



The University of Sydney
AUSTRALIA

FACULTY OF HEALTH SCIENCES

**GUIDELINES
FOR PRESENTATION OF
ASSIGNMENTS**

2004

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The University of Sydney
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Lidcombe NSW 1825
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A NOTE TO STUDENTS

As part of the requirements for most units of study, you will be asked to submit some form of written work in which you are expected to demonstrate an acceptable level of skills in academic writing. This booklet is to be used as a guide for setting out and completing written work where academic writing is expected.

The referencing style shown here is Harvard3, which is one of the author-date systems. There are several author-date systems and three of these are allowed for use within the Faculty. These three are Harvard3, Modified Harvard, and the American Psychological Association (known as APA).

Harvard3 is used for all the examples in this Guide. We chose Harvard3 because many people (both staff and students) within the Faculty use the Endnote software, which facilitates the production of a reference list from data entered into the software. The version of Harvard3 used in this Guide matches that produced by the Endnote software. You should use it unless your Unit of Study coordinator asks you to use another style.

You should consult your lecturer about the style of writing required in preparing reports, particularly clinical reports, where the use of point format (such as a list of dot points) and headings may be acceptable. (In essays, point format is generally not acceptable!) Make sure you know and understand the marking criteria used by your school and the penalties for late submission.

You will find useful explanations and examples of aspects of academic writing, and activities for practice, at the following site:

<http://unilearning.uow.edu.au/academic>

STUDENTS COMPLETING THESIS REQUIREMENTS FOR HIGHER DEGREES SHOULD CONSULT THE FACULTY HANDBOOK AND THEIR SUPERVISORS IN ORDER TO COMPLY WITH ANY GUIDELINES SPECIFIC TO HIGHER DEGREES.

A NOTE FOR TEACHERS

REFERENCING SYSTEMS. The referencing style shown here is Harvard3, which is one of the author-date systems. There are several author-date systems and three of these are allowed for use within the Faculty. These three are Harvard3, Modified Harvard, and the American Psychological Association (known as APA). Harvard3 is used for all the examples in this Guide. We chose Harvard3 because many people (both staff and students) within the Faculty use the Endnote software, which facilitates the production of a reference list from data entered into the software. The version of Harvard3 used in this Guide matches that produced by the Endnote software. If your school prefers to use another system, it is the school's responsibility to provide students with written details of the system they must use. It is also helpful to write an instruction to that effect on the assignment sheet, and supply examples of references in the preferred form. Bear in mind too that using a number of different systems will mean students will take longer to learn each of them.

TABLE OF CONTENTS

	Page
FORMAT	1
Title page	1
Table of contents	1
Abstract or synopsis	2
Final presentation	2
Tables, graphs, figures and illustrations	3
Appendices	4
PLAGIARISM	5
How to avoid plagiarism	6
REFERENCING	7
Reference list	15
Bibliography	16
NON-DISCRIMINATORY LANGUAGE GUIDELINES	17
SOURCES OF HELP	21

FORMAT

Title page

This page identifies your written work. Tutors and lecturers deal with large numbers of students in a variety of units of study, sometimes from different schools. The information you provide on this page ensures your work reaches the right person, is marked and returned to you.

Walter A Smith, 20006540 Physiotherapy 1, Semester 2, 2000	<i>Name and student number Course-Stage, Semester, Year</i>
Society and Health, BEHS1056 Group 3	<i>Unit of study and number Tutorial group</i>
FOR: Dr M Walters DATE DUE: 6/10/02 DATE SUBMITTED: 5/10/02	<i>Unit of study coordinator</i>
TOPIC: Discuss the causes of falls among the elderly	<i>Topic should be written out in full indicating choice if appropriate</i>
LENGTH: 1456 words	<i>Number of words counted exactly</i>

The topic is stated exactly. Note that where the topic is selected from a number of alternatives only the one selected is stated. If the topic will not fit on the title page, show a brief title and insert a full statement of the topic on a separate page (a photocopy is acceptable). Place this page immediately after the title page.

The title page records the number of words *you* have written, not the number of words set by the lecturer.

Table of contents

A table of contents is generally necessary only where the text is divided into chapters or several subheadings. Most short written assignments do not require a table of contents.

The table of contents provides an overview of the material being presented, and its location in your assignment. Included in it are the major divisions of the assignment; the introduction, chapters/sections and perhaps their subsections, reference list, bibliography, and appendix. Indicate where each of these divisions can be found with page numbers. The title page, acknowledgements, lists of tables and figures might be included as well. The relationship between the various divisions needs to be shown by appropriate use of indentations and capitals. After the Table of Contents insert your list of Tables, Figures and Illustrations if you need to include these.

Abstract or synopsis

An abstract or synopsis is not always required. If included in an assignment it should cover only the outline of your argument or the problem (not details); a brief description of the methods and procedures used in collecting data; and the general conclusions you have reached. An abstract is usually short. If the length is not specified, then it is usual to aim at 5-10% of the essay itself. The abstract is placed after the title page and just before the text of your assignment. Most journals will have abstracts of articles published in them.

A well-written abstract answers the following five questions, almost always in this order:

- Why was the study carried out? (or: Why is the topic being discussed?)
- What was done?
- How was it done?
- What was found?
- What conclusions were drawn?

You may find the same sentence answers both the second and third questions (“What was done?” and “How ...?”).

Final presentation

Assignments are written for other people to read, comment on, and grade. If markers are to give students a fair, accurate assessment they will need to be able to follow the student's work easily, so that they can concentrate on the content without the distractions of poor writing, or disordered pages. Here are a few simple rules:

- Present the text (main body) of your assignment on numbered pages beginning with 1 and continuing, in sequence, to the last page.
- Type your work using double spacing between lines.
- Actual font size will vary with the font style you choose. Ensure that the font size and style you choose can be easily read. It is recommended that if you use Arial font style the minimum font size should be 10 point. If using Times New Roman the minimum font size should be 12 point.
- Use only one side of the page.
- Leave a margin of at least 3cm on the left-hand side of the page, particularly if the assignment is to be submitted in a folder.
- Do not justify the right side margin.
- There are different styles for including headings in assignments. This document is an example of one style. If unsure, consult the unit co-ordinator in the School.
- Stay within the word limit given. Your lecturer will have a purpose in setting a limit - perhaps the exercise is designed to test your ability to argue concisely or select the most important points. The word count should include all words in the main body of the assignment (including 'a', 'the' etc). DO NOT count the words in an abstract, appendix or reference list at the end of an essay.

- All the pages of your assignment must be firmly bound together. When bound at only one point, the top left-hand corner should be used.
- Place your work in a manila or plastic folder. DO NOT encase in a plastic jacket. These are awkward for markers to handle and make it hard for them to provide feedback.

It is your responsibility to keep a copy of assignments as sometimes work is misplaced.

Markers are under no obligation to award an extension to a student whose work is lost or stolen.

Tables, graphs, figures and illustrations

Tables, graphs, figures and illustrations can greatly enhance assignment presentation if they are used in moderation to convey relevant and useful information. Do not use several paragraphs to explain information that could be easily conveyed in tabular or diagrammatic form. As with the written word, make sure that information presented in this manner is properly referenced. For a fuller outline of the use of tables, graphs, figures and illustrations refer to other publications such as those listed at the end of this booklet. Include tables, graphs and other forms of illustration only where they serve a definite purpose. Do not try to convey too much information in any table or graph. Place them as close as possible to where they are referred to in the text.

While graphs, charts and other kinds of illustration can be referred to under the general heading of "Figures", it is customary to include a separate list of Tables. Provide a list of "Figures" and "Tables" at the beginning of your assignment immediately after the Title Page and Table of Contents.

Tables, graphs and illustrations should appear in consecutive order as they are referred to in the text and have clear, concise titles. The correct method of introducing them into your text is to refer to the Figure or Table by number:

As Table 4 shows....

or

(See Figure 2).

Generally tables are typed, (doubled spaced) and inserted in the text with 2 lines left above and below the table.

Example of a graph taken from another source

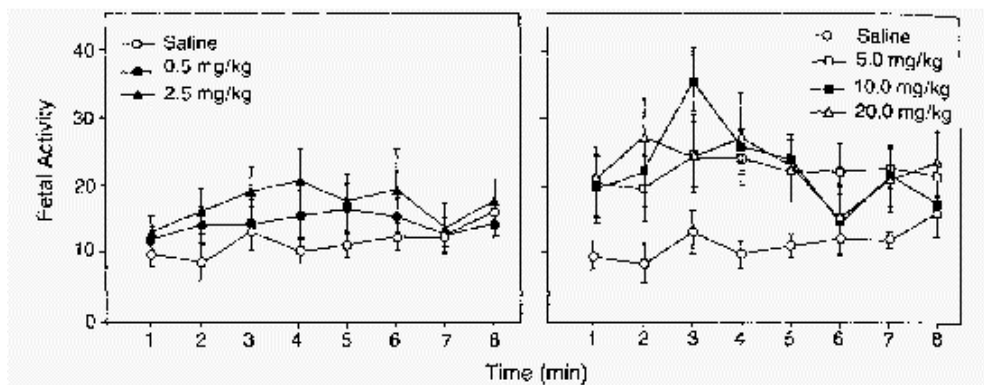


Figure 2. Mean daily levels of saline versus cocaine in the rat fetus (Simonik 1995, p 781).

Appendices

Use an appendix when you want to include material in your assignment that is important but not directly relevant to your main argument. An appendix might include: copies of data collection forms used in the research; excerpts from diaries or transcripts from case studies; questionnaires; tests; statistical tables, and raw data. Including this material in the main body of your essay or assignment would make your work difficult to read or cluttered. This evidence should be placed in an appendix so that interested readers can consult the material if they wish. Appendices should not include photocopies of journal articles or text from references. The material placed in the appendix should be referred to in the body of the assignment. For example,

All subjects were given a Banks Item Test (see Appendix 1).

OR

All subjects were given a Banks Item Test. A copy of the test is included in Appendix A.

Where there is more than one appendix identify them by number or letter.

PLAGIARISM

Plagiarism is a well-known problem in universities. Plagiarism occurs when another person's ideas are presented as one's own without acknowledging the source. The University of Sydney has a policy on Academic Honesty in Coursework available at <http://policy.rms.usyd.edu.au/000007x.pdf>. Some sections of the policy are set out below but you should read it for yourself to ensure that you understand the implications of the policy.

Part 2 – Principles of Academic Honesty

1. Introduction

Academic honesty is a core value of the University of Sydney. The University is committed to the basic academic right that students receive due credit for work submitted for assessment. Integral to this is the notion that it is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own. Such activity represents a form of fraud.

2. Plagiarism and academic honesty

(1) Plagiarism can be broadly defined as presenting another person's ideas, findings or work as one's own by copying or reproducing the work without due acknowledgment of the source. Plagiarism may take many forms. The most common form of plagiarism is where a student presents written work, including sentences, paragraphs or longer extracts from published work without attribution of its source. Work submitted for assessment may also be regarded as plagiarised where significant portions of an assignment have been reproduced from the work of another student, since this exceeds the boundaries of legitimate co-operation.

(2) Legitimate co-operation can be defined as any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students. Typical examples of these practices may include the researching and writing of joint projects/written works/tutorial papers; discussion of general themes and concepts; interpretation of assessment criteria; informal study/discussion groups; strengthening and development of academic writing skills through peer assistance. Legitimate co-operation is based on the principle that producing the work remains the independent responsibility of the student (or group of students where a joint project is undertaken), while recognising the educational value of interaction between students.

(3) Plagiarism is always unacceptable in academic work but may not necessarily involve dishonest intent. Some plagiarism occurs when students fail to follow the practices of referencing which are expected in the relevant field of study. Plagiarism may also occur when students copy word for word from authors who are regarded as experts not out of dishonesty but out of a fear of paraphrasing or writing in their own words. Such students may choose to use the words of the experts for a variety of reasons including lack of confidence in their ability or comprehension, language difficulties, or diverse cultural backgrounds.

Plagiarism which represents poor referencing practice, or which reflects an unwillingness to use one's own words, should be addressed as an educational issue. Students should be counselled about proper referencing practices and the importance of writing in their own words and the University's expectations relating to assessment should be clarified.

How to avoid plagiarism

- Keep good notes on the source material that you use when preparing your assignments. If you photocopy the source material then make a copy at the same time of the information you need for the reference list (see below for details).
- If you borrow words, sentences, or paragraphs directly from another source, put the borrowed words in quotation marks and treat them as a quotation. See below for details of how to make direct quotations. References should be complete, giving all information about the source.
- However, it is usually better to paraphrase rather than use the words of others because when you paraphrase you are showing that you understand the material. Save quotations for when the original words are particularly apt such as the Gettysburg Address. If you paraphrase the words or ideas of another you must reference the source.
- It is not acceptable to cut and paste sections of material from the Internet or books and place them in your essay (with or without a reference) without any comment or connecting material written by you. This shows a lack of intellectual input on your part and will get a poor mark because there is no academic merit in the essay.

REFERENCING

There are two elements to referencing: how the reference is placed in the text and how it appears in the reference list at the end of the assignment.

In the table that follows are examples showing you how to reference in the text and in the reference list. These are fabricated examples and any resemblance to the facts in the sources is co-incidental. Follow the elements needed and punctuation exactly. A sample reference list follows the table.

Note the main features of this reference style:

- No full stops after initials;
- Commas are used to separate authors, but & is used between the last two;
- The source journal or book title is in title case and italics;
- The title of journal articles is distinguished by single quotation marks, is in upright type (non-italics) and sentence case (first letter of first word is capitalised, then lower case (unless proper name, where first letter of proper name is capitalised));
- For books, the city of publication appears first, the publisher last; and
- Page numbers are indicated by p. in the text, but by pp. in the reference list.

IN THE TEXT	IN THE REFERENCE LIST
<p>Books, journals and other documents</p> <p>1, 2 or 3 authors</p>	<p>Books, journals and other documents</p> <p>For a book Give: Last name of the author, followed by initials, date of publication in parentheses, <i>title of the book</i>, city of publication, publisher. Include the country or state of publication where it would be confusing not to.</p>

IN THE TEXT	IN THE REFERENCE LIST
<p>One major area of the Australian health care system needing reform is the overlap of Commonwealth and State responsibilities (Duckett 2002, p. 24).</p>	<p>Duckett, SJ (2002), <i>The Australian Health Care System</i>, South Melbourne, Oxford University Press.</p>
<p>Hospital food is nutritious, however, many patients were dissatisfied with the presentation (Kwon & Yoon 2003, p. 1040).</p> <p>Or</p> <p>Kwon and Yoon (2003, p. 1040) reported that many patients were dissatisfied with the presentation of hospital food even though it was nutritious.</p> <p>Note “&” is used inside the brackets but “and” is used if the authors' names are included in the body of the text.</p> <p>Protein intake for the elderly is important after exercise (Esmark Anderson & Olsen, 2001, p. 304)</p>	<p>For journal articles on paper Give: Last name of the author, initials (date of publication), title of article. <i>Name of journal</i> in full, vol. followed by volume number, no. followed by number in volume, and the numbers of the first and last pages of the article.</p> <p>Kwon, J & Yoon, BJH (2003), 'Prevalence of outsourcing and perception of clinical nutrition managers on performance of health care dietetics services', <i>Journal of the American Dietetic Association</i>, vol. 103, no.8, pp. 1039-1042.</p> <p>Journals in full text on WWW Give: Author (Year) Title <i>Journal</i> [Online] volume: paging or indication of length. Available: URL [Accessed date month year].</p> <p>Esmark, B, Anderson, J & Olsen, S (2001), 'Timing of postexercise protein intake is important for muscle hypertrophy with resistance training in elderly humans', <i>Journal of Physiology</i> [Online] 535:301-311. Available: http://www.jphysiol.org/cgi/content/short/535/1/301 [30 August 2001].</p>

IN THE TEXT	IN THE REFERENCE LIST
	<p>Journals in full text on electronic data base Give: Author (Year) Title <i>Journal</i> [Online] volume: paging or indication of length. Available: Protocol (if applicable) Database service: Database item number (if given) [Accessed date month year].</p> <p>Sale, P & Carey, D (1995), 'The sociometric status of students with disabilities in full inclusion school', <i>Exceptional Children</i> [Online] 62:6-22. Available: Information Access/Expanded Academic ASAP/A17435391 [21 June 2001].</p> <p>Journal Article from The University of Sydney Library E-Reserve Give: Author (Year) Title. <i>Journal</i> volume: paging or indication of length. Available: from The University of Sydney Library E-Reserve [Accessed date month year].</p> <p>Moolchan, E (2000), 'A review of tobacco smoking in adolescents: treatment implications', <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, vol. 39, no.6, pp. 682-693. Available: from The University of Sydney Library E-Reserve [15 January 2004]</p>
<p>Document (will have a .pdf or .html file extension) on (or linked to) a web site. Give author and year as for other documents. Do not give web site address for a document on a web site.</p> <p>Pritzker (No date) describes ancient traditions in central Nepal.</p>	<p>Document on (or linked to) a web site Give: Author/editor (Year) Title [Online]. Available: URL [Accessed date month year].</p> <p>Pritzker, TJ (No date), An early fragment from central Nepal. [Online]. Available: http://www.ingress.com/~astanart/pritzker/pritzker.html [8 June 1995].</p>
<p>4 authors or more When referring to a work by more than three authors: the term et al. (Latin meaning “and others”) can be used after listing the first authors name.</p>	<p>4 authors or more</p>

IN THE TEXT	IN THE REFERENCE LIST
<p>Optimistic people have shorter recovery times from low back pain and return to work faster than pessimists (Schultz et al. 2004, p. 84).</p> <p>Or</p> <p>Holmes and his colleagues (2002, p. 1275) found that accommodation was an important factor in the health of urban youth.</p>	<p>Schultz, IZ, Crook, J, Meloche, GR, Berkowitz, J, Milner, R, Zuberbier, OA & Meloche, W (2004), 'Psychosocial factors predictive of occupational low back disability: towards development of a return-to-work model', <i>Pain</i>, vol. 107, no.1-2, pp. 77-85.</p> <p>Holmes, W, Stewart, P, Garrow, A, Anderson, I & Thorpe, L (2002), 'Researching Aboriginal health: experience from a study of urban young people's health and well-being', <i>Social Science & Medicine</i>, vol. 54, no.8, pp. 1267-1279.</p>
<p>Several Studies Where more than one study is referred to, list them in alphabetical order with a semicolon in between.</p> <p>Moderate exercise is important in avoiding falls in the elderly (Monagle 2002, p. 1113; Ranson & Emmett 2003, p. 17).</p>	<p>Several Studies</p> <p>Monagle, S (2002), 'Reducing falls in community dwelling elderly. The role of GP care planning', <i>Australian Family Physician</i>, vol. 31, no.12, pp. 1111-1115.</p> <p>Ranson, DL & Emmett, SL (2003), 'Falls and fall-related injuries: far-reaching implications', <i>Journal of Law & Medicine</i>, vol. 11, no.1, pp. 16-17.</p>
<p>Two or more sources same author same year. Use the letters a, b, c etc to show which source you are referring to.</p> <p>There is good co-operation between the States and the Commonwealth in the funding of the co-ordinated care trials (Duckett 2002a, p. 10; 2002b, p. 25).</p>	<p>Two or more sources same author same year.</p> <p>Duckett, SJ (2002a), <i>The Australian Health Care System</i>, South Melbourne, Oxford University Press.</p> <p>Duckett, SJ (2002b), 'The 2003-2008 Australian Health Care Agreements: an opportunity for reform', <i>Australian Health Review</i>, vol. 25, no.6, pp. 24-26.</p>

IN THE TEXT	IN THE REFERENCE LIST
<p>Edited books and books with several editions</p>	<p>Edited books and books with several editions.</p> <p>Include (ed) or (eds) after the editor's name(s). Schmidt, R (ed), (1985), <i>Fundamentals of Neurophysiology (3rd ed)</i>, New York, Springer Verlag.</p> <p>When referring to a particular chapter/section in an edited collection: name the author and title of the section followed by the editor and title of the book it is in. Also include the article or chapter pages.</p> <p>Johnson, J (1992), 'Post war population demographics', In Licht, S & Bath, A (eds), <i>The Changing Face of Australia</i>, Melbourne, Victorian Publishing, pp. 30-44.</p>
<p>Direct Quote Short quotations (fewer than 40 words) may be placed in the text, with the quotation enclosed by double quotation marks. He stated that "the placebo effect disappeared when behaviours were studied in this manner" (Smith 1982, p. 276) but he did not clarify which behaviours were studied.</p> <p>Or</p> <p>Smith (1982) found that " the placebo effect, which had been verified in previous studies, disappeared when behaviours were studied in this manner" (p. 276).</p> <p>Longer quotations are presented in a free-standing block of lines. Such block quotations commence on a new line, are indented (1 cm from both margins), are single-spaced and do not have quotation marks.</p>	

IN THE TEXT	IN THE REFERENCE LIST
<p>Smith (1982) found that: the placebo effect, which had been verified in previous studies, disappeared when behaviours were studied in this manner. Furthermore, the behaviours were never exhibited again, even when real drugs were administered. Earlier studies were clearly premature in attributing the results to a placebo effect (p. 276). However, he did not clarify which behaviours were studied.</p>	
<p>Second-hand referencing Where you have not read the study yourself but it was referred to in another source. Second-hand referencing should be avoided. If possible, look at the original study yourself and document it separately. However, if the study is unavailable, then the correct way to reference is:</p> <p>How and when compensation is paid plays an important role in the resolution of occupational low back pain (Saddik, cited in Schultz et al. 2004, p. 77)</p>	<p>Second-hand referencing</p> <p>Schultz, IZ, Crook, J, Meloche, GR, Berkowitz, J, Milner, R, Zuberbier, OA & Meloche, W (2004), 'Psychosocial factors predictive of occupational low back disability: towards development of a return-to-work model', <i>Pain</i>, vol. 107, no.1-2, pp. 77-85.</p>
<p>No author</p> <p>Where the work has no author, show the name of the book or article (or the first few words if it is very long) and the year.</p> <p>Experience in commercial law is an important factor in choosing legal representation (Entrepreneur's Guide to Law 1999, p. 14).</p>	<p>No author</p> <p><i>Entrepreneur's Guide to Law</i> (1999), New York, Springer.</p>

IN THE TEXT	IN THE REFERENCE LIST
<p>Author is an institution, government department or organisation</p> <p>Give as author the name of the institution or organisation or title of the work.</p> <p>Ballroom dancing is an enjoyable hobby that helps prevent falls in the elderly by developing better muscle control (National Ageing Research Institute 2001, p. 23).</p>	<p>Author is an institution, government department or organisation</p> <p>National Ageing Research Institute (2001), <i>Falls Prevention Activities for Older People: A National Stocktake: Report to the Commonwealth Department of Health and Aged Care Injury Prevention Section</i>, Canberra, Commonwealth Dept. of Health and Aged Care.</p>
<p>Interview</p> <p>Give interviewee's name as the author, and include the year of the interview.</p> <p>Physiotherapists in charge need to be able to manage people to be successful (Flinn 1986)</p>	<p>Interview</p> <p>Give: name(s) of the person(s) interviewed including their given name(s) in full, date of the interview, and their position.</p> <p>Flinn, John (9 September 1986), [Interview with Physiotherapist in charge, St John's Hospital, Melbourne].</p>
<p>Personal communications</p> <p>Personal communications such as conversations and Email communications from individuals should be cited in the text as follows.</p> <p>A shortage of nurses will have a critical effect on the health care system for the next decade (L A Chafez, personal communication, March 28, 1997).</p>	<p>Personal communications</p> <p>Personal communications are cited in-text but not in the reference list.</p>

IN THE TEXT	IN THE REFERENCE LIST
<p>Electronic sources</p> <p>CD-ROM</p> <p>Clarke (1994) has explored the impact of sexual harassment in the academic world.</p>	<p>Electronic sources</p> <p>CD-ROM</p> <p>Give: Author/editor (Year) Title [Type of medium] (edition) Place of publication, Publisher (if ascertainable). Available: Protocol (if applicable) Supplier/Database identifier or number [Accessed date month year].</p> <p>Clark, KL (1994), 'Complications in academia: sexual harassment and the law', <i>Siecus Report</i> 21: 6-10 [CD-ROM]. Available: 1994 SIRS/SIRS1993 School/Volume 4/Article 93A [13 June 1995].</p>
<p>Web site</p> <p>Give author (may be an organisation) or title of the web site and year (this may be the year the site was last up-dated).</p> <p>Support groups make a useful contribution to the well being of people with multiple sclerosis (MS New South Wales 2001)</p>	<p>Web site</p> <p>Give: Title of web site [Homepage of (name of organisation)] [Online] Day month year - last updated. Available: URL [Accessed date].</p> <p>MS New South Wales [Home page of Multiple Sclerosis Society of NSW] [Online] 15 August 2001 – last updated. Available: http://www.msnsw.org.au/Version3_2000/index.html [30 August 2001].</p>
<p>For any other sources see:</p> <p>Snooks & Co. (2002), <i>Style Manual for Authors, Editors and Printers (6th ed)</i>, Milton, Qld, John Wiley & Sons.</p>	

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- Snooks & Co. (2002), *Style Manual for Authors, Editors and Printers (6th ed)*, Milton, Qld, John Wiley & Sons.

Bibliography

A bibliography is a list of all the sources you have found useful during the preparation of your assignment, not merely those you have cited. All the sources you have consulted are listed alphabetically, by author. The bibliography is placed after the reference list.

Bibliographies are not usually required in assignments. You should not include one unless your lecturer specifically requires one.

NON-DISCRIMINATORY LANGUAGE GUIDELINES

Language and the way it is used are major vehicles for the expression of prejudice and discrimination. It not only reflects and maintains the discriminatory values and practices of our society, but can also be inaccurate and perpetrate false assumptions and stereotypes.

Non-discriminatory language aims to treat all people equitably and fairly, usually by avoiding certain expressions and selecting others already existing in the language.

The aim of these guidelines is to increase awareness of discriminatory language in everyday use as well as offering a variety of examples and suggested alternatives. It is not possible to cover every possible contingency, and consequently the alternatives and strategies offered might not be applicable in every case, and the examples given are not exhaustive.

The following websites provide very useful guides for non-discriminatory language:

http://www.scu.edu.au/admin/equity/publications/watch_language.html

<http://www.infonet.unsw.edu.au/poldoc/racetrea.htm>

Language and gender

Non-sexist or gender inclusive language does not express bias in favour of one sex, nor treat the other in a discriminatory manner.

A common form of sexism in English includes the use of *man* and *he/him/his* as generics, when the reference is to both women and men. It is no longer appropriate to use *man* generically as it is confusing and discriminatory. As an alternative, try humans, woman and man, people and humanity. Further examples include:

Don't use

manned
man-made
manpower
one-man
sportsmanship
tradesman

Use these words instead

staffed
handcrafted, artificial
workforce
run by one person
fair play, sporting
tradespeople

Instead of *he/him/his*, it is acceptable to use the plural *they/them/their*, add the female equivalent or omit the pronouns. It is no longer acceptable to add a disclaimer stating that all masculine nouns and pronouns are to be taken as referring to both females and males.

when a lecturer commences *he must*..
each student must bring with *him*..
any student wanting *his* work evaluated..

when lecturers commence *they must*..
students must bring with *them*..
any student wanting *their* work evaluated..

Occupational terms or job titles that relate to only one sex are inaccurate and discriminatory, and should be replaced with neutral, generic terms such as:

<i>Inaccurate / discriminatory term</i>	<i>Neutral /generic term</i>
authoress	author
businessman/woman	business executive
chairman	chair, convenor
girl Friday	assistant
headmaster/mistress	principal
layman	non-specialist, lay person
matron	director of nursing
professors and their wives	professors and their partners
salesman	sales agent/ assistant/staff

Avoid irrelevant, gratuitous gender descriptions which imply deviation from the norm, such as a woman doctor, a cleaning lady or a male nurse.

When describing identical behavioural characteristics in men and women similar terms should be used irrespective of gender. Perception and description of a behavioural characteristic should not be influenced by the gender of the person displaying the behaviour. For example, use similar terms to describe the same characteristic in women and men. The following examples illustrate how women and men are often described differently, although the circumstances may be identical.

<i>women words</i>	<i>men words</i>
aggressive/pushy	assertive/ambitious
domineering	strong
hysterical	angry
stubborn	firm

As a general rule use a first name, a neutral title or nothing. For women, use of *Miss* and *Mrs* identifies marital status as well as title, whereas *Mr* refers only to title. The use of *Ms* is recommended for all women where the parallel *Mr* is applicable, and when a woman's preferred title is unknown. As with men, a woman's preferred title should be respected when known.

Language and disability

Discriminatory language in relation to the portrayal of people with disabilities is characterised by depersonalisation - by emphasising the disability rather than the individual person and by stereotyping. Many words used to describe disability are outdated and inaccurate. If describing people with disabilities is necessary, the following terms are considered appropriate:

- people with disabilities (**not** the handicapped/disabled)
- people with physical disabilities (**not** cripples)
- people with intellectual or developmental disabilities (**not** the mentally handicapped)

Other appropriate terminology includes: vision impaired; hearing impaired; intellectually impaired and mobility impaired.

People with disabilities should not be pitied, feared or ignored, and it's important not to imply that they are more courageous and special than others. Do not use the term *normal* or *able-bodied* in contrast. The terms *victim* or *sufferer* tend to dehumanise a person with a disability or disease and emphasises powerlessness:

an AIDS sufferer
polio victim

a person with AIDS
had polio

Language and indigenous people

Some Indigenous people of Australia object to being labelled Aborigines, as it was a term imposed on them by the British, and because it is the general term for any indigenous people. Some prefer to be known by the terms from their own languages (see below). Others, however consider the noun Aborigine(s), capitalised to be acceptable. The use of the word *Aboriginal* as an adjectival noun should be avoided, but it is acceptable to use it as an attributive adjective such as in an Aboriginal Education Unit. Aboriginal/Aborigines when referring to the Indigenous people of Australia should always be spelt with a capital A. Here are some terms used by Indigenous people to refer to themselves:

Koori	(usually refers to people from NSW, Southern Qld, and Tasmania)
Korrie	(usually refers to people from Victoria and South Australia)
Murri	(usually refers to people from Northern Qld)
Nyunga	(usually refers to people from South Western Australia)

(Note: the spelling of these names may vary)

The Indigenous people of the Torres Strait Islands have a separate linguistic and cultural identity to Aboriginal people. The preferred name is Torres Strait Islanders and Murray Islanders. The term Indigenous Australians is more inclusive. Aboriginal and Torres Strait Islanders (ATSI) is generally acceptable as an adjective (e.g. ATSI communities). It is important to observe the preference of title of an Aboriginal person or Torres Strait Islander. If in doubt check with Yooroang Garang [(02) 9351 9393] or the University's Koori Centre [(02) 9351 2046].

Take care not to ignore the history of the Indigenous Australians with expressions such as: "Captain Cook discovered Australia". As Australia's history spans many thousands of years such statements are insulting and inaccurate.

Language and ethnicity

Non-discriminatory language in relation to race and ethnicity aims to recognise and present the diversity of Australia's population in positive ways. The term *Australian* refers to all Australian citizens regardless of ethnic background, and some Australians prefer not to be identified by their ethnic background.

Try not to refer to ethnicity, unless there is a valid reason for doing so, stereotype by race or use racially derogatory terms and nicknames.

Terms for religious groups should not always be equated to terms for certain ethnic groups; for example, not all Lebanese people in Australia are Muslims, not all Muslims are Arabs.

The diversity among various racial and ethnic minorities is often not recognised or acknowledged. For

example, the various Asian ethnicities present in Australia are often lumped together under the single term *Asian*, despite their many differences.

In a society where a sizeable proportion of the population holds religious beliefs other than Christian ones or none at all, it is recommended that the term *christian name* be replaced in official documents by *given name* or *personal name*. The term *first name* is not always suited to the naming procedures of some cultural and ethnic groups living in Australia.

Other discriminatory language usage

Keeping biases out of our communication can be especially difficult when society holds strong stereotypes. One example of this is our attitude to the large section of our population aged over 65, who are often portrayed as feeble and incompetent. Try to mention age only where relevant, use terms favoured by older people (their preference), and use words that accurately describe that person (varied interests, lifestyles and health).

Any discussion of issues pertaining to sexual orientation should be accurate and informed. For example lesbians and gay men should be described in terms that do not trivialise or demean them, and do not encourage discrimination or distorted images of their lives. Avoid negative stereotyping, use the term partner instead of spouse and don't assume that everyone belongs to a traditional family.

SOURCES OF HELP

Formatting

American Psychological Association (2001), *Publication Manual of the American Psychological Association (5th ed)*, Washington, DC, American Psychological Association.

Snooks & Co. (2002), *Style Manual for Authors, Editors and Printers (6th ed)*, Milton, Qld, John Wiley & Sons.

Referencing

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Writing

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Bate, D & Sharpe, P (1990), *Student Writer's Handbook: How to Write Better Essays*, Sydney, Harcourt Brace Jovanovich.

Clanchy, J & Ballard, B (1997), *Essay Writing for Students: A Practical Guide (3rd ed)*, Melbourne, Longman Cheshire.

Marshall, LA & Rowland, F (1998), *A Guide to Learning Independently (3rd ed)*, Melbourne, Longman Cheshire.

Zeiger, M (1991), *Essentials of Writing Biomedical Research Papers*, New York, McGraw-Hill.

- You will find useful explanations and examples of aspects of academic writing, and activities for practice, at the following URL:

<http://unilearning.uow.edu.au/academic>

Writing advice

Language and Learning Unit (LLU, Cumberland Campus) Language and Academic Skills Support [Phone: (02) 9351 9319]. The Unit is staffed by professional language teachers. Workshops, seminars, tutorials and one-to-one consultations on language and related academic and professional communication skills are available throughout the year. These sessions are available to all students on Cumberland Campus. It is best to come early in the academic year as prevention is much better than remediation. Booking is essential for one-to-one consultations and advisable for all other sessions. The Unit liaises with academic staff in the faculties on Cumberland Campus and with the Learning Centre (LC) on Camperdown Campus.

The Learning Centre (LC, Camperdown Campus) Level 7 of the Education Building on Camperdown Campus, [Phone: (02) 9351 3853]. This Centre offers help to all students of the University who wish to develop the learning and language skills they need to carry out their academic studies. The Centre offers a range of workshops in many different aspects of academic study, and for students at all levels of study, especially graduate students.