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

Course Convenors and Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Anikó Hatoss</th>
<th>Room</th>
<th>MB220</th>
</tr>
</thead>
<tbody>
<tr>
<td>email</td>
<td><a href="mailto:a.hatoss@unsw.edu.au">a.hatoss@unsw.edu.au</a></td>
<td>phone</td>
<td>02 93858340</td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Thursdays 1-3pm, or by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) 6

Course Description

ARTS3695 This course addresses current issues of language in society. Students develop their critical thinking about the following questions: How can we describe the environment of a language? How can language policy and planning influence language use and spread? What factors lead to language shift and language death? How can we sustain multilingualism in contemporary communities? The course builds on the theories of language ecology and language planning and policy. Topics cover a broad range of multilingual settings including immigrant and indigenous communities. Students explore multilingualism in Sydney suburbs and in global contexts.

Course Aims

1. To introduce learners to contemporary theories of multilingualism in dynamic contexts of migration and indigenous contexts.
2. To raise awareness of the various political, ideological, socio-affective and other factors that impact on language use and language users of contemporary communities.

Student Learning Outcomes

1. Develop a critical understanding of how linguistic diversity can be managed in various social settings.
2. Critically evaluate the effect of language policies on language use in diverse language communities;
3. Design multimodal methods for mapping and studying linguistic diversity
4. Express analytical and critical thinking through the evaluation of language revitalisation efforts in immigrant and indigenous minority language contexts
5. Use macro-sociolinguistic concepts for problem-solving in diverse multilingual contexts

Graduate Attributes

1. Familiarity with theories, bodies of knowledge and methods of research
2. Ability to analyse data, critically evaluate ideas and solve problems
3. Research skills, including scholarly use of archive and online resources.
4. Individual responsibility and effective collaboration.

3. Learning and Teaching Rationale

The learning and teaching strategies were carefully designed in accordance with the expectations of a Level 3 course. As students of linguistics should have already acquired the relevant linguistic/sociolinguistic concepts and theories, the focus in this course will be on...
applying these concepts and on developing students’ critical thinking as applied to diverse sociolinguistic contexts. Therefore, classes will take a workshop format. Students will be given a set of readings and tasks which they need to complete prior to coming to class. Class time will be spent on interactive group discussions considering key concepts, issues and problems arising from the readings. There will be no lectures. The pedagogical motivation is to use a flipped classroom method, where learners conduct their in-depth reading individually. Students will progress through their enquiry towards understanding key concepts and theories. Students will be asked to relate the topics to other contexts/examples with which they are familiar with. This allows the transfer of knowledge and the development of problem solving and critical thinking skills. To create a motivating and engaging classroom environment, the lecturer will not be the main source of knowledge, but be a critical discussant and a facilitator of learning. The success of the class is dependent on students’ preparedness on a weekly basis. The assignments were carefully designed to meet the aims and graduate attributes, but also to allow choices for students, depending on their interest.

4. Teaching Strategies

Due to the large class size, we will make use of group-work and posting materials on Moodle.

Class discussions (online and oral): Students will be required to answer the set questions (see numbered questions in Course Plan 1-31), and post their answers online prior to the class (by midnight the night before). Due to the large class size, these submissions will not be individually assessed, but there will be generic class feedback given orally. Postings will be given a completion mark (10%) and penalties will apply for lateness and for missed postings. In addition, students will be asked to discuss their responses orally in class (10%) and this will be scheduled on a class roster/sign up.

Assessment criteria for class/online discussions:

- Evidence of ongoing engaging with set readings
- Understanding relevant theories and concepts
- Critical level of analysis
- Applicability of examples

This course is supported by Moodle 2. https://moodle2.telt.unsw.edu.au/login/index.php
Moodle will be used for disseminating classroom material including posting assignments.

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>Project: Linguistic landscapes</td>
<td>2000 words</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4</td>
<td>4 April</td>
</tr>
<tr>
<td>Class discussions (online and oral)</td>
<td>3-5 questions/week</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4</td>
<td>weekly (by 4pm, the day before class)</td>
</tr>
</tbody>
</table>
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/

Assessment tasks

**Project: “Linguistic landscapes - Sydney”**

Your assignment is meant to include the following steps and elements:

Step 1: Choose a “locality or linguistic space (e.g. suburb of Sydney, a café, a library, a bus route, a train station, a playground, etc.)

Step 2: Study the demographics and explore which language groups are represented in the chosen locality. Use ABS Census data from www.abs.gov.au. ABS Census includes data based on geographical location. Write up a 500 word summary of the linguistic demography.

Step 3: Visit your chosen locality (fieldwork) and collect visual data (10 pictures) and field notes data about language use (use eves-dropping: which languages can be heard?; ask people: which languages are usually used around the place?)

Choose 3 favourite pictures and conduct a qualitative analysis of these pictures. What do these pictures tell us about the linguistic diversity and language choices in this community? How do members of this speech community negotiate their linguistic identity in this space? How is the linguistic profile as recorded by the ABS reflected in the public signage?

Step 4: Give a short (5 minutes) presentation about your project. Presentations will be rostered. Refer to the set reading by Blommaert as an example.

Assessment criteria:
- understanding and effective application of the linguistic landscape concept
- data quality and selection strategy
- depth of critical discussion (quality rather than quantity matters!)
- presentation of findings
Essay:

Topic A

Languages can be planned, but discourses can’t. Discuss the tensions between top down language planning and local language use. Contextualise your discussion by giving examples. Write 2500 words excluding references.

Topic B

Using the theories of language ecology, discuss innovative ways to revitalise indigenous languages. Write 2500 words excluding references.

Topic C

Urban Polylinguaging: record a short segment of polylinguaging in an urban context (markets, chatroom, bus, café, university). Discuss the way participants use/mix the various languages and how these language choices are linked with broader language ecology factors (identity, space, attitudes, ideologies, exclusion/inclusion, policy, etc.) Write 2500 words excluding references. Include your original script (2 pages maximum) in the Appendix.

Assessment criteria:

- application of relevant concepts and theories covered in the course
- level of critical thinking
- clarity of expression and argument
- applicability of examples

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.
There are 4 “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>Project</td>
<td>4 April</td>
</tr>
<tr>
<td>Class discussions</td>
<td>Weekly (1 day before class)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Weeks 5-6 (1 day before rostered class)</td>
</tr>
<tr>
<td>Essay</td>
<td>30 May</td>
</tr>
</tbody>
</table>

** 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 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.

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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”.

- 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/
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS and TASKS:</th>
</tr>
</thead>
</table>
| 29/02 | 1. Introducing language ecology and language planning | **TEXTBOOK** Spolsky Chapter 1  
Class discussions (post your answers online and discuss in class):  
- Describe your speech community.  
- Draw a mind-map to illustrate which languages are used in your speech community. |
| 7/03  | 2. Linguistic landscapes | **TEXTBOOK**  
Spolsky (2009) Chapter 5  
Also recommended  
*International Journal of Bilingualism* ; Oct 2014; Vol. 18 (5), Supp. Special Issue: Linguistic Landscape in Motion  
Class discussions (post your answers online and discuss in class):  
1. Bring 5 photos that you have taken in your locality. How do these photos reflect linguistic diversity in this space? Are some languages more visible than others? Why?  
2. Study the ABS Census data about your suburb. How does the census measure linguistic diversity? How does the Census data align with the visual representation of languages in your suburb?  
3. Some people do not like hearing other languages in public. Why do you think this is the case? What drives monolingual attitudes? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Class discussions (post your answers online and discuss in class):</strong></td>
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<td></td>
<td>4.</td>
<td>What do you know about code-switching in speech communities? How is code-switching different from borrowing? (you may need to go back to your prior studies or search the library for these terms)</td>
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<tr>
<td></td>
<td>5.</td>
<td>Study Examples 1-4 on. Which codes are mixed with what effect?</td>
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<tr>
<td></td>
<td>6.</td>
<td>Identify/record a similar example of polylanguaging. Discuss which languages are mixed and how would you explain the linguistic choices made by the speakers? Present your example to the class.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>The authors argue that “there is no such thing as inherently correct language” (p. 30). Debate this argument and give your own examples.</td>
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<td></td>
<td>8.</td>
<td>Blommaert and Rampton argued for a paradigm shift in studying linguistic diversity. Explain this paradigm shift.</td>
</tr>
<tr>
<td>21/03</td>
<td>4 Language and ethnic identity</td>
<td><strong>Appel and Muysken (2005)</strong> Chapter 2. Language and identity. See eBook in UNSW library.</td>
</tr>
<tr>
<td></td>
<td><strong>Class discussions (post your answers online and discuss in class):</strong></td>
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<td></td>
<td>9.</td>
<td>Think about the multiple aspects of your identity. In which contexts does your</td>
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</table>
10. According to post-structuralist ideas of identity theory, identities are not given, static, but they are constructed. Do you agree? Why isn’t it useful to define identities as static? How do speakers construct their identity in multilingual contexts?

11. Read Hatoss (2012). Why is the question “where are you from?” problematic for immigrants in Australia? What identities are assumed by the dominant society?

12. Think about examples where national, ethnic, religious and linguistic identities are in conflict. How can these conflicts be resolved?

### MID-SEMESTER BREAK

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>04/04</td>
<td>5. Project PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>11/04</td>
<td>6. Project PRESENTATIONS</td>
<td></td>
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</tbody>
</table>
DOI: 10.1080/14790710802390228  
Class discussions (post your answers online and discuss in class):  
13. Collect 1-2 examples of Internet language use (preferably from hip hop or other lyrics) where the global and the local norms are clearly interacting (e.g. using a global language (e.g. English) with local sub-varieties. What can we learn from these examples about how dialects of the super-vernacular appear?  
15. Find metalinguistic examples (1-2) where online participants do some “languaging” such as telling each other about the rules of language use explicitly.

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<table>
<thead>
<tr>
<th>02/05</th>
<th>8. Language endangerment and death</th>
<th>TEXTBOOK Spolsky (2009) Chapter 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case study: Quechua in Peru (UNSW TV thebox.unsw.edu.au)</td>
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<tr>
<td></td>
<td>Class discussions (post your answers online and discuss in class):</td>
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<td></td>
<td>16. Read Walsh’s article and write a list of factors that lead to language death. What are the prospects for Indigenous languages?</td>
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<td></td>
<td>17. Should linguists do anything to stop language death? Whose job should it be to help endangered languages survive? What can be done?</td>
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<td></td>
<td>18. How can modern technology used to help the revival of endangered languages? Find some initiatives online which are aimed to revive endangered languages.</td>
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<td>20. Watch the Quechua video in class. What are the factors in the decline of this language? Are the policies effective?</td>
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</table>

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ANZAC DAY – NO CLASS
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/05</td>
<td>10. Language policy models – national versus grass-root planning</td>
<td>Class discussions (post your answers online and discuss in class):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21. Study the European Charter for Regional and Minority languages. How does the document distinguish between regional and minority languages?</td>
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<td>22. In your view what are the limitations of such supranational policies?</td>
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<td>23. Choose one regional minority language in Europe (e.g. Basque). Describe its current status and its prospects.</td>
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<tr>
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<td>24. How many official languages does the European Union have? What are the implications in terms of the everyday operation of the EU? What are the implications for speakers of these (official) languages?</td>
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<tr>
<td></td>
<td></td>
<td>Spolsky TEXTBOOK Chapter 9, 10</td>
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<tr>
<td></td>
<td></td>
<td>Class discussions (post your answers online and discuss in class):</td>
</tr>
<tr>
<td></td>
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<td>25. Discuss the role of nationalism in language policy. Give an example of a country where the one-nation-one-language policy was an important part of nation creation.</td>
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<td></td>
<td>26. What are the issues associated with national-level language planning?</td>
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<td>27. Discuss one of these cases:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i) Hebrew revitalisation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Maori revitalization.</td>
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<tr>
<td></td>
<td></td>
<td>iii) Language activism in Australia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28. How many ethnic language schools exist in Australia? Which are the main languages? How effective are they in supporting language maintenance?</td>
</tr>
<tr>
<td>23/05</td>
<td>11. Bilingual education for linguistic minorities</td>
<td>Case of Bilingual education in the Northern Territory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video</td>
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</tbody>
</table>
Class discussions (post your answers online and discuss in class):

29. Study Ethnologue website to identify Australian endangered languages. Choose one of these and describe the current language ecology.

30. Watch the video in class and discuss the arguments behind bilingual education for indigenous learners.

31. Study the No Child Left behind policy in the U.S. What are the similarities and differences between these two policies (closing of bilingual programs in Australia and “No child left behind in U.S.”)?

30/05 12. Summary

Critical reflections on language ecology and language planning

No homework – class discussion

11. Course Resources

Textbooks


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.