



**School of Philosophy  
University of Tasmania**

**Assessment, Essay  
Writing and Verbal  
Presentation Guidelines**

**March 2000**



# **Assessment, Essay Writing and Verbal Presentation Guidelines**

*The first rule of good style is that an author should have something to say.*

*Language is a work of art and should be regarded as such.*

*Arthur Schopenhauer*

This booklet comprises three parts. In the first, you will find the School of Philosophy's assessment procedures as well as its requirements for the submission of written work. The second offers general guidance in the preparation and writing of philosophy essays, and the third offers some suggestions for the preparation of verbal tutorial presentations.

The document is also accessible on the School of Philosophy web site, <http://www.utas.edu.au/docs/humsoc/philosophy/index.html>.

A shorter document, 'Notes on Quotations, References, Footnotes and Bibliographies' is also available as a free handout from the Administration Officer.

The organisation, style and content of this booklet owe much to similar guides produced by the School of History & Classics and the School of Government at the University of Tasmania and the School of Philosophy expresses its thanks to these schools for permission to use their material in the preparation of this booklet. Other useful resources have been *A Guide to the Presentation of Assignments* produced by the University of Tasmania, and the *Proposed Guide to Writing Philosophy Essays* prepared by the School of Philosophy at the University of New South Wales.

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# Part 1: Assessment Procedures

## Assessment Methods

The School of Philosophy employs a variety of assessment methods. These include:

- submission of essay by a due date during the semester/s;
- essay-test written during pre-arranged class time during the semester/s;
- multiple-choice tests completed during pre-arranged class time during the semester/s;
- tutorial presentation at a pre-arranged date during the semester/s;
- tutorial performance over the duration of a unit; and
- formal exam after the end of the semester/s, arranged and supervised by the University Examinations Office.

The choice of assessment method varies according to the particular demands of each unit and the preferences of individual unit coordinators. Usually more than one method is employed. For example, a unit may be assessed by submission of an essay, by tutorial performance and by a formal exam. The Undergraduate Course and Unit Handbook indicates the assessment method for each unit. The unit coordinator will also explain the assessment method for that unit at the beginning of each semester as well as providing students with a written handout detailing this information.

## General Rules of Assessment

Students must complete all the requirements of the course in which they are enrolled and to be assured of a pass must score 50% overall. Permission to sit a supplementary exam is subject to the rules determined by the Office of the Faculty of Humanities and Social Science.

Completing all the requirements of the unit involves attending and participating in at least two-thirds of the tutorials, and submitting all written work. Students who do not meet these requirements may be excluded from the final examination and be deemed to have failed.

Awards, marks and codes correspond in the following way:

Award	% Mark	Code
High Distinction	80+	HD
Distinction	70-79	DN
Credit	60-69	CR
Pass	50-59	PP
Fail	Less than 50	NN

## Requirements Regarding the Form of Written Work

### Essay-Tests

For essay-tests written during pre-arranged class time you will be provided with a test booklet. Be sure to make your handwriting as legible as possible when writing your answer. As directed by your unit coordinator, you should write your name or student number on the front of the test booklet.

Students are under no obligation to provide their name if they do not wish to do so. This applies to all written work submitted to the School. In the case of formal examinations administered by the University Examinations Office, students are asked to write only their student number on the front of examination booklets.

### Multiple-Choice Tests

For multiple-choice tests conducted in pre-arranged class time you will be provided with an answer sheet on which, as directed by the unit coordinator, you should write your name or student number.

### Essays

Essays submitted by a due date should have a title page with the following details on it:

- your name or student number;
- your tutor's name;
- your tutorial time and day;
- the title of your essay;
- the number of words used; and
- the date on which you actually submit the essay.

Essays are to be written on one side only of A4 paper. If your essay is typed or word-processed it should be double-spaced and you should use a font of no less than 10 point but preferably 12 point. The School does not insist on typewritten or printed work provided that your handwriting is legible. If hand-written, your work should be on lined A4 paper, using every line.

To allow for comments on your essay, each page should have a left-hand margin of no less than 4.5 cm and a right-hand margin no less than 2 cm. Adequate space must be left at the bottom for footnote references and comments.

These margins are also a prerequisite for submission of higher degree theses. The wider margin is on the binding side and all other margins must be at least 2cm to allow for trimming (*Procedure 9 of the Procedures of Higher Degrees by Research Handbook* (Appendix A.3)).

The essay should provide accurate and precise references to sources consulted (see Part 2 of this booklet)

Unacknowledged use of words and opinions from both primary and secondary sources is plagiarism and is not acceptable (see Part 2 of this booklet). Sexist language should be avoided (see Part 2 of this booklet).

There must be a Bibliography at the end of your essay (see Part 2 of this booklet).

## **Requirements for the Submission of Essays**

Your essay must be submitted by the due date. Extensions will be granted only where specific supporting documentation is presented to the unit coordinator. Extensions are for specified periods of time only.

If you submit an essay after the due date and without the granting of an extension, a penalty may be applied. It is up to the unit coordinator to decide whether a penalty is to be imposed and, if so, what that penalty shall be.

You should submit your essay by placing it inside the closed boxes, designated for each unit, in the foyer outside the Administration Officer's office. If your essay is late you must hand it personally to the unit coordinator or tutor or to the Administration Officer of the School of Philosophy. You should always retain a photocopy of the work you have submitted, just in case the original is lost.

## **Procedures Regarding Grading and Return of Work**

- Your submitted work will be assessed and graded in accordance with the schedule outlined above (see 'General Rules of Assessment'). If a lateness penalty has been imposed, the original assessment and the penalty mark imposed will be separately indicated.
- Except in the case of the multiple-choice test your work will receive written comments. However, if you wish to obtain further feedback on your work, your grading, or your progress you should make an appointment to see your unit coordinator or tutor. Be sure to bring your written work with you to the meeting.
- Staff will endeavour to mark written work within three weeks and return it direct to students. Enquiries about work that has not been returned or which is late in being collected should be directed to the unit coordinator.

## Part 2: General Guidance on Writing Essays

A fundamental and frequently used form of assessment in undergraduate humanities and social sciences is the essay. It is therefore important that you understand how to go about writing a good essay. Not only is this skill vital to your success at University, it is also an essential tool for effective communication within the wider community and is therefore a skill that is well worth developing.

### What is an essay?

It is a piece of written work that presents a structured and coherent argument that attempts to answer a question or set of questions. As an undergraduate, essay questions are usually set by your unit coordinator and you are given a reading list of relevant sources that are available in the library. As a postgraduate, you often have to pose the questions yourself and conduct a literature search in preparing your reading list. In both cases, what is required is that you both research a particular topic and that you do some thinking for yourself.

It is essential that in writing an essay you answer the question that has been set. This requires that you have a clear idea of what the question is asking. If you are unsure of this, see your tutor or unit coordinator before doing anything else. Remember that essays that do not answer the question, even if they possess other merits, will probably fail. Moreover, parts of an essay that have no direct relevance to the question being asked are simply wasted space and cannot earn you any marks. Pay close attention to the specific wording of the question as it should determine what is required in an answer.

The above points are relevant to essay writing in all disciplines. However, different disciplines often require that attention also be paid to further points that are specific to the discipline, its subject matter and objectives. In doing philosophy, the following points are particularly important.

### What makes a good philosophy essay?

Here is an outline of what makes a good philosophy essay.

#### Main Features

- it takes a stand;
- it gives reasons for taking that stand;
- it acknowledges opposing positions; and
- it attempts to deal with objections.

### How to put it all together

- make sensible use of resources;
- recognise what counts as a good argument for a position, what counts as an argument against a position and what is irrelevant or equivocal;
- organise your material, moving clearly from one point to another in a logical, coherent way, citing appropriate examples where relevant; and
- write with clarity, conciseness and grammatical correctness.

The points outlined above are developed in more detail in the following two sections.

## Main Features

### Taking a Stand

In doing philosophy we expect students to express opinions and make judgements about the questions they are set. This means that you need to think for yourself, taking time to analyse the question, decide what is relevant, assess those arguments that bear on the question and finally synthesise the case supporting your position. It is never enough to simply recite the views of others or set out the arguments for and against a particular position with no assessment or conclusion. The School of Philosophy encourages students to use the first person, to say 'I think ... because ...'.

However, taking a stand does not mean that you need to have made up your mind one way or the other on a particular question. Sometimes, the arguments both for and against a position seem to be fairly evenly balanced and you may think that to favour one side over the other would be arbitrary or dogmatic. In such cases it is quite acceptable to argue for this conclusion, providing of course that you show that you are aware of and have analysed the relevant arguments both for and against the position.

### Giving Reasons for Your Stand

In asking for your opinion we are asking for more than a superficial response to a question. Having opinions is the easiest thing in the world; having *good* opinions is quite a different matter.

Good opinions are formed after careful consideration of the issues and are based upon appropriate reasons. What counts as 'appropriate' will vary from case to case. For example, ask yourself what reasons you might give in support of your answers to the following questions:

- Who would make the best Treasurer?
- What is your favourite snack food?
- What is the colour of an apricot in the dark?
- Is it sometimes right to harm others?

Often the reasons that you advance in a philosophy essay will be arguments. These start with premises or claims that most people will accept, and then move by a series of linked steps to a conclusion that follows from them.

### **Acknowledging Opposing Positions**

The questions with which philosophy deals usually generate more than one possible answer and often these answers are opposed to each other. While it is important that you take a stand on the question you are attempting to answer it is also vital that you acknowledge and consider opposing views. Many problems in philosophy are both complex and difficult and consequently it is common for there to be good arguments on both sides of a question. By setting out not only those arguments that support your position, but also those that oppose it, you will demonstrate that you have a good understanding of the problem, thus making your own preferred position more persuasive.

### **Dealing with Objections**

You are not expected to discuss each and every possible objection to the position that you are supporting. However, you should address the more important objections, the ones that directly bear upon the particular points that you are dealing with.

## **How To Put It All Together**

### **Making Sensible Use of Resources**

Writing a philosophy essay is not simply a matter of gathering up primary and secondary source material and then composing an essay based upon the views of others. As already discussed, it is vital that you think about the issues yourself, and while the views of others often play an important part in helping you to form your own opinion you should always keep in mind that their role is one of stimulating your own thought rather than being a substitute for it.

For most essay topics, you will be provided with a reading-list. It is a good idea to begin with the most general items on the list and then proceed to make a general survey of all the recommended literature. Your lecture notes should also be helpful at this stage. Next, note down the order in which you will work through the reading list, from the most general to the most detailed material. You might wish to photocopy crucial chapters at this stage.

Once you have a broad view of the topic and the relevant literature, you should refer back to the essay question and clarify what you need to know. Gathering material (doing research) should never be done passively. Rather, you should approach books and other references as an interrogator. You should ask of them what light they can shed on the questions that interest you, and you should take notes as you read. Philosophical texts and commentaries on them often require several readings, so leave yourself enough time to read and re-read.

Unless directed otherwise, you do not have to go further than the set reading-list and in some cases you may be directed to restrict your reading to the set list. However, in other cases you will need to do further reading. For, at times, it is simply not possible to understand an issue until you have mastered the approaches taken to it by a number of philosophers. Also, at some stage, and particularly if you decide to go on to Honours and postgraduate work you will need to develop independent research skills. This involves doing a wider library search or 'literature review' which typically will involve:

- following up references from the set readings;
- checking through the bibliographies given in very general works or in encyclopaedia articles;
- using the Library's Author Catalogue to find out if the author of any useful book has written others on the subject;
- browsing along the shelves in the appropriate places;
- consulting some of the bibliographical up-dates in the Library's Reference Section; and
- consulting electronic data bases to search for relevant literature.

### **Recognising what counts as a good argument for a position, what counts as an argument against a position and what is irrelevant or equivocal.**

From your course work, reading and note-taking it should become clear to you which are the main arguments for and against a position. However, there may be other arguments whose relevance is less clear. In these cases it may be useful to consult with your tutor before deciding whether you will include them in your essay. Efficient note-taking will help you to get clear on the main issues and arguments.

### **Note-taking**

While there is no single correct note-taking system, the following points are useful to keep in mind:

- note down the full details of each text, as you will need these for your bibliography;
- it must always be clear from exactly which page of which work you have taken information;
- direct quotations must be clearly distinguished from notes in your own words;
- if you like to jot down your own thoughts (a good idea) as you take notes, distinguish them from what the author of the work says; and
- the notes should be generously spaced and arranged in a way that will make it easy to bring together material on the same topic gathered from different places.

In taking notes you will find yourself continually wondering whether you are on the right track, whether you are including too much or too little, and whether the material is relevant. While you will never be able to leave these doubts behind completely, you can minimise them by pausing to take stock of the subject. By re-reading your notes it

this more focussed approach, you can then continue taking notes with a greater sense of confidence that your notes are relevant to the essay question.

As a rule it is best to summarise points and to use your own words as this practice forces you to think about and understand the material. By doing this, your expertise and knowledge of the subject will be growing continually, thus putting you in a good position to write your essay.

### **Organising your material, moving clearly from one point to another in a logical, coherent way.**

A well-organised essay that moves from point to point in a logical way, each step leading up to the next and finally to a well-supported conclusion is evidence that you have a solid grasp of the question and the issues relevant to it. To achieve this result an essay plan is essential.

#### **Planning**

It is vital that after finishing your 'active' reading and note-taking that you take time to think about how you are going to put your essay together. What you should *not* do is to sit down and begin writing straightaway, thinking that you will be able to write the essay straight off. Rather, you need to read through your notes to refresh your mind of the *main issues* and *arguments* relevant to the question. Having done this you should then draw up a plan using headings and sub-headings so that you have a simple but accurate idea of the content of your essay-to-be. Recalling what materials you have under each heading, try re-arranging and adjusting them until you get what seems to be the most logical order of presentation. This will ensure that your essay has a basically sound structure.

Occasionally, you may experience difficulties in linking points. In such cases it is sometimes useful to put your notes aside and write a draft of your essay in exam mode. This may help clarify both the essential points and the linkages between them.

#### **The Introduction**

The introduction should state what the objective of your essay is, e.g., 'In this essay I shall compare, contrast and assess the main doctrines of Plato and Aristotle on the nature of reality.'

#### **The 'Body'**

Having worked out your plan the task remains to write your essay. Do not expect to be able to express your ideas and arguments properly in the first draft. The process of writing is one of constantly refining your thoughts so that you can express your ideas as succinctly and elegantly as possible. This will mean re-writing and perhaps reorganising sections of your essay, perhaps even modifying your plan. Expect to write more than one draft of your essay. In some units you will be encouraged to present drafts of your essay to your tutor or lecturer for comment. You should use this opportunity to improve your essay before submitting the final draft. In doing

particularly useful in demonstrating points that in themselves are quite abstract. For example, you might illustrate the idea of 'qualia' by using the example of a 'patch of colour' experienced by an observer looking skyward.

### **The Conclusion**

The conclusion should summarise the main arguments in your essay. It should tell the reader what your considered position is in the light of your exposition and assessment of the arguments. Finally, it should draw together any loose ends and/or draw out relevant implications that your argument has generated.

### **Writing with clarity, conciseness and grammatical correctness**

#### **Clarity**

Philosophy essays consist largely in the exposition and assessment of arguments and to do this well it is vital that you express yourself clearly. Don't fall for the idea that because philosophy deals with deep and complex problems it must be written in a 'deep and complex' style, i.e., obscurely. Nothing could be further from the truth.

#### **Grammar, Spelling, Sentence Structure**

Effective writing obviously depends upon the correct use of language and essay work in disciplines like philosophy demands literacy of a high order. If you write carelessly or ungrammatically your essay will carry little conviction. Generally, short sentences are to be preferred to long ones. You are strongly urged to remedy weaknesses in punctuation, syntax and spelling. Your teachers will take time to correct your written expression and you should match this commitment with systematic reference to dictionaries and works on English usage.

#### **Technical Terms**

While technical terms can be useful in philosophy, they should be used with caution. If you do use them, make sure that you make their meaning clear to the reader. Avoid jargon, clichés, contracted words, unusual abbreviations and colloquialisms, all of which may be confusing or irritating.

#### **Definition of Terms**

If you use terms in an unusual way or if there is a possibility that the reader may mistake your meaning, then you should provide a definition of the terms you use. On the other hand, if your meaning is quite clear from the general context, then definitions are superfluous.

#### **Word Processing**

Using a word processor it is possible to work rough drafts into a final, polished form. However, you should also be careful to avoid some characteristic pit-falls:

section of your essay at a time. It is vital that you keep your essay plan at hand on the first draft, and work from the print-out in subsequent drafts. The ease with which text can be copied and moved adds to the dangers of repetition, padding and lapses in sequencing. Such weaknesses can of course be remedied by working through a number of drafts, correcting as you go.

### **Final Words**

A good essay requires evidence of your intellectual input, and while this often requires considerable effort, most students find it the most exciting and rewarding part of writing a good essay. Finally, a good essay is one in which it is always clear to the reader what the essay *as a whole* is trying to achieve. Keep asking yourself 'What am I trying to establish? How does this sentence or paragraph contribute to that task? By doing this you will be developing the skill of making every word count towards the achievement of a coherent and well-argued essay.

## **Sexist Language**

Avoid unnecessary use of gender-specific language.

Do not use 'man' in a generic sense to refer to male and female human beings. Some alternatives include 'men and women', 'person(s)', 'human kind', 'people'.

Avoid the use of sex-specific pronouns (he/him/she/her) as generic pronouns. For example, instead of using 'he', use 'he/she', 'she/he', or 'he' or 'she'. In many instances, it is possible to recast the sentence in the plural (so a generic pronoun such as 'their' can be used), or to use 'you' or 'one' as the pronoun. However, be careful to ensure that if you recast the sentence in the plural that you do so in all instances. A common error is to use the singular pronouns 'his' or 'her' in the first instance followed by the plural pronoun 'their' later on in the same sentence. The *Style Manual* has a number of other suggestions on how to avoid sexist language.

## **Plagiarism**

### **What is plagiarism?**

Plagiarism is passing off other people's work as your own. It may be intentional or unintentional, but in either case it is unacceptable. Intentional plagiarism is cheating and is a serious University offence. Unintentional plagiarism, while it might not be as great a failing as intentional plagiarism, is nevertheless a serious fault and one which (like unintentional manslaughter as opposed to murder) you should avoid.

To plagiarise is to fail to cite/refer to the source of key ideas/information. At its worst, plagiarism simply means copying other people's work without acknowledging the source.

Unintentional plagiarism commonly occurs under circumstances in which you are

- paraphrasing the work of others without acknowledgment;
- referring to ideas that you have acquired from one or more sources, ideas that you may have been thinking over for some time and which you now use as if they are your own; and
- consulting with others, including their ideas in your own work but with no acknowledgment of their input. Such input can be acknowledged in a footnote, e.g., 'I am indebted to Ms Anna Price and Mr Greg Smith for suggesting this idea to me' or as a textual reference (see below).

To avoid unintentional plagiarism you need to carefully reflect upon the source/s of your ideas and be scrupulous in acknowledging these sources. However, in cases where the ideas are very clearly and obviously a part of common knowledge, there is no need to indicate sources.

### **What is wrong with plagiarism?**

Plagiarism is unacceptable for several reasons. First, because passing off the ideas of others as your own is stealing. It is stealing the intellectual property of others, property that is theirs in virtue of the effort and imagination that they have exerted in producing these ideas. It is taking credit for the work of others, credit that is due to them as the author/s of these ideas.

Second, because it defeats the purpose of scholarship. Central to scholarship is the idea that in order to have a thorough understanding of a problem or issue you need to know the context/s in which it arose and in which it has been subsequently thought about and discussed. Hence, scholarship involves tracing the sources of ideas. To indicate that this scholarly work has been done and to allow the reader to trace that work, the relevant sources must be acknowledged. While there are varying levels of scholarship it is important to recognise that all academic work involves scholarship at one level or another. It is therefore vital that you adhere to scholarly practice in all your written work.

Third, because one of the most important attributes of a well-formed mind is the ability to think for yourself. This requires effort, imagination and practise. While the ideas of others are often helpful and even necessary in coming to understand an issue, they can never be a substitute for your own independent judgement. This requires intellectual input which only you can provide. Consequently, to the extent that plagiarism is used as a substitute for your own thinking, it is a serious barrier to the development of intellectual maturity.

### **What are the penalties for plagiarism?**

The usual way that minor cases of inadequate referencing is dealt with is for the marker to simply disregard the inadequately referenced work. Consequently, if there are a number of paragraphs or pages in the essay that have been drawn from other sources and are not adequately referenced, the marker may simply disqualify that material from assessment. This may well result in your essay being failed. For minor

mark of 50%. More systematic or serious offences will receive 0% and a record of offence will be kept in the School.

Students are advised that under the Ordinance of Discipline under the University of Tasmania Act 1992 'obtaining or attempting to obtain an academic advantage or assessment by cheating'; and 'allowing another Student to use or copy work in an examination or assessment as though it were that other Student's own work' are University Offences.

The penalties for University Offences can include the permanent or temporary exclusion of the student from the University or any part of activities thereof; a fine of up to \$500; the cancellation of marks or grades awarded to the student; and the declaration of the Student as ineligible for assessment in a unit or units.

## Quotations

Direct quotation from primary sources, that is, from original philosophical texts, is quite acceptable. However, avoid quoting from secondary sources unless you are particularly struck by the way an author expresses something or you wish to criticise the statement made. Always use quotations to 'illustrate your point', not to make your point. This means that in addition to presenting the quotation you must set the context, so that the reader knows why you are introducing it. You must also provide some interpretation or gloss, indicating the meaning that you intend the reader to extract from the quotation. A useful technique is to begin the sentence after the quotation with 'In other words ...'. Do not overuse quotations; use them only to support your argument on specific points.

If you are forced to quote a source as you find it quoted by another author and you are unable to look at the full original text, you must give a reference to both the source and the work that quotes it, for your own protection.

### Quotation Marks for Quotes Under Three Lines in Length

If a quotation is short, from a couple of words to approximately three lines, it should be marked by single *quotation marks* and incorporated as part of the sentence.

Author-Date (or Harvard) system example: (See below for further details of the Author-Date system.)

Dennis Lawton (1994 p. 90) argues that these proposals 'have much in common with John White's idea of a friendly interface'.

When you need to show a quote within a quote, use double quotation marks inside the single ones. For example:

Greene (1993, p. 108) also notes that 'according to Garp, "completeness and finality" were out of the question where editing was concerned and the potential for rapid change was great'.

## Indenting Quotations over Three Lines in Length

A quotation over three lines in length should be separated from the sentence that supports it by *indenting* the quoted passage.

In typed or word-processed essays, these quotations should be either single spaced or one and a half spaced. When you need to show a quote within a quote, use double quotation marks. Indent quotations about eight spaces or 3cm from the margin. Introduce indented quotes so that they follow on from the preceding sentences.

Developments have been rapid as Ed Krol (1992, p. xix) says:

the information resources that visionaries talked about in the early 80s are not just “research realities” that a few advanced thinkers can play with in some lab - they’re “real life” realities that you can tap into from your home. Once you’re connected to the Internet, you have instant access to an almost indescribable wealth of information.

## Omissions of Words from Quoted Material

If you leave out a word or words from a quotation, you must ensure that the meaning of the quoted passage stays the same. You should always indicate you have left out a word or words by inserting three dots instead of the omitted words. For example:

Dutton (1992, p. 86), in reply to his critics, unashamedly remarks that ‘the truth of the matter can only be resolved ... with close attention to detail’.

If you leave out words at the end of the quotation remember to put a full-stop after the three trailing dots and close of single quotation marks. Trailing dots at the end of a quoted passage should look like this:

that ‘such assumptions have long been accepted by most universities ...’.

If you leave out whole sentences or more within your quotation, you should indicate this by using *four* trailing dots instead of three.

If you change a quotation or adjust it to make it read sensibly in the context of your sentence, you should use square brackets to designate the alteration. For example:

For he [Kant] established the difference between the intelligible and empirical characters.

## Referencing and Footnotes

### References

References should always be precise and accurate. The degree of precision should be such that the reader can, if necessary, go to the library and get a copy of the book or article used, and the edition used, and thus be able to trace your reference to its source.

There are a number of equally valid sets of conventions governing procedures for citation. While no particular style is prescribed by the School of Philosophy, it is essential that the adopted style is adhered to consistently throughout the essay. In adopting this policy the School follows that of the Research Higher Degrees Committee ('Bibliographic citation' in *The thesis, 1996 Handbook*). However, as a guide to students, the Author-Date (or Harvard) system is recommended and is set out below.

### Author-Date (or Harvard) System

The aim of this system is to provide a precise, yet brief indication of the *source* referred to within the text of an essay itself. The full details of the source are located in the *bibliography* at the end of the essay.

NB: It is not essential to use the Harvard system, however, whichever system you adopt should be consistent throughout your essay.

### Textual References

Textual references should be presented consistently throughout the essay. You should ensure that each citation agrees in every detail with the information presented in the bibliography. Examples shown in this section follow the recommendations of *Style Manual for Authors, Editors and Printers 1994*, 5th edn, AGPS, Canberra.

### General Rules

Sometimes, a textual citation may require only the name of the author (or authors) and the year of publication. These should be placed at the end of a sentence (before the concluding punctuation) whenever possible. For example:

The theory was first propounded in 1970 (Larsen 1971).

An acceptable alternative is:

Larsen (1971) was the first to propound the theory.

However, in most cases, a textual citation will also require reference to the page number/s since the author and date alone are usually not sufficiently specific to locate the source.

For example:

The theory was first propounded in 1970 (Larsen 1971, p. 245).

or

Larsen (1971, pp. 245-7) was the first to propound the theory.

In some cases it may also be necessary to cite volume or section numbers.

While the guide adopts the use of the abbreviations p. and pp., citation of the relevant numbers alone is equally acceptable, i.e. 245 and 245-7.

If you are referring to more than one work written by the same author in the same year, put a *lower case* letter after the date to indicate the different works, for example:

Kneller (1963a, p. 99) to distinguish it from Kneller (1963b, pp. 54-62)

### Examples

- **Book or Serial with One Author**

The point made by an analytic philosopher (O'Connor 1969, p. 32) is that values cannot be justified in this way. However, Kneller (1963b, pp. 54-62) insists that the theorist will inevitably be involved in value claims.

*N.B.* Textual references to *new* editions of published books need contain only the publication date of the edition being cited. However, full details should be provided in the bibliography.

- **Book or Serial Article with Two Authors**

The point is made by some philosophers (Smith & Jones, p. 14) that direct observation cannot by itself establish the truth of falsity of dualism.

- **Book or Serial Article with More Than Two Authors**

For a work that has more than two authors, only the surname of the first-listed author is used, followed by the expression 'et al.' ('and others').

It has been convincingly argued that during the forty years following the publication of Copernicus' theory of a helio-centric universe there was no significant alteration in the status of rival astronomical hypotheses (Blake et al. 1960, p. 25).

Note that the bibliography should list the names of *all* the authors.

- **Encyclopedia, Government Publication or Newspaper**

Central to Aristotle's metaphysics is the notion of substance according to which 'Substance in the most basic sense of the word is the concrete individual thing' (*The Encyclopedia of Philosophy* 1967, p. 36).

- **Secondary Sources**

When an author refers to or quotes another author (a *secondary source*), this must be clearly indicated in the text.

Chambers (1983, p. 25) gives Whiteley's (1979, p. 235) definition of emotion as 'a response to situations of one specific type ...'.

In this example, the writer is indicating that the reference actually cited was Chambers (1983), not Whiteley (1979).

- **Citing More Than One Source**

When more than one source is cited, arrange the references in alphabetical order and use semicolons to separate them.

A number of researchers (Bennett 1967, p. 143; Dent 1969, 1970; Groom 1969) have advanced this argument; however, the opposite view has considerable support (Cummings 1985; Norquest 1984, pp. 256-63).

- **Personal Communication**

This is a communication that is not formal or published, but rather written, or spoken or electronically transmitted. Personal communications are not included in the bibliography.

Greenway, P. 1994, pers.comm., 2 May 1996.

## **Foonotes (Author-Date System)**

Footnotes have a role in the Author-Date (or Harvard) system, but they are not used for the purposes of citations or referencing of sources. Rather, they can be used to expand on points in the text. However, they should be used sparingly. The material in a lengthy, discursive footnote may better be placed in the body of the text, or left out altogether. Notes should be numbered consecutively and placed at the end of the essay ('endnotes') or at the bottom of the page ('footnotes'). The corresponding note number in the text should be written or typed as superscript.

## **Bibliography/List of References (Author-Date System)**

There is an important difference between a bibliography and a list of references. A list of references is the final section of any essay and lists all the works to which you have referred in the body of that essay. By contrast, a collection headed 'Bibliography' lists all the works that you have consulted during the research for the essay, both those that you have and those that you have not referred to in the essay. The School of Philosophy's preferred policy is that students use a bibliography.

The bibliography is arranged alphabetically by author name. Items in the list are not numbered. The definite article ('The') is omitted from the beginning of titles in the bibliography.

### **Examples for Books**

References for books usually adhere to the following format and punctuation:

- author's surname and initials or given name;
- year of publication;
- *title of publication*, (italicised);
- volume number if applicable, (vol.);
- edition, if applicable, (edn);
- editor, reviser, compiler or translator, if other than the author, (ed., rev., comp., trans.);
- publisher; and
- place of publication.

All elements of the citation following the year of publication are separated by commas, and the citation concludes with a full stop. There is a no comma between the author's initial(s) or given name and the year of publication.

- **Book with One Author**

O'Connor, D.J. 1957, *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London.

- **Book with Two Authors**

Smith, P & Jones, O.R. 1986, *The Philosophy of Mind*, Cambridge University Press, Cambridge.

- **Book with More than Two Authors**

When a book or article has more than two authors, their names should be cited in the order in which they appear on the title page, separated by commas and linked by a final ampersand.

Blake, R.M., Ducasse, C.J. & Madden, E.H. 1960, *Theories of Scientific Method: The Renaissance through the Nineteenth Century*, University of Washington Press, Seattle.

- **Translated Work**

Inhelder, B. & Piaget, J. 1958, *The Growth of Logical Thinking*, trans. A. Parsons & S. Milgram, Routledge & Kegan Paul, London.

- **Corporate Author**

(i.e., publication by a group or committee or government department with no identifiable author or editor.)

Commonwealth Tertiary Education Commission 1986, *Review of TAFE Funding*, AGPS, Canberra.

- **Text with No Author**

In this case the title is given first.

*Guidebook to Australian Social Security Law 1983*, CCH Australia, North Ryde.

- **Chapter or Reading in an Edited Collection**

Stace, W. 1973, 'Subjectivity, Objectivity and the Self' in *Philosophy of Religion: Selected Readings*, eds W.L. Rowe & W.J. Wainwright, Harcourt Brace Jovanovich, London.

- **Anonymous Newspaper Article**

If there is no obvious author, the full details should be provided in the text and again in the list of references.

*Australian*, 12 October 1995, p. 34.

- **Conference Papers Published as a**

Ward, J.M. 1972, 'The library and its social significance', *Progress and Poverty, Proceedings of the 16th Biennial Conference*, Library Association of Australia, Sydney, pp.112-28.

### Examples for Serial Articles

References for serials usually adhere to the following format and punctuation:

- author's surname and initials or given name;
- year of publication;
- 'title of article', (in inverted commas);
- *title of journal*, (in italics);
- volume number, if applicable;
- issue number, if applicable; and
- page number or numbers.

All elements of the citation following the year of publication are separated by commas, and the citation concludes with a full stop. There is a no comma between the author's initial(s) or given name and the year of publication. For example:

White, F.C. 1993, 'Concepts, Mystics and Post-Kantians', *Australasian Journal of Philosophy*, vol. 71, no. 3, pp. 305-14.

You may streamline the entry by omitting the abbreviations for volume, number, and page(s).

White, F.C. 1993, 'Concepts, Mystics and Post-Kantians', *Australasian Journal of Philosophy*, 71(3), 305-14.

## Sample Bibliography

Listed below are some of the references used in the above examples. Be sure to check and proof-read your bibliography before submitting your essay.

*Australian*, 12 October 1995, p. 34.

Blake, R.M., Ducasse, C.T. & Madden, E.H. 1960, *Theories of Scientific Method: The Renaissance through the Nineteenth Century*, University of Washington Press, Seattle.

Chambers, P.K. 1983, *Your Emotions Revealed, Lacrima and Ductule*, New York.

Commonwealth Tertiary Education Commission 1986, *Review of TAFE Funding*, AGPS, Canberra.

*Encyclopedia of Philosophy* 1967, vol. 6, ed. P. Edwards, Macmillan, London.

*Guidebook to Australian Social Security Law* 1983, CCH Australia, North Ryde.

Inhelder, B. & Piaget, J. 1958, *The Growth of Logical Thinking*, trans. A. Parsons & S. Milgram, Routledge & Kegan Paul, London.

Kneller, J.P. 1963a, *Is Logical Thinking Logical?*, Ponsonby & Partridge, Dubbo.

Kneller, J.P. 1963b, 'Thinking and logical interaction', *Brain Logic*, vol. 257, no. 4, pp. 54-62.

O'Connor, D.J. 1957, *An Introduction to the Philosophy of Education*, Routledge & Kegan Paul, London.

Smith, P. & Jones, O.R. 1986, *The Philosophy of Mind*, Cambridge University Press, Cambridge.

Stace, W. 1973, 'Subjectivity, Objectivity and the Self' in *Philosophy of Religion: Selected Readings*, eds W.L. Rowe & W.J. Wainwright, Harcourt Brace Jovanovich, London.

Ward, J.M. 1972, 'The library and its social significance', *Progress and Poverty, Proceedings of the 16th Biennial Conference*, Library Association of Australia, Sydney, pp. 112-18.

White, F.C. 1973, 'Concepts, Mystics and Post-Kantians', *Australasian Journal of Philosophy*, vol. 71, no. 3, pp. 305-14.

## Presentation of Your Essay: A Checklist

- Type-written or word-processed essays are preferred. These should be double spaced on blank A4 paper. You should use a font no less than 10 point but preferably 12 point.
- If you hand-write your essay you should take care to ensure that it is neat and legible. It must be written on lined A4 paper, using every line.
- Type, word-process or write on only one side of the page.
- Every essay must have a title page upon which the following information appears:
  - your name or student number as directed by your unit coordinator;
  - your tutor's name;
  - your tutorial time and day;
  - the title of your essay;
  - the number of words used (this usually excludes direct quotations and paraphrasing); and
  - the date on which you actually submit the essay.
- At the bottom of every title page leave a large space for footnotes, marks and comments.
- Leave a margin of at least 4.5 cm on the left-hand side and at least 2cm on the right-hand side of each page except the title page, to allow for comments from the examiner.
- Number each page, except the title page.
- The last page of the every essay must be devoted solely to the bibliography.
- Proof-read your final draft before submission to check for spelling errors and careless construction. If you do not possess a good dictionary, buy one immediately.
- Make a photo-copy of your essay before submitting it, in case the original is lost.
- Staple the pages of your essay together before presentation.

## Part 3: Verbal Tutorial Presentations

In some philosophy units students are required to present their work verbally in tutorials and often these presentations contribute to each student's final assessment. It is therefore important to understand the purpose of these presentations, the difference between various types of presentations and the way that they are assessed.

### **The Purpose of Tutorial Presentations**

There are a several reasons why verbal presentations are included in the teaching of units.

- to improve students' skills both in summarising the key points of a complex essay and in conveying this summary to others;
- to improve student's ability in defending and justifying a position or argument;
- to enable students to improve their essays in the light of contributions from their colleagues and the tutor; and
- to improve students' verbal communication skills.

### **Types of Verbal Presentation**

The demands and requirements of presentations will vary from unit to unit. Some unit coordinators will ask you to verbally present a completed essay, some might ask you to present your work-in-progress while others may require that you present a summary of specified readings. Outlined below are some suggestions for each of these three formats, together with general suggestions on public speaking and verbal presentations. As the particular requirements for each unit may differ, it is important that you speak to your tutor if you are unsure of these details.

### **Talking to a Finished Essay**

The most formal format for a verbal presentation is 'speaking to' a completed essay, which you must submit on the same day as your presentation, complete with title, references, and bibliography.

If you were given a topic, but not a question, you could begin your presentation by justifying the question that you have set yourself. Explain why you chose the question, what other questions you considered and why you did not pursue them. Describe the scope of your essay, indicating any important aspects of the topic that you are not dealing with.

Next, you should state and explain the stand you are taking. You should outline the reasons for taking that stand, acknowledge opposing positions, and explain how you deal with objections. You should also outline the main sources or references that you have used.

## Presenting a Separate ‘Tutorial Paper’

Another common format is the tutorial paper. Like an essay, a tutorial paper is a piece of written work answering a set question. Like an essay, it must take a stand, provide reasons for that stand, acknowledge opposing positions and deal with objections.

However, a tutorial paper usually goes through two stages and fulfils two functions. In the first stage it is the basis for a verbal presentation and subsequent discussion in the tutorial. In the second stage, the paper is re-worked in the light of discussion and comments and submitted a week or two after the tutorial in the form of a completed essay.

In its first stage the paper need not be a finished piece of work, although you should not skimp on preparation on that account. Rather, the first stage gives you the opportunity to both convey your thoughts to your colleagues and ask them for advice about points you do not fully understand or on which you would like more input.

## Presenting a Summary of Prescribed Readings

A third, and the least formal format, is the presentation of a verbal summary or commentary on specified tutorial readings. Here, the emphasis is on identifying for your colleagues the key issues in the reading, testing ideas and generating discussion.

## Assessment of Verbal Presentations

Whatever the format of your verbal presentation you should regard it as a serious piece of work. Think about it and prepare for it as an independent exercise. The key to a successful presentation is *preparation*. Confidence in yourself and an interesting and rewarding presentation for the audience comes from having read the prescribed material and ‘knowing your stuff’.

If a tutorial presentation is assessed as part of the requirements for a unit you should regard it as compulsory. Failure to do a presentation may be regarded as equivalent to failure to submit an essay or sit an exam. Furthermore, it lets down the others in your tutorial who have attended in the expectation of you doing the presentation.

If you have a particular difficulty in speaking to a group, you should see your tutor. Very often an alternative method of assessment and non-verbal presentation can be arranged.

- In assessing your presentation your tutor will focus on your ability to organise, convey and discuss ideas and arguments. Marks will not be deducted for poor presentation caused by nervousness. On the other hand, most tutors will reward students who go to some effort to present a polished presentation.
- Be prepared to answer questions and to discuss the ideas and arguments put forward in your presentation. You may also be required to defend your position against criticism from your colleagues and the tutor

- Keep your presentation as simple as possible. Experts on public speaking say that the most common mistake made by beginners is the attempt to fit in too much information. They say that the maximum number of points that can be effectively conveyed to an audience in a forty-five minute talk is six or seven (including examples, explanations and so on), and that in a ten or fifteen minute presentation, the maximum is one to three points. It is therefore vital that you work hard at keeping your presentation concise and focussed on the main points only.
- It is often a good idea to prepare a one-page summary of your presentation, making sufficient copies to distribute to all students in the tutorial. This makes it easier for the audience to follow the main points of your presentation.
- Stick to the time limit. Keep an eye on the time as you go. Don't waffle just to take up the allotted time.
- Many public speakers find it helpful to practise their presentation out loud the day before their presentation. Tape record it and play it back to yourself or try it out on a friend. By doing this you can eliminate weak points and get some idea of the time your delivery will take.
- Another technique often employed by public speakers is to visualise, or imagine yourself doing the presentation successfully. 'See' yourself in control and performing as you would like. When it comes to the real presentation, you simply 'play out' the scene you have created.
- Make sure that all the group can see and hear you. Speak clearly and try to make eye-contact with the audience.
- Try to avoid reading your presentation word-for-word as this style of presentation can be boring for an audience. Presentations can be more interesting if you speak to notes comprising a written skeleton of the main points. You can refer to these both during your presentation and in the discussion afterwards.
- You will not, however, be penalised for reading your paper word-for-word. This method may give you more control and confidence if you are inexperienced at speaking in front of groups. If you choose this approach, try to make the style closer to normal speech than the more formal style of an essay.
- You cannot read out footnotes in a verbal presentation. Instead, you should try to incorporate important information in your speech: e.g., 'As Hume argued in the *Enquiries ...*'.
- If you wish to use overhead projections or other audio-visual aids you should discuss your requirements with your tutor in advance.
- If you feel anxious, remember that you will be speaking to a *supportive audience*.

**For those tutorials in which you are in the audience rather than the presenter it is vital that you do the preparatory reading and that you actively participate in the discussion of the presented paper. Be ready to ask at least one question or make a comment or suggestion at the end of the presentation.**