



IKON INSTITUTE
OF AUSTRALIA

Study Skills for IKON Students

ikoninstitute.edu.au
(08) 8350 9753 (National Office)
info@ikoninstitute.com.au
RTO NO. 40263



Contents

Section One: Effective Study Skills and Habits

10 study tips for effective and efficient learning	02
Managing study stress and anxiety	04
Top tips for reducing study stress	05

Section Two: Assignment Writing

Stress-Less essay writing	06
How to interpret a question	07
How to research and evaluate learning materials	08
Reading	10
How to structure an assignment	11
How to reference correctly	14

Section Three: Assignment Guidelines

Plagiarism	16
Spelling and Grammar	16
Essay Presentation	17
Extensions	17
Copyright	17



You are embarking on one of the most rewarding journeys in gaining a valuable qualification. You will learn much, be challenged in the course, and open yourself to not only satisfying work opportunities, but growing personally in the process. We encourage you to throw yourself in and give it your all. We are here to support you in this journey, and this guide is one way to help you.

Whilst we recognise the common desire in all of our students to make a positive difference in the lives of others, we acknowledge the differences in their study and working experiences/preferences.

This document has been developed to assist you in establishing good study practices from the onset of your learning at IKON and to ensure that you are aware of the expectations when it comes to the more formal part of your learning and assessments.

The information contained within will assist you with both your approaches and your strategies towards your successful learning. Many of these study skills will be new to some of you, however with persistence and practice, they can be learned in a short time and will greatly contribute to your confidence and competence as a student.

Effective learning will help you improve your organisational skills, focus and knowledge retention.

Section One

Effective Study Skills and Habits

1. Ten study tips for effective and efficient learning

1. Effective use of your time

Allocate enough time for your studies. Plan when you will study and how you can make the most of your time. Use a calendar and plan ahead, choosing the study dates and times (at least 2 hour time slots!). Mark important personal events that may alter your study schedule.

2. Find your study space

Find a space that works for you. It may be studying in a quiet place, working alone or with others, at home or at the local library. Make sure you have enough space to spread your textbooks and notes out. Have you got enough light? Is your chair comfortable? Are your computer games and social media distractions out of sight? Is your phone on silent?

3. Be organised

Make sure you have all of the equipment you need in your study space so that you don't have to break your concentration to find them.

4. Create solid study notes

Taking detailed notes will save you lots of time later. Neatly rewriting class notes is a great way to revise and add to what you've learned in class.

5. Clear your mind

Many of our students are juggling other aspects of their personal lives, whether it be family, work or caring for a loved one. If you've got a lot on your mind, take a moment to write yourself a to do list and then put these notes aside to deal with later so that you can focus your thoughts on your study.

6. Know your learning style

Study in the ways that you learn best! Are you an auditory, visual or kinesthetic learner? Do you learn best from audio tapes or reading aloud, from information that is presented in a written format or in pictures and diagrams or in hands-on learning settings?

7. Organise study groups with your classmates

One of the great benefits of face-to-face learning is the relationships you will develop with your classmates. Organising study groups can be one of the most effective ways to challenge yourself. You may have questions that they have the answers to and vice versa, and they may have questions you haven't even thought of. Give yourself the best chance of success by setting an agreed amount of time for each group member to stay focused on the topic.

8. Know your study routine

Develop a study routine that works for you. If you study better in the morning, start early before taking a break at lunchtime. Or if you're more productive at nighttime, take a larger break earlier on so you're ready to settle down come evening.

9. Snack on 'brain food'

What you eat can really have an impact on energy levels and focus. Keep your body and brain well-fuelled by choosing nutritious foods, such as fish, nuts, seeds, yogurt and blueberries. Also drink plenty of water as being well hydrated is essential for your brain to work at its best.

10. Keep your study stress and anxiety at bay

Whilst mild stress can help your mind to be sharper and more focused, too much stress can work against you. Be aware of your symptoms of stress and learn to recognise the real causes of your stress. See page 5 for some additional tips to reduce your study stress.



Avoid these study group pitfalls!

- Do not let the study group get distracted from its agenda and goals.
- Do not let the study group become a social group. You can always socialise at other times.
- Do not allow group members to attend unprepared. To stay in the group, members should be required to do their fair share.
- Do not let the session become a negative forum for complaining about the stress, teachers or teaching materials.
- Do not allow one or two group members to dominate the group. It's important that all members have an equal opportunity to participate.



Study needs concentration

- Quiet place - a study specific place
- Study schedule
- Time of day
- Tiredness and/or hunger
- One study project at a time
- Break up large tasks - chunk it out!
- Don't daydream
- Stay interested
- Take breaks whenever you feel fatigued

2. Managing study stress and anxiety

Look for and recognise the real causes of your stress. Some common issues include - a fear of failure, disorganisation, your previous study history, time passed since you last studied.

Write down all the things that are troubling you or bothering you. Rank them from the thing that is stressing you the most to the thing that is bothering you the least.

Express how you are feeling – you may like to write a letter or write in a journal.

Book a session with one of the IKON Student Counsellors.

Why might students procrastinate?

- Perfectionism
- Confusion
- Poor motivation
- Task unpleasantness
- Fear of success
- Fear of failure
- Task difficulty
- Difficulty concentrating
- Lack of priorities

Procrastination is putting off or avoiding doing something that must be done. It is natural to procrastinate occasionally, however excessive procrastination not only doesn't get the job done, it can result in feelings of guilt about not doing a task when it should be done, as well as anxiety. In short, excessive procrastination can interfere with academic and personal success.

3. Top tips for reducing study stress

1. Take action

Turn the challenge into an opportunity and decide to do something positive with your stress – you are in control. Work with your list. Some of the things you can change and do something about, others you can't. See if you can make any changes to reduce your stress and accept those things you cannot change. If there are actions you can take to help reduce the stressful situation, make a decision to take them! Visit ikoninstitute.edu.au - IKON - Therapy Services to book that session with one of the IKON Student Counsellors.

2. Relax yourself

Give yourself permission to relax and do something that you enjoy. Many students get so caught up in everything they have to do whether at home, in relationships, with study and/or at work that they neglect giving time to do things they really care about. 'I have too much to do!!' or 'There is too much going on in my life!!'

Of course, some students take the opposite tack and spend all their time doing fun things and almost no time studying. If you are finding you are working too hard, force yourself to take a bit of time out for yourself. Because it will make you feel better mentally and emotionally, you will increase your efficiency and productivity which will make up for the time away from the books anyway.

Allow yourself at least one thing you enjoy each day and totally give yourself to it – whether it is listening to music, reading a book, having a short nap, taking a relaxing bath, gardening or spending time with a friend. Everyone needs balance in his or her life. Breathe deeply. Simple, but profoundly effective. Close your eyes, focus your attention within and take 10 breaths deeply into your belly, and out slowly.

3. Do something active

If you feel tension building up or your head feels 'full', do something active. Exercise cannot only help get rid of, but can also help prevent and relieve stress. Go for a brisk walk, go to the gym or play some sport. Even a quick walk around the block can clear your head, get you breathing more deeply and calm you when things seem to be getting too much or when you are unable to get yourself started on your work.

4. Use mental strategies

Our thoughts are incredibly powerful and trigger physical responses in our body. Changing the thoughts we are listening to in our heads can change the way we are physically feeling. The Student Counsellors at IKON can help you:

- Explore the stresses you are experiencing
- Get things in perspective
- Explore any personal issues
- Calm your mind
- Get organised or motivated with your study
- Use the power of your mind

The old saying 'You can't teach an old dog new tricks' is just that...old! The growing understanding of neuroplasticity means we can utilise mindful thinking to create new neural pathways that help us, not hinder us. Knowing a little about how the brain changes in response to how we think enables us to feel empowered and motivated. Check out:

* <http://www.whatisneuroplasticity.com/>

AND REMEMBER....95% of things we worry about never even happen.

Section Two

Assignment Writing

1. Stress-Less essay writing

Many students, when beginning an essay, will start to type before they have any structure. They believe the necessary knowledge will come to them and they will simply type it out. They will struggle to get the grammar and the spelling right and all the words exactly as they wish, trying to get each sentence correct before they move to the next. You need to get one thing right before moving on, and the lack of a structure can cause the writing to stall, and the student to feel they need to go back to reading and 'thinking' about it. Most people cannot write good essays like this. The easiest way to write an essay is with a plan and use dot points. The actual paragraph writing does not happen until a lot of information is already documented. The reading and research only happens when your plan is complete and you know what you are looking for.

Follow the plan below to make your essay tasks easier.

PLAN

1. Break down the essay question
2. Make element headings
3. Define terms
4. Dot point what you know
5. Dot point what you need to clarify
6. Begin a research list
7. Add points under headings
8. Add questions/need to know to research list

RESEARCH

1. Find texts
2. Search index and contents
3. Read first/last paragraph of chapter
4. Read relevant first sentences of paragraph
5. Dot point discoveries under headings
6. Add sticky note bookmark to the text
7. If current text does not suffice, repeat process with new book

WRITING ESSAY

1. Turn dot points to sentences
2. Ignore grammar and spelling
3. Check statements are correct
4. Use bookmarks to find quotes
5. Insert quotes in relevant paragraphs
6. Add introductory paragraph
7. Add a concluding paragraph
8. Remove headings, replace with sentence
9. Add reference list
10. Read and correct, create flow
11. Read ALOUD
12. Ignore for two weeks
13. Read again, check grammar and spelling, repeat
14. LET IT GO! Submit

2. How to interpret a question

The first thing you need to do when you are about to start working on an assignment is read the question very carefully. This might sound obvious but many students lose marks unnecessarily because they don't pay enough attention to what the assignment question is asking them to do. You need to answer the question that is set. As well as reading the question you also need to analyse the question. 'What exactly am I being asked to do?'

Analysing a question using key words

Assignment questions can be broken down into parts so that you can better understand what you are being asked to do. It is important to identify key words and phrases in the topic. Key words are the words in an assignment question that tell you the approaches to take when you answer. There are:

- Task words – tell you what to do in order to answer the question, and are usually verbs.
- Content words – tell you what the topic areas are, and helps you focus research on the correct areas.
- Limiting words – define the topic making it workable, and indicate the aspects of the topic you need to focus on.

Make sure you understand the meaning of key words in an essay question, especially **Task words** as they direct you and tell you exactly what you have to do. For example, are you being asked to **discuss, argue, describe, explain, report or compare and contrast?** If you're not sure about any aspect of the question, ask your tutor/ lecturer for clarification. Never start any assignment until you know and understand exactly what you are being asked to do.

Example question

Computers have had a significant impact on education in the 20th century. Discuss the changes they have made.

Task words

DISCUSS. Tells you what you need to do in order to answer the question. In this case you need to consider all the evidence you have, weigh it up and come to a decision.

Content words

EDUCATION, COMPUTERS. Content words help you to direct your research and reading towards the correct area(s), in this case on computers and on education.

Limiting words

CHANGES, SIGNIFICANT, IMPACT, 20TH CENTURY. Limiting words further define the topic area and indicate aspects you should narrowly concentrate on. For example, in this question, do not just write about computers in education, discuss the SIGNIFICANT IMPACT they have had and the CHANGES computers have made to education during a certain time: the 20TH CENTURY.

Another example question

Research an area of *transpersonal psychology* and **discuss** how your findings may influence *transpersonal art therapy practice*. Consider cultural perspectives and '*art as medicine*'.

Bold = Task words

Italic = Content words

Underlined = Limiting words

Considering what sort of answer is required in your assignment, will help you decide what sort of approach you need to take, and ultimately these will affect the structure of your assignment.

Remember:

- Look for the keywords in your essay question.
- Underline them – this helps with clarity and focus.
- Spend a little time working out what they really mean.
- Maybe add dot points if the assignment asks you to address multiple points. Dot points can be helpful to ensure you remember to answer all parts of the question.

Tip: THE KWL. Using a KWL (Know, Want, Learned) chart can help you bring together information about any topic. See the example below!

Example: DESERT		
Know	Want	Learned
Desert is a dry area of land that is typically very hot. More than 1/5 of the world is desert. Hard for plants to survive in the dessert. Hard for animals to survive in the desert.	Are there any areas of water in a desert? Are there cold deserts? What is the largest desert? How do plants survive? How do animals survive?	Areas with water in a desert are called an oasis. They are found by an aquifer or an underground stream. Aquifer is an underground bed or layer that yields water. You'll find more plants and animals by an oasis than in any other part of the desert. The Gobi Desert can get as cold as -40 degrees in the winter because it's far north of the equator. The Sahara Desert is more than 3 million square miles in area. Mostly by using their long roots to get to water below the ground. They avoid the heat of the day and come out only at night.

3. How to research and evaluate learning materials

Here's 10 tips to help you find, organise, and use the information you need to put together your assignment.

1. Understand clearly what the assignment is asking you to present. This is often where students end up heading down the wrong path. Be very clear about what is being asked of you.

2. Schedule! Commit to the fact that you have an assignment! Write up a schedule with a series of milestones to accomplish by a specific date (e.g. find 10 sources by September 20, finish preliminary research by October 15), and keep to it. You will need time to get an overview of what material is out there, select relevant material, read it, take notes, and start putting it together — and to do a second wave of research to clear up points raised in the writing of your first draft.

3. Start, don't end, with Wikipedia. Wikipedia is a great place to start your research — spend some time searching for keywords related to your topic, browsing the links you find on each page, and following their suggested resources. Take notes, especially of any good sources they recommend. The goal here is to **get a good overview of the subject you're writing about**, and Wikipedia is far better for that than most print sources, because of its hyperlinked nature. By the time you get ready to write, though, you should have much better sources at your command than Wikipedia, so **avoid citing it in your paper**.

4. Utilise bibliographies. Once you've found a good, solid reputable site on your topic, there will be a list of sources for you to look up. You can usually skim through the bibliography and note down anything that sounds relevant to your research. See if you recognise any of the authors' names — these might also be worth following up. Once you start finding the work the first book referenced, do the same thing with their bibliographies — soon you'll have a list of far more sources than you need but that's ok.

5. Deal with one piece at a time. Don't try to tackle your subject all at once. Get enough of a sense of the topic that you can create an outline of the things you need to understand, and then deal with each piece on its own. You'll find the connections between the pieces when you write your first draft.

6. Use a system. Start your research with an idea of how you plan to collect and organise your information and data. Break it down into smaller sections; you create the 'skeleton' of the assignment according to what is being asked of you, then fill in each section with your research which you will refine and edit over time. This may be organised according to the question, i.e. Developmental Themes, where the 'skeleton' may be headings for Freud, Erik Erikson and Piaget; or the different stages according to one theorist.

Under each, write the full bibliographic reference, then copy quotes and write notes — both tagged with the page numbers they came from — interspersed with thoughts and ideas that occur as you're reading. **Make sure that every quote, fact, and thought is tied in some way to its source** so that you can easily insert references while you're writing.

7. Know your resources. Wikipedia is not the only resource in researching a given subject. Librarians are wonderful resources and often underutilised these days, and some will even locate specific pieces of hard-to-find information for you. Don't forget to ask your fellow students for help, too — some may have come across some really good information.

Tip: Use credible references, not blogs or other unreliable web pages

8. Keep it up-to-date. Pay attention to the publication date of your material — while it's ok to use older material, ideally you'd like the bulk of your references to come from the last 10 years or so. If research in your topic seems to dry up a decade or so back, it might be because the field moved on, but it also might be because funding opportunities disappeared, a major researcher died, or any number of other reasons. One trick is to **Google the major researchers whose work you've found and see if you can find their homepages** — most will list recent publications and their current research activities.

Tip: If you are using a source, for example Blogs, and they are citing 'Groff' rather than using Blogs as a source try to find the original source 'Groff' to use.



Before you begin to write:

- Use sticky notes in text, class notes and memo books
- Sticky note mind maps on a big wall - moveable
- Underline text, highlight text in books and papers
- Photocopy important pages of other texts for referencing, gather together and underline or highlight key text. Remember to jot the name of the text on each sheet to make referencing easier. Or photocopy the page and the reference page in the front of the book.

Extra handy tools for writing assignments

- Dictionary
- Thesaurus
- Journals
- Texts - possible subscription to Questia.com

4. Reading

Reading - finding appropriate resources

- Read contents
- Read first paragraph of chapter
- Read first line of paragraph

Reading for different purposes is DIFFERENT!

Skimming is the reading style used by flexible readers when their purpose is to quickly obtain a general idea about the reading material. The Skimming style is most useful when you have to read a large amount of material in a short amount of time. When using the Skimming style, you should identify the main ideas in each paragraph and ignore the details in supportive sentences. Because you are only looking for the main idea in each paragraph you read, a lower level of comprehension is to be expected than when using the Study Reading style.

Scanning is the reading style used by flexible readers when their purpose is to quickly locate a specific piece of information within reading material. The piece of information to be located may be contained in a list of names, words, numbers, short statements, and sometimes even in a paragraph. Since you know exactly what you are looking for, move your eyes quickly over the reading material until you locate the specific piece of information you need to find.

Study Reading is the reading style used by flexible readers when their purpose is to read difficult material at a high level of comprehension. When using the Study Reading style, you should read at a rate that is slower than your normal reading rate. Further, as you read you must challenge yourself to understand the material. Study Reading will often require you to read material more than once to achieve a high level of comprehension. Sometimes, reading the material aloud will also help you improve your comprehension.

Critical Reading: Facts v Interpretation

- To non-critical readers, texts provide facts. Readers gain knowledge by memorizing the statements within a text.
- To the critical reader, any single text provides but one portrayal of the facts, one individual's "take" on the subject matter.

Critical reading is not simply close and careful reading.
To read critically, one must actively recognise and analyse
evidence upon the page.

Critical reading - asking the right question

- Do you agree with the points the author is making?
- Are the points made by the author supported by evidence?
- Is the evidence anecdotal or is the evidence the result of scientific study/research?
- Is the evidence referenced?
- Is it recent?
- Does the author present opinion or fact?
- Does the author make unsupported generalisations?
- Does the author distort the ideas of others or present them out of context?

5. How to structure an assignment

Suggested essay sub-headings

- Introduction
- Background
- Literature
- Method
- Observations
- Discussion
- Learning
- Summary
- Concluding statement
- References
- Bibliography

Assignments need to have clearly defined sections including:

- Introduction
- Main body - also often broken down
- Conclusion
- References

Introduction

What do you think the trainer wants you to do in this assignment? What do you hope to learn by doing the tasks set out, and/or researching to answer the question? What are the elements required - doing art, finding a client, designing a process?

An introduction shows your marker that you clearly understand the question, and states how you are going to answer this question. Basically the introduction tells the reader what the topic or purpose of the paper is. As a rough guide, an introduction might be between 10 and 20 % of the length of the whole paper.

An introduction is usually one paragraph with 3 main stages:

- It begins with the most general information, like background and/or definitions and can sometimes be the assignment question's initial statement.
- The middle is the core of the introduction, where you show the overall topic, purpose, your point of view and/or research questions.
- Finally, the introduction ends with the most specific information: a guide to the scope and structure of your paper. This is often a list (e.g. The issue will be considered in terms of culture and therapeutic evidence), or a plural (e.g. This issue will be discussed with reference to three important theoretical paradigms).

Main Body

The main body of your assignment will be structured according to the type of assignment you are doing. Of course it is where you will provide the information you said you would in your introduction, and answer the question of your assignment. You may want to discuss this with your lecturer, as depending on whether it is a theoretical assignment, a case study or a personal reflection; cohesion and the flow of ideas or concepts from one to the next must be maintained for your assignment to make sense.

Background

What are the main theoretical concepts in this assignment (e.g Eros and Thanatos?) This is where you give definitions or describe the concept/s or previous knowledge etc. This is also where you consider the possibilities for tackling the task.

Literature

This is where you look at some of the important theorists and/or literature on your subject. Remember, you can quote both the lead theorist (e.g Freud) and then an Art Therapist (Cathy Malchiodi) and perhaps another author if it is relevant (e.g group theory, Tuckmann, or self actualisation, Maslow). You can also quote web pages, module quotes or book material, fiction and so on. Don't forget that it is reasonable to quote theorists who oppose your learning or approach. This demonstrates that you are considering your own writing and theories critically.

Method

Under this title you will answer how you did the activity, what materials you used, how you set the space up, what criteria you needed to make it work. If this is a theory paper, you will talk about how you approached the topic, e.g qualities of materials, privileging the unconscious.

Observations

Here you report what you noticed. How did it feel for you? How did it work for you/your client? What came up? What did you notice about your method or the materials in the process. In thinking through the theory, what did you realise? In a theory essay, this will cover details that might be in the next title also, but try to separate them somewhat.

Learning

What did you learn from researching, doing and observing through this process? What do you know now that you didn't at the start?

Further questions

Has this process opened up new questions or highlighted new problems for you, or your client, or the materials and methods used? What else have you learnt that you will need to think about further, learn more about, or address differently in the future.

Conclusion

The conclusion is closely related to the introduction: it is often described as a 'mirror-image' of the introduction. That is, where the introduction begins with general information and ends with specific information, the conclusion moves in the opposite direction.

- It often begins by summarising (briefly) the main structure or scope of the paper. (This is not necessary if the assignment follows a very predictable structure, such as the Methods, Results, Discussion structure of case study).
- The conclusion then confirms the topic, which was given in the introduction. Depending on what type of assignment you are writing, this may take the form of the aims of the assignment, a point of view statement or a research question/hypothesis and its answer/outcome.

- The conclusion usually ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

Summary

Pull all the work you've done into less than five sentences, highlighting the most important points.

Concluding statements/s

End with something that is satisfying about the experience.

References

List all references here - in alphabetical order of the author's surname. See next section for further details.

Bibliography

A list of books, scholarly articles, speeches, private records, diaries, websites, and other sources you use when researching a topic and writing a paper.



Proof reading

- CRITICAL.
- One sentence at a time.
- Read out loud - no mumbling!
- If you stumble, underline it in pencil or highlight as it may need rewording.

Tip: Proof read before your final check of references as you may need to add or remove references.

6. How to reference correctly in written assignments

Why reference?

There are three important reasons to provide references in your assignments:

- to rightfully acknowledge the thoughts and ideas of others
- to inform your markers of the source of your reference so that they can locate the original material should they want to read it in more detail
- to avoid plagiarism

BIG TIP: You will avoid plagiarism by referencing frequently and accurately.

You may use any referencing style you like, however the following may be useful if you are not familiar with a model already. Please note, points WILL BE DEDUCTED if you consistently fail to reference correctly.

The two parts to referencing are:

1. citations within the text of your assignment
2. a list of references in the final section

Citations show that information comes from another source. The list of references gives the details of these sources.

Abbreviated sample of APA style of citations/referencing

1. The In-Text Citations

When you are writing you will need to reference where you sourced your information when you make statements that could be questioned. For instance, if I say that 'apes are closely related to humans', I might not need to reference this, as it is quite common knowledge. If I am writing a paper about genetic structure however, including a reference for such material would still be advised. Regardless of the background knowledge of the readers, if I made a statement such as 'macaque monkeys have a similar mirror neural system to humans', then I would need to reference it like this:

"Once it was discovered that the Macaque monkey mirror neurons operate in a system similar to that of humans, (Rizzolatti & Craighero, 2004) and thus..."

If the statement was a direct quote from a book, the in-text reference would look like this: The direct relation between human action and mirror neuronal activation occurs as "means of social 'glue', pulling others into line..." (Arbib, 2006, p5).

When you are writing a direct quote of more than one full line of text indent the quote, like this: The direct relation between human action and mirror neuronal activation occurs as,

" blah de blah de blah blah and so on and so forth so that you really need quite a few lines to fit the blah de blah de blah... it works better this way as the quote is far easier to identify within the bigger text " (Arbib, 2006, p5).

So after you quote directly from a text, include the author's surname and the year of publication and page, in brackets, directly after the relevant statement or quote.

2. A list of references in the final section

The reference list must contain all references where citations or quotes were sourced from, listed in alphabetical order according to the first author's surname or the title of the reference if the author is unknown.

Title the very last page of your document "References" and add all of the details for the in-text references that you have made.

Look at the two references on the list below and see how they match the “in-text” citations above.

Further examples follow for how to list books, journals, website etc. Do not include the titles (categories) below (Books, Basic Entry, Web pages etc) in your reference list, but include all of the authors referenced in ALPHABETICAL (surname) order. Be sure to include all of the other information as detailed below. Do not bold any of the information, but do use italics for titles.

The first time you do APA referencing you may find it confusing and difficult. You will become accustomed to referencing and it will get easier. It is perfectly acceptable to reference manually, as scholars have done for many years. If you are fortunate to have Office 2007 or later, you can use the macro under the “references” tab at the top. Have a trial run before you start your assignment and once you learn the basics, you will discover how much easier it is than manual referencing.

At IKON, we expect students to reference. It does not need to be perfect, and we will not deduct marks for commas in the wrong place, or a slightly mixed up format, but we will deduct marks if you fail to acknowledge the original sources of material.

EXAMPLES OF REFERENCING

Books

Example: Basic Entry

Book Authors or Editors. (Date of publication). Book title. City: Publisher.

Firestone, R. W. & Catlett, J. (1999). *Fear of intimacy*. Washington, DC: American Psychological Association.

Example: Edited Book

Aronson, J. (Ed.). (2002). *Improving academic achievement: Impact of psychological factors on education*. Amsterdam, NY: Academic Press.

Example: Chapter in an Edited Book

Wilson, G. T., Becker, C. B., & Heffernan, K. (1996). *Eating disorders*. In E. J. Mash & R. A. Barkley (Eds.), *Child psychopathology* (pp. 687-715). New York: Guilford Press.

Articles

Example: Basic Entry: Scholarly Journal, One Author

Author's Name. (Date of publication). Article title. Periodical Title, volume, page numbers.

Anderson, C. J. (2003). The psychology of doing nothing: Forms of decision avoidance result from reaction and emotion. *Psychological Bulletin*, 129, 139-166.

Example: Magazine

Snarey, J. (1988, March 10). Men without children. *Psychology Today*, 22, 61-62. Retrieved from <http://www.psychologytoday.com/>

Example: Newspaper

Rohrlich, M. (2002, August 15). The road back to school is paved with style. *The New York Times*, p. C5.

Example: Full Text Article from an Electronic Database

Borman, K. M. (1979). Children's interaction on playgrounds. *Theory into Practice*, 18, 251-275. Retrieved from <http://ehs.osu.edu/tip/>

Example: Article from an Internet-Only Journal

Rudner, L. M. (2003, April 15). How many people search the ERIC database each day? *D-Lib Magazine*, 9(4). Retrieved from <http://www.dlib.org/dlib/april03/rudner/04rudner.html>

Websites

Example: Basic Entry: World Wide Web Sites

Authors, if known. (Last update or copyright date). Title of Work. Retrieved month day, year, from URL
Way, T. (1997). Dihydrogen Monoxide Research Division. Retrieved from <http://www.dhmo.org/>

Example: World Wide Web Site, No Author Identified, No Date

GVUs 10th WWW user survey. (n.d.). Retrieved from http://www.gvu.gatech.edu/user_surveys/survey-1998-10/

Section Three

Assignment Guidelines

1. Plagiarism

Plagiarism is the unacknowledged copying of the ideas or words of other writers or authors. Plagiarism in essays will make them unacceptable for assessment. This refers to both direct transcription and paraphrasing other material (putting it into your own words).

Most students understand that to copy another student's assignment and present it as your own work is fraudulent behaviour and such practice is the most obvious and serious breach of academic integrity. When this form of plagiarism is detected it results in automatic failure of the subject for the student involved.

Most breaches of plagiarism are unintentional and occur because firstly, students have not developed the writing skills to sufficiently wean themselves from the phrases, style and words used in the sources found in their library research and, secondly, they present the ideas and information taken from library sources without acknowledging the original author.

When you present any precise or contentious evidence in your essay you must add a full reference or citation that will accurately take the reader to your source so that they can check the veracity of your information or judge the quality of your source.

2. Spelling and grammar

Consistent spelling and grammar mistakes should not be happening at any tertiary level. Writing assignments on a computer brings the benefit of being able to use spell-check, and writing an assignment on Word enables you to select 'Check spelling as you type', 'Always suggest corrections', 'Check grammar as you type' and 'Check grammar with spelling', as well as much more. Go to Tools > Spelling and Grammar. There are also online resources such as:

<http://www.grammarcheck.net/editor/> that can be utilised.

Edit. Edit. Re-edit. This is essential for many reasons. Each edit can be used to look for different things: spelling and grammar, cohesion, and referencing, etc. maybe also ask someone else to read it for you or read it out loud as this often helps to improve word choice and flow of writing.

Improving your vocabulary requires a different approach. It takes time, since there are no 'rules' which you can quickly learn and practice. You can help your technical and general vocabulary by reading, reading and reading some more. Also using the thesaurus can increase your vocabulary and limit repetitiveness.

We cannot emphasise how important reading is. Academic and assignment writing is a learnt skill and reading these kinds of papers will improve your own skills.

It not only informs you and helps you to develop your knowledge base and personal theories within your field of study, but it also exposes you to language, including spelling, grammar and vocabulary. We all know that sometimes we write a word and it simply doesn't look right. Our minds are letting us know that this word that we have previously seen and written, maybe many times, does not compute with prior experience.

The more we read, the more we will automatically be trained to recognise the correct spelling of a word or the correct grammar of a sentence. By focusing on new words you come across in your reading and noting down what they mean and how they're used, you will expand your command of the English language. Discipline-specific technical words are particularly important. You may also come across frequently occurring 'academic' words (e.g. analysis, aspect, factor, etc). If you are able to ask a family member or friend to read your assignment specifically in relation to spelling and grammar, this can be of great benefit.

3. Essay Presentation

Essays must be presented in the following way:

1. Your Assignment MUST begin with your name and clearly state the date as well as, the state and group in which you are enrolled (eg. QLD TAT3), the Module Number and the assignment number. Please include the assignment details at the beginning of the document.
2. All essays must be submitted as a word document. If your typing skills are not highly developed, give yourself extra time during the writing phase to allow for this. Some word-processing programs include footnotes or endnotes in the word count they give; but others do not. So be sure to check the status of the word-count on your program, since footnotes or endnotes do not count towards the final number of words in reaching the stipulated essay length.
Use 1.5 or double line spacing.
3. Number pages
4. Bibliography to be placed at end of essay. A bibliography is a list of books, scholarly articles, speeches, private records, diaries, web sites, and other sources you use when researching a topic and writing a paper. The bibliography will appear at the end of your essay. Essays without a bibliography will not be accepted.
5. You may use any referencing style you like, however examples produced within this guide may be useful if you are not familiar with a model already. Please note, points WILL BE DEDUCTED if you consistently fail to reference correctly.
6. Reread and proof your essay before submission.

4. Extensions

Assignments handed in after the due date, without obtaining an extension, will attract a penalty rate of 5% for each week they are overdue. If you have been ill or have been coping with significant personal problems that have prevented you from handing in an assignment on time, or affected your academic performance, you should apply for an extension of time via the IKON website. Please note that you must **submit an application for extension before the due date**.

5. Copyright

Copyright is a legal right given to authors or creators of original works. The owner of copyright in a work has a number of exclusive rights including the right to control publication and copying of their work, as well as the right to make the work available online. In Australia copyright law is controlled by Commonwealth legislation and IKON and its students are required to comply with the Copyright Act 1968.

For research or study, you can copy a reasonable portion, which is defined as:

- one chapter or 10% of the pages from a book
- a single article from a periodical issue; more if needed for the same research or course.

You can copy more if the material is out of copyright or you have permission from the copyright owner. You are required to cite the origin of all material through appropriate referencing.

Final workings

Put your assignment aside for two weeks, then read it aloud again. This is where you will genuinely find problems - when your brain has forgotten how it was meant to be. Give it to a friend or partner to read. They don't need to agree or really know what it all means, but they need to be able to understand the basic outline of what you are saying.

