School of Humanities and Languages

ARTS3451 Advanced Chinese
Semester 2, 2016

1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances
14. Other Information
1. Course Staff and Contact Details

Course Convenor and Language Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Yong Zhong</th>
<th>Room</th>
<th>MB245</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 3812</td>
<td>Email</td>
<td><a href="mailto:Y.Zhong@unsw.edu.au">Y.Zhong@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>2-4pm, Tuesday and 3-4pm, Wednesday or by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Mrs Yiran Li</th>
<th>Room</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>TBA</td>
<td>Email</td>
<td><a href="mailto:yiran.li@unsw.edu.au">yiran.li@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 units of credit</th>
</tr>
</thead>
</table>

Course Description

**Language Component**

This Course provides an advanced level program in Chinese language (Mandarin) study. The medium of instruction is Mandarin and complimented in English when necessary. Students continue to develop and extend their understanding and use of Chinese language, especially more specialized vocabulary and complex sentence structures. The emphasis is on the transformation of linguistic knowledge into active skills through oral, written and multimedia activities. focusing on authentic Chinese texts by utilising various reading strategies. Participation in a variety of writing, such as complex letters, literature responses, and essay writing. It also provides systematic practice of seminar presentations in a wide range of communicative situations such as business and interview. Topics include interpersonal relations, entertainment industry, cultural heritage, business practices, social problems, as well as other national and international issues.

**Culture Component**

Objectives:

This component is intended for students to appreciate and reflect on Chinese culture through discussion of three classic Chinese movies: 《活着》、《刮痧》 and 《芙蓉镇》

Student Learning Outcomes

1. Enhanced awareness of the communicative and functional nature of language
2. Expanded ability to use Chinese communicatively in relation to speaking, listening, reading and writing
3. Improved ability to communicate in a dynamic mode and manner, e.g., using one medium/mode to cover, facilitate and complement another
4. Enhanced ability to use communicative Chinese in real life and academic discussions
5. Enhanced exposure to real-life Chinese society and modern Chinese language used in modern settings, i.e., print media as well as multimedia
6. Improved knowledge of the structural, grammatical and cultural logic of Chinese language
7. Mutual inspiration through team work and peer learning, and
8. Completion of at least 3 chapters of the Textbook
## 3. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LECTURES</th>
<th>TUTORIALS</th>
<th>Due on Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course introduction</td>
<td>文化：中国、刮痧&lt;br&gt;语言课程及学习方法&lt;br&gt;内容、时间安排&lt;br&gt;怎样完成学习任务、通过、取得满意分数&lt;br&gt;学生内容、众学&lt;br&gt;学习活动、分组</td>
<td>Group work</td>
</tr>
<tr>
<td>2.</td>
<td>文化：刮痧&lt;br&gt;Main CL passage&lt;br&gt;Vocab&lt;br&gt;Reading comprehension</td>
<td>CL oral&lt;br&gt;- Mini Oral presentations&lt;br&gt;- 2nd opinion&lt;br&gt;- To improve&lt;br&gt;CL writing&lt;br&gt;- 2nd opinion&lt;br&gt;- To improve&lt;br&gt;1 or 2 typical SC samples collected for lecture</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>文化：刮痧&lt;br&gt;CL Passage, main and additional&lt;br&gt;- Narrative structure&lt;br&gt;- Analysis&lt;br&gt;Student Content CL writing&lt;br&gt;- Analyzed&lt;br&gt;- Lecturer’s opinion</td>
<td>Oral CL&lt;br&gt;- Mini-presentations &amp; feedback&lt;br&gt;Written CL&lt;br&gt;- selectively presented &amp; discussed&lt;br&gt;Group presentation on CL x 1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>文化：刮痧&lt;br&gt;CL Passage, main and additional&lt;br&gt;- Best practice&lt;br&gt;Student Content CL writing&lt;br&gt;- Analyzed&lt;br&gt;- Lecturer’s opinion&lt;br&gt;- Best practice shared</td>
<td>Group work&lt;br&gt;- Planning own oral PS&lt;br&gt;- Drafting own PS&lt;br&gt;1 or 2 typical SC samples collected for lecture&lt;br&gt;Help with 你能为这个社会做什么？&lt;br&gt;Group presentation on CL x 1</td>
<td>CL writing, if selected&lt;br&gt;CL oral a-v, if selected</td>
</tr>
<tr>
<td>5.</td>
<td>文化：活着&lt;br&gt;Student Content CL evaluated A-V: 你能为这个社会做什么？&lt;br&gt;Main PS passage&lt;br&gt;Vocab&lt;br&gt;Reading comprehension</td>
<td>Group work&lt;br&gt;- Planning own oral PS&lt;br&gt;- Drafting own PS&lt;br&gt;1 or 2 typical SC samples collected for lecture&lt;br&gt;Help with 你能为这个社会做什么？&lt;br&gt;Group presentation on CL x 1</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>文化：活着&lt;br&gt;PS Passage, main and additional&lt;br&gt;- Narrative structure</td>
<td>PS oral&lt;br&gt;- Mini Oral presentations&lt;br&gt;- 2nd opinion&lt;br&gt;- To improve</td>
<td>Group Project on CL, if selected</td>
</tr>
</tbody>
</table>
| 7. | **Summary Feedback** | **Culture:** 活着  
**PS** Passage, main and additional  
- Best practice  
**Student Content PS** writing  
- Analyzed  
- Lecturer's opinion  
- Best practice shared | **PS** oral  
- Mini-presentations & feedback  
**PS** written  
- Selectively presented & discussed  
**Group presentation on PS x 1** | **Group presentation on PS x 1 or 2**  
**Help with:** 男女大脑结构  
**Group Project on PS, if selected** |
| 8. | **Summary Feedback** | **Culture:** 活着  
**Student Content CL and PS**  
- Shared  
- Evaluated  
A-V: 男女大脑结构 to begin | **Group presentation on PS x 1 or 2**  
**Help with:** 男女大脑结构  
**Group Project on PS, if selected** |
| 9. | **This is what we do (TIW): Oral & written presentation** | **Culture:** 芙蓉镇  
**Main TIW** passage  
- Vocab  
- Reading comprehension  
**A-V: 男女大脑结构** | **Group work**  
- Planning own oral TIW  
- Drafting own TIW  
**Help with:** 男女大脑结构  
1 or 2 typical TIW samples collected for lecture  
**Group presentation on TIW x 1** |
| 10. | **Public Holiday** | **This is what we do (TIW): Oral & written presentation** | **TIW** oral  
- Mini Oral presentations  
- 2nd opinion  
- To improve  
**TIW** writing  
- 2nd opinion  
- To improve  
1 or 2 typical SC samples collected for lecture  
**Group presentation on TIW x 1** |
| 11. | **This is what we do (TIW): Oral & written presentation** | **Culture:** 芙蓉镇  
**TIW** Passage, main and additional  
- Best practice  
**Student Content TIW** writing  
- Analyzed  
- Lecturer's opinion  
- Best practice shared | **TIW** oral  
- Mini-presentations & feedback  
**TIW** written  
- Selectively presented & discussed  
**Group presentation on TIW x 1** | **TIW** writing, if selected  
**TIW a-v, if selected** |
12. | 文化: 芙蓉镇 SC | Group presentation on **TIW** x 1 | Group Project on **TIW**, if selected |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Shared &amp; learned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Commented on</td>
<td></td>
</tr>
</tbody>
</table>

13. | Test |   |

### 4. Course Resources

**Textbook Details**
Three lessons created by the lecturer will be used to complete the coursework. The lessons will be available for download at Moodle. They must not be distributed to anyone outside UNSW.

**Journals**

**Additional Readings**

**Websites**

Literature on Curriculum 2.0
http://blog.sina.com.cn/s/articlelist_2667038674_15_1.html

### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Part 2 options: a) Weekly quizzes solo</td>
<td>Quizzes: 5-10 questions each</td>
<td>20%</td>
<td>2, 5 and 7</td>
<td>Progressively, with teacher</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Presentation: 5 minutes per student in a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz @ Language Lecture</td>
<td>10 items</td>
<td>10%</td>
<td>5, 8</td>
<td>Progressively, in lecture</td>
<td>NO</td>
</tr>
<tr>
<td>Project: A-V presentation and Group Project</td>
<td>A-V presentation: 3-5 minutes, solo</td>
<td>10%</td>
<td>1, 2, 3, 4</td>
<td>Progressively, either one by Week 5, the other by Week 9, appointment with tutor</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Group presentation: 8 minutes/head</td>
<td>+ 20%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>500-1000 characters x 2</td>
<td>20%</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Progressively but before Week 12.</td>
<td>YES</td>
</tr>
<tr>
<td>Peer Assessment</td>
<td></td>
<td>5%</td>
<td>Assessment to submit before Week 12</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>Tutorial performance</td>
<td></td>
<td>5%</td>
<td>Progressively</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>Final Test*</td>
<td>110 min</td>
<td>10%</td>
<td>1, 4, 6, 8</td>
<td>Last week tutorial</td>
<td>YES</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.
Please Note: The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (17 out of 22 lecture hours). Students must attend 80% of tutorials (19 out of 24 tutorial hours).

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Formal Examination

There is no formal examination for this course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the Course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this
assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

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

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

  **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.
Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 \( - 15 = 53 \)

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

5. **Learning and Teaching Rationale and Strategies**

**Teaching different backgrounds students in the same space**

The course welcomes NBG students and facilitates the learning of both NBG and BG students. Recognizing the extra challenges facing them, the course has been designed to be more friendly and accommodating to them through the following facilities.

- a) Assessment will be based on progress as well as on competence
- b) Equitable assessment in the form of different time available for certain tasks (e.g., FINAL TEST), and options of language (as in ESSAY)
- c) Curriculum 2.0 approach allowing students to focus on express and sharing as well as on internalisation and memorisation
- d) Group work requiring BG and NBG students to engage in interactions and peer learning
- e) For assessment purposes, students will be grouped into two separate lists for BG and NBG students. Approximately the same proportion of students in each list will be able to earn high marks (i.e., distinction or high distinction)

**Curriculum 2.0**

The teaching at this course is inspired and informed by a newest and most advanced language teaching approach known as Curriculum 2.0 developed by Yong Zhong, more details of which can be found in the following publications:


The approach has also been discussed in a range of lectures given at prestigious international universities including the following:
• 《改造语言以改变教学》, presentation given in 2014 at University of NSW, 
  http://blog.sina.com.cn/s/blog_9ef7c7d20102vfmq.html
• What Is Curriculum 2.0 and How It Changes the Way We Teach, presentation given in 
  2014 at Shanghai International Studies University (上海外国语学院), 
  http://blog.sina.com.cn/s/blog_9ef7c7d20102vyy.html
• Modeling Curriculum 2.0 课程建模, presentation given in 2015 at HK University, 
  http://blog.sina.com.cn/s/blog_9ef7c7d20102vk73.html
• 《学习建模：以 2.0 课程为例》，presentation given in 2015 at Fuzhou University (福州大学), 
  http://blog.sina.com.cn/s/blog_9ef7c7d20102vkck.html
• 《2.0 翻译课程设计》，presentation given in 2015 at Fuzhou University (福州大学), 
  http://blog.sina.com.cn/s/blog_9ef7c7d20102vkfo.html

Teaching strategies

In a nutshell, the teaching at this course is about
• Inspiring students to explore the unknown and generating new knowledge and articulating 
  real experiences rather than regurgitating old knowledge and facts
• Undoing some of the set boundary and knowledge accumulated in past educational 
  experiences
• Students learning rather than teachers injecting uniform knowledge into students
• Students learning through reviewing and examining existing knowledge, through doing 
  things and through presenting what he/she has done
• Students becoming aware of own strengths and weakness and utilizing potentials
• Students, through consultation with the teacher, setting own goals and achieving the goals
• Students assessing own individual needs, making efforts by own styles and at own pace to 
  meet the needs with the help of the teacher, and
• Making progress rather than just getting marks

Students are welcome to access http://blog.sina.com.cn/s/articlelist_2667038674_8_1.html to 
read his publications on the teaching of translation including:

The teacher has made a television documentary on pedagogy named A French Way of 
Learning on the basis a real life class activity in a Parisian University, which demonstrates 
SDL, problem-based learning, interaction learning and student-centred learning. Interested 
students can view the documentary at: 
http://au.youtube.com/view_play_list?p=9B10B02DA8CFBEF7

The University of NSW has prepared a guideline for pedagogy, which can be found on: 
www.guidelinesonlearning.unsw.edu.au/overview.cfm

Of the 16 guidelines, some are more relevant than others to this course. The teacher of this 
course, who values student-centred learning and self-directed learning, gives an indication of 
relevance of the guidelines by the highlighted terms. However, students must remember that 
teaching is only one side of the coin and learning is the other side. Students must take the 
responsibility of learning and actively participate.

1 Effective learning is supported when students are actively engaged in the learning 
   process.
2 Effective learning is supported by a climate of inquiry where students feel 
   appropriately challenged and activities are linked to research and scholarship.
3 Activities that are interesting and challenging, but which also create opportunities for 
   students to have fun, can enhance the learning experience.
4 Structured occasions for reflection allow students to explore their experiences, 
   challenge current beliefs, and develop new practices and understandings.
5 Learning is more effective when students’ prior experience and knowledge are recognized and built on.
6 Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.
7 If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.
8 The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities.
9 Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write).
10 Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning.
11 When students are encouraged to take responsibility for their own learning, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.
12 Graduate attributes - the qualities and skills the university hopes its students will develop as a result of their university studies — are most effectively acquired in a disciplinary context.
13 Learning can be enhanced and independent learning skills developed through appropriate use of information and communication technologies.
14 Learning cooperatively with peers — rather than in an individualistic or competitive way — may help students to develop interpersonal, professional, and cognitive skills to a higher level.
15 Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

7. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at:
https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at:
https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.
In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.qs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.