DEPARTMENT OF ARCHAEOLOGY
FLINDERS UNIVERSITY

ARCH8403 and ARCH8404
Directed Study in Cultural Heritage Management
Directed Study in Archaeology
(4.5 Units)

SEMESTER 1, 2012
HANDBOOK

FOR FURTHER INFORMATION CONTACT:
Honours students: Professional Practice and Postgraduate Services Unit: Rm 215 Humanities
Flinders University Ph 8201 2637 Fax 8201 2784
Graduate students: Undergraduate Student Services Unit: Rm 254/256A Humanities
Flinders University Ph 8201 2578 Fax 8201 3635
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TOPIC OVERVIEW

**Topic Description:** A major assignment of 6000 words to be written under the supervision of a member of staff in the Department of Archaeology, a draft media release and four blog posts to the Flinders Archaeology blog. The assignments will allow students to focus on one area of study and develop a major piece of work. The area of study will be developed in consultation with the supervisor and an industry partner.

**Topic Coordinator:** Dr Alice Gorman

**Contact details:**
Room 269 Humanities Building  
Phone: 08 8201 2803   Fax: 08 8201 2784  
Email: Alice.Gorman@flinders.edu.au  
Consultation hours: Mondays 10.00 – 12.00 am

**Units / Level:** 4.5 units / Graduate

**Duration:** 13 weeks during Semester 1

**Class Contact:** Fortnightly by arrangement

COMMUNICATION WITH TEACHING STAFF

If you need to contact me, I prefer that you use email (this ensures there is a written record of the contact); my email address is Alice.Gorman@flinders.edu.au. **Please contact me via email using your usual mail service, rather than emailing me through FLO.** I usually respond to email requests within a day of receiving them, unless away on fieldwork.

I will also use email and/or FLO to contact you individually, and to send out notes and information to the group, so please make sure that you activate your university email account and check it regularly, as well as checking the FLO site.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media release (20%)</td>
<td>1 page</td>
<td>4 pm 15 June</td>
</tr>
<tr>
<td>Major assignment (80%)</td>
<td>6 000 word report</td>
<td>4 pm 15 June</td>
</tr>
<tr>
<td>Blog posts x 4 (Non-graded pass)</td>
<td>To be negotiated</td>
<td></td>
</tr>
</tbody>
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TEACHING AND LEARNING IN THIS TOPIC

TOPIC WORKLOAD AND CONTACT HOURS

Commencing in Week 2, internal students will meet with their Flinders supervisor every fortnight at an arranged time. Distance students will keep in touch about the progress of their project by email and telephone.

It is strongly recommended that internal students enrol for the Master Class Specialist Library Skills for Independent Research.

This master class, delivered by Humanities Librarian Veronica Ghee, is designed to assist graduate students undertaking independent research for Masters or PhD theses, Directed Studies, Practicums and assignments to use electronic and other library resources more effectively.

Location: Flinders Campus, Central Library - Please meet Veronica Ghee at the Information desk of the Library.
Date: Friday 16 March 2012
Time: 10:30am - 12:30pm
Costs: There is no cost.
Equipment: Nil
Contact person: Veronica Ghee (Veronica.Ghee@flinders.edu.au)

To sign up for the class, go to http://www.flinders.edu.au/ehl/archaeology/postgrad-programs/master-classes/master-classes_home.cfm

Students will arrange to meet with their industry partner up to 4 times over the semester as negotiated with the partner. In addition, the Departmental supervisor (Dr Alice Gorman) will be available for consultation when required. Please contact me by email to arrange meetings.

Other consultation: by arrangement with industry partner and Flinders supervisor

The University expects you to do two hours of learning activities a week during semester for each unit of any topic you take. On average you need to aim for about 9 hours per week independent learning activities in this topic.

TOPIC AIMS AND OBJECTIVES

The aim of ARCH8403 and ARCH8404 is to develop the student’s critical understanding of cultural heritage management and archaeological methodology, sources and practice. Students will be expected and encouraged to develop independent research skills and demonstrate their ability to work with comparative and interdisciplinary material, to develop a framework for a project and carry out the project.

The aims of this topic are:

- To allow students to undertake an in-depth research project into one area of cultural heritage management or archaeology.
- To allow students to develop particular knowledge relating to an area of cultural heritage management or archaeology.
- To improve students’ research skills and their ability to evaluate literature.
- To improve students’ ability to construct, test and defend an argument.

On completion of this topic students will be able to:

- Undertake independent literature based research projects.
- Critically assess literature relating to cultural heritage management, archaeology and cultural tourism.
- Construct, test and defend an argument.
Understand theoretical, practical and/or political approaches to cultural heritage management or archaeology at a sophisticated level.

LIAISING WITH YOUR INDUSTRY PARTNER

For this topic, we are very fortunate that a number of companies, agencies and organisations have agreed to allocate staff time to assist students. It has been agreed that a contact person from the organization will be available for consultation up to four times over the course of the semester. This may not necessarily be in person; the consultation may take place by phone or email. The aim of this consultation is give you guidance in the project, and, more importantly, to make sure that the direction you are taking will produce the outcomes desired by the industry partner. For each project, the industry partner has provided some references and suggestions for starting points. However, one of the aims of this topic is to develop your independent research skills. It is not the role of the industry partner to do your research for you.

Your industry partner may well become a future employer, or may be happy to write a reference for you when you are seeking employment in the field. For this reason alone, it is very much in your interest to produce high quality deliverables. Your level of professional behaviour may also affect the industry partner’s desire to provide more projects for the graduate programme, so do be aware that there is more at stake than just your directed study project.

Here are some do’s and don’ts to keep in mind when you are making contact with your industry partner:

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
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<tbody>
<tr>
<td>Give your industry partner plenty of notice for a meeting</td>
<td>Expect them to drop everything to help you</td>
</tr>
<tr>
<td>Remember that they are extremely busy</td>
<td>Pester them with questions you could find the answers to yourself</td>
</tr>
<tr>
<td>Be respectful and accommodating</td>
<td>Expect them to provide all the sources</td>
</tr>
<tr>
<td>Ask your Flinders supervisor if in doubt</td>
<td>Ask them to read drafts, unless they offer</td>
</tr>
<tr>
<td>Follow their suggestions</td>
<td></td>
</tr>
</tbody>
</table>

FORTNIGHTLY MEETINGS

Starting in Week 2, students are required to attend fortnightly meetings (venue to be advised). At these meetings, you will have a chance to discuss your progress, get advice about problems you may have encountered, and see how other students have solved their problems. For each meeting, you must make a summary of the activities you have undertaken in relation to your Directed Study during the previous fortnight (dot points are fine), and report to the class on your progress. The summary may include:

- Articles or sources read
- Libraries/archives/institutions visited
- Meetings or communication with your industry partner
- Fieldwork or analysis undertaken
- Writing completed

Submit the summary to your supervisor at each meeting. At the first meeting, dates will be assigned for each student to submit their blog posts.

Students may like to use the following template to keep track of their progress:
The table below shows meeting dates and gives an estimation of the stage you should have reached by each meeting. Note that this is a guide only, but it will help you keep on track with your writing and research. As the time frame is relatively short, the more writing and research you do early on the easier it will be!

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Expected progress</th>
<th>Due</th>
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<tbody>
<tr>
<td>2</td>
<td>9 March</td>
<td>Begin research; meet/talk with industry partner</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>24 March</td>
<td>Continue research; draft introduction and methodology</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6 April</td>
<td>Draft discussion and conclusions (these may be very preliminary)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>27 April</td>
<td>Complete first draft</td>
<td>FIRST DRAFT</td>
</tr>
<tr>
<td>8</td>
<td>4 May</td>
<td>Draft poster and presentation; work on second draft</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>18 May</td>
<td>Complete second draft</td>
<td>SECOND DRAFT</td>
</tr>
<tr>
<td>12</td>
<td>1 June</td>
<td>Revise poster, report and presentation</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>8 June</td>
<td>Complete report; submit to supervisor and industry partner</td>
<td>FINAL DRAFT</td>
</tr>
<tr>
<td>14</td>
<td>15 June</td>
<td></td>
<td>SUBMIT REPORT AND MEDIA RELEASE</td>
</tr>
</tbody>
</table>
DETAILED OVERVIEW OF ASSESSMENT

If you are having, or foresee having any problems with the completion of the assignment, or in meeting with your industry partner, ensure that you see your supervisor (Alice Gorman) in advance of the submission date.

Your final mark will be based on the report, and a media release that can be used by the industry partner. This kind of liaison and reporting is an essential element of working in cultural heritage management and archaeology, and moreover gives you the opportunity to meet relevant people and build relationships.

A copy of your report will be lodged with the industry partner. A covering letter should accompany the report when you submit it to the industry partner (which you can do by mail or in person). Before you can receive your final grade for the project, the industry partner must sign off on your report to ensure that it meets their requirements.

Report (80%; due 15 June 4.00 pm)
A first draft of the report must be submitted to your Flinders University supervisor on 27 April. The second draft is due on 18 May. The final report is due on the 15th June. This report must also be submitted to the Industry Partner, who will confirm that it is of a sufficient standard and that it fulfils their requirements for the project.

The format of your report
The format your report will take will be essentially the same as that for a professionally developed report provided by heritage practitioners to relevant state authorities/councils/community groups etc, or by archaeologists writing reports on fieldwork, research or analysis for their client. It needs to be typewritten, clear and concise, and to flow in a logical manner. Any illustrations, plans and pictures need to be relevant and legible.

Taking into account that not all of the specific questions/items below will be relevant for every project, your report should include the following major sections:

1. **Cover Page** – including the project title, your name, the date, and the statement “This report has been produced as a part of the assessment for ARCH …. Directed Study in …. graduate topic in the Department of Archaeology, Flinders University”. (Fill in the blanks as appropriate) You may also like to have a photograph or picture on the title page.

2. **Executive Summary** - This section should be a short (only 1-2 pages MAXIMUM) description of your project, methods and results or conclusions. This section is not included in your overall word count. The idea of the Executive Summary is that it summarises the project for someone who may not read the entire report. As a basic guideline, make sure your Executive Summary covers the essentials: who, what, why, when, where.

3. **Table of Contents** - Note that this section does not count towards your word count. If you have not yet learnt to generate an automatic table of contents in Word, this would be a good time to find out! If you have figures (photographs, maps, diagrams, graphs), you will also need a Table of Figures, and if you use tables, you will need a Table of Tables.

4. **Introduction** [approximately 500 words]

Note that this should be page 1 of the report in the page numbering.

This section is designed to provide readers with an introduction to your project. It should include the following:

- The project aim
- The name and function of your industry partner (eg consulting firm, government agency, local government authority, community group, university researcher etc).
- The name of the study area, whether this is a collection, place, a site or a state.
- The location of the place or site, including a formal property description eg Section 104 of the Willunga District (include a map of the general locality if possible).
- A description of the place or collection (if relevant)
- An outline of the legislation, regulations or process (if relevant)
5. Literature review [approximately 1000 words]

In this section, you will provide the background to your project by discussing the available literature relating to it, and how it is relevant to your project. Please note that this is not the same as an annotated bibliography – that is, you should not just list and describe books, articles and other publications. The literature review may involve the following, depending on your project:

- Historical background
- Theoretical context
- Previous studies on your area

Arrange the information that you have researched thematically. Say why it is relevant to your directed study. If you find that there is very little literature relating directly to your topic, cast your net wider. If you really find nothing, discuss why this might be.

6. Methodology [approximately 500 words]

In this section you should describe how you went about researching your project. For example, this might include:

- Archival research (eg, in State Records, the Lands Title Office, local history collections, the State Library, the National Archives)
- Consultation with experts/locals/landowners/Traditional Owners
- Site visits and photography
- Other fieldwork
- Document analysis (eg, of legislation or catalogues)
- Artefact analysis – identification, cataloguing, databases, statistics used.

Outline the steps you took, and what their aim was.

7. Discussion / results / analysis [pick one as appropriate; approximately 3000 words]

In this section you describe the research you undertook for the project, and what you found out. Some studies will have results such as statistics or fieldwork data to report; some may just have issues to discuss. Use subheadings to make it easy to follow. These will vary according to the nature of your project

- What did you find out from your research in the archives/library/etc?
- Who did you consult, and what did they say?
- What is your interpretation, based on your research, of the policy/legislation/document/collection, etc?
- If you didn’t find any information, or obtain any results, what could account for this?

8. Conclusions [approximately 1000 words]

This section is a summary of your conclusions, drawing together relevant points from the previous sections. Unlike the Executive Summary, it can contain more details and discussion. The conclusions should bring the results of your research back to the aims of the project.

- Summarise the information you gathered
- Describe your results or case study
- Assess whether you have been able to address the problem outlined in the project
- Outline any procedures or recommendations
- Suggest directions for future research

9. References and Information Sources – (this section is not included in your word count)

In this section you should list all of the references or sources of information you used in researching your project. You may need to include a list of non-written sources of information, such as oral histories or personal communication with key people.

For this topic, you will have to submit your report to Flinders University for assessment, and a final version to your industry partner. Drafts of the report must be submitted to your supervisor (Dr Alice Gorman) on 18 May and 27
April; and the final on 15 June. Submit the drafts in the usual way through the assignment boxes in the Humanities Building.

For this final submission, we require:

- A PDF file (for Flinders University and for the industry partner)
- One hard copy in some form of binding for Flinders University records

**Blog posts x 4 (non-graded pass; dates to be negotiated individually)**

The blog posts are a non-graded pass component: this means your posts will not receive a mark, but you must complete them in order to pass the topic. On four dates assigned to you, you must write a post to the blog. The blog is located at [http://flindersarchaeology.com/](http://flindersarchaeology.com/). To register, click “Getting Started” in the menu at the top.

Your posts do not have to be long (between 200 and 700 words), and the content is up to you. It could be a reflection on something you’ve learnt, a description of a particular activity that you’ve undertaken, an idea you’ve had while researching for your report, an interesting piece of historical background, or a comment on methodology. You can include pictures and links in the post. Remember that only you, your industry partner and your supervisor may ever read your report (although we hope many more people will too!), but anyone can read your blog post. Colleagues and present or future employers can read them too, so do be aware of how you present yourself. All blog posts must be sent to the Topic Coordinator for approval prior to posting.

This is an opportunity to share your thoughts and experiences with other students and the wider public. We recommend, if you are not familiar with blogs, that you have a browse through some to get an idea of how and what you might write. We suggest:

- Archaeology and heritage in Australia: [http://mickmorrison.com/](http://mickmorrison.com/)
- Middle Savagery: [http://middlesavagery.wordpress.com/](http://middlesavagery.wordpress.com/)

Send all posts to the Topic Coordinator prior to posting; this is just so that we can make sure you don’t inadvertently say something that could have unexpected consequences.

**Media release (20%; due 15 June 4.00 pm)**

An important part of both archaeology and cultural heritage management is sharing results with the public and communicating with stakeholder groups. One way of doing this is through print, online media, television and radio. The aim of this assessment is to write a media release for your project, from the perspective of your industry partner. PLEASE NOTE THAT YOU ARE NOT REQUIRED TO ACTUALLY RELEASE IT – THIS IS AN EXERCISE ONLY. In doing this, you will have to distil the essence of your project into a format that is accessible and effective.

The release should be 1 A4 page of text, featuring the logo of the industry partner and others as appropriate, the date of the intended release, and your contact details at the bottom.

You want to catch the attention of journalists, and provide all the relevant information, including appropriate acknowledgements. Ideally, your release could be printed as it is for a newspaper story. Many government and corporate websites have a media release section, so you can look these up to get an idea of how the content is structured. You might also like to read newspaper articles and try to imagine the media release behind it – it many cases it will actually be the same text! Imagine, also, how the media release might be translated into a Tweet of 140 characters: so the title may be critical.

Think also about public perceptions of heritage and archaeology. What are the stereotypes and misconceptions that you want to avoid? Which might help you sell your story in a responsible and ethical way?

Follow the instructions below, from SANE Australia ([http://www.sane.org/sane-media/mental-health-sector/working-with-the-media/1010-how-to-write-a-media-release](http://www.sane.org/sane-media/mental-health-sector/working-with-the-media/1010-how-to-write-a-media-release)).
A media release is the most effective way of providing information to media outlets about your event, issue or program. Its purpose is to gain the interest of the media outlet, and provide them with the angle of how to position the story.

**Media release angle**
The angle – sometimes called the ‘hook’ – is what captures the interest of the media. Some angles typically covered by the media include:

- publication of research or reports
- launch of new services, resources, programs or initiatives
- announcement of new policies, initiatives, strategies
- performance milestone or achievement
- announcement about a new conference or workshop
- awards.

A strong angle includes the following elements:

- **Who** Who was involved?
- **Where** Where did it take place?
- **What** What happened?
- **Why** Why did it happen?
- **When** When did it take place?

Make sure you’ve thought about it from the media’s point of view – while an issue is important to you, you need to ensure you’ve made it important to journalists and their audience, increasing your chances of coverage. Ensure your media release emphasises what’s ‘new’, otherwise it won’t be classified as news.

A media release should include no more than three ‘key messages’. A key message is a point you want to get across to the media and general public. Any more than three is difficult to convey and remember.

**Media release structure**

- The headline should be short and snappy to grab attention. It should include key words from your release and sum up its subject.
- The first paragraph is called ‘the lead’. It is the most important part of the release and should contain the strongest key message. This paragraph should also give the who, what, when, where, and why of the story.
- Editors may not read beyond the first paragraph, so it is important that it contains all the necessary and relevant information.
- After the lead, each remaining paragraph should be less important than the one that precedes it. When written this way, the story can, if necessary, be trimmed from the bottom up, paragraph by paragraph.
- Each paragraph is self-contained and regardless of how many paragraphs are deleted, the story should still make complete sense. This style is intended primarily for newspapers and magazines.
- Include quotes from spokespeople which consolidate the key messages. As quotes are often used by media, ensure you use these to communicate key messages rather than background information.

**Media release format**

- Keep your media release to one page (maximum 400 words). The aim is to encourage a reporter to pursue your story, not to overwhelm them with detail.
- Include the date at the top of the media release.
- If the media release is to be available immediately, include the words ‘For Immediate Release’.
- If you’d like to send out a media release in advance, include the word ‘Embargoed’ and the future date of release, for example – ‘Embargoed until 1 January 2020’. An ‘embargo’ is often used to let media know about an upcoming event so they can allocate staff and space in a publication.
- Include contact details (name, email, phone number) at the bottom of the release, and make sure a spokesperson is available to comment and is familiar with the release.
- If the release includes details of an event, provide a street directory reference as well as the address.
Media release writing tips

- Write in the present tense.
- Keep it simple, to the point, and factual.
- Avoid using long words – short, plain English is best.
- Avoid jargon and acronyms (for example, AAA or CHM). A general audience is unlikely to familiar with specialist terms, so it is best not to use them.
- Avoid adjectives, and passive phrases such as ‘I think’ or ‘I believe’.
- Consider including facts or statistics which give context to the issue.
- Be accurate with all information you provide such as names, job titles, times, dates and all facts.
- If including numbers, be sure to keep them simple (for example, ‘over one million’ rather than ‘1,000,536’) or make them meaningful to the reader (for example, ‘enough water to fill 6 Olympic swimming pools’ rather than ‘15,000,000 litres of water’).
- Ask someone else to read the release before it is distributed and remember, spell check is your friend!
<table>
<thead>
<tr>
<th>Industry Partner:</th>
<th>Contact name and contact details (person available to meet with student 4 times in semester):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: <a href="mailto:xxxx@flinders.edu.au">xxxx@flinders.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Research project topic:</th>
<th></th>
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<tbody>
<tr>
<td>Research Project outline (short paragraph):</td>
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<tr>
<th>Time Line:</th>
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<table>
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<tr>
<th>Support offered: (eg office facilities, archives, introductions, etc, travel expenses etc)</th>
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**Predicted Outputs** (all students are expected to complete a 6 – 10 000 word report, a poster and an oral presentation).

What other outcomes do you expect from the project?

- Report
  - Cultural Heritage Management Plan
  - Heritage Maintenance Management Plan
  - Significance assessment
  - Register nomination preparation
  - Background research
  - Other (please specify)………………………………………

- Other output (please specify)……………………………

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<thead>
<tr>
<th>Background reading and references:</th>
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<tr>
<th>Comments:</th>
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</table>

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<tr>
<th>Today’s date:</th>
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READINGS FOR ARCH8403 and ARCH8404

RECOMMENDED READINGS
Each project will have a number of readings or sources recommended by the industry partner as a starting point. As this is independent research, you will be expected to seek out other relevant sources, whether these are in libraries, local history collections, or archives. If you are having difficulty finding resources, please consult your supervisor in the first instance, and then your industry partner.

OTHER USEFUL BOOKS AND LIBRARY RESOURCES
There are many other books held in the Flinders Library collection, as well as the State Library of SA and other state libraries that are of direct relevance to issues explored within ARCH8403 and ARCH8404. Students are encouraged to familiarise themselves with these resources and utilise them accordingly.

Students should also be aware of the South Australian Heritage Branch Library which is located on the ground floor of ANR House, 1 Richmond Road Keswick, and can be visited by individuals between the hours of 9 am and 5 pm during weekdays. To arrange a visit please phone the librarian on (08) 8124 4960 a few days in advance of your intended visit.

USEFUL JOURNALS
There is also a range of journals available through the Flinders Library that you may find it helpful to consult during this topic. Some of the more useful ones include:
- AACAI Newsletter
- Antiquity
- Australian Archaeology
- Conservation and Management of Archaeological Sites
- Historic Environment
- International Journal of Heritage Studies
- Journal of Cultural Heritage
- Journal of Social Archaeology
- Journal of Tourism and Cultural Heritage
- Public Archaeology
- Tourism Management
- World Archaeology

USING THE WEB AS A RESOURCE
The internet is also a rich source of information about heritage places and studies. 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.
GRADING IN ARCHAEOLOGY

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>85–100</td>
<td>High Distinction (HD)</td>
<td>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 &amp; 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 &amp; 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.</td>
</tr>
<tr>
<td>75–84</td>
<td>Distinction (DN)</td>
<td>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.</td>
</tr>
<tr>
<td>65–74</td>
<td>Credit (CR)</td>
<td>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.</td>
</tr>
<tr>
<td>50–64</td>
<td>Pass (P)</td>
<td></td>
</tr>
<tr>
<td>0–49</td>
<td>Fail (F)</td>
<td></td>
</tr>
</tbody>
</table>
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.

WRITTEN WORK SUBMISSION AND COLLECTION
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.

PRESENTATION STANDARDS
Any work 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. Marking of written work will take into account the quality of expression, as well as content. ALL written work must be typed.

Remember that a copy of your report will be given to the industry partner – it should look as professional as possible.

In submitting written work, students should note the following points:

(a) Leave a wide margin of 2.5 cm on each margin to allow for marker’s comments.
(b) Write on one side of the page only, and leave at least 1.5 spacing between lines. Generally only work that has been typed will be accepted and marked. There are many computer laboratories available on campus so make sure you know where they are and leave plenty of time to type up your work.

(c) Include the Archaeology cover sheet which shows your supervisor’s name as well as essay/assignment title and your name, together with other information. You must fill out the title page according to instructions.

(d) Keep a copy of your assignment.

(e) Number each page, staple all together.

(e) Please do not use plastic envelopes. If you do, they will be removed and not returned!

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 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.

REFERENCING IN ARCHAEOLOGY

The Archaeology Department requires students to use the Harvard Author-Date system of referencing. One of the easiest ways for students to get an idea of what this generally involves is to pick up one of the handouts from the Student Learning Centre (or check out their website at http://www.flinders.edu.au/current-students/slc/ ). The specifically required Harvard-Author Date referencing system in archaeology is that utilised by the journal Australian Archaeology; there are copies of this available in the library or for purchase in the bookshop. We strongly recommend that all students pick themselves up a recent copy 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.

Remember that if you download a journal article from the library, THIS DOES NOT MAKE IT A WEBSITE. You should cite it as if you had accessed the actual printed journal. This goes for all pdf documents downloaded from the web.

The correct format for a reference list entry is:

Journal Articles

Book Chapters

Books

Monographs
Wickler, S. 2001 The Prehistory of Buka: A Stepping Stone Island in the Northern Solomons. Terra
Theses

Unpublished Reports
Academic Integrity

The University's policies can be found in Section C of the 2012 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 and Cultural Tourism Departments 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 endeavouring to give, directly or indirectly, assistance to any other student.

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.

4.2 Breaches of the requirements of academic integrity with respect to a thesis - allegations made by a supervisor or other member of the University. (For the purposes of this policy a thesis includes the research component of a postgraduate coursework award and a research higher degree thesis.)

4.2.1 When a supervisor believes that a student has breached the requirements of academic integrity, the supervisor will ensure that a check is made of the confidential register to determine if the student has previously breached the requirements of academic integrity.

4.2.2 Where a supervisor believes that the breach has resulted from a misunderstanding of academic conventions or accepted research practices or from poor academic practice, the supervisor, taking into account any information in the confidential register, will: counsel the student about appropriate academic and research practices. A record of the nature of the breach and the fact that the student has been advised of appropriate academic and research practices will be made in the confidential register using the specified proforma.

4.2.3 Where a supervisor, after discussing the matter with a student, believes that there is a breach, which is not the result of a misunderstanding of academic conventions or research practices, or from poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the supervisor will supply the Head of the Academic Organisational Unit (or nominee) with a written statement of reasons for the belief that a breach has occurred. If the Head of Academic Organisational Unit (or nominee) is the supervisor concerned, the matter will be referred to the Executive Dean of the Faculty (or nominee).

4.2.4 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 seek written comments on the allegation from the student within 21 days. 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 determine, on the evidence available, what action to take in accordance with sub-clause 4.2.5 below.

4.2.5 The Head of Academic Organisational Unit (or nominee) will determine whether the student has breached the requirements of academic integrity, and the extent of the breach. The Head of Academic Organisational Unit (or nominee) will determine either:

- that the student has not breached the requirements of academic integrity; or
- that the student has breached the requirements of academic integrity, but that it is not in respect of a substantial component of the thesis; or
- that the student has breached the requirements of academic integrity, and that it is in respect of a substantial component of the thesis.

4.2.6 The Faculty Higher Degrees Committee will consider the determination of the Head of Academic Organisational Unit (or nominee), any information in the confidential register, any written comments on the allegation from the student and whether or not there are significant extenuating circumstances, in selecting one of the following courses of action:

- that the student's candidature be permitted to continue unconditionally;
- that the student's candidature be permitted to continue subject to such conditions as the committee may impose;
- that the student's candidature be transferred to another appropriate degree (for example, a PhD or MD student be transferred to a masters degree);
- that the student's candidature be terminated, with a recommendation as to whether the student should be permitted to reapply within a specified period of time;
- that the matter be referred to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.
A record of the nature of any breach and the action taken will be made in the confidential register using the specified proforma.

4.2.7 The Secretary of the Higher Degrees Committee 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.
# ACADEMIC CALENDAR 2012

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week Commencing</th>
<th>Census Date Public Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Orientation</td>
<td>20 February</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>27 February</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>5 March</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>12 March</td>
<td>Adelaide Cup 12/3/12</td>
</tr>
<tr>
<td>Week 4</td>
<td>19 March</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>26 March</td>
<td>Census Date 31/3/12</td>
</tr>
<tr>
<td>Week 6</td>
<td>2 April</td>
<td>Easter 6/4 - 9/4/12</td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>9 April</td>
<td></td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>16 April</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>23 April</td>
<td>Anzac Day 25/4/12</td>
</tr>
<tr>
<td>Week 8</td>
<td>30 April</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>7 May</td>
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<tr>
<td>Week 10</td>
<td>14 May</td>
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<tr>
<td>Week 11</td>
<td>21 May</td>
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<tr>
<td>Week 12</td>
<td>28 May</td>
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<tr>
<td>Week 13</td>
<td>4 June</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>11 June</td>
<td>Queen's Birthday 11/6/12</td>
</tr>
<tr>
<td>Assessment</td>
<td>18 June</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>25 June</td>
<td></td>
</tr>
<tr>
<td>Semester Break</td>
<td>2 July</td>
<td></td>
</tr>
<tr>
<td>Semester Break</td>
<td>9 July</td>
<td></td>
</tr>
<tr>
<td>Semester Break</td>
<td>16 July</td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 1</td>
<td>23 July</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>30 July</td>
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<tr>
<td>Week 3</td>
<td>6 August</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>13 August</td>
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<tr>
<td>Week 5</td>
<td>20 August</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>27 August</td>
<td>Census Date 31/8/12</td>
</tr>
<tr>
<td>Week 7</td>
<td>3 September</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>10 September</td>
<td></td>
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<tr>
<td>Mid Semester Break</td>
<td>17 September</td>
<td></td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>24 September</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>1 October</td>
<td>Labour Day 1/10/12</td>
</tr>
<tr>
<td>Week 10</td>
<td>8 October</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>15 October</td>
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<tr>
<td>Week 12</td>
<td>22 October</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>29 October</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>5 November</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>12 November</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>19 November</td>
<td></td>
</tr>
</tbody>
</table>
# 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>
</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)                                                         |

### Semester 2 Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 3 August</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>Friday 10 August</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)                                                         |

### Non-Semester Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to enrol</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  
|                     | 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 |