

ARCH8801 2011

DEPARTMENT OF ARCHAEOLOGY
SCHOOL OF HUMANITIES

**ARCHAEOLOGICAL FIELD
METHODS**

TOPIC INFORMATION/HANDBOOK

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Welcome

Welcome to ARCH8801: Archaeological Field Methods.

Being able to demonstrate that you are competent field worker is a critical requirement for gaining employment as an archaeologist in Australia. This includes not only learning core skills, but gaining experience applying them in different fieldwork situations. This topic focuses on helping you to learn and apply core skills that are fundamental to working as an archaeologist in Australia

This topic provides an intermediate-level introduction to field skills and techniques that archaeologists routinely use. The topic is delivered through a combination of short 1-2 hour lectures at Flinders University and 6-7 hours of intensive field exercises each day for the duration of the course. However, this content is structured to represent the processes and tasks associated with carrying out a real field research project at our field site, Warraparinga.

On behalf of the Department of Archaeology we would like to thank you for enrolling in this topic and we hope you enjoy what it offers.

Regards

Mick Morrison
Topic Coordinator

Location

School of Humanities
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Education Building
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Bedford Park SA 5042

Contacting the topic coordinator

Telephone (Topic Coordinator): (08) 8201 5906 direct

Fax: (08) 8201 3635

Email: Mick.Morrison@flinders.edu.au

The Topic Coordinator prefers to be contacted via email or phone.

FLO site address

<https://flo.flinders.edu.au/>

Check your personal details:

Accurate personal details are a requirement of enrolment and in some cases are required by the Commonwealth Government for statistical purposes.

Check and update all personal information in the Student Information System 'My details' menu including address, phone, emergency contact, citizenship and residency, cultural and disability details. Ensure your details are correct and kept up-to-date at all times.

Teaching and learning in this topic

Topic overview

Fieldwork is an essential component of archaeological practice. In the field, archaeologists gather data about material culture and the environment (artefacts, buildings, modified natural features, etc) that can be used to generate hypotheses about how people lived in the past. It is important to understand where archaeological information comes from so that you can understand the bases upon which our knowledge of the past is built.

Archaeological Field Methods (8801) is intended to introduce students to the methodological and practical aspects of carrying out archaeological fieldwork. It combines formal lectures with an emphasis on training students in the practical aspects of carrying out field based projects during hands-on exercises.

As well as learning individual fieldwork skills, students will be required to work in groups. Being able to work effectively as part of a fieldwork team is an essential skill for all archaeologists and is a skill that needs to be learnt and practised.

The aims of the Archaeological Field Methods (ARCH8801) are:

- To develop an awareness of the general components of archaeological field projects, from initial planning to publication.
- To introduce and teach the methodological, technical and practical underpinnings of archaeological field work.
- To develop archaeological field work and post-excavation skills.
- To develop communication skills and the ability to work successfully in a group.
- To make students aware that effective time management is one of the most important components of working as a professional archaeological consultant, or in any other capacity.

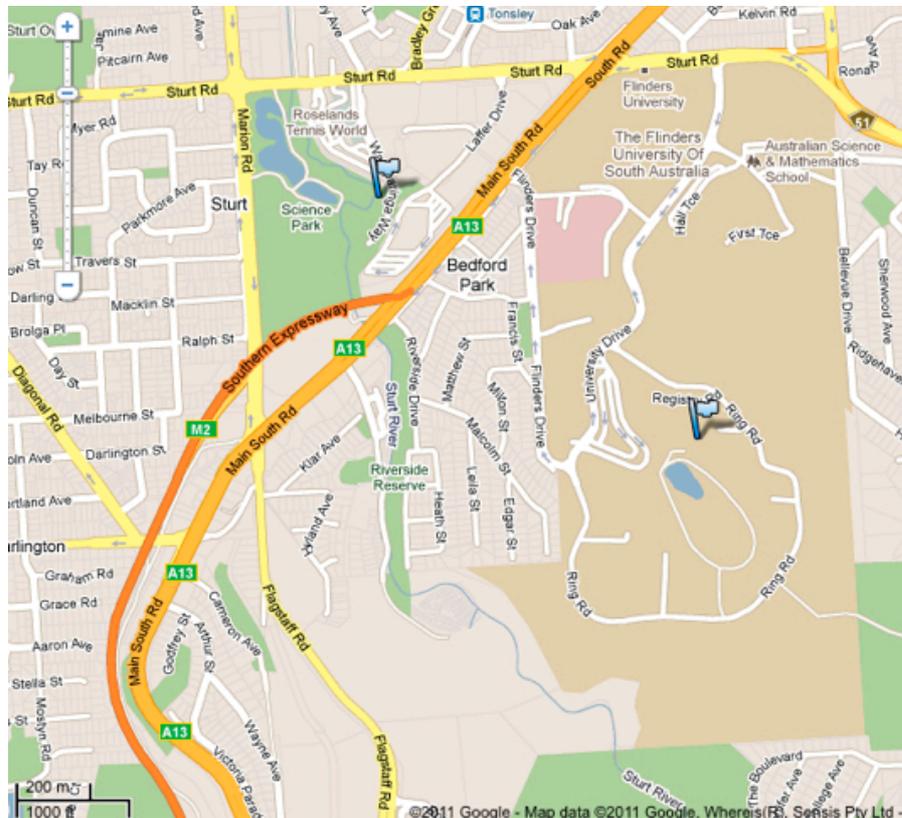
Location

The practical work associated with this topic will be held at Warriparinga which is a short walk from Flinders University. An introductory session will be held at Warriparinga on the first day of the fieldschool. You can also find out more information about this area at the City of Marion website:

<http://www.marion.sa.gov.au/site/page.cfm?u=204>

If you're not familiar with Adelaide or Flinders University, the following map may be of assistance:

<http://maps.google.com.au/maps/ms?ie=UTF8&hl=en&oe=UTF8&msa=0&msid=214264202262893907517.00049da106cbdb30abe7a&z=16>



Preparation

During this topic you will be working outdoors in a variety of weather – from bright sunshine to wind and rain. Field-based classes are unlikely to be cancelled due to bad weather. In real life, archaeologists work in rain, snow and extreme heat, but they make sure they have made appropriate preparations for the conditions. You are required to ensure that you prepare adequately each day.

Make sure that you bring:

- Your lunch, tea/coffee and any snacks. While regular breaks are scheduled into the timetable, these are typically of short duration. If your team is busy you may not have time to head off site.
- An appropriate hat, good boots, proper sun protection (long-sleeved shirts and sunblock), and wet weather gear in the event that it will be raining.
- A portable water bottle or drink container (you will be able to refill this at Warriparinga)
- A clipboard (if you have one) with plastic cover (if raining) along with pens and pencils
- A day-pack, or a shoulder-bag, that leaves your hands free, in which you can store your water bottle, lunch, sunscreen, clipboard, pens and pencils, and so on.

If you have any medical conditions that may affect your ability to operate in a field situation, make sure you let one of the topic coordinators know BEFORE the class. Bring any appropriate medication with you, for example, to treat allergies. A first aid kit will be available at all field classes.

Our rationale

This topic is aimed at helping you to think through the process of collecting 'data' in the field and on the practical skills and techniques that you need to do this. We think that the best way to do this is for you to work in groups to undertake your very own archaeological research project at Warriparinga. As such, the topic is designed to slowly introduce you to key concepts and techniques that you will require to develop, carry out and write up a small archaeological research project.

The scenario for our project is this: you have been asked by a community organisation to undertake archaeological research to understand the history of the Warraparinga site. The purpose of this is to generate information that can be used in community education initiatives as well as in heritage management initiatives. It is, however, only a preliminary study: although the site is well known by custodians and managers today, for the purposes of this exercise we are assuming that this place is effectively unknown and that your team(s) are the first archaeologists to work there. Using a well thought through research design and methodology, you will attempt to understand key themes in the history of the site through archaeological investigation. Some generic historical resources will be provided to support your research along with information about the Indigenous archaeology of the Adelaide region.

The key outcome of the project will be to develop a report for Indigenous and non-Indigenous community members who are not archaeologists but who have an interest in managing Warriparinga. You should write your report keeping this in mind.

Schedule

Below is an approximate overview of the schedule for this topic. Please note that we may need to make minor adjustments to this schedule during the intensive.

| Day | Lecture (9 - 10:30 am) Room: | Exercises (11 am - 4 pm) Warraparanga | What you will learn |
|---------------------------|---|--|--|
| Monday, 11th April | L1: Topic introduction; Archaeological research design | Site tour and OHS; E1: Thinking through your research design | How to think through and design a field research project; What is 'data'. |
| Tuesday | L2: Finding your way and reading the landscape | E2: Describe the study area and develop a preliminary plan | How to use the compass and pacing technique as well as a GPS to draw a preliminary plan or framework of your site; how to describe a landscape |
| Wednesday | L3: Sampling and reconnaissance surveys | E3: Design and carry out a survey of your study area | How to plan a survey, record transects, maintain a field journal on surveys, and record points of interest (POIs) for later investigation |
| Thursday | L4: Recording and standardising data | E3 (cont.); E4: Recording sites and features in the field using forms | How to complete site recording forms for various types of features and POIs found in your surveys |
| Friday | L5: Photography | E4: (cont.); E5: Creating a photographic record | How to take and manage digital photographs |
| Saturday | L6: 'Digital' archaeology | E6: Converting your field data into digital formats (FLINDERS-not WP) | How to take basic field data to a digital environment using freely available software. |
| Monday | L7: Basic site surveying | E7: Creating simple site plans | How to use baseline offset and tape and compass techniques to draft site plans |
| Tuesday | L8: Intermediate site surveying | E8: Using a dumpy level | How to use a dumpy level to create a site plan and to record profiles |
| Wednesday | L9: Pulling it all together | E7 and E8 (cont.) | Learn how to compile a report drawing on data collected in the field. |
| Thursday (1 pm finish) | No lecture | Free time on site (for tying up loose ends) Peer review of teamwork participation | |

Readings

Please note: you are required to read for this topic!

Furthermore, you will be expected to have read each of these readings **before** the relevant lecture so that you have a clear understanding of the concepts and methods that we will be discussing, and that you will be later expected to apply in the field.

L1: Topic introduction; Archaeological research design

- Burke and Smith 2004, Chapter 1
- Hester, Shafer and Feder 1997 Chapter 3 pp 21-25

L2: Finding your way and reading the landscape

- Burke and Smith 2004, Chapter 2 pp 32-53;
- Geoscience Australia's Map Reading Guide

L3: Sampling and reconnaissance surveys

- Burke and Smith 2004, Chapter 3
- Hester, Shafer and Feder 1997 Chapter 3 pp 25-40

L4: Recording and standardising data

- Burke and Smith 2004, Chapters 6 and 7

L5: Photography

- Burke and Smith 2004, Chapter 9, pp 262-284
- BAJR 2006 Short guide to Digital Photography

L6: 'Digital' archaeology

- Handout to be provided

L7: Basic site surveying:

- Burke and Smith 2004, Chapter 4 pp 85-103
- Howard 2007 Chapter 3

L8: Intermediate site surveying

- Burke and Smith 2004, Chapter 4 pp 104-114

L9: Pulling it all together

- Burke and Smith 2004, Chapter 9 pp 284-308
- Burke and Smith 2004, Chapter 10 pp 309-327
- Hester, Shafer and Feder 1997 Chapter 9 pp 228-234

Required* readings

(*Selected chapters only. You are strongly encouraged to purchase a copy of Burke and Smith 2004 as a reference manual that you can use during the exercises)

Burke, H. and Smith, C. 2004 *The Archaeologist's Field Handbook*. Crow's Nest, N.S.W: Allen & Unwin. (multiple copies on reserve)

Connolly, D. 2006 *Short guide to digital photography in archaeology*. East Lothian: British Archaeological Jobs and Resources [Accessed 4 March 2011]

from <http://www.scribd.com/doc/431586/Short-Guide-to-Digital-Photography-in-Archaeology>] (access on line)

Geoscience Australia 2003. Map Reading Guide. How to Use Topographic Maps. Canberra: Australian Government [Accessed 4 March 2011 from www.ga.gov.au/image_cache/GA7194.pdf] (Access online)

Hester, T.R, Shafter, H.J and K.L. Feder. 1997 *Field Methods in Archaeology*. California: Mayfield Publishing Company. (Multiple copies on reserve. See also 2009 Edition, which is also on reserve)

Howard, P. 2007. *Archaeological surveying and mapping: recording and depicting the landscape*. London: Routledge

Other useful sources

Banning, E.B. 2002. *Archaeological Surveying*. Kluwer Academic, New York.

Bettess, F. 1992. *Surveying for Archaeologists*. University of Durham, Durham.

Connah, G. 1983 *Australian Field Archaeology*. Canberra: Australian Institute of Aboriginal Studies.

Leach, P.E. 1994. *Surveying of Archaeological Sites*. Archtype, London.

Orton, C. 2000. *Sampling in Archaeology*. Cambridge University Press, Cambridge.

Schiffer, M. B., Sullivan, A. P. & T. C. Klinger 1978. The design of archaeological surveys. *World Archaeology* 10(1): 1-28.

Shott, Michael J. 1987. Feature discovery and the sampling requirements of archaeological evaluations. *Journal of Field Archaeology* 14(3): 359-371.

Sundstrom, L. 1993. A simple mathematical procedure for estimating the adequacy of site survey strategies. *Journal of Field Archaeology* 20(1): 91-96.

Wandsnider, LuAnn and Eileen L. Camilli 1992. The character of surface archaeological deposits and its influence on survey accuracy. *Journal of Field Archaeology* 19(2): 169-188.

Attendance

You are required to attend 80% of the lectures and exercises in order to pass this topic. If you do not attend for all/part of a day, you will disadvantage your team and this will impact on your assessment. If you are ill, please talk to the topic coordinator and your team members.

Further absences must be explained to the satisfaction of the course co-ordinator – a medical certificate or counsellor's letter may be necessary. Unsatisfactory

attendance may lead to a reduction of grade, including a fail grade. Additional written work may be required following any unexplained absence.

Other learning resources

Flinders University Library online journals:

<http://www.lib.flinders.edu.au/services/flexdel/dbmain.html>

Online information and discussion

Course information is available on our distance education website at:

<http://www.flinders.edu.au/ehlt/distance-education/courses.cfm>

Flinders Learning Online (FLO)

Students are required to access FLO for *the website for this topic* for ongoing interactive information and communication (site is available one week before the start of semester). Some topics require students to regularly communicate with Topic Coordinators, upload assignments and participate in interactive discussion as part of the assessment process. It is essential that students regularly check their topic websites on FLO.

Student portal iFlinders

Address: <http://i.flinders.edu.au>

iFlinders is the online portal for students. It includes access to your Flinders email, FLO, enrolment records, campus news and library account.

Login: Flinders Access Name (FAN)—this is an alphanumeric combination of the first 4 letters of your surname and 4 numbers. It is also your Flinders email address, for example, abcd1234@flinders.edu.au

Password: Your password is the same one you used during enrolment.

If you cannot login to iFlinders or your email you may need to activate your FAN at: <https://www.flinders.edu.au/fan/activate.php>

iFlinders and FLO have links to the student helpdesks. Follow these if you have difficulty logging in or have forgotten your password.

If you continue to have difficulties using FLO, please email us at:

fdi@flinders.edu.au

Appendix/Appendices

This *Topic information* contains an appendix/a number of appendices with detailed information regarding the topic requirements. Please refer to the end of the guide.

Information about assessment

Assessment summary

Assignment 1—Field Journal

Unsupervised/ Unsupervised
Supervised
Graded
Weighting: 20%
Due date: Last day of field school (21st April, 1 pm)

Assignment 2—Peer review of teamwork participation

Unsupervised/ Unsupervised
Supervised
Graded
Weighting: 20%
Due date: Assessed 21st April, 1 pm

Assignment 3—Archaeological report

Unsupervised/ Unsupervised
Supervised
Graded
Weighting: 60%
Length: 3000 words plus plans and drawings
Due date: Monday, 16th May

Assessment details

Field journal (20%, Due 21st April, 1 pm)

Please note: you are required to purchase your own book to use as a field journal. We recommend an A4 'science' style notebook that includes both ruled lines and grid paper.

This assignment requires you to record all the details of the practical work that you carry out in the field on a day to day basis. In class activities do not need to be recorded in your field notebook. For all of the field exercises (marked with an asterisk on the class schedule) you will need to keep detailed notes about the fieldwork and its progress. These notes will help you to write up your research proposal, which will also be based upon the work of the on-site activity weeks. Your journal notes should be accurate, clear and reproducible, because they would normally form part of the permanent record of fieldwork for any real-life project in which you had participated. In many organisations, your field journal will be archived with all other materials resulting from the project, and will be read by others. So, you should always write your field journal keeping in mind that other people **will** want to read them.

Field notes provide a permanent record of your activities and observations in the field. In your field notebook you keep notes about the way you do your fieldwork (methods), and any preliminary conclusions or observations that occur to you. Often they will be the only lasting record of your impressions, because much of what seems obvious at the time will be forgotten once you have left the site. Your journal is a backup to the other recording systems you will use (site recording forms, photographs, illustrations), and is also the place for recording all the associated information which has no a place on systematised recording forms.

Assessment of your journal will be based on your records of the following information (numbers in bold refer to the value of each, out of a total of 20):

- **3 points** Descriptions of locations (map reference, sketch maps, line drawings including skylines, access instructions, landowners etc)
- **2 points** Adequate reporting of personnel (names of field crew, other participants, observers and other guests).
- **2 points** Adequate descriptions of field conditions (i.e. those that could affect results, including weather, time of day, shadows, group dynamics, and their effects on visibility or participation).
- **5 points** Environmental information including a general description of fieldwork locations (slope, aspect, relief, ground visibility, erosion, etc., description of flora and fauna, degree of disturbance, current land use).
- **5 points** Methods—how you did the fieldwork (i.e. a clear and replicable description of fieldwork procedures, discussion of any problems which were encountered, any changes you adopted along the way as a result, etc.).
- **3 points** Accuracy, clarity and replicability.

Your journal is to be handed in on the last day of the fieldschool. You will not have an opportunity to type it up or to work on it after the fieldschool is completed.

Please write neatly – you will not have the opportunity to type up your notes. If we can not read your writing, you will likely be marked down!

Peer review of teamwork participation (20%)

Team work is a mandatory skill in archaeology and people who work well with others in an efficient way are often highly sought after by employers. Bickering, poor communication, selfishness, laziness and the inability to relate well to others are all characteristics of someone who works poorly as part of a team. If you want a career of any sort in archaeology or cultural heritage management, then you should aim to be a productive, helpful and friendly member of any team, regardless of the task at hand or the conditions in which you are working.

However, learning how to work well as part of a team does take some practice and this component of your assessment is intended to help you to develop these skills. In order for a team to function effectively, team members need to be committed to the goals of the team and to understanding and cooperating with each other. An effective team is one where:

- Team members share a clearly articulated common goal, display a commitment to achieving it and are prepared to work collaboratively to achieve it.
- Team members listen to each other, help each other and respect each others' ideas.
- Teams make decisions collectively after careful analysis, reflection and input from all members.
- The team focuses on the project at hand, problem solving and creative development of ideas and approaches.
- Team members develop their own set of guidelines (or 'rules') about how the team will operate, monitor how the rules are being adhered to during the course of the project and endeavour to stick to them.
- Teams identify the resources available to them, as well as the skills and expertise among team members. They allow individual members some freedom to use their skills for the benefit of the team, without exploiting individuals unfairly.
- Teams have a proactive strategy for dealing with conflict or disagreement when it arises, and resolve or manage the situation in a way that does not isolate or persecute individual team members. The team should be the first line of resolving team problems (and the lecturer should be the last resort). Problems should be raised in consultation by the team as a whole.
- The workload is shared in a balanced way between team members.
- Members value each others' contribution, consciously learning from each other and the tasks undertaken, and support each other.

In this assessment, staff members will monitor and guide your team work participation offering advice and support. However, because we are not working in your teams we will not be grading your team participation. Instead, fellow team members will be provided with a feedback form and asked to provide a grade as well as additional comments. Your grade will be based on the average grade that

other team members have given you. Staff will collate the comments and provide these along with a grade at the completion of the fieldschool. The purpose of this is to provide you with some feedback that will help you to improve your teamwork skills on archaeological fieldwork projects in future.

Archaeological report (60%)

It is usually necessary to provide an overview of a completed archaeological project in the form of an archaeological report. The form and purpose of these reports vary considerably: for example they may be required by the organisation you work for, the client or funding body who supported your work, or a government agency who provided you with regulatory approval. While formats do tend to differ, most archaeological reports should meet some basic standards in terms of what they contain and how they are laid out. The purpose of this assessment is to help you to learn about writing formal archaeological reports and, in particular, how to transform your field data and journal into a professional report outlining your results.

For the purposes of this assignment we want you to treat the fieldwork carried out on site as if each component was a stage in a real research project. Your report **MUST** include each of the following elements:

- **Cover page, Table of contents, Lists of Figures and a List of Tables**
- **Introduction**
- **Project aims:** You should outline the aims that your team developed during the first exercise. These should be similar (but not identical) to the aims of other members of your team. i.e. they should be in your own words.
- **Background:** This section outlines the previous research (archaeological and historical) that has been conducted in the study area, or on similar relevant studies. It should also include the environmental context of the site based on your observations. Some references to relevant sources to help contextualise the site will be provided at the beginning of the topic, however you will be required to carry out your own independent research.
- **Methods:** This section should describe the procedures you used in sufficient detail to allow someone else to repeat what you did. You should address each major method that you used to gather the information presented in your results (and it should be referenced!)
- **Results:** This is a description of the results of your fieldwork, including detailed site and feature descriptions. You should include:
 - A description of what area you surveyed (including area), a table summarising the transects you completed and a map showing the survey area;
 - A table summarising the sites and features that you identified that includes: site numbers/codes, coordinates, environmental context, and descriptions.
 - A map showing the locations of the sites that you have identified;
 - A detailed description of each of the sites or features that you recorded along with photographs and site plans (where relevant);
 - Any other observations relevant to your aims, such as a description of landscape modification in the area
- **Discussion:** You should summarise the major findings, and discuss any perceived shortcomings of the fieldwork design or methods that you

believe may have affected the results. Any interpretations of features or sites, archaeological observations of the past human behaviour that created the site and any issues for further research also should be included here. You should ultimately try to use your results to address the aims outlined in the beginning of your report.

- **Conclusion:** a summary of the results of your work, including key outcomes.
- **References cited:** All the references you referred to in the text, in the appropriate style, consistently applied.
- **Appendices:** Your raw data. These are included here to help us to assess your work. You should include copies of the following materials (note these will be the same for all of your group members):
 - Site recording forms,
 - Transect forms;
 - Dumpy level recording forms;
 - Site plans produced in the field

The report will be graded based on the following criteria (out of 60 marks in total)

| Component | Requirements/standards | Marks |
|--|--|-------|
| Structure, layout and formatting | Your report has a professional appearance, includes all required content, and uses headers, captions and other professional report writing conventions appropriately | 5 |
| Introduction, aims, background and methods (~1000 words) | Your report is clearly introduced, your aims and methods are outlined and justified (with supporting references) and you provide a suitable background to the study area. | 15 |
| Results (~1000 words) | Detailed and clear and includes no 'padding'. Your descriptions should enable the reader to understand the results of your research and be supported by tables and figures. | 15 |
| Discussion and conclusion (~1000 words) | Your discussion should reflect on your aims and, taking into account your background research as well as your methods (and constraints), provide a factually based assessment of your results. | 15 |
| Tables and Figures | Professional in appearance meeting all conventions for archaeological tables and figures. Accurate and honestly depict the field data on which they are based (no 'fudging') | 10 |

General information relating to assessment

The study materials for our topics have been developed by academic staff who are experts in their fields. These materials are intended to be the primary source of information for your study and we expect to see this reflected in your assignments and other submitted work. We encourage you to draw upon other sources in your studies, but we expect that you will exercise critical judgment in

selecting information from those sources. Although the Internet provides ready access to a vast array of information and opinion, this is of highly variable quality and its use as a source for scholarly study requires considerable caution.

Note: Word length must be within 10% of the stated word length requirement. Students should refer to the Flinders University *Student related policies and procedures manual* for detailed information on grading and assessment.

The Flinders University's policy on assessment allows students to negotiate possible changes to assessment details. Should you believe that you are disadvantaged with respect to the assessment methods for this topic you should, in the first instance, contact the topic coordinator.

Presentation standards

Marking of ALL written work will take into account the quality of your work with a focus on:

- Written expression (grammar, spelling, syntax and punctuation)
- Structure (how you organise and develop your ideas)
- Content (the concepts, ideas and arguments you develop)

All work that you hand up should go through a careful process of editing and checking to ensure that it is free of grammatical and spelling errors. It is recommended you complete at least two 'drafts' of written work before you submit any assessment. This involves printing out your document and carefully checking for errors or areas for improvement.

The Flinders Student Learning Centre has a number of guides and publications that have been developed to assist Flinders Students to develop their academic skills. You can access these guides at the following website:

<http://www.flinders.edu.au/current-students/slc/whatweoffer/study-writing-guides.cfm>

Assignments with more than three errors on a page may either be returned unmarked for re-submission or will have these errors taken into account in the final grade.

In submitting written work for this topic (other than blog posts), students should note the following points:

1. Use 1.5 line spacing and leave a 2.5 cm left and right margin. This ensures that we have enough room to provide you with comments on your work;
2. Write on only one side of the page
3. Include an appropriate coversheet
4. Keep a copy of your assignment

Penalties

Assessment that is overdue without an extension will be penalised.

This will be calculated at the rate of 10% for the first day of the 3% for each day thereafter.

This does not apply to blog posts more than 3 days late; these will be failed.

If you are unable to hand in on time please contact the topic coordinator as soon as possible.

Extensions

It is appreciated that during the topic, you may experience professional pressures, family pressures, or an illness which may affect your studies. It could also be that topic materials may have been received after the start of semester due to late enrolment. If you have a genuine reason for an assignment extension

- make a written request via email to the Topic Coordinator/Lecturer, indicating your reason/s for requiring an extension. This is the person nominated either by an accompanying letter with your study package or as printed in this booklet.
- include supporting documentary evidence with the request.
- await written confirmation from the Topic Coordinator/Lecturer who will contact you to discuss your particular circumstances.

For extensions beyond four weeks

Extensions beyond four weeks will only be granted in extenuating circumstances.

Resubmission

A failed paper may be resubmitted once only. A resubmitted paper will only be graded Fail or Pass. Students should contact their Lecturer and refer to the 'Statement of Assessment methods' in this booklet.

Academic integrity

All students need to become familiar with using a referencing system, as the use of other people's information without acknowledging the source of that information is a breach of academic integrity, which can have serious consequences. For further information, go to:

http://www.flinders.edu.au/teaching/quality/aims/aims_home.cfm

On your FLO topic list page, all students have access to a site called 'Academic Integrity at Flinders'. This includes information on identifying and avoiding plagiarism.

SafeAssign

If you are unsure whether or not your written work may too closely resemble your source material, there is a web-based program available via Flinders University which may assist you to reduce unintentional plagiarism.

Flinders University is providing the opportunity for all enrolled students to use a text-matching software program called SafeAssign. If you put forward an assignment to this program it will match the text from that assignment against an archive of over 8 billion Internet documents and other assignments submitted by Flinders University students. **Please note: SafeAssign is not a program to**

submit your assignment through. Refer to 'Submission and return of assignments' above for assignment submission instructions.

SafeAssign generates a report which tells you the percentage of matching text. SafeAssign reports cannot be seen by other students or faculty staff but may be viewed for statistical purposes by the Student Learning Centre staff administering the program.

Assistance with your assignments

There are many detailed guides produced by the Student Learning Centre which can be accessed from:

<http://www.flinders.edu.au/current-students/slc/whatweoffer/study-writing-guides.cfm>

If you have a query about one of the assignments in particular, contact the topic coordinator directly. Please consider whether your question is of broader interest to other class participants; if it is, you are encouraged to post your query to the class blog for the benefit of others.

Inclusive Language

As a general rule, written language should not exclude or discriminate against any group or section of the community. It should be gender neutral and non-racist in tone, and show respect for people who are disabled, older, younger or from other language backgrounds.

One question often asked by students is what is the 'correct' term to use when referring to Indigenous Australian people? There are many, and it can be confusing: Traditional Owner, Aboriginal, Indigenous?

As Huggins (1991) suggests:

'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 Aboriginals.

It's like calling us boong, coon, nigger or abo, and just as blatant and condescending...it lacks empathy and understanding as any Greek, Italian or Jew would understand

It is for this reason that one should always refer to Indigenous groups, languages or communities using a capitalized first letter.

Please note that the terms 'Indigenous', 'Indigenous Australians', 'Indigenous people' are now gaining increasing currency as inclusive terms. In other contexts, the terms 'Aboriginal Australians' or 'Aboriginal People' are more appropriate.

The following website provides additional useful information:

<http://www.racismnoway.com.au/library/understanding/index-What.html#Heading18>

As 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. You can read more about gender neutral language at the following website:

<http://www.flinders.edu.au/ppmanual/EqualOpportunity/langu.html>

Referencing

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 utilised by the journal *Australian Archaeology*; there are copies of this available in the library or for purchase in the bookshop, as well as in your readings. 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 pick themselves up 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

Bird, C.F.M. and D. Frankel 1991 Problems in constructing a prehistoric regional sequence: Holocene south-east Australia. *World Archaeology* 23(2):179-192.

Book Chapters

Craib, J.L. and G.R. Mangold 1999 Storm in a test pit: effects of cyclonic storms on coastal archaeological sites in western Micronesia. In J. Hall and I.J. McNiven (eds), *Australian Coastal Archaeology*, pp.299-306. Research Papers in Archaeology and Natural History 31. Canberra: ANH Publications, Department of Archaeology and Natural History, Research School of Pacific and Asian Studies, Australian National University.

Books

Lourandos, H. 1997 *Continent of Hunter-Gatherers: New Perspectives in Australian Prehistory*. Cambridge: Cambridge University Press.

Edited Books

Hall, J. and I.J. McNiven (eds) *Australian Coastal Archaeology*. Research Papers in Archaeology and Natural History 31. Canberra: ANH Publications, Department of Archaeology and Natural History, Research School of Pacific and Asian Studies, Australian National University.

Monographs

Wickler, S. 2001 *The Prehistory of Buka: A Stepping Stone Island in the Northern Solomons*. Terra Australis 16. Canberra: Department of Archaeology and Natural History and Centre for Archaeological Research, Australian National University.

Unpublished Theses

David, B. 1994 *A Space-Time Odyssey: Rock Art and Regionalisation in North Queensland Prehistory*. Unpublished PhD thesis, Department of Anthropology and Sociology, University of Queensland, Brisbane.

Unpublished Reports

Smith, J.R. and H.J. Hall 1996 *Beaudesert Shire Regional Archaeological Project*. Unpublished report to the Australian Heritage Commission, Canberra.

Internet Resources

Australian Bureau of Statistics 1996 *Education: Participation in Education: The Education of Indigenous People*. Retrieved 6 November 2003 from <http://www.abs.gov.au/ausstats>.

Listserver Communications

Ross, A. 2004 Useless Australian archaeology graduates. Message posted to the AUSARCH-L listserver, 31 May 2004, archived at <http://mailman.anu.edu.au/mailman/listinfo/ausarch-l>.

The Difference between a Reference List and a Bibliography

Note that a list of sources at the end of an essay is a "Reference List" rather than a "Bibliography" – the former is a list of sources that you have cited in your essay, whereas the latter is a list of relevant sources about a topic (and for a university essay or assignment, unless specified otherwise, you will always be expected to provide a reference list).

Contacting Flinders University

Whenever you contact staff at Flinders University always quote your student identity (ID) number. This number can be found on your Enrolment Form, Confirmation of Enrolment notices, HECS-HELP or PALS notices and result notifications.

Enrolment Services

Contact the Enrolment Services Office for all administrative matters related to enrolment and lodgement of forms, addition of and withdrawal from topics, leave from study, change of address or name and transcript requests.

Telephone 1300 360 351 or (08) 8201 3950

Fax (08) 8201 2580

Note: International prefix (+61 8)

Email enrolment.services@flinders.edu.au

Website <http://www.flinders.edu.au/enrolling/>

Student Finance Services

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Fax (08) 8201 2580

Note: International prefix (+61 8)

Email fees@flinders.edu.au

Website <http://www.flinders.edu.au/enrolling/fee-information/index.cfm>

Academic enquiries

Contact the Course Coordinator for academic enquiries related to your course, sequence of studies, course requirements and credit for previous study.

Contact with lecturers can be made during the normal semester dates. Where students are studying outside of the semester, lecturers are not normally available.

Assignment and general enquiries

Assignment enquiries should be directed to:

Flexible Delivery Unit

Telephone (08) 8201 3351

Note: International prefix (+61 8)

Email seds.flexdel@flinders.edu.au

Change of address or name

If you change your address or name, do not include advice with your assignment.

You can change most personal contact details via the Student Information

System at: <https://stuadmin.flinders.edu.au/login/t1tbmain.asp>

Library services/Flexible Delivery Library Service

Please refer to your Flinders Learning Online (FLO) website. The Library icon is located on the homepage. This includes information on the Flexible Delivery Library Service.

The Flexible Delivery Library Service provides support to Flinders University students who are studying externally or by other flexible means and live outside the Adelaide metropolitan area. The service provides access to a wide range of library materials and services including; supplying books and articles, arranging student cards; advising on reciprocal borrowing rights with other university libraries; and reference and help services for students who live outside of the Adelaide metropolitan area. **Please note:** books cannot be shipped outside of Australia.

Most articles and documents can be accessed electronically using full-text online periodicals. We ask that you try to access full-text online materials before submitting requests to the document delivery service for scanning of hardcopy materials. It may be that you are able to access similar material electronically.

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