COURSE OUTLINE

MGMT 5609 GEOPOLITICAL RISK MANAGEMENT
1. TEACHING STAFF

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2. TEACHING TIMES AND LOCATIONS

   To Be Announced
3. Course Description and Objectives

There are deep-seated and persistent imbalances in the current workings of the global economy, which are ethically unacceptable and politically unsustainable...there is growing concern about the direction globalization is currently taking. Its advantages are too distant for too many, while its risks are all too real. Its volatility threatens both rich and poor. Immense riches are being generated. But fundamental problems of poverty, exclusion and inequality persist. Corruption is widespread. Open societies are threatened by terrorism, and the future of open markets is increasingly in question. Global governance is in crisis. We are at a critical juncture, and we need to urgently rethink our current policies and institutions.


Geopolitical changes – whether the shifting geography of terrorism or the commitment of policy-makers to market liberalisation – affect the location and design of value-adding activities, patterns of multi-market competition, employment and management practices, product attributes, corporate governance, and profitability.

Political, economic and financial risk are not only inter-linked, but operate across national borders. Assessing the firm’s exposure to such risk on a country-by-country basis ignores the complex interdependencies between economies and markets. The 1997 Asian financial crisis demonstrated the speed with which these interdependencies transmit shocks, while the more recent problems of global terrorism – attacks organised and orchestrated in multiple countries and against commercial, as much as political, targets – underscore the interweaving of politics, geography, culture, religion and commercial considerations.

Geopolitical Risk Management develops a conceptual framework that integrates analysis of the internal dynamics of the firm, with its changing competitive, political and social environment. The course provides an introduction to understanding how businesses interact with individual societies, and each society’s unique geography, history, economic development, and values. Controversial aspects of dealing with external constituencies and managing their impact on the activities of the firm include: corruption and cronyism, bio-technology, organised crime, terrorism, multilateral regulatory changes, and incorporating ‘social responsibility’ into firm strategies and operations.

3.1 Objectives

On successful completion of this course, students should:

- Be able to synthesise different theories, models and concepts and critically evaluate their usefulness for analysing the firm in the broader setting of societies, nations and contestation for ideas, identity and resources;
- Be able to apply these theoretical frameworks to analyse real-world cases;
- Have developed high level skills in analysing the pressures on existing economic and political structures, with a particular emphasis on discerning the impact of globalisation on corporate strategy;
- Be able to apply a rigorous decision-making process to identify optimal and sub-optimal outcomes that go beyond simple compliance;
3.2 Generic Skills
On successful completion of this course, students should have improved the following generic skills:

- Critical and strategic thinking, particularly in deciphering complex social, political and business environments;
- Application of theories, models and frameworks to real world problems in risk management and strategy;
- Develop cultural and ethical dimensions to operating in culturally and institutionally complex environments;
- Oral and written communication skills based on analysing and interpreting a range of data sources;
- The ability to evaluate, interpret and present independent points of view in oral and written communication;
- Team work in culturally diverse environments.

3.3 Awareness Issues
On successful completion of this course, students should have an increased awareness of the following issues:

- The forces of globalisation;
- The arguments for and against corporate social responsibility in a global world;
- The tensions between aligning corporate and social goals;
- The contribution of rigorous thinking to solving management problems.

4. APPROACH TO LEARNING

Intellectual excitement is one of the most important catalysts for learning. Learning requires openness to difference and challenge – to new ideas, conflicting theories and approaches, and diversity of experience. The responsibility for creating an atmosphere of intellectual excitement – of curiosity, discovery, debate and analysis – rests with both staff and students.

Students have responsibilities for their personal progress – through the level of engagement, commitment and time devoted to learning. This is a highly individual process and there is no easy formula connecting effort (the number of hours spent preparing assignments and tutorial notes, the number of articles read and so forth) to outcomes (the skills you develop, as well as the final mark you receive).

Students also have obligations to the creation and vigour of an effective overall teaching and learning environment by:

- collaborating with other students in seminar tasks and case analysis;
- actively participating in discussion and debate;
- tolerating complexity and, where appropriate, ambiguity (in other words, accepting there is often no black or white answer to an issue considered);
- respecting (but not necessarily agreeing with) the viewpoints of others;
- being reflective, open-minded and receptive to new ideas;
- respecting and complying with the conventions of academic scholarship, particularly with respect to the authorship of ideas (see Section 8.2 on plagiarism).
4.1 The Role of Lectures
Lectures are the least interactive component of the teaching program. The lectures set out the main ideas, theories and conceptual frameworks for the course.

Research on learning by tertiary students suggests that students maximise their comprehension of material taught in lectures by maintaining a constant flow of note-taking. By listening and writing notes, concentration is maintained at the highest-level, while listening and jotting the occasional note results in periodic lapses in attention.

Power-point computer overheads are used during lectures. The purpose of the overheads is to provide students with visual ‘stimulation’ during the lectures, rather than substantive notes. Occasionally, the overheads are used to provide definitions of key concepts and ideas. However, they are designed for use in the lecture, not as a substitute for taking your own lecture notes.

Overheads are distributed at the beginning of each seminar and are also available afterwards on the course web site (see Section 7.4).

4.2 The Role of Seminar Discussion
The discussion section of each seminar (typically the second half of the seminar) provides students with an interactive environment in which to enhance their learning and enjoyment of the course.

Your role in seminar discussion is to learn through listening, talking and reflecting. Your learning is dependent upon ‘preparation, presence, promptness and participation’. You should read the assigned material, attempt to answer the discussion questions set, and partake in discussion.

This is the minimum.

To maximise learning, your participation must truly contribute to the discussion. You have to be willing to share your analysis, subject your ideas to open debate, take risks, and critique others’ positions in a positive manner.

It is not difficult to ‘hide’ throughout a course that relies on discussion in a large student group, but the educational opportunity cost is very great.

Seeing participation not as a problem, but as an opportunity with high pay-offs, allows you to develop a repertoire of skills: ‘thinking on your feet’, organisational skills (managing work and social commitments), interacting positively and learning to value opinions different to your own.

4.3 Workload Expectations
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations the workload may be greater.
Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

5. LEARNING ASSESSMENT

Formal Requirements:
- Regular attendance at seminars. University regulations indicate that students who do not attend 80% (or more) of scheduled classes may not be awarded a pass in the course.
- Mid-session, one hour test (20% of the course grade)
- One 1,500 word assignment (30% of the course grade)
- End of semester two hour exam (50% of the course grade)

In order to pass this subject, students must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment requirements – the written assignment, and the mid-session and end of semester exams.

5.1 Mid-Session Test Week 7 (20% of course grade)
The mid-session test will be held during seminars in week 7 of the course program, following the one week mid-session recess. The mark for the test comprises 20% of the overall course grade.

You must ensure you arrive on time. Late students will not be given additional time to complete the test, except in exceptional circumstances.

The test will comprise a written analysis of a case study. The case material will be provided in the exam. Students will be expected to read the case material and provide a substantive written response. All material covered from Weeks 1 to 6 will be examinable in this test.

5.2 Written Assignment (30% of the course grade)
Students are required to write a 1,500 word report on a topic to be distributed in Week 2. The mark for this assignment comprises 30% of your final grade.

The assessment criteria for the assignment are detailed below. A Style Guide has been prepared to assist students with note taking from readings, essay planning and referencing of material used in assignments. The Style Guide is available as a separate handout, distributed in the second week of session and on the course website.

Due Date: Monday, 17th May, 2004.

5.2.2 Submission Procedure
You should place your assignment in one of the two assignment boxes located on Level 1 of the West Wing of the Quadrangle Building, under the School of International Business notice-board.
Assignments may not be submitted by e-mail. Only with prior permission will faxed assignments be accepted.

5.2.3 Late Submission
A penalty of 10 percent per day will apply for work received after the due date, unless prior permission for late submission has been granted by the course co-ordinator (Dr Elizabeth Maitland).

Extensions will be granted only on medical or compassionate grounds under extreme circumstances. Requests for extensions must be made in writing to Dr Maitland prior to the due date. Medical certificates or other evidence supporting your claim must be attached and must contain information that justifies the extension sought.

5.2.4 Assignment Format
- Write on one side of the page
- Side margins must be at least 2cm wide, to allow sufficient room for comments
- Preferably typed, using a font of at least 11pt and 1.5 line spacing
- Attach the cover-sheet (available from the course web page), indicating your names, student numbers, and the course code and title
- Retain a second printed copy plus, if written on computer, a floppy disc version saved prior to the submission time

You are free to use headings, sub-headings and an executive summary. However, reports should be well-written and structured. Ideas cannot be developed exclusively through dot-points.

Please see the course Style Guide and Assignment Criteria for further guidance on preparing the written assignment.

5.2.5 Assignment Length
The assignment should be a maximum length of 1,500 words, allowing for a 10% dispersion (150 words above or below the 1,500 word limit). Assignments exceeding the word limit will be penalised 1.5 marks out of the total 30 marks for every 150 words over the maximum length.

5.2.6 Assessment Criteria
The following assessment criteria are a set of guidelines for students to use when preparing and revising drafts of their assignments. The criteria are NOT rules to abide by, only broad guides to the system employed to award marks for the written assignment in Geopolitical Risk Management. The system is based on the principle of increasing competency. This means that marks awarded show that the student has reached a specified level of competency, with marks increasing as the level of competency increases.

In preparing your assignment, you must observe academic standards, avoiding plagiarism at all times. Details on what constitutes plagiarism and how to avoid plagiarising material in your written work are discussed in section 8.2 of this course outline.
Broad Outline Of Assessment Criteria

1. The Main Arguments and Material Employed:
   - What are the main arguments/ideas of the report?
   - How have these ideas/arguments been ‘backed up’/substantiated by the writers?

2. Is the Report Well Written?
   - Do the arguments and ideas set out in the report flow well? Or, is the report disjointed, with arguments and ideas appearing at random?
   - Are paragraphs and sentences well structured? Or, do sentences need to be read more than once to be understood?
   - Is punctuation used correctly?

3. Have the Writers Researched the Report?

The grading scheme used in this course is summarised below. It is important to note that the description for each grade is a guide only. It is not exhaustive, but does provide useful, qualitative criteria for assessing your assignment. Please note the importance of critical and conceptual analysis and synthesis, rather than mere description.

<table>
<thead>
<tr>
<th>General Marking Criteria for Assessed Work and Examinations</th>
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<tbody>
<tr>
<td><strong>85+ (HD)</strong> An outstanding piece of work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection; and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.</td>
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<tr>
<td><strong>75-84 (DN)</strong> An excellent piece of work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.</td>
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<tr>
<td><strong>65-74 (CR)</strong> A good piece of work, showing a sound and thorough grasp of the subject-matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.</td>
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</table>
50-64 (PS) A fair piece of work, showing grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion and immaturity in expression of ideas.

40-49 (FL) A poor piece of work, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. Little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured. The author would apparently find it difficult to study the topic at a higher level.

30-39 (FL) Serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The author would apparently not be capable of studying the topic at a higher level.

< 30 (FL) A very bad piece of work, showing that the author has failed to engage seriously with any of the subject-matter involved, and/or demonstrates total confusion over the requirements of the work set. It is very unlikely that work of a passing standard would be produced even if the author were given the opportunity to repeat the work.

5.3 End of Semester Examination
The end of semester examination will be held during the examination period and comprises 50 percent of the overall mark for this course. Details on the exam and a Revision Case Study will be distributed and discussed later in the semester.

5.3.1 Supplementary Examinations
Students should consult the section on Supplementary Examinations in the Faculty of Commerce and Economics 2004 Handbook. The application of Special Consideration is devised to address the problems of students who encounter abnormal and significant difficulties in completing course requirements. It is not an automatic compensation mechanism for failure. You should note that illness or difficult personal circumstances do not ensure the granting of a supplementary examination.

Students who apply for Special Consideration must be available for supplementary examinations during the specified period (holiday plans are not sufficient conditions for non-availability).
6. COURSE PROGRAM

The first four weeks of *Geopolitical Risk Management* builds a conceptual framework for analysing the firm within its changing economic, political and social environment, both within and across nations.

The second set of topics introduces controversial cross-border aspects of dealing with external constituencies: organised crime, corruption and crony-capitalism, terrorism, the politics of identity and diversity management, and property and human rights.

The fourth group of topics focus on specific regional issues in geopolitics – China’s energy security and its impact on regional politics and business opportunities; and the instability of the Korean peninsular.

The final seminars draw the considerations of the firm and its external environment together by focusing on trends in international political economy and, in the last seminar, by comprehensively reviewing and synthesising the course material.
### 6.1 Table of Course Topics & Assessment Tasks

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Assessment Task</th>
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<tbody>
<tr>
<td>1  1 March</td>
<td>What is Geopolitics?</td>
<td>Elizabeth Maitland</td>
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<td>2  8 March</td>
<td>Current State-of-Play: Globalisation, bubble economies, and dominant powers</td>
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<td>3  15 March</td>
<td>Contestation: A framework for understanding states, firms, and societies</td>
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<td>4  22 March</td>
<td>Corporate Governance and Corporate Social Responsibility</td>
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<td>5  29 March</td>
<td>Organised Crime, ‘Failed’ States, and Business</td>
<td>Prem Ramburuth</td>
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<tr>
<td>6  5 April</td>
<td>Corruption and Crony-capitalism</td>
<td>Yue Wang</td>
<td>Assignment Due</td>
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<td>Mid-Session Recess</td>
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<td>7  19 April</td>
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<td>Mid-Session Test</td>
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<td>8  26 April</td>
<td>Terrorism and International Business</td>
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<td>9  3 May</td>
<td>Culture, the Politics of Identity and Diversity Management</td>
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<tr>
<td>10 10 May</td>
<td>Pharmaceuticals and Rights: Humans vs. property</td>
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<td>11 17 May</td>
<td>China’s Energy Security</td>
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<tr>
<td>12 24 May</td>
<td>North and South Korea: Rogue regime, East Asia’s powder keg or the next Asian tiger?</td>
<td>Chung-sok Suh</td>
<td></td>
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<tr>
<td>14 7 June</td>
<td>Course Review</td>
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</table>
7. STUDENT RESOURCES

7.1 Prescribed Readings
Students must have ready access to the prescribed readings in the Book of the Course readings, which is available from the University bookshop.

Details on each week’s required readings are available in a separate handout from the course web site (see section 7.4).


7.2 Seminar Discussion Questions
Two handouts have been prepared for students, detailing the seminar topics and discussion questions. The handout for the first six weeks of seminars will be distributed during the first week and copies can be downloaded from the course web site (see Section 7.4). The discussion questions for Seminars 7-13 will be distributed later in the semester.

7.3 Supplementary Readings
Supplementary readings are listed week-by-week on lecture overheads and refer students to a range of journal articles, books and news media articles.

In addition, students may wish to occasionally review the following publications to enhance their knowledge of current events affecting the business world in Australia and internationally:


7.4 WebCT
Geopolitical Risk Management is registered as a WebCT course, providing students with on-line access to essential course documents.

The documents available from the site will include:

- This course outline
- Seminar Readings and Discussion Questions handouts
- All lecture slides (posted shortly after each lecture is delivered)
- A discussion feedback document for the Mid-Semester Test
- Discussion notes for the end-of-semester revision case
- Contact details for staff

WebCT is a University-wide on-line course program. A series of documents have been prepared to assist students with accessing and operating their accounts on the system.
A **Student Orientation Guide**, detailing how to log-in and access the site, is available on-line from the following site:  
http://www.webctsupport.unsw.edu.au/student/content/T1_getstart.cfm

If you experience problems logging onto your account, the following site will provide assistance:  
http://129.94.5.30/unsw-files/webct_accounts.htm

A **Student Support Site** for WebCT has also been established and is located at:  
http://www.webctsupport.unsw.edu.au/student/content/T0_welc.cfm

A particular area of difficulties is the specification of internet browser settings. To ensure your internet browser is correctly specified to access the WebCT platform, please see:  
http://www.webctsupport.unsw.edu.au/student/content/T3_browser.cfm

If you experience ongoing problems, or are unable to find the relevant advice on the sites listed above, a **Request for Support Form** is available from:  
http://www.webctsupport.unsw.edu.au/student/content/T3_supprequest1.cfm

### 7.5 World Wide Web Resources

In addition to the course WebCT site, students may find useful the following sites:

- UNSW Student home page [www.student.unsw.edu.au](http://www.student.unsw.edu.au)
- UNSW Learning Centre (help with learning and language support etc.) [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
- UNSW Counselling Service (for assistance dealing with personal issues) [www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
- UNSW Communications Unit (net access) [www.comms.unsw.edu.au](http://www.comms.unsw.edu.au)

### 7.6 Education Development Unit

Learning support, tailored to the needs of students in the Faculty of Commerce & Economics, is available from the Faculty’s Education Development Unit (EDU). The EDU offers a range of services for FCE students including:

- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

**Contacts and location:**

EDU Web: [http://education.fce.unsw.edu.au](http://education.fce.unsw.edu.au)

EDU Location: Room 2039, Level 2 Quadrangle Building
EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

7.7 Learning Centre
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890, or through their website: http://www.lc.unsw.edu.au/.

7.8 Counselling Service
Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

8. Academic Honesty

8.1 University of New South Wales Rules on Academic Misconduct
Academic misconduct is defined as a breach of rules relating to academic conduct as prescribed by University and Faculty rules. Academic misconduct includes actions such as taking unauthorised materials into examinations; impersonation in examinations; permitting another student to copy answers in an examination; improperly obtaining prior knowledge of an examination paper and using it in an examination. Other examples of academic misconduct include misconduct concerning academic works, such as failing to acknowledge the source of material in an assignment, plagiarism or submitting work for assessment knowing it to be the work of another person. Rules regarding misconduct are fully specified in the UNSW Undergraduate Handbook and students are advised to be fully cognisant of the rules governing misconduct.

8.2 Plagiarism
Plagiarism entails taking and using as one's own, the thoughts or writings of another without acknowledgement, including:
(a) where paragraphs, sentences, a single sentence or significant part of a sentence which are copied directly, are not enclosed in quotation marks and appropriately footnoted;
(b) where direct quotations are not used, but ideas or arguments are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other reference within the text of the paper; and
(c) where an idea, which appears elsewhere in print, film or electronic medium, is used or developed without reference being made to the author or the source of the idea.

In all written work submitted for assessment you must show the sources for your material. The principle is that whenever submitted material is not your own original work this must be acknowledged. To present material without acknowledgment is in effect to claim that it represents your own work and ideas.
Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number). A list of references at the end of the essay or assessment task lists all the works referred to. Examples of how to do this can be found in the Style Guide for this course and in booklets available from the Education and Development Unit of the Faculty of Commerce and Economics.

Presenting material from other sources without full acknowledgment (plagiarism) is penalised heavily. This holds for both copying and paraphrasing of others’ work.

**Quoting, Summarising, and Paraphrasing**

When writing you can present the ideas of others either through direct quotation or summary or paraphrase, depending on your purpose.

- For direct quotation, copy the material from the source carefully. Do not change any wording, spelling, capitalisation or punctuation. Use an ellipsis mark (three spaced full stops) to indicate the exact point at which you have deliberately left out part of a direct quotation. Use square brackets to surround any word, comment, or punctuation mark you add within the quotation. Place the word sic (meaning ‘in this manner’) in square brackets immediately after any mistake in spelling, grammar, or common knowledge that your reader might otherwise believe to be a misquote. If the quoted material is eight lines or less, place it in quotation marks within your running text. If it is longer than eight lines set it off from the text without quotation marks. Quotations of the latter sort should have an extra line space before and after the quote and all lines should be single spaced and indented from the left.

- When you summarise or paraphrase, you state in your own words and sentence structures the meaning of someone else’s writing. Since the words and the sentence structures are yours, you do not use quotation marks, though, of course, you must acknowledge the author of the idea. If you use the original sentence pattern and substitute synonyms for key words or use the original words and change the sentence pattern, you are not paraphrasing but plagiarising, even if the source is acknowledged because both methods use someone else’s expression without quotation marks. In paraphrasing it is crucial not only to use your own form of expression but also to represent the author’s meaning without distorting it.

**Checklist**

To be certain to acknowledge sources fairly and avoid plagiarising, review this checklist before beginning to write and again after you have completed your first draft.

1. What type of source are you using: your own independent material, common knowledge, or someone else’s material?
2. If you are quoting someone else’s material, is the quotation exact? Have you used quotation marks for quotations run into the text? Have you set off block quotes with an extra space before and after the quote, single spacing within the quote, and left indenting of all lines of the block quote? Are omissions shown with ellipses and additions with square brackets?
3. If you are paraphrasing someone else’s material, have you rewritten it in your own words and sentence structures? Does your paraphrase employ
quotation marks when you resort to the author’s exact language? Have you represented the author’s meaning without distortion?

4. Have you acknowledged each use of someone else’s material?

5. Do all references contain complete and accurate information on the sources you have cited?

6. Have you completed and signed a cover sheet for your work?