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<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldstein G03</td>
<td>Morven Brown G6</td>
<td>Goldstein G03</td>
</tr>
<tr>
<td>Hour 9:00 – 11:00</td>
<td>Hour 9:00 – 11:00</td>
<td>Hour 9:00 – 11:00</td>
</tr>
</tbody>
</table>
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Room</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Convenor</td>
<td>Associate Professor Peter Slezak</td>
<td>Morven Brown 315</td>
<td>Phone: (02) 9385-2422, Email: <a href="mailto:p.slezak@unsw.edu.au">p.slezak@unsw.edu.au</a>, Consultation Time: Monday 11-12, Tuesday 11-12, Wednesday 10-11</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr. Markos Valaris</td>
<td>Morven Brown 339</td>
<td>Phone: (02) 9385-2760, Email: <a href="mailto:m.valaris@unsw.edu.au">m.valaris@unsw.edu.au</a>, Consultation Time: Tuesday 11-12</td>
</tr>
</tbody>
</table>

2. Course Details

| Units of Credit (UoC) | 6 |

Course Description

The Arts & Social Sciences 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. In particular, the course will consider classics in the literature of liberal education to ask to what extent students' study has lived up to the highest 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 their role in the world as citizens in employment or further education.

Course Aims

1. Assist students to identify and reflect on the knowledge and 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 being citizens and in 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 major discipline.

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 knowledge, skills and social responsibilities of a graduate from their discipline.

4. Construct a rational, evidence-based argument or narrative in written form in their discipline area.

Graduate Attributes

1. The knowledge and skills involved in scholarly inquiry.

2. The ability to engage in independent, critical and reflective thinking.

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, critical engagement with the relevant disciplinary knowledge in its disciplinary and wider 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 involves a process of active engagement, discussion and debate in relation to the selected reading program. 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 informed and influenced by their major discipline, utilising and reflecting upon the principles and content that they have covered previously.

Collaboration is an essential part of life and employment in most fields. The collaboration that forms part of this course is preparation for this kind of intellectual, social, community and political engagement towards various goals.

4. Teaching Strategies

The course will be student-centred and seminar driven. The major assessment task will be a research essay which will allow the student to demonstrate their achievement of the Graduate Attributes for their area of study. A journal portfolio will be kept through the course which will allow students to reflect on their learning over the three levels of their major.

The course will involve seminar-style interactive discussion based on the ideas and stimulus of weekly readings. Participants will be required to make two presentations, leading discussion by giving a critical analysis and overview of key ideas in the readings as these bear on their own discipline and views. A weekly journal/portfolio will be kept and submitted at the end of the session. Critical, analytical thinking will also be developed through an extended, critical academic essay on a topic to be chosen in consultation with the lecturer.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar presentation</td>
<td>Presentation write-up:</td>
<td>30%</td>
<td>Critical thinking, rational argument and debate</td>
<td>Class presentations to be assigned.</td>
</tr>
<tr>
<td></td>
<td>1500 words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term take-home assignment</td>
<td>1500 words</td>
<td>30%</td>
<td>Critical analysis of assigned article(s)</td>
<td>Week 6: April 15</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/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

### 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](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/](http://moodle.telt.unsw.edu.au/)). You must use your zID login to submit your assignments in Moodle.

There are three “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>Seminar Presentation</td>
<td>1 week after presentation</td>
</tr>
<tr>
<td>Mid-term take-home assignment</td>
<td>Week 6: April 15</td>
</tr>
<tr>
<td>Essay</td>
<td>Week 12: May 27</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](http://moodle.telt.unsw.edu.au/). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](http://moodle.telt.unsw.edu.au/) and the [Student Misconduct Procedure](http://moodle.telt.unsw.edu.au/). 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).
- 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/

Any 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 may result in a penalty.

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/](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](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/](http://www.timetable.unsw.edu.au/)*

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Feb 29</td>
<td>K.R. Popper on Origins of Western science &amp; philosophy</td>
<td>Back to the PreSocratics</td>
</tr>
<tr>
<td>2 March 7</td>
<td>Plato on The trial of Socrates and dissent.</td>
<td>The Apology of Socrates</td>
</tr>
<tr>
<td>3 March 14</td>
<td>I. Scheffler on Educational relevance</td>
<td>Reflections on Educational Relevance</td>
</tr>
<tr>
<td>4 March 21</td>
<td>John Dewey: Democracy &amp; education</td>
<td>Democracy &amp; Education Ch 7</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td>5 April 4</td>
<td>J.S. Mill on Importance of protecting dissenting voices</td>
<td>On Liberty of Thought &amp; Discussion</td>
</tr>
<tr>
<td>6 April 11</td>
<td>C.P. Snow on The division between sciences and humanities</td>
<td>Two Cultures</td>
</tr>
<tr>
<td>7 April 18</td>
<td>George Orwell on Indoctrination and independent thought</td>
<td>Notes on Nationalism</td>
</tr>
<tr>
<td>8 April 26</td>
<td>W.K. Clifford on Ethical importance of believing according to evidence.</td>
<td>The Ethics of Belief</td>
</tr>
<tr>
<td>9 May 2</td>
<td>William James on Response to Clifford and the passional nature of belief.</td>
<td>The Will to Believe</td>
</tr>
<tr>
<td>10 May 9</td>
<td>Clinton Fernandes: Profile of Noam Chomsky</td>
<td>The Wild Man in the Wings</td>
</tr>
<tr>
<td></td>
<td>Noam Chomsky on Special responsibility of privileged, educated elites.</td>
<td>The Responsibility of Intellectuals</td>
</tr>
<tr>
<td>11 May 16</td>
<td>Noam Chomsky on Role of universities in society as subversive</td>
<td>Thoughts on Intellectuals &amp; the Schools</td>
</tr>
<tr>
<td>12 May 23</td>
<td>Peter Slezak on the Science Wars and educational impact of relativist ideas.</td>
<td>Sociology of Science &amp; Education</td>
</tr>
<tr>
<td>13 May 30</td>
<td>Henry Newman on The ideal of education for its own sake rather than vocational relevance.</td>
<td>The Idea of a University</td>
</tr>
</tbody>
</table>
11. Course Resources

Articles for weekly discussions are available via hyperlinks on the Course Moodle website.

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.