School of Humanities and Languages

ARTS3991 UNSW ARTS FACULTY CAPSTONE COURSE
Summer Semester 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convener</th>
<th>Name</th>
<th>Room</th>
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<tr>
<td></td>
<td>James Paull</td>
<td>MB LG2</td>
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<tr>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>N/A</td>
<td><a href="mailto:j.paull@unsw.edu.au">j.paull@unsw.edu.au</a></td>
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</tbody>
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Consultation Time
Times by arrangement

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 UOC</th>
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Course Description
The Faculty of Arts & Social Sciences (FASS) Capstone is a multi-disciplinary course that provides students with an opportunity to reflect on their disciplinary studies over the previous three levels of study. The course will consider a selection of texts that ask to what extent student study has lived up to the ideals of a university education. Students have a chance to think about their own discipline in conversation with students from other disciplines, while developing their own awareness of the disciplinary knowledge and understanding they have acquired.

The course is aimed at assisting students with the transition from their current degree to employment or further education.

Course Aims

1. Assist students to identify and reflect on the skills they have acquired during their program of study, as well as develop a more coherent awareness of the major principles and issues within their discipline.

2. Help to prepare students for the transition to employment or further study, including the ethical and social responsibilities associated with the work environment, as well as the practical, social and psychological aspects of this change.

Student Learning Outcomes

1. Identify and reflect on the graduate attributes that they have developed through their Bachelor’s degree program.

2. Reflect on the transition from their current program to employment or further study, having developed the skills needed for this change.

3. Demonstrate awareness of the skills, principles and social responsibilities of a graduate from their discipline.

4. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form in their discipline area.

Graduate Attributes

1. The skills involved in scholarly enquiry.

2. The ability to engage in independent and reflective learning.

3. Information literacy-the skills to locate, evaluate and use relevant information.

4. The skills required for collaborative and multidisciplinary work.

5. A respect for ethical practice and social responsibility.

6. The skills of effective communication.

7. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.
3. Learning and Teaching Rationale

In order to benefit fully from the learning opportunities provided in ARTS3991, students need to engage actively with content that is relevant and appropriate. The material in this course was designed to assist with the transition from university to employment or further studies. We expect students to benefit from reflecting on their degree program to date, and thereby create some personal coherence from the various courses they have taken.

This course is very much a hands-on process, with a great deal of self-focused work. While the material takes a broad approach due to the varying discipline background of the participants, students are expected to approach the material from a perspective influenced by their major discipline, utilising the principles and content that they have covered previously. The course will also consider a selection of texts that ask to what extent student study has lived up to the ideals of a university education.

Collaboration is an essential part of employment life in almost all fields. The collaboration that forms part of this course is preparation for this. Through peer feedback and collaboration, students can also get a clearer and more realistic sense of their own abilities and areas in which they may need to improve.

4. Teaching Strategies

The course will involve seminar-style interactive discussion based on the ideas and stimulus of weekly readings. Participants will be required to take turns in leading discussion by giving a critical analysis and overview of key ideas in the readings as these bear on their own discipline and views. Students will also be required to complete a range of written and oral assessments prompted by the weekly readings. Critical, analytical thinking will also be developed through an extended, critical academic essay on a topic to be chosen in consultation with the course convener.

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>
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</thead>
<tbody>
<tr>
<td>Critical Reflection (x 3)</td>
<td>300 words each</td>
<td>30%</td>
<td>Critical analysis of assigned readings</td>
<td>Scholarly enquiry and independent critical analysis</td>
<td>Weekly</td>
</tr>
<tr>
<td>Essay Reflection</td>
<td>150 words</td>
<td>5%</td>
<td>Critical analysis of academic writing</td>
<td>Scholarly enquiry and reflective learning</td>
<td>Week 2</td>
</tr>
<tr>
<td>Seminar exercise</td>
<td>Participation and discussion</td>
<td>5%</td>
<td>Critical analysis of academic writing</td>
<td>Scholarly enquiry and reflective learning</td>
<td>Week 3</td>
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</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/](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://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

**Submission of Assessment Tasks**

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from [https://hal.arts.unsw.edu.au/students/courses/course-outlines/](https://hal.arts.unsw.edu.au/students/courses/course-outlines/). It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**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 for 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](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-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.

The complete Arts and Social Sciences Extension Guidelines can be read [here](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/).

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the [Special Consideration](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/) section. You will need to submit documentary evidence in support of your request.

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

### 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 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>Week</th>
<th>Date</th>
<th>Section</th>
<th>Topic/Readings</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday 5th January</td>
<td>Thinking critically and analytically in your discipline</td>
<td>Roundtable: Students come prepared to discuss the following questions: (a) What does ‘critical thinking’ refer to in your discipline? (b) Bring to the roundtable some ideas about what critical thinking means in your discipline (you should try to bring along some discussions in academic literature, or in the media—perhaps there have been recent comments in the media about these issues in industry or work practices relevant to you). Blackburn “Relatively speaking” Reading available in Moodle</td>
<td>Blackburn article review 10% (300 words) DUE FRIDAY 5pm 8th January</td>
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<tr>
<td>1</td>
<td>Wednesday 6th January</td>
<td>Workshop on skills What are skills?</td>
<td>Frankfurt, Harry 1986. On Bullshit, in The Importance of What We Care About: Philosophical Essays, Cambridge: Cambridge University Press: 117-33. Reading available in Moodle</td>
<td>Students will reflect on their skills. The discussion will also address Graduate</td>
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<td>2</td>
<td>Tuesday-Wednesday 12th-13th January</td>
<td><strong>Writing well and research</strong></td>
<td><strong>ASSESSMENT II</strong> Frankfurt article review 10% (300 words) DUE MONDAY 5pm 11th January</td>
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<tr>
<td>2</td>
<td>Tuesday-Wednesday 12th-13th January</td>
<td><strong>Writing well and research</strong></td>
<td><strong>ASSESSMENT II</strong> Frankfurt article review 10% (300 words) DUE MONDAY 5pm 11th January</td>
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<td>Students are to bring 2-3 samples of their past-years' or previous semester's essays to class in both weeks 5 and 6. In class, students will examine a number of ways in which they may review and assess their own work. One of these essays will be the basis of Assessment III.</td>
<td><strong>Reading available in Moodle</strong></td>
<td></td>
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<tr>
<td>Day</td>
<td>Dates</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>1</td>
<td>Tuesday 12th January</td>
<td>Seminar discussion on University education and academic freedom</td>
<td>Noam Chomsky lecture at the University of Toronto, April 2011: ‘Academic Freedom and the Corporatization of Universities’</td>
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<td><a href="http://www.youtube.com/user/uoftscarborough#p/c/0/Q97tFyqHVLs">http://www.youtube.com/user/uoftscarborough#p/c/0/Q97tFyqHVLs</a></td>
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<tr>
<td>3</td>
<td>Tuesday-Wednesday 19th-20th January</td>
<td>Workshop on essay/presentation topic Workshop on presentation skills</td>
<td>Students are to prepare for the workshop by conducting current research in their disciplinary areas (e.g. Issues arising in cross-cultural communication). At the workshop, students will work in groups to discuss: (a) What are some areas of focus in research in your discipline? (b) What are some proposals to deal with problems and difficult issues? (c) What insights can you bring to this issue or problem? (d) What ‘thesis’ would you like to work on? (e) Craswell, Gail. 2005. Chapter 8 “Oral Presentations”. <em>Writing for Academic Success at the Postgraduate Level</em>. Sage Publications, London” pp. 206-209, 217-234. Reading available in Moodle</td>
<td></td>
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<tr>
<td>3</td>
<td>Wednesday 20th January</td>
<td>Seminar discussion on how not to waste your time</td>
<td>Seneca, Moral Letters to Lucillus, Letter 1: On Saving Time Reading available in Moodle</td>
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<tr>
<td>4</td>
<td>Monday-Wednesday 25th-27th January</td>
<td>Presentations In class students are to present their research topic in groups of 4-5.</td>
<td>Student presentations</td>
<td></td>
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</tbody>
</table>
11. Course Resources

Textbook Details

Journals

Additional Readings

Websites

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://student.unsw.edu.au/complaints

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:
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 https://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/special-consideration

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.