Department of Archaeology
Flinders University

ARCH8309A:
Advanced Research Projects
(4.5 units)

Semester 1, 2012
Topic Handbook

FOR FURTHER INFORMATION CONTACT:
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Flinders University Ph 82012578 Fax 82012257
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Flinders University Ph 82012385 Fax 82012784
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Administrative Overview

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<tr>
<th>Topic Coordinator</th>
<th>Dr Heather Burke</th>
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<tbody>
<tr>
<td>Office:</td>
<td>Room 108 Humanities Building</td>
</tr>
<tr>
<td>Consultation times:</td>
<td>Tuesdays 4-5 pm; Thursdays 2 – 3 pm</td>
</tr>
<tr>
<td>Phone:</td>
<td>08 8201 3795</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:heather.burke@flinders.edu.au">heather.burke@flinders.edu.au</a></td>
</tr>
</tbody>
</table>

| Topic Code:             | ARCH8309A |
| Topic Name:             | Advanced Research Projects |
| Level:                  | Graduate & Honours |
| Duration:               | 10 weeks |
| Class Time:             | 3 hours per week, Thursday various |
| Class Location:         | Various (see schedule) |

Communicating with the Topic Coordinator

If you need to contact me, I prefer that you use email (this ensures there is a written record of the contact). I will usually respond to email requests within 24 hours of receiving them, unless I am away on fieldwork. I will also use email and/or FLO to send out notes and information to students, so please make sure that you activate your university email account and check it regularly. In case of an urgent enquiry you might find it quicker to phone me (though this should always be followed up an emailed written request).

ARCH8309A Topic Overview

ARCH8309A is a core topic for students in the Master of Archaeology, Master of Cultural Heritage Management coursework programs and the Honours program. It is also an elective for students in the Master of Maritime Archaeology coursework program. In ARCH8309A students will take their thesis proposal (which may have been drafted independently or as part of the assessment for ARCH8020: Research Methods in Archaeology) and turn this into a workable research project. The topic will explore what is good research practice in archaeology, how to construct a ‘do-able’ research project, and what constitutes a good research thesis (as opposed to any other kind of written project). As part of their assessment, students will participate in intensive thesis workshops based on their original proposals, critically evaluate previous research theses, and produce a chapter for inclusion in their own thesis.

Topic Aims

The ARCH8309A topic is designed to:
1. Introduce students to the details of what constitutes excellent archaeological research practice.
2. Improve students’ ability critically to evaluate literature and construct, test and defend an argument.
Educational Outcomes

On completion of ARCH8309A students will be able to:
1. Undertake independent research.
2. Critically assess literature relating to archaeology.
3. Construct, test and defend an argument.
4. Formulate a feasible research question and design a research project to answer it.

Teaching and Learning in this Topic

Classes for ARCH8309A will meet on various days in Semester 1. Some sessions will be delivered by Archaeology staff, others by the Student Learning Centre and/or the Archaeology Master Class program. PLEASE NOTE: The timing and location of these classes can vary depending on who is delivering them. Read the class schedule carefully to find out where you need to be in advance.

Attendance at 80% of the classes for ARCH8309A is required. While marks are not given for attendance, attendance is required to qualify for completing the topic. Anticipated absences from any sessions must be discussed with the co-ordinator prior to the absence. Unsatisfactory attendance may lead to a reduction of grade, including a fail grade. Additional written work may be required following an absence.

Flinders Learning Online (FLO)

Some of the course materials in this topic may be delivered to students through the Flinders ARCH8309A FLO site and you will be expected to utilise the resources provided through it; this is especially the case for non-Adelaide based students, but is also relevant to students undertaking the course in the on-campus mode.
Weekly Schedule

This topic consists of different modules by staff from Archaeology and the Student Learning Centre. Please make sure you check the schedule thoroughly before coming to class to ensure you are in the right place at the right time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Taught by</th>
<th>Time and Location</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction—What is a thesis and what makes a good one?</td>
<td>Heather Burke and Amy Roberts</td>
<td>Thursday 1 March 10am-1pm</td>
</tr>
<tr>
<td>2</td>
<td>Thesis workshop session</td>
<td>Heather Burke and Amy Roberts</td>
<td>NOTE CHANGE OF TIME: Thursday 8 March 9am-1pm</td>
</tr>
<tr>
<td>3</td>
<td>Thesis workshop session</td>
<td>Heather Burke and Amy Roberts</td>
<td>NOTE CHANGE OF TIME: Thursday 15 March 9am-1pm</td>
</tr>
<tr>
<td>4</td>
<td>Thesis workshop session</td>
<td>Heather Burke and Amy Roberts</td>
<td>NOTE CHANGE OF TIME: Thursday 22 March 9am-1pm</td>
</tr>
<tr>
<td>5</td>
<td>Quantitative Data Analysis 1</td>
<td>Kung-Keat Teoh, Student Learning Centre</td>
<td>Thursday 29 March 10am-12pm</td>
</tr>
<tr>
<td>6</td>
<td>Quantitative Data Analysis 2</td>
<td>Kung-Keat Teoh, Student Learning Centre</td>
<td>Thursday 5 April 10am-12pm</td>
</tr>
<tr>
<td></td>
<td><strong>MID SEMESTER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Thesis workshop session</td>
<td>Heather Burke and Amy Roberts</td>
<td>NOTE CHANGE OF TIME: Thursday 26 April 9am-1pm</td>
</tr>
<tr>
<td>8</td>
<td>Qualitative Data Analysis 1</td>
<td>Darlene McNaughton Health Sciences</td>
<td>NOTE CHANGE OF TIME: Thursday 3 May 9am-11am</td>
</tr>
<tr>
<td>9</td>
<td>Qualitative Data Analysis 2</td>
<td>Adam Paterson Archaeology</td>
<td>Thursday 10 May 10am-12pm</td>
</tr>
<tr>
<td>10</td>
<td>The Final Product: Writing a Thesis and Constructing an Argument</td>
<td>Heather Burke and Amy Roberts</td>
<td>Thursday 17 May 10am-1pm</td>
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**NOTE:** It is possible that some of the rooms or dates of the above classes may change – students will be advised of any such changes via FLO and/or email, so please ensure you check your Flinders email account regularly.

**Thesis Workshop Sessions**

During the thesis workshop sessions, all students will be required to workshop their thesis proposals with their peers and staff. In preparation for these sessions, all students will need to come prepared to answer the following questions about their thesis topics:

- What is your question? (the central/major research question of your thesis)
- What are your aims (How are you going to unpack this question)?
- What is the significance of this question and these aims?
• What is your data (what are your variables)?
• What are your methods for collecting this data?
• What problems/limitations do you foresee?
• What possible answers/outcomes do you foresee?

You will be writing your answers on a whiteboard for everyone to see, so please take the time to think about them beforehand and come prepared with your answers ready to go – this will allow us to spend more time workshopping your proposal and giving you feedback, rather than you spending valuable time in class thinking about your responses.

Additional One-on-One Specialist Sessions

In addition to regular class times, every student has the option of one-on-one sessions with staff from the Student Learning Centre, who specialise in providing academic support to students to help them in the completion of their studies. For further information about this option please see: http://www.flinders.edu.au/current-students/slc/whatweoffer/services.cfm.

Assessment

Assessment for ARCH8309A includes the following components:

<table>
<thead>
<tr>
<th>Assignment 1 – Annotated bibliography</th>
<th>25% (due 4 pm, Monday 26 March)</th>
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<tbody>
<tr>
<td>Assignment 2 – Thesis critique</td>
<td>25% (due 4 pm, Monday 23 April)</td>
</tr>
<tr>
<td>Assignment 3 – Literature review/</td>
<td>50% (due 4 pm, Monday 11 June)</td>
</tr>
<tr>
<td>Theory chapter (DRAFT)</td>
<td>no mark (due 4 pm, Monday 17 May)</td>
</tr>
<tr>
<td>Assignment 4 – Literature review/</td>
<td></td>
</tr>
<tr>
<td>Theory chapter (FINAL)</td>
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</table>

Please note that ALL pieces of assessment must be SUBMITTED in order to pass the topic. If you are having problems with the completion of any assessable component of this course, it is essential that you see Heather or Amy in advance of the submission date.

An important word of advice relating to the quality of the written work that you submit…

If any assignment has more than three typographical or grammatical errors on a page, it will be returned unmarked for re-submission. As we will continually emphasize throughout this topic, a lack of attention to detail creates a very poor impression for a reader (not to mention an examiner) and is not acceptable at this level of work or at this stage of your degree. Please make sure you carefully proof-read your work before submitting it.

Instructions for each of the assessment tasks are provided below to give you an idea of the justification behind each assessment task and what you will be required to do.
Annotated bibliography (25%)
An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source. The annotation usually contains a brief summary of content and a short analysis or evaluation of the source: what is good, bad, useful or unclear about it? Your specific task in this assignment is to analyse a range of papers that are relevant to the development of the key ideas in your thesis. Note the word ‘ideas’ in the previous sentence – your annotation cannot just be a description of the source, but needs to evaluate it: how reliable is the evidence that is presented? What haven’t they done? What ideas occur to you when reading this paper? How could you use these ideas to shape your project?

You will need between 10 and 15 references and must provide the full citation (in appropriate AA format as required by the Department) for each. In addition, you will write ~150 words on each reference, summarising its key ideas, issues/problems, strengths or weaknesses, and why or how it will be useful to you in your research.

Word limit: 1,500-2,000 words.

Thesis critique (25%)
This assignment will help you to recognize the process of research by seeing how it has been undertaken by someone else on a specific research project. It will increase your understanding of how researchers unpack the research process from a question, through to methods, data collection, analysis, limitations and results. In your written assignment you will examine the different components of two assigned theses, identify their strengths and weaknesses, and consider this in light of the research process. You should bring to bear the skills you have learnt during the thesis workshop sessions for this assignment: is there a clear connection between the question and the data? Have they justified their question adequately? Did their methods collect the data they needed to answer their question? Did they understand the limitations of their project adequately? Did they define all of their key terms? etc.

Word limit: 2,000 words.

Literature review/Theory chapter (DRAFT) (no mark awarded)
This part of the assessment aims to help students to obtain a higher standard of work in their final theses. Although this is not an assessable component, it is essential, and will provide early feedback on an important part of your thesis, to ensure that your research is grounded in the relevant literature. This will give you some sense of the standard you need to reach at this level, and will also provide an early opportunity for you to fine-hone this part of your thesis.

Word limit: 5,000 words.

A literature review is more than just a passive summary of what you have read—it should be an active discussion of relevant archaeological or other studies that help to shape your argument (i.e. indicate to the reader where you are heading), or which show the origins of the methods or approach that your study has adopted. Many articles you read won’t be relevant to your research, while others will repeat the same information or provide very different kinds of information. You have to shape your literature review to the purposes of your research project and make it part of the construction of your overall argument. You do this by summarising and synthesising the most relevant works that you have read, and using them to illustrate what the gaps are in existing research and how your research will help to fill them. You also use them to draw out interesting ideas that you can follow up on in your analysis and interpretation chapters. An effective review analyses and synthesises material by:

- Comparing and contrasting different authors' views on an issue
• Grouping together authors who draw similar conclusions, or who follow similar ideas and showing the common threads
• Noting areas in which authors are in disagreement and what this might mean for your study
• Highlighting exemplary studies and interesting ideas and indicating how these might relate to your research question
• Highlighting gaps in research
• Showing how your study relates to previous studies, extends previous work or complements previous ideas
• Showing what your study will contribute in this light.

The literature review is an important part of justifying your project—it shows exactly why it was worthwhile and how it will contribute to new knowledge. Ask of each and every article you read: what point(s) does this contribute to my argument? (e.g. Background knowledge? Identifying a gap? Suggesting avenues for further research? Providing guidance as to data or methods? Suggesting provocative ideas?). If it contributes nothing then it probably won’t make it into your literature review—remember, a literature review must be active rather than passive, so if something contributes nothing to your argument, leave it out. A literature review is how you demonstrate what has already been done in your area, but also shows why your question is important and what answering it might contribute.

**Literature review/Theory chapter (FINAL) (50%)**
Students will be assessed on their chapter in light of the comments provided on the draft version and their grasp of the overall research process learnt throughout this topic. 
*Word limit: 4,000-5,000 words.*

**Readings and Topic Materials**

**Set Textbook**

There is no set textbook for ARCH8309A.

**Online Sources for Research Material**

Following are some excellent online resources which might be of use to you when searching for relevant scholarly material:

**Australian newspapers 1803-1954**
For anyone wanting to search original newspapers online from any state or territory.

**Australian Research Online (formerly the ARROW Discovery Service, now hosted by Trove)**
This lets you search over 300,000 Australian research outputs, including theses, preprints, postprints, journal articles, book chapters, music recordings and pictures. This includes the contents of Australian university and government research repositories in addition to several other collections of Australian research.
Google Scholar

A simple way to broadly search for scholarly literature. You can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations.


Also try consultancy companies that make their reports available online, such as:

Cultural Resource Analysts (US)
http://www.crai-ky.com/education/reports-online.html

Or Casey and Lowe (only historical archaeology, Australia)

And the collection of Heritage Victoria/Aboriginal Affairs Victoria/Victoria Archaeological Survey reports the department has on CD – see the list on the ARCH8309A FLO site, or the Sandbox for years and titles.

Not forgetting …

All of the accessible library databases that you are already familiar with: JSTOR, ProQuest, Expanded Academic, etc (see below).

Journals

There is also a range of journals available through the Flinders Library that you may find helpful to consult during this topic. 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. 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). You can either do this through the computers provided in the library, or through your own computer at home.

1. Access the Flinders University Library via their web page: http://www.lib.flinders.edu.au/, or via the FLO page for this topic.
2. Go to ‘Information Resources’ and click on ‘Full text electronic resources’:
   This page lists all of the electronic resources available through the Flinders University subscription service. Some of these sites are merely information sources providing access to many different journals (such as Proquest, Ingenta and Expanded Academic), while others are run by publishing houses and provide access only to their own journals (such as Kluwer Online, Oxford University Press and Taylor and Francis Online Journals).
3. By clicking on the ‘i’ symbol beside the resource name, you can view a list of journals/resources available at each site. Clicking on ‘go’ will take you to that particular site. Sites such as Proquest, Ingenta and Expanded Academic all allow you to search according to subject words (such as ‘archaeology’, ‘Australia’ 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, particularly for older material and reviews of books, but also for recent articles, is the JSTOR archive available through the Flinders Library subscription service. JSTOR will allow you
to search back issues of major archaeological, anthropological and many other related journals back to the late 1800s.

**Using the Internet as a Resource**

The World Wide Web is also a rich source of information about heritage places and studies. The Archaeology library page on the Flinders University web site contains a link to many available electronic resources. The materials available here are constantly increasing in quantity and broadening in nature and scope. You are encouraged to make a critical use of electronic resources and to evaluate the suitability of websites for your study. 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?
- 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**

When discussing the Traditional Owners of Australia

Please note that the terms ‘Indigenous’, ‘Indigenous Australians’ and ‘Indigenous people’ are now gaining increasing currency as inclusive terms, though some people are happy to retain the word ‘Aboriginal’. If you know the language or tribal name of the particular Indigenous group you are referring to, you should use that as the preferred term (eg Ngarrindjeri for the Indigenous peoples of the Coorong and lower Murray Lakes region of South Australia, Nyoongar for the Indigenous peoples of the southwestern corner of Australia etc).

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**In My Terms - Jackie Huggins, 1991, Hecate**

"a" is for apple, agile, anger, another, address, alphabet, but not Aboriginal. It is insulting and destructive to use a small "a". This spelling is extremely racist, as are the biologically racist definitions of part, quarter, half caste and full blood Aboriginais.

It's like calling us boong, coon, nigger or abo, and just as blatant and condescending. It is also similar to spelling a Christian name such as dianne or gail like so. Negating our identity and nationality, it also lacks empathy and understanding as any Greek Italian or Jew would understand - though they are paid the privilege of getting their names spelt with a capital.

It is indicative of notions of inferiority/superiority of Blacks and whites in this country. On the basis of white superiority it could be presumed that the initiators of small "a" subconsciously act out their power games in order further to maintain their privileged position, and to keep Blacks in their "subjugated" line. The usual excuse is that there has been a "typo", but I have yet to see "europeans" or "australians" in
Australian books. Why therefore does the typewriter possess an incredibly persistent disability when it comes to Aboriginal?

I note that the Black American activist Audré Lorde has a distinctive and consistent style in her spelling of america: "For to survive in the mouth of this dragon we call america we have had to learn this first and most vital lesson—that we were never meant to survive" (Sister Outsider, 42). This establishes a principle that while the oppressed are still the oppressed, the country in which they live has been nullified by the small "a", thus rendering it less significant. This empowers the writer and in many, if not all, of my future works I will be adopting her style as a political statement.

My preference is for the term "Aboriginal" both as noun and adjective. "Aborigines" has long been a term used to classify and demean Aboriginal people in the repressive state of Queensland, particularly by the old Department of Aboriginal and Islander Advancement (sic). It also assumes an "air of superiority" by a dominant culture and attempts, as does small "a", to operate as a divide and rule tactic.

Gender neutral language
As a part of Flinders University policy, you are also 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 and you are encouraged to become familiar with it.

Referencing in Archaeology

The Archaeology Department requires students to use the Harvard Author-Date system of referencing. The specifically required Harvard-Author Date referencing system in Archaeology at Flinders University is that used by the journal Australian Archaeology; there are copies of this available in the library or for purchase in the bookshop. This means that references should be cited in text by author’s surname, publication year and page (e.g. Smith 1988:45). For three or more authors ‘et al.’ (with italics) should be used after the first surname (e.g. David et al. 1994). If multiple references are cited they should be ordered alphabetically and then by publication year, with authors’ names separated by a semicolon (e.g. Appleby 1990:19-25; Childe 1952; David 1988; David and Chant 1995; David et al. 1994, 1999; White and O’Connell 1982:42, 50).

We strongly recommend that all students acquire a recent copy of Australian Archaeology and photocopy one of the reference lists from any article – this can then be used as a guide for how you should format your references. The following information is copied directly from the ‘Instructions to Authors’ for the journal and should be used as your guide for formatting your reference list.

Type the References starting on a new page. Include all and only those references cited in the paper. Do not cite papers in preparation. Papers may be cited as ‘in press’ where they have been accepted for publication. For general publication categories the format should follow the examples below. Please pay particular attention to capitalisation, punctuation and spacing.

**Journal Articles**

**Book Chapters**


**Books**


**Edited Books**


**Monographs**


**Unpublished Theses**


**Unpublished Reports**


**Internet Resources**


**The difference between a reference list and a bibliography**

A list of sources at the end of an essay is a “Reference List”, not a “Bibliography”. A bibliography is a list of relevant sources about a topic and will include more than the cited references. For a university essay or assignment, unless specified otherwise, you will always be expected to provide a reference list.
Written Work Submission and Collection

SUBMISSION AND COLLECTION OF ASSIGNMENTS
All assignments must include a standard cover sheet. Cover sheets can be obtained from the slat wall next to the assignment lodgement box, level 2 (northwest corner) of the Humanities Building or online at the following address: http://www.flinders.edu.au/ehl/fms/humanities_files/pdf/Humanities%20Assignment%20Cover%20Sheet.pdf.

Please make sure you fill in the cover sheet carefully: it requires you to complete and confirm a number of requests. Appropriate action can be taken for giving false information and your marks may suffer.

Assignments MUST NOT be submitted inside folders, envelopes or plastic coverings. Sheets should be firmly fastened together, preferably by staple.

Assignments must be placed in the Humanities essay box situated on level 2 (northwest corner) of the Humanities Building, by 4.00 pm on the assignment due date. There is also an after-hours essay chute in the Humanities Courtyard, outside of room 133. Assignments will not be accepted at Topic Coordinator or Tutors’ offices. You must keep a copy of your assignment and we suggest you keep a note of the time and circumstances of its delivery to the assignment box.

Written work will normally be returned in lectures/seminars. Any uncollected assignments can be collected from the School Assignment Office, Humanities Room 254 Monday – Thursday 8:30am – 4:15pm.

Please note the Assignment Office is CLOSED ON FRIDAYS.

Please include a stamped self addressed envelope if you wish your assignment to be returned to you by post.

The Grading Scheme in Archaeology

| 85–100 | High Distinction | HD |
| 75–84  | Distinction      | DN |
| 65–74  | Credit           | CR |
| 50–64  | Pass             | P  |
| 0–49   | Fail             | F  |

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 & 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 & 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 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.

Academic Integrity

The University’s policies can be found in Section C of the Student Related Policies and Procedures Manual (see below) and they are also summarised in the Enrolment Guide, as well as available online. These policies refer to various forms of academic dishonesty, including dishonesty in examinations, plagiarism, falsification of data, and giving and accepting assistance in a piece of assessed individual work. According to University policy, plagiarism consists of using another person’s words or ideas as if they were your own. It can take the following forms:

- Presenting substantial extracts from books, articles, theses, other published or unpublished works and other students’ work, without clearly indicating the origin of those extracts with quotation marks and references such as footnotes.
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work.
- Quoting directly from a source and failing to insert quotation marks around the quoted passages. In such a case, it is not adequate merely to acknowledge the source.
- 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.
- Two or more students separately submitting the same piece of work on which they have collaborated, unless the Lecturer-in-charge has indicated that this procedure is acceptable for the specific piece of work in question.

Staff in the Archaeology Department take a very serious view of academic dishonesty. Of special concern is the failure in written assignments to acknowledge that words or ideas taken from another person are in fact the work of that other person. Students working in pairs or in ‘study groups’ need to take particular care that any collaboration does not extend to the actual writing of individual assignments unless the lecturer in the topic has indicated that this is what is required or permissible. Several students have already been warned, and in some instances penalised, for failing to adhere to the standards set out in the University policy. Conveners of topics may report serious cases to the Examinations Board. Students who continue to plagiarise may fail the topic or face exclusion from the School or the University.

All students at Flinders University should complete the Academic Integrity on-line training program available through FLO to ensure they are fully conversant with the relevant policies and guidelines. The FLO Academic Integrity site contains:

- a definition of academic integrity and its importance
- tips on how to avoid plagiarism
- tips on how to avoid collusion
- tips on how to avoid being accused of academic dishonesty
- examples

It is the responsibility of every student enrolled at Flinders University to ensure they are fully aware of the relevant policies and guidelines. If you are in doubt about what constitutes academic dishonesty, speak up early!

Section C – Assessment and Teaching Student Related Policies and Procedures (2012)
1 Preamble
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
devouring to give, directly or indirectly, assistance to any other student.

3 Responsibilities
3.1 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 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 website;
• 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 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 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 Academic Integrity
Management component of the University web site and electronic text matching software for this purpose;
• taking advantage of the education opportunities provided for education on academic integrity, and seeking
additional assistance if required;
• adhering to any instructions given by staff about the acceptable level of working together and how their work
will be individually or jointly assessed;
• acknowledging that they are aware of, and have met the requirements of academic integrity, by signing an
appropriate statement with all assessed work.

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.
# ACADEMIC CALENDAR 2012

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week Commencing</th>
<th>Census Date</th>
<th>Public Holiday</th>
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</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
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<tr>
<td>Orientation</td>
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<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 3</td>
<td>12 March</td>
<td>Adelaide Cup 12/3/12</td>
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<td>Week 4</td>
<td>19 March</td>
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<td>Week 5</td>
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<td>Census Date 31/3/12</td>
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<tr>
<td>Week 6</td>
<td>2 April</td>
<td>Easter 6/4 - 9/4/12</td>
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<tr>
<td>Mid Semester Break</td>
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<td>Week 7</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 13</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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<tr>
<td>Assessment</td>
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<td>Semester Break</td>
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<td><strong>SEMESTER 2</strong></td>
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<tr>
<td>Week 1</td>
<td>23 July</td>
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<td>Week 6</td>
<td>27 August</td>
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<td>Week 7</td>
<td>3 September</td>
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<td>Week 9</td>
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<td>Week 14</td>
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<tr>
<td>Assessment</td>
<td>12 November</td>
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<tr>
<td>Assessment</td>
<td>19 November</td>
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## CRITICAL DATES 2012

### Semester 1 Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 9 March</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>Saturday 10 March</td>
<td>Last day to pay Semester 1 up-front student contribution amounts and tuition fees.</td>
</tr>
<tr>
<td>Saturday 31 March</td>
<td><strong>Census Date</strong>&lt;br&gt;Last Day to purge topics from student record&lt;br&gt;Last day to withdraw without incurring student contribution amounts or tuition fees.</td>
</tr>
<tr>
<td>Friday 11 May</td>
<td>Last day to withdraw without failure (WN)</td>
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<tr>
<td>Friday 15 June</td>
<td>Last day to withdraw (WF)</td>
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### Semester 2 Topics

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<th>Event Description</th>
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<tbody>
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<tr>
<td>Friday 10 August</td>
<td>Last day to pay Semester 2 up-front student contribution amounts and tuition fees.</td>
</tr>
<tr>
<td>Friday 31 August</td>
<td><strong>Census Date</strong>&lt;br&gt;Last day to purge topics from student record&lt;br&gt;Last day to withdraw without incurring student contribution amounts or tuition fees.</td>
</tr>
<tr>
<td>Friday 5 October</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 9 November</td>
<td>Last day to withdraw (WF)</td>
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</tbody>
</table>

### Non-Semester Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Last date to enrol</td>
<td>Last day of teaching or Census Date, whichever date is earlier.</td>
</tr>
<tr>
<td>Census Date</td>
<td>Last day to purge topics from student record&lt;br&gt;Last day to withdraw without incurring student contribution amounts or tuition fees.</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>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.</td>
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<tr>
<td>without failure</td>
<td>2/3 through the teaching period for the topic or the Census Date, whichever date is later</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Last day of teaching or last day to withdraw without failure, whichever date is later</td>
</tr>
<tr>
<td>without failure</td>
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</tbody>
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