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INTRODUCTION

From January 1992 Edition

This booklet on the presentation of theses responds to an often expressed need. Most candidates, in the absence of clearly defined guidelines, are reduced to using the "hit and miss" method of finding out how to present theses.

Some successful candidates have expressed the view that a booklet offering simple guidelines for thesis writing would have considerably facilitated their task. Staff, final year Honours students and postgraduate candidates have cooperated in compiling this booklet.

The main sections of this publication deal with problems such as supervision (the nature of the unwritten agreement between candidate and supervisor), the research stage (choice of topic, corpus and method, literature to be covered, editions to be used and quoted, the ethics of quoting, research tools, taking notes, etc.), the writing-up stage (organisation of the thesis material and the use of je or nous), the presentation and submission of theses (typing conventions, paper, pagination, punctuation, syllabication, title page, binding, number of copies to be submitted, channels of submission, etc.), footnoting and bibliographies.

We did not attempt to formulate a research philosophy, nor did we try to tell candidates how to define a research topic, how to develop an argument or how to use libraries. Given the great variety of areas of scholarship covered and the multiplicity of methods used in the Department, such problems fall outside the scope of this booklet.

The editorial committee would appreciate readers and users of this booklet sending us their criticisms and suggestions for improvement.

Meanwhile we wish writers of theses a sense of purpose, perseverance, the enjoyment of enquiry and discovery, and bon courage.

Department of French Studies
University of Sydney
SUPERVISION

Choice of supervisor

It has been said that the supervisor’s role is to help candidates produce the best thesis they are capable of, but the ultimate responsibility for a thesis is the candidate’s.

Whilst the choice of a supervisor is of prime importance and may have a determining effect on the outcome of the project, candidates should feel free to consult within and outside the Department. If a candidate finds it necessary to consult experts other than full-time members of the Department in more than a casual way, special arrangements will need to be made either through the supervisor or the Postgraduate Coordinator or the Head of the Department. An associate supervisor will be appointed. It is essential that the supervisor be informed of any change in the direction of the project or new approaches adopted as a result of consultation with others.

Choice of topic

The supervisor is to see that the topic selected could lead to an appropriate research project and thesis within the scope of the degree sought and the time available. Adventurous topics are likely to be the most stimulating ones initially, but difficulties often arise when the stage of organising the material into acceptable thesis form is reached. New tracks are more exciting to explore than well-trodden paths, but they may prove to be dead ends. It is the supervisor’s responsibility to warn the candidate of such risks, although it is the candidate’s right to disregard such a warning.

The candidate's preparation and skills

It is the supervisor’s responsibility to encourage, and where appropriate, to help the candidate to acquire the preparation required by the topic selected. By preparation, any or all of the following skills are meant:

— Awareness of the methodologies that may apply
— Awareness of the broader intellectual context in which the more specific thesis topic is placed
— Ability to retrieve both the primary and secondary material needed for a scholarly treatment of the thesis topic
— Ability to read those languages in which the primary and secondary material is written (e.g. Latin or German or Italian, etc.)
— Mastery of auxiliary skills when required by the particular topic (e.g. statistical knowledge)
— Ability to write up the results of research or critical investigation.

* Secondary material covers existing critical or scholarly literature on the same or similar topic(s). Thesis writers must be aware that they do not work in a vacuum but have been preceded by others, and that other researchers may be working simultaneously in the same field.
Access to material

The Supervisor will endeavour to ensure, in consultation with the candidate, that the primary material and an adequate range of secondary material needed for the project are available or that access to it can be arranged. Final judgment, however, about the availability of material, rests with the candidate.

Help with working methods

The supervisor will attempt to help candidates develop a productive working pattern when they are "stuck" in their approach or with a specific research problem or with the writing up of the thesis.

This is probably one of the most delicate areas of supervision, as the potential assistance hinges on the supervisor's understanding of the candidate's personality, temperament, previous training, working habits and intellectual horizons. No guidelines can be set down to govern this area, as success often depends on intangibles as well as on the supervisor's experience and skill.

Submission and return of drafts

It is the supervisor's responsibility to read drafts of a thesis and provide critical comment on them. Specific comment can be expected on such things as inadequate methodology, errors of interpretation, incoherent argument, poor or slanted presentation of facts, significant omissions and recurring faults of style. However, it is not part of the supervisor's task to correct every page for either language or style, or to query every dubious statement.

The supervisor is expected to return drafts to the candidate within a reasonable period of time. It is not possible to define what a "reasonable period of time" is, as some supervisors have many other commitments within the University (such as teaching, administration and the supervision of other candidates). Candidates should also remember that drafts submitted at the beginning of a vacation period have a better chance of being returned promptly than those handed in at a busy time of a teaching period. Supervisors and candidates are advised to reach an agreement as regards frequency of consultation, submission of drafts and the time lapse needed to return them. As a rule of thumb (subject to variations specified in the unwritten agreement between supervisor and candidate) it would be reasonable to expect that the draft of a chapter of a BA (Hons) thesis would be returned within a week or a fortnight, whilst the draft of a chapter of a postgraduate thesis may take a month to read and assess with the care and detail a candidate may legitimately expect from a supervisor. It goes without saying that the longer the draft, the more time needs to be allowed.

The above considerations show how important it is for candidates to take care in choosing their supervisor (see page 4), taking into account not only academic but also personal qualities, work habits and commitments.
Frequency of consultation

After discussion with the candidate, the supervisor will assess the type and the intensity of the supervision needed at different stages of the candidature: regular meetings with the Supervisor should take place at least at monthly intervals although more frequent consultation may be necessary at certain times.

It is the candidate's responsibility to keep in touch with the supervisor, although if necessary the supervisor will be expected to remind the candidate of this responsibility.

Physical presentation of thesis

It is the supervisor's responsibility to ensure that the scholarly and physical presentation of the thesis is adequate (e.g. footnoting, bibliographies, accuracy and consistency in the use of scholarly conventions), or, alternatively to warn the candidate that such is not the case. Supervisors, however, cannot be expected to check every footnote or every single item in a bibliography: they will normally check samples of such.

Submission of thesis

When in the opinion of the candidate the thesis is ready for submission, it is the supervisor's responsibility to advise the candidate whether he or she shares this view. The candidate is not obliged to accept the supervisor's advice and may submit the thesis regardless.

Supervisor's certificate

In the case of theses for the degree of MPhil by Thesis, and the PhD, supervisors have to sign a certificate that in their opinion the form of presentation of the thesis is adequate. Form of presentation covers the quality of the scholarly apparatus (general accuracy and consistency in the presentation of footnotes and bibliographies), spelling, punctuation, typing, binding, etc.

The certificate does not represent a judgement on the scholarly or intellectual quality of the thesis, and the supervisor is not responsible for the outcome of the examination.

Potential problems with supervision

If problems with supervision cannot be solved through discussion between candidate and supervisor, the Department's Postgraduate Coordinator is available to act as a mediator and the Chair of Department is also available to assist. In the unlikely event that a problem cannot be solved at the departmental level, a candidate may appeal to the Dean of the Faculty, or, in the last resort, to the Vice-Chancellor.

A change of supervisor can be initiated by either the candidate or the supervisor. Neither party should see this as a negative reflection on their ability. There may be a number of valid reasons for a change of supervisor. These include the nature of the topic, methodological differences or simply temperamental incompatibility.
THE RESEARCH STAGE

Introduction

As the Department’s work covers so many different areas of scholarship, from linguistics to the study of society and literature, and given the infinite variety of research projects in each of these fields, it is not possible to set down specific guidelines as to the method. The following remarks are not meant to be exhaustive and they may not be directly relevant to certain projects.

Choice of topic, method and corpus

The choice of a research topic is first dependent on the nature and level of the degree for which the candidate has enrolled. One of the essential requirements for PhD is that it should constitute an original contribution to knowledge. The same requirement does not apply so strictly to the MPhil, although research for this degree is expected to be more than just a scholarly exercise. Theses for the MLitt, the MA and BA (Hons) are seen primarily as evidence of the mastery of certain skills, demonstrating the understanding of basic research techniques. It is perfectly acceptable, at these levels, to present a thesis of a more derivative nature (e.g. verifying the validity of a method or model by applying it to a new topic) or, alternatively, a piece of work critically assessing the present state of knowledge in a given field.

The choice of a topic will depend, too, on the availability of primary and secondary material. While inter-library loans and microfilm can often make up for deficiencies in local resources, not everything can be acquired this way (e.g. rare books, manuscripts, archival material), and in any case the placing of orders involves delay. If such items are judged essential for the purposes of the thesis, a time of research abroad — or a change of topic — should be contemplated.

Once a topic has been selected, the researcher must evaluate the different approaches applicable to that topic. No approach should be taken for granted, and the researcher’s choice must be explicitly justified. Similarly the choice of a corpus (the facts, phenomena or the primary literature selected for analysis) must be justified: a subjectively selected corpus (‘I will study those three novels because I like them’) is likely to be found less satisfactory than one based on more objective criteria.

The choice of a topic, a method and a corpus tells the reader a great deal about the author’s assumptions, attitudes and ideological preferences: as a thesis is supposed to be a critical-analytical piece of writing it is preferable, to make these assumptions, attitudes and preferences explicit to all readers rather than run the risk of misinterpretation.
Timetable

The candidate, in consultation with the supervisor, will draw up a timetable, allowing a certain period of time for each of the stages of the preparation of the thesis. Such a timetable needs to be flexible but candidates constrained by the time limits defined in degree requirements or scholarship regulations cannot ignore the time factor. These stages in the preparation of the thesis are likely to include the locating and reading of both primary and secondary material, the drafting stage and the actual writing up of the thesis.

Secondary literature to be covered

The scope of the secondary literature to be covered depends partly on the level and depth of analysis adopted for the research project, and partly on the nature of the topic itself. Generally candidates (especially at MPhil and PhD level) will be expected to be aware of previous work done on their topic and be prepared to assess it and define their own position in relation to such work.

More experienced researchers will also be expected to exercise their judgement about the secondary literature to be taken into account, discussed or quoted. Not all published material is worthy of consideration.

Less experienced researchers are warned against the temptation of "over-quoting" secondary material: it is a common failing of beginners to substitute a string of quotations for cogent reasoning, often out of a sense of intellectual modesty and respect for authority. They are also likely to spend an inordinate amount of time reading secondary literature, sometimes as an excuse for not trying to come to grips with their topic.

At MPhil and PhD level, researchers' discrimination and professionalism will also be judged from their choice of the editions from which quotations are taken: whenever possible, the standard scholarly edition will be used rather than less reliable school or popular paperback editions. Candidates will also avoid quoting primary material from secondary (critical) sources: whenever possible, they will go back to the primary text. Similarly, in a senior thesis it is not customary to rely on information drawn from reference works intended for the general public: the MPhil or PhD candidate is expected to consult specialised scholarly works rather than popular encyclopaedias. If in doubt, consult your supervisor.

Whether researchers restrict themselves to the narrow topic they have selected or whether they cast their net more widely, is once again dependent on the level of analysis adopted. A broader and more profound understanding of the background and the whole area surrounding the specific thesis topic is required for a PhD than for BA (Hons). Background material is not always directly used in a thesis but knowledge of it is a quality that gives an additional dimension to a research project. It sheds light on its broader context, whether that context be literary (e.g. the tradition or code within which the work was conceived or composed) or social and political, etc. It also acts as a garde-fou, protecting the author from certain errors of interpretation which stem from ignorance of the context. It should therefore be remembered that the usefulness of background material is often only indirect but, without it, the researcher will resemble a tightrope walker rather than an explorer of uncharted lands.

Finally, it should be added that seemingly irrelevant secondary literature may help researchers to evaluate useful methodological models: from the reading of a critical
study on an author or topic different from the one being explored in the thesis, researchers may gain ideas about how to approach their own subject.

**Research tools**

In order to identify and locate the primary and critical literature required for a thesis, a researcher at MPhil or PhD level must be familiar with the research tools available. This means not only a good knowledge of the resources of the various scholarly libraries in the Sydney area, but also an awareness of those bibliographies, catalogues and other reference works which contain the information required, or at least point to the works which contain it. The Fisher Library’s special publication to help researchers in French Studies (available from the Department)* will be a useful starting point. Members of the Library staff as well as members of the Department are also available to assist with advice, but researchers must aim to acquire the competence to find the literature by themselves as this is an essential part of research training at all levels.

As they proceed from BA (Hons) towards PhD, candidates will be expected to become more and more self-reliant in the use of reference materials. Much bibliographical material can be accessed via the Internet and on CD Roms and training sessions in the library are offered to new researchers.

**Ethics and rules of quoting**

Most honours students and candidates for postgraduate degrees are fully conversant with the ethics of quoting and making use of material derived from other scholars. Whether such use takes the form of direct quotation, paraphrase or a diffuse impregnation of someone else’s ideas, it is the author’s duty to acknowledge such debt. This is particularly difficult when researchers are so deeply influenced by other scholars that their thought is pervaded by that influence. Some general acknowledgement in the preface or introduction may then be more appropriate than individual footnotes. Researchers must be highly self-critical if they wish to detect a deeply assimilated influence, as it often escapes the conscious mind. Unacknowledged borrowing is called plagiarism, and it has been described as the cardinal sin in scholarship.

Researchers, especially beginners, are advised to quote sparingly (see “Secondary literature to be covered”, p.8). They are also warned against mixing French and English within the same grammatical construction. A French quotation (clause or phrase) should not normally be “integrated” into an English sentence, or vice versa, except with special care.

For the traditionally used languages (such as Latin, English, German, Italian) quotations should be given in the body of the text in the original version and not in translation. A translation must be provided in a footnote as a gesture of courtesy. For lesser known languages, the reverse applies: the translation in the body of the text is to be clearly indicated as such and the original version may be quoted in a footnote.

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* Library Guide for French Studies
Internet

The following information is needed about every source used from a world wide web site:

1. The full name of the author [surname first] [if possible] If you can't find an author, cite the author as ANON.
2. The full title of the site
3. The date of the site's creation and/or updating. [if possible]
4. The nature of the site. Is it an encyclopaedia, set of primary sources, series of essays, or something else, was it created by an individual, organisation, or institution, and what was its purpose?
5. The Uniform Resource Locator [URL] (the website address). Present this between angle brackets < >. You may want to use a different fixed width font, such as Courier.
6. The date you looked at the site

Examples:


Taking notes

When reading either the primary or secondary literature, the researcher will, at some stage, begin to take notes. (This will probably take place after a first, continuous, reading of the primary material, although it is likely to occur on first reading of the secondary sources.) Note-taking is an art that the researcher will acquire with experience. Some scholars prefer fiches (cards), others use pads of different sizes. Although the physical size of the paper may well influence the units of thought the researcher will work with, no general advice can be given. When collecting simple factual material, the card system may be more appropriate than large pads, but pads lend themselves better to developing more complex ideas organically rather than analytically. (In that case, however, the researcher is advised to write on one side of the paper only, so that, if necessary, it can be cut up into smaller sections.)

Whatever the medium of note-taking, researchers will make sure that they have taken down all the bibliographical information they may later require for footnotes or bibliographies. This will avoid time-consuming re-checking in the library at the writing-up stage. (See section on footnotes and bibliographies, pp.22-25.) In short, an accurate and complete record is required, of the author's name, the work's exact title (both the title of the article and the title of the periodical in which it appeared, if the source is a scholarly journal), place and year of publication and publisher's name (in the case of books), the particular edition used (if appropriate), the volume and year of the periodical in which the article appeared, or alternatively the number of the issue, as well as the page references. It is preferable to note these details once, with great care and accuracy, for each publication, and then to refer to it by using some abbreviation for specific quotations, rather than attempt to reproduce all these details for each quotation.
To summarize the problems, the following guidelines should be kept in mind:

1. Make sure that you have all the bibliographical information you may require for a footnote or your bibliography. Also make sure that you have noted the page from which the quotation is taken. If the quotation is spread over two pages, note the exact division of the text, so that if during the writing-up stage you decide to use only part of the quotation, you will know which page it comes from. (Using a stroke is an easily recognisable sign to indicate the change of page.)

2. When copying a direct quotation, make sure that you have noted all the changes or omissions you have made yourself in the author's original. Square brackets may be used for this purpose. The omission of a word may be indicated thus: [...]. Similarly, if, in order to integrate a quotation in your text, you adapt, for example, the author's "mon" to "son", this must be indicated: [son].

3. You should check the accuracy of your notes before proceeding to further reading. It is extraordinarily difficult to be accurate when taking notes: unless you check your quotations, your text is likely to contain errors or omissions. It is a frustrating exercise when, at the writing-up stage, you must verify an incomplete or obviously non-sensical quotation: the source book may no longer be available. Taking care with note-taking in the first place may seem a waste of time: in the long run it is a time-saving precaution.
THE DRAFTING AND WRITING-UP STAGE

In view of the great variety of research projects sponsored by this Department, advice on the drafting and writing up of the thesis and the organisation of the material in it must remain very general. Here are some of the aspects and qualities that readers and examiners are likely to look for.

Writing the introduction.

a. an articulate definition and justification of the topic chosen, the thesis or theory to be developed or the area of investigation and/or corpus selected;
b. an explicit justification of the method or process of investigation adopted, together with a frank review of the problem or problems posed by the particular subject;
c. an awareness of the place of the topic/theory/area of investigation within a broader framework (theoretical or methodological, the discipline as a whole), and in particular evidence of reading of available critical or scholarly literature on and around the subject chosen.

Writing the main body of the thesis

(Qualities listed not necessarily in order of importance)

a. organisation of the material;
b. coherence;
c. clarity;
d. accuracy;
e. intellectual depth of treatment of the particular subject;
f. insight/creativity (e.g. ability to perceive connections);
g. analytical skills;
h. intimate acquaintance with the texts studied and/or the areas investigated, the data collected, etc;
i. integrity (frank admission of questions unanswered, methodological difficulties, debt to earlier researchers, etc.)

Writing the conclusion

a. in general, ability to synthesize; more specifically, ability to bring together the argument or the evidence analysed without being merely repetitive;
b. a review of the problems or areas of investigation circumscribed in the Introduction, and an assessment of the results achieved in the thesis;
c. an indication of avenues of further enquiry and their relationship to other areas of research.
Organisation of the bibliography

Bibliographical lists must contain all the relevant material consulted in the course of the preparation of the thesis. In certain cases, especially for PhD theses, candidates may wish to provide a more comprehensive survey of the literature. Bibliographical lists may be set out alphabetically by names of authors or, in the case of anonymous works, by titles, or they may be divided into sections. Candidates will decide on the most appropriate form of presentation in consultation with their supervisor.

In a bibliographical list there may be separate sections for books and articles, for primary sources and secondary material, for background material and material directly relating to the subject-matter of the thesis, etc. There are no hard and fast rules applying indiscriminately to all theses.

The language of the thesis

Theses submitted to the Department (or through the Department) will normally be written in French but can also be written in English. If necessary, the supervisor will provide some assistance with the French by drawing the candidate's attention to the incorrect use of vocabulary or grammar and other recurring weaknesses of style, but the supervisor will not correct the candidate's French.

N.B. The standard scholarly convention is to use the authorial nous in the thesis, instead of the more direct first person singular. This Department, however, normally leaves candidates free to use either nous or je. If nous is used, grammatical agreement will be masculine singular, although feminine singular is also acceptable, e.g. Nous nous sommes penché OR Nous nous sommes penchée. (However neither penchés nor penchées is acceptable if the reference is to a single author.)
PRESENTATION AND SUBMISSION OF THESIS

Introduction

Theses presented at all levels (from BA Honours to PhD) are kept by the University either in departmental libraries or in the University Library. It is therefore important that they conform to a common pattern in their physical presentation.

Furthermore the writing of a thesis is not just an end in itself but a stage in the training of a researcher: the presentation of the results of research work is part of that training, as is the personal and intellectual discipline required by observing scholarly conventions.

Some of the rules described below have no intrinsic merit in themselves: they represent arbitrary conventions, although some of them are based on tradition and consensus.

If there are good reasons for departing from such standards, candidates should discuss those reasons with their supervisor. Alternative conventions may be adopted, provided that they are applied consistently.

The main purpose of the guidelines below is to assist authors/typists/word-processing operators in the preparation of copy and the typing up of the text.

Paper, margins and spacing

The standard size of paper is A4 (approx. 295mm x 210mm). The typing should be on one side only of the sheet, leaving sufficient margin on the left (40 to 50mm) so as not to obscure the text after binding. As far as possible, an even right-hand margin of approximately 30mm in width should be used. Top and bottom margins should also be approximately 30mm in width. In typing the main body of the thesis, use spacing and a half, except for footnotes and indented quotations, which should be typed single spaced (although separated from the body of the text by space and a half).

N.B. Quotations of three lines or less will normally be incorporated in the body of the text by means of guillemets or double inverted commas (unless there is a quotation within the quotation, when single inverted commas will be used); longer quotations will be indented and single spaced as indicated above without the use of quotation marks.

Pagination

Preliminary matter (title page, acknowledgements, preface, etc.) may be numbered in roman numerals, although this is not compulsory. The text of the thesis proper, including index, appendices, table of contents, etc., will be numbered continuously in arabic numerals (starting with 1 if roman numerals have been used for the preliminary matter). The title page, although counting in the page count, will not bear a page number. Similarly, pages containing titles of chapters, sections, etc., will count in the pagination but will not normally bear page numbers.
Indentation of paragraphs

The first line of a new paragraph will normally be indented (i.e. it will begin three or more spaces to the right of the left-hand margin).

Alternative methods of indicating new paragraphs (double spacing between paragraphs without indentation of the first line) are also acceptable, provided that they are applied consistently.

Use of capitals, italics or underlining

Candidates are reminded that capitals are used more sparingly in French than in English. The following example will illustrate this: "Un Australien parlant français et accompagné de camarades néo-zélandais a quitté Sydney le 1er février à bord d’un bateau hollandais." (See M. Grevisse, *Le Bon Usage*, Gembloux, Duculot, any edition.)

Titles of books, articles, etc. are normally written in French with ONE capital only (except for proper names). If the title begins with a definite article, the noun immediately following it is also capitalized. (Sometimes each of the three opening words, article, adjective and noun, are capitalized but this is less usual.) All main words in the name of a periodical are usually capitalized.

The following examples will illustrate these conventions:

- *La Peste*
- *Une vie*
- *Du côté de chez Swann*
- *Nouvelle Revue Française*
- but also, possibly, *Le Grand Meaulnes*.

It is particularly important to be consistent in the use of these conventions. In the main body of the text avoid typing all the letters of a word in capitals (e.g. LETTERS), although capitals may be used in titles of chapters, sections and of course in the title of the thesis. Such titles, whether in capitals or lower case, will not be followed by full stops or commas. Titles of books and periodicals will be italicized (but not titles of articles, chapters or sections of a volume, which will be typed between *guillemets* or inverted commas). Foreign words, including most Latin words or abbreviations (such as *Ibid.*, *loc cit.*, etc.), will also be italicized. This does not apply to words or Latin abbreviations (such as: etc.) which have come to be part of the vernacular language (i.e. French or English). Italics may also be used (sparingly) for emphasis.

Punctuation, and more on quotations

It is not possible to give a summary of punctuation rules within the limitations of this booklet. Writers of theses are referred to the section (a dozen pages) devoted to this topic in M. Grevisse's *Le Bon Usage*, Gembloux, Duculot, any edition.

Candidates' attention, however, is drawn to the following common sources of errors:

- in a quotation, incidental clauses such as *dit-il*, *répondit-elle*, etc., must not be separated from the direct quotation by quotation marks but only by commas;
- when a quotation is introduced by a statement such as *Voici ce qu'en dit Charles Péguy* : a colon (rather than a comma), should precede the actual quotation;
— longer quotations should be typed indented, single-spaced, without being preceded or followed by quotation marks;
— if there are no guillemets on your computer, double inverted commas should be used to introduce and conclude shorter quotations; single inverted commas may be used for quotations within quotations;
— when a quotation ends with a punctuation mark such as a period or an exclamation mark, it should be included within the quotation marks; if, however, the punctuation mark belongs to the text of the thesis, rather than the quotation, it will be placed outside the quotation marks;
— candidates are reminded that any alterations, additions or omissions made in a quotation must be indicated by using square brackets, such as [......] or [notre], etc. (see also under "Taking notes", p.12);
— et is not normally preceded by a comma, unless it introduces a separate (i.e. coordinate) clause with a different subject and serves to contrast the two clauses, as in L’ennemi est aux portes, et vous délibérez ;
— when a phrase is presented incidentally, it should be separated from the rest of the clause by two commas, one preceding it and the other following it, as in the following example: Pierre Dubois a bien réfléchi, pendant l’entracte, aux conséquences de ses actes (and NOT: Pierre Dubois a bien réfléchi pendant l’entracte, aux conséquences de ses actes);
— relative pronouns (qui, que, auquel, etc.) are not normally preceded by a comma, unless their antecedent is NOT the word immediately preceding them, or, if the whole relative clause is presented as incidental, in which case it will be both preceded and followed by commas;
— an abbreviation will be followed by a full stop only if its last letter is not that of the full word; examples: Mlle, M., Prof., Me, Cdt, etc.;
— in the text of the thesis beware of abbreviations other than standard scholarly abbreviations such as: ibid., op. cit., etc., in other words do not use "shorthand" unless it is an integral part of a quotation.

Syllabication

French rules for syllabication are quite distinct from English conventions.

If you must hyphenate at the end of a line, observe the following simple rules:

— do NOT separate two consecutive letters representing vowels or semi-vowels: in other words do NOT write po-ème, li-on, hi-atus, pluvi-osité, ouvri-ère, etc.;
— when there is a consonant between two vowels, divide the word between the first vowel and the consonant, NEVER between the consonant and the second vowel: mi-roir, fleu-ri, télévi-sion;
— when there are two consonants between two vowels, divide the word between the two consonants: ar-moire, par-tage, UNLESS you are dealing with one of the so-called "inseparable groups":
  - bl, cl, fl, gl, pl
  - br, cr, fr, gr, pr, dr, tr, vr
  - ch, ph, gn, th,
each of which is treated as one single consonant, e.g. no-ble, li-bre, en-tre-pren-dre, a-gneau, or-tho-gra-phe, pê-cheur;
— when there are three consecutive consonants, normally the word is separated between the second and the third consonants, as in obs-tiné, comp-ter, except for the inseparable groups (see above), e.g. ar-brisseau, af-flux, etc.
Title page and cover

The title page will contain the following information:
- Given name(s) and surname of author
- Academic qualifications of author (if appropriate), in abbreviated form
- Title of thesis
- Thesis submitted for the degree of Doctor of Philosophy, OR Master of Philosophy, OR in partial fulfilment of the requirements for the degree of Master of Literature OR Master of Arts or Bachelor of Arts (Honours), as appropriate
- Name of the University (University of Sydney)
- Year of Submission

as per sample below:

John Brown

BA (University of North Riverina)

LE THEME DE L’ETRANGER DANS LE ROMAN AUSTRALIEN
D’EXPRESSION FRANCAISE

Thesis submitted in partial fulfilment of the
requirements for the degree of MLitt

University of Sydney
1999
Order of presentation

In theses written in French, it is still customary to place the Table of contents at the end of the volume. Here is the recommended order of presentation:

- Title page
- Acknowledgements or preliminary notes (if any)
- Preface (if any)
- Introduction
- The main body of the text
- Appendices (if any)
- Notes (in lieu of footnotes) if any
- Bibliography
- Index
- Table of contents

The Index

An Index will not be required in a BA Honours thesis, but it must be included in a PhD thesis. Its inclusion is optional in Master’s theses: the decision to have an Index or not will be made by the candidate in consultation with the supervisor, depending on the nature of the topic and the project.

The Table of contents

To be of any use, tables of contents should be analytical (i.e. contain concise information on the organisation of the thesis and the main stages in the presentation of material).

Binding

Theses for the PhD and MPhil will be professionally bound in hard covers. MLitt, MA and BA (Hons) theses may be submitted in non-permanent binding (e.g. springback binding), provided that the binding holds the pages firmly when they are turned. When a hard cover is provided, the cover and the spine should bear as much of the relevant information as possible, i.e. name of author, title of the thesis, degree for which the thesis is being submitted, the name of the university and the year of submission. (If necessary, the spine may contain an abbreviated form of the title as well as the other information appearing on the cover.)

Spine

J. Brown LE THEME DE L’ETRANGER MLitt 1999
Submission of thesis

Theses for the degree of PhD and MPhil will be submitted through the Registrar. All other theses will be submitted to the relevant coordinator in the Department. In the case of PhD theses, four copies are required. A PhD thesis must also be accompanied by four copies of a summary in English about 300 words in length, together with a statement agreeing that a copy of the thesis be available in the University library for use by readers, subject to the observance of copyright laws. The thesis will also be accompanied by a certificate by the supervisor stating whether, in his or her opinion, the form of presentation of the thesis is satisfactory. (This should not be construed as an endorsement of the scholarly merits of the thesis.) See also pp. 6-7.

For the MPhil, three copies of the thesis are required together with three copies of the summary and the authorisation for it to be available in the University library.

For the MLitt, the MA and BA (Hons) theses, two copies must be submitted, one of which will be deposited in the departmental library, and will be made available to readers subject to the provisions of copyright laws. A signed copyright form (obtainable from your Supervisor) should be affixed to the inside front cover of the Thesis.

For each type of thesis, one copy will be returned to the author after examination.

The Examination process

BA (Honours)

Two examiners are appointed from within the Department, one of whom shall normally be the supervisor.

When they have read the thesis, they will ask the candidate to come for an oral examination on the subject matter and the organisation of the thesis. The oral examination will last approximately half an hour.

Postgraduate degrees

The regulations governing these degrees can be found in the Postgraduate Booklet or in the University Calendar.
FOOTNOTING AND BIBLIOGRAPHIES

Footnotes will be used for one of two main purposes:

1. "Content" footnotes, allowing the removal of material of tangential interest from the main body of the text; longer footnotes of this kind may be turned into appendices.
2. "Reference" footnotes, referring the reader to source or secondary material.

In the main body of the text, references to footnotes will be typed in a raised position: Le Cid 34. No brackets or punctuation marks are required. If a footnote reference appears at the end of the sentence and is relevant to the whole sentence, it will be placed after the punctuation mark, i.e. outside the sentence boundaries. If the footnote reference is relevant to one word or name only, it will be placed within the sentence boundaries, before the punctuation mark.

Notes will be numbered consecutively for the whole thesis. They will be placed, if possible, at the bottom of each page, separated from the body of the text by double spacing (or, in the case of a footnote carried over from the preceding page, by a line not longer than one quarter of the width of the page, or, alternatively, at the end of the thesis, before the index and table of contents, but after the appendices (if any).

Notes will be typed single-spaced but will be separated by double space or space and a half.

Standards for the layout of footnotes and bibliographies vary, but the Department would like you to observe three general rules:
1. Provide accurate information;
2. Provide complete information;
3. Be consistent in the presentation of information.

This is a form of courtesy to your reader (who may well want to follow up one of your references); it is also a standard by which the more mechanical, formal aspects of your scholarship can be assessed at a glance. Accurate, complete and consistent footnotes and bibliographies will not redeem a hopeless thesis or a bad book, but the lack of these qualities will mar the finest piece of writing.

The most authoritative and comprehensive source of information on footnoting and bibliographical conventions is the


The Department of French Studies sees merit in candidates applying internationally recognized scholarly conventions in their presentation of footnotes and bibliographical

* Alternative methods of numbering (i.e. a new set for each chapter or each page) are used by some authors as they are easier to handle insofar as any corrections, additions or amendments to the numbering of notes only affect a limited set of notes, but some of these methods (i.e. a new set for each chapter) are awkward and potentially confusing from the reader's point of view.
lists: we do not, however, place undue emphasis on formal rules of this kind, as long as the alternative conforms to the three basic criteria mentioned above.

We would like to propose two alternative models, each simpler than the MLA Style. The first is a traditional approach, extensively used in literary criticism, the second is becoming increasingly popular in the literature of linguistics and literary theory.

<table>
<thead>
<tr>
<th>MODEL &quot;A&quot; — PRACTICAL GUIDELINES</th>
<th>EXAMPLES</th>
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<tr>
<td>(Bibliographical lists and footnotes)</td>
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<tr>
<td>2. ARTICLES, SELF-CONTAINED CHAPTERS IN A VOLUME OF COLLECTED PAPERS, etc.: Give initials (or given names) of author followed by his/her surname, title of your article or chapter (within quotation marks), title of periodical or book (italicized) — if it is a book, indicate name(s) of editor(s) if appropriate, place of publication, name of publisher and year of publication; — if it is a periodical, indicate volume of publication (or, if not known, number of issue), followed by year of publication in brackets; — for daily newspapers only date is required; page reference: must always be given for articles of self-contained chapters.</td>
<td>Georges Blin, «Critique et mouvement», <em>Nouvelle Revue Française</em>, 29(1967), pp.1157-73. P.A. Fortier and J.C. McConnell, «Computer aided thematice analysis of French prose fiction», <em>The Computer and Literary Studies</em>, eds A.J. Aitken, R.W. Bailey and V. Hamilton-Smith, Edinburgh, Edinburgh University Press, 1973, pp. 167-82.</td>
</tr>
<tr>
<td>3. When in your thesis you refer to the main work studied (assuming there is a main work) you may quote the page number in brackets within the body of your text, without resorting to footnotes.</td>
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</tbody>
</table>
4. **ORDER OF ITEMS IN A BIBLIOGRAPHICAL LIST:**

   In a list of works consulted you may like to group your references into two or more categories (e.g. primary and secondary sources — books and articles, etc.), but within each category, unless there are special circumstances, present items in alphabetical order by surname of author, or, if no author, by first letter of title.


5. **PUNCTUATION MARKS IN FOOTNOTES AND BIBLIOGRAPHICAL LISTS:**

   The use of punctuation marks in these contexts is governed by complicated and possibly pedantic rules. You may prefer to adopt a simplified but consistent pattern of presentation, separating sections by commas, and closing your item by a full stop. (Alternatively consult *MLA Handbook*.)


6. **FIRST AND SUBSEQUENT FOOTNOTE REFERENCES:**

   Your first footnote reference to a work should contain full bibliographical data, but in subsequent footnotes, the surname of the author, a shortened version of the title and the relevant page reference are sufficient.

   If you only quote one work by the author throughout the thesis, you may omit the short title.

   Bibliographical references often contain Latin abbreviations. You should know them for recognition, but you are not required to use them. The most common ones are:

   *ibid.* = ibidem (Lat.) in the same place, i.e., the single title cited in the note immediately preceding. May be followed by page reference.

   | Austin, *L’Univers poétique*, p. 95. |
   | Austin, p. 95. |
   | Austin, *op.cit.*, p. 95. |
loc. cit. = loco citato (Lat.), in the place cited, i.e., on the same page in the same passage referred to in a recent note; must be preceded by name of author and short version of title.

op. cit. = opere citato (Lat.) in the work cited, may be followed by page reference, and must be preceded by name of author.

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**MODEL "B" — PRACTICAL GUIDELINES**

(Bibliographical lists and notes)

1. **BIBLIOGRAPHICAL LISTS:**

   Follow the same system as in Model "A", except that after the author's name indicate the year of publication of the book, article or paper,

   (a) if in that year you list more than one book, article or paper by the same author, distinguish them by using the initials a, b, c, etc., listed immediately after the year of publication.

   (b) if you use Model "B", you must list all items in alphabetical order by surname of author or, if there is no author given, by first letter of title, without subdividing the bibliography into separate sections.

   Examples:

   Chomsky, Noam, 1957,
   The Hague, Mouton.

2. **NOTES**

   With Model "B", footnotes for reference can be dispensed with altogether. Within the body of your text refer to the book, article or paper quoted (or invoked) by indicating, in brackets, the name of the author, the year of publication of the item, the serial letter of the item if you have listed more than one item by that author in that year, and the page reference of your quotation, if appropriate.

   Examples:

   (Chomsky, 1957, p.18)
   (Chomsky, 1966b)
REFERENCES ON THESIS WRITING
BASED ON A LIST PROVIDED BY THE UNIVERSITY'S CENTRE FOR TEACHING & LEARNING AND ON REFERENCES INCLUDED IN RECHERCHE: MODE D'EMPLOI
(Françoise Grauby, Michelle Royer, Department of French Studies, University of Sydney)


Lewins, F., Writing a thesis, a guide to its nature and organisation, Canberra, Faculty of Arts, 1990.

Markman, R.H. & Waddell, M.L., 10 steps in writing the research paper, New York, Barron’s Educational Series, 1971.


Mayer, H. (Compiler), The art of research: 6 papers, Occasional Monograph No. 7, Department of Government and Public Administration, University of Sydney, undated.


N.B. We recommend to all postgraduate students to obtain copies of the publications by the Sydney University Postgraduate Representative Association (SUPRA), especially

   Foley, M.A., Practical Aspects of producing a thesis at the University of Sydney, Sydney, SUPRA, 1990.


SUPRA, the postgraduate research students' association at the University of Sydney, maintains a list of resources for presenting theses, such as binders:
http://www.supra.usyd.edu.au/Pol/Documents_and_Resources.html

(Extra support with writing skills? You can enrol in ARTS7000 Academic communication for postgraduates, an elective unit with full credit available to all postgraduates across the Arts Faculty from non-English speaking backgrounds.

ARTS7000 provides assistance on developing skills in:
* critical analysis
* referencing source material
* writing for different disciplines
* advanced proficiency in spoken and written communication
and other skills essential for best results in students’ chosen areas of study)

The Write Site also provides online support to help you develop your academic and professional writing skills.http://writesite.elearn.usyd.edu.au