

INSTRUCTIONS: [NB: DELETE ALL RED TEXT BEFORE SUBMITTING ASSIGNMENT]

- **Provide a COVER PAGE:** include your NAME, STUDENT ID NUMBER, COURSE NAME AND CODE you are enrolled in -
(Master of Architecture S700/S701, Master of Construction Management S791/S792,
Master of Planning (Professional) S764, Master of Landscape Architecture S703)
- This assignment 1 is 40% of your final grade
- Please read and follow the suggested structure and guide provided below for each section of this assignment
- Use **HARVARD REFERENCING STYLE** to cite your sources.
For full instructions on citations and referencing see the DEAKIN GUIDE
<http://www.deakin.edu.au/students/study-support/referencing/harvard>
- Use SAVE AS and **name your file using:** 'Your student ID number' Last name_SRR782_Assignment 1
 - Example: 12345678_Nakaikidd_SRR782_Assignment 1
- Convert your completed Assignment 1 to a **PDF** ensuring it is named as above and upload to CLOUD DEAKIN T1 SRR782 UNIT SITE ASSIGNMENT DROPBOX by **11.59pm WEDNESDAY 5th APRIL 2017**
- Refer to the faculty document '**Your rights and responsibilities**' for information on extensions, late penalties etc.

GENERAL GUIDELINES

The aim of this assignment is to enable you to:

- **Identify a field of research and find your research topic**
- Undertake an **annotated bibliography (Section 1A)** within a field of research and identified research topic
- Use the annotated bibliography to develop an **visual literature map (Section 1B)** that outlines the context of existing body of knowledge of your topic and **identifies a research problem/gap in knowledge** that the proposed research seeks to address
- Use the annotated bibliography and literature map to write a **short literature review (Section 2)** that identifies at least TWO key issues relevant to your topic.
- Develop research **question, aim and objectives (Section 3)** *research topic - that address identified gap in knowledge or new research opportunity

SAMPLE COVER PAGE

RESEARCH METHODOLOGY (SRR782)

TRIMESTER 1, 2017

ASSIGNMENT 1

OUTLINE RESEARCH PROPOSAL

STUDENT NAME:

AKARI NAKAI KIDD

STUDENT ID:

123456789

COURSE NAME AND COURSE CODE:

MASTER OF CONSTRUCTION MANAGEMENT (S791/S792)

MASTER OF ARCHITECTURE (S700/S701)

MASTER OF LANDSCAPE ARCHITECTURE (S703)

MASTER OF PLANNING (S764)

FIELD OF RESEARCH:

*(i.e. Building Adaptation and Reuse;
Brutalist Architecture History;
Building Information Modelling (BIM);
Urban Regeneration and Renewal)*

RESEARCH TOPIC:

SECTION 1. ANNOTATED BIBLIOGRAPHY

SECTION 1A. ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY ENTRY FOR 12 SEMINAL, RELEVANT AND CURRENT LITERATURE. The Annotated Bibliography for this unit is a critical bibliography (vs. descriptive) that contains summary of content and analysis/evaluation of the given source. You are asked to not only summarize, but also critique and reflect on the source as it relates to your research topic. This section must demonstrate the quality and depth of reading of the literature relevant to your research topic. To successfully complete this section, each student must engage in **NOTE-TAKING** as introduced in the class and through seminars. Suggested format below for each entry:

COMPLETE BOTH NOTE-TAKING TABLE + ANNOTATED BIBLIOGRAPHY ENTRY (as below) FOR ALL 12 REFERENCES

| NOTE-TAKING TABLE | |
|---|--|
| REFERENCE DETAILS: Author(s): Year of Publication: Title of Article, Book, or Chapter in Edited Book: Volume and Issue Number (Journals): Place of Publication (Book): Publisher (Book): Page Numbers (Journal and Edited Book Article): Number of Citations: | |
| <p>“Significant quotes identifying key positions and issues...” (p. #)</p> <p>“Significant quotes identifying key positions and issues...” (p. #)</p> <p>“Significant quotes identifying key positions and issues...” (p. #)</p> <p>“Significant quotes identifying gap in knowledge/research opportunity...” (p. #)</p> <p style="text-align: center;"><i>ADD MORE LINES AS REQUIRED</i></p> | <p>Notes.... <i>Why is this a seminal/important reference?</i></p> <p>Notes.... <i>What do you think? Is these of interest to you in terms of a possible research topic?</i></p> <p>Notes... <i>Why is this an important quote?</i></p> <p>Notes.... <i>How does this reference locate a potential gap in knowledge or research opportunity for your thesis?</i></p> <p style="text-align: center;"><i>ADD MORE NOTES AS REQUIRED</i></p> |

| ANNOTATED BIBLIOGRAPHY ENTRY |
|---|
| <p>FULL BIBLIOGRAPHIC CITATION. [Example: Trevor, CO, Lansford, B & Black, JW 2004, ‘Employee turnover and job performance: monitoring the influences of salary growth and promotion’, <i>Journal of Armchair Psychology</i>, vol 113, no.1, pp. 56-64.]</p> <p><i>After providing the full bibliographic citation, write the annotated bibliography ENTRY which should contain the following elements*: 1. Introduction (brief summary/overview of source), 2. Aims and Research methods (if applicable), 3. Content/Scope of the literature/research, 4. Usefulness to your research/particular topic, 5. Main arguments, limitations, conclusions, 6. Explanation of how this work illuminates your topic and/or identifies a gap in knowledge/research opportunity.</i></p> <p>*Do <u>NOT</u> number these elements, rather each entry should be written in paragraph format, in full sentences, using academic vocabulary. A sample Annotated Bibliography Entry adequate for Master-level writing will be provided in class for your reference. It is important that each entry discuss the relevance and/or usefulness of the literature source for your own research.</p> <p>LENGTH: Approximately 100-150 words for EACH ENTRY</p> |

SAMPLE MODEL ADAPTED FROM: <https://student.unsw.edu.au/annotated-bibliography>

X 12 SOURCES

SECTION 1B. LITERATURE MAP

From your understanding of the field, develop a 'visual summary of the research' (Literature Map) conducted by others of your research topic. The literature map should visually and graphically demonstrate comprehensive and analytical understanding of what has already been done relevant to your topic and field of study (use **MINIMUM of 20 RELEVANT LITERATURE**). It should also **identify the research problem (gap in knowledge)** that you will be addressing for the research proposal. It should visually present how your proposed research 'fits-in' the existing research context.

Suggested Structure for Visual Literature Map → Remember, there are many possible ways of mapping the literature. Select one that is most appropriate and effective to visually identify the current literature and how your proposed research FITS IN the Literature map.

SOME TIPS :

- THIS MAP IS A VISUAL SUMMARY OF EXISTING LITERATURE ON YOUR RESEARCH TOPIC
- FOCUS ON FINDING AND IDENTIFYING THEMES, TRENDS AND PATTERNS, LOOKING FOR GAPS AND FIGURING OUT HOW YOUR PROPOSED STUDY MAY ADD TO, OR EXTEND, THE EXISTING LITERATURE
- USE **NO FEWER THAN 20 RELEVANT** REFERENCES GATHERED FROM THE LITERATURE SEARCH (ACTIVITY 2A)

- THE VISUAL REPRESENTATION CAN TAKE DIFFERENT FORMS:
 - A. **HIERARCHICAL** STRUCTURE (TOP-DOWN OR BOTTOM-UP i.e. *ANNOTATED KNOWLEDGE TREE*)
 - B. **CHRONOLOGICAL** (TIMELINE)
 - C. **THEMATIC** (FLOWCHART, VENN DIAGRAM, NETWORK DIAGRAM)
 - D. **COMPARING + CONTRASTING** (TABLE, MATRIX STRUCTURE)
 - E. **COMBINATIONS** OF THE ABOVE WAYS OF MAPPING

****** If using the **Annotated Knowledge Tree** approach (the lecture in Week 2 introduce other different possible ways of mapping the literature):

- a. *TRUNK OF TREE – should belong to a particular discipline – (Planning, Landscape, Architecture, Construction)*
- b. *Annotated references for the knowledge field - General knowledge in that field*
- c. *Annotated references for the branch of knowledge – what are the key theories, key issues, key sources?*
- d. *Annotated reference for recent forefront research relevant to the topic – What are the debates in the field?*
- e. *Annotated references for focused topic – What are the significant research questions?*
- f. *Identification of research problem/gap in knowledge/opportunity for new research*

SECTION 2. SHORT LITERATURE REVIEW

(750 words, essay format, no bullet points)

The short literature review in total is not very long but needs to be written and crafted into a clear, relevant and comprehensive text. It should illustrate understanding of the existing body of knowledge/issues raised by the literature and the field – and as critically analysed through the visual literature map (i.e. annotated knowledge tree). It should also illustrate logic and reason in the development of the **research question** and provide justification through critical analysis and synthesis of the proposed research.

Suggested Structure/Guide below:

Guide to the process of developing a Literature Review:

- Use the Annotated Bibliography (SECTION 1A) and Literature Map/Mind Map (SECTION 1B) to identify a **MINIMUM OF TWO** key themes, issues, ideas that cover the key points about your topic.
- Structure your literature review according to these themes/issues/ideas, and follow through writing a review. It is important you provide a critical analysis of literature by explaining the authors' concepts/theories/approaches, what they have stated, what they have argued, as well as noting the different perspectives.
- **CRITICAL ANALYSIS AND SYNTHESIS ARE KEY.**
- A literature review represents your understanding and command of the knowledge in the field, and your critical analysis of literature.

THINGS TO AVOID IN A LITERATURE REVIEW:

- AVOID THE TRAP OF WRITING A BOOK REPORT STYLE PARAGRAPH FOR EACH ARTICLE/SOURCE YOU FIND;
 - AVOID THEMES THAT FIT ONLY TO ONE SOURCE
-
- **NB** Use 'in text' referencing using **HARVARD STYLE** and add the full reference under the REFERENCES section at the end of the assignment

INTRODUCTION

- Introduce the **field of research and research topic**
- Locate seminal references, history of research activity, and the state of current knowledge and research activities (Main points that you have identified for the knowledge field of your research – includes key debates, theories, etc. that are contextual and specific knowledge **related to your topic**)

ISSUE/THEME/IDEA A - IDENTIFIED IN THE LITERATURE RELEVANT TO YOUR TOPIC

- Key points that are presented in the literature
- Discussion of key points relevant to your topic

ISSUE/THEME/IDEA B –IDENTIFIED IN THE LITERATURE RELEVANT TO YOUR TOPIC

- Key points that are presented in the literature
- Discussion of key points relevant to your topic

*ADDITIONAL ISSUE/THEME/IDEA as appropriate

CONCLUSION

- Summary of findings
- Gap in knowledge or new research opportunity → **RESEARCH QUESTION**
 - **By reference to specific reference identify gap in knowledge or opportunity for NEW research.** This might be: explicitly identified in a reference; and/or by using references you make the argument that new research is needed; and/or by **comparing developments outside the field such as new technology or theory; and/or you argue that replicating the research in a NEW context may “re-examine the findings of the original study and partly to examine the situation, both absolutely and comparatively, between the locations of the studies.” (Fellows & Liu, 2015)**

SECTION 3. RESEARCH QUESTION, AIM AND OBJECTIVES

(300 words)

Outline research question, aim(s) and objectives for research topic that address the gap in knowledge or research opportunity identified in the literature review (Section 2).

Suggested Structure/Guide below:

- **RESEARCH QUESTION(S)**

- **RESEARCH AIM:**

Explain the aim(s) of the research in paragraph format (approx. 150 words). *What does the research seek to achieve or find out? Why is this necessary or useful for the field of research?*

REMEMBER: “The aim is about what you hope to do, your overall intention in the project. It signals what and/or where you aspire to be by the end. It’s what you want to know. It is the points of doing the research. An aim is therefore generally broad. It is ambitious, but not beyond possibility.”

(Thomson 2014) → **the WHAT**

- **RESEARCH OBJECTIVES:**

Write a list of research objectives that articulate a sequence of research activities that address the aim of the research. *What are the steps you will take to fulfill the aim(s) of the research?*

REMEMBER: “The objectives... are the specific steps you will take to achieve your aim. This is where you make the project tangible by saying how you are going to go about it. You have to make the objectives relatively precise. Objectives have to be practical, do-able and achievable ... the objectives also act to project milestones.” (Thomson 2014) → **the HOW**

REFERENCES

GUIDELINES FOR REFERENCE LIST:

- Use **HARVARD referencing style** to cite your sources in the above sections, and insert a list of references under this heading.
- For full instructions on citations and referencing see the **DEAKIN GUIDE** <http://www.deakin.edu.au/students/study-support/referencing/harvard>

THE FOLLOWING IS TAKEN FROM THE DEAKIN GUIDE TO HARVARD [<http://www.deakin.edu.au/students/studying/study-support/referencing/Harvard>]. The sample reference list provides examples of different source type and its correct HARVARD referencing style.

How do I compile a reference list?

An important purpose of the reference list is to enable readers to locate sources. Therefore details must be correct and complete. It is important that each in-text citation and the related reference list entry are identical in spelling and year.

The reference list should include:

- full bibliographic details according to the source type
- all the works cited in the paper and no works that are not cited
- works listed in alphabetical order by family name of author or by name of authoring organisation
- works listed alphabetically by title where there is no author (disregarding 'A', 'An' or 'The' at the beginning of the title)
- one listing per work, regardless of how many times it is cited in text
- commas separating elements of the citation rather than full stops and no full stops after initials
- the state or country for a relatively unknown place of publication, or where city names can be confused, e.g. Cambridge MA or Cambridge UK
- an author's name only in the first instance where the author has multiple entries and a long dash in place of the author's name for subsequent entries
- lower case letters following the year where an author has multiple entries in the same year, e.g. 2001a, 2001b, 2001c.

Barikin, A 2012, *Parallel presents: the art of Pierre Huyghe*, MIT Press, Cambridge, MA.

The Cancer Council Australia 2007, *National cancer prevention policy 2007-09*, The Cancer Council Australia, retrieved 26 August 2010, <http://www.cancer.org.au/File/PolicyPublications/NCPP/NCPP_Full_document.pdf>.

Clarke, DB, Doel, MA, Merrin, W & Smith, RG (eds) 2009, *Jean Baudrillard: fatal theories*, Taylor & Francis, retrieved 23 September 2013, Ebook Library database.

Cotterall, S & Cohen, R 2003, 'Scaffolding for second language writers: producing an academic essay', *ELT Journal*, vol. 57, no. 2, pp. 158-66.

Hindsight 2006, radio program, ABC National Radio, Melbourne, 31 August.

HREOC – see Human Rights and Equal Opportunity Commission

Human Rights and Equal Opportunity Commission 1997, *Bringing them home: report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, HREOC, Sydney.

Priest, A 2007, 'Expression of the interesting', *The Australian*, 10 October, p. 34, retrieved 29 April 2008, Newsbank database.

Richardson, JS 2004, 'Content area literacy lessons go high tech', *Reading Online*, vol. 8, no. 1, retrieved 1 August 2004, <<http://www.readingonline.org/>>.

Roberts, GE 2004, 'Municipal government benefits, practices and personnel outcomes: results from a national survey', *Public Personnel Management*, vol. 33, no. 1, pp. 1-22, retrieved 3 Oct 2013, Business Source Complete database.

Watts, M 2006, 'Team term papers and presentations', in WE Becker, M Watts & SR Becker (eds), *Teaching economics: more alternatives to chalk and talk*, Edward Elgar, Cheltenham, UK, pp. 151-70.

Weaver, RK 2000, *Ending welfare as we know it*, Brookings Institution Press, retrieved 23 May 2008, <<http://books.google.com/books>>.

Žižek, S 2001a, *Enjoy your symptom!: Jacques Lacan in Hollywood and out*, Routledge, London.

—2001b, *On belief*, Routledge, London.