School of Humanities and Languages

ARTS3570, Advanced Spanish A
Semester 1, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Henar Vicente Cristobal</td>
</tr>
<tr>
<td>Phone</td>
<td>5385 1857</td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 3 to 4pm or by appointment</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 Credit points. 2 hours lecture. 2 hours tutorial. 2 hours self-access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course intent to review, develop and extend the language skills acquired by students in the previous course. Throughout the subject students will be presented with increasingly complex language situations requiring a greater proficiency in language skills with the aim of increasing fluency and accuracy in listening, speaking, reading and writing. Films are used as an introduction to vocabulary, grammar structures and culturally relevant topics. Main films are: “Como agua para chocolate” and “Mujeres al borde de un ataque de nervios”. The medium of instruction is Spanish.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>This course will encourage students to develop the following generic attributes:</td>
</tr>
<tr>
<td></td>
<td>1. To consolidate the morphological, syntactical and grammatical aspects of the Spanish language</td>
</tr>
<tr>
<td></td>
<td>2. To improve the quality of the students’ language production</td>
</tr>
<tr>
<td></td>
<td>3. To improve their reading and aural comprehension skills by exposing them to a wide variety of written and aural materials, from different sources and with different local varieties</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>By the end of this course students must be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Write formal complex letters using conventionalisms, punctuation, accents and relevant vocabulary and variety of synonyms</td>
</tr>
<tr>
<td></td>
<td>2. Identify and use descriptive and narrative discourse</td>
</tr>
<tr>
<td></td>
<td>3. Understand and use vocabulary related to the themes studied</td>
</tr>
<tr>
<td></td>
<td>4. Be able to understand and to describe past events using</td>
</tr>
</tbody>
</table>
connectors and complex sentences

5. Be able to understand and use pronouns, prepositions, past tenses, imperatives, indicative and subjunctive mode, adverbs & articles in oral and written registers

6. Understand dialogues where strategic listening is required

7. Speak Spanish using complex sentences, a variety of synonyms and appropriate vocabulary

8. Reflect upon their experiences in Spanish speaking countries using the appropriate register, vocabulary and grammar

9. Examine the life and work of a Spanish speaking personality using the appropriate register, vocabulary and grammar

Graduate Attributes

This course contributes towards the development of the University's Graduate Attributes through:

1. Involving students in activities they are likely to be undertaking in a Spanish-speaking country

2. Involving students in the assessment process by using assessment practice designed to support achievement

3. Engaging students in critical thinking to complete activities where English and Spanish language are compared and discussed

4. Recognising and using student's prior experiences by using the Internet as a research tool to complete tasks.

5. Engaging students in multiple modes of instruction to support different approaches to learning. Auditory and visual modes of instruction are used extensively in the course

6. Encouraging students to take responsibility for their own learning by providing a wide selection of Internet activities and resources for students to explore outside the classroom. Independent learning activities are embedded in the syllabus

7. Engaging students in expressing opinions related to a theme chosen by them

8. Engaging students in contextualised and inclusive activities to improve students' learning outcomes through the use of information technology

9. Encourage self-directed learning by engaging students in the use of the University Learning Platform (Moodle learning Platform)

3. Learning and Teaching Rationale

This subject is designed for students who have finished Intermediate Spanish B. The course seeks to create an inclusive environment where students have opportunities to explore the target language at their own pace, following their own interests. It includes interesting, inter-cultural real-life learning experiences, which are a key for life-long learning. Experiences of active and dialectic learning to develop critical thinking are also included in the curriculum. This course introduces students to technology resources from which they must research and discover, and technology tools from which they receive constructive and continuous feedback. The language materials used for this course are
based upon the belief that foreign language learning materials are the road to practice the language and the trip along this road will be enhanced if the materials are engaging, contextualised and relevant to the students' interests whether personal or professional. The materials selected for this course provides a diversity of activities to assist students with different learning needs.

The teaching in this course is blended: online and in class activities. Lectures are based on a flipped-classroom philosophy. The flipped lectures describes a reversal of traditional teaching where students gain first exposure to new material outside of class, via reading, videos, podcasts or other online activities, and then class time is used to practise, communicate and work. This approach requires students to come prepared to the lectures and tutorials and to actively engage with the different activities and tasks during the face to face time.

4. Teaching Strategies

Lectures are held in a classroom with movable chairs and tables to allow face to face interaction. Lectures will require active participation and student interaction. The lecture content is divided in the presentation, explication and practise of grammatical topics and the presentation of cultural material related to the topics and themes of the course. Students will be required to complete pre-lecture quizzes and come to the lectures and tutorials prepared. (learning outcomes 1, 5, 6).

The lectures and tutorials provide students the opportunities to speak, write, and read in Spanish. Students use grammar and vocabulary to discuss themes relevant to the Hispanic world and also do so in relation to themselves and their environment (learning outcomes 1, 2, 3, 4, 7). The online materials provide students with explicit practice with vocabulary and grammar. These materials contain aural and visual resources as well as written exercises for which students are provided immediate feedback (learning outcome 1). This course uses the learning platform Moodle as the textbook. Online media and online activities complement classroom instruction. (Learning outcome 9).

From the Guidelines on Learning that Inform Teaching, students communicate information, ideas and arguments both orally and in writing. They gather and process information from a variety of paper, audio-visual and electronic sources. They use IT effectively both as a means of communication and as an aid to learning as well as demonstrate ability as an independent learner.

Student-centred activities form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry.

Students will be assigned complex tasks in the four language skill areas. These tasks will include reading from a variety of texts, delivering short oral presentations about Hispanic topics, interpreting situations, viewing and discussing films and writing assignments using narrative, expository and argumentative discourse.

- A range of teaching presentation styles will be used, including class and small group discussions, and task-oriented activities in pairs and in groups. Resources will include extensive use of Moodle and the Internet, a wide range of written material as well as songs, poems, paragraphs or short texts from different
authors, audio and video resources.

- Grammar and writing activities different type of letters, recipes and descriptive and narrative texts.
- Reading comprehension activities of increasing difficulty in the discourse selected for the semester.
- The audio visual materials include the movie: “Como agua para chocolate” from the Mexican director F. Arau and “Mujeres al borde de un ataque de nervios” from the Spanish director P. Almodóvar.
- Speaking activities (class discussions, oral interaction and mini oral presentations).
- These tasks will be completed partly through Moodle, partly through the face-to-face mode.
- Moodle plays an important part in this course, the learning platform is used as a textbook, students are encouraged to explore the course, and use the different resources.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre lecture preparation</td>
<td>varies</td>
<td>5%</td>
<td>1</td>
<td>2,5,6</td>
<td>Weekly before lectures</td>
</tr>
<tr>
<td>Oral/Cultural</td>
<td>10-15 minutes</td>
<td>15%</td>
<td>2,3,4,5,7,8,9</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Weeks 10 to 13</td>
</tr>
<tr>
<td>On-line Audiovisual</td>
<td>6 Quizzes And tutorial tasks</td>
<td>20%</td>
<td>2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Weeks: 2,3,5,7,10,11</td>
</tr>
<tr>
<td>On-line Grammar</td>
<td>3 Quizzes</td>
<td>30%</td>
<td>1,2,3,4,5,6,7</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Weeks: 4,8,12</td>
</tr>
<tr>
<td>Reading-Writing</td>
<td>300-400 words</td>
<td>15%</td>
<td>1,2,3,4,5,8</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Week 6</td>
</tr>
<tr>
<td>Reading/writing</td>
<td>varies</td>
<td>15%</td>
<td>1,2,3,4,5,8</td>
<td>1,2,3,4,5,6,7,8</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

Assessment explanation:
This subject will be assessed as follows.

Pre lecture preparation: Weight 5%
Online quizzes to be completed before each lecture. Length varies could take between 20 and 30 minutes to complete.

Oral/cultural assessment. Weight 15%
The Oral component is an important part of this course, Students will debate, present and interact in Spanish during lectures and tutorials at all times.

Between weeks 10 and 12, students will be assessed and graded according to: quality of spoken Spanish, use of appropriate discourse (use of oral language instead of written language).
The oral examination will take approximately 10 minutes; it assesses your knowledge and skills in interacting in Spanish. You will be given a visual aid to help you with the following outcomes, where you:

- sequence ideas and information
- manipulate linguistic structures to express ideas effectively in Spanish
- establish and maintain communication in Spanish

Listening assessment. Weight 20%

- 15% to complete 6 audio-visual quizzes
- 5% to complete and hand in the weekly audiovisual activities before the tutorials

This assessment is based upon listening comprehension from audiovisual material. As part of the course, students must spend one hour per week in their own time developing listening skills, selecting material from the audiovisual material within Moodle.

Students, during the week indicated in the program and at their own time, will complete 6 audio-visual quizzes.

At the cultural/ audiovisual tutorial time students are required to complete activities related to the weekly scene of the movies before tutorials and to discuss cultural elements brought by the scenes. This weekly work can be found in Moodle, will be completed and printed to hand in to the Lecturer weekly at the tutorial. No late submissions will be allowed.

Grammar revision assessment. Weight 30%

In class assessment, students under any circumstances are allowed to take the test outside of the language laboratories and without tutor’s supervision

This assessment is based upon revising grammar aspects of Spanish and is done via 3 online grammar quizzes. The quizzes will have time constraints. Before doing each quiz, it is recommended to make use of the extensive set of weekly grammar practice exercises provided in Moodle.

Reading/Writing assignment: Weight 15%

Online assignment: Submission in week 6. (see Moodle) You will need to read a paragraph of a literary text and answer some questions, finally you will be asked to produce a formal text related to the reading

Writing Assessment. Weight 15%

In week 13 students your lecturer will conduct an assessment of your reading and writing abilities. This assessment will contain two parts; one a reading comprehension set of questions and part two a writing activity. The content of both sections will reflect the content learned during the semester.

Assessments submission: Deadlines for quizzes and assessments must be met. Quizzes using Moodle must be done on the period of time indicated in each quiz. No late quiz submissions will be allowed. If sickness is the reason for not attending tutorials, seating for a grammar quiz or inclass assessment, a medical certificate should be provided for the specific date. In any case, students must do the quiz or the assessment either the following day of the date provided in the medical certificate or the next tutorial time.

Please Note: The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at:  
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

### Formal Examination

This course **has No formal** examination scheduled in the formal examination period from 10 – 27 June 2016. The course will be completed by the end of week 13th within the teaching period

### 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:  

### 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.

This course has 4 grammar quizzes to be completed in class during tutorial time

This course also has 6 audio quizzes and 1 online assignment **that is required to be submitted electronically**, it will be accessible through “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Week 6 April 17 4:00pm **</td>
</tr>
<tr>
<td>Quiz Audiovisual 1</td>
<td>Week 2 March 13 11pm</td>
</tr>
<tr>
<td>Quiz Audiovisual 2</td>
<td>Week 3 March 20 11pm</td>
</tr>
<tr>
<td>Quiz Audiovisual 3</td>
<td>Week 5 April 10 11pm</td>
</tr>
<tr>
<td>Quiz Audiovisual 4</td>
<td>Week 7 April 24 11pm</td>
</tr>
<tr>
<td>Quiz Audiovisual 5</td>
<td>Week 10 May 15 11pm</td>
</tr>
<tr>
<td>Quiz Audiovisual 6</td>
<td>Week 11 May 22 11pm</td>
</tr>
<tr>
<td>Quiz preparación lectura</td>
<td>Weekly to be completed before lecture</td>
</tr>
</tbody>
</table>

* No late submissions accepted for Online quizzes.

** 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 Procedure. 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.

Your assignment will be available with feedback in soft copy & hard copy within three weeks of the due date.

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

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.
The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

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.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- 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.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- 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.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

CRICOS Provider Code 00098G
- Where practical, a student's attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

Please refer to the Weekly Program “Programa por semanas” in Moodle for further details for the grammar, listening and reading content for Lectures and Tutorials.

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each week you will have to do an online quiz before the lecture as preparation for the interactive lectures.</td>
</tr>
<tr>
<td>Week 1</td>
<td>Lecture, no tutorials</td>
</tr>
<tr>
<td>Week 2</td>
<td>Tutorial activities Audio-quiz 1 Como agua para chocolate español (Self –access)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Tutorial activities Audio-Quiz 2 Like water for chocolate (self-access)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Tutorial activities Quiz 1 Grammar (Place: Computer lab MB 103 and 106 at Tutorial time)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Tutorial activities Audio-Quiz 3 Like water for chocolate (self-access) Start of oral presentations</td>
</tr>
</tbody>
</table>
## 11. Course Resources

### Textbook Details

No text book is necessary.

### Readings (some readings will be available in Moodle)

**Recommended Readings** Resources are available from UNSW bookshop and UNSW library

- Como agua para chocolate (versión en español) Laura Esquivel

### Grammar

- Castro, F. *Uso de la gramática Española Nivel avanzado*. Edelsa, Madrid 2002
- Pountain, C. *Practising Spanish grammar*. Arnold, London 2000 (S 468.2421/26)
Online materials, Websites, grammar explanation, readings and resources in MOODLE

This course uses Moodle as a resource centre where students can access a wide selection of materials specially designed to develop language skills and culture.

Moodle provides a comprehensive environment to explore language and culture using a database of language information containing reading texts, videos, songs and grammar practice and a library of internet resources.

In this course Moodle can be seen as a mini-encyclopaedia of cultural information and an informant on the target language. Students are encouraged to explore different resources.

12. 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.

13. 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

14. 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

15. 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
https://my.unsw.edu.au/student/atoz/ABC.html
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://my.unsw.edu.au/student/atoz/SpecialConsideration.html

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: http://www.studentequity.unsw.edu.au

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.