School of Humanities and Languages

ARTS1190 AUSTRALIAN LEGENDS: INTRODUCING AUSTRALIAN STUDIES
Semester 2, 2015

Max Dupain, Form at Bondi 1939 AGNSW
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### 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor, Lecturer and Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Room</strong></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
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<tr>
<td><strong>Email</strong></td>
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<tr>
<td><strong>Consultation Time</strong></td>
</tr>
</tbody>
</table>

#### Additional Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ruth Balint</td>
<td>Morven Brown 345</td>
<td>02 9385 8278</td>
<td><a href="mailto:r.balint@unsw.edu.au">r.balint@unsw.edu.au</a></td>
</tr>
<tr>
<td>Dr Zora Simic</td>
<td>Morven Brown 347</td>
<td>02 9385 1736</td>
<td><a href="mailto:z.simic@unsw.edu.au">z.simic@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

### 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Welcome to this course! Australian Legends takes key themes in the Australian imaginary and examines their contemporary usages in film, advertising, politics and popular culture. It explores their origins, how they have been deployed and interpreted over time and matches them against historical experience. It examines crucial components of Australian self-understanding in their evolving historical and cultural contexts. As the Gateway to Australian Studies, Australian Legends will introduce students to multi-disciplinary ways of understanding Australian society and culture. It will marry broad content to methodology by exploring the modes through which various disciplines understand those representations. It will thus introduce students to the benefits of multi/interdisciplinarity and help them understand how these operate. This overt combination of method/theory and sustained content has the advantage of demonstrating clearly how certain threshold principles operate, while working at the same time to retain student interest. By exploring these key threshold concepts (through course content and assessment tasks), successful students will be prepared with the requisite skills and knowledge required for the successful study of advanced courses in the Australian Studies Minor.</td>
</tr>
<tr>
<td><strong>Course Aims</strong></td>
<td>1. To introduce students to the Australian Studies Minor in terms of both content and methodology.</td>
</tr>
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</table>
### Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>At completion, students <strong>who actively participate in and successfully complete this course</strong> will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critically assess various forms of evidence through an understanding of the political and cultural context of its construction and its intended and real audience.</td>
</tr>
<tr>
<td>2</td>
<td>Construct an argument in response to a posed question through using multiple forms of evidence to arrive at astute and nuanced generalisation, and through assessing various and shifting interpretations of scholars over time.</td>
</tr>
<tr>
<td>3</td>
<td>Be conversant with the historical origins of the field of Australian Studies.</td>
</tr>
<tr>
<td>4</td>
<td>Develop their knowledge of the various ways different disciplines approach Australian Studies.</td>
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<tr>
<td>5</td>
<td>Develop their ability to write clearly and fluently and express their ideas orally.</td>
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### Graduate Attributes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Critical thinking (developed via documentary analysis, major essay and tutorial participation).</td>
</tr>
<tr>
<td>2</td>
<td>Sustaining an argument (major essay);</td>
</tr>
<tr>
<td>3</td>
<td>Good writing (major essay); and</td>
</tr>
<tr>
<td>4</td>
<td>Being critically informed re Australia (lectures, documentary analysis, major essay and tutorial participation).</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

I believe there is an important link between research and teaching. I think the advantage of being an active researcher is that one can explore a subject more deeply, and can share original research and new insights with students (see Lectures and Tutorials below). I aim to give students a sense of history and cultural development as interlinked processes rather than as a set of discrete themes or events, yet also demonstrate the complex and contested nature of historical interpretations and the importance of taking multiple standpoints (see Lectures and Tutorials below). I strive to develop generic skills in analysis, critique, writing and oral expression and presentation in students through both theoretical and practical work (see Tutorials and Course Assessment components below). I want to foster a sense of the connectedness of past and present and between scholarship and the world beyond the academy (see below, especially Major Essay).

4. Teaching Strategies

[see above]

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>1. Outline and annotated bibliography for major essay</td>
<td>1500 words</td>
<td>25%</td>
<td>Research, analytical and writing skills; familiarity with cross-disciplinary studies / approaches</td>
<td>1, 2, 3, 4</td>
<td>Friday, 11 September by 4pm</td>
</tr>
<tr>
<td>2. Major essay</td>
<td>2500 words</td>
<td>40%</td>
<td>Research, analytical and writing skills; familiarity with cross-disciplinary studies / approaches</td>
<td>1, 2, 3, 4</td>
<td>Friday, 23 October by 4pm</td>
</tr>
<tr>
<td>3. Artefact project</td>
<td>200-300 words</td>
<td>10%</td>
<td>Research, analytical and writing skills; familiarity with cross-disciplinary studies / approaches</td>
<td>1, 2, 3, 4</td>
<td>48 hours before the relevant tutorial</td>
</tr>
<tr>
<td>4. Tutorial preparation and participation</td>
<td></td>
<td>25%</td>
<td>Time management, self-discipline, critical reading and thinking, oral discussion</td>
<td>1, 2, 4</td>
<td>24 hours before the relevant tutorial and each tutorial</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 task 1: Outline and bibliography for the major essay
Due: Friday 11 September by 4 pm
Value: 25%
Submit: paper copy to School of Humanities and Languages Drop Box; E-copy submitted to Turnitin on Moodle.

Description and instructions:
For this assignment you will compile a bibliography, read sources and write an outline of your major essay. It will ensure you start work on your major project in good time, and that you receive timely feedback on it.

The first three steps towards completing this project are:

1. choose your question from the list below
2. compile and annotate a bibliography

An annotated bibliography is a list of at least EIGHT relevant readings from reputable library-derived sources. Each reading should be formatted in school bibliographical style (see Little Red Booklet available on Moodle under Content and Resources). The use of primary sources is encouraged!! An annotation is one or more paragraphs (~ 150 words) briefly explaining the following about the reading:

• the main purpose and scope of the cited work
• its value and importance in its field, that is, for example, what historical debate does it participate in? who does it argue with? how convincing is it?
• its value and importance to your essay

Note: do not include references which, although you may consult them, turn out to be not relevant to the topic. Books of essays normally count as one reference.

Then 3. write your essay outline.

An outline is a draft introduction and essay plan. It should outline the main issues your essay will address, the approach taken and the sorts of sources you will use, and the essay structure you will develop. (About 300 words)
Assessment task 2: Major essay
Due: Friday 23 October by 4 pm
Value: 40%
Word length: (excluding synopsis, footnotes and bibliography) 2,500 words
Submit: paper copy to School of Humanities and Languages Drop Box; E-copy submitted to Turnitin on Moodle

Description and instructions:

The major essay will allow you to develop the learning outcomes listed above, in particular: to think critically, research widely, use evidence to make an argument, to understand the nature of historiography and to write clearly and in a professional and scholarly style (that is, avoid slang, chattiness and raving!).

If you choose one of the essay topics below PLEASE type the whole question at the top of your essay. Do not alter it in any way. Make sure you answer the question. Make sure you reference your work properly. Unreferenced work will fail automatically.

LIST OF ESSAY TOPICS:

1. Choose two novels OR two films/mini-series portraying convict Australia OR two convict heritage sites. How do they portray convicts and the convict period in Australia? What are the implications of these interpretations for Australian history as a whole?


3. If Australia has always been a highly urbanised country, especially after the 1880s, why have so many Australian artists, writers and film-makers promoted a national identity focused firmly on the bush?

4. Should Anzac Day become Australia's "National Day"?

5. "White Australia has never really disappeared". Do you agree with this statement? Why or why not?

6. Why did Miriam Dixson say Australian women were 'the doormats of the western world'? (Miriam Dixson, The Real Matilda, 1976). Do you agree or not?

7. Australian society is said to be egalitarian. Is the term ‘egalitarian’ accurate and useful, or misleading and problematic when used to describe Australian society? Examine two different areas where egalitarianism is observed and measured in Australia to argue your case (some examples include: income levels, education, housing, sport, health care, manners and dress; or other major facets of national life).

8. Who was and was not defined as ‘modern’ in late nineteenth and twentieth century Australian society? Why?

9. Writing about the 2009 Victorian bushfires for Inside Story, historian Tom Griffiths titled his essay 'We have still not lived long enough'. What did he mean by this phrase, and what are the implications for the past and future of Australians living with fire?

Students in Australian Legends also have the option of researching and writing a project:
10. Australian Legends Contemporary Issues Project. Choose a major issue in current news and affairs (for example, the 2014 Budget, the debates over asylum seekers). How is it related to and illustrative of one or more of the ‘legends’ explored in this course? Does the longer perspective of cultural history and national ethos help us understand what is going on? If you wish to do this project, please discuss it with your lecturer first.

11. Australian Legends Art Project. Students can research and write a project on a painting or series of paintings in the collection of the Art Gallery of New South, which is/are related to one or more of the ‘legends’ explored in this course. If you wish to do this project, please see your lecturer ASAP for further information, key questions and directions.

Assessment task 3: Artefact project
Due: 48 hours before the relevant tutorial (Tutorials for weeks 2, 3, 4, 5, 8, 9, 10, 11, 12)
Value: 10%
Word length: 300 words
Submit: post on Moodle posting board for your tutorial group

Description and instructions:
In this assignment you must find a digital artefact – for example, an image, object, piece of music, film clip, advertisement) and describe in less than 300 words how it illustrates key themes in your week’s readings. (As a rule, avoid simply finding an e-book or document). You can choose the week/theme you want to do in the first tutorial.

For reasons of copyright, it is best to post a web-link to the artefact. Type your caption immediately below. We have provided instructions and a model caption (the first posting in each tutorial discussion). Make sure you:
1. Identify the artist and/or source of the picture
2. If possible provide a date
3. Link the artefact into the week’s tutorial readings
4. Link the artefact into the relevant ‘legend’.

Assessment task 4: Tutorial preparation and participation
Due: 24 hours before the relevant tutorial (Tutorials for weeks 2, 3, 4, 5, 8, 9, 10, 11, 12)
Value: 25%
Submit: post on Moodle

Description and instructions:
Besides research, analysis and writing, this course also gives you experience in speaking, debate and discussion.

This assessment component has two parts.
1. Preparation: (15%) Make sure you read for each of the 9 tutorials for which readings are set. Then, for each reading, post on Moodle
   • one aspect, fact or theme that struck you, or that you found interesting and important. A sentence or two is fine.
   • one question you have arising from that reading.
So, if there are two readings, there should be four responses (two comments and two questions), three readings, six responses, and so on. You may be asked to elaborate on your comment and/or question in class.

2. Participation (10%) Your tutorial preparation and participation mark will be based on the following criteria:
• regular attendance at weekly tutorials
• careful and consistent reading of the set material
• relevant contributions to classroom discussions
• ability to provide well-founded examples/evidence in support of opinions
• ability to extend the discussion creatively and intellectually
• respectful attitude towards other people and their views
• ability to encourage discussion, by asking questions of others

The UNSW Assessment Policy is available at:
my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyIndex.html

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

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/. 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 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.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration 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 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_Policy.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
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
<table>
<thead>
<tr>
<th>Week 3 10 August</th>
<th>5 and 6</th>
<th>The Fatal Shore: Legends and Legacies of the Convicts</th>
<th>2. Outside History</th>
<th>Attwood, Hiscock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4 17 August</td>
<td>7 and 8</td>
<td>The Bush Legend</td>
<td>3. Fear and Fascination: the Convict Legend</td>
<td>Smith, Young, Daniels</td>
</tr>
<tr>
<td>Week 5 24 August</td>
<td>9 and 10</td>
<td>Australia Unlimited? Nature and Nation</td>
<td>4. From Bush workers to Crocodile Dundee</td>
<td>Ward, Davison, Davidson</td>
</tr>
<tr>
<td>Week 6 31 August</td>
<td>11 and 12</td>
<td>EXCURSION: How Legends Built the City</td>
<td>5. No separate tutorial</td>
<td>No readings</td>
</tr>
<tr>
<td>Week 7 7 September</td>
<td>13 and 14</td>
<td>The Anzac Legend</td>
<td>6. Writing Workshop</td>
<td>No readings</td>
</tr>
<tr>
<td>Week 8 14 September</td>
<td>15 and 16</td>
<td>A Modern Nation: Dreams and Aspirations</td>
<td>7. What's Wrong With Anzac?</td>
<td>McKenna, Stephens, Johnston</td>
</tr>
<tr>
<td>Week 9 21 September</td>
<td>17 and 18</td>
<td>Sporting Paradise (Waterhouse)</td>
<td>8. Beach Culture</td>
<td>Saunders, Booth</td>
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<tr>
<td>28 Sep-2 Oct</td>
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<td></td>
<td></td>
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<tr>
<td>Week 10 5 October</td>
<td>19 and 20</td>
<td>Man's World (Somic)</td>
<td>9. Drinking Rights/Rites</td>
<td>Saunders and Evans, Thornton, Lake</td>
</tr>
<tr>
<td>Week 11 12 October</td>
<td>21 and 22</td>
<td>Land of the Fair Go (Somic)</td>
<td>10. Egalitarianism – Fair Enough?</td>
<td>Hirst, Thompson</td>
</tr>
<tr>
<td>Week 12 19 October</td>
<td>23 and 24</td>
<td>White Australia to Multicultural Nation (Balint)</td>
<td>11. A Multicultural Nation?</td>
<td>Elder, Hage, Richards</td>
</tr>
<tr>
<td>Week 13 26 October</td>
<td>No lectures</td>
<td></td>
<td></td>
<td>12. Legends and Laments: Reflections</td>
</tr>
</tbody>
</table>

11. Course Resources

Textbook Details

Reading List (see Library)


**Suggested Further Reading**


Curran, James and Ward, Stuart, *The Unknown Nation: Australia After Empire*


Teo, Hsu Ming and White, Richard (eds), *Cultural History in Australia* (Sydney: UNSW Press, 2003).


### Journals

- Australian Historical Studies
- Journal of Australian Studies
- Public History Review
- Aboriginal History
- Arena (now Arena magazine)
- Australian Book Review
- Australian Cultural History
- Australian Economic History Review
- Australian Historical Studies (formerly Historical Studies, and earlier Historical Studies, Australia and New Zealand)
- Australian Journal of Politics and History
- Australian Literary Studies
- Gender & History
- Griffith Review
- History Australia
- History Workshop
- Independent Monthly
- Island Magazine
- Journal and Proceedings of the Royal Australian Historical Society
- Journal of Australian Studies
- Journal of Religious History
- Journal of Women's History
- Labour History
- Overland
- Southerly
- The Monthly
- Meanjin
- Quadrant

### Websites


Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

info.library.unsw.edu.au/web/services/services.html

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:

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

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.