



2020
ENGLISH-LINGUISTICS
PROCEDURES & GUIDELINES
a how-to manual

Welcome to the English and Linguistics Programme!

Whether you are taking just one paper or an entire major or minor, we are delighted to have you here.

English and Linguistics Programme Procedures and Guidelines

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Introduction

Welcome to the English and Linguistics programme. Whether you are taking one paper, or pursuing a major or Honours degree, we hope you find your studies stimulating and enjoyable, and that you take advantage of the opportunities to participate in the social as well as academic life of the programme. Each course distributes its own outline with information specific to that course, but this document presents information and guidelines that are general to the whole programme.

Please read this information carefully, and ensure you use it as a first point of consultation if you have any questions that are not answered in your specific course outlines.

Communications

Reception and academic staff are happy to answer your questions if you have taken all reasonable steps to find the information out for yourself. There are notice boards for English and Linguistics courses: 100-, 200-, 300- and 400-level, postgraduate, and general programme notice boards on the first floor, in the Reception area.

English and Linguistics Reception

The reception desk is located on the first floor of the Arts/Burns Building, and is open from 8.30am to 4.30pm Monday to Friday. The reception desk may close at 4pm outside of semester.

Contacting Staff

For specific inquiries about tutorials and tutorial assignments, please contact your tutor in the first instance. For inquiries about a particular lecture or topic, please contact the lecturer. For more general inquiries about the course as a whole, please contact the course-coordinator.

Please do not enquire about details that you can easily find out for yourself from this document, your specific course outline, Blackboard, eVision, or the programme notice board (such as tutorial locations and times, and staff contact information).

If you email a staff member during semester, you may expect a response within 24 hours (but not over the weekend).

You may make appointments to meet with a staff member by email (if you are unable to be present at the staff member's designated office hour), or by phone in an emergency.

If you need to meet with the Head of Programme (HOP), you may make an appointment through the English and Linguistics Programme reception staff.

Emailing

University staff appreciate good manners, in email as in any communication. Emails should come through your student email address, begin with an appropriate salutation to a particular addressee (not just 'hi', for example), and conclude with an appropriate closing. A polite and respectful tone will serve you well at university as in the outside world. Rude or abusive emails to any staff member will not be tolerated and will be reported to the Head of Programme.

E-mail messages sent to you through Blackboard go to your University of Otago e-mail address. Your Otago address is also the one most likely to be used by academic and administrative staff to contact you for any reason. If you use another account for e-mail, you must arrange for your University of Otago e-mail to be forwarded to that account.

Class Representative System

All English and Linguistics papers have class representatives, a feedback system sponsored by OUSA. Your course coordinator will seek volunteers for class reps early in the semester and will announce their names and email addresses to the class. You may go to the representatives with any concerns or questions about the paper.

More information: <http://www.otago.ac.nz/administration/policies/otago003107.html>

Blackboard

Many courses in the programme use the university's Blackboard website. However use of Blackboard is at the discretion of the individual course coordinator. Consult your course outline for details.

The login for the website is at <https://blackboard.otago.ac.nz/>. Alternatively it can be accessed through the Otago University homepage: Click on the tab "For current students" and select "Blackboard". Blackboard websites are updated and added to throughout the course—**it is your responsibility to check regularly for updates.**

Your Blackboard username and password is the standard university electronic username and password that you use to access systems such as the standard computer desktop and eVision. If you have not yet used one of these systems your password will be your university-provided PIN (you will have received this when you got your university ID card). Please change the password as soon as possible by following the link on the Blackboard login page.

Blackboard is not a substitute for attending lectures and taking notes. It is a resource to complement your own active engagement in your courses.

Programme Website

The programme website (<http://www.otago.ac.nz/english-linguistics/index.html>) lists notices and events, conferences, meetings and social events, including announcement of Lit. Soc. meetings and activities.

The Programme maintains a Facebook page with general announcements of interest to students enrolled in English and Linguistics papers (<https://www.facebook.com/OtagoEnglishandLinguistics/>).

Teaching and Assessment

Teaching Arrangements, Student Preparation and Workload Expectations

Teaching in the Programme generally takes the form of lectures and tutorials. In some courses 'lectorials' or 'workshops', which combine aspects of both formats, are offered. At higher levels, such as 400-level, teaching is normally in the style of a seminar. A number of courses will schedule regular or periodic film screenings, or other performance media sessions, as is appropriate to the particular course. Lecture attendance is considered essential to learning, and will account for one to three hours of your course time per week, depending on the specific nature of the course.

All courses require weekly reading and preparation outside of class time throughout the semester. The expected student workloads are normally 180 hours for an 18-point paper, 200 hours for a 20-point paper, and 600 hours for a 60-point paper. Most 100 to 300-level papers are 18-point papers, which means that your weekly time commitment for each paper (over and above attendance of lectures and tutorials) should be 12-14 hours. Normally only three or four of hours will be class time, so reading, preparation and assessment tasks take place in the remaining hours.

Tutorials

Tutorials are held for most English and Linguistics papers, but the format varies, so please consult your course outline for details. Tutorials are an integral part of the learning experience and they are also valuable occasions for you to share and develop your own engagement with course material with others in the class. To do well, and get the most from the course, it is important that you attend them prepared and willing to participate.

You will be streamed automatically into tutorials when you enrol and your tutorial times and locations can be found on eVision. Tutorial times and locations are also posted on the English and Linguistics Programme reception noticeboards. If you have a genuine difficulty attending the tutorial to which you have been assigned, you may change tutorials, email your paper coordinator to find out if a change is possible.

Written work: preparation, presentation, submission and collection

Procedure for Submission of Written Work for Assessment

Our procedure for the submission of written work is designed to encourage students to take responsibility for organising and managing their workloads. It is also designed to be fair to all students: it is unfair to conscientious students to have others disregard assigned deadlines.

We undertake to make all information relevant to the submission of written work available to students in course materials, and lecturers undertake to explain in classes early in the semester any matters that require clarification.

We also undertake to mark and return written work to students with appropriate feedback within a reasonable time (no later than three weeks from submission, in accordance with the Senate Policy on Assessment of Student Performance).

Your responsibility as a student is to ascertain (from the course materials and/or from the tutor) the date, time, and method for the submission of written work. You are responsible for knowing the name of your tutor; the administrative staff at reception cannot advise you of such matters. Inserting your work in the incorrect tutor's box is not an excuse for late submission.

As part of the programme emphasis on avoiding plagiarism, many lecturers use *SafeAssign* or *Turnitin* software. This software checks your work against material from the Internet and other student assignments submitted to *Turnitin* or *SafeAssign*. Working through Blackboard, **you need to submit an electronic copy of your essay in addition to the hard copy**. For further information, check the support material available from the Blackboard site: <https://blackboard.otago.ac.nz/> and check the plagiarism information within this document. If a paper requires the use of *SafeAssign* or *Turnitin*, students will not receive marks on any assignment not properly submitted.

Programme Procedure for Extensions and Late Papers

Deadlines are firm and extensions will be given only in exceptional circumstances. **Extensions must be sought from the course coordinator**, and — except in the case of emergency — **before** the due date for the assignment. Extensions are unlikely to be granted unless the student is facing a documentable family crisis, an illness, or participating in a national or international sporting, cultural or academic event. A Health Declaration form is required in case of illness (see below).

An extension cannot be given beyond the time allocated for the marking and return of all essays. No written work will be accepted after marked work has been returned to the class. No written work can be accepted after the end of the teaching semester.

Computer difficulties, pressure of work or commitments for activities entered into voluntarily, are not sufficient reason for an extension. You need to organise your work to allow for enough time to overcome problems before the work is due. Unless otherwise stated in your course information, you should ensure your work is handed in by 4.00 pm on the due date.

In the case of late work for which an extension has not been granted, there will be a penalty of 5 per cent of the total marks available for the task, per day for each day that an assignment is overdue. A weekend counts as two days, incurring a 10 per cent penalty. When a penalty deduction has been incurred for lateness, this will be noted on marked work, and the percentage involved will be specified.

Late work without extension will be given a mark, but no additional comments will be provided on the assignment.

All late work, whether or not an extension has been granted, should be handed in to a member of the reception staff who will stamp the date on it and pass it to the instructor. Do not place late work in the instructor's tutor box or mailbox.

Please ensure that you keep an electronic copy of all work submitted.

Health Declaration Form

The university requires that work submitted late for medical reasons be accompanied by a Health Declaration for Special Consideration Application Form. These forms are available from Student Services, and Parts A and B must both be filled in. The form should be signed by a practitioner at the Student Health Centre or by your own general practitioner, and should specify the dates involved. You may access the policy and form on-line at <https://www.otago.ac.nz/studenthealth/otago508002.pdf>.

Collecting marked work

Work will normally be returned in lectures or tutorials. Left over assignments will be available for collection from the reception from 9-10am and 2-4pm. You are expected to know the paper name and/or code, your tutor's name and your tutorial number if you collect work from reception. You are expected to be courteous to reception staff when enquiring about or collecting your assignments and indeed at all times.

Work not collected during semester 1 will be held at the reception until the end of the mid-year break, after which time it will be shredded. Work not collected during semester 2 will be shredded at the beginning of February of the following year.

Marking

Marking scale

A+	90-100	C+	60-64
A	85-89	C	55-59
A-	80-84	C-	50-54
B+	75-79	D	40-49
B	70-74	E	<40
B-	65-69		

Guide to the Interpretation of Grades

You may find it useful to think of grades in the following broad terms:

- A (excellence)
- B (merit)
- C (achieved)
- D/E (not achieved)

The following guide indicates the kinds of qualitative judgments implied by the various grades. A more precise evaluation of the strengths and weaknesses of individual assignments will be provided in markers' comments.

90%+ (A+)

The work:

- demonstrates a deep and intelligent understanding of, and individual engagement with, material
- presents a very close analysis of issues
- addresses a specific issue and develops an independent critical or theoretical argument successfully
- indicates awareness of complexities and qualifications in argumentation
- demonstrates careful thought about the critical, historical and/or theoretical context of the issues
- provides evidence of wide-ranging reading
- is correctly referenced and well presented

Work awarded a mark of over 95% will often contain some publishable or potentially publishable elements.

80-89% (A-, A)

The work:

- demonstrates an intelligent understanding of, and individual engagement with, the material
- analyses issues appositely
- addresses an issue and presents a well-argued, coherent case
- demonstrates careful thought about the critical, historical and/or theoretical context of the issues
- provides evidence of reading beyond what is strictly required for the task
- is correctly referenced and well presented

70-79% (B, B+)

The work:

- provides evidence of independent reading and thinking about the issues and their contexts
- shows some clear understanding of relevant critical and theoretical considerations and of the conceptual issues raised in a course of study
- uses close critical analysis
- avoids summary
- indicates an intelligent attempt at a critical or theoretical argument
- is clearly and effectively written
- is well referenced

60-69% (C+, B-)

The work:

- shows some understanding of relevant critical and theoretical considerations and of the conceptual issues raised within a course of study
- demonstrates some independent reading and thinking about focal texts or issues and their contexts
- uses close critical analysis
- avoids summary
- attempts a critical or theoretical argument
- is clearly and effectively written
- is adequately referenced

50-59% (C-, C)

The work:

- provides clear evidence of the writer's having read and thought about the issues
- attempts a coherent argument though there may be ellipses in argumentation
- uses some close critical analysis
- may paraphrase fairly extensively
- tends to use quotation for illustrative purposes only
- may tend towards generality in answering a question
- may present simplistic comments or unsubstantiated assertions
- is adequately expressed though there may be some weaknesses in this area
- may contain some referencing errors

Below 50% (Fail D, Fail E)

Work may fail for any of the following reasons:

- there is no evidence of the writer's having read the prescribed material closely
- sloppy, inconsistent presentation
- preponderance of paraphrase, mere plot summary or listing of superficial characteristics
- excessive use of quotation for illustrative purposes only, without any attempt at analysis
- excessive level of generality in answering a question
- inappropriate or obscure expression
- incoherent general structure
- inadequate referencing
- late submission of work without extension

Reviewing a grade

All marks are moderated by the course coordinator by comparing the marking of all tutors. If you have a query about a mark, you should first approach your tutor/marker to ensure that you understand the reasons for the mark. If this does not clarify or resolve the issue, you should contact the course coordinator within a week of the return of the assignment. The course coordinator will then read the assignment and provide a second opinion. Such a request should only be made if you have strong reason to believe that your work has not been given the credit it deserves, because the second opinion is binding. This means that a grade could go up or down in the reviewing process. If the course coordinator has already marked the work, he or she may give it to a colleague for assessment. The HOP should only be approached after all other avenues have been exhausted.

Your internal marks will be posted on eVision throughout the semester. Please check to ensure that all marks have been included and are accurate. **You should keep copies of all marked work for this purpose, as well as for study purposes, at least until after marks have been posted.**

Examinations

The examination timetable is posted by mid-semester. The programme has no control over the examination schedule and you should not schedule any flights or holidays until the examination period is over.

Any application for special consideration for impairment of performance or non-attendance at the examination must be made through the Examinations office no later than FIVE days after the examination under question. Applications must be accompanied by the relevant documentation: <http://www.otago.ac.nz/study/exams/#6>

The programme does not determine whether your application is successful. If the application is approved, the course coordinator and HOP will determine the outcome which will be no change to the mark; adjustment of the mark; or a special examination, depending upon your internal marks in the paper.

Prizes

English:

- 1) Alan Horsman Prize
Highest mark in ENGL121 (unless that person already has been awarded Gilray Prize).
- 2) Colin Gibson Prize in Dramatic Literature
- 3) Gilray Prize
Best student of English at 100-level.
- 4) Gregor Cameron Prize
Best essay on Medieval or Renaissance literature in 200- or 300-level course.
- 5) Helen Brosnan Prize
Highest mark in final examination for English at 400-level (by marks).
- 6) James Clark Prize
Most distinguished student of the highest class in each subject (subjects being English, Latin, Greek, Philosophy, and History).
- 7) Jocelyn Harris Prize
Best essay on a woman writer in a 100- to 300-level course.
- 8) John Tinline Prize
Best student at 300-level.
- 9) Lawrence Jones Prize in New Zealand and Postcolonial literature
Best student at any level.
- 10) Lenore Harty Prize
Particular excellence in Old and/or Middle English at 200-level.
- 11) MacMillan Brown Prize
Excellence in English composition in verse or prose at 400-level.
- 12) Pacific Peoples Final year/First Year Prize
Two separate prizes.
- 13) Prince of Wales Prize
One prize for the Humanities Division for a completing student.
- 14) Rhys Brookbanks Prize. To English student at 100 200, or 300 level who demonstrates the greatest skill in the art of writing.

- 15) Sir Thomas More Prize
Best essay on Tudor literature in the final year of Honours or the Postgraduate Diploma; or best essay written on the subject most closely approximating the above description.
- 16) Sterne Prize
Best student at 200-level.

Linguistics:

- 1) Jae Jung Song Memorial Prize for best Linguistics Major at 300-level. Awarded to the student who obtains the highest aggregate grade in 300-level Linguistics papers.
- 2) Prize for Best Linguistics student at 400-level. Awarded to the student who obtains the highest aggregate grade in 400-level Linguistics papers.

Student Support Resources

If you are experiencing difficulty with your academic course work, please seek the advice of your tutor, lecturer, course coordinator, or the HOP of English and Linguistics as soon as possible. If you let us know of any problems we can make arrangements for appropriate support.

The English and Linguistics Programme encourages students to seek support if they find they are having difficulty with their studies due to disability, temporary or permanent impairments, injury or chronic illness. Please contact Disability Information and Support;

Phone: 479 8235

Email: disabilities@otago.ac.nz

Website: www.otago.ac.nz/disabilities

Other resources available to students include:

Student Learning Development (SLD)

SLD is a free and confidential service to support all students at all levels of study. Included in their services are:

- workshops on a wide range of topics, designed to help students improve their skills and strategies to become more effective and efficient learners. Workshops are designed to be interactive, relaxed and informal.
- a collection of books and videos on study skills and personal development, and a quiet space in which to peruse them.
- individual appointments for students to discuss any study-related concerns or receive some practical guidance in, for example, getting started on an assignment, improving time management, or practising a presentation.
- NewSkills - A series of seminars run early in the year designed particularly for students who have not come to university directly from school, who are attending university for the first time, or who have not studied for some years.

Phone: 479 8801

Email: hedc.studentlearning@otago.ac.nz

Website: <https://www.otago.ac.nz/hedc/students/index.html>

Programme Kaiāwhina Māori Student Support — Nicola Cummins

Nicola Cummins is available to help provide Māori students enrolled in papers in the English and Linguistics with support in accessing and understanding policies, procedures and practices in the programme, and in dealings with programme staff as appropriate. She can also provide details of further student support services and networks in the programme and at the university, and refer students to the Kaiāwhina Māori Humanities as appropriate. Office: Room 1S11, 1st Floor Arts/Burns Building; Ph: 479 8618; Email: nicola.cummins@otago.ac.nz

Programme Pacific Island Student Support — Rochelle Simmons

Rochelle Simmons is the programme's Pacific Island students' support staff member. If you would like advice, help, or to drop in to say hello, you are welcome! Pacific Island students can access help and support from Rochelle in the programme, from Inano Walter in the Humanities Division, and from the Pacific Islands Centre. We are here to help and to make sure your time at Otago is fun and successful. Office: Room IS.10, 1st Floor Arts/Burns Building; Ph: 479 7743; Email: rochelle.simmons@otago.ac.nz

Humanities Kaiāwhina Māori Student Support Officers — Ella Walsh & Jovan Mokaraka-Harris.

Available to help Māori Students enrolled in humanities papers. Contact Ella and Jovan for liaison with academic units, referral to all academic and pastoral support services, and any questions, concerns or complaints you may have. Confidentiality is assured. Office: Room 5C9, 5th Floor Te Whare Kete Aronui (Arts/Burns Building); Ph: 479 8681; Email humanities.kaiawhina@otago.ac.nz

Humanities Division Pacific Island Student Support — Inano Walter

Office: Room 5C9a, 5th Floor Arts/Burns Building; Phone: 479 9616; Email: pacificsupport.humanities@otago.ac.nz

Maori Centre Te Huka Matauraka www.otago.ac.nz/maoricentre

Pacific Island Centre www.otago.ac.nz/pacific

International Student Support www.otago.ac.nz/international/studentsupport.html

Student Health (includes counselling) www.otago.ac.nz/studenthealth

Liaison Librarians

The liaison librarians are available to help with information and research skills specific to your English and/or Linguistics papers. They are located at the Central library; ask for your subject librarian at the lending and *i* desk, or email to make an appointment. Website: <http://otago.libguides.com/liaison>

The liason librarian for English and Linguistic is Alexander Ritchie,
phone: 479 7827, email: alexander.richie@otago.ac.nz

Referencing and Citation

Plagiarism and How to Avoid It

The English and Linguistics Programme assesses assignments based on your response to the set assignment. We want to know how well you have understood the material, how well you argue, how well you write, and (in some cases) how well you conduct research. Above all, we want to mark *your* work, not someone else's.

FAQs about plagiarism:

Why do I need to cite sources?

When you research a topic for an assignment, you are entering a conversation, a scholarly dialogue. Citing sources is your acknowledgement of the work of others. However, in all cases you should be in control of the assignment and use sources as an aid to your own argument.

What don't I have to cite?

Surprisingly little. Very broadly known facts may not need to be cited, but then there is usually little need to mention such facts in a tertiary-level essay. *Any text you use must be cited.* If you were merely inspired by a work or found its general ideas useful, you should still include a reference in your assignment to show where that influence has contributed to your argument. The requirement to cite applies equally to encyclopedias, wikipedia, low-level "crib" sites such as sparknotes.com, other students' assignment that you find online, anonymous reviews on amazon.com, and so on. Note that some of these sources are of dubious value and you should not expect to do well if you rely upon them. However, if you do use them to formulate your ideas, they must be cited. If you use the language of the source (whether quoted, paraphrased, or summarised), that must be quoted and cited. Failure to do so will subject you to charges of plagiarism.

I've put this quotation into my own words. Is that enough?

There are a variety of ways to handle sources. Generally, you should *either* summarise (give in your own words the gist of an argument) or quote. Paraphrase can lead you into trouble because you are still overly reliant upon the source. It is not enough just to change a few words. When in doubt, use full quotations, especially when the exact language of the source is important to your argument. Sometimes you can combine summary and quotation in an economical format, as below:

Example: *Adelmen argues that male characters in Shakespeare's plays invoke the "fantasy of male parthenogenesis" (31) when referring to maternal figures.*

Remember, whether you paraphrase, summarise, or quote, you must provide full and specific sources in your list of works cited.

I've provided the sources for my assignment. Is that enough?

It's an excellent start, but it's not always enough. If your assignment contains a large percentage of someone else's words, even if they are paraphrased and cited, it may not contain enough of your own work to pass. Very close paraphrase is still a form of plagiarism. Similarly, if your assignment is just a string of quotations, even if they are all properly sourced, you could fail because the assignment is not your own work.

You also need to be specific about what you are citing and provide page numbers within the text for your references. If you simply put the reference in the bibliography, that tells the reader nothing about how and where you have used a particular source. Your reader should know exactly what part of the work constitutes your own argument and what you have borrowed from others. Paraphrasing or copying chunks of material from another source, whether listed or not, is a form of plagiarism.

What kinds of sources should I use?

If your lecturer provides a bibliography, begin there. Avoid incompetent or unreliable sources such as those mentioned above. Recent scholarly books on your topic can be excellent places to start, because they often review recent scholarship. The online databases *JSTOR*, *Project Muse*, and *LION/MLA* are good sources for journal articles (*LION* also provides citation of books). All three offer full-text downloads of some material. Do remember that the best sources may be books or book chapters and that these sources are not generally available for download.

Do I have to use sources?

Consult the assessment task. Some assignments require research, others allow it, some even discourage or prohibit the use of outside sources. At 300-level, most assignments will require some level of outside research.

University and programme policies on plagiarism can be found on pages 17-20 of this handbook.

Why can't I submit the same assignment to different instructors?

Internal assessment is meant to evaluate what you have learned in a particular course. Submitting the same work for two different assignments is considered academic dishonesty. If in doubt, ask.



Division of Humanities

Policy on Dishonest Practice in Examinations and Assessment

I. Background

The Division of Humanities policy on Dishonest Practice in Examinations and Assessment is governed by the University's *Examination and Assessment Regulations (Part 5)* and the *Disciplinary Proceedings Regulations (Part III)*, which were revised by the University Council in December 2004, coming into effect from February 2005, and by the revised *Dishonest Practice Guidelines*, released 8 February 2005.

2. Definitions

The regulations, procedures and guidelines concerning dishonest practice apply to both:

- dishonest practice in connection with an examination; and
- dishonest practice occurring in the preparation or submission of any written, oral or any other work, including work in an electronic form (whether in the course of an examination or not), which counts towards the attainment of a pass in any subject, or of any dissertation, thesis or other research exercise, which shall be deemed to be dishonest practice in connection with an examination.

Dishonest practice includes, but is not necessarily restricted to:

- 2.1. *Impersonation*: getting someone else to sit a test or exam on one's behalf; getting someone else to write an assignment, report, dissertation or thesis on one's behalf.
- 2.2. *Falsification*: falsifying the results of one's research; presenting as true or accurate material that one knows to be false or inaccurate.
- 2.3. *Plagiarism*: copying or paraphrasing another's work and presenting it as one's own – whether intentionally, or through failure to take proper care. This includes copying or paraphrasing from any source, including books, periodicals, websites and other students' work, without clear acknowledgement of the source. Being a party to someone else's plagiarism is also considered to be plagiarism.
- 2.4. *Use of unauthorised materials*: taking any notes, books or other material into a test or exam unless expressly permitted to do so; taking any calculators, computers or other equipment into a test or examination unless expressly permitted to do so.
- 2.5. *Unauthorised copying*: copying answers from another student in a test or exam; copying all or part of another student's essay or assignment.

2.6. *Unauthorised collaboration*: presenting group work in assignments, tests or exams where individual answers are required. This does not include assessment tasks where students are expressly required or permitted to present the results of collaborative work. Nor does it preclude collaborative effort in research or study for assignments, tests or exams; but unless it is explicitly stated otherwise, each student's answers should be in their own words.

2.7. *Assisting others in dishonest practice*: impersonating another student in a test or exam; writing an assignment for another student; giving answers to another student in a test or exam by any direct or indirect means; allowing another student to copy answers in a test, exam or other assignment.

All students have a responsibility to be aware of acceptable academic practice and for taking all steps reasonably necessary to ensure that no breach of acceptable practice occurs.

3. Authority for Dealing with Dishonest Practice

Complaints relating to dishonest practice within the Division of Humanities shall be addressed as follows:

3.1. Complaints relating to the Degree of Doctor of Philosophy shall be dealt with by the Deputy-Vice-Chancellor (Research).

3.2. Complaints of *plagiarism* shall be handled by the relevant Dean of Faculty/Head of Programme in the first instance.

3.3. All other complaints shall be dealt with under the authority of the Pro-Vice-Chancellor Humanities, who has delegated this authority to the Dean of Faculty/ Head of Programme in which the complaint has arisen.

4. General Procedures for Dealing with Dishonest Practice

Before there is any exercise of disciplinary power by those authorised to do so, the student complained of must be advised in writing of the subject matter of the complaint, must be afforded an opportunity of being heard when the complaint is being determined, and must be advised of possible penalties if found guilty.

5. Role of Head of Programme

5.1. The Dean of School/Head of the Programme in the which the alleged occurrence is suspected will be responsible for ensuring that the allegations or suspicions are the subject of preliminary investigation as promptly as is feasible; and if the evidence warrants the matter being considered further, either

5.1.1. refer the matter to the Pro-Vice-Chancellor for formal investigation and determination, or

5.1.2. where the case appears to be one in which the Head of Programme has authority to act (see 4.2), proceed to investigate the matter.

5.2. Where the Dean of School/Head of the Programme proceeds to investigate, he or she shall:

5.2.1. inform the student in writing of the subject matter of the complaint, making reference to the possible penalties if the complaint is sustained (see 5.4), and to the possibility that the matter may subsequently be referred to the Associate Dean (Academic), in which case additional penalties may be available (see 5.3), and shall offer the student the possibility of appearing before them in person as part of the formal investigation;

5.2.2. conduct a formal investigation and either determine the matter in accordance with Part III of the University's Disciplinary Proceedings Regulations, or refer the matter on for further consideration by the Associate Dean (Academic).

5.3. Where the Dean of School/Head of the Programme determines the matter, he or she shall inform the student of the outcome and any penalty which is to be imposed, and inform the student of his or her right to appeal the decision.

Level and Penalty Guidelines

Level 1 — Dean / Head of Programme Level	Level 2 — Pro Vice-Chancellor Level
<ul style="list-style-type: none"> • inexperience of and disregard of the need for referencing • inadequate detail in referencing • quoting directly or paraphrasing to a moderate extent without acknowledging the source 	<ul style="list-style-type: none"> • submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor/s • using data or interpretative material for a report without acknowledging the sources or the collaborators. All contributors to the preparation of data and/or writing the report must be named • major or essential portions of work plagiarised • repeat offences (at either level) • presenting another's work as one's own
<i>Possible Penalties</i>	<i>Possible Penalties</i>
<ul style="list-style-type: none"> • warning • rewrite section of work • withhold or withdraw the granting of terms in the subject concerned • reduce marks for the work submitted • zero marks for the work submitted • zero marks for the work submitted, plus reduction in final examination marks 	<ul style="list-style-type: none"> • warning • rewrite section of work • withhold or withdraw the granting of terms in the subject concerned • reduce marks for the work submitted • zero marks for the work submitted • zero marks for the work submitted, plus reduction in final examination marks • disqualify student from an entire paper • cancellation of any pass or passes for any other part of the student's course undertaken in the same semester/summer school (in consultation with other PVC's, as required) • exclusion from University (recommendation to Vice-Chancellor)

Referencing Styles

Assignments for English and Linguistics should be submitted with the appropriate cover sheet, marking schedules and plagiarism statement attached. These are available on Blackboard if your instructor uses a particular set of forms, or at the main desk if your instructor is happy with the generic forms. They are also included in the essay template on the programme website. Assignments should also include a word count. Some instructors will be happy to have your name on assignments; others will prefer to mark blind and request that you include only your ID number on the work. In either case, we request that you place a header in the top right margin 1.5 cm from the top edge that includes the identifier (surname or ID #) and page number. It is not necessary to have a header on the first page.

The reason for having a header on every page is so that if a sheet from your assignment becomes detached, it can be returned to the correct place in the correct assignment. That can be harder than you think if a marker has a stack of 25 assignments, all on the same topic.

You will find a link on the English and Linguistics website to a sample essay showing all of these layout matters and another link to an essay template that has these settings already preset, as well as offering formatting styles for the basic needs of literature essays:

Normal for Main Text (a serif font 12 pt, 1.5 spacing, left justification, AUS English, widow/orphan control)

Essay Title for title and reference list heading (14 pt and adds a double line space beneath it and the next text)

Section Heading (12 pt bold, at left margin, adds a line space above)

Non-indented paragraph for first paragraph of essay or section or for a continued paragraph following an indented quotation

Indented quotation (indented 1 cm from left and right margins, with a line space above and below the quotation block)

Reference List Entry for items in list of cited works (1 cm hanging indent)

These files are available at:

<http://www.otago.ac.nz/english-linguistics/resources/index.html>

Linguistics Programme

Although the Linguistics Programme prefers APA, unless a specific style is specified by an instructor, we will also accept others, such as Chicago and Harvard, as long as a single style is consistently used throughout an assignment. Please note that style guidelines also include the use of graphical material such as figures and tables. The Linguistics Programme recommends that students consult their course outlines for details about expectations regarding formatting and style for specific assignments.

The University of Otago library website has general information on references at <http://www.otago.ac.nz/library/quicklinks/citation/index.html>, including links to citation styles and citation generators for APA, Chicago, and Harvard that will correctly format

data entered into the generator.

Linguistics assignments may require special techniques and fonts. Guidelines for glossing are available at <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>

Information about fonts for the International Phonetic Alphabet is at www.phon.ucl.ac.uk/home/wells/ipa-unicode.htm.

English Programme

A Concise Guide to Chicago Author/Date Style

This guide attempts to provide an overview of the basic details for submitting work in the English programme in Chicago Author/Date style. For more information, students are encouraged to locate the link in External Links from Blackboard to the *Chicago Manual of Style*, 16th edition, Chapter 15. If a paper does not use Blackboard, a student may link to the *Manual* by searching in 'Article Databases' under the letter 'C' on the Library website. [Note: You cannot reach the electronic version of the *Manual* by searching for the title in the catalogue; those records will take you only to print copies.] The Programme has selected this style because the *Manual* offers extensive, detailed advice on just about any possible reference situation, and is available to all students at the click of a mouse. It is also a widely used style in professional academic publishing. If you are on campus, you should be able to go directly to the relevant chapter by following this URL: www.chicagomanualofstyle.org/16/ch15/ch15_toc.html

If you are off-campus, you will need to locate the *Manual* through the Library website in order to activate proxy access. Otherwise, you will see the table of contents, but not be able to read particular sections.

Layout of Assignments

Assignments should be typed in a serif font (e.g. Times, Palatino, Garamond, Cambria, Baskerville, New Century Schoolbook, Courier) with 3 cm margins on all sides. (You will need to check this, because often the software defaults are set for 3.17 on the left side, and sometimes the right as well). You should also check that the document is formatted for A4 paper (in Word under 'File'/'Page Setup'). All typescripts in Chicago style should be at least 1.5 spaced, including indented quotations. The Programme also recommends 'ragged-right' justification (confusingly, also called 'left justified'), as in this document, rather than the fully justified layout used in printed books. In Word, you set this either using the toolbar or under 'Format'/'Paragraph'. When typing with an unjustified right margin, you should enter two spaces following a full stop.

Title

Although not all lecturers will require a title for your assignment, should you use one, it should be centred at the top of the first page.

Paragraph Layout

Each paragraph should begin with an indentation of at least 1 cm. It is common, but not necessary, to have no indentation for the very first paragraph of a section, essay or chapter (as in this document). Skipping lines between paragraphs appears to be fashionable, and is the appropriate format for a business letter, but is not the appropriate format for an academic essay.

Quotation Marks

To many students the most immediately striking feature of Chicago style is that it only permits double quotation marks. As a Programme, we feel there are valid semantic distinctions that can be accommodated by using both single and double quotation marks, so we have decided to deviate from Chicago style in the following exception: Quotations of the words of others are to be in double quotation marks; references to words used in a special sense or to words to which you wish to draw attention (for the purposes of emphasis or to discuss that word itself) may be in single quotation marks. The *Manual* discusses this usage at 7.55, though with double quotation marks. It is also possible to use italics to set off words, particularly if you discussing that word in a linguistic context or as a thematic term.

Examples:

The author's stress on 'timing' encourages the reader to scan each line of her poems.

The Anglo-Saxon term *cyning* does not mean exactly the same thing as modern *king*.

MS Word and other word processors enable users to select rounded or straight quotation marks. The rounded forms are quaintly named 'smart' quotation marks, but unfortunately, the software is not always smart enough to distinguish between opening and closing positions (6s and 9s), so although the Programme is happy to permit rounded quotation marks, students are responsible for ensuring that they are the right way round. If you wish to be plain and safe, you may turn off the smart quotation marks under 'Format'/'AutoFormat'/'Options'/'AutoFormat As You Type' and 'AutoFormat'.

With double quotation marks, final punctuation should be inside the quotation marks. However, most quotations will be followed by a parenthetical reference, in which case the punctuation follows the closing parenthesis. Longer quotations (100+ words, but for full details on deciding whether to run in or set off quotations, see section 13.10) should be indented 1 cm from the left and right margins. Indented quotations do not require quotation marks, and final punctuation precedes the bracketed reference.

Bracketed References

Following a quotation, the Chicago Author/Date style requires writers to insert any of the following details not already clear from the immediate context: author surname, date of publication, and page number. The page number or range of page numbers is set off from the author surname and date by a comma. There is no punctuation between the author surname and year. Normally, bracketed references are placed at the end of the sentence containing the quotation, even if the quotation finishes earlier. However, where you cite more than one work in a sentence, or you feel a reference would be

unclear if withheld to the end, you may place it immediately following the quotation within the sentence. (In the unusual event that you need to cite two works published by the same author in the same year, add 'a' and 'b' to the dates to distinguish them; see sec. 15.19).

Use of bracketed references takes a bit of practice and judgment, but is quite efficient compared to footnotes. Chicago Author/Date style only uses footnotes for discursive notes, and generally if a point is important enough to make, it is important enough to include in the main body of the essay, so discursive footnotes are relatively rare in modern academic essays. Their most common use is to thank readers or listeners or funding bodies.

Inclusive numbering/Spelling of numbers

Chicago style has a not-very-memorable rule for setting out ranges of numerals based on the first number in the range. For full details, see section 9.60. Here are examples of typical situations you will need for student essays: 17–29, 4–86, 79–113, 100–127, 300–378, 3000–4538, 103–7, 456–9, 567–91, 134–39, 211–39, 2256–97. Note the use of the en-dash rather than the hyphen in ranges of numerals. (To type an en-dash on a Mac, use "option + hyphen"; for a PC, hold down the ALT key while typing 0150 on the number keypad or in Num-Lock mode.)

Spell out words under 100, and spell out any number that is the first word in a sentence. Spell out numbers for centuries, e.g. "nineteenth century," not "19th century." A hyphen between number and century indicates the word is used adjectivally, e.g. "Eighteenth-century literature is gorgeous."

Word Length

Assignments should not exceed the word length prescribed by your instructor. Markers are not obliged to read beyond the assigned word length, but the discipline of writing to a word limit is also a practical reality of any professional writing and the Programme therefore believes students should learn to work within such limits.

Reference List

A bibliography is a list of sources you used in compiling a document. In Chicago style, this list is called the "Reference List," and comes at the end of your essay on its own page(s). The list should include only those works to which you actually refer in your essay, not every article or book you may have looked at in the course of your research. You should arrange the bibliography in alphabetical order by the author's last name or, if there is no author, by the first main word of the title. For the purposes of alphabetising, you should ignore 'A,' 'And,' and 'The' in a title. Where you have used more than one work by the same author, you should arrange the entries in chronological order by date of publication, and replace the author's name with a 3-em dash (=6 hyphens, and Word will usually convert it automatically) in second and later entries (see sections 15.17–19).

- Retain equal spacing within and between all entries.
- Use hanging indent paragraph styles (the first line of the paragraph is aligned with the

left margin, and all subsequent lines are indented at least 1 cm from the left margin). Set hanging indents in Word under 'Format'/'Paragraph'.

- Type authors' last names first, with the last and first names separated by a comma, unless there are two or more authors. For references that have multiple authors, type the last name first for the first author, then type subsequent names with the first name first. Separate names with commas.
- Include the full title and begin each important word with a capital letter. Articles, prepositions, and possessive adjectives are usually in lower-case. Foreign languages have distinct rules for capitalization, so you should follow the capitalization used in your source for such titles.
- Use italics for the titles of books and periodicals. When writing by hand on tests or exams, you will have to resort to underlining, but typed material should be in italics. Book titles that include another title within them should print the included title in roman, e.g. *Madness in Hamlet*.
- Enclose titles of periodical articles, stories or poems in double quotation marks. Any quotations within the title should be in single quotation marks. Article titles that refer to titles of books should italicise the book title, e.g. "The Beauty of *Paradise Lost*."
- Type publication information (place of publication [city, not country; where necessary additional distinguishing details such as state or country may be added], publisher's name, and year of publication).
- When citing a chapter from a book or an essay from a periodical, list the inclusive page numbers at the end.
- Separate each field of information in the reference entry with a full stop followed by two spaces.

Author-Date: Sample Citations

(from http://www.chicagomanualofstyle.org/tools_citationguide.html)

The following examples illustrate citations using the author-date system. Each example of a reference list entry is accompanied by an example of a corresponding parenthetical citation in the text. For more details and many more examples, see chapter 15 of *The Chicago Manual of Style*. Information on other citations styles is available from the library website: www.otago.ac.nz/library/quicklinks/citation/index.html

Books

One author

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin.

(Pollan 2006, 99–100)

More than one book by same author

Booth, Wayne C. 1961. *The Rhetoric of Fiction*. Chicago: University of Chicago Press.

———. 1990. *The Company We Keep: An Ethics of Fiction*. Chicago: University of Chicago Press.

Bracketed references to these works would read: (Booth 1961, 27) or (Booth 1990, 234). They must be listed in the Reference List in chronological order. Note the 3-em dash for repeated author.

Two or more authors

Ward, Geoffrey C., and Ken Burns. 2007. *The War: An Intimate History, 1941–1945*. New York: Knopf.

(Ward and Burns 2007, 52)

For four or more authors, list all of the authors in the reference list; in the text, list only the first author, followed by *et al.* (“and others”):
(Barnes et al. 2010)

Editor, translator, or compiler instead of author

Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

(Lattimore 1951, 91–92)

Editor, translator, or compiler in addition to author

García Márquez, Gabriel. 1988. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape.

(García Márquez 1988, 242–55)

Chapter or other part of a book

Kelly, John D. 2010. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press.

(Kelly 2010, 77)

Chapter of an edited volume originally published elsewhere (i.e. primary sources)

Cicero, Quintus Tullius. 1986. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. I (London: George Bell & Sons, 1908).

(Cicero 1986, 35)

Preface, foreword, introduction, or similar part of a book

Rieger, James. 1982. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press.

(Rieger 1982, xx–xxi)

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

Austen, Jane. 2007. *Pride and Prejudice*. New York: Penguin Classics. Kindle edition.

(Austen 2007)

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. <http://presspubs.uchicago.edu/founders/>.

(Kurland and Lerner, chap. 10, doc. 19)

Journal articles

Article in a print journal

In the text, list the specific page numbers consulted, if any. In the reference list entry, list the page range for the whole article.

Weinstein, Joshua I. 2009. "The Market in Plato's *Republic*." *Classical Philology* 104:439–58.

(Weinstein 2009, 440)

Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

Kossinets, Gueorgi, and Duncan J. Watts. 2009. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115:405–50. Accessed February 28, 2010. <http://doi:10.1086/599247>.

(Kossinets and Watts 2009, 411)

Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . ."), and they are commonly omitted from a reference list. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an

access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

Mendelsohn, Daniel. 2010. "But Enough about Me." *New Yorker*, January 25.

(Mendelsohn 2010, 68)

Stolberg, Sheryl Gay, and Robert Pear. 2010. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

(Stolberg and Pear 2010)

Book review

Kamp, David. 2006. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

(Kamp 2006)

Electronic or Unpublished Items

Thesis or dissertation

Choi, Mihwa. 2008. "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago.

(Choi 2008)

Website

A citation to website content can often be limited to a mention in the text ("As of July 19, 2008, the McDonald's Corporation listed on its website ..."). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified. In the absence of a date of publication, use the access date or last-modified date as the basis of the citation.

Google. 2009. "Google Privacy Policy." Last modified March 11. <http://www.google.com/intl/en/privacypolicy.html>.

(Google 2009)

McDonald's Corporation. 2008. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19. <http://www.mcdonalds.com/corp/about/factsheets.html>.

(McDonald's 2008)

Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 23, 2010, ...”), and they are commonly omitted from a reference list. If a reference list entry is needed, cite the blog post there but mention comments in the text only. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

Posner, Richard. 2010. “Double Exports in Five Years?” *The Becker-Posner Blog*, February 21. <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

(Posner 2010)

E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on March 1, 2010, John Doe revealed ...”), and they are rarely listed in a reference list. In parenthetical citations, the term *personal communication* (or *pers. comm.*) can be used.

(John Doe, e-mail message to author, February 28, 2010)

or

(John Doe, pers. comm.)

Item in a commercial database

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest’s database for dissertations and theses.

Choi, Mihwa. 2008. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago. ProQuest (AAT 3300426).

(Choi 2008, 227)

This format is also quite acceptable for articles from databases such as JSTOR, LION, and EBSCO.

DVDs, VCRs and Online Multimedia

Citations of online multimedia must thoroughly identify the material cited; it is never enough simply to cite an electronic file name or URL. If no date can be determined from the source, include the date the material was last accessed. If the material is a recording of a speech or other performance, or if it is a digital version of a published source, include information about the original performance or source. Include an indication of the source type (e.g., “video”) and length.

Harwood, John. 2008. “The Pros and Cons of Biden.” *New York Times* video, 2:00. August 23. http://video.on.nytimes.com/?fr_story=a425c9aca92f51bd19f2a621fd93b5e266507191.

(Harwood 2008)

Curtis, Michael, and Gregory S. Malins. 2003. "The One with the Princess Leia Fantasy." *Friends*, season 3, episode 1. Directed by Gail Mancuso. Aired September 19, 1996. Burbank, CA: Warner Home Video. DVD.

(Curtis and Malins 2003)

"Crop Duster Attack." (1959) 2000. *North by Northwest*. Directed by Alfred Hitchcock. Burbank, CA: Warner Home Video. DVD.

("Crop Duster" 2000), *or if orig. date matters*, ("Crop Duster" [1959] 2000)