESSAY AND ASSIGNMENT GUIDE**

**School of Organisation and Management  
UNSW**

In order to provide consistent advice regarding the assessment of written assignments, this guide has been compiled with reference to the advice offered in the Faculty of Arts and Social Sciences Plagiarism Policy, material from The Learning Centre and the UNSW Student Guide.

*Latest edition compiled July 2004*

*by Dr Sarah Gregson*



**The above is an acknowledgment of an intellectual debt – if you are not sure why this is important, READ ON!**

## Introduction

The ability to communicate with other people in written form is an extremely important skill, which you can use at work and in your personal life. Written communication, particularly in the form of essay writing, is a competency which can be acquired. Although writing is a creative process and uniquely individual, there are some established forms that will help you to express your ideas more effectively and successfully.

Essays allow your teachers to assess your ability to:

- complete effective research on topics
- read, assess and compare work from a range of scholars
- think critically
- organise your ideas in a logical sequence and structure an argument in response to a question
- coherently transfer the results of your research onto paper

This booklet provides some guidelines that will help you to become a skilled and confident essay writer. It is divided into easy-to-follow steps which, although treated separately, are closely related.

## Interpreting the Question

At university level, essay questions invariably ask for more than mere description – the emphasis will be on analysis. Questions will look for evidence of analysis in two key areas:

- whether you understand the argument of the authors you read
- whether you can use their work, and your personal judgement, to make a reasoned argument of your own

When addressing an essay question, make sure you do what the question asks you to do:

- look at the general area of content
- use the kind of analysis being requested

**Key Terms:** These verbs are used commonly in essay questions. Interpret *your* question using this table. If you are still not sure, it is important to clarify what is meant with your lecturer or tutor.

<b>VERB:</b>	<b>What you should do...</b>
<b><i>ANALYSE</i></b>	By examining the components of the whole, determine the relationships between them.
<b><i>COMPARE</i></b>	Find similarities or differences between ideas, events or interpretations. Make sure you understand exactly what you must compare.
<b><i>CONTRAST</i></b>	Similar to 'compare', but concentrate on the differences.
<b><i>CRITICISE</i></b>	Express your own critical and reasoned evaluation of ideas, 'facts' or events. Discuss both strong and weak points. Also outline the criticisms of others.
<b><i>DEFINE</i></b>	Give clear, concise and authoritative meanings.
<b><i>DESCRIBE</i></b>	Outline the main features of a story or theory. However, you will rarely be asked to do this in isolation – is there another verb in the question?
<b><i>DISCUSS</i></b>	Present a reasoned point of view, involving description and analysis. Outline evidence to support your point of view.
<b><i>EVALUATE</i></b>	Consider a range of arguments and reach a judgement.
<b><i>ILLUSTRATE</i></b>	Give (written) examples.
<b><i>SUMMARISE</i></b>	A brief outline of the main points, usually without comment or criticism.

## Getting Started

Often you will be given an essay topic at the beginning of the session, with some time before it is due.

### Don't Panic!

- All questions are likely to seem hard before you start reading – but they are set with your level of university study in mind.
- Take advantage of ALL the time that is allocated to you – do not 'plan' to write the essay the day before it is due – it shows!
- Don't expect to be able to write the essay in one go – you will need to construct it as you learn, piece by piece. All work requires re-reading for improvement/correction.
- Approach the task in a logical fashion, using the following steps and remembering that there are no short cuts to good marks.

## Reading Tips:

- The references in the course guide are your **REQUIRED** starting point – ignore these listed readings **at your peril!** Your lecturer has set these readings **BECAUSE** you are being asked to engage with the ideas in them.
- Use notes from your lectures and tutorials as a guide.
- Use the references of the authors you have read.
- If these authors are assuming knowledge that you do not have, try consulting the most recent general survey of the topic from the library catalogue. If your essay question is about 'corporate governance', you should pick a recently published title that seems **CLOSELY** related to the topic e.g. *Corporate Governance: an Institutionalist Approach* (2004), and not the first book that came up on the library index when you typed 'governance' in the **SUBJECT** field. This book still may not have what you are looking for, but it may give you some further clues about where to look.

It is sad but true that university students do not have all day to ponder the meaning of life. Therefore, unless it is compulsory reading, you may not need to read every reference from start to finish.

- Use the contents page, chapter headings and indexes to focus your reading.
- Skim read the opening and closing sentences of each paragraph. If something seems particularly relevant, read in closer detail.
- However, do not carry this advice too far – generally speaking, students who read more thoroughly and widely achieve better results.

## Note-taking tips

Note-taking style can be personal but you **MUST**:

- Record all the necessary bibliographical details, including page numbers for internal references.
- Clearly identify all quotes, using quotation marks.
- Ensure your notes relate to the topic and don't simply copy or paraphrase the reading. Later, you may accidentally use this as your own work and put yourself at risk of plagiarism (more on this below).

Get the most out of your note-taking – it helps you to:

- concentrate and discourages your mind from wandering, unlike passively underlining
- understand what you are reading and to evaluate the merit of the work
- form links between what you are reading and what you already know
- store and collate information for later use, making thematic organisation of your work easier

## ***The Process of Writing***

Writing an essay can seem like an enormous task. An important way of dealing with this is to break it down into a set of smaller sub-problems which are more manageable. Once you have done this, you can make a plan. The following is based on a real-life example of one student's successful essay writing strategy.

### **Planning and Structuring Your Essay – Topic, Thesis, Themes**

**This is the question that one student chose to research and write about.**

“Many commentators expect that China’s membership of the WTO will be of enormous benefit to foreign companies doing business in China.” Do you agree with this assessment? Justify your answer.

**Working out the TOPIC was relatively straightforward.**

**In this case, the topic is China’s membership of the WTO and its ramifications for foreign companies operating in China.**

**However, she could only arrive at a THESIS (i.e. her argument in response to the question) after she had done some reading. After careful consideration of a range of sources, the argument she wanted to make was:**

‘While commentators have enthused about the benefits to be gained from China’s membership of the WTO, the costs are frequently overlooked.’

**Once she had decided upon her thesis, or argument, all her material could be subjected to a simple test – DOES THIS MATERIAL HELP ME TO MAKE MY ARGUMENT?**

If the answer was ‘no’, she put the material aside.

If the answer was ‘yes’, she organised this material into themes that supported her overall contention.

**To answer the question, she:**

- Provided some background material to show the marker she understood the importance and context of the question
- Clarified the key concepts to demonstrate to the marker she understood the central issue(s)
- Outlined the arguments made by various scholars and discussed their strengths and weaknesses

**Then she expanded on these THEMES to substantiate her argument, using examples to back up her analysis of the situation –**

- The effect of tariff reductions on foreign imports
- The ramifications of increased foreign direct investment
- How political relations between China and other countries will affect the operations of foreign companies operating there
- The outcomes of increased competition on foreign firms in China
- The difficulty of dealing with corrupt local government officials
- Job losses that may result from increased foreign competition, especially in state-owned enterprises

**Structure:**

To fashion her essay into a convincing argument, she made sure that her case was presented using a logical structure. Her essay contained:

### **An Introduction**

This:

- focused attention on the relevance of the essay topic and expressed a clear point of view (her thesis) that **RESPONDED DIRECTLY TO THE QUESTION.**
- was not simply a list of the topics to be covered.

- briefly suggested the order in which her ideas were going to be developed.
- discussed and defined key terms.

### Paragraphs

She used paragraphs to group a collection of related ideas and to organise them thematically.

- beginning with a sentence that contained the main theme of the paragraph.
- following with several sentences that proved or elaborated on that theme.
- rounding off the paragraph with a reiteration of the main argument.
- avoiding single-sentence ‘paragraphs’.

### A Conclusion

She concluded her essay by reiterating her main argument. In short, she:

- checked that it was consistent with her introduction.
- reiterated how the points she had made were consistent with that argument.

### The process that helped this student write an effective essay included these steps:

- She chose a question that matched her interest e.g. in China.
- She did extensive reading before she began to write.
- She incorporated a range of different viewpoints in her paper, not just the most common responses.
- She built her bibliography right from the start.
- She wrote a total of eight drafts of the paper.
- She went to the EDU for a consultation and was told to improve the paper’s structure – she rewrote the essay in response to this advice.
- She submitted her essay on time.

### Impress your marker - use the following as a checklist:

- **Make your essay relevant to all aspects of the set question.** Your essay should demonstrate that you understand the question, have answered it and have not drifted off into a spate of irrelevant waffle.
- **Base your essay on wide and critical reading.** Read as widely as possible around the topic, always subjecting the reading to a critical eye. Describing what is in the relevant literature is a start, but not sufficient in itself. Evaluation of the arguments contained in a range of sources is required.
- **Present a reasoned and tightly structured argument.** The marker should be able to follow your argument in a logical sequence as they read. Avoid statements of opinion or ‘common sense’ arguments that are unsubstantiated. Avoid anecdotal ‘evidence’ like ‘I should know, I used to work there.’
- **Avoid colloquialisms and ‘first person’ usage** - develop an academic style and tone that is not conversational. Show that you are familiar with any specialist terminology by using it in the correct context, but avoid jargon (a ‘win/win situation’ is an example).
- **Do not construct ‘your’ essay by stringing together a series of quotes.** Use quotes to illustrate your point, not to make it for you.
- **Do not use point form and make limited use of subheadings.** An essay is not like a high school project, where the student is asked to amass detail. Instead, using complete and grammatical sentences, your text should flow from one idea to another in a seamless *argument* (unlike this page!)
- **Don’t pad your bibliography out with work you haven’t assessed** – your essay will tell the marker what you have read and understood.
- **Do not cite lecture notes - they are not verifiable.** If you want to use a particular idea, ask your lecturer for a written source.

- **Gratuitous sexist, racist and/or homophobic statements are offensive** and should have no place in your work, unless you are citing them for the purposes of debate or analysis. Avoid using masculine pronouns when you are not specifically discussing men. Try non-gender specific alternatives.
- **Stand out from the crowd.** The majority of average students will use the minimum number of sources (mostly textbooks) and will not go beyond the most obvious arguments. Demonstrated extra effort brings joy to the heart of even the most jaded marker. For this, you will be justly rewarded!

### **Deadlines**

Assignments must be submitted by the date specified by the lecture-in-charge. Requests for extensions will be considered for medical reasons which must be supported by a doctor's certificate, or for other special reasons which must be fully documented. These requests, where possible, should be made prior to the due date. The grade for late assignments will be adjusted on a basis to be determined by the lecture-in-charge.

### **Format**

- Text must be **double-spaced** and surrounded by a **large margin** (3cm at least) – space for your marker to give you feedback where necessary.
- **Number** the pages.
- Observe the **word limit** (10% under or over the word limit is acceptable).
- Do not put each page in a separate plastic protector – they make giving feedback a nightmare. **A simple staple will do.**
- Illegible assignments are useless. It is *recommended* that all assignments are **typed** but, if this is not possible, your **writing must be legible**. Also use a dictionary or spellchecker (UK or Aust, not US, version).
- When you submit your paper, attach the **School cover sheet** and get the **receipt signed** by a School staff member. If your paper is misplaced, you will be asked to produce this receipt as evidence of prior submission.
- Keep a **copy of each assignment**. You may be asked to produce this copy if the original is misplaced. Do not place assignments under doors – hand to your teacher, place in the essay box or follow the lecturers' instructions.

### ***Bibliography and Referencing***

The most common form of bibliography consists of a list of sources consulted in the course of research. A work might have been highly influential in shaping one's views but, for various reasons, may not appear as a specific reference in the text. Such a work could be included in the bibliography. To format your bibliography, place each source in alphabetical order according to the author's last name. Page numbers are included only when the entry is a journal article or part of book. Remember, referencing is to academic writing what indicators are to driving. Failure to do either may result in heavy penalties! You can use the **Harvard Method** of referencing, which looks like this:

A recent model of work design with important implications for industrial democracy has been proposed by Smith (1986:12). This incorporates the concept of redundancy of functions proposed by Jones (1967:12-14), the principle of requisite variety formulated by Brown (1952, 1960) and the principle of deutero learning developed by Green (1972b:88-95). Morgan is realistic about implementation difficulties. He notes that the learning orientation demanded in the model 'requires a degree of openness and self criticism that is foreign to traditional modes of management' (Morgan 1986:208).

Here are some other examples for you to follow – the first example shows how a source should appear in your text; the second, how your source should appear in your bibliography. There is a simple test to check your referencing – ask yourself, “Could the marker *easily* find this material using my citation?”

### **SINGLE AUTHOR BOOK**

*Appears in text as:* (Smith 1996:56) or Smith (1996:56)

*Appears in bibliography as:* Smith, A. 1996. *Organisational Behaviour*. 2nd Ed. London: Macmillan.

### **THREE AUTHOR BOOK**

*Appears in text as:* (Smith, Jones and Brown 2004:33) when first cited, and thereafter (Smith et al. 2004:33)

*Appears in bibliography as:* Smith, A., Jones, B. and Brown, C. 2004. *Global Business*. London: Macmillan.

### **CHAPTER IN A BOOK WITH TWO EDITORS**

*Appears in text as:* (Smith 1999:40)

*Appears in bibliography as:* Smith, A. 1999. ‘Business Competition in China’, in B. Jones and C. Brown. (eds), *Economic and Political Institutions*. 2nd Ed. London: Macmillan: 40-55.

### **JOURNAL ARTICLE**

*Appears in text as:* (Smith 1997:39)

*Appears in bibliography as:* Smith, A. 1997. ‘Welfarism and Human Resource Management’, *Journal of Industrial Relations* 1 (3): 40-55.

### **NEWSPAPER ARTICLE**

*Appears in text as:* (Smith 2001:3)

*Appears in bibliography as:* Smith, A. 2001. ‘A new era: China Joins the WTO’, *Sydney Morning Herald*, 19 March.

### **QUOTING SOMEONE ELSE’S QUOTE**

*Appears in text as:* (Smith in Jones 2003:12)

*Appears in bibliography as:* Jones, A. 2003. *Balancing Work and Life*, Sydney: McGraw.

### **AUTHOR IN EDITED COLLECTION**

*Appears in text as:* (Stewart in Ronfeldt and McCallum 1993:90)

*Appears in bibliography as:* Stewart, A. 1993. ‘Federal regulation and the Use of Powers Other than the Industrial Power’, in P. Ronfeldt and R. McCallum (eds), *A New Province for Legalism: Legal Issues and the Deregulation of Industrial Relations*, ACIRRT Monograph No. 9, University of Sydney, pp. 86 – 100

### **INSTITUTION OR ASSOCIATION AS AUTHOR**

*Appears in text as:* (World Commission Environment and Development 1987:35)

*Appears in bibliography as:* World Commission Environment and Development, 1987. *Our Common Future*, Oxford University Press, Oxford.

### **INTERNET SOURCE (see below for more information)**

*Appears in text as:* (University of New South Wales, accessed 12/05/04)

*Appears in bibliography as:* University of New South Wales web site, <http://www.lc.unsw.edu.au/onlib/plag.html>, accessed 12/05/04.

**PLEASE NOTE: Page numbers are ESSENTIAL for all in-text citations**

Another referencing system you can use is the **Oxford System**.

**As an example**, see this excerpt from Sharon Beder, *Selling the Work Ethic: From Puritan Pulpit to Corporate PR*, Scribe, Carlton North, 2000, p. 43.



During the nineteenth century people came to worship economic success and to 'enshrine wealth as the essence of value'.<sup>80</sup> Hard work was promoted as the route to this success and 'received the endorsement of a continuing stream of writers, workers, businessmen and politicians'. Books and stories illustrating the work ethic flourished. They emphasized 'hard work, punctuality, and reliability'.<sup>81</sup>

<sup>80</sup>. Andrew Bard Schmookler, *The Illusion of Choice: How the Market Economy Shapes Our Destiny*, State University of New York Press, Albany NY, 1993, p. 148.

<sup>81</sup>. Paul Bernstein, *American Work Values: Their Origin and Development*, State University of New York Press, Albany NY, 1997, p. 36.

If you want to cite an article, it should look like this:

<sup>86</sup>.A. Smith, 'What do managers do?', *Journal of Australian Management Studies*, vol. 6, no. 4, 2002.

---

**In addition, please note:**

- References to footnotes and endnotes should be placed in the text using a superscript number. These numbers should begin with a <sup>1</sup> and be consecutive.
- You can place your references either at the foot of the page or gather them together at the end of the essay as endnotes.
- These notations can also contain aside comments that do not belong in the text, but provide explanatory detail.
- Minus the page numbers, these references should be listed on a separate page at the end of your essay as a bibliography.

**Second and subsequent references to the same work:**

If the reference is to a work cited immediately above, use the notation *Ibid.* accompanied by the appropriate page number.

<sup>81</sup>. Paul Bernstein, *American Work Values: Their Origin and Development*, State University of New York Press, Albany NY, 1997, p. 36.

<sup>82</sup>. *Ibid.*, p. 72.

If you have already listed the complete reference in a preceding footnote, but not the one immediately preceding, use a shortened version, like this:

Beder, *Selling the Work Ethic*, p. 65.

This is just one example of a range of referencing systems that employ footnoting. You should pick ONE style and use it CONSISTENTLY. Do not vary the style and do not use two systems in the same essay.

For all other referencing matters, please consult *Style Manual: For authors, editors and printers*, 6th ed, John Wiley and Sons, Canberra, 2002.

**PLAGIARISM**

An impressive essay will incorporate ideas and arguments from a wide range of sources. It is therefore essential that writers distinguish the work of others from their own contribution. Failure to do this is called **PLAGIARISM**, even if committed inadvertently. Plagiarism involves **COPYING** exactly and/or **PARAPHRASING** significant words, phrases or whole sentences from a source and/or **NOT ACKNOWLEDGING** the author, thereby suggesting that the plagiarised sections are your own

work. Plagiarism of 200 words or more will attract heavy penalties – i.e. **failure** of the essay or subject or **exclusion** from university.

Note these examples and avoid this serious error. The original source writes:

“Interactions take place in what will be described as orbits of interaction. A myriad of different orbits can be distinguished; their membership, composition and type is only limited by the imagination and ingenuity of interactors to find each other” (Dabscheck 1996:12).

A plagiarised use of this material might look like this:

In this essay I will argue that interactions take place in what will be described as orbits of interaction. A myriad of different orbits can be distinguished; their membership, composition and type is only limited by the imagination and ingenuity of interactors to find each other (Dabscheck 1996:12).

This is a direct quote, but no quotation marks have been used. Adding a citation does not avoid plagiarism – the absence of quotation marks suggests to the reader that these are the student’s own words, but they are not. Here are some illustrations of non-direct copying that are still regarded as plagiarism:

Industrial relations is explained using an orbit model made up of a myriad of interactors.

The above is plagiarised because it does not acknowledge that Dabscheck developed orbit theory.

Or this:

Interactions happen in orbits of interaction. A lot of different orbits can be identified; their membership, composition and type is only restrained by the dream and artifice of interactors to come across one another (Dabscheck 1996:12).

Changing the words around, or using a Thesaurus to change the appearance of a sentence is not an acceptable practice. It is still not *your* work and citing the source does not get you off the hook.

The following is an example of an acceptable way to discuss Dabscheck’s material.

Dabscheck (1996:12) has developed a model of industrial relations where he describes various ‘interactions’ occurring within ‘orbits of interaction’. In this model, he argues that an infinite number of ‘orbits’ exist within the system and can be identified by the nature of the variety of ‘interactors’ that constitute each ‘orbit’.

**Remember!** An essay marker will **ALWAYS** prefer a slightly ungrammatical paper that is the student’s own work, to a plagiarised paper masquerading as genuine effort. For those students who find writing difficult, simply do your best. If you read the marker’s feedback and learn from your mistakes, each essay should be a little easier than the last.

### Using the Internet

The Internet has enabled a vast array of information to be, quite literally, at our fingertips. We can now access all sorts of information from company reports, statistics, journal articles and newspapers without even leaving our desks. Although this is an exciting development, students need to be very careful about what they use from the Internet and how they use it. When you read an article in a refereed journal, you can be assured that the article has been read by experts in the particular field who can vouch for the validity and importance of its contents. This does not mean that the article is completely objective – it does, however, suggest that the article has been assessed as worthy of publication. Material from the Internet does not necessarily come with this guarantee. Any individual can set up a Web site and there is no quality control on the information displayed. Check out the web site of the Flat Earth Society if you are not convinced! However, you can avoid Internet pitfalls.

- Use the Internet as an adjunct to, **not a replacement for**, course guide reading. When you have read several of the recommended texts, you will be in a better position to judge the relative merit of Internet material.

- Be wary about using Internet material as ‘fact’. However, you may use it as an illustration. For example, you have downloaded a transcript of a speech made by the Prime Minister to the National Farmer’s Federation. The Prime Minister told his audience,

If we have a Federal Labor Government and five out of six state Labor Governments the landscape will be ripe with a dramatic resurgence of union power in this country and a reversal of most of the fundamental reform that my Government has carried out over the last five years. (John Howard, Media Centre Speeches, accessed 22/6/01)

It *would* be acceptable to use this excerpt as an indication of the Prime Minister’s views on the future industrial landscape.

It *would not* be acceptable to present this as an *independently* researched prediction for the future of trade unionism in Australia.

Sadly, School staff have noted an increasing trend towards Internet plagiarism. Students should note that the School has a number of facilities for tracing the sources of this material and that severe penalties apply to offending students. This is especially so for those who submit more than one plagiarised paper.

***It is the policy of the School of Organisation and Management that attention be drawn to the nature and serious consequence of academic misconduct.***

**Academic misconduct falls into three main categories:**

- (a) misconduct concerning academic work;
- (b) misconduct concerning examinations;
- (c) misconduct through misrepresentation such as falsifying documentation.

**Any student who is suspected of:**

- copying or otherwise using the work of another person
- allowing another person to copy or otherwise use his or her answer when both are completing the same or similar assessment
- recycling work prepared for another subject
- submitting ‘ghost written’ work (ie. prepared by another person)
- using someone else’s published text, ideas and argument without acknowledgement

**will be asked to provide oral and written evidence to support their ownership of the work.**

Working together, discussing ideas, helping each other with references is fine – this is an important function of university life. However, the piece of work that you finally submit should be written in your own words.

Further advice can be accessed from: [www.fce.unsw.edu.au/current\\_students/responsibilities.shtml](http://www.fce.unsw.edu.au/current_students/responsibilities.shtml)

The resolution of the University Council which sets down how allegations of student misconduct, including academic misconduct, are to be resolved is at <http://www.infonet.unsw.edu.au/poldoc/stumis.htm>

Students are referred to the following for a complete statement on academic misconduct, [http://www.student.unsw.edu.au/academiclife/assessment/academic\\_misconduct.shtml](http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml)

**Advice for students seeking resolution of a dispute or grievance:**

In accordance with the grievance procedures outlined by the University of New South Wales, the School of Organisation and Management acknowledges that any assessment made by a staff member that pertains to a student's academic performance in a course or subject should be demonstrably fair and equitable.

The School recognises that it will benefit neither students nor staff to leave legitimate disputes or grievances unresolved. The following procedures are aimed at dealing with any such problems that arise in a fair and expeditious manner, and may be applied in situations where a student feels that their issue needs to be conciliated by a staff member not directly involved in the dispute or grievance.

While these procedures may not be appropriate in all cases, it is hoped that they will provide a means by which students can resolve disputes that arise, in particular, disagreements over academic assessment. It should be noted that, in line with University guidelines, students are required to raise their grievances in a timely manner, which would be normally no later than one month after the matter has arisen. The School expects that, in most cases, student grievances will be resolved through informal discussion and consultation without recourse to formal appeal. The following steps are recommended:

### **Step 1**

The student should attempt to resolve the grievance with the staff member(s) concerned within one or two weeks of the issue arising. They may also discuss the matter with the School of Organisation and Management Grievance Officers.

#### **They are:**

Dr Sarah Gregson      Ext 57151      [s.gregson@unsw.edu.au](mailto:s.gregson@unsw.edu.au)  
**and**  
Dr Gavin Schwarz      Ext 57278      [g.schwarz@unsw.edu.au](mailto:g.schwarz@unsw.edu.au)

### **Step 2**

At any stage of the process, if the grievance is still unresolved, the student can approach the Head of School, Associate Professor Lucy Taksa, to discuss the matter and she will attempt to resolve the grievance informally following investigation of the matter. In cases of disputed assessments, the student will be asked to submit the assessed work and an unmarked copy to one of the Grievance Officers who will then ask another staff member with appropriate expertise to reassess the unmarked work. The mark given, *whether higher or lower than the original mark*, will stand.

### **Step 3**

If the matter is not satisfactorily resolved as a result of this process, the student should refer the grievance to the Registrar, from which time the matter will be dealt with under guidelines outlined by the University at: <http://www.student.unsw.edu.au/atoz/grievance>

Students may also find it helpful to consult with staff at: The Counselling Unit ([www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)), who provide counselling services for a range of problems or Contact ([www.contact.unsw.edu.au](http://www.contact.unsw.edu.au)), which is a counselling service run jointly by the Student Guild and the Counselling Unit.

## **PLACES TO GET HELP**

### **Education Development Unit (EDU)**

Established by the Faculty of Commerce and Economics, the EDU will help you to acquire the skills necessary for academic success. They run workshops which offer assistance in essay writing, report writing, case analysis and presentation skills). You can attend as an individual or join a small group to discuss specific problems.

You can contact the Unit for further information. They are located in Room 2039, The Dean's Unit, Quadrangle Building or you can ring them on 9385-5584.

### **Learning Centre**

At the Learning Centre, you can get help with a wide range of learning and language difficulties. See them for an individual consultation and/or check out their program of intensive seminars and lunchtime courses.

The Centre is located in Room 231, Level 2 of the Library, and they can be telephoned on 9385-3890

### **Counselling Service**

This is a broad-ranging support service for students. Through the COMPASS programs students can access individual counselling, skills development courses and self-help resources.

Contact Level 2 East Wing Quadrangle Building or telephone 9385 5418.

### **Equity and Diversity Unit**

This unit co-ordinates services for students with disabilities, including notetakers, readers, sign-interpreters, examination provisions, library assistance, liaison with academic staff, parking provisions and disability resource materials.

It is located in Room 2008, 2nd Level, East Wing, Quadrangle Building or telephone 9385 4770.