Post-Graduate Certificate in Web Design and Development

Welcome to the Course

We are delighted to welcome you to this Birkbeck course for the academic year 2010-11

The programme has been running for nearly ten years and is regularly updated to keep pace with the rapid changes in the application of media in both business and personal life. As the course has developed, so has the impact of digital media and particularly the Internet. Many new company ideas and start-ups are now driven through the Internet and this is reflected in the projects developed by our students.

On the course you will be required to produce a series of assignments that develop your skills in Web Design and Development using the tools you will learn on the course and learning directly from the experience and skills of the practitioners who take the sessions. Your project may be personally motivated or may run alongside a work project. The module covers understanding Web authoring tools, HTML, principles of Web design, reverse engineering, stylesheets and creating technically efficient Web designs.

Key to postgraduate level study is the ability to reflect on your progress and to adapt to changing circumstances. Projects themselves change over the year and part of your final assignment is to reflect on your progression and the lessons learned. Your outputs should be realistic and consistent plans and proposals communicated clearly and effectively to your chosen audience. However, you should also be able to justify your approach in the context of other options available to you. If changes have taken place you will be able to analyse these changes in your project, the risks involved and the anticipated impact.

The course is also related to your own personal development and has always been an agent for change. It is a unique opportunity for you to reflect on your progress and to consider how you want to continue in your future career.

Communication and collaboration between students is an important aspect of the Postgraduate Certificate. You will all have different experiences to bring to the course and this is a major source of learning. There are few occasions in a work environment when you can work with individuals from different backgrounds. Make the most of this opportunity and the chance you will have to see things from a different perspective. We ask you to share resources, articles, networking opportunities and links with other students and provide a discussion group to enable this.

Finally, enjoy the course. The team at the Department of Media and Cultural Studies wish you all the best on the course and every success in the future.

Tim Priestman

Course Director

September 2010

Aims and learning outcomes

Aims

The Postgraduate Certificate in Web Design and Development programme offers students the opportunity to acquire and develop skills in the process Web Design and Development. It is divided in to four modules.

WDD1 – Web Design and Development

WDD1 aims to develop students' technical abilities in Web development. The module covers understanding Web authoring tools, HTML, principles of Web design, reverse engineering, stylesheets and creating technically efficient Web designs. Students first plan (on paper) and then develop a Web site.

WDD2 – User-centred Design and Project Management

WDD2 aims to develop skills to evaluate Web sites, analyse and document the needs of stakeholders, and manage and design information for the Web. The course covers the importance of a user-centred approach to planning and designing websites, covering research, design and evaluation methods. This emphasis allows the students to create websites that will be more valuable to users and businesses alike. The module covers information architecture, optimal navigation techniques, evaluation techniques, (user analysis, task analysis, stakeholder analysis), project management and project costing.

WDD3 – Images on the Web

WDD3 aims to develop student skills in manipulating and controlling images for the Web. The module covers understanding media, graphics tools, screen design, Web vs. other media, Web limitations and interface production using graphics tools. Students produce a portfolio of images and a banner animation for assessment.

WDD4 – Web Project

Students produce a Web site which incorporates the lessons learnt in the previous modules and demonstrates their ability and competence in implementing the techniques, skills and knowledge they have accumulated over the period of the PG Certificate. The site will be published on the Web.

Learning Outcomes

Subject specific

- Awareness of the language of digital media and its main areas of application across different areas of society and business

- Knowledge of the historical development of areas of new media design, development and application relating to Web design and other digital formats

- Understanding of the different approaches to digital development and their viability and sustainability in an appropriate context

- Knowledge of the place of images in digital media and their importance in communicating to specific audiences

- Knowledge of the categorisation of information in different contexts and for different audiences

- Knowledge of international standards relating to digital media development

Intellectual

- Ability critically evaluate Web sites and recommend and justify changes
- Ability to formulate research questions, evaluate responses and apply to projects
- Ability to understand and critique theoretical arguments.
- Ability to assess a wide variety of data, evaluate, prioritise and discard inappropriate information in the context of their projects
- Critically evaluate arguments and evidence
- Ability to evaluate own work, and the work of others, critically
- Ability to communicate ideas in different formats using a wide range of media
- Ability to plan and prioritise own learning

Practical

- Technical skills in Web development including the use of HTML
- Skills in the communication of ideas in electronic form through their application to projects
- The production of graphics and manipulation of images using standard packages such as Photoshop
- Skills in managing sites, project management and costing project development
- Skills in creating animations
- Skills in optimizing images for the Web
- Skills in structuring information for use on the Web (Information Architecture)
- Ability to analyse the effectiveness of their own creative work
- Through discussion groups and through team work ability to work with others and to respect their views
- Ability to write clearly and concisely
- Ability to make informed decisions
- Evaluation skills
- Project documentation skills

Personal and Social

- Interpersonal skills such as the ability to work in a group or as a member of a team and network
- Communicate effectively using different media and appropriate interpersonal skills
- Take responsibility for own learning and time management
- Work under pressure and to deadlines
- Understand the relevance of the course for current and future life

Academic and Administrative Teams

Academic Team

Tim Priestman, Course Director

Tim Priestman joined one of the first interactive media companies in the UK as a designer and has worked in new media companies for 15 years in design, sales and marketing, project management and in consultancy. He is currently managing the development of online educational and training programmes for business clients in the UK and overseas. Clients have included Philips, Marks & Spencer, HM Customs and Excise and PPP Healthcare. He has lectured on this PG Certificate and on the PG Certificate in Web Design and Development at Birkbeck College since 1995.

Dr Ian Sealy – Lecturer

Ian Sealy has been developing Web sites since 1995. From 1997 until 2004 he worked for the Institute for Learning and Research Technology, an international centre of excellence based at the University of Bristol. His work as a Senior Technical Researcher within the Internet Development group involved developing Web sites for a wide variety of clients, both commercial (for example, Ford) and educational (for example, the National Maritime Museum).
From 2004 until 2007 he worked as a Senior Computer Biologist at the Wellcome Trust Sanger Institute and he is now Head of Technology at The Local Europe AB, a European news organisation.

Dr Kieren Pitts – Lecturer

Kieren Pitts has been developing Web sites since 1995 and has gained commercial experience working as a Web developer within the scientific marketing and PR sector. Kieren is currently employed as a Senior Technical Researcher by the Institute for Learning and Research Technology, University of Bristol. In recent years Kieren's research interests have centred on the development of interactive and educational online games and simulations. He also has significant freelance experience in commercial and educational sectors.

Jonathan Fox, Lecturer

Jonathan Fox studied graphic design and photography at Maidstone College of Art and the Polytechnic of Central London and gained an MA in History and Theory of Modern Art at Chelsea College of Art and Design. Currently teaching part-time at Camberwell College of Arts and Goldsmiths College and working as a freelance Web designer.

Peter Otto, Lecturer

Peter Otto is Principal User Experience Consultant at Flow Interactive, a London consultancy specialising in user-centred design, user research and usability testing. As a consultant he is working across the disciplines of user research, design strategy, interaction design and information architecture, helping companies such as BT, Shell, Crocus and easyJet designing user-centred systems. In his previous job he worked as a web designer and design manager. Peter is a previous student on this course.

Andrew Harder, Lecturer

Andrew Harder is a Design Research Specialist for Nokia, where he uses generative and evaluative consumer research to guide the development of new mobile phones and internet services. After completing a Masters in Human-Computer Interaction at UCL in 2006, he worked for the user experience consultancy Flow Interactive across design, research and web strategy.

He has also worked for Transport for London and PricewaterhouseCoopers in IT consultancy roles.

Administrative Team

Katherina Bauer – Team Leader

Katherina has started to work for Birkbeck in September 2010.
Contact Katherina when you need to submit Mitigating Circumstances, or discuss a programme related issue e.g. deferral. In the Programme Administrator's absence, the Team leader can be contacted for urgent issues.

Contact Details:

Tel: 020 3073 8218   Email: k.bauer@bbk.ac.uk

Postal Address:
Katherina Bauer
Team Leader
Department of Media and Cultural Studies
Birkbeck College
43 Gordon Square
London WC1H 0PD

Sonia Piton – Programme Administrator

Sonia Piton has been working for Birkbeck for over 4 years and recently completed the PG Certificate in Web Design and Development. She should be your first point of contact for all administrative aspects of the course.

Contact Details:

Tel: 020 3073 8232   Email: s.piton@bbk.ac.uk
Postal Address:
Sonia Piton
Programme Administrator
Department of Media and Cultural Studies
Birkbeck College
43 Gordon Square
London WC1H 0PD
If you need to see a member of the Administrative Team in person please ensure you telephone first to make an appointment.

Course Dates

Module	Day	Date	Place	Who
Web Design and Development 1	Sat	16.10.10	Room G10, 43 Gordon Square	Ian Sealy and Kieren Pitts
Web Design and Development 2	Sat	30.10.10	Room G11, 43 Gordon Square	Ian Sealy and Kieren Pitts
Web Design and Development 3	Sat	13.11.10	Room G11, 43 Gordon Square	Ian Sealy and Kieren Pitts
Web Design and Development 4	Sat	27.11.10	Room G10, 43 Gordon Square	Ian Sealy and Kieren Pitts
User Centred Design and Project Management 1	Sat	11.12.10	Room 351, Malet Street	Peter Otto and Andrew Harder
User Centred Design and Project Management 2	Sat	15.01.11	Room 218, 43 Gordon Square	Peter Otto and Andrew Harder
User Centred Design and Project Management 3	Sat	29.01.11	Room TBC	Peter Otto and Andrew Harder
User Centred Design and Project Management 4	Sat	12.02.11.	Room TBC	Tim Priestman
Images on the Web 1	Sat	26.02.11	Room 413 Malet Street	Jonathan Fox
Images on the Web 2	Sat	12.03.11	Room 413 Malet Street	Jonathan Fox
Images on the Web 3	Sat	26.0311	Room 413 Malet Street	Jonathan Fox
Images on the Web 4	Sat	07.05.11	Room 413 Malet Street	Jonathan Fox
Web Project 1	Sat	21.05.11	Room 413 Malet Street	Ian Sealy and Kieren Pitts
Web Project 2	Sat	04.06.11	Room 413 Malet Street	Ian Sealy and Kieren Pitts
Web Project 3	Sat	18.06.11	Room 413 Malet Street	Ian Sealy and Kieren Pitts
Web Project 4	Sat	02.07.11	Room 413 Malet Street	Ian Sealy and Kieren Pitts

Pattern of study

The PG Certificate in Web Design and Development comprises 4 modules of 4 sessions totalling 96 hours. Each module has an accompanying assignment. The assignments build on the knowledge gained throughout the course.

After each session you will be given small assignments, which you must complete for the next session. The work that you do for your session assignments will complement your module assignments.

The key theme of the course is its focus on a user-based approach to designing Web sites and implementation through standards-based, accessible code.

By the time you start WDD4 you will have learnt the skills needed to design and produce a professional Web site that is both usable and accessible and conforms to international standards and guidelines. You will have an understanding of the strengths and weaknesses of the medium. Documenting the process of development of your final assignment will demonstrate your progression over the course.

Teaching

Teaching is hands on. Students will have access to a course web site for learning notes and assignment details. http://wdd0910.bbkweb.org

Course Preparation

You will find it useful to do some preliminary reading, although you will by no means be expected to purchase all the titles on the attached reading list. Those of you who are unfamiliar with HTML should look at the following sites before the course begins:

http://www.w3.org/MarkUp/Guide/

http://www.w3schools.com/html

Course Schedule

WDD1 – Web Design and Development

WDD11	**Lecturers – Ian Sealy and Kieren Pitts**	**16.10.10**

- Introduction
- Why good Web design is important
- Introduction to WDD systems
- Simple HTML (paragraphs, headings, lists, hyperlinks, inline images, etc...)
- Course mailing lists
- Course assignments

WDD12	**Lecturers – Ian Sealy and Kieren Pitts**	**30.10.10**

- More HTML
- Tables
- Using tables to control layout
- Reverse engineering existing Web site
- Navigational tools
- Importance of a consistent user interface
- Non-stylesheet-based formatting

WDD13   **Lecturers – Ian Sealy and Kieren Pitts**   **13.11.10**

- More HTML
- Using cascading stylesheets to separate content from formatting
- Validating HTML & CSS
- Creating accessible Web sites

WDD14   **Lecturers – Ian Sealy and Kieren Pitts**   **27.11.10**

- Creating sites with WYSIWYG editor
- Introduction to Dreamweaver
- CSS Positioning
- Link checking
- HTML Tidy

WDD2 - User-centred Design and Project Management

WDD21   **Lecturers – Peter Otto and Andrew Harder**   **11.12.10**

- What is User Experience?
- Understanding client objectives, stakeholders and competitors
- Conducting user research
- Analysing and documenting user research

WDD22   **Lecturers – Peter Otto and Andrew Harder**   **15.01.11**

- Concept design
- Organising information for the Web
- Designing navigation systems
- Developing prototypes
- Creating great content
- Creating effective homepages
- Interaction design

WDD23   **Lecturers – Peter Otto and Andrew Harder**   **29.01.11**

- Psychological basis of usability

- User behaviour on the web
- How layout & typography impact on usability
- Evaluation
- Heuristic Evaluation and Cognitive Walkthroughs
- Usability testing and Eyetracking

WDD24   **Lecturer - Tim Priestman**   **12.02.11**

- The Cultural Industries
- Project management and planning
- Costing projects, proposals, dealing with clients
- Large company/small company ways of working
- Working on portfolios/student projects

WDD3 - Images on the Web

WDD31   **26.02.11**

- Introduction to graphics/use of graphics in Web pages
- Web image formats and optimising images with Adobe Photoshop
- HTML and images

WDD32   **Lecturer – Jonathan Fox**   **12.03.11**

- Introduction to using Adobe Photoshop
- Using Photoshop to create a prototype screen design
- Principles of graphic design, type and iconography

WDD33   **Lecturer – Jonathan Fox**   **26.03.11**

- CSS and images
- Background images
- Image replacement

WDD34   **Lecturer – Jonathan Fox**   **07.05.11**

- An introduction to GIF animation
- Using ImageReady to create an animated banner
- Other animation formats

- Assignment work

WDD4 - Web Project   **21.05.11**

04.06.11

WDD41 - 44   Lecturers – Ian Sealy and Kieren Pitts   **18.06.11**

02.07.11

In WDD4, the subjects covered are tailored to individual needs. Previous subjects covered include

- XHTML registration
- Domain name
- Web hosting
- Server log analysis
- SSIs
- Introduction to CGI
- Introduction to JavaScript
- Search Engine Optimisation
- Introduction to Flash
- XML
- RSS, Podcasting and SVG
- Adding Sound and Video
- Copyright
- Introduction to Database-Backed Web Sites
- Cross-Browser Compatibility

Assessment

100 per cent coursework.

Assignments

Assignment 1 – Web Design and Development

This assignment tests your technical expertise in building a Web site.

1. On *paper* you will develop and plan a small Web site.
   The outline content of the Web site will be agreed after consultation with your tutors.

   - You will provide a schematic or site map of the structure of the site.

   - You will produce paper mock-ups of your interface design. The mock-ups will include:

     - Main navigation

     - Local navigation

     - Title

     - Footer information

     - Some idea of colour scheme

2. You will then build a sample home page and, using HTML-Kit, one other page from your site.

   - Your site will demonstrate that you understand the principles of HTML authoring.

3. You will provide sample printouts of your HTML code (which will include comments explaining how the pages are constructed). Supply a printout of your external stylesheet if you use one.

4. You will provide printouts of your design, as seen in two different Web browsers (for example, Internet Explorer and Netscape Navigator or Mozilla or Firefox or Opera).

   - You may need to use a graphics package to ensure that your printouts accurately represent the pages displayed by the Web browsers.

5. You will provide supporting documentation describing the decisions made during the development of your site map, design and sample pages.

Note: At this stage you will not be required to include finished graphics. We will cover the production of graphics in later sessions.

General Points

Keep to the limit of 2,000 - 3,000 words. Diagrams, tables, spreadsheets and references used to explain your ideas are not included in this limit.

Ensure that your work is clear, precise, easy to understand and clearly structured. Reference your ideas, sources and reading to substantiate your work (Web sites and other media). Critically review your understanding of the brief of the project and the factors influencing the choices you have made.

Assignment 2 – User Centred Design and Project Management

- You will be assessed on the basis of this assignment. Your work will be presented on paper for assessment. This assignment should be between 3000 and 4000 words.

- The assignment will involve the production of a detailed functional specification document for your project, describing:

- user and business requirements

- the proposed information architecture

- your chosen method(s) of evaluation

- your project plan and costing

You need to:

- demonstrate that you have a clear understanding of user-centred design, information architecture and web usability
- build a strong design rationale by showing evidence of original user research, evaluation and iterations in design that address the findings of the research and evaluation
- critically discuss and correctly reference your source materials

At this stage, you **do not need to:**

- Present graphical design of the website
- Include code, or present your assignment in html
- Discuss activities you've done that do not demonstrate the application of user-centred design principles
- Discuss topics assessed in other modules (coding, image manipulation)
  The end product you put forward for assessment should already be fully reviewed by you (and others if appropriate) for accuracy, consistency and completeness. It should therefore be in a form that presents a professional approach – well presented, succinct and lacking in ambiguity.

Topics to cover

User research and business objectives
Explain the business objectives for your chosen project. Describe your target users and their needs. Critically discuss your approach to user research in contrast to other methods. Explain how you aim to bring user needs and business objectives together as an overall value proposition and specific site goals.

Design
Document the proposed information architecture of your site by using appropriate techniques, showing the overall structure (site map), specific task flows as well as the individual pages (wireframes). Critically discuss how you solved the design problem on a conceptual as well as a detailed level. Justify your solution both in terms of user needs and usability principles. Define content requirements, technical requirements and write a short design brief.

Evaluation
Describe how evaluated your design and critically discuss your chosen approach and its relative strengths and weaknesses in contrast to other methods. Describe, discuss and prioritise your findings and show how they will be reflected in the final design.

You may choose to evaluate your design with users, or use an inspection technique. Either way, you need to explain and justify your approach considering the theoretical background as well as the practical application.

Project planning
Including a high level project plan that describes the different project activities and timeframes, resources, and costs.

General Points

Keep to the limit of 2,000 - 3,000 words. Diagrams, tables, spreadsheets and references used to explain your ideas are not included in this limit.

Ensure that your work is clear, precise, easy to understand and clearly structured. Reference your ideas, sources and reading to substantiate your work (Web sites and other media). Critically review your understanding of the brief of the project and the factors influencing the choices you have made.

Assignment 3 – Images on the Web

Images

You are required to produce portfolios of images demonstrating your ability and competence to manipulate and control media for use on the Web.

1. Produce a portfolio of 10 digital images. Explain why you produced these images and how they were produced. The images will be taken from a variety of sources including: scanned images, original artwork created in a graphics package and images from an online photo bureau.

2. You will show that you understand the following principles:

   - colour correction and manipulation

   - saving images in a Web format (.jpg, .gif or .png)

   - optimising graphics for Web use

3. You will produce a series of 2 or 3 screens / interfaces as prototypes for your project (WDD4).

4. You will create a working example of a graphical navigation bar.

Animation

5. You will produce a banner animation and describe:

   - the product it is advertising

   - the advantages of advertising this product over the Web

   - where you would ideally place this advert on a Web site

Note: Your use of media will demonstrate that you understand the strengths and weaknesses of delivering multimedia content over the Web.

General Points

Keep to the limit of 2,000 - 3,000 words. Diagrams, tables, spreadsheets and references used to explain your ideas are not included in this limit.

Ensure that your work is clear, precise, easy to understand and clearly structured. Reference your ideas, sources and reading to substantiate your work (Web sites and other media). Critically review your understanding of the brief of the project and the factors influencing the choices you have made.

Assignment 4 – Web Project

You are required to produce a Web site that demonstrates your ability and competence in implementing the techniques, skills and knowledge that you have accumulated over the period of the Diploma in Web Design and Development.

You may wish to integrate and polish your earlier assignments into this project or you may choose to produce a separate item.

Your Web site must be agreed with your course tutor.

The Web site will demonstrate:

- good quality of presentation and consistency in style and content

- an appropriate and varied use of the medium

- an understanding of the strengths and weaknesses of the Web

- a systematic approach to the design of a multimedia Web site

- implementation of a design appropriate to the subject matter and audience

- skills in the appropriate use of the authoring tool

It will be planned and documented to show the source of material, techniques and ideas to clarify the background to the Web site.

The final outcome of the project will be:

- A concise, accessible and professional Web site

- Paper-based documentation to clarify the background to the design and development approach to the project and the sources of information and inspiration.

General Points

Keep to the limit of 2,000 - 3,000 words. Diagrams, tables, spreadsheets and references used to explain your ideas are not included in this limit.

Ensure that your work is clear, precise, easy to understand and clearly structured. Reference your ideas, sources and reading to substantiate your work (Web sites and other media). Critically review your understanding of the brief of the project and the factors influencing the choices you have made.

Assessment Criteria:

80-100%	An outstanding answer that demonstrates excellent levels of technical proficiency in HTML. Work is presented clearly and logically. The work has excellent presentation in all Units and demonstrates critical awareness of other work – particularly in the areas of image manipulation and in user-centred design. In manipulation of images there is extensive explanation of the options available and a clear description of creation of the final images. The work shows comprehensive audience analysis. Ideas are presented in excellent, unambiguous English and there is originality in design. Responses are entirely focused on the question. Outputs are of a professional standard and demonstrate sophistication not normally found at this level. Accessibility is excellent and students present logical arguments for the project choices made. There is clear evidence of research and the incorporation of this into their work with extensive referencing of a varied array of resources.
70-79%	Students examine and execute the tasks set to a very high standard and there is excellent focus on the question. Technical proficiency is HTML is high and there is a very strong understanding of the importance of accessibility - demonstrated through outputs of the assignments. Image manipulation is excellent with a demonstration of a range of techniques with unambiguous explanation of choices made. Design and information Architecture is very strong with some originality. The final document shows high levels of presentation, balance and completeness using a variety of techniques to engage the audience and enhance understanding of the project. Audience analysis is excellent and the work reflects this. English is excellent. Students reflect successfully on their work and demonstrate their ability to compare good practice in the work of others. Reading and research activity is beyond that presented in the class. Published sources are listed at the end with a range of different resources used.
60-69%	This is a complete response to the tasks given and focus on the question is very good. Course work is well written and presented with evidence from supporting texts given to back up arguments. The level of HTML is good and there is a clear understanding of the importance of accessibility, which comes through strongly in the assignments. Image manipulation is well done and the explanations for the choices made are well made and relevant. User-centred design outputs are logical and progressive and clearly express the aims and objectives of the project and their relevance to the target audience. The standard of English is good and the ideas clearly presented. There is very clear identification of audience and outputs reflect this. There is some reflection and comparison with the work of others in the context of good practice. Ideas are clearly presented. There is reference to other related work and analysis.
50-59%	Task examined in a systematic way to an average standard, showing a good understanding of the coursework and using good examples from texts. The level of HTML is average and there is a general and adequate grasp of the skills involved. There is an understanding of accessibility and expression of this in the outputs. Image manipulation is understood and carried through and the presentation of the images is good. Explanation of how the images are manipulated is present but not detailed. There is identification of the target audience and research. The Information Architecture developed is relevant to this audience and well linked to the aims of the project as a whole. However, some aspects of the user-centred design may be incomplete. There is little synthesis of material beyond that presented in the class. There may be some

	reflection on the processes involved in the development of the assignment. Good sources adequately cited.
40-49% FAIL	The task is addressed but some major areas have not been examined systematically and the response to the task is superficial, although it may be valid in a different context. The HTML demonstrates some understanding but contains errors and aspects of accessibility as taught on the course have not been implemented. Technical aspects of image manipulation are understood but they may not be optimised or themed. Explanations of how the results were reached are limited. The user-centred design addresses the audience and there is some sense of progression but the sequence of activities may not be logical and information is incomplete. There is very little research or critical analysis. The response relies on limited reading and poor attention to detail.
35-39% Fail	The response to the task is superficial and contains much material that is not relevant. HTML contains errors and is not all validated successfully. Key concepts related to usability are missed although some although there is some understanding. The audience is only nominally addressed. The response relies on limited reading and poor attention to detail. Some images may be successful but they are not all optimised or in context. Outcomes from the User Centred Design are poorly explained and there is little research. There is poor organisation of material and evidence with few or no examples. There is little or no critical analysis of performance.
0-34% Fail/No Credit	The work is poorly planned and the answer to the task includes much material that is irrelevant. Relevant material shows some understanding of the task, but is marred by inaccuracies. The work is poorly organised and presented and does not answer the brief. HTML is very basic and does not conform to standards discussed on the course. The images have no context and are not optimised. User-centred design bears no relation to audience and is illogical and incomplete. Little or no evidence of analysis, planning or presentation skills. Work ignores the brief given by the lecturer or is copied.

Penalties for Late Submission of Coursework

The College operates a fair and transparent system for considering the late submission of work and mitigating circumstances. In order for all students to be treated fairly, late coursework will be penalised.

No individual member of staff can grant extensions without penalty beyond the published final submission deadline, so please do not ask them to do so.

Any work that is submitted for formal assessment after the Final submission deadline for coursework portfolios (published below) will be subject to a Penalty mark, unless mitigating circumstances are accepted by the Mitigation Sub-committee of the Board of Examiners. A subsequent deadline follows this penalty period, after which work will not be marked and will be returned to the student. Please refer to the timetable below for these dates.

Late work is given two marks: a penalty mark (maximum 50%) and the 'real' mark that would have been awarded if the work had not been late. Both marks are given to the student on the cover sheet. Late work should be submitted to the Programme Administrator.

If you submit late work and wish mitigating circumstances to be taken into consideration:

▪ You should complete the standard Mitigating Circumstances form (available from the Programme Administrator or www.bbk.ac.uk/ce/forstudents) and submit it, with documentary evidence as appropriate, to the Team Leader.

- The case will then be considered by the Mitigation Sub-committee of the Board of Examiners. This is in confidence and you may request that only the Chair of the panel has sight of your form.

- If no case is made, or the mitigating circumstances are not accepted, then the penalty mark will stand. If a case is made and accepted then the examination board may allow the '"real" mark to stand.

- A student who fails to attend or submit one or all elements of assessment for reasons judged to be valid by the Mitigating Sub-committee of the Board of Examiners may be allowed to be assessed as if for the first time. This shall be known as a 'deferral'. Any request for deferral should be made on the Mitigating Circumstances form.

In-Course Submission Deadlines

Students must adhere to the in-course submission deadlines which are published in the individual syllabuses for each module.

Deadlines for submission of coursework

WDD1 Deadline	Date:	Action
Final submission deadline for coursework	No later than Tuesday 14 December 2010	All work (marked and unmarked) to be handed in centrally, and receipted.
Submission of late coursework, with or without mitigating circumstances	Up to Tuesday 21 December 2010	Late work will be clearly marked as such and dispatched to tutor for marking. Late work submitted without mitigating circumstances will receive a maximum mark of 50%
Date after which work will not be marked	Tuesday 21 December 2010	Work submitted after this date will not be marked; this will usually result in a fail being recorded for the module.
WDD2 Deadline	**Date:**	**Action**
Final submission deadline for coursework	No later than Tuesday 01 March 2011	All work (marked and unmarked) to be handed in centrally, and receipted. All portfolios checked for completeness at this stage. Overall coversheet added.
Submission of late coursework, with or without mitigating circumstances	Up to Tuesday 08 March 2011	Late work will be clearly marked as such and dispatched to tutor for marking. Late work submitted without mitigating circumstances will receive a maximum mark of 50%
Date after which work will not be marked	Tuesday 08 March 2011	Work submitted after this date will not be marked; this will usually result in a fail being recorded for the module.
WDD3 Deadline	**Date:**	**Action**
Final submission deadline for coursework	No later than Tuesday 24 May 2011	All work (marked and unmarked) to be handed in centrally, and receipted.

Submission of late coursework, with or without mitigating circumstances	Up to Tuesday 31 May 2011	Late work will be clearly marked as such and dispatched to tutor for marking. Late work submitted without mitigating circumstances will receive a maximum mark of 50%
Date after which work will not be marked	Tuesday 31 May 2011	Work submitted after this date will not be marked; this will usually result in a fail being recorded for the module.
WDD4 Deadline	**Date:**	**Action**
Final submission deadline for coursework	No later than Tuesday 26 July 2011	All work (marked and unmarked) to be handed in centrally, and receipted.
Submission of late coursework, with or without mitigating circumstances	Up to Tuesday 2 August 2011	Late work will be clearly marked as such and dispatched to tutor for marking. Late work submitted without mitigating circumstances will receive a maximum mark of 50%
Date after which work will not be marked	Tuesday 2 August 2011	Work submitted after this date will not be marked; this will usually result in a fail being recorded for the module.

Mitigating Circumstances

All students submitting work after the original final submission date are allowed to provide written evidence (medical or otherwise) of mitigating circumstances.
Claims should be made on the Mitigating Circumstances form (http://www.bbk.ac.uk/mybirkbeck/services/administration/certificate-exams/mitigating-circumstances) to the Team Leader and accompanied by supporting documentation. Any supporting documents should be

a)   on the official headed paper of the issuing body

b)   include the dates of the period in which the circumstances applied.

c)   the original document (photocopies of documentary evidence will not normally be accepted. If you need an original document for another purpose, you should arrange to bring in the original so that a copy can be made by the Programme Administrator or other member of the subject team, who must then indicate on the copy that they have seen the original.)

d)   submitted at the earliest opportunity and in advance of the Mitigating Sub-Committee.

Discussing your claim with a member of staff does not constitute a submission of a claim of mitigating circumstances.

Mitigating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your performance in assessment. This should not be confused with long term issues such as medical conditions, for which the College can make adjustments before assessment.

Not all 'circumstances' warrant the same consideration. Some are clearly beyond the reasonable control of students and some are not. The examples given below are not exhaustive but will serve as a guide to what Boards of Examiners will regard as acceptable 'mitigating circumstances' when making academic judgements:

Examples of circumstances beyond the reasonable control of the student:

- bereavement
- serious accident or illness
- serious infectious disease
- burglary and theft (to be accompanied by a crime report)
- childbirth.

Examples of situations which may be considered beyond the reasonable control of the student:

- medical operation (if approved prior to the point of assessment or an emergency)
- hospital tests (if approved prior to the point of assessment)
- being taken ill during an examination
- unanticipated and unavoidable professional obligations
- private or public transport failure leading to delays of more than 1 hour (corroborative evidence is required to verify such a delay)
- bankruptcy.

- **Examples of circumstances that would NOT ordinarily be considered mitigating circumstances:** accidents to friend or relatives (unless within 3 days prior to deadline or examination or where student is sole carer)
- family illness (except in an emergency or where the student is the sole carer)
- examination nerves
- feeling generally anxious, depressed or stressed (unless medically certificated and notified in advance i.e. at least 2 weeks)
- clash with paid employment
- minor accidents or injuries
- pregnancy
- cold, cough, upper respiratory tract infection, throat infection, unspecified viral infection
- childcare problems that could have been anticipated
- domestic problems (unless supported by independent evidence)
- mistaking the deadline, or time management problems (including alarm not going off)
- private or public transport failure leading to delays of less than 1 hour
- general financial problems
- legal problems (unless required to attend Court on the day of an examination or assessment)
- holidays or booked travel arrangements
- house moves
- notes lost, burned or stolen (unless supported by a fire or police report)
- intermittent or last minute computing equipment problems (discs, machines, printers, viruses)
- handing-in problems
- inclement weather (unless exceptional/severe conditions)
- ignorance of the Regulations or examination/assessment arrangement.

Further guidance on what may constitute acceptable mitigating circumstances is available as an appendix to the policy and available from http://www.bbk.ac.uk/reg/regs; you should note that this is not an exhaustive list, and that each case will be treated on its merits by the relevant Mitigation Sub-Committee.

The request for mitigating circumstances to be taken into consideration will then be taken at the Mitigation Sub-Committee of the Exam Board, and will be treated as confidential. If no documentation is received prior to the meeting of the Mitigation Sub-Committee the 'real' mark

will not be considered and the penalty mark will stand. If the evidence of mitigation is considered to be sufficient then the 'real' mark will go forward to the Exam Board.

Outcomes

If you submitted work late and your mitigating circumstances are accepted, then the higher mark (the 'real' mark) will be considered by the exam board.

If you feel that your mark was lower than it might have been because of mitigating circumstances, you should be aware that individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test your achievement rather than your potential; it is not normally possible to gauge what you would have achieved had mitigating circumstances not arisen. Where mitigating circumstances are accepted, and it is judged by an examination board that these circumstances were sufficiently severe to have affected your performance in assessment the usual response will be to offer you another opportunity for assessment without penalty, at the next available opportunity.

Assessment Offences and Plagiarism - **What is an Assessment Offence?**

An assessment offence is academic dishonesty; that is, the act of taking somebody else's work and presenting it as your own or helping others to present work as their own (whether in an essay or examination). If you knowingly assist another student to plagiarise (for example, by willingly giving them your own work to copy from), you are committing an assessment offence.

The College treats all assessment offences seriously. It makes strenuous efforts to detect plagiarism, including using web-based software that can provide clear evidence. If you are in any doubt as to what constitutes acceptable conduct you should consult your lecturer or another member of academic staff.

The College has a wide range of sanctions that it may apply in cases of plagiarism, including the termination of a student's registration in the most serious cases.

Examples of plagiarism include (but are not restricted to):

- copying the whole or substantial parts of a paper from a source text (e.g. a web site, journal article, book or encyclopaedia), without proper acknowledgement.

- paraphrasing another's piece of work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained.

- piecing together sections of the work of others into a new whole.

- procuring a paper from a company or essay bank (including Internet sites).

- submitting another student's work, with or without that student's knowledge.

- submitting a paper written by someone else (e.g. a peer or relative) and passing it off as one's own.

- representing a piece of joint or group work as one's own.

The assessment offences policy describes three stages in the process for dealing with assessment offences – further details can be found here:
http://www.bbk.ac.uk/reg/regs/assmtoff

> **Stage 1**: The subject team will resolve first or minor and uncontested offences.

> **Stage 2:** This allows for a formal school investigation, where a student wishes to contest the allegation or penalty, where there is an allegation of a repeat offence or for more serious cases.

> **Stage 3**: This involves a centrally convened panel for third and serious offences, dealt with under the Code of Student Discipline –
> http://www.bbk.ac.uk/reg/regs/discipline_pdf

Failure and re-assessment of a module

Boards of Assessors

Full details are in the Regulations for Taught Programmes of Study.

- The Board of Examiners is responsible for confirming marks.

Re-take

- For any module on an undergraduate programme, if your module result is less than 40% any subsequent attempt to pass the module will normally be a "re-take".

- A re-take requires attendance at the module's lectures and seminars as well as another attempt at the assessment.

Re-assessment

- If you obtain a module result of between 40% and 49% for any module on an postgraduate programme then the Board of Examiners may offer "re-assessment" as an alternative to a "re-take".

- Re-assessment is where a student will re-attempt a failed element of a failed module; it does not require attendance at lectures and seminars.

- You will not normally be reassessed in elements that you have already passed.

- You may be required to take an alternative form of assessment for failed elements as part of re-assessment.

- The timing of any re-assessment will normally be at the next normal assessment opportunity.

Attempts and Re-takes

- You will normally be offered three attempts at passing a module (the original attempt plus two further attempts, each of which will either be a re-assessment or a re-take).

- After this, if the module has not been passed it will be classed either as a "compensated fail" or a fail.

- In some cases this will mean that it will not be possible for you to gain the award that you have registered for; in such cases, your registration will normally be terminated.

- You cannot retake a module to gain a higher mark, unless a deferral is granted due to mitigating circumstances.

Moderation and board of examiners

All assessments are subject to the moderation procedures of the College to ensure the equity and accuracy of the marking of student assessments.

Moderation

Certificate Students

A sample of work is moderated to ensure the fairness and consistency of marks awarded, before being passed to the appropriate Board of Examiners for final approval. You should be aware that the Board of Examiners has the right to change marks awarded to assessments by lecturers and your results notification may therefore show a different overall mark and grade from that given by your lecturer. Please note, however, that this is carried out within the assessment and grading framework detailed in the programme specifications, following the scheme in terms of weighting and other fixed elements.

As part of the College moderation procedures you may be requested to submit your marked assessments at the end of your module. If you are requested to submit coursework as part of the moderation process, work must be submitted in a flat folder (either an A4 plastic folder or envelope folder). Your lecturer will provide a folder coversheet. Please complete all sections

of the coversheet. Any omissions will result in the work being returned to the student immediately for completion. The required coursework is submitted to the Administrative Office. Alternatively you may be contacted following the last meeting of the module by the Administrative Office and requested to send in a complete folder of your assessments.

Board of Assessors

The Board of Assessors is the body that is responsible for confirming results for a subject are on an annual basis. The board also has a range of other responsibilities as defined in the Regulations for Taught Programmes of Study, including the consideration of applications for mitigating circumstances. The Board of Assessors is appointed annually and consists of minimal membership, made up of (where applicable) internal moderators, external examiners, appropriate Award Coordinators and the Team Leader. The Board of Assessors has the right to change marks awarded by the class lecturer.

Appeal procedure

For information on appeals please consult section 39 of the Common Awards Scheme Regulations for Taught Programmes of Study
http://www.bbk.ac.uk/reg/regs/cas/assessment/representations

Notification of results, return of coursework, issuing of certificate

- The Certificate Board of Assessors for modules finishing in the Summer term normally takes place in the third week of October.

- Students normally receive their notification of results for these modules in November.

- Certificates are normally issued in April.

Student Support

Learning support, English language and study skills

If you need help with your English language skills, or simply need to freshen up essay-writing or study skills, Birkbeck offers a range of support courses. These courses are designed to boost your self-confidence, fill in gaps in your knowledge, improve your language skills and help you get the most out of studying in an academic environment.

To benefit fully from your studies, you should be able to read, write and speak English fluently. If you feel that you need to improve your written or oral skills in English, or if English is not your first language, we recommend that you enrol on one of the English language or academic writing modules.

English Language for Academic Purposes

These courses will help you to improve and extend your study skills in English and academic writing in order to participate more effectively in British higher education. The courses are designed for students of at least intermediate level of English and provide a stimulating and challenging learning experience for those looking to gain near-native proficiency in English and an introduction to British culture.

Birkbeck offers intensive pre-sessional courses that take place during August/September (before the academic year begins in October). Courses are also offered throughout the academic year on all aspects of academic English, including grammar, style, note-taking, essay-writing, presentation, pronunciation and British academic conventions.

For further details visit www.cpld.bbk.ac.uk/students/EnglishLanguage . Alternatively, you can order a printed copy of the English Language and Study Skills brochure that contains a full listing of these modules. Call 020 7631 6248 or email English@fLL.bbk.ac.uk. You can also download individual module syllabi from www.cpld.bbk.ac.uk/students/EnglishLanguage under 'supplementary information'.

Help with your study skills

Birkbeck's new Centre for Learning and Professional Development (CLPD) offers advice and information about access to a wide range of activities relating to academic study, personal and professional skills development including:

- Preparing to return to study

- Academic Writing development

- Study Skills Techniques

- Personal Development Planning

- Library Access Skills

- IT skills/development/enhancement

- Pre-course advice on choosing the right course and level

- In-depth assessment of your English language proficiency level

- English language courses

- Maths and Stats support

In addition to our range of courses and workshops, they offer one-to-one sessions where you can get advice and support on any study difficulties you are facing. If you'd like advice on any aspect of your study skills or language needs, please contact them for an appointment.

The Centre also has a range of learning materials and e-learning packages to help you in your studies. For the latest details please see the website: www.clpd.bbk.ac.uk/students.

The Centre is based in the Malet Street building. CLPD can be contacted on 020 7631 6683 or by emailing clpd@bbk.ac.uk .

Disability support
Birkbeck is committed to doing everything it can to support you in your studies. Full details of the support available to you during your studies is available in your MyBirkbeck Student Guide 2009, which will be sent to you from the My Birkbeck Centre upon enrolment.

Support in the College
Below are examples of support that Birkbeck could provide:
• If you have a mobility difficulty, we will endeavour to ensure that your course is held in an accessible building.
• If you have a hearing impairment, we have a range of portable and fitted induction loops available.
• If you have a visual impairment, we may be able to provide you with handouts in accessible formats.
• There is an extensive range of specialist equipment in Birkbeck's Library and computer laboratories, which you may be able to access.

Further Information
You can get a copy of our Disability Handbook from the Disability Office or by visiting www.bbk.ac.uk/disability.The Disability Office also provides advice and information at College Open Evenings. For further information, or to make an appointment, please contact the Disability Office on 020 7631 6336, fax 020 7631 6303 or email disability@bbk.ac.uk . Alternatively, text them on 07910 821 998.

Assignment writing presentation and style guide

Presentation of Assignments
Always leave a good left-hand margin in all your written work so that the reader has somewhere to put comments. Typed or computer-written text should be double-spaced. It is not necessary to put your assignment in a folder or plastic sleeve: markers prefer to receive assignments that are simply stapled.

Using and Referencing Sources
An essential skill of academic studies is the consistent use of references in all the assignments you submit for assessment. When writing a piece of work as part of a University degree it is vital to clearly signal ideas and words that are not your own (which may be drawn from reading texts and/or watching films, TV) by placing them in "inverted commas". This is called a **quotation**. When the quotation is longer than two sentences, then you should not use inverted commas, but separate this quotation from the main body of the assignment by indenting it from left and right. E.g.

The Online Writing Centre of Yale University explains that:
When you cite a source, you show how your voice enters into an intellectual conversation and you demonstrate your link to the community within which you work. Working with sources can inspire your own ideas and enrich them, and your citation of these sources is the visible trace of that debt.[1]

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[1] Yale University, 'Why Cite?' at http://www.yale.edu/bass/writing/sources/why.html (accessed 10/8/2008)

There are several conventions to cite works in a piece of writing. The most commonly used are the Harvard system (Author, Date Method) and the Numeric or footnote/endnote system. The above quotation was cited by using the Numeric system.

Both systems are explained below. It is vital that you familiarise yourselves with both the Harvard and the Numeric system, because you will encounter both of them in the wide range of sources your tutors will recommend you to read. The Numeric system is standard in the Humanities disciplines (History, English, Art History) and the Harvard system is common in the Social Sciences. The discipline of Journalism and Media Studies draws on sources from both the Humanities and the Social Sciences.

The Harvard system requires that the author, date of publication, and page reference are placed in brackets in-text, e.g. (Wood, 2007: 38). That is why it is also called 'in-text method'. The footnote/endnote system requires you to insert the reference as a footnote or as an endnote.[2] Footnotes are those references placed at the bottom of the page, whereas endnotes appear at the last page of the assignment. Whichever system you decide to follow, you **must be consistent**.

Both systems require that you include a **bibliography** at the end of the assignment. A bibliography is an alphabetical list of all the sources you have used listed in alphabetical order according to the surname of the author.

You may find it helpful to look at the system adopted in a book or in an essay dealing with the subject of your assignment. One way to learn your chosen system is by observing the referencing system in the books and academic material that you read.

When you write an assignment, refer to this handbook and to the online resources recommended here. You learn how to reference correctly by trial and error. If you are not sure about how to cite a source, not listed in this handbook, refer to BBK Library's website and/or seek the advice of your tutor. By the end of your first year you should have decided on your preferred system and learnt how to use it.

Accurate referencing is a transferable skill you need for any job in the media and creative industries. If journalists misquote their sources, they might get fired. If filmmakers fail to get copyright permission for use of film footage, they might end up in court or pay huge fines. **Correct referencing is an objective criterion of assessment,** included in the marking scheme, so you should get it right! If references are not properly made, using a quotation can become a case of plagiarism.

What follows below is a brief outline of both systems, mainly adapted from the University of London's Library tutorial. We strongly recommend that you also consult the Library's online tutorial for more detailed explanations and examples:

http://www.ulrls.lon.ac.uk/tutorial/reference/

Writing a title

Before considering the different systems of referencing, remember that when writing the titles of books, journals, newspapers, films and television programmes:

- All titles should be *italicised*.
- In English titles of books, journals, newspapers and films are **capitalised**, that means that the first letter of every word is capital, except for 'the', 'and', 'a', 'is', 'are'.

e.g.   Book: Ulrich Beck, *What is Globalization?*
       Journal: *Film History*
       Newspaper: *Daily Mail*, *The Times*

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[2] Mary Wood, *Contemporary European Cinema* (London: Hodder Arnold , 2007), p.38.

Film: *The Good, the Bad and the Ugly*
Television programme: *Six Feet Under*

Who is the Author?

The person or organisation shown most prominently in the source as responsible for the content in its published form should be given. For sources consulted in the websites of organisations, such as BBC online news, Reuters, Ofcom (Office of Communications) where the name of a specific author is not given, then you just give the name of the organisation as the author. For anonymous works, such as a film review in an old newspaper, use 'Anon.' (=anonymous) instead of a name. For certain kinds of work, e.g. dictionaries or encyclopaedias, or if an item is the co-operative work of many individuals, none of whom have a dominant role, the title may be used instead of an originator or author.

The Numeric System or Footnotes and Endnotes

The Numeric system of referencing is more common in the humanities, especially in History. Some students prefer it because it does not 'break' the flow of the text with in-text numbers and dates. You need to give a full bibliographical description the first time you quote from a work, which is included in a footnote or endnote.

In order to place a footnote/endnote in most word processing programmes, like Word, click on Insert, scroll down to reference and click on footnote. Then you are prompted to choose between footnote (bottom of the page) or endnote (end of the document). You need to repeat this action every time you add a reference. Notes should be numbered continuously in Arabic numerals (1, 2, 3…) rather than Roman numerals (i, ii, iii…) throughout the assignment.

For example:

1 Socolow, Susan Migden, *The Women of Colonial Latin America* (Cambridge: Cambridge University Press, 2000), p. 101.

Socolow, Susan Migden = Author (Surname, Name)
The Women of Colonial Latin America = Title
(Cambridge, = Place of publication
Cambridge University Press, = Publisher
2000) = Year of Publication
p. 101 = the number of the page where the quotation comes from

For later foot/endnotes to this work:

 (i) Immediately following: ibid., p. 102

ibid = as above

(ii) If the work has already been cited, you can abbreviate the reference:
Socolow, *The Women of Colonial Latin America*, p. 101

Socolow, = Author
The Women of Colonial Latin America, = Title
p. 101 = Page number

The full bibliographical description is also reported in the bibliography at the end of your assignment.

The same principle applies for citing essays and articles from edited books, newspapers, magazines and academic journals. The key point to remember is that the titles of essays and articles are placed in inverted commas and only the source (edited book, journal, newspaper) is italicised. The **author** is the one who signs the essay NOT the editor of the book or the journal.

Chapters or articles in an edited book:

Author's surname, her/his first name, 'title of essay', in title of collection, ed. by editor's first name, her/his surname (place of publication: publisher, year), pp. pages:

E.g.

Sharp, Jim, 'History from Below', in *New Perspectives on Historical Writing*, ed. by Peter Burke (Cambridge: Polity Press, 2001), pp. 25-42.

Academic Journal:

Author's surname, her/his first name, 'title of article', title of journal, volume (year), pages:

E.g.

Metz, Christian, 'The Imaginary Signifier' in *Screen*, Vol. 16, No. 2, Summer 1975, p. 75.

Articles in newspapers or magazines:

Author's surname, her/his first name, 'title of article', *title of source,* day month year, pp. pages:
E.g.
Ash, Timothy Garton, 'The Janus Dilemma', *The Guardian Review*, 5 June 2004, pp. 4-6

Internet Source:
Author's surname, her/his first name, 'article title', *name of online source*, (<electronic address> [accessed date of access]:
E.g.
Hedditch, Emma, 'Women and Film' in *BFI Screenonline,*

<<http://www.screenonline.org.uk/film/id/824060/index.html>> [accessed 10/6/2008]

Harvard System / In-text references

The in-text system of referencing is known as 'Harvard style' or the author-date system and is common in the social sciences. In the body of your text, after quoting or paraphrasing a work, you give the author, the year of publication and, separated by a colon, the page number(s), all enclosed in brackets.

Book:

For example, this reference:

Socolow, Susan Migden, *The Women of Colonial Latin America* (Cambridge: Cambridge University Press, 2000), p. 101.

is placed in the body of an assignment following the Harvard system, as follows:

(Socolow, 2000: 101)

(Socolow = Author
2000: = Year of Publication
101) = Page number

Again, the full bibliographical description of the work will be reported in the bibliography at the end of your assignment, following slightly different conventions. The main difference from the numeric system is that the date comes immediately after the name of the author.

Socolow, Susan Migden (2000) *The Women of Colonial Latin America,* Cambridge: Cambridge University Press.

If the author's name occurs naturally in the sentence the year is given in parentheses:

e.g. As Harvey (1992: 21) said, "good practices must be taught" and so we…

If the <u>name does not occur naturally in the sentence</u>, both name and year are given in parentheses:

e.g. A more recent study (Stevens 1998) has shown the way theory and practical work interact.

The same principle applies for citing assignments and articles from edited books, newspapers, magazines and academic journals. Always remember that the author is the one who signs the essay NOT the editor of the book or the journal.

Edited Book

in text: (Sharp, 2001: 25-42)

in Bibliography:
Sharp, Jim (2001) 'History from Below', in *New Perspectives on Historical Writing*, ed. by Peter Burke, Cambridge: Polity Press).

Academic Journal

in text: (Metz, 1975: 75)

in Bibliography:
Metz, Christian (1975) 'The Imaginary Signifier' in *Screen*, Vol. 16, No. 2, Summer, p.75.

Newspaper

in text: (Ash, 2004: 4-6)

in Bibliography - Ash, Timothy Garton (2004) 'The Janus Dilemma', *The Guardian Review*, 5 June, pp. 4-6

Internet Source:

in text: (Hedditch)

in Bibliography: - Hedditch, Emma, 'Women and Film' in *BFI Screenonline,* <http://www.screenonline.org.uk/film/id/824060/index.html> [accessed 10/6/2008]

PLEASE NOTE: Citing internet sources in-text of the assignment can vary considerably with the Harvard system, because it is not always easy to identify the author, the date of publication and the page. Websites rarely have page numbers. In the above case of this article in *BFI Screenonline* the author is given at the end of the article, but no date is mentioned. So, you put only the name of the author in the in-text parenthesis. You should NEVER cite website addresses in-text that is within the main body of the assignment, but only in the bibliography.

Bibliography

Entries in a bibliography are given by **alphabetical order** according to the author's last name, or by the first word of the organisation or the title if the exact name of the author is not known, omitting 'The' or 'A/An', followed by date, *title*, publication.

Referring to films and television programmes

Films and television programmes are key sources for Film and Media students. Whatever system of referencing you use, it is important to know the basics of referring to films and television programmes in your assignments.

Film

Give the title (in *italics*), name of director, country of production and date of release. For example:

> *The Searchers* (John Ford, USA, 1956)

Television programmes

Give the title (in *italics*), broadcaster and year(s) of first transmission. For example:

> *Brideshead Revisited* (ITV, 1981)

For individual episodes, give title of programme (in *italics*), title of episode (in inverted commas), broadcaster and year of first transmission. For example:

> *Buffy the Vampire Slayer* (1997-2003), 'Normal Again' (UPN, 2002)

Please note that dates, director and country / broadcaster need not be repeated after the first mention.

Further reading and practice

- BBK Library's useful links for citations and referencing tutorials:

http://www.bbk.ac.uk/lib/about/learn/citing

http://www.bbk.ac.uk/lib/subguides/generalref/Citations

- Yale University's analytical and informative guidelines on how to use a wide range of sources:

http://www.yale.edu/bass/writing/sources/why.html

- Harvard style bibliographies and references from Bournemouth University

http://www.bournemouth.ac.uk/library/citing_references/docs/Citing_Refs.pdf

Example of the numeric system of referencing

Source:
Iris Kleinecke, 'Representations of the Victorian age: interior spaces and the detail of domestic life in two adaptations of Galsworthy's The Forsyte Saga' in *Screen* 47:2 Summer 2006, pp.139-162.

'For our house is our corner of the world' (Gaston Bachelard)[3]

The past is encapsulated in interior space and the detail of domestic life –or so it appears when watching the opening of ITV's adaptation of John Galsworthy's *The Forsyte Saga* (Granada/WGBH Boston, 2002). But what past is revealed here? As the opening credits for the first episode of the drama appear, so does the image of a large townhouse. A caption at the bottom of the screen reads 'London, 1874', placing the house in a specific space and time. The opening serves to introduce the various family members of the Forsyte clan, but within the first five minutes of the drama, it also establishes no less than six different locations.

Gaston Bachelard has addressed the way in which our perception of houses, of interior spaces, shapes our memories, our thoughts and dreams. In his chapter on the miniature he claims: 'This nucleizing nucleous is a world in itself. The miniature deploys to the dimensions of a universe. Once more, large is contained in small'.[4] While Bachelard refers to the experience of seeing a landscape through a glass nucleus, through a bubble in a pane of glass, and the way what is seen is distorted and transformed, making the nucleus an imaginary centre of a world, in some ways this is also true of all miniatures. They focus our attention on the small and the personal, rather than the gigantic, but the reduction of dimensions does not correspond to a reduction of significance…..

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[3] Gaston Bachelard, *The Poetics of Space* (Boston, MA: Beacon Press,1994), p. 4.
[4] Ibid., p. 157.

Example of the Harvard System of referencing

With reference to not more than three films, discuss how anxieties about globalisation and diaspora have been treated in recent Italian cinema

We are bombarded in the contemporary world with images and information from beyond national borders, raising the whole question of the effects of the globalization of the world economy, particularly media globalization. Ulrich Beck has suggested that 'globalization shakes to its foundations the self-image of a homogeneous, self-contained national space...' and that borders are 'markedly less relevant to everyday behaviour' (2000: 14). Appadurai takes this further in his attempts to explain how the traditional distinction between centre and periphery is called into question by, for example, ethnoscapes or 'landscapes of people' (1990: 299). Cross-border movements are among the three main concerns emerging in 1990s cinema identified by Restivo (2002: 164).

Questions of uneven development in the context of the centre/periphery divide; questions of the disintegrating urban centres of the great southern cities of Naples and Palermo; questions of the character of Italy as a nation in a period that has seen increasing numbers of immigrants from North Africa, Asia and postcommunist Europe

This essay will examine the types of plots and representation of characters from southern Italy and the Balkan countries in three recent films order to identify the expression of anxieties about national identity at a time of mass immigration to Italy.

The whole question of national identity and immigration is currently one of hot debate. Moreover, these *extracomunitari*, or persons from outside the EU (usually a euphemism for Arabs and Africans), are narratively tainted by analogy with another, much earlier, population movement, that of southern Italians. The South, and the Balkans, are regarded as the source of corruption, and the site of criminality and petty violence. Roberta Torre's film *Sud Side Stori* (*South Side Story*, 2000) shows the use of southern stereotypes to make sense of a multiethnic society. The film is a satirical musical, using the romance of Nigerian prostitute Romea and street singer Toni to explore attitudes to race, the family...

Assignment writing checklist

This review checklist may be useful for you to see if you have gone through all the necessary processes in the preparation of your assignment:

- Have I answered the particular question or addressed the particular topic that was set?

- Have I divided up the central topic into separate smaller topics and addressed these?

- Have I covered all the main aspects?

- Have I covered these in enough depth?

- Have I shown in what ways the content is relevant to the topic?

- Have I arranged the material logically?

- Have I defined any critical terms I use?

- Does the assignment move smoothly from one section to the next, and from paragraph to paragraph?

- Have I used paragraphing to its best advantage?

- Is the assignment preponderently made up of analysis rather than description?

- Is each point supported by examples and argument?

- Are the content and all quotations accurate?

- Have I commented on all quotations I include, and elaborated on all the points I make?

- Have I acknowledged all sources and references?

- Have I distinguished clearly between my own ideas and those of others?

- Is the assignment the right length - both according to the word limit set, and for its own purpose?

- Have I written plainly and simply?

- Have I read it aloud, to sort out clumsy and muddled phrasing?

- Have I included an introduction and conclusion, which look forward and backward?

- Have I presented a convincing case which I could justify in a discussion?

- Have I included a bibliography?

Birkbeck buildings and immediate surrounding area:

This map shows college buildings in relation to the surrounding area. Identified on the map are the various buildings housing Birkbeck's Faculties, Schools, Administrative Departments and Research Centres, also marked are other places of interest located nearby.
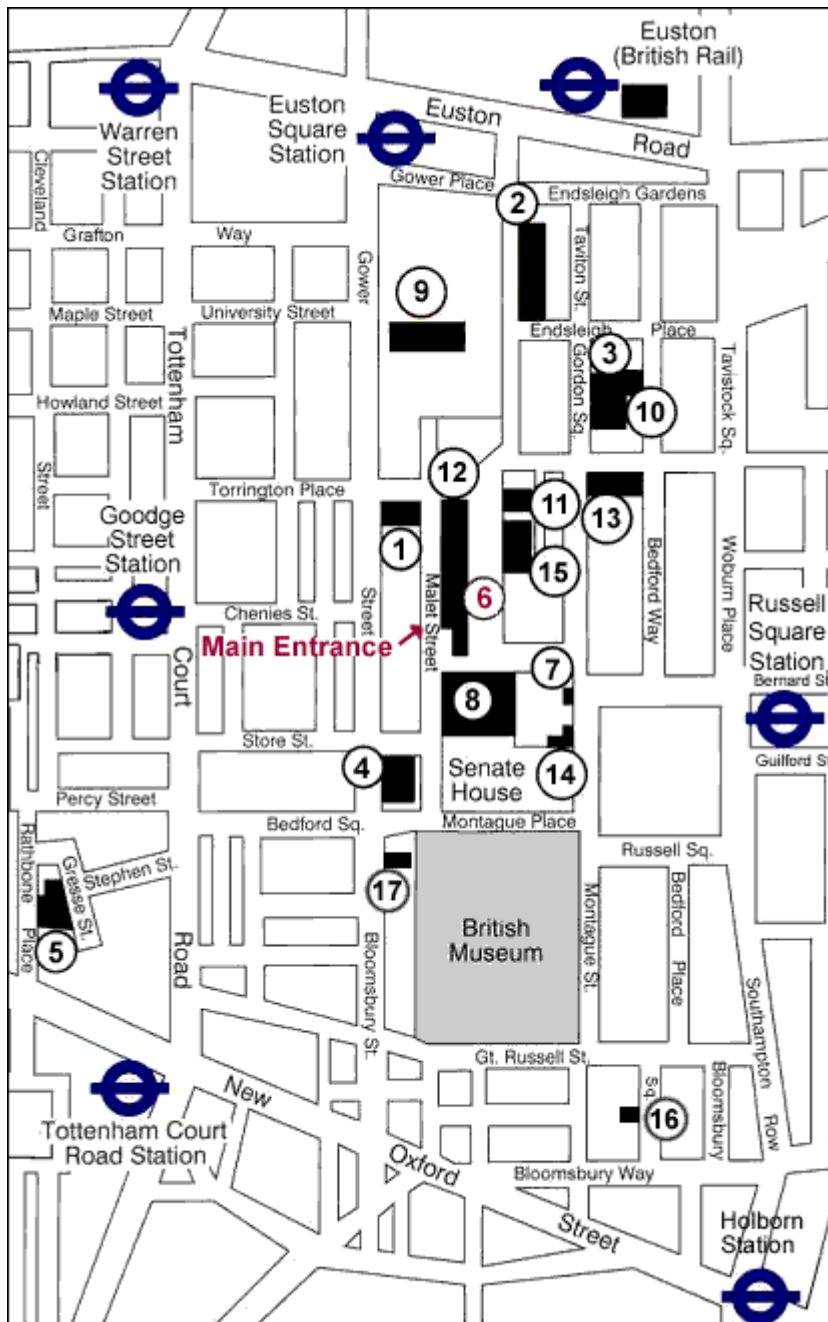
Key to Buildings

1. **Waterstones Bookshop**
2. **Gordon House and Ingold Laboratories** Chemistry
3. **39-47 Gordon Square**
   FCE Slide Library, Book Library, Language, Linguistics and Culture, Self-Access Language Centre, History of Art, Film and Visual Media
4. **10-16 Gower Street**
   Law, Philosophy, Politics and Sociology
5. **7-15 Gresse Street**
   Economics, Geography Gresse Street Library
6. **Main Building**
   Administrative Offices, Biology, Crystallography, History, Psychology, Students' Union, Harkness Hall, Library
7. **26 Russell Square**
8. **Senate House (North Block)**
   Computer Science, Mathematics & Statistics, Psychology (part)
9. **South Wing, UCL**
   Earth Sciences
10. **32 Tavistock Square**
11. **28b, 32 Torrington Square**
    Centre for Speech and Language
12. **University of London Union (ULU)**
13. **59 Gordon Square**
    Nursery
14. **30 Russell Square**
    English
15. **Clore Management Centre**
    Management and Organizational Psychology
16. **14 Bloomsbury Square**
    Law (part); History, Classics and Archaeology
17. **7 Bedford Square**
    Psychology (part), Registry (part/temporary)