Week 3 – Academic Writing, Literacy and Professional Standards

Worksheet on Academic Writing & Referencing (Australian Design)

1. Quoting and citation

The following quote defines the key features of Australian Design in a way that underscores its international influences and its variety:

   At the risk of ‘painting with a big brush,’ I see Australian design as largely egalitarian, mostly minimalist and rationalist (sometimes out-Swissing the Swiss), occasionally Dutch-inspired (with reference to typographic prowess) and richly contrasting and colorful. That said, while the preponderance of work may be clean and sophisticatedly distilled, graphic style does of course vary broadly—from the predominantly neo-Modernist “severely simplified and distilled dress code” (think sans serif stripped-down white-space showroom clean), to the gritty/grunge graffiti-imbued anti-urbane, to expressive compositions that draw on local and period vernacular. (Peters 48)

Look at the quote above which could be from a student’s report. This information in brackets is called an in-text citation.

**Can you say what the information in the brackets means?**

2. Paraphrasing and Citation

The 3 lines below are from a sample report written by a student:

A distinctive element that can be found, according to Peters, in some Australian Design – sometimes shortened to “Strine Design” – is the use of humour, particularly the self-deprecating sort (50, 53).

**Looking at the citation above tell us whose idea and words the student is citing?**

3. Citation of a secondary source

Sometimes you may want to include a quote, or paraphrase a quote, or cite an idea presented within an indirect or secondary source – eg. source (A) that is cited within another source (B). You should not cite source A as though you read this work because you read source B. You should cite source A through the secondary source (B).

For example a student writes in their report,

Jones (ctd in Smith 89) opposes Peters by emphasising that Australian Design has a sophisticated and continuing indigenous visual tradition that responds to place.
Here Jones is source A and Smith is source B. (Please note that this is an adaptation of an example from the MLA guide and is fictional. There is no Jones and Smith on the unit reading list).

Tell us whose ideas the student is citing here and whose book did the student read?

4. Exercise: Paraphrase and cite the following quotation

According to Russell Kennedy, the reason why Australian design is not distinctive is “partially because of global branding and international trade, but also because Australian designers tend to feel a need to design in a global style in order to be taken seriously” (cited in Peters 48-50).

5. Reference List: Works Cited List or Bibliography

Format all the details for Robert L. Peters’s article in the MLA style for a reference list or bibliography. Refer to the different types of writing & their formats at the end of the style guide. Remember to start with the author’s surname.

Find an example of an edited book from your Learning Guide and format this reference as if for a reference list.

6. Captions for Images and including images in a reference list

(See the images in the article by Peters on page 48 – images by Mark Gowing for Hopscotch).

Write a caption that includes – in this order - the Designer’s name. the name of work. the date. the type of design. any other creatives involved in the production.
the client. Place of reproduction (note for a caption this is the author’s name & page of reproduction – just like an in-text citation). Put full-stops in between each item.

Write a caption:

Fig. 1: _________________________________________________________________
_____________________________________________________________________

For Reference list (list images at the end of the reference list). Use the same order as for the caption. When including the place of reproduction, include the full article details, as you would in a reference list. Put full-stops in between each item.

Fig. 1: _________________________________________________________________
_____________________________________________________________________

Discussion Points

1. What constitutes (a) ‘plagiarism’ (b) ‘collusion’ in academic work?
2. What do you think are some of the circumstances in which confusion might arise about whether work is original or not?
3. What can you do to make sure that your work is original while still drawing on the work of other authors?
4. What happens if staff suspect plagiarism in a student’s work?