ARCH 1001: Introduction to Archaeology
(4.5 UNITS)

To access lecture notes and other information, go to the FLO page for this topic: https://flo.flinders.edu.au

FOR FURTHER INFORMATION
Undergraduate Student Services Unit: Rm 254/256A Humanities
Flinders University Ph 8201 3200 Fax 8201 2257
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## TOPIC OVERVIEW

<table>
<thead>
<tr>
<th>Coordinator:</th>
<th>Heather Burke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>HUMN108</td>
</tr>
<tr>
<td></td>
<td>Consultation anytime via email, or check timetable on door for other times</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Heather.burke@flinders.edu.au">Heather.burke@flinders.edu.au</a></td>
</tr>
<tr>
<td>Tutors</td>
<td></td>
</tr>
<tr>
<td>1. Michael Diplock</td>
<td><a href="mailto:michael.diplock@flinders.edu.au">michael.diplock@flinders.edu.au</a></td>
</tr>
<tr>
<td>2. Bob Stone</td>
<td><a href="mailto:robert.stone@flinders.edu.au">robert.stone@flinders.edu.au</a></td>
</tr>
<tr>
<td>Units:</td>
<td>4.5</td>
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<tr>
<td>Level:</td>
<td>First Year</td>
</tr>
<tr>
<td>Duration:</td>
<td>Semester 1</td>
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<tr>
<td>Class Contact:</td>
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<tr>
<td>Lecture:</td>
<td>12pm– 1.30pm every Wednesday in HUMNS North 2</td>
</tr>
<tr>
<td>Tutorial:</td>
<td>1.5 hours per week, rooms and times vary:</td>
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<tr>
<td></td>
<td>Wednesday 2-3.30pm (Tutor Bob Stone)</td>
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<tr>
<td></td>
<td>Wednesday 4-5.30pm (Tutor Bob Stone)</td>
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<tr>
<td></td>
<td>Thursday 9-10.30am (Tutor Michael Diplock)</td>
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<tr>
<td></td>
<td>Thursday 11am-12.30pm (Tutor Michael Diplock)</td>
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<tr>
<td></td>
<td>Friday 9-10.30am (Tutor)</td>
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### Assessment - ARCH 1001 (4.5 units)

- **One library assignment**: 15% (due week of 21\textsuperscript{st} March)
- **One 1200 word paper and artefact replica**: 25% (due 30\textsuperscript{th} April)
- **One 2500 word essay**: 35% (due 4\textsuperscript{th} June)
- **One tutorial workbook**: 25% (due 11\textsuperscript{th} June)
TEACHING AND LEARNING IN THIS TOPIC

TOPIC AIDS
The primary aim of the topic is to introduce you to some of the leading theoretical and practical aspects of archaeology, and teach you how to think like an archaeologist. The lecture topics will cover examples drawn from prehistory as well as the archaeology of the recent past. The course is intended to introduce you to the basic techniques and concepts of archaeology and highlight how these enable archaeologists to reconstruct the past. You will also become familiar with the range of specialist subfields that make up the discipline. The topic is lecture and tutorial based and all staff in the Department of Archaeology contribute to the teaching of this topic.

TOPIC WORKLOAD & CONTACT HOURS
The University expects you to do two hours of learning activities a week during semester for each unit of any topic you take. In most weeks you will attend 3 hours of classes but in addition you are expected to do other things in your own time, such as readings for weekly lectures, completing your tutorial workbook, and writing essays and tutorial papers.

For weekly tutorials read and think carefully and critically about the reading and the lecture and use this information to help you complete your tutorial workbook. Be prepared to take part in tutorial discussions, either in a small group or with the whole tute group, and ask or answer questions from other tutorial members.

COMMUNICATION WITH TEACHING STAFF
If you need to contact staff, we prefer that you use email. Individual staff will let you know the best times for you to make appointments to see them if you need to do this. Staff will also use email or FLO to send out notes and information to students.

Please make sure that you activate your university email account and check it regularly.
# PROGRAM 2012 WEEKLY GUIDE TO LECTURES

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Lecturer</th>
<th>Tutorial topic and exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 February</td>
<td>What is archaeology?</td>
<td>Heather Burke</td>
<td>What is archaeology? Tutorial exercise: What is an archaeologist?</td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td>A history of archaeology</td>
<td>Heather Burke</td>
<td>Archaeological practice Tutorial exercise: How archaeologists describe things</td>
</tr>
<tr>
<td>3</td>
<td>14 March</td>
<td>Who owns the past?</td>
<td>Heather Burke</td>
<td>Library assignment NOTE CHANGE OF LOCATION: Computer Room 151 Central Library</td>
</tr>
<tr>
<td>4</td>
<td>21 March</td>
<td>Dating sites and artefacts</td>
<td>Mick Morrison</td>
<td>Dating methods Tutorial exercise: Seriation and dating</td>
</tr>
<tr>
<td></td>
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<td><strong>LIBRARY ASSIGNMENT DUE THIS WEEK</strong></td>
<td></td>
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<tr>
<td>5</td>
<td>28 March</td>
<td>Rock art and archaeology</td>
<td>Amy Roberts</td>
<td>Art and stylistic behaviour Tutorial exercise: Playing with ochre</td>
</tr>
<tr>
<td>6</td>
<td>4 April</td>
<td>Stone artefacts in human culture from the Pleistocene to the present</td>
<td>Alice Gorman</td>
<td>Stone artefacts Tutorial exercise: Knapping</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MID SEMESTER BREAK</strong></td>
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<tr>
<td>7</td>
<td>25 April</td>
<td>PUBLIC HOLIDAY (ANZAC DAY)</td>
<td>NO CLASS</td>
<td>NO TUTORIALS</td>
</tr>
<tr>
<td>8</td>
<td>2 May</td>
<td><strong>TUTORIAL WEEK</strong></td>
<td>Margaret O’Hea</td>
<td>Artefact replicas</td>
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<td></td>
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<td>*<strong>Bring</strong></td>
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<td><strong>DUE THIS WEEK</strong></td>
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<td><strong>PAPER &amp; ARTEFACT REPLICA your artefact replica to the tute</strong></td>
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<td><strong>DUE THIS week</strong>*</td>
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<tr>
<td>9</td>
<td>9 May</td>
<td>What is maritime archaeology?</td>
<td>Wendy van Duivenvoorde</td>
<td>Maritime archaeology Tutorial exercise: Analysing someone else’s garbage</td>
</tr>
<tr>
<td>10</td>
<td>16 May</td>
<td>Maritime archaeology in Australia</td>
<td>Wendy van Duivenvoorde</td>
<td>Maritime archaeology Tutorial exercise: Faunal analysis</td>
</tr>
<tr>
<td>11</td>
<td>23 May</td>
<td>What is Indigenous archaeology?</td>
<td>Amy Roberts</td>
<td>Indigenous complexity Tutorial exercise: Toponymy and colonial landscapes</td>
</tr>
<tr>
<td>12</td>
<td>30 May</td>
<td>What is forensic archaeology?</td>
<td>Donald Pate</td>
<td>Forensic archaeology Tutorial exercise: The Romanovs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MAJOR ESSAY DUE THIS WEEK</strong></td>
<td></td>
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<tr>
<td>13</td>
<td>6 June</td>
<td>What is historical archaeology?</td>
<td>Heather Burke</td>
<td>Historical archaeology Tutorial exercise: Using documents</td>
</tr>
</tbody>
</table>
READINGS AND TOPIC MATERIALS

The aim of this topic is to introduce students to some of the leading theoretical and practical aspects of archaeology and to the range of specialist subfields that make up the discipline. Two excellent introductions to archaeology, though aimed at Year 12, are:


There is no set text book for ARCH1001, but there are many good introductory references that will help you to complete your tutorial workbook and introduce you to some of the key concepts in the course.

OTHER RESOURCES:
There are many useful supplementary and reference texts available on this subject:

IMPORTANT THINGS YOU SHOULD KNOW

LECTURE NOTES
Wherever possible lecture notes for ARCH1001 lectures will be made available as pdf files on the 1001 FLO site (https://flo.flinders.edu.au). Other notes and topic materials will be available from the FLO site to assist you with your assignments and learning. **Please note that not all lectures may have notes available. This depends on the choice of the individual lecturer.**

LECTURE VIDEOS
All lectures for ARCH1001 will be recorded and made available through the 1001 FLO site.

USING THE WEB AS A RESOURCE

Many archaeological journals are now available in both paper and electronic format through the Flinders University Library, which means you can download many articles directly. Some of the major journals relevant to this course will be:

- the *Journal of Archaeological Method and Theory*
- the *International Journal of Historical Archaeology*, *Antiquity*, *Archaeology*, *American Antiquity*, *World Archaeology*, *Australian Archaeology*

All of these (and many others) are available to you as electronic journals. Simply look up the journal by its title, and click on ‘electronic resource’ or ‘paper and electronic’, where that option is provided by Voyager.

You can also access an enormous range of other electronic resources via the University library website (and therefore never have the excuse of being unable to find journal articles or relevant research materials again. Sorry).

Sites such as Proquest, Ingenta and Expanded Academic all allow you to search according to subject words (such as ‘archaeology’ and ‘indigenous people’) in the body of an article as well as in the title, citation and abstract and are therefore excellent research aids.

One of the best sources is the JSTOR online scholarly journal archive, available through the Flinders Library subscription service. JSTOR will allow you to search back issues of major archaeological, anthropological, sociological, historical and many other related journals back to the late 1800s. If you think you’re having trouble finding material, this is the place to start.

**PLEASE NOTE:** Many journals available through JSTOR and other online subscriptions exclude the most recent issues of the journal from download (this is intended to force libraries to continue to buy paper subscriptions). If you find that your journal content is truncated in such a way, you will have to go to the library and look up the hard copies of the journal.
How to reference online journal material
Citing material from journals available on the internet is different to citing material drawn directly from web pages. If you access on-line journal material and use it in your essays you must cite the original journal reference (e.g. *American Antiquity* [or other Journal name] 56(9) [the volume and issue number]: 455-477 [the page range of the article]), and *not* the stable web URL. For more information on referencing see page 15.

Evaluating Web Pages
Web material that does not come from on-line journals should be treated differently. You are encouraged to make a critical use of electronic resources and to evaluate the suitability of all websites for your study. Please note, however, that web sites are not recommended source material, and you should severely restrict the number of websites you use in any university assignment. This is because not every web page is suitable as a resource for scholarly work. The next time you find a web page that you would like to cite in an assignment, ask yourself the following questions;

- Who wrote/published the web page?
- Is the person known in the field? Are they part of a well known organisation?
- Why did they write or publish it?
- Are they trying to sell something, influence your point of view or examine issues?
- When was it last updated?
- Is the material maintained, or left on the web without alteration?
- Can the information be verified through reputable sources?
- Does the web page contain information that makes sense in terms of what you have already read on a topic? Are the basic facts correct?
- If the page is written by someone in the field, is not trying to sell you something or present only one point of view, and is up to date and factual, then it is probably appropriate to cite it in your assignment. If it does not satisfy any of these criteria, ask yourself if you must use the web page, or if the material could be found elsewhere.

**INCLUSIVE LANGUAGE**

Please note that the terms 'Indigenous', ‘Indigenous Australians’ and ‘Indigenous people’ are now gaining increasing currency as inclusive terms.

**Gender Neutral Language**
As a part of Flinders University policy, you are required to use gender neutral language in all written work. Failure to use gender neutral language will be regarded as an expression error and may cause a paper to be returned unmarked for correction. Further guidance on the use of gender neutral language is available in the booklet entitled, ‘How to communicate in gender neutral language’ produced by the Equal Opportunity Unit of the University of South Australia. A copy has been placed on reserve in the library.
WEEKLY READINGS

The following notes give more detail of the individual weekly sessions. You can use these readings to prepare for tutorials and lectures; some will also be useful for your major essays.

NOTE: The readings indicated in bold and by an asterisk cover the basics of each lecture and tutorial. All of these readings, with the exception of JSTOR sources, are available through the e-reserve system.

<table>
<thead>
<tr>
<th>Week 1: What is Archaeology?</th>
</tr>
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<tbody>
<tr>
<td>Praetzellis, Adrian 2003 Dug to Death: A Tale of Archaeological Method and Mayhem. Walnut Creek: AltaMira Press.</td>
</tr>
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<table>
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<tr>
<th>Week 2: The History of Archaeology</th>
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<tr>
<th>Week 3: Who Owns the Past?</th>
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<tbody>
<tr>
<td>Renfrew and Bahn, Chapter 14.</td>
</tr>
<tr>
<td>Chapter 4 ‘Dawson’s Dawn Man’.</td>
</tr>
</tbody>
</table>
_Antiquity_ 65: 12-21

See also
Piltdown web pages: http://www.talkorigins.org/faqs/piltdown.html

**Week 4:**  
**Dating Sites and Artefacts**

*READING: Chappell, J., M.J. Head and J. Magee 1996 Beyond the radiocarbon limit in Australian archaeology and Quaternary research. _Antiquity_ 70(269): 543-552.*

Renfrew and Bahn, Chapter 4: Dating methods and chronology.

*See also
http://id-archserve.ucsb.edu/Anth3/Courseware/Chronology/04_Stratigraphy.html
http://id-archserve.ucsb.edu/Anth3/Courseware/Chronology/10_Obsidian_Hydration.html
http://id-archserve.ucsb.edu/Anth3/Courseware/Chronology/07_Dendrochronology.html
http://id-archserve.ucsb.edu/Anth3/Courseware/Chronology/09_Potassium_Argon_Dating.html
http://id-archserve.ucsb.edu/Anth3/Courseware/Chronology/12_Luminescence.html
Week 5: The Archaeology of Art


*See also

Week 6: Stone Artefacts in Human Culture


Renfrew and Bahn, Chapter 8.


Week 8: What is Classical Archaeology?


Weeks 9 and 10:  What is Maritime Archaeology?  
And Maritime archaeology in Australia


Week 11:  What is Indigenous Archaeology?


Week 12:  What is Forensic Archaeology?


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**Week 13: What is Historical Archaeology?**


**ASSESSMENT**

For all assignment submissions, remember to attach a purple archaeology coversheet to the front of your assignment. Also:

- Do not forget to place your name on the top of each page.
- Do not forget to number the bottom of each page.
- Insert a title or title page on your paper, so that the examiner knows exactly which essay topic you are addressing.
- Make sure that any appendices (attachments) you wish to include are fixed to the end of your paper. Any appendix sheets are always placed after the References.

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**TUTORIAL WORKBOOK**

This is a cumulative assessment tool that you will complete throughout the semester. Your tutorial workbook consists of two different kinds of exercises: in-class tutorial exercises that you will complete in your tutorial groups and under the supervision of your tutor, and brief take-home self assessment questions or homework exercises that are designed to test your understanding of key concepts and issues (NOTE that these are only included for some weeks). Both sets of workbook exercises encourage you to apply archaeological principles to the analysis of particular kinds of material culture.

You should complete this workbook each week and not wait until the end of semester to fill it in: for one thing, the in-class exercises will only be offered within your allocated tutorial time slot (if you miss a tutorial you can still catch up, but you won’t have the benefit of a tutor to explain it to you or guide you through it); for another, it will ensure that you keep up with the core concepts each week, making your understanding of subsequent lectures and tutorials easier.

You need to make sure that you have completed all of the exercises **before** handing your workbook in for assessment.

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**ARTEFACT REPLICA AND TUTORIAL PAPER**

This is a brief introductory assignment designed to familiarize you with some of the archaeological literature and to introduce you to the research and assignment writing process. The object is for you to replicate an artefact from any of the cultures or time periods covered by ARCH1001 (so anything from about 5 million years ago to the recent, historical past), so that you can learn something about how archaeologists interpret behaviour from artefacts.

In the second week of semester you should select a society, time period or geographic area on which you would like to conduct your artefact research. Once you have selected one, you should do some library research on what is known about that society and, through that research, choose an object or artefact type for further research. You could, for example, choose to replicate an Australian Aboriginal wooden spear, an Egyptian clay pot, or an artefact from a ship wreck. Having selected an artefact, you should then research the artefact to find out as much as you can about how it was made and what evidence there is for how the artefact was used.
You will then attempt to make a replica of the selected artefact using, as far as possible, the original materials and manufacturing techniques. Don’t worry if you can’t find out all of this information—just do the best you can, although you should still exercise your scientific side while doing so. You can infer, for example, how an object might have been made by comparing it to other similar items found in other cultures, or by comparing it to modern artefacts of a similar type. Because a lot of reconstruction is based on sound guess work, you should also research as much information about the context in which the artefact was made and used, in order to know as much about it as possible.

Replicating artefacts or past technologies in this way is called experimental archaeology (for obvious reasons). To get a handle on why archaeologists are interested in conducting these sorts of experiments, and what they can learn from them, have a look at:

http://www.mnsu.edu/emuseum/archaeology/archaeology/experimental_archaeology.html
http://www.shes.rdg.ac.uk/SHESresearch/Archaeology/Prehistoric/Butchery.htm
http://www.essex.ac.uk/psychology/rogerg/research/EXP%20ARCH/pages/EA1.htm

Any of the issues of *EuroREA (Journal of Reconstruction and Experiment in Archaeology).* We have 4 issues of this in the library, from 2004-2007. For a good example (although too detailed for a first year assignment) of working through a process of reconstruction look at the paper by Linda Aiano, *Pots and drums: An acoustic study of Neolithic pottery drums,* in the 3/2006 volume of *EuroREA,* pp. 31-42.

As part of your assessment, you must submit a written tutorial paper to accompany the artefact, which outlines:

1) What the artefact is. Include a photograph or picture of the original here, as well as of your replica, if you can. Also include your completed museum label (see below).

2) Which society/group of people made and used the artefact, when it was made and used and what it was used for. This should include as much contextual information as possible. Because this part of the assignment asks you to describe the wider society of which this artefact is a part, it is appropriate here to use more general information about the time period, place or people (for example, if you were replicating an Egyptian pot from the upper Nile and made around 1650BC, this would be the place to talk about what kind of society flourished in this area at this time, who they traded with or what kinds of lifestyles they led, where they lived and how all of this relates to a better understanding of such things as the shape, form and style of the object, its technology or method of manufacture, or its use).

3) How the artefact was made, including how you obtained the materials and what you did with them. If necessary, where and why you were unable to use traditional methods and techniques. Your description of the artefact and its manufacturing process should specify how the techniques you used differed from the traditional methods.

4) A brief synopsis of the archaeological evidence for this artefact (or this type of artefact if you can’t find specifics on this particular one) and its uses (i.e. where it was found, what it was found with, etc). How much do archaeologists really know about how this artefact was made and used? Are there any gaps in our knowledge about this artefact?
5) What can archaeologists learn by studying this kind of object? (This may include what archaeologists have learned from other experimental studies on similar objects, or just general archaeological studies on the same kind of object found in archaeological sites).

We don’t expect perfect replicas here, but we do expect that you attempt to replicate the object as honestly as possible. The object of the exercise is mostly to improve your research techniques and to make you aware of some of the limitations of experimental archaeology, rather than to produce the perfect object. The majority of marks will be allocated for your research and the depth of answers in your paper, rather than for the beauty of the final product (for more information on the marking scale, see the following page). A percentage of your mark will be allocated by your tutor for the replica itself and a brief informal talk about it. This is why you must bring your artefact to your tute in the week indicated. In this tutorial you will be asked to talk briefly (~3-5 minutes) about your piece, why you chose it, what you learnt from it and any problems/issues that you had when making it.

Your tutor must be able to see your artefact and tick off your informal talk about it, otherwise you will not receive the 5% of your mark allocated for this component.

*PLEASE NOTE: DO NOT HAND YOUR ACTUAL ARTEFACT IN WITH YOUR WRITTEN ASSIGNMENT (it won’t fit through the box). ATTACH A PHOTOGRAPH OF YOUR ARTEFACT TO YOUR WRITTEN TUTORIAL PAPER.
*YOU MUST ALSO HAND IN A MUSEUM LABEL FOR YOUR ARTEFACT.

How to hand in your assignment
The tutorial paper (1200 words for 4.5 unit topic) must be handed in along with 1) a good quality photograph of the artefact replica and 2) your museum label, to the Assignment Box at the top of the stairs (NW corner) of the Humanities building by 4pm on the due date. Marked assignments will be returned in your tutorial, or can be collected from the Assignment Office in the Humanities Building.

PLEASE NOTE: Because all assignments are exercises in proper research and referencing, you are expected to use at least 3-4 references for a tutorial paper of this length. Do NOT rely only on your textbook and websites (although you can certainly start there). Lecture notes are not considered to be valid source material.

Marking sheet template for artefact replica and accompanying tutorial paper

Total possible marks = 100 or 100%.

Section A. Mark for artefact replica (level of detail, degree of effort) and tute talk (20 marks)

Section B. Mark for accompanying tutorial paper

1) What the artefact is (10 marks)

2) Which society/group of people made and used the artefact, when it was made and used and what it was used for (15 marks)
3) How the artefact was made, including how you obtained the materials and what you did with them. If necessary, where and why you were unable to use traditional methods and techniques. Your description of the artefact and its manufacturing process should specify how the techniques you used differed from the traditional methods (15 marks)

4) A brief synopsis of the archaeological evidence for this artefact and its uses (i.e. where it was found, what it was found with, etc). How much do archaeologists really know about how this artefact was made and used? Are there any gaps in our knowledge about this artefact? (15 marks)

5) What can archaeologists learn by studying this kind of object? (This may include what archaeologists have learned from other experimental studies on similar objects, or just general archaeological studies on the same kind of object found in archaeological sites) (15 marks)

6) Grammar, in-text referencing, reference list, and range of resources (Writing style, comprehensiveness of referencing, format and style of in text references and reference list, sufficiently wide range of resources appropriate to a tutorial paper) (10 marks)

Total out of 100 = Converted to 25%
(overall mark for this component of topic) = /25.

REFERENCING STYLE IN ARCHAEOLOGY

The Department requires all students to reference their assignments using the Harvard system. In terms of precisely which form of this system to use (there are many variations), the Department has adopted the style used by the national journal Australian Archaeology (http://www.australianarchaeologicalassociation.com.au/notes). Please use this style in all referencing for ARCH8019. The Australian Archaeology format is as follows:

**Journal Articles**


**Chapters in Books**


**Authored Books**


**Edited Books**

THE TOP TEN MISTAKES IN ESSAYS

We know that writing a university essay for the first time is hard and might be a very different experience to anything you’ve done before. This list includes the most common mistakes that undergraduate students tend to make on their essays, and therefore the things we most frequently point out as problems when we are marking student work. By careful attention to what you are doing and how you are doing it you can avoid these mistakes and gain a better mark for your written work..

1. Indenting a long quote, but also using quotation marks.
For long quotes (more than one sentence) use indent only (and you must indent it); for short quotes, include it in the main body of the essay and indicate the beginning and the end of the quote with quotation marks. DO NOT DO BOTH.

2. Placing all quotes in italics, or bold text.
Use plain text only for quotes. You indicate it is a quotation though the use of quotation marks or indenting; anything else is superfluous. Also, if you use italics in a quote you are indicating to the reader that this is the form it took in the original – was the original text you read all in italics? If not, then don’t italicise it!).

3. Not including the page number in an in-text citation.
Only omit the page number if you are deliberately referring to the entire book/chapter/article. Otherwise, if you are referring to a specific place where the information came from, then you must cite a page number.

4. Not including the date in an in-text citation.
There is no instance in which you shouldn’t indicate date. If the unlikely event that the item has no date (i.e. it is unpublished, or has no date of publication on it), then use ‘nd’, to indicate 'no date' to show that it is the publication, not your scholarship, that is at fault.
5. Only referencing direct quotes.  
ALL material taken from another source must be referenced, including ideas. Even if you are merely mentioning a study as a prologue to your actual argument (e.g. ‘This essay will discuss how the archaeology of the medieval site of Norton’s Priory has been used to identify several crucial issues related to the archaeology of the early church.’), you MUST include a reference: e.g. ‘This essay will discuss how the archaeology of the medieval site of Norton’s Priory (Green 2006) has been used to identify several crucial issues related to the archaeology of the early church.’

6. Including the initial of the author in an in-text citation.  
You only include an author’s initial as part of the in-text citation if you have two different authors with the same surname (e.g. a B. Smith and a C. Smith) – otherwise it is surname only. If there is only one Smith, the citation will be simply: (Smith 2008: 45).

7. Italicising the titles of projects, unpublished papers, journal articles or book chapters.  
Only the titles of published works should be italicised in the text and the reference list. For journal articles this is the title of the journal, not the paper. Similarly for an edited book, the published title is the title for the entire published work—i.e. the book—not the individual chapters within it. If you want to refer to a book chapter, journal article, project or unpublished paper by name in your essay, you can just include it in inverted commas.

8. Not including place of publication as part of a reference in the reference list.  
Place of publication must always be included and must be to a town or city, not to a country. If the town is small and obscure, it is OK also to include the state to identify it more accurately (but you still don’t include the country, unless there is absolutely no other information available – which would be very unusual).

All references should be in alphabetical order. If you have more than one publication by the same author, list these in order of date, and list works with co-authors after works by one author (i.e. if you have three C. Smith references and one C. Smith and H. Burke reference, list the Smith references in order of date from earliest to latest, and then list the Smith and Burke reference last, regardless of its date).

10. Spelling ‘archaeology’ with a capital letter.  
It is not a proper noun. It does not begin with a capital letter, unless it also starts a sentence or is part of a proper name (e.g. ‘the Archaeology Channel’). So it is: maritime archaeology, historical archaeology, classical archaeology, etc. The only exception is Indigenous archaeology, which uses a capital ‘I’ to signal the nationhood of Indigenous groups.

11. Not checking this list before you hand in your essay (I lied about ten).  
If we’ve gone to the trouble of pointing something out to you, it means that this is something that students customarily get wrong (and that we will point out to you in your assessment). If you don’t take our advice on what to avoid, it suggests that you either don’t read what we ask you to, or don’t put sufficient effort into your essay to earn a good mark.
MAJOR ESSAY QUESTIONS

Reading for academic purposes
If you are having trouble with understanding how to read texts for your essay, have a look at the Archaeology ALIVE website. It is intended to help you read academic texts more efficiently and more effectively. Its tutorial will assist you to:

- Use references and reading lists
- Select and access appropriate sources of information
- Follow arguments and understand how ideas have been put together
- Use what you have read to generate your own ideas

http://ads.ahds.ac.uk/learning/ALIVE/reading/aims.cfm?subj=1

Choose one of the essays from the following list. The essay should be handed in to the Assignment Box at the top of the stairs (NW corner) of the Humanities building by 4pm on the due date. Marked assignments will be returned in your tutorial, or can be collected from the assignment room in the Humanities Building (opening hours are advertised on your Archaeology assignment cover sheets).

PLEASE NOTE: Because all assignments are exercises in proper research and referencing, you are expected to use 10 to 12 references for an essay of this length, including relevant journal articles. Do NOT rely only on your textbook and websites. Lecture notes are not considered to be valid source material and are unacceptable as a reference source. This means you cannot use them.

ESSAY 1: ‘They seem to have no fix'd habitation but move about from place to place like wild Beasts in search of food, and I believe depend wholly upon the success of the present day for their subsistence (sic) … We are to Consider that we see this Country in the pure state of Nature, the Industry of Man has had nothing to do with any part of it.’ (Cook 1771: S89). Many early explorers and ethnographers described Australian Indigenous people as ‘Children of Nature’: simple, unsophisticated nomads with little in the way of culture or social and technological complexity. How has archaeology been able to counteract this notion?

Cook, James 1771 General Descriptions of Places in His Journal of Remarkable Occurrences aboard His Majesty's Bark Endeavour, 1768-1771.


-- See also recent issues of *Archaeology in Oceania, Australian Archaeology, Rock Art Research, Antiquity and Australian Aboriginal Studies* --

**ESSAY 2: Discuss the value of experimental archaeology* to our understanding of the past. Use examples to support your answer.**


*NOTE: For this essay make sure that you are discussing experimental archaeology done by real archaeologists, and not living history or popular re-enactments undertaken by enthusiasts.*


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**ESSAY 3: What have we learnt from historical archaeology that we couldn’t have learnt from documents alone? Discuss using historical archaeological case studies.**


Ferguson, L. (ed.) 1977. *Historical Archaeology and the Importance of Material Things*, Society for Historical Archaeology, Special Publication Series no. 2


-- See also any paper in *Historical Archaeology*, the *Australasian Journal of Historical Archaeology* or the *International Journal of Historical Archaeology* --

**ESSAY 4: What have we learnt about human behaviour from the underwater archaeological excavation of shipwrecks in the last 40 years?**


ESSAY 5: What new methods of dating have been developed in archaeology? How have these improved our understanding of the human past?


Bowdler S. 1990. 50,000 year-old site in Australia - is it really that old? *Australian Archaeology* 31: 93.


human occupation at Devil's Lair, southwestern Australia 50,000 years ago. *Quaternary Research* 55: 3-13.

ESSAY 6: Discuss the contributions that forensic archaeologists make to investigations of crime. What types of specialized training are required for forensic archaeologists in comparison to other archaeologists?


-- SEE ALSO papers in *Historical Archaeology* volume 35 and volume 40 --
KEY WORDS IN ESSAY QUESTIONS

The most important thing in writing a university-level essay is to analyse the question, rather than just repeat a whole lot of material you’ve read without critical thought. As a university student you have to go beyond the kinds of work you’ve done before (reviews, compilations of other people’s opinions) and think critically about archaeology—what it is, what its limitations are and how it is done. The most important things in writing a university essay are to focus your answer and structure it around an argument and to use appropriate forms of data (i.e. good reference material) to support your argument.

This sounds easy but is actually quite difficult. What the marker is looking for is a statement of your own opinion—NOT a rehashing of lots of other people’s opinions. Your opinion doesn’t have to be original in the sense that no-one else has ever thought of it before—but you do have to take a stand and then argue it. Many students make the mistake of simply listing a lot of facts or a lot of other people’s opinions on a topic (which they have culled from their reading of text books and articles) rather than making an argument based on their own point of view. Don’t worry that you don’t know as much as the lecturer, or that you don’t know as much as the writers of the books and articles. You will get a much better mark if you ensure that your essay is tightly focussed, is argued around your own opinion(s) and that the examples/data you use support your argument and opinion.

Look carefully at the wording of your essay question—this may give you some clues as to how to tackle it. These are all common words in essay questions:

**Analyse:** Break the subject into main ideas and evaluate them.
**Compare:** Show similarities and differences between two or more subjects with particular emphasis on the similarities.
**Contrast:** Show similarities and differences between two or more subjects with particular emphasis on the differences.
**Describe:** Give a detailed account of a subject.
**Discuss:** Investigate a subject by argument, going into its pros and cons.
**Evaluate:** Appraise or establish the worth or value of something, to some extent based on explained personal opinion.
FINAL GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>HD</td>
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<tr>
<td>DN</td>
<td>Distinction</td>
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<tr>
<td>CR</td>
<td>Credit</td>
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<tr>
<td>P</td>
<td>Pass</td>
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<tr>
<td>F</td>
<td>Fail</td>
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</tbody>
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**High Distinction (HD)**
The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/ understanding/ competencies/ skills required for meeting topic objectives and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level. A score in the range of 85–100 will be awarded.

**Distinction (DN)**
The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking. A score in the range of 75–84 will be awarded.

**Credit (CR)**
The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of
knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter. A score in the range of 65–74 will be awarded.

**Pass (P)**
The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated at least an adequate level of knowledge/understanding/competencies/skills required for meeting topic objectives and satisfactorily completing essential assessment exercises.

The student would normally have attained an adequate knowledge of matter contained in set texts or reading materials, and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools. A score in the range of 50–64 will be awarded.

Pass is the highest grade which can be achieved in a supplementary assessment granted on academic grounds.

**Fail (F)**
The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in a topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. A score in the range of 0–49 will be awarded.

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### Attendance and Preparation

Attendance at lecture and tutorials is required. **You must attend 80%** of all lectures and tutorials. Further absences must be explained to the satisfaction of your tutor—a medical certificate or counsellor’s letter may be necessary. Unsatisfactory attendance at lectures and tutorials may lead to a reduction of grade including a fail grade. Additional written work may be required following an absence.

Your tutors will be happy to discuss your essay/tutorial paper with you at the planning stage but will not normally read a draft essay prior to submission and marking.

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### OFFICE OPENING HOURS

The Archaeology office will be open Mondays–Fridays from 9am to 5pm.

### WRITTEN WORK SUBMISSION/COLLECTION

All written work for submission to Archaeology should be placed into the Assignment Box at the top of the stairs (NW corner) of the Humanities building by 4pm on the due date.
Written work will be returned in lectures/tutorials.

If you are away when work is returned you may have work posted to you by supplying administrative staff with a stamped, self-addressed envelope. Postage will vary with the size of the assignment, but as a guide 20A4 sheets (up to 125gms) will cost $1 to post within Australia, from 125 gms the cost is $1.45, and over 250 gms the cost is $2.45. Any uncollected essays can be picked up from the Humanities assignment room.

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**PRESENTATION OF PAPERS**

You should have a copy of the Flinders study skills handbook (Iain Hay et al., *Making the Grade*) which is available from Unibooks (in the English section) on the plaza for $26.95 less student and cash discounts. It is useful for all topics and will be a valuable resource throughout your degree. Copies of *Making the Grade* are also available on Reserve in the library. All papers should be presented according to guidelines contained in this book, especially chapters 4 and 5.

**Marking of written work will take into account the quality of expression as well as content. ALL written work must be typed.**

The paper you finally hand up should go through a careful process of editing and checking to ensure that it is free of grammatical and spelling errors. Essays with more than three errors on a page may either be returned unmarked for re-submission or will have the expression errors taken into account in the final grade.

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**NOTE THE FOLLOWING POINTS:**

| (a) | Leave a *wide margin* of at least 4 cm to allow for marker’s comments. |
| (b) | Write on *one side of the page*, and if typing or word processing, leave at least double spacing between lines. Some word processing facilities may be available (for example, in the Library, in Social Sciences North and on the Sturt Campus) and we encourage you to word process papers if possible. |
| (c) | Include the Archaeology title page which shows your tutor’s name and seminar time as well as essay title and your name, together with other information. You must fill out the title page according to instructions. It will not be necessary to include an abstract, preface or table of contents for the essays. |
| (d) | *Keep a copy of your paper.* In the unlikely event that your essay should go missing, it is your responsibility to ensure that you have a backup copy. |
| (e) | *Number each page*, staple all together. |
| (f) | Please *do not use plastic envelopes.* If you do, they will be removed and not returned. |

**METHOD OF CITATION**


| The Harvard Method should be used in all written work (see page 78 of *Making the Grade*). |
SECTION C - ASSESSMENT AND TEACHING

Student Related Policies and Procedures – 2012

All students and staff have an obligation to understand and respect the rules and practice of academic integrity. It is therefore expected that students and staff will adhere to high standards of academic integrity. The University will provide resources to assist students and staff to be aware of their responsibilities. It is expected that academic staff will provide appropriate guidance, support and feedback to assist students to become familiar with the normal academic conventions relevant to their discipline.

This policy is consistent with Education at Flinders, the Policy on Research Practice, the Research Higher Degrees Policies and Procedures and the AVCC Universities and their Students: Principles for Provision of Education by Australian Universities.

2 Academic Integrity

2.1 Academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged.

2.2 Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and, depending on the circumstances and the nature of the breach, consequences including penalties may be expected to follow. Breaches of academic integrity may include plagiarism, collusion, fabrication, falsification, double submission of work and misconduct in examinations.

2.2.1 Plagiarism Plagiarism is the use of another person's words or ideas as if they were one's own. It may occur as a result of lack of understanding and/or inexperience about the correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading of material or failure to take sufficient care in meeting the required standards. It may also occur as a deliberate misuse of the work of others with the intent to deceive. It may include, but is not restricted to:

- presenting extracts, without quotation marks and/or without appropriate referencing, from books, articles, theses, other published or unpublished works, films, music, choreography, working papers, seminar or conference papers, internal reports, computer software codes, lecture notes or tapes, numerical calculations, data or work from another student. In such cases, it is not adequate merely to acknowledge the source. This applies to material accessed in hard copy, electronically or in any other medium;
- close paraphrasing of sentences or whole paragraphs with or without acknowledgement by referencing of the original work;
- adopting ideas or structures from a source without acknowledgment;
- using source codes and data from other's work without acknowledgement;
- arranging for someone else to undertake all or part of a piece of work and presenting that work as one's own;
- submitting another student's work whether or not it has been previously submitted by that student.

2.2.2 Collusion Collusion occurs when a student submits work as if it has been done individually when it has been done jointly with one or more other person unless the topic coordinator has indicated that this is acceptable for the specific piece of work in question.

2.2.3 Other breaches of the requirements of academic integrity Other breaches of the requirements of academic integrity may include:

- fabrication or falsification of data or results of laboratory, field or other work;
- submission of the same piece of work for more than one topic unless the topic coordinator(s) have indicated that this procedure is acceptable for the specific piece of work in question;
- providing another student with the means of copying an essay or assignment.
2.2.4 Breaches of the requirements of academic integrity in examinations

Breaches of the requirements of academic integrity may occur in the examination process and may include, but is not restricted to:

- being in possession of any material or device which contains or conveys, or is capable of conveying, information concerning the subject matter under examination, other than where this is permitted under the University's Assessment Policy or by an examiner;
- directly or indirectly giving assistance to any other student;
- directly or indirectly accepting assistance from any other student;
- permitting a student to copy from or otherwise use another student's papers;
- obtaining or endeavouring to obtain, directly or indirectly, assistance during the examination or giving or endeavouring to give, directly or indirectly, assistance to any other student.

3 Responsibilities

3.1 The University

The University is responsible for:

- providing information about this policy to all students and staff, including those staff employed by partner institutions to deliver Flinders University topics;
- taking steps to ensure consistent and equitable application of this policy;
- taking steps to ensure timely investigation of allegations of breaches of academic integrity;
- providing access to an appeal process;
- maintaining the Academic Integrity Management component of the University website.

3.2 Staff

Staff are responsible for:

- being aware of the policies and procedures in relation to academic integrity; providing examples of good academic practice by appropriately acknowledging the work of others in their teaching and research;
- familiarising themselves with the information provided on the Academic Integrity Management component of the University web site;
- providing clear instructions to ensure students are aware of common conventions in relation to expectations of academic integrity, as well as the specific requirements of the disciplines;
- determining whether electronic text matching software is to be used, and if so, complying with the Protocols for the Use of Electronic Text Matching Software (Appendix A);
- providing students with appropriate guidance, learning activities and feedback on academic integrity;
- communicating to students the assessment methods and expectations relating to academic integrity;
- communicating to students the acceptable level of working together and how their work will be individually or jointly assessed;
- designing assessment tasks that minimise the potential for breaches of academic integrity.

3.3 Executive Deans

Executive Deans are responsible for:

- ensuring that Heads of Academic Organisational Units (AOU) or nominees understand their responsibilities under this policy;
- taking steps to ensure that the policy is implemented.

3.4 Students

Students are responsible for:

- submitting original work for assessment which meets the requirements of academic integrity;
- informing themselves about the expectations of the University and relevant discipline by utilising the information provided by the University and staff. The University has made available the
4 Procedures to be followed when a breach of the requirements of academic integrity is alleged to have occurred

4.1 Plagiarism, collusion and other breaches of the requirements of academic integrity

4.1.1 When an assessor believes that a student has breached the requirements of academic integrity, the assessor will ensure that a check is made of the confidential register (refer to clause 6) to determine if the student has previously breached the requirements of academic integrity.

4.1.2 Where an assessor believes that the breach has resulted from a misunderstanding of academic conventions or poor academic practice, the assessor, taking into account any information in the confidential register, must:

- counsel the student about appropriate academic practice;
- and, either:
  - mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
  - require that the student resubmit the work, in whole or in part, with or without imposing a maximum mark achievable.

A record of the nature of the breach, the action taken and the fact that the student has been advised of appropriate academic practice will be made in the confidential register using the specified proforma.

4.1.3 Where an assessor, after discussing the matter with the student, believes that there has been a breach, which is not the result of a misunderstanding of academic conventions or poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the assessor will supply the Head of the Academic Organisational Unit (or nominee) with the piece of work and a written statement of reasons for the belief that a breach has occurred. If the Head of Academic Organisational Unit (or nominee) is the assessor concerned, he or she will refer the matter to the Executive Dean of the Faculty (or nominee).

4.1.4 When receiving a report of an alleged breach, the Head of Academic Organisational Unit (or nominee) will inform the student in writing of the allegation and will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. Should the student refuse to attend the interview or participate in an alternative process, the Head of the Academic Organisational Unit (or nominee) will determine, on the evidence available, what action to take in accordance with sub-clause 4.1.5 below.

4.1.5 If the Head of Academic Organisational Unit (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action will be chosen, taking into account the extent of the breach, any information in the confidential register and whether or not there are significant extenuating circumstances:

- direct the assessor to mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- following consultation with the assessor, provide the student with the opportunity to resubmit the work, in whole or in part, with or without imposing a maximum mark achievable; or
- award zero marks for the piece of work in which the breach has occurred; or
- award a Fail grade for the whole topic of which the piece of work concerned is a part, and,
recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
• refer the matter to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.1.6 The Head of Academic Organisational Unit (or nominee) will provide in writing to the student:

• a summary of the interview or alternative process;
• the decision;
• the reasons for the decision;
• advice that the student's name has been included in the confidential register;
• a copy of any information placed in the confidential register; and
• advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

4.4 Breaches of the requirements of academic integrity in examinations When a student is alleged to have breached the requirements of academic integrity in an examination, the procedures to be followed will be:

4.4.1 At the discretion of the Chief Examination Supervisor, the student will be dismissed from the examination room.

4.4.2 A written report of the incident will be provided to the Head of the relevant Academic Organisational Unit by the Chief Examination Supervisor. The student will be provided with a copy of the report and advised of the possible action that may follow.

4.4.3 After receiving a report of an alleged breach of academic integrity in an examination, the Head of Academic Organisational Unit (or nominee) will ensure that a check is made of the confidential register to determine if the student has previously breached the requirements of academic integrity. The Head of Academic Organisational Unit (or nominee) will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. If the student refuses to attend the interview or participate in an alternative process, the Head of the Academic Organisational Unit (or nominee) will proceed to determine, on the evidence available, what action to take in accordance with sub-clause 4.4.4 below.

4.4.4 If the Head of Academic Organisational Unit (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action may be selected, taking into account the extent of the breach, information in the confidential register and whether or not there are significant extenuating circumstances:

• award zero marks for the examination; or
• award a Fail grade for the whole topic of which the examination is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
• refer the matter to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.4.5 The Head of Academic Organisational Unit (or nominee) will provide in writing to the student:

• a summary of the interview or alternative process;
• the decision;
• the reasons for the decision;
• advice that the student's name has been included in the confidential register;
• a copy of any information placed in the confidential register; and
• advice of the right to lodge an appeal if the student believes there are grounds for appeal,
including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

5 Appeals

5.1 A student who wishes to appeal against the action taken against them by a Head of Academic Organisational Unit (or nominee) or a Higher Degrees Committee, as the result of an allegation of a breach of the requirements of academic integrity, may appeal to the Student Appeals Committee unless the matter has been referred to the Vice-Chancellor under the terms of Statute 6.4 Student Conduct in which case the provisions of that statute apply.

5.2 An appeal to the Student Appeals Committee must be lodged with the Director, Academic and Student Services within 20 working days of the date of the notification of the decision. Such an appeal may only be made on one or more of the following grounds: the appropriate policy was not adhered to or correct procedures were not followed in considering the matter; the decision was made without due regard to facts, evidence or circumstances; the action taken was too harsh.

The Director, Academic and Student Services will acknowledge receipt of the appeal within 10 working days.

5.3 The appeal must: be accompanied by a copy of the letter which the student has received from the Head of Academic Organisational Unit (or nominee) or Higher Degrees Committee about the decision made as a result of the allegation of a breach of the requirements of academic integrity; indicate the grounds for the appeal and provide evidence in support of the case for the appeal; and specify what outcome is being sought.

6 Recording of breaches of this policy

6.1 A confidential register will be maintained by the Director, Academic and Student Services.

6.2 Assessors, Heads of Academic Organisational Units (or nominees), or Higher Degrees Committees, must inform the Director, Academic and Student Services, using the specified proforma, of all breaches of the requirements of academic integrity which are reported to them under the provisions of Clauses 4.1, 4.2, 4.3 and 4.4 above and which have been substantiated.

6.3 The Director, Academic and Student Services will ensure that the information detailed in the proforma is recorded in the confidential register.

6.4 The secretary to the Student Appeals Committee or of any committee or board set up under the provisions of Statute 6.4 Student Conduct must ensure that the record in the confidential register of breaches of the requirements of academic integrity reflects the outcome of an appeal.

6.5 Where an allegation of a breach of the requirements of academic integrity is found to be substantiated this information will not be printed on student academic transcripts.

6.6 Requests from staff for information contained in the confidential register will be made in writing to the Director, Academic and Student Services.

6.7 Students will be entitled to have access to any entries relating to them in the confidential register.
<table>
<thead>
<tr>
<th>Semester</th>
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<th>Census Date</th>
<th>Public Holiday</th>
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<td>Week 8</td>
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<td>Week 12</td>
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<td>Week 13</td>
<td>4 June</td>
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<td>Week 14</td>
<td>11 June</td>
<td>Queen's Birthday 11/6/12</td>
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<td>Assessment</td>
<td>18 June</td>
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<td><strong>SEMESTER 2</strong></td>
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<td>Week 1</td>
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<td>Week 2</td>
<td>30 Jul</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 5</td>
<td>20 Aug</td>
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<td>Week 6</td>
<td>27 Aug</td>
<td>Census Date 31/8/12</td>
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<td>Week 7</td>
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<td>Mid Semester Break</td>
<td>17 Sept</td>
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<td>Labour Day 1/10/12</td>
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<td>Mid Semester Break</td>
<td>24 Sept</td>
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<td>Week 9</td>
<td>1 Oct</td>
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<td>Labour Day 1/10/12</td>
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<tr>
<td>Week 10</td>
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<td>Labour Day 1/10/12</td>
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<tr>
<td>Week 14</td>
<td>5 Nov</td>
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<td>Labour Day 1/10/12</td>
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<tr>
<td>Assessment</td>
<td>12 Nov</td>
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<td>Labour Day 1/10/12</td>
</tr>
<tr>
<td>Assessment</td>
<td>19 Nov</td>
<td></td>
<td>Labour Day 1/10/12</td>
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## CRITICAL DATES 2012

<table>
<thead>
<tr>
<th>Semester 1 Topics</th>
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<tbody>
<tr>
<td><strong>Friday 9 March</strong></td>
<td>Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.</td>
</tr>
<tr>
<td><strong>Saturday 10 March</strong></td>
<td>Last day to pay Semester 1 up-front student contribution amounts and tuition fees.</td>
</tr>
</tbody>
</table>
| **Saturday 31 March** | **Census Date**  
Last Day to purge topics from student record  
Last day to withdraw without incurring student contribution amounts or tuition fees. |
| **Friday 11 May** | Last day to withdraw without failure (WN) |
| **Friday 15 June** | Last day to withdraw (WF) |

<table>
<thead>
<tr>
<th>Semester 2 Topics</th>
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<tbody>
<tr>
<td><strong>Friday 3 August</strong></td>
<td>Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.</td>
</tr>
<tr>
<td><strong>Friday 10 August</strong></td>
<td>Last day to pay Semester 2 up-front student contribution amounts and tuition fees.</td>
</tr>
</tbody>
</table>
| **Friday 31 August** | **Census Date**  
Last day to purge topics from student record  
Last day to withdraw without incurring student contribution amounts or tuition fees. |
| **Friday 5 October** | Last day to withdraw without failure (WN) |
| **Friday 9 November** | Last day to withdraw (WF) |

<table>
<thead>
<tr>
<th>Non-Semester Topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last date to enrol</strong></td>
<td>Last day of teaching or Census Date, whichever date is earlier.</td>
</tr>
</tbody>
</table>
| **Census Date** | Last day to purge topics from student record  
Last day to withdraw without incurring student contribution amounts or tuition fees.  
The day after 20% of combined teaching and assessment period has elapsed, unless this day falls on a weekend, in which case the Census Date will be the following Monday. |
| **Last day to withdraw without failure** | 2/3 through the teaching period for the topic or the Census Date, whichever date is later |
| **Last day to withdraw** | Last day of teaching or last day to withdraw without failure, whichever date is later |