



**UNSW**  
SYDNEY

Australia's  
Global  
University



# SRAP5103

Research Report

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr Phillipa Evans	p.evans@unsw.edu.au	By appointment before or after seminars or at other negotiated times	Room 42 Level G, Morven Brown	9385 8189

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

phone: 02 9385 1807

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

In this course, you will have the opportunity to undertake a piece of directed original research with the support of an academic advisor. You will complete a number of formative tasks, building up to the submission of a single research report detailing the design, conduct and findings of your research.

8939 Master of Development Studies, 8225 Master of Arts (International Relations) and 8248 Master of Policy Studies must seek approval from the Program Convenor to enrol in the course.

### **Course Learning Outcomes**

1. Design, develop and report on research activities and questions, showing awareness of research ethics and selecting appropriate research methods related to their research topics;
2. Critically engage with current scholarship in their field of study to inform research and contribute to knowledge in this field; and
3. Demonstrate resourcefulness, creativity and flexibility in the application of knowledge and skills to solve problems related to research.

### **Teaching Strategies**

This course is designed to facilitate directed research using online resources and individual/group supervision. Students will be encouraged to design a desk-based project that can be undertaken within a short time frame, to apply the concepts discussed in SRAP5101 Research Methods. The course structure includes dedicated writing time to ensure students complete their research projects within stated timeframes.

## Assessment

### Course design and learning activities

This course has been designed to facilitate directed research. Resources will be available online and group and/or individual supervision will take place in a face to face environment. Students can undertake group work and peer review throughout the course, however, the final essay or research project will be an individual piece of work. Students conduct a piece of desk-based research on a topic of their choosing. The course gives the students the opportunity to conduct research in an area of interest within the disciplines of international relations, development studies or public policy and governance. As the completion of SRAP5101 is a prerequisite, it is expected that students will build on the knowledge acquired in that course for their research topic (although if students wish to explore a new topic, this can be negotiated).

Students will work with the course coordinator to refine the scope and topic of the research project. The ongoing assessments have been designed to build towards, develop and clarify the scope and content of the final 4,000 word research report or essay. Although students may initially develop their research project in groups, each research report will be individually designed and the precise final format will vary. Students can create either an extended essay or a formal research report. Research activities can lead to a variety of outputs depending upon the topic and goal of the research project, including but not limited to:

- An extended essay (similar to a journal article - an argument built on evidence)
- Technical or academic research reports
- Advocacy reports that lobby for change using an evidence based approach
- Literature reviews evaluating emerging issues in a given field.

Project topics are negotiated between the student and the course convenor. Students are invited to propose topics, but if there are no obvious possibilities, the academic supervisor can help students identify a suitable topic.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Revised research proposal	40%	05/07/2019 11:00 PM	1,2
Final Report	60%	16/08/2019 11:00 PM	2,3

### Assessment Details

#### Assessment 1: Revised research proposal

**Start date:**

**Length:** 1,500 words

**Details:** Building on the final assessment in SRAP5101 (Research Proposal), students are to submit a revised research proposal of 1500 words for a desk-based research project. Written feedback and a numerical grade will be given to students within 2 weeks of delivery. Marking criteria will be made

available to students at the start of the semester so that they can work to specified standards.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## **Assessment 2: Final Report**

**Start date:**

**Length:** 4,000 words

**Details:** Students submit an individual research report of 4000 words on the desk-based research they conducted. Written feedback and a numerical grade will be given to students within 2 weeks of delivery. Marking criteria will be made available to students at the start of the semester so that they can work to specified standards. This is the final assessment for attendance purposes.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Seminar	<b>Getting started on your research</b>  Course overview and assessments  What is desk-based research?  General introduction to research- Developing a concept map about your research topic.  <i>Students will leave this seminar understanding what is involved in framing their research problem and undertaking a desk-based research project.</i>
Week 2: 10 June - 14 June	Reading	<b>Public Holiday- Queen's Birthday</b>    No seminar or individual supervision
Week 3: 17 June - 21 June	Seminar	<b>Refining your research project</b>  <b>Becoming a writer - Start writing!</b>  <i>Students will bring laptops or writing materials. We begin writing in silence and stop 30 minutes later for a 10 min break. Then we settle down again for another 30 minutes. So simple but it works! This idea is to get you to write from an early stage of the research report process. It cannot be stressed too much how important it is to write, write and write!</i>  <b>Searching for research</b>  Secondary quantitative data sources - existing government and NGO data sets (e.g. census)  Peer reviewed journals - rapid evidence reviews  Grey literature - unpublished literature and reports produced by government and NGOs.

		<p><i>Students will leave this session understanding varying sources of information &amp; literature that can be used in their projects.</i></p>
Week 4: 24 June - 28 June	Seminar	<p><b>Planning and structuring your research proposal</b></p> <p>Defining what you want to do with your research project - making a persuasive argument about the direction you are taking and why it is worth doing.</p> <p>Revising your structure to link research problems with the existing body of literature.</p> <p><i>Students will leave this session with a clearer project structure.</i></p>
Week 5: 1 July - 5 July	Homework	<p><b>Individual supervision sessions and/or independent research</b></p> <p>Discuss and refine your research proposal.</p> <p>Booked times with course convenor.</p> <p><i>A chance to meet and discuss your research project before Assessment 1 is due.</i></p>
Week 6: 8 July - 12 July	Seminar	<p><b>Identifying data sources</b></p> <p>A preliminary introduction to ways to analyse data already in the public sphere.</p> <p>Reviewing data and analysing findings by categories and themes.</p> <p><i>Students will leave this session with an understanding about how to evaluate published research, data sets and reports.</i></p>
Week 7: 15 July - 19 July	Homework	<p><b>Supervision sessions and/or independent research</b></p> <p>Discuss emerging research findings to start your data analysis.</p> <p>Booked times with course convenor.</p>
Week 8: 22 July - 26 July	Homework	<p><b>Supervision sessions and/or independent research</b></p> <p>Discuss ways of building a strong argument in</p>

		presenting your research. Booked times with course coordinator.
Week 9: 29 July - 2 August	Seminar	<p><b>Linking up - interpreting your findings</b></p> <p>Reviewing how your findings link to theory and related literature.</p> <p>Making a strong argument? Honing in on what matters.</p> <p>Does your evidence support your argument?</p>
Week 10: 5 August - 9 August	Seminar	<p><b>Identifying the implications of your research project</b></p> <p>Why do your findings matter?</p> <p>What are the implications of your research - for policy and/or practice, advocacy and further research?</p>
Week 11: 12 August - 16 August	Homework	<p><b>Independent research and/or individual supervision</b></p> <p>Students work towards submitting final research report.</p> <p>Booked times with course convenor.</p> <p><i>Your final chance to meet and discuss your project before submission.</i></p>



## Resources

### Prescribed Resources

You will benefit from becoming familiar with Google Scholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar>settings>library links, and enter 'University of New South Wales' in the box for the "Library".

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence be related to the topic.

### Recommended Resources

Belcher, W. (2009) *Writing your journal article in 12 weeks*, Los Angeles: SAGE.

Hall, R. (2008) *Applied Social Research*, Sydney: MacMillan.

### Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## **Submission of Assessment Tasks**

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

Synergies in Sound 2016

## **CRICOS**

CRICOS Provider Code: 00098G