



LCI
Melbourne

Academic
Study & Style Guide

Design your world

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Part 1 - Working Practices

Writing Essays

There is no single way to write an essay, and perhaps you already have a way that works for you. But if you sometimes have difficulties, here are a few tips which might help.

1. Write down the date the work is due.

Keep it prominent and start early. This means that you can leave a time after the first draft for the knowledge you have obtained to 'gel'. When you come back to your work after a break, you'll often find you arrange it more clearly.

2. Analyse the question.

- Underline the keywords in the question.
- If you do not fully understand the keywords, look them up in a dictionary or thesaurus. Even if you do understand them, looking them up may help you to see synonyms you can use when searching on the library catalogue, the Internet or a database.
- What are the main concepts you are being asked to find out about?
- One keyword will guide the way you answer the question. Some examples of keywords include process or action words such as: Analyse, argue, compare, contrast, criticize, define, describe, discuss, evaluate, examine, explain, illustrate, interpret, justify, outline, relate, review, summarise and trace.

3. Work out what you need to find out about.

- Your concept map should give you an idea of what it is you need to find out.
- Write a list of questions you need to answer, facts you need to discover and terms you need to define.

4. Do the research!

- If your tutor has given you a reading list, find the material and read it. Prescribed reading is reading that must be done.
- If you find a particularly useful book or article on the topic use the author's bibliography to track down further material.
- Use resources in the LCI Melbourne library: encyclopaedias and readers (collections of significant essays) are an excellent starting point, and EBSCO electronic journal database offers hundreds of journals that are current and can be searched for general and specific topics.

5. Keep a reading record

- Whenever and whatever you read, take brief notes as you go along and write down the source of the information: book/article titles, authors, date of publication, page numbers etc. Creating a bibliography as you research will save time in the long run. There is little more annoying than trying to remember where you read something.
- Writing a brief note is more efficient than cutting and pasting. If you have written down your source of information, you can go back later for a quote. It also reduces the risk of plagiarising someone else's work.

6. Write a structured plan

- Work out the best logical sequence for your information. If you are comparing two different styles, genres etc., you could approach the task either by discussing them in turn, or taking each element as an example and discuss the style or genre in relation to it. Try to decide which will be more interesting to read.
- Write down the points you wish to make in brief note form.
- Each point in your plan can now become a paragraph. Each paragraph in a piece of writing should express an idea, so if your plan is structured well, your essay should also be structured well.

7. Fill in the gaps

- By now you have some idea of what you want to say. Remove your brief notes and expand on the points you were trying to make with them.
- Whenever you use an idea or fact you have found in your research acknowledge its source.
- Try not to repeat yourself or say anything unnecessary. Cut out anything that is not directly relevant. An introduction explains how you are looking at the question, how you intend to answer the question or prove your thesis. It is important to add if there is any pre-existing ideas or dominant theoretical contexts that will inform your essay.
- If you can't get started, leave the introduction until you have finished.
- When you have finished, write your introduction (if you haven't already done so) and your conclusion. In your conclusion summarise the main points you have made that support your argument. Do not introduce any new ideas at this stage.

8. Edit your work

- Consider your reader. When your tutor is marking your work it can be very frustrating for them if they have to spend time interpreting the meaning you intended to convey.
- Now you have your first draft. Proofread it for spelling and grammatical errors. Read it again to see if it makes sense and flows well.
- It may help to read your work aloud, or to have someone else read it back to you. This should let you know if it makes sense and sounds interesting.
- Make any necessary changes then leave it for a few days, or at any rate for as

long as you can. (You have started early remember!) Come back to it with a fresh brain and re-read it carefully before doing your next draft.

- Unless you have been advised otherwise your final draft should be written in accordance with the section on “style”.
- Unless you have been advised otherwise bibliographies and footnotes should be done according to the section on “citing materials”

Essay Writing at LCI Melbourne

Essay Planning

Essays work best when they have been planned in advance. Always spend some time working out your argument, what examples would help you to prove the points you are trying to make and what theoretical models might assist you to that goal. Allow yourself time to research and think through the issues before you commit yourself.

Introduction

An essay should always start with an introduction describing what you intend to do in your essay. What is the question you are attempting to answer and what method are you going to use to attempt to convince the reader. The method might be to compare and contrast two similar feature films or to show how concepts of beauty have changed throughout history by creating a comparative chronology.

Critical Theory

It may be valuable to find a critical theory which is a set of ideas or a context that you can use as a tool to analyse your question with. For example in looking at how American advertising in the 1950s compares with advertising techniques today you might notice that gender roles have changed over time, so analysing advertising examples in the context of Feminist theory will add significant weight to your ideas. Another example might be to explain if you think Punk Rock was a countercultural movement. If we first grasp the idea that our mainstream culture is 'Capitalist' we might look to Marxist theory to see how those theorists described Capitalism in order to understand some of the motivations of Punk Rockers who as well as Marxists were also rebelling against the ideas embedded in the Capitalist system. Using critical theories will help add depth to your essay writing.

Body

The body of your essay should contain a number of paragraphs (ideas, quotes and examples that are grouped together) that help answer the question in the way that you have outlined in your introduction. Frequently return to the question and check that what you are writing is addressing the question or have you drifted away from your stated intention?

Conclusion

In your conclusion you highlight the main points of your argument. Do not introduce any new material. If you have a set question to answer ensure that you have clearly proven or disproven any premise in your introduction.

Some Hints and Rules

An essay should argue through force of reason. You should therefore develop an objective (non-emotional) style that is supported by evidence or by using quotes by reputable figures in the field of research. You should show respect to other writers, use their surnames, and not cast doubts on their character even if you take the opposing position. Do not use a sensationalist news or court room style to denigrate or discredit their point of view.

Setting up a Quote

It is important to give a context or an introduction that goes some way to explain why you might respect the opinion of the person you are quoting.

For example:

Germaine Greer is an important feminist writer who states...

or,

According to Germaine Greer author of *The Female Eunuch*...

Useful Words to help set up a Quote

The writer/designer/artist/philosopher... states, posits, declares, announces, pronounces, acknowledges, asserts, reports, proclaims, voices, maintains, alleges, avers, testifies, holds, claims, submits, expresses, writes, communicates, enunciates, defines, espouses, conjectures etc.

It is important to have a variety of words to choose from to enable you to nuance your essay (to convey accurate meaning) and an extensive vocabulary also helps to avoid repeating the same word which results in your writing sounding boring. If you struggle with finding the most appropriate word use a thesaurus (either a book or online version).

Choosing a Quote

A suitable quote must add valuable ideas to your argument – whether you agree or disagree with it. The quote should be from a valuable source such as a published author who has some credentials in the area of research you are writing about. Proving the credibility of your source is a common problem when using the internet.

Critical Analysis

Is looking closely at text [the quote] in order to take it apart to investigate the meaning and make comment on it. This technique sets up a dialogue between your commentary and the view of the person you have quoted. It is not enough to simply type a quote that supports your argument you need to draw attention to particular words and phrases that help give meaning or emphasis to the view being discussed. For example:

It is commonly thought that because Van Gogh struggled all his life with mental illness, eventually succumbing to suicide, that his paintings are the product of a madman, Robert Hughes refutes this claim;

Van Gogh's paintings were not the work of a madman; they were done by an ecstatic who was a great formal artist. Today the doctors would give him lithium and tranquilizers, and had the obsessions been banished, the exorcising power of the art could well have leaked away (Hughes 1981, p. 273).

Hughes brings his wealth of experience as an art critic to bear on Van Gogh's formal approach to his art, a madman could not consistently hold the mental acuity to retain the focus on the strong stylistic elements that feature throughout Van Gogh's prolific body of paintings. Hughes also makes a judgement that Van Gogh was an ecstatic, more commonly known today as a manic depressive; a person capable of obsessive fixations as are evident in van Gogh's swirling natural forms reflecting the sun's rays.

Language

Always use formal language when writing an essay attempting to write in a third person style.

Compare the following examples:

I reckon that Banksy's art is awesome because graffiti is so cool and you can see it when you're out shopping.

In recent years Banksy's street art has received both critical and popular acclaim because this art form transcends the perceived snobbery associated with gallery exhibitions while still being appreciated for its contemporary conceptual statements.

The second example is best because of its use of formal, authoritative language.

Persuasive Language

As well as picking out a few important words that emphasise Hughes' point of view there is some persuasive language used to add weight in the following example:

Robert Hughes has a wealth of experience as an art critic, he describes Van Gogh's style in *The Starry Night* as "Van Gogh's swirling natural forms".

This is more convincing and supportive of an argument than just saying 'Van Gogh's paintings'.

Hughes goes on to analyse *Starry Night*:

"In *The Starry Night* (1889) Van Gogh shows his fixation with light emanating from the moon and the stars and being reflected off the landscape's forms. Capturing the light had become one of the formal elements in the Impressionists' Plein Air paintings. Van Gogh seems to be obsessed by this one element and has taken his fixation on light to the boundary of realism and abstraction (*Shock of the new* 2001)."

This statement adds further to the message that Van Gogh was using the formal elements of Impressionism by naming the element (light) and expanding the argument by stating Van Gogh took his representation of light further than other artists because of his obsessive temperament.

Accompanying this text with an image of the work further strengthens the argument.

The same rules apply with quotes and visual examples. Choose something that will add weight to your argument. Do not just add it without introducing it and analysing it. Quotes and images should be referenced according to the style guide.



Vincent van Gogh, *The Starry Night*, Saint Rémy, June 1889: (MoMA 2018)

Visual Images

In an Art/Design School environment it is usually appropriate to describe and analyse visual examples in an essay.

As with quotes, when using copyright works such as images and videos that other people have created, you must reference the material correctly.

Images must be referenced in-text with a description of the image followed by the source and date as shown above for *The Starry Night*.

When only an image is being used (and no other information), for example from a web page, it should be cited in a bibliography as follows:

‘Vincent van Gogh, *The Starry Night*, Saint Rémy, June 1889’ [image], in MoMA 2017, The Museum of Modern Art, viewed 24 January 2018.

Use the following tools to assist in finding and citing the source of an image:

Creative Commons: a quick guide for image users <<https://arstechnica.com/tech-policy/2011/08/creative-commons-images-and-you/>>.

TinEye <<https://www.tineye.com/>>.

Google Reverse Image Searching <<https://www.youtube.com/watch?v=tnr6-cXFVzs>>.

Flickr Creative Commons Attribution Tool creates the citation for you automatically, <<http://cogdog.github.io/flickr-cc-helper/>>.

In-text Quoting

A quote of less than three lines in length is set up in a different manner. In the following example it sits in the middle of a sentence and is delineated by inverted commas:

Mansfield and Arnason (2010, p. 597) argue that “Body art often induced a forced intimacy between the performer and the audience”, a dynamic that significantly changes the relationship of artwork and spectator. The passivity of conventional exhibition spectatorship is challenged when the subject is alive and their behaviour is unpredictable making it extremely difficult to ignore the shared bond of humanity that is experienced in human proximity.

In this example the quote fits into a sentence and is used to support an argument. The commentary still carries a degree of analysis by highlighting aspects of body art that contrast with art shown in galleries.

Sometimes you may want to quote just a word or a phrase as part of your sentence.

For Boltanski the religious mythology surrounding Van Gogh’s art motivates collectors to pay a fortune for a painting “touched by a holy- man” (Semin et al. 1997, p. 11).

You may put a quotation at the beginning, middle or, as in this example, the end of a sentence. You may also divide the quote for the sake of variety or improved style.

Writing Reports

While an essay should flow from paragraph to paragraph without interruption, a report will usually have sub- headings. This is because it is designed to be scanned for the bits most useful and relevant to the reader. A report will usually be written to address a particular issue for a particular individual or organization. It will describe a particular situation, and give recommendations on the way to proceed. In addition to, or in place of, the bibliography you may need to add appendices giving the statistical or other sources you have used.

Thus a report will usually include:

- a title page
- a summary
- an introduction
- the body of the report, divided into sections
- a conclusion, including recommendations
- a reference list and/or appendices

Report Writing at LCI Melbourne

A report is the presentation of information which stem from the findings of your investigation. The main purpose of a report is usually to record objective or factual information about a process that will assist the reader of the report to be successful or improve their decision making when they undertake similar tasks in the future.

The style and format of a report is very different to that of an essay because your reading audience requires you to get straight to the point with the facts. To achieve this, it is useful to choose a number of subheadings that will restrict your responses to single sentences or bullet points. This will assist the reader to quickly refer to the specific parts of your report that contain the information they are looking for.

There are many design processes where report writing is required such as a film shoot, an experimental sculptural process, stage design for theatre and fulfilling advertising briefs where you liaise with a manufacturer.

The following subheadings and examples might suit a project proposal of 5 pages in length, based on a student documenting the processes involved in promoting a fashion designer through exhibiting their new season's designs.

Title Page

The title of your report which refers to the process you are documenting, your name and the names of the de- signer, dates of the period you are reporting on.

Introduction

Under this heading you would describe what the report's function is, what strategies you are employing and why you have chosen them.

Summary of Findings

This section completed at the end of your report should be a concise summary of your report. This should take up less than half a page and is designed this way for people who do not want to read a lengthy report, so keep it tight and get your main points across.

Purpose

Here you might write something like:

“Finding the best way to showcase the designer and their products and recording the process of this promotion” or, “To help work out the best strategies for promoting the Armani 2012 summer suit range”.

Scope

This is where you record information like the budget you are working with, the amount of produce in the promotion, the timeframes, the roles of the people in the process - all of which could be subheadings in their own right.

Methodology

This is the strategy (or strategies) you will employ for writing this report: i.e. collecting information from similar promotions or recording the wishes of the designer, talking to advertising agencies etc. You might choose to interview clients or publish survey ideas, document work with photography, journaling the process etc.

Reading, researching or observing and comparing similar or successful models might be useful strategies.

Assumptions

Here you might record bullet point ideas about target audience, media outlets and pricing policy. This is where you write a few ideas about what you think will happen in the promotion process and what ideas have informed it.

Documentation of promotion (1-2 pages)

Here you can show examples of the items that have assisted the promotional practice and bring some objective judgement to them, such as "The customer survey showed that the swing tags did not give enough technical information and this may have affected sales."

Because this was an important finding you could include an example of the dodgy swing tag and critique it. You may want to record the comments of people involved in the promotion, such as; "The designer commented that the lighting for the photography of the mannequins was too dark and they were worried about this." Include a photo here of the poorly lit mannequins.

However, be ruthless and try to only show examples that cannot adequately be written about, remember you are limited to a 5 page report and this is not a scrapbooking exercise.

Findings

Here is your opportunity to write a lengthier version of the promotional process highlighting any important objective findings you have made.

List chronologically (include dates and times if helpful) the different tasks that made up the promotion and attempt to find a method to make some objective comments like:

* Tuesday 14th – 6.30-7.15pm Catwalk dress rehearsal. We didn't leave enough time to makeup and dress the models. We allowed 45 minutes per model.

*Friday 17th - 7.00-9.00pm Only 45 people turned up to the exhibition and fashion show, we invited 250 and our expectations were for over 100 to attend.

If you have surveyed people you can draw on some data here: 120 people said that they would buy the swimwear that they viewed, only 18 said they wouldn't buy it but 12 of these said it was too highly priced.

Discussion

This is your opportunity to become slightly subjective but sometimes comments like this can be valuable...

**More people were looking at Betty's clothes on the rack when the free champagne stand was placed next to it, I think that the free drinks encouraged people to look at the clothes on her rack.*

This comment has both an objective and subjective element to it but could be valuable information for the future.

Conclusion and Recommendations

Go over what you have investigated and why. This is a good time to refer to your assumptions because some of them might be proven incorrect.

Then make some bullet point recommendations. What changes would improve this process? For example:

- Ensure that drink stands are placed next to the cheaper priced clothes stands.
- Allow 60 minutes for each model to be dressed and made up.
- Provide better information on swing tags. (Cite an example.)
- Call in Photo Media 3rd year students to assist with lighting of mannequins.

References

If you have researched through readings, journals, internet or interviewed people you will need to reference these sources. This will assist you if you need to go back to these sources later. For all assessable work at LCI Melbourne use the Harvard style that features in this style guide.

Spelling and Grammar

1. While spelling and grammar checks are useful tools, it is not a good idea to rely upon them too heavily. The spell check will refuse anything not in its dictionary but will accept anything which appears there even if it appears in the wrong context. If you know you do not spell very well, check in a dictionary.
2. Make sure your spelling is consistent. If there are alternative spellings for the one word, prefer Australian spelling. Set your computer to English (Australian) and preferably check spelling in the Macquarie dictionary.
3. A thesaurus can help you to find the most accurate word to express your meaning, however, never use a word you do not fully understand. There are shades of difference between all those words listed in the thesaurus, so be wary of using the ones with which you are not familiar.
4. Try to use short simple words and short simple sentences in order to make what you are saying clear.
5. Make sure your punctuation is correct. This is easier if your sentences are short.
6. Avoid the use of jargon.

Evaluating Resources

Resources that you use should be relevant to your topic and taken from a reliable source. A book publisher or a journal editor will have done some initial selection for you. EBSCO electronic journal database provides a filter to select only scholarly works (that have been verified by experts in the field) - check the 'Scholarly (Peer Reviewed) Journals' box. Finding authoritative and accurate information on the internet can however be difficult. The web is a democratic medium and can at times be as reliable as a chat in a bar. Consider the following tips:

- What is the URL domain? A government (.gov) or educational (.edu) domain is more likely to give you reliable information than a group which is attempting to sell you something (.com).
- Does the article tell you who the person is, and with what authority they are addressing the topic?
- Only rely upon a source of information you can be sure is authoritative.
- Is a date given? Is the piece still current and relevant?
- Does the author cite sources for the information used? Are the sources authoritative and reliable?
- Who is the intended audience for the publication or website?
- Are the author's assumptions and conclusions reasonable?
- Does the information agree with what you already know and with other sources?
- Do not use the internet as your only source of information. Refer to other resources, such as books and journal articles as well, or instead, and keep websites to a minimum.

Working in Groups

It is important to learn to work as a member of a team, but it can be difficult. Here are a few tips.

- Be clear about the criteria for assessment before you begin. This is always important, but in group work, the way in which the assessment of the group will reflect upon you as an individual must be clarified before you begin.
- In the first meeting your team holds, assign roles that each group member and the group as a whole are happy with. Identify all the tasks that need to be done and assign them fairly.
- Set up rules you can all live with.
- Establish a time line. Make sure to include further meetings.
- Meet regularly. One member of the group should have been assigned a secretarial role so that notes are taken of all group discussions and group decisions. Make sure notes are circulated.
- If there is a problem, try to address it early through negotiation within the group. If you cannot solve the problem in the group ask your tutor for assistance.
- Try to be tolerant of others, and to express your own views clearly, without becoming overbearing.

Hints for Student Presentations

- If it is a team presentation, every team member must be involved in preparing, but not necessarily presenting the information.
- Preparatory readings for others in the class could be handed out one week before the session.
- Plan to present your information for about 20 minutes, using the rest of the time (about 10 minutes) for questions and discussion.
- Stimulate people's thinking by interacting with them. Ask well thought-out questions, or set a quick activity that means they will talk with one another. (Be creative.)
- You may want to schedule time with the tutor to review your presentation.
- Remember a good presentation should include:
- quality (not quantity) of content and substance of the model, plan, poster etc., on the topic re- searched,
- connection and involvement with the audience,
- good quality supporting media and visuals.
- If you are using media such as excerpts from DVDs or YouTube make sure there is a defined focus for students that is highlighted before you begin.

The Audience's Role

Come to the presentation prepared - by reading as requested and developing at least one thoughtful question for the presenter.

ALL STUDENTS SHOULD STAY FOR OTHER STUDENTS' PRESENTATIONS.

Basic Structure of a Presentation

1. **Introductions** - Who are you? (each member of your group). If more than one student is presenting then briefly outline what each will cover - verbally and/or visually. (It is not necessary for every group member to speak.)
2. **Purpose** - Clearly state the topic of the presentation OR the rationale for your model, plan etc., your objectives, and why your response is relevant and important.
3. **Key points** - Cover all your key points/features in the presentation, revisit them through the presentation to drive them home.
4. **Expertise** - Inform the audience what qualifies you to present on the specific topic, e.g. why you picked the topic or approach, and describe the materials/resources used in your research. This builds the audience's confidence.
5. **Hook/Immerser** - Use something to get the audience interested in the topic. A hook can be an important fact or feature, an activity, a brief demonstration, a few slides or diagrams, a short video, posters or pictures etc.
6. **Conclusion** - Summarize the presentation and reiterate the key points.
7. **Questions** - Remember to stop during your presentation to make sure the audience is with you. Ask if anyone has a question.
8. **References** - Include all sources (texts and resources) with any work you hand in.

Remember a good presentation has three aspects:

- quality of the content and substance of the topic, model, plan etc.
- the connection with the audience, and
- the quality of your supporting media and other visuals. Usually these are the dimensions that will be assessed.

PowerPoint, slides, models etc.

- Be sure all text is large enough for all the audience to read. Use 22 point font or larger in PowerPoint. Proof read your presentation and spell-check the final version.
- Use colour to help your audience remain interested and focused, but they must be visible from the back of the room.
- Use clear graphics, photos and slides. Slides with too much information on them are hard to read. Clear slides allow your audience to remain focused.
- If using video footage be as prepared as possible – such as create links from your PowerPoint to the YouTube site to minimize time wastage.

Integrate your slides into your presentation.

Do not read each slide word-for-word from the screen or poster etc. Use the key points on them to support what you are saying. Remember, if you have done your research you are the expert (or know more about the topic than most of the audience!)

Do not ignore your slides nor use them as a crutch for an unprepared presentation, but **integrate** them into your presentation by using them as support for your teaching.

Point to the key concepts on the screen/model etc. you are talking about.

Back-up everything you do on a computer at least twice. Bring two separate disks with your completed presentation on them in an appropriate safe carrying case. Handle models with care. Do not let a corrupt disk or a damaged model ruin your day.

Incorporating Video footage can add interest to your presentation by adding extra dimensions like extra information, music and motion. It is important to choose your clips wisely or even consider producing or editing your video footage. Importantly, if you experience technical difficulties you run the risk of losing the attention of your audience, so endeavour to make the transition into your video as seamless as possible by rehearsing, cueing DVDs and video tapes to the part you want to show or in the case of YouTube clips create a hyperlink.

Speaking to the Audience

Pace - Speak slowly and clearly. It is better to pause than use fillers such as “like” or “ah.” Being an effective presenter means using both words and pauses thoughtfully.

Voice - Project your voice loudly enough for all to hear.

Eye Contact - Try to make eye contact with each person in the room at least once during your presentation. Eye contact helps your audience feel connected to you and what you are saying. It also helps them relax and feel more comfortable.

Interaction - Include audience participation during your presentation. Ask questions, assign brief tasks or discussion topics. Interaction leads to more attention and focus.

Questions - You may choose to answer questions throughout the presentation or ask students to wait until the end. To help your audience understand the material and be comfortable, take some questions at specific points during the presentation. Remain focused so you stay within your allotted time limit.

Teamwork - Teamwork during your presentation can also help the audience stay interested and focused. If you are waiting your turn to speak, or have already spoken, support your team-mates – for example, help them if they have a problem with technology, terminology, a question etc. Pay attention to what they are saying.

Preparation - The most important part of a presentation is being prepared! You become prepared by working together as a team, practising your material and researching your subject matter. The teacher is available to assist with preparation and critique your presentation for thoughtful feedback.

Visualising - Take some quiet time before the presentation and read through the materials you have prepared. Imagine smiling and connecting with the class as you go along. Visualize yourself talking your way through the content with the supporting slide, model etc.: e.g. practise using a particular tone of voice to emphasise points, the absence of voice to impress a point, and pacing yourself throughout the presentation.

Poster Presentations:

A poster is a short and concise way to communicate research findings to a broad audience. The poster should tell the essentials of the story, but the author should be present to convey the specifics.

1. Simplicity is the key to a good poster.
2. Check to make certain that you are planning for the exact dimensions of the posters at the meeting
3. Bring your own pushpins, thumbtacks, or Velcro. Mount the component pieces on heavy paper (“poster board”) that is readily available at office supply or college book stores. Each component piece can be mounted individually or several pieces can be grouped together on a single backing board.
4. Organize thoroughly. Make an initial sketch of your poster presentation, allocating space for Introduction, Methods and Research Design, Results, Summary, and Conclusions.
5. Focus attention on a few important points.
6. Use very limited text to convey the essential information. Revise and reduce text.
7. The title should be legible from three meters away. The remaining text should be easily read from two meters away. The letter size should be 18 points, with 20-24 even better. Smaller point size (12-14) is discouraged.
8. Headings (e.g., Materials, Methods, Results) should be in large, bold print.
9. Avoid abbreviations, acronyms, and jargon.
10. Use consistent type styles and letter sizes throughout the text.
11. Graphs and diagrams provide a clearer statement of research results than do tables. Charts, drawings and illustrations can be similar to those normally used in making slides but should be simpler and more heavily drawn. Excessively artsy displays are discouraged. Simple use of colour can add emphasis.
12. The arrangement of the poster should lead the eye naturally.
13. Appropriate format may vary among disciplines.
14. Remember to be reasonably brief. After all, you will be next to your poster to answer questions.

Copyright

As visual arts practitioners you will need to learn about this in order to protect your work and your business in the future. As students you must also be very careful not to infringe other people's copyright. Photocopying and all forms of reproduction of work whether printed, visual or electronic, have very clearly defined boundaries with which you must be familiar. Another way students can infringe copyright is by plagiarising someone's work. You will find useful guidelines and links for graphic, web, and fashion designers, visual and media artists that can be printed at the Australian Copyright Council's website:
<http://www.copyright.org.au>.

Avoiding Plagiarism

Plagiarism is taking someone else's work or ideas and passing them off as your own. LCI Melbourne specifically forbids any form of plagiarism, and views it as serious misconduct. Because of this, whenever you write an essay or report, the sources of your ideas and your information must be acknowledged or "cited".

Using other people's ideas is fine, but you must always acknowledge where the idea has come from. This must be done accurately and appropriately. If you use another person's actual words they must be shown between quotation marks, but even when you restate the idea in your own words, acknowledgement must be made of the source. A useful summary with examples that you can print and keep as a guide is available at
<http://www.indiana.edu/~wts/pamphlets/plagiarism.html>.

Most universities have guidelines and examples for students on their web sites. See page 20 of the Academic Style Guide for some suggested resources for citation. If you are careful to write down the details of each book, journal or website as you are taking notes, it will help you to remember to do this, and to cite the source correctly.

LCI Melbourne uses Turnitin text-matching software to help detect potential instances of plagiarism in assessment submissions. Tutors will provide log-in details for their class, and students can use this tool to assist their writing through checking similarity reports before final submission. For further information:

<[https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_\(Deprecated\)/17_The_Similarity_Report](https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_(Deprecated)/17_The_Similarity_Report)>.

Plagiarism and Influence

With visual work, or, indeed, the creative arts generally, the line between plagiarism and influence may at times seem subtle. The usual yardstick is that the idea you have borrowed must be extended so that the resulting work shows a conceptual development and is therefore seen as an original work. While specific acknowledgement may not always be required, it is your responsibility as a visual artist to understand where the boundary lies. If you have any doubts whatsoever on this matter, consult your tutor.

Australian Copyright Council website has useful fact sheets for visual artists and designers, retrieve this information by inserting occupation key words (e.g. visual artist) in the search field on the home page:

<<http://www.copyright.org.au/ACC/Home/ACC/Home.aspx?hkey=24823bbe-5416-41b0-b9b1-0f5f6672fc31>>.

Part 2 - Style Guide

Style Format

1. When writing an essay, use 3 cm left and right margins.
2. Double space your writing.
3. Use a 12 point Arial font.
4. All written work must be saved to a version of software readable at LCI Melbourne, on LCI Melbourne's computers. Ensure that this is so before submitting work. Incorrect software or version is not an acceptable reason for overdue work.
5. Every piece of written work must have a title page which includes the title of the piece of work, the name and code of the subject, your name, your tutor's name and the date of submission.
6. Keep copies of all written and digital work.

Citing Materials

At LCI Melbourne the preferred method of citation is the Harvard style. Citation is found in two places in a written work – In-text References, and Bibliographies or Reference Lists.

In-text references acknowledge any idea or quote from someone else's work by inserting the authors' surnames, year of publication and page number in parentheses within the text. This citation can appear either within the sentence or at the end of the sentence.

For example, the following sentence from a book: *If the proposed fashion show is a large event in which many media outlets are going to be invited, the use of a media kit may be a better promotion solution, compared to press releases and press photographs alone.*

If you insert this sentence in your work, the in-text reference should be as follows:

"If the proposed fashion show is a large event in which many media outlets are going to be invited, the use of a media kit may be a better promotion solution, compared to press releases and press photographs alone" (Everett & Swanson 2004, p. 93).

If you paraphrase the sentence by rewriting the information using your own words and phrasing, the in-text reference could be as follows:

Media kits can work more effectively than only press releases and photographs when the proposed fashion show is a large event and a high number of media outlets are invited (Everett & Swanson 2004, p. 93).

The in-text citation used above would appear in the Bibliography as follows:

Everett, JC & Swanson, KK 2004, *Guide to producing a fashion show*, Fairchild Publications Inc., New York.

If the author is well known in their subject field, you can include their name as part of your writing. The year of publication must be included, and the page number if you are quoting or paraphrasing them, for example:

Dawkins (2012, p. 226) states that the universe cannot do good or bad things to humans because it is not a sentient force.

When the resource has more than three authors the following formats can be used for in-text citation:

Foster et al. (2016, p. 246) consider the ...
(Foster et al. 2016, p. 246)

When a source does not have a page number such as webpages and videos, insert the author's name and year of publication.

When there is no author, the author information is replaced by the title of the source and title is italicized, for example:

(*Frameworks for modern art* 2003, p.69)

Bibliographies and *Reference Lists* must begin on a new page and list every resource consulted for the assignment in alphabetical order by author's surname.

The following examples show how to cite a work for a bibliography/reference list.

Book

Author date of publication, *Title*, Publisher, Place of publication.
Modjeska, D 1999, *Stravinsky's lunch*, Picador, Sydney.

Book with no author

Title date of publication, Publisher, Place of publication.
Frameworks for Modern Art 2003, Yale University Press, London.

Article or chapter in an edited book

In-text citation:

(Author, date of publication, page number/s).
(Richards 1993, p. 359).

Bibliography citation:

Author date of publication, 'Title of article/chapter', in Editor's name/s (ed/s), *Title*, Publisher, Place of publication, page number(s).
Richards, H 1993, 'Australian women modernists', in F. Browne (ed), *Australian painting 1910-1980*, Angus & Robertson, Melbourne, p. 359

Journal Article

Bibliography citation:

Author date of publication, 'Title of article', *Title of journal*, volume number, issue number, page range.

Thomas, D 1967, 'Grace Cossington Smith', *Art and Australia*, vol. 22, no.4, pp. 301-305.

Website

Webpage with an author

Bibliography citation:

Author publication date, *Page title*, Site title, viewed date, <url>.

Dunsmore, A & Martin, M 2017, *The language of ornament*, NGV, viewed 18 January 2018, <<https://www.ngv.vic.gov.au/essay/the-language-of-ornament>>.

Webpage without an author

Bibliography citation:

Page title publication date, Site title, viewed date, <url>.

McQueen's collaborators: Philip Treacy 2018, Victoria and Albert Museum, viewed 18 January 2018, <<https://www.vam.ac.uk/articles/mcqueens-collaborators-philip-treacy>>.

Webpage of a company or organization

Bibliography citation:

Company/organization name publication date, *Page title*, Site title, viewed date, <url>.

Design Institute of Australia, 2002, *History of Design in Australia*, Design Institute of Australia, viewed 18 January 2018, <<https://www.design.org.au/documents/item/136>>.

Note: no exact year can be identified so a possible year has been used followed by a question mark

Video recordings, DVDs and other non-book material

These are cited in the same way as a book, but with the format (type of media) at the end.

Bibliography citation:

Title date of production [Format], Production company, Place of production.

Marina Abramovic: the artist is present 2012 [DVD], Show of Force Madpuppy Films, New York.

In-text citation:

(*Title* date of production)

(*Marina Abramovic: the artist is present* 2012)

Some Useful Resources

Further information can be found on research, study and citation help for students on many websites, in particular university websites. The major universities in Australia have detailed information, find one that suits your needs and learning style.

Victoria University has some excellent Study skills information sheets available at: <https://www.vu.edu.au/current-students/campus-life/advice-support/academic-support/university-skills-resources-support>

Some other resources are:

Essay and report writing:

Barnet, S 2010, *A short guide to writing about art*, Pearson, Upper Saddle River, NJ.

Campbell, G 2001, *The little black book: a manual of academic presentation standards for students of the Faculty of Business & Law*, Victoria University, Footscray, VIC.

Carslake, S 2009, *Type it write and prepare your documents professionally*, Voice, Adelaide, SA.

Taylor, G 2009, *A student's writing guide: how to plan and write successful essays*, Cambridge University Press, Cambridge.

UNSW 2015, *Essay writing: the basics*, UNSW, viewed 18 January 2018, <<https://student.unsw.edu.au/essay-writing-basics>>.

English grammar:

Deakin University 2017, *Academic style*, Deakin University, viewed 18 January 2018, <<http://www.deakin.edu.au/students/studying/study-support/academic-skills/academic-style>>.

Macquarie Dictionary 2018, *Grammar Guide*, Macmillan Publishers Australia, viewed 23 January 2018, <<https://www.macquariedictionary.com.au/resources/view/resource/20/>>.

Monash University 2007, *Grammar*, Monash University, viewed 18 January 2018, <<http://www.monash.edu.au/lls/llonline/grammar/index.xml>>.

Spelling:

The Macquarie spelling guide 1991, The Macquarie Library Pty Ltd, Macquarie, NSW.

The Penguin Macquarie Thesaurus: the book of words for all Australians 1986, Penguin and Macquarie Library Pty Ltd, Ringwood, VIC.

Pocket Oxford English dictionary 2005, Oxford University Press, Oxford.

Plagiarism:

Deakin University 2017, *Academic integrity*, Deakin University, viewed 18 January 2018, <<http://www.deakin.edu.au/students/studying/academic-integrity>>.

The University of Sydney 2017, *Academic dishonesty and plagiarism*, viewed 23 January 2018, <<https://sydney.edu.au/students/academic-dishonesty-and-plagiarism.html>>.

Citing resources:

Campbell, G 2001, *The little black book: a manual of academic presentation standards for students of the Faculty of Business & Law*, Victoria University, Footscray, VIC.

Monash University 2018, *What and when to cite and reference*, Monash University, viewed 18 January 2018, <<https://www.monash.edu/rlo/research-writing-assignments/referencing-and-academic-integrity/citing-and-referencing/what-and-when-to-cite-and-reference>>.

Style manual for authors, editors and printers 2002, John Wiley & Sons, Milton, QLD.

Swinburne 2017, *Swinburne Harvard style guide*, Swinburne, viewed 24 January 2018, <<http://www.swinburne.edu.au/library/referencing/harvard-style-guide/>>.

Working in groups:

Griffith University 2018, *Working in groups*, Griffith University, viewed 18 January 2018, <<http://app.griffith.edu.au/study-smart/docs/groups>>.

UBC Leap 2016, *Working in groups*, 31 August, viewed 18 January 2018, <https://youtu.be/Clp_kFR5_jc>.

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