ABOUT THIS UNIT

- Assumed knowledge: MKTG202 or MKTG203 or MKTG208 or BBA203 or BBA213.

- Unlike commercial marketing which seeks to simplify changes in purchasing patterns, social marketing seeks to change strongly ingrained behaviour or firmly held beliefs in a manner that benefits individuals and society at large.

Examples of social marketing include campaigns to prevent or reduce alcohol consumption, smoking, drug abuse, domestic violence and unsafe driving.

This subject examines how to design a marketing strategy that will move the target audience from indifference to action and ultimately maintenance.

The subject will use a case study approach drawing on current and historic Australian and international campaigns.

- Unit objectives: students will gain an understanding of the real world skills necessary to plan and execute a social marketing strategy.

TEACHING STAFF

- Teaching staff: Adjunct Professor Robert (Bob) Miller.
- Contact details: Tele 02 9516 3515 or 0417 208 036; e-mail bob.austreet@bigpond.com

- Consultation availability: Before or after lectures. Bob runs his own marketing consultancy off-campus, but telephone or e-mail questions will be answered within a short time frame.
CLASSES

- Number and length of classes: 13 x 3 hour lectures plus a 3 hour examination.
- Maximum class size 50 pax.
- The timetable for face-to-face classes can be found on the Macquarie University web site

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Prescribed text:
  

  Recommended texts and readings:


Recommended Journal Articles


Recommended Websites
http://media.socialchange.net.au/planning_comms/guides.html

'A Short Course in Social Marketing', on the Novartis Foundation web site http://foundation.novartis.com/social_marketing.htm

http://media.socialchange.net.au/strategy/


UK Centre for Social Marketing at the University of Strathclyde in the UK is worth a look. In particular check out their "Social Marketing - A Synopsis", at http://www.marketing.strath.ac.uk/csm/about/synopsis.htm

All aspects of the prescribed textbook will be EXAMINABLE. All lecture notes will be EXAMINABLE. Lecture notes will be provided as PowerPoint slides on the University's Blackboard website. All lectures for this unit are digitally recorded and are made available with the relevant PowerPoint slides on i-Lecture.

UNIT WEB PAGE

Online Learning @ MQ: https://learn.mq.edu.au

LEARNING OUTCOMES

• The learning outcomes of this unit are …

Students will be able to demonstrate that they understand how to develop, execute or review and make recommendations or decisions about the worthiness of a social marketing campaign. Students will be exposed to a range of practical social marketing topics:

• Role of social marketing
• Creating a workable brief for a social marketing campaign.
• Working as a team to develop a social marketing strategy.
• Analysis and commentaries on social marketing case studies.
• Lectures from practicing advertising agency planners and creative executives inside a working social marketing ad agency.
- Students will maintain personal journals reflecting upon their experiences in studying social marketing.

<table>
<thead>
<tr>
<th>SKILLS AND COMPETENCIES</th>
<th>Opportunity to Develop</th>
<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>SUBJECT SKILLS &amp; COMPETENCIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand organisations’ relationships to their social environment environments;</td>
<td>X</td>
<td>X</td>
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<td>2. Assess the practicalities, usefulness and chances of success of social marketing campaigns;</td>
<td>X</td>
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<td>3. Assess social marketing strategies within the context of the market environment;</td>
<td>X</td>
<td>X</td>
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<td>4. Design effective marketing strategies to optimise chances of altering social behaviour;</td>
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<td>X</td>
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<tr>
<td>5. Critically examining problem areas in society, developing feasible marketing investment decision options, developing key recommendations, and communicating this strategic thinking to others.</td>
<td>X</td>
<td>X</td>
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<td>6. Enhance awareness of marketing’s contribution to society through discussion of ethical and professional conduct and issues in corporate social responsibility</td>
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<tr>
<th>PERSONAL SKILLS AND COMPETENCIES</th>
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<tr>
<td>Change/Coping with Uncertainty</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Team/Group Decision Making/Communication/Planning/Management Skills</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Leadership</td>
<td></td>
<td>X</td>
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<tr>
<td>Task/Project Management &amp; Independent Self Management</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Creativity and Entrepreneurship</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Written &amp; Oral Communication Skills</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Presentation Skills</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Self Awareness and Interpersonal Skills</td>
<td></td>
<td>X</td>
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<tr>
<td>Networking</td>
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<tr>
<td>Negotiating</td>
<td></td>
<td>X</td>
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<tr>
<td>Time Management</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Planning</td>
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<tr>
<th>ACADEMIC SKILLS &amp; COMPETENCIES</th>
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<tbody>
<tr>
<td>Information Literacy and Utilisation of Library Resources</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reflective Questioning and Critique</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Analysing/ Reasoning/Critical Thinking</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Problem Solving and Decision Making</td>
<td>X</td>
<td>X</td>
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<tr>
<th>CAREER SKILLS &amp; COMPETENCIES</th>
<th></th>
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<tbody>
<tr>
<td>Career and Opportunity Awareness</td>
<td></td>
<td>X</td>
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<tr>
<td>Awareness of Employers Needs</td>
<td></td>
<td>X</td>
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</table>

**TEACHING AND LEARNING STRATEGY**
• The unit is taught by lecture and major assignment engaging the topics taught in a practical real world scenario.
• Each student will maintain a regularly updated and reviewed personal reflective journal during the course.

• What is expected from students? Read in advance; follow current developments in the market place; be able to apply the lessons of the lectures (reflected in the lecture notes) to the major assignment; respond to questions raised during lectures; demonstrate enthusiasm for the subject; challenge the lecturer's assumptions during lectures and explore opposing points of view. Work successfully in small teams of four.

The Macquarie experience is designed to lead students to a career in the city and a place in the world. It encourages life-long learning and links teaching to cutting-edge research.

Macquarie seeks to develop generic skills for students, building flexible outcomes for life and for the workplace over a life's career. These skills include:

• foundation skills of literacy, numeracy and information technology;
• self-awareness and interpersonal skills, such as the capacity for self-management, collaboration and leadership;
• communication skills for effective presentation and cultural understanding;
• critical analysis skills to evaluate, synthesise and judge;
• problem-solving skills to apply and adapt knowledge to the real world; and
• creative thinking skills to imagine, invent and discover.

Source: Macquarie University Handbook

<table>
<thead>
<tr>
<th>MKTG309</th>
<th>SOCIAL MARKETING Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| E5A 119 | **Lecture 1** Feb 23  
Introduction to Social Marketing.  
Examine unit outline.  
Define social marketing and its role in our society.  
How to write a reflective journal.  
Form syndicates for assignments. | Andreasen book |
|         | **Lecture 2** March 2  
Behaviour change: the primary purpose of social marketing.  
More on how to write a reflective journal. | Andreasen paper |
|         | **Lecture 3** March 9  
Fear appeals: circumstances under which it might work.  
Dissecting social marketing campaigns. | |
|         | **Lecture 4** March 16  
Mid-semester examination.  
Submit reflective journals for review. | |
|         | **Lecture 5** March 23  
Upstream & downstream.  
Dissecting social marketing campaigns. | |
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 6</td>
<td>March 30</td>
<td>Dissecting social marketing campaigns.</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>April 6</td>
<td>Sections of a social marketing campaign brief to agencies.</td>
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<td></td>
<td></td>
<td>Submit reflective journals for review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOTE: Easter holiday &amp; mid-semester break April 13 - 24</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>April 27</td>
<td>Measuring success.</td>
</tr>
<tr>
<td>Lecture 9</td>
<td>May 4</td>
<td>Recruiting allies for a social marketing campaign.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dissecting social marketing campaigns.</td>
</tr>
<tr>
<td>Lecture 10</td>
<td>May 11</td>
<td>Communications mix.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syndicates 1, 3, 5 present their major assignments.</td>
</tr>
<tr>
<td>Lecture 11</td>
<td>May 18</td>
<td>Visit to an advertising agency to gather professional opinions on those social marketing concepts we have developed.</td>
</tr>
<tr>
<td>Lecture 12</td>
<td>May 25</td>
<td>Dissect a social marketing campaign.</td>
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<tr>
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<td></td>
<td>Syndicates 2, 4 &amp; 6 present their major assignments.</td>
</tr>
<tr>
<td>Lecture 13</td>
<td>June 1</td>
<td>Revision and preparation for final examination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit reflective journals for review.</td>
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</tbody>
</table>

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

The objective of the major assignment is to encourage students to learn by applying the lessons of the lectures to an imagined 'real world' scenario and demonstrating to the teacher they comprehend the practicalities of conducting a marcomms exercise.

The objective of the examination is to convince the lecturer that students have learned the lessons of the lectures and text book to the extent that they can demonstrate they can apply them to resolving problems or prove they can recall the basic rules and principles of the subject as taught.
In-lecture quizzes provide students with early feedback on their whether or not they have fully understood the basic principles of five key lectures. Each of the five quizzes will offer a maximum of 2 marks: a total of 10.

Assessments:

Marks in this unit will be allocated on the following basis -

- Final Examination 40%, (i.e. 40 marks)
- Mid-semester examination 10% (i.e. 10 marks)
- Major Assignment 40% (i.e. 40 marks)
- In-lecture participation and personal reflective journal 10% (i.e. 10 marks)

All students are required to pass the final examination to obtain a passing grade for the unit, regardless of accumulated scores.

- Word length of each form of assessment:
  - Major assignment…2000 words.
  - More words are acceptable if students deem them necessary;
  - Examination…400 words per answer to essay questions.

- Due date for assignment: **May 11 and 25, 2009 in lecture room.**
  - Marked work is due to be returned to students May 18 or June 1.

- Where students are to hand in their assignments: **At lecture room.**

- Expectations in relation to the presentation of written and/or oral work:
  - All written work to be submitted in typed format on A4 white paper, using only one side of the sheet, 12pt Arial typeface, 1.5-spaced.
  - Assignment to be contained securely in a ring or clip binder.
  - References to be in keeping with APA guidelines & Macquarie University guidelines as detailed on the student information website.

**ERIC INDIVIDUAL ASSIGNMENT COVER SHEET is required for all assignments, available for download from the ERIC website**


Pages must be simply stapled together at the top left corner.

- Work that is submitted late will be penalised at the rate of 5 marks per day.
The course consists of 13 seminars of 3 hours each. The teaching and learning process will comprise of lectures, case studies, group exercises, and discussions and simulation game. Students are expected to participate in class discussion; read in advance the relevant chapter of the text book; follow current developments in the business sector.

**Relationship of this unit to other course offerings**

This subject provides an analytical overview of social marketing strategic thinking. It builds on the general marketing knowledge students have gained in market research and consumer behaviour.

**Approach to learning and teaching**

Generally, seminars will involve formal presentation by the lecturer, together with discussion of selected videos. The formal seminars will be combined with discussion of assigned text readings and cases. All students should expect to gain some practice in applying such models, when appropriate, in assigned cases. Students must also expect to prepare assignments and presentations in a clear and logical manner, particularly in the context of the major project.

Grades will be awarded according to the normal grading scheme:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Pass Conceded</th>
<th>Fail</th>
</tr>
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<tbody>
<tr>
<td>%</td>
<td>85-100</td>
<td>75-84</td>
<td>65-74</td>
<td>50-64</td>
<td>45-49</td>
<td>0-44</td>
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</table>

Exam Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. [http://www.timetables.mq.edu.au/exam](http://www.timetables.mq.edu.au/exam)

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at [http://www.reg.mq.edu.au/Forms/APSCons.pdf](http://www.reg.mq.edu.au/Forms/APSCons.pdf). If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculty’s Supplementaries are normally scheduled). You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester that is the final day of the official examination period.

**Assessment : Group Oral Presentation – PowerPoint**
Each project group will prepare and present in class a concise PowerPoint Presentation Summary of their Group Report (Maximum 15 minutes including questions). **Your Group’s presentation must clearly demonstrate how your product/service strategies will achieve success in influencing social behaviour.** A soft copy of your presentation is to be emailed to your seminar leader the day before your presentation is due and **five marks will be automatically deducted for non-compliance.**

All members of the group are expected to participate in the PowerPoint presentation and each group member will be marked for the quality of their individual presentation. The individual presentation mark is worth 5 marks. Thus 5 marks for the group presentation plus 5 marks for each individual’s presentation.

**Group Project Oral Presentation Assessment**

<table>
<thead>
<tr>
<th>Oral Presentation of Strategy Evaluation Criteria</th>
<th>Rating and Comments</th>
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<tbody>
<tr>
<td>SID</td>
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<tr>
<td>Name</td>
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<tr>
<td><strong>PowerPoint Presentation Evaluation Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>Thorough, focused and insightful analysis</td>
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<tr>
<td>Excellence in Marketing Analysis</td>
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<tr>
<td>Excellence in Developing Creative Strategies</td>
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<tr>
<td>The effective use of tools, techniques and concepts from the course</td>
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<tr>
<td>Well organized and presented (visuals, timing, etc)</td>
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<tr>
<td>Communication and persuasion of the arguments presented</td>
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<tr>
<td>The Realism of Strategies Developed</td>
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<tr>
<td>Total Assessment Mark for Individual Presentation (5.0%)</td>
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<tr>
<td>Total Assessment Mark for Group Presentation (5.0%)</td>
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<tr>
<td>Total Assessment Mark (10.0%)</td>
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</table>

**Additional Report Requirements**
- Assignments are to be submitted in hard copy using the ERIC Group Cover Sheet. Staple your assignment in the top left-hand corner. **Do
not put the report in a binder or individual pages in separate plastic holders –Make sure that your name and SID are clearly legible without opening the report.

• Your group assignment must be submitted to Turnitin at www.turnitin.com. Once in Turnitin, submission of your group’s report must be as a Word document (i.e. not PDF, PowerPoint, etc). To assist each group test for potential plagiarism issues your group can submit their major project more than once up to the due date. Please make sure that only one member of your group submits the report to Turnitin. Students must use their Macquarie University email address as their Turnitin username. The class password for Turnitin and the instructions to use it will be provided well before the assignment is due.
• Any assignment received after the due date will lose 10% of the assignment value per day.
• All assignments must be referenced using the Harvard (author, date) method. Failure to follow this method will result in marks being deducted.
• Remember the essay must be your own work. Plagiarism is a serious offence.

General Guidelines for Report Writing:
• Correct referencing is essential. All data, quotes, figures and tables etc must indicate source(s) from which they are obtained Reports that are submitted with no or very poor referencing will be returned unmarked, attaining a zero grade.
• Include list of interviews with company or other persons conducted in bibliography and refer to them as appropriate in your report. You are to follow the Harvard Referencing Approach and a guide on correct referencing can be found on the following pages of this outline.
• The assignment must be typed. Run your report through a spelling checker and a grammar checker before final submission.
• The emphasis is not on bulk writing but clearly expressed and supported description and analysis. Make sure the report is a coherent argument from start to finish. Use headings and subheadings to organize your report in a logical and coherent manner. Use of bullet points, tables, diagrams and graphs are often helpful in this respect. If tables, diagrams and graphs are used make sure to label them properly – they do not speak for themselves!
• It is appropriate to assign a group member to be responsible for reading through the complete report to ensure that the various sections of the report gel well. This will enable you to remove duplication of information if any, include additional information if necessary, avoid conflicting interpretations and enhance clarity and lucidity of the report.

Hints on Successful Group work:
Past experience has shown that effective groups are those that:

- meet regularly, bond and have fun (part of the learning process here is about working with other people from different backgrounds and experience)
- keep a record of who attends and who is assigned to do what.
- develop and follow a work plan
- divide the work according to each member’s strengths, and as evenly as possible
- encourage open communication, participation and the sharing of ideas.

**WARNING:**

Begin the assignment as soon as possible to achieve the best results and to ensure you don’t leave it to the last minute, thereby getting a poor mark. Please email the lecturer or see the tutor if you have any questions.

Any student who relies solely or substantially on the Internet to generate information will have her/his assignment returned for rewriting. (no Wikipedia or other general web sites)

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**Reflective Learning**

Reflective writing enables the documentation of experiences, thoughts, questions, ideas and conclusions that signpost your learning journey. All MKTG309 students are required to keep a private reflective journal of their activities and thoughts. Each student will reflect on each of the following issues concerning the group assignment and experience of the lectures:

- **Critical Appraisal**
  - i. Briefly analyse your team’s performance and explain the strategy rationale and assumptions/attitudes used and how your team plans to improve performance. What was your individual role?
  - ii. Describe the team dynamics (leadership, co-operation, handling conflict resolution, team member contribution, decision-making, managing team activities, motivation, etc)
  - iii. What aspects of the assignment did you find most difficult/challenging? How did you go about dealing with these difficulties?
  - iv. Relate to marketing theory / other texts, readings or lectures
b. **Peer Group Discussion**: Discuss and document your critical appraisal with the other members of your group. Were their concerns the same/different from your own?

c. **Self Evaluation**: Document unique aspects of your own learning from this unit (e.g. technical, financial, marketing, strategy, interpersonal, working in a team... be specific: i.e. communication skills). What was new or surprising to you? What kinds of skills/knowledge do you think you are still lacking for you to be successful in the assignment? I am still unsure about...?

**Task Requirements:**
All assignments are to be typed in 12-point font, one and a half spacing with 2.5-cm margins. Reports should be submitted in both hardcopy to ERIC and a softcopy directly emailed to your seminar leader. Assignments are to be submitted using the ERIC Individual Cover Sheet. Staple your assignment in the top left-hand corner. Do not put the report in a binder or individual pages in separate plastic holders –Make sure that your name and SID are clearly legible without opening the report.

There is no word limit for each section. Students are encouraged to be creative and use a range of multi-media formats in your journal (i.e. presentation, photos, sound, video, etc). Students are encouraged to include descriptions and emotional reactions of their experiences.

Your assignments will be marked according to the following criteria:
- Expression (spelling, syntax, grammar)
- Description (coherent, unambiguous, thoughtful)
- Argument (valid, logical, reasonable)
- Relevance and Depth (with respect to each question)

**University Policy on Grading**
Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the
opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.
The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

Student responsibilities and conduct

Workload

It is expected that you will spend at least twenty four hours per credit point studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Marketing is a very broad field. Often, we will be covering in one or two class sessions a topic that many people spend their lives trying to understand and master. Clearly, we will not have time to cover the nitty-gritty details of every topic. As such, it is critical that students do the readings for each day before you come to class. In class, we will go beyond the readings to highlight critical aspects of each topic. If you have not done the readings or case preparation for the day, you will not get much out of the lecture and discussion and your participation will suffer.

General Class Behaviour, Honour Code and Social Marketing Group Interaction

All aspects of MKTG309 are conducted in accord with the following honour code:

1. You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class.
2. As a courtesy to other class members, please come on time and please do not leave before the end of class. University regulations indicate that if students attend less than eighty per cent (80%) of scheduled classes they may be refused final assessment.
3. Past experience indicates that it is difficult to do well in this course if you do not attend class on a regular basis. To provide an accurate measure of class attendance a class roll will be taken.

4. As would be expected, all work must be performed independently by each student or, where appropriate, by the members of the student’s Project Group working together. The sharing of information between Project Groups is not acceptable.

5. The use of materials from other courses or from previous sessions—lecture notes, case analyses, problem solutions, or whatever— is also not acceptable. As on a jet aeroplane during takeoff, no electronic devices of any kind should be used during class. This includes MP3 players, cell phones, Palm Pilots, and portable radios or televisions. It especially includes laptops. To repeat: Please do not take out, open up, turn on, or play with a laptop computer or any other electronic device during this class.

**Plagiarism (and Submission to Turnitin.com)**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University’s rules and carries significant penalties. You must read the University’s practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: [http://www.student.mq.edu.au/plagiarism/](http://www.student.mq.edu.au/plagiarism/)

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Remember your Group Social Marketing Project Assignment must be your own group’s work. Plagiarism is a serious offence. We will be watching.

Your group assignment must therefore be submitted to Turnitin at [www.turnitin.com](http://www.turnitin.com). Once in Turnitin, submission of your group’s report must be as a Word document (i.e. not PDF, PowerPoint, etc). To assist each group test for potential plagiarism issues your group can submit their major project more than once up to the due date. Please make sure that only one member of your group submits the report to Turnitin. Students must use their City University email address as their Turnitin username. The class password for Turnitin and the instructions to use it will be provided well before the assignment is due.
Referencing Guide


the 'In-Text' or Harvard method

Referencing is a system that allows you to acknowledge others' contribution to your writing. Whenever you use ANY words, ideas or information from ANY source in your assignments, you must reference those sources.

There are different ways of referencing. This write-up describes the Harvard method.

General Principles of the Harvard System

Within the Text - In-text citations
The Harvard system of referencing requires you to include three pieces of information about a source within the text of your work. This information is:

• the name of the author or authors
• the year of publication
• the page number (if the information/idea can be located on a particular page; especially when directly quoted)

At the End of the Text:
At the end of your text, you must include a List of References. This is a list of all the books, journal articles and other sources of information you have referred to in your assignments. Full bibliographical information must be included.

How to Cite 'In-Text'
Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

The theory was first developed by Browne (Gibbs 1981).

Another way of including a reference in your text is to integrate the author's surname into your sentence, followed by the year of publication, in parentheses:

Gibbs (1981) states that Browne was the first to develop the theory of...

An Example:
The following essay is an example of an essay using the Harvard system:

Criticisms aside, Durkheim's work in The Elementary Forms was an extraordinary contribution to the sociology of religion, perhaps more specifically to a greater understanding of the origins of collective morality. Gardner makes an extremely important point about Durkheim when he writes "Durkheim had a lifelong interest in morality . . . For Durkheim morality was
'the centre and end of his work’ and society itself was ‘the end and source of morality’" (1987, p.74).

For Durkheim, the nature of morality was the nature of social solidarity. In *The Elementary Forms* Durkheim defined religion as the main expression of the deep moral sentiments inspired by society in individuals. His interest in the moral substratum of the modern social order expressed concern with the moral consequences of modernization (Toles 1993).

**In-Text Citations: a guide to citing different sources**

<table>
<thead>
<tr>
<th>To Cite . . .</th>
<th>How to</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To cite a direct quotation</td>
<td>Write the text word for word and place inverted commas at the beginning and end of the quote. The author, date and page number must be included.</td>
<td>“Australia is a settler society” (Hudson &amp; Bolton 1997, p. 9)</td>
</tr>
<tr>
<td>a quotation or idea from an author who attributes it to another source</td>
<td>You must acknowledge both sources in your text</td>
<td>Graham Gibbs, in his 1981 study into student learning wrote that “because students are aware of their tutor’s mastery of the subject matter, it is quite common for them to assume that their reader has no needs at all” (Gibbs 1981, p.39, quoted in Bowden 1985, p.35).</td>
</tr>
<tr>
<td>the overall content of a work</td>
<td>You do not need to include page numbers because it is the entire work you are referring to</td>
<td>Larsen and Greene (1989) studied the effects of pollution in three major cities...</td>
</tr>
<tr>
<td>from a journal</td>
<td>If the page number is required, as it is for direct quoting</td>
<td>(Entwistle 1977, p. 23)</td>
</tr>
<tr>
<td>more than one work</td>
<td>Separate the references either with a semicolon or the word and</td>
<td>(Entwistle 1977; Haddon 1969) or: Entwistle (1977) and Haddon (1969) both demonstrated that...</td>
</tr>
<tr>
<td>more than one author</td>
<td>use both names</td>
<td>(Sontag and Paglia 1987)</td>
</tr>
<tr>
<td>more than three authors</td>
<td>Use the surname of the first author and et al. (&quot;and others&quot;)</td>
<td>Browne et al. (1987) argued that... or: (Browne et al, 1987)</td>
</tr>
</tbody>
</table>
Use their initials to indicate different people

The theory was first developed in 1978 (Smith, A.K. 1979, p.654), but later many of its elements were refuted (Smith, J.A. 1979, p.123).

Attach an a, b, c, d etc. after the year

Dawkins (1972a, 1972b) completed a number of studies on...

List the name of the newspaper, the date, year and page number

(Sydney Morning Herald 7 Mar. 1994, p.8)

Include the abbreviation `pers. comm.` in your reference

(Daly, B. 1994, pers. comm., 7 Aug.)

Include the full title and year of publication

(CD-ROM, Microsoft Encarta, 1995)

In-text citations usually require page numbers, but Internet documents rarely contain them. Use the author name and the date created

(Cogdill 1996)

If the author's name is unknown, cite the website URL:

(http://www.aaa.unsw.edu.au)

Include the full title and year of release

The List of References

The List of References in the Harvard system is a list of all the books, journal articles and other sources you have referred to throughout your assignment.
Compiling a List of References

Books

Lay out your list of references alphabetically by author surname.

- The title of the book should be either underlined or in italics. It is up to you which style you choose, but you must be consistent.
- Every main Word in the book's title should begin with a capital letter.
- The title of an article appears between single quotation marks and is written in sentence case - only capitalise the first word of the article heading/subheading and proper nouns (e.g. Australia).
- If bibliographic information exceeds one line of text, then the following lines should have a hanging indent.
- If there is more than one author or editor, all must be listed in the List or References. Don't use et al.

The Information You Need:

- Bibliographical Details (or Information about a book)
  Include full bibliographic details, presented in the following order:
  - author surname(s) and initial(s)
  - year of publication
  - title of publication
  - edition (if applicable)
  - publisher
  - place of publication

Examples:


Articles from a Book Collection

When a book is a collection of articles, each by different authors, but with an editor(s), use the following layout:


When you use an article from a book collection, the title of the article appears in quotations; the title of the book is either underlined or italicised. Here is an example:

When listing an article from a book collection, place the information in the following order:

1. author name and initial(s)
2. year of publication
3. name of article (between single quotation marks)
4. name of collection (underlined or in italics)
5. edition(s)
6. initial(s) and surname(s) of editor(s)
7. publisher
8. place of publication, if applicable

**Journal Articles**

When referencing journal articles you need to place the information in the following order:

1. author name and initial(s)
2. year of publication
3. title of article (between single quotation marks)
4. title of journal or periodical (underlined or in italics)
5. volume number, if applicable
6. issue number, or month (if applicable)
7. page numbers

**Examples:**


**A Note About Internet Sources:**
There are some special problems and demands when referencing Internet sites. In comparison to print material, electronic sources can easily be changed, or vanish altogether. This makes full and accurate information essential. Methods for referencing electronic sources are changing and developing rapidly, so the above are suggestions only. Always check with your lecturer or tutor about their preferred referencing method.

- If an Internet source has no author, use identifying words from the title (e.g. ‘Australian Government Official Website’)
- Avoid dividing an electronic address. Place the Internet address on a single line when possible.

**A World Wide Web Page**

*Author Known:*
1. author name and initial
2. year of publication
3. title of site/page (underlined or in italics)
4. [Online]
5. Available:
6. URL or Internet address
7. year, month and day the material was accessed (between square brackets)

*Author Unknown:*
1. title of site/page (underlined or in italics)
2. [Online]
3. year of publication
4. Available:
5. URL or Internet address
6. year, month and day the material was accessed (between square brackets)

**Examples:**

*a web page with an author:*

*an unauthored web page:*

**Student Support Services**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au