



# CHN 378

## Chinese Research Project

S1 Day 2016

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Lan Zhang

[lan.zhang@mq.edu.au](mailto:lan.zhang@mq.edu.au)

Shirley Chan

[shirley.chan@mq.edu.au](mailto:shirley.chan@mq.edu.au)

By appointment

Credit points

3

Prerequisites

39cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description

In this unit students may: a) present a research essay in either English or Chinese on a topic to be agreed with the supervisor; or b) present a Chinese to English translation on an academic subject approved by the supervisor.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.

Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.

Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.

Use resources to effectively support their research or translation.

Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.

Work with and respond to the views of staff and other students in the unit in both oral and written form.

Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Option A: Research Proposal</u></a>	5%	Friday Week 1
<a href="#"><u>Option A: Literature Review</u></a>	15%	Week 4
<a href="#"><u>Option A: Research Paper</u></a>	70%	Week 12
<a href="#"><u>Option A: Seminar</u></a>	10%	Week 13 TBA
<a href="#"><u>Option A: Consultation</u></a>	0%	As directed
<a href="#"><u>Option B: Translation Proposal</u></a>	0%	Friday Week 1
<a href="#"><u>Option B: Reflective Paper</u></a>	0%	Week 12
<a href="#"><u>Option B: Translation</u></a>	0%	Week 12
<a href="#"><u>Option B: Consultation</u></a>	0%	As directed

### Option A: Research Proposal

Due: **Friday Week 1**

Weighting: **5%**

Students must write a fully referenced research proposal of at least 750 words, outlining their proposed research and reviewing preliminary literature on the topic to demonstrate the validity of the proposal. The proposal should cite at least 5 -10 bibliographic sources

On successful completion you will be able to:

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## Option A: Literature Review

Due: **Week 4**

Weighting: **15%**

Extensive review of literature in the research topic area, demonstrating evidence of the viability of the research proposal in a paper of at least 1000 words. An extensive bibliography is expected.

On successful completion you will be able to:

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
- Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of

both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## Option A: Research Paper

Due: **Week 12**

Weighting: **70%**

Research paper of up to 5000 words written in English at a format suitable for publication in an academic journal recommended by the academic advisor. An extensive bibliography is expected.

On successful completion you will be able to:

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
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- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## Option A: Seminar

Due: **Week 13 TBA**

Weighting: **10%**

Seminar Presentation in English of research work to students and staff for discussion and Q&A.

On successful completion you will be able to:

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the

value of translating source documents to contribute to the body of knowledge.

- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
- Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## Option A: Consultation

Due: **As directed**

Weighting: **0%**

Students are required to consult their supervisor at least three times during the semester to discuss their project. These times are week 3, week 7 and week 10. This is assessed as a Pass/Fail attendance.

On successful completion you will be able to:

- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness

of the target audience, or purpose of translation,

## Option B: Translation Proposal

Due: **Friday Week 1**

Weighting: **0%**

Students must write a fully referenced research proposal of at least 750 words, outlining their proposed research and reviewing preliminary literature on the topic to demonstrate the validity of the proposal. The proposal should cite at least 5 -10 bibliographic sources

On successful completion you will be able to:

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
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## Option B: Reflective Paper

Due: **Week 12**

Weighting: **0%**

A reflective paper of at least 1000 words in length on the topic and the challenges, processes and nature of the translation project. This should be fully annotated.

On successful completion you will be able to:

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## Option B: Translation

Due: **Week 12**

Weighting: **0%**

An original annotated translation of text from Chinese into academic and/or literary English, up to 5000 words in English.

On successful completion you will be able to:

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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of the target audience, or purpose of translation,

## Option B: Consultation

Due: **As directed**

Weighting: **0%**

Students are required to consult their supervisor at least three times during the semester to discuss their project. These times are week 3, week 7 and week 10. This is assessed as a Pass/Fail attendance.

On successful completion you will be able to:

- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
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## Delivery and Resources

### ilearn

Online units can be accessed at: <http://ilearn.mq.edu.au>

This unit will make use of ilearn for communications. ilearn also features a messaging system and discussion forum, which students are encouraged to use to circulate information and discussion.

All announcements made by the unit convenor will also be delivered via ilearn's integrated email system. Students should set the ilearn emails to be forwarded to their personal email account for convenience. It is the responsibility of students to be aware and up to date with unit news and announcements via ilearn.

### Electronic Copy via Turnitin.com

This is MacquarieUniversity's subscription to the 'Turn It In' plagiarism detection system. All students will be required to submit all of their written work through this system. See **Assessment Submission** for details.

## Library Databases

The library databases offer access to thousands of academic journal articles on all relevant subject areas. Make a point of searching these databases for scholarly articles for sources of information for assignments. The library enquiry desk is a good point of assistance in the use of these databases. You can also the 'Ask a Librarian' service by phone or live chat. [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)

Please direct any questions about passwords, access and ilearn to the IT helpdesk <http://informatics.mq.edu.au/help/>

## Assessment Marking Rubrics and Self Assessment

**Assessment Marking Rubrics and Self Assessments are required for each assessment task (see Assessment Tasks in General). They can be downloaded from ilearn.**

## Unit Schedule

		Assessment
Week 1		
Week 2		
Week 3	17 August	Research/Translation Proposal (Option A & B)
Week 4	By Appointment with Supervisor	Consultation (Option A & B)
Week 5		
Week 6	07 September	Literature Review (Option A)
Week 7	By Appointment with Supervisor	Consultation (Option A & B)
Mid-Semester		
Week 8		
Week 9		
Week 10	By Appointment with Supervisor	Consultation (Option A & B)
Week 11		

Week 12		
Week 13	09 November	Research Paper (Option A); Translation & Reflective Paper (Option B);
Week 13	To Be Confirmed	Seminar

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
- Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.
- Work with and respond to the views of staff and other students in the unit in both oral

and written form.

- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## Assessment tasks

- Option A: Research Proposal
- Option A: Literature Review
- Option A: Research Paper
- Option A: Seminar
- Option A: Consultation
- Option B: Translation Proposal
- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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## **Assessment tasks**

- Option A: Research Proposal
- Option A: Literature Review
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- Option A: Seminar
- Option A: Consultation
- Option B: Translation Proposal
- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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## **Assessment tasks**

- Option A: Research Proposal
- Option A: Literature Review
- Option A: Research Paper
- Option A: Seminar
- Option A: Consultation
- Option B: Translation Proposal
- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.

- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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## **Assessment tasks**

- Option A: Research Proposal
- Option A: Literature Review
- Option A: Research Paper
- Option A: Seminar
- Option A: Consultation
- Option B: Translation Proposal
- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Identify socially complex problems in the field of Chinese studies; and formulate research



questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.

- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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## Assessment tasks

- Option A: Research Proposal
- Option A: Literature Review
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- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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- Option A: Consultation
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- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
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- Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

## **Assessment tasks**

- Option A: Research Proposal
- Option A: Literature Review
- Option A: Research Paper
- Option A: Seminar
- Option A: Consultation
- Option B: Translation Proposal
- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Use resources to effectively support their research or translation.
- Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

### Assessment tasks

- Option A: Research Proposal
- Option A: Literature Review
- Option A: Research Paper
- Option A: Seminar
- Option A: Consultation
- Option B: Translation Proposal

- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Identify socially complex problems in the field of Chinese studies; and formulate research questions from preliminary sources of information; OR demonstrate judgement in the value of translating source documents to contribute to the body of knowledge.
- Reflect on their analysis of information and how they incorporate lessons learned into further analysis or translation.
- Identify and interpret diverse and scholarly sources of information with judgement, appreciation and understanding.
- Analyse research or translation problems objectively and communicate these analyses and express their judgement in both oral and written form.
- Work with and respond to the views of staff and other students in the unit in both oral and written form.
- Plan, revise and submit written and oral work according to schedule; with the emphasis on writing a major research paper; OR with the emphasis on translating a body of work with judgement, appreciation and understanding of scholarly sources of information and the field of study; and with the: - appropriate register of language, - appropriate grasp of both languages, - awareness of the characteristic text type, - appropriate balance of faithfulness in translation, - appropriate use of vocabulary and word choice, - awareness of the target audience, or purpose of translation,

### Assessment tasks

- Option A: Research Proposal
- Option A: Literature Review
- Option A: Research Paper
- Option A: Seminar
- Option A: Consultation

- Option B: Translation Proposal
- Option B: Reflective Paper
- Option B: Translation
- Option B: Consultation

## About This Unit

This unit is available to students who have reached an advanced stage in their studies in Chinese language or Chinese studies at the 300 level. This unit provides students with the opportunity to acquire a specialised and in depth understanding of a chosen field of Chinese studies by undertaking independent project work in conjunction with a supervising member of staff. This unit is highly recommended for students intending to do Honours or future postgraduate studies.

Prospective students are recommended to consult a staff member of Chinese studies *at least two weeks prior to the beginning of semester* in order that to be considered for the enrolment process. Students may only enrol in the unit providing that they meet all pre-requisites, co-requisites (Permission from the Executive Dean form signed by a member of the Chinese academic staff) **and** if they have a member of staff willing to supervise their proposed work.

Project topics may be chosen from a wide field of Chinese studies including language, linguistics, literature, philosophy, culture, history, politics, international relations, defence studies- *subject to staff expertise and availability of supervision*.

This is an intensive and challenging unit and students must be prepared to complete all assignments and attend meetings by the required due dates. Students who do not meet any of these requirements satisfactorily will receive a Fail grade.

Students who do not think they are capable of meeting **all** unit requirements detailed in this unit description are encouraged to **withdraw before Wednesday week 2 of semester**. The final date for *adding* units is **the Friday of week 2**.

### Option A. Research Project.

1. Students wishing to take this option **must** consult a member of academic staff to determine if they are willing to supervise their proposed research project.
2. Students must write a fully referenced research proposal on the agreed topic of at least 750 words in English, outlining their proposed research and citing at least 5 -10 bibliographic sources.

*This assessment task must be completed in Week 3, and it **must be passed as acceptable** by the supervisor. A failure to complete this task to the academic supervisor's satisfaction will result in the student being **asked to withdraw from the unit**.*

3. Students in consultation with the supervising staff member will draft and submit a literature review of at least 1500 words in English, citing at least 15-20 sources. *This must be completed or the student will receive a Fail grade.*
4. Students in consultation with the academic supervisor, will draft and submit a research paper

of 5000 words in length (or longer, subject to supervisor's discretion) on an approved academic subject, at a standard of publication in an academic journal specified by the supervisor.

Research Papers must be written in English. *This must be completed or the student will receive a Fail grade.*

5. Students will prepare and deliver a seminar in English to staff and students on their research project. *This must be completed or the student will receive a Fail grade.*

6. Note: Students **currently completing a major** in Chinese may be permitted to complete their written assessments in Chinese, at the discretion and advice of the academic supervisor. **All other students** are expected to complete their work in English.

7. Students are required to consult their supervisor at least three times during the semester to discuss their project. These times are week 4, week 7 and week 10 to be arranged with the supervisor. Attendance to consultation sessions will be recorded. Students failing to attend at the required times will receive a Fail grade. Students may meet at other times with their supervisor at the supervisor's direction.

## Option B. Translation Project.

1. Students wishing to take this option must consult a member of academic staff to determine if they are willing to supervise their proposed translation project, which is expected to be an academic or literary text in Chinese for translation into English.

It is expected that the translation project involve an original translation of a text(s) or document(s) that have not previously been translated.

Text(s) or document(s) that have previously been translated may be acceptable at the supervisor's discretion, providing that the student can make a compelling case for the translation.

2. Students must **either**:

a. Write a translation project proposal of at least 750 words, outlining the proposed translation project, citing the text(s) or document(s) that you wish to translate; and the reasons why a translation of the texts(s) or document(s) is significant in the chosen field of study.

The proposal must be annotated, citing at least 5 - 10 bibliographic sources. **OR**;

b. Where students are making a compelling case for the translation of a previously translated text(s) or document(s); students must write a translation project proposal of at least 750 words, outlining their proposed translation project, citing the text(s) or document(s) that they wish to translate; and the reasons why a new translation of the texts(s) or document(s) is significant in the chosen field of study. The proposal must be annotated, citing at least 5-10 bibliographic sources, in the existing field of study, with specific reference to existing translations.

*This assessment task must be completed by Week 3, and it **must be passed as acceptable** by the supervisor. A failure to complete this task to the academic supervisor's satisfaction will result in the student being **asked to withdraw from the unit.***

3. Students in consultation with the supervising staff member will draft and submit an original



translation of text(s) or documents(s) from Chinese into literary and/or academic English, suitable for publication in an academic journal specified by the supervisor, or as a publisher's manuscript.

The translation must be introduced, fully annotated and cited demonstrating academic level research, inclusive of source annotations and bibliography (if any), annotated commentary and additional bibliography as required. The length will be subject to supervisor's discretion, but can be expected to be around 5000 words in English. *This must be completed or the student will receive a Fail grade.*

4. Students will prepare and submit a reflective paper of about 1500 words on the topic of the translation. *This task must be completed or the student will receive a Fail grade.*

5. Students must deliver a seminar in English to staff and students on the text(s) or document(s) translated, nature of their translation project, and the processes involved. *This task must be completed or the student will receive a Fail grade.*

6. Students are required to consult their supervisor at least three times during the semester to discuss their project. These times are week 4, week 7 and week 10 to be arranged with the supervisor. Attendance to consultation sessions will be recorded. *Students failing to attend at the required times will receive a Fail grade.* Students may meet at other times with their supervisor at the supervisor's direction.

## Assesment Tasks in General

1. All written assessments will be graded against **Assessment marking rubrics**, which are to be considered by students as marking criteria for the task. Each Assessment task has its own specific rubric and the correct one must be attached and submitted with the assessment. Any assessment submitted without the appropriate Assessment marking rubric attached *will not be marked*. Rubrics can be downloaded from ilearn.

2. All written assessments will require students to complete and attach a **Self Assessment sheet** for that task. These will assist students with their assessment and skills development process. Marks will be deducted if these are not completed and attached. Self assessment sheet and assessment marking rubrics are attached in this guide. MS Word version will also be available for download from ilearn.

3. Miscellaneous Written work in general **must conform** with the 'Chicago' style of writing. There are variations to the Chicago style, but use the guide set out in *Writing Essays and Referencing*, available on ilearn. The research paper may be written in a different style according to directions for a specific academic journal as directed by the supervisor.

4. Wikipedia (and similar) are not an acceptable reference source in any assessment task. Information sourced from 'websites' must be used sparingly with judgement and caution (this does not include online electronic journals or published books).



## Assessment Submission

All written assessment tasks will be required to be submitted in **both printed hard copy and electronically via Turnitin.com**, unless otherwise indicated.

**Written assignments not received in BOTH hard copy and e-copy via Turnitin.com by the appropriate due date will NOT be marked.**

### Electronic Copy via Turnitin.com

This is Macquarie University's subscription to the 'Turn It In' plagiarism detection system. All students will be required to submit all of their written work through this system.

1. Follow the link on the ilearn CHN378 home page (or go directly)

to <http://www.turnitin.com>

2. You must register as a new user (if you have not already done so for another unit).

3. During registration, you will be prompted for 'Class ID' and Enrolment Password. These are:

**class ID:** 2793699

**enrollment password:** CHN378

### Hard Copy

Written assignments must include:

1. a fully completed Faculty of Arts cover sheet;
2. a title of the essay/paper; and
3. a bibliography.
4. the correct assessment marking rubric
5. a completed self assessment sheet

### Bar-coded Arts Coversheet

Written work must be submitted through the Arts Student Centre (via the appropriate assignment box) on Level 1, W6A (for internal students) or via COE (for external students). Internal students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:

[http://www.arts.mq.edu.au/current\\_students/undergraduate/admin\\_central/coversheet](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet).

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalised assignment cover sheet. No other coversheets will be provided by the Faculty.

### Return of marked work

Marked work will be returned to students by the supervisor. Residuals will be available for

collection from the Arts Student Centre (W6A Foyer).

## Extensions

### Short Term Extensions

Requests for assignment extensions due to unavoidable and unforeseen circumstances of less than three days duration (eg short term illness or misadventure) must be made to the supervisor before the due date if possible, or immediately after the disruption. Approvals of extensions **must be noted on the assignment cover sheet**. Note that other assessment commitments will not be considered grounds for an extension.

Assignments that are handed in later than the due date, where no extension has been granted, or are handed in later than the extension date without being granted further extension or special consideration will be penalised.

Late submission of the essays will result in a penalty of 5% of the total value of the essay towards unit assessment on the initial day and 2% per subsequent day for a period of four calendar days (including each day of weekends). The essay will not be marked after a period of five calendar days of non-submission.

### Serious Illness and Unavoidable Disruption

If your performance has been affected for a period of 3 days or more as a result of serious unavoidable disruption or illness, you are advised to inform the unit convenor and tutor of the problem at the earliest possible opportunity. You must supply documentary evidence of the extended disruption and submit an **Application for Special Consideration**. (see below).

No assessment work will be accepted for marking beyond 16 November 2012 unless you have submitted an **Application for Special Consideration** with adequate and appropriate supporting evidence and have been granted special consideration. Please note that requests for special consideration for long term or serious reasons are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged & chronic illness, hospitalisation or bereavement in your immediate family which have affected your performance over the course of the semester; or in cases of unavoidable disruption or misadventure during the formal examination period. If you believe that you qualify for special consideration, please contact the teaching staff as soon as is practically possible and lodge the application.

### Special Consideration Policy

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

## Unit Requirements and Expectations

Students will be expected to:

1. Meet and discuss project materials with academic staff as directed.
2. Complete and submit written assignments to specified standards both independently and under the supervision of an academic staff member.

3. Complete and deliver an oral and visual presentation of their project to an audience of peers and academic staff.
4. Actively participate in the seminar by interacting with staff and fellow students.

## Writing and Referencing

### Guide to Writing a Research Proposal

(After <http://www.uts.edu.au/fac/edu/research/degrees/guide.html>)

The process of developing the proposal can be a valuable exercise, one which can help you determine your focus, clarify what is involved in your research project and plan its development.

A developed proposal is an important way in which you can demonstrate your understanding of research and communicate your 'research thinking' to others.

These guidelines are provided to help you draw out your ideas. They state the requirements of a sound proposal.

#### Topic and problematic

The research topic formulates a problem that is worthy of research. The topic should:

- be stated clearly and succinctly in one or two sentences.
- be determined after consultation with your supervisor if required

The topic is usually framed as a 'problem' or question in need of an answer. The topic statement will invite your reader to ask why it is significant and 'worth doing'. A good research proposal identifies in the research topic a 'problematic' to be investigated.

Framing the question is not always easy and you need to ask yourself whether your proposed 'problem' or 'research question' is really the question to be asked and answered. The framing of the problematic is crucial in setting up the research, though it is a common for researchers to revise and reformulate this as the research progresses.

An important issue is how you theorise or conceptualise the topic and what needs to come through is your understanding of the problematic you are exploring.

#### Background and context

Your research topic needs to be located in its context and background. In sketching this background, you need to show how and why does the topic come to be important and why is it worth researching? This means:

- contextualising the research problematic - how does it arise?
- outlining its significance - what will be the outcomes, and for whom?
- referring to key issues that are associated with the topic

Background can be provided in several ways. Your theoretical interests or concerns may have generated the research, and its justification is to be found in a theoretical developments or related literature. Where professional practice is the focus, you may want to describe and

analyse the context of policy or organisational changes.

In any case, you should summarise the influences which come into play to shape your research. The analysis should lead you to interrogate your own assumptions about why the problem is significant. You need to ask what interests are driving the research, from whose point of view the problem is 'significant'?

Conceptual framework and related literature

A conceptual framework elaborates the research problematic in relation to relevant literature. It should deal with such matters as:

- existing research and its relevance for your topic
- relevant theoretical perspective or perspectives
- key ideas or constructs in your approach
- possible lines of inquiry you might pursue

Your proposal needs to show how the proposed research relates to a body of related studies, or literature. The orthodox way to do this is to write a brief version of the literature review on a traditional science model. This is not always possible, especially if there is little related past research. Another is to outline the kinds of theoretical sources that will inform your research and the available research perspectives.

Though not all proposals need to include an elaborated conceptual framework, a well-developed proposal will do so. This can take up so-called 'conceptual issues' which express your understanding of the topic and the problems in researching it.

## **Writing a Research Paper**

An excellent guide from PurdueUniversity

<http://owl.english.purdue.edu/owl/resource/658/03/>

There are many more guides available online.

## **Writing an Annotated Translation**

(After [http://www.tcd.ie/langs-lits-cultures/postgraduate/literary\\_translation/annotatedtranslation.php](http://www.tcd.ie/langs-lits-cultures/postgraduate/literary_translation/annotatedtranslation.php))

This should not be confused with a translation with "a lot of footnotes": in usual practice, footnotes are best avoided. However, in an annotated translation, they are used to explain the choices made by the translator. Obviously, therefore, they should NOT be used sparingly in this case, as the absence of a note might be taken as indicating that a difficulty or obscurity had not been properly understood.

An annotated translation should have a brief introduction presenting the text, indicating its interest, and explaining what kinds of difficulties it might present. Getting this introduction "just right" is important: almost any author of interest will have some pages devoted to him/her by

standard reference works, and clearly, little credit will be given for a lengthy transcription of widely available material. On the other hand, where the source text is in any way uncertain, an explanation should be provided of which text has been used, or how it was determined. This applies particularly to older texts, but not exclusively so.

The introduction might well address the problem of what a translation is, dealing with some theoretical points, and suggesting particular problems inherent in translating between the two languages concerned, or dealing with the text type.

In the main body of the translation, the source text and the translation should appear on facing pages (assuming double sided print), with notes at the bottom of the page. It seems likely that majority of the notes will be on the translation side. However, the original text may be annotated also, especially with regard to grammatical difficulties or ambiguities. In general, footnotes should be preferred to end-notes.

Where the text has already been translated, especially if it has been translated more than once, the notes may also provide examples of the other versions, with criticism. It is entirely appropriate to refer to theory in footnotes, where this provides a clue to the justification of a certain approach.

In the calculation of the length of an annotated translation, all the material should be included, EXCEPT the source text. More practically, the source text may be scanned, but you are warned to check any scanned material very thoroughly, as the process is not completely reliable.

## Writing Essays and Referencing

Based on '*Writing Essays in History*', prepared by Bridget Deane, Department of Modern History June 2007.

Writing an essay is not just about writing a narrative, biography or chronology of an event, person or period of time: It requires the construction of an argument in answer to the question posed or the problem being investigated. During research for your paper you will find that the evidence may suggest several answers to the question or problem. You will therefore form your own opinion through evaluation and analysis of sources and this will be the basis of the argument put forward in your answer.

It is because of the emphasis on evaluation and analysis in academic writing, that it is essential to acknowledge sources used in your work through the use of a referencing system. In CHN378 **footnotes** are required, using the Chicago referencing style (see also <http://www.lib.monash.edu.au/tutorials/citing/chicago.html> for more information)

All students are expected to conform to this system in this unit guide, unless directed by the supervisor in accordance with the required style of an academic journal or publisher.

### **Why reference?**

It shows the person marking your work the sources that you have been accessing. It establishes that your argument is one formed by knowledge of a range of authors' opinions - use of this knowledge will make your argument stronger. It allows the reader to quickly identify and verify

the sources you have used. Most importantly, it is how you recognise your intellectual debt to others.

### **When to footnote**

It is essential to footnote when you are making use of someone else's words, information or ideas as evidence for your argument. Failure to acknowledge this in your own work amounts to plagiarism, i.e., presenting another person's work as if it were your own. It is simply not acceptable to plagiarise, and any piece of work found to contain it will be failed automatically. For more information on Macquarie University's policy on Academic Honesty Policy

### **Using sources in your essays**

If you use another person's ideas or information in your essay then you need to acknowledge this use through referencing. Such material may be included in the following ways:

**Direct Quotation** Using the author's exact words. They must be placed in quotation marks, with a footnote number at the end of the quotation.

**Paraphrase** (indirect quotation) Rewriting someone else's ideas in your own words. The footnote number is placed at the end of the sentence.

**Summary** (indirect quotation) Reference to an author's ideas or argument. Again, the footnote number is placed at the end of the sentence.

**Quotations** of more than forty words should be indented using single spacing, without quotation marks:

#### **Other sources that need to be referenced:**

Images, figures, tables, graphs, maps and diagrams, frame enlargements from films. Information from lectures - the lecturer's words, notes taken during the lecture, information from slides and overheads.

#### **What does not need to be referenced:**

Common knowledge - information that is general and well known, that is, in the public domain. For example, the Second World War ended in 1945. Your own ideas, arguments and visual materials.

**If in doubt about whether to reference or not, ask the unit convenor for advice.**

### **Preparing footnotes**

Footnotes appear at the bottom of each relevant page of your essay, whereas endnotes are located at the end of the document.

Sometimes because of lack of space at the bottom of a page, Word will move footnotes over to the next page. Do not worry if this happens.

Titles of books, journals, etc, must be written in *italics*.

Punctuation and the use of capitals are important in footnotes, so pay attention to this in the examples below.

## How to create a footnote using Microsoft Word

Go to the **Insert** menu and select **Footnote** (or in the 2003 version click **Reference**). Choose **footnote..** Make sure the **numbering** is **continuous** and **applies** to the **whole document**.

## Additional material in footnotes

You are discouraged from the placing of additional material in footnotes, as this indicates lack of editing and an attempt to get round the word limit. An exception is the inclusion of a translation of material included in the main text.

## Footnotes

Different sources require different formats when creating footnotes as the examples below will show, but generally you need to include the following information for an initial citation of a source:

Name of author

Title of the source

Name of the city and publisher of the source

Date of publication

Page number(s)

### For an initial citation of:

#### Books

1 Simon Ryan, *The Cartographic Eye: How Explorers saw Australia*(Melbourne: Cambridge University Press, 1996), p.45.

**Note** that publication details are placed in brackets

#### Books with two authors

2 Christopher Bayly and Tim Harper, *Forgotten Armies: The Fall of British Asia, 1941 – 1945* (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2005), pp.30-31

**Note** that multiple pages are indicated with **pp.**

#### Books with three or more authors



3 R. Frankham, J.D. Ballou and D.A. Briscoe, *Introduction to Conservation Genetics*, (Cambridge University Press 2002) p2.

### **Multivolume work**

4 Winston Churchill, *A History of the English Speaking Peoples*, vol. 2, *The New World* (London: Cassell, 1956), p.124.

### **Translation**

5 Christine de Pizan, *The Book of the City of Ladies*, trans. R. Brown Grant (Harmondsworth: Penguin, 1999), p. 48.

### **Foreign Language Books**

Standard conventions must be followed, although foreign language words must be *italicised*.

5 Qiao Liang and Wang Xiangshui, *Chaoxian Zhan. Dui Quanqiuhua Shidai Zhanzheng Yu Zhanfa De Xiangding (Unrestricted Warfare. Thoughts on Warfare and Strategy in the Globalised Era)*. (*Jiefangjun Wenyi Chubanshe* (Liberation Army Arts Publishing House), Beijing , 1999). p.34

*Note* that the publisher's name in Chinese is italicised, but the English translation of it remains un-italicised. Both are correctly observing convention.

### **Chapter in an edited book**

6 Gareth Williams, 'Popular Culture and the Historians' in *Making History: An Introduction to the History and Practices of a Discipline*, ed. Peter Lambert and Phillipp Schofield (Abingdon: Routledge, 2004), p.260.

7 M.N. Pearson, "Pilgrims, Travellers, Tourist: the Meanings of Journeys." *Australian Cultural History* 10 (1991): p.127.

### **Journal articles (online access of printed journals)**

8 Georg Iggers, "Historiography from a Global Perspective," *History and Theory* 43, no. 1 (2004) p.149.

**Note:** you must cite the author, article title and journal title in full, and not just the URL from



where you accessed the article.

### **Electronic Journal articles**

Electronic journals and other material sourced from the Internet usually do not have page numbers. Include the appropriate section or paragraph instead. eg Introduction

9. Tom Wilson, "In the Beginning Was the Word": Social and Economic Factors in Scholarly Electronic Communication", *ELVIRA Conference Keynote Paper*, 1009, 10 April 1995, <http://www.shef.ac.uk/~is/wilson/publications/elvira.html> (accessed May 23 1999), Introduction.

### **Book reviews**

9 Colin Seymour-Ure, review of *World War II in Cartoons*, by Mark Bryant, *History Today*, 55, no. 9 (September 2005): p.55.

### **Citing a source read in another source**

10 Paul Keating quoted in Richard Connaughton, *Japan's War on Mainland Australia 1942-1944* (London: Brassey's, 1994), p.11.

### **Unpublished manuscript material**

11 John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

### **Information from a lecture**

12 Jane Smith, "Women Politicians of the Twentieth Century" (Lecture given at Macquarie University, NSW, March 7, 2005).

13 Jane Smith, "Women Politicians of the Twentieth Century" (Lecture slide, Macquarie University, NSW, March 7, 2005).

### **Theses and dissertations**

14 Elizabeth Eggleston, "Emma Peel - Feminist Icon or Swinging 60s Chick?" (BA (Hons) thesis, Bournemouth University, 2002), p.12.

### **Internet sources**

References for internet sources must give the author and/or title of the material and the URL (website address) to enable the reader to find the source easily. Provide the date on which you accessed the source online.

15 "Australians at War: First World War 1914-1918," Australian War Memorial, available from <http://www.awm.gov.au/atwar/ww1.htm> (accessed 12/10/2009)

### **Audio-visual sources**

16 Steven Spielberg, *Schindler's List*, (Universal Pictures, 1993)

If you are engaged in intensive film analysis it will be of great assistance to the reader of your work if you specify the chapter or minute mark.

### **Newspapers and magazines**

17 M. Lake, "The Howard History of Australia," *The Age*, 20 August 2005, p.5.

18 Agence France-Presse, "China upholds jail term for top dissident: lawyer", *Sydney Morning Herald*, 11 February 2010.

<http://news.smh.com.au/breaking-news-world/china-upholds-jail-term-for-top-dissident-lawyer-20100211-ntss.html>

**Note** If you access the newspaper or magazine online you must include the URL address.

For unsigned articles:

18 "History with a Raw Edge," *Sydney Morning Herald*, November 10, 2003, p.12.

### **Images, figures, maps, etc**

Every image, figure or map used should be provided with a caption naming the source of the illustration and title:

From a book:

Map: The Religious Complexion of Europe in the Period c. 1555-8

Source: Euan Cameron, *The European Reformation*. New York: OxfordUniversity Press,1991.

For works of art include the name of the artist and title of the work and source:

Herbert Badham, *The Swimming Enclosure*, 1941. Source: State Library of NSW, Sydney

**Note** that these sources do not need to be included in your bibliography.

### Second and later references

After the first, full reference of a source you can then use an abbreviated version in your footnotes or endnotes:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 Ryan, p.45.

### OR

When referring to a source more than once you may use **ibid** in your footnotes when the work is the same as the one *immediately* above it:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

### OR

When referring to a source already cited, you may use **Op. Cit.** in your footnotes.

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

18 Jones, p2

19 Ryan *Op.Cit.*, p.45

### If

There is more than one publication by the same author, use a year to indicate separate publications in second and later references:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

18 Jones 1990, p2

19 Ryan *Op.Cit.*, p.45

20 Jones 1991, pp41-42

### **Books with two authors**

2 Bayly and Harper, p3

### **Books with three or more authors**

3 Frankham *et al*, p3-4

### **Bibliography**

At the end of your essay list all the books, articles and other sources in **alphabetical order of author's family name**. You can divide the bibliography into sections, i.e. primary and secondary sources.

**Be aware of naming conventions for Chinese names.** The family name is traditionally the first name written eg MAO Zedong, unless it has been reversed in the English language convention, particularly in Western academic publishing eg Zedong MAO.

**Note that a bibliography is required** in addition to footnotes. Formats used for bibliographical entries are different from those used for references.

### **Books**

Ryan, Simon. *The Cartographic Eye; How Explorers saw Australia*. Melbourne: CambridgeUniversity Press, 1996.

### **Books with two authors**

Bayly, Christopher and Harper, Tim. *Forgotten Armies: The Fall of British Asia, 1941 - 1945*. Cambridge, Massachusetts: The Belknap Press of HarvardUniversity Press, 2005.

### **Three or more authors**

Grimshaw, Patricia, MarilynLake, Ann McGrath, and Marian Quartly. *Creating a Nation*.

Ringwood: Penguin Books Australia Ltd., 1996.

### Multivolume work

Churchill, Winston. *A History of the English Speaking Peoples*. Vol. 2, *The New World*. London: Cassell, 1956.

### Translation

de Pizan, Christine. *The Book of the City of Ladies*. Translated by R. Brown Grant. Harmondsworth: Penguin, 1999.

### Foreign Language Books

Qiao, Liang and Wang, Xiangshui. *Chaoxian Zhan. Dui Quanqiuhua Shidai Zhanzheng Yu Zhanfa De Xiangding (Unrestricted Warfare. Thoughts on Warfare and Strategy in the Globalised Era)*. Jiefangjun Wenyi Chubanshe (Liberation Army Arts Publishing House), Beijing, 1999.

Note the Chinese family name convention.

**Note** that for the bibliographical entries for **chapters**, **journal articles** and **electronic journal articles** you need to include the full page range of the text. For **footnotes** just the page number is cited.

### Chapter in an edited book

Williams, Gareth. "Popular Culture and the Historians" in *Making History: An Introduction to the History and Practices of a Discipline*, edited by Peter Lambert and Phillipp Schofield, Abingdon: Routledge, 2004, pp.257-268.

### Journal articles

Pearson, M.N. "Pilgrims, Travellers, Tourist: the Meanings of Journeys." *Australian Cultural History* 10 (1991): pp.125-134.

### Electronic journal articles

Iggers, Georg. "Historiography from a Global Perspective," *History and Theory* 43, no. 1 (2004)

<http://www.blackwell.synergy.com/doi/abs:> pp.146-154.

**Note:** you must cite the author, article title and journal title in full, and not just the URL.

### **Book reviews**

Colin, Seymour-Ure. Review of *World War II in Cartoons*, by Mark Bryant, *History Today*, 55, no. 9 (September 2005): pp.55-56.

### **Source read in another source**

Keating, Paul, quoted in Richard Connaughton, *Japan's War on Mainland Australia 1942-1944*. London: Brassey's, 1994.

### **Unpublished manuscript material**

John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

### **Information from a lecture**

Smith, Jane. "Women Politicians of the Twentieth Century." Lecture given at Macquarie University, NSW, March 7, 2005.

### **Thesis and dissertations**

Eggleston, Elizabeth. "Emma Peel - Feminist Icon or Swinging 60s Chick?" BA (Hons) thesis, Bournemouth University, 2002.

### **Internet source**

"Australians at War: First World War 1914-1918." Australian War Memorial.

<http://www.awm.gov.au/atwar/ww1.htm>

### **Audio-visual sources**

Spielberg, Steven. *Schindler's List*. Universal Pictures, 1993

### **Newspapers and magazines**

Lake, Marilyn. "The Howard History of Australia." *The Age*, August 20, 2005.

Agence France-Presse, "China upholds jail term for top dissident: lawyer", *Sydney Morning*

*Herald*, 11 February 2010.

For unsigned articles put the name of the newspaper first:

*Sydney Morning Herald*, "History with a Raw Edge," November 10, 2003.

### **Further information on referencing and compiling bibliographies**

For further information on referencing and compiling bibliographies, including sources not mentioned here, the following books will be useful:

Jules R. Benjamin, *A Student's Guide to History*, 8th edition, (Boston: Bedford/St. Martins, 2001)

*Style Manual for Authors, Editors and Printers* (Canberra: AGPS, 1994)

**The Chicago Manual of Style, 15th edition, (Chicago:University of Chicago Press, 2003)**

Chicago-Style Citation Quick Guide available online at

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

You can also access Citation and Style Guides through the Macquarie University Library Website at <http://www.library.mq.edu.au/readyref/cites.html>