School of Humanities and Languages

ARTS2363, Chinese Philosophy
Semester 1, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>A/Prof Karyn Lai</th>
<th>Room</th>
<th>MB 326</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 1194</td>
<td>Email</td>
<td><a href="mailto:k.lai@unsw.edu.au">k.lai@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Thursday 10am – 12 pm, or email for an appointment

Lectures:
Fri 1-3 pm Civil Engineering Theatre G01

Tutorials:
Fri 10am MAT123 or Fri 11am MAT125

2. Course Details

Course Description: This course examines Confucianism and Daoism (Taoism), the two most influential philosophies originating from China, against a backdrop of other doctrines such as Mohism, Legalism and Chinese Buddhism. It investigates a range of topics in early Chinese philosophy such as ethics and politics, conceptions of knowledge and views of reality and the world. Discusses how the early thinkers in China thought about these issues and draws on their insights to enhance contemporary debates.

The course enhances the Philosophy curriculum by introducing philosophy from a non-western perspective. Although the course will focus on a study of traditional Chinese philosophies, we will also consider comparative east-west perspectives and their contemporary relevance.

Course Aims:

The aims of this course are:

1. To introduce students to issues raised by early Chinese thinkers, with emphasis on the two major schools (Confucianism and Daoism) while also attending to the variety of philosophical positions arising during the period of the hundred schools of thought in ancient China (approx. 600-200 BCE). Topics covered include the nature of the world, ethical standards and convention, the place of relationships in human life, the aims of government and language and its use in the world.

2. To familiarise students with intellectual history in ancient China, beginning with the Confucian thesis, its continuing defence by Mengzi and Xunzi in the face of challenges posed by Mohist, Legalist and Daoist philosophers. Students will be introduced to socio-historical aspects of society that spawned or influenced some of these philosophies.

3. To familiarise students with the methodologies and philosophical argumentation in early Chinese philosophy.

4. To develop students’ critical and analytical skills in assessing and responding to ideas. To foster a good eye for
3. **Learning and Teaching Rationale**

4. **Teaching Strategies**

My teaching in this course is very much informed by my research in the area. I publish widely in the field of Chinese philosophy on a range of topics: ethics, political structures and institutions, environment, feminism and comparative philosophy. You can be assured that you will be introduced to the most up-to-date research in this field.

My approach to good teaching is to involve students as much as possible. I expect students to participate in this course. It is also important that you do not consider the lectures and tutorials as ‘optional’. They are not: it is compulsory for you to attend at least 80% of classes in order to pass the course. In both tutorials and lectures, we will be thinking together; I aim to demonstrate to you, through my teaching, what good philosophy is.
It is crucial that you commit yourself to a consistent reading program from the start. It is only through this that you will be able properly to follow the discussions in the class and reap the benefits from taking the course. You will get as much out of the course as you put in. I will create, as much as I can, opportunities for discussion.

The lectures and tutorials, as well as the assignments, have been designed to introduce students to the content of Chinese philosophy as well as to encourage and develop students' skills in critical thinking, argumentation and research.

For my part, I will attempt to provide very prompt and detailed feedback on assignments. I am also happy to explore a range of assessment options or assessment topic options if you suggest them early during the course so I have time to think them through with others who are taking the course. I envisage that you will be able to look back favourably, at the end of the course, to reflect on the content you have learnt, and the skills you have developed.

5. Course Assessment

The assignments are designed to address the learning outcomes, and are built up cumulatively over the course of the session. You are encouraged to maintain a portfolio of your work (in a file) right through the session in order to chart your own progress. The purpose of the portfolio is to enable you to return to your previous work and to assess and develop it. Through that process, you will be developing critical and analytical skills. It will also be satisfying charting how much you have learnt, and the skills you have acquired, through the session.

You must attempt all assessment components. Failure to complete any one component will result in the student receiving an “Unsatisfactory Fail (UF)” grade, even if the total mark for the course is 50 and above.

<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>Assignment I (Questions and Reflections)</td>
<td>50 words each</td>
<td>5% each (total 35%)</td>
<td>1, 2, 3, 4, 6</td>
<td>1, 2, 3, 4, 5</td>
<td>18/3; 25/3; 22/4; 29/4; 6/5; 13/5; 20/5</td>
</tr>
<tr>
<td>Assignment II (Class Tests (x 3))</td>
<td>200 words each</td>
<td>10% each (total 30%)</td>
<td>1, 3, 6</td>
<td>4, 5</td>
<td>27/3; 17/4; 5/6</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2500 words</td>
<td>35%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5</td>
<td>5/6</td>
</tr>
</tbody>
</table>
Assignment I: Questions and Reflections (35%)

Submitted and assessed on Moodle

During weeks 3-4 & 7-11, each student is to post (by Wednesday of the respective weeks) on the Blackboard QUESTIONS site a question, a point of reflection or a response to another student’s question. The posts relate to the reading or lecture material for the previous week. For example, by Wed in Week 3, each student must post a question relating to Chapter 3 of the material or on an idea discussed in the lecture in week 2. I will then select a number of these questions for discussion in the tutorials, in addition to the ones I have circulated.

You are encouraged to raise questions about the implications of particular ideas etc, inviting reflection on them. Alternatively, you may simply ask a question that seeks clarification of an idea or concept. Note, however, that the emphasis is on asking reflective questions OR responding to others’ questions in a critical, engaging way.

A good question is precise and to-the-point. It need not have a clear “yes” or “no” answer; indeed, the question being asked might not have an answer. A good question is an intelligent question and it should invite or encourage respondent/s to think critically. In other words, a good question seeks to engage, and not to foreclose on the issue at stake.

If you find that you have a point to raise that another student has raised, feel free to comment on their post by extending their point. Comments on other students’ posts may also count as your ‘question’ or ‘reflection’ for the week.

Rationale: This assignment component helps to develop skills of reflection on what you are learning. To ask questions is a core task in philosophy. It takes more thought to ask questions than merely to absorb what you read and hear.

Marking criteria

You should aim to demonstrate:
(a) an understanding of key questions relating to the topics each week; and
(b) the ability to express ideas clearly; and
(c) the ability to respond to comments and engage with others’ views.

You can expect comments on your performance right through the course. Around the middle of the semester, you will get detailed feedback on your work on this assignment, with the grade for your work on this component of the course to give you an idea of how you’re going. You are also invited to speak with me about how you might work on improving those grades. At the end of semester, you will receive the mark for the component.
Assignment II: Class Tests (10% each) (Reflective Task, Application of Content)

27th March (week 4)
17th April (week 6)
5th June (week 13)

Allocated time: 20 mins for one question (each test will only have one question).
Word count: 200 words max.

These are an open-book tests that will take place during the respective tutorial hours. You are allowed to bring in any materials you wish, including the textbook, other reference books and your handwritten notes.

The test is not a test of memory. It is a test of your capacity for critical thinking and how you are able to apply the knowledge you've required. The mark is awarded on the basis of the following criteria below; you should seek to demonstrate that you have:

- Read and understood the material from week to week in a critically reflective way.

Assignment III: Research Essay (35%)

DUE Friday 5th June

Essay Length: 2500 words

Questions and topics for the research essay will be circulated around weeks 7-8 of session. In week 9, the tutorials will take place in computer labs where we will work on obtaining resources for the essay.

Marking criteria
The essay is designed to encourage and foster the development of your skills and knowledge areas as specified in the marking criteria below:

(a) Clarity and coherence of argument supported by evidence.
(b) Demonstrated analytic and critical capacity.
(c) Familiarity with and understanding of relevant literature including rectitude in matters of bibliography, citation and quotation.
(d) Methodological self-awareness.
(e) Clarity and logic of writing in English.

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

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

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

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

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty's online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE</th>
<th>TUTORIAL</th>
<th>ASSESSMENT TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Chinese philosophy. Confucianism Chapters 1, 2</td>
<td>No tutorials</td>
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<tr>
<td>6 March</td>
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<tr>
<td>Week 2</td>
<td>Key Concepts in Confucianism and the early Confucian Thinkers Chapters 2, 3</td>
<td>Chapter 1</td>
<td>Reflections due on Wed 18 March, on Chapter 2</td>
</tr>
<tr>
<td>13 March</td>
<td></td>
<td>Tutorial topics will be posted on Moodle every week on Thursday.</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Mengzi and Xunzi Chapter 3</td>
<td>Chapter 2</td>
<td>Reflections due on Wed 25 March, on Chapter 3</td>
</tr>
<tr>
<td>20 March</td>
<td></td>
<td></td>
<td>Test during tutorial, on material covered in weeks 1-3.</td>
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<tr>
<td>Week 4</td>
<td>Mohism Chapter 4</td>
<td>Chapter 3</td>
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<td>27 March</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>3rd April: Good Friday Public Holiday + Mid-Semester Break</td>
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<tr>
<td>Week 6</td>
<td>Daoism: metaphysics Chapter 5</td>
<td>Chapter 4</td>
<td>Test during tutorial, on material covered in weeks 4-5.</td>
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<tr>
<td>17 April</td>
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<tr>
<td>Week 7</td>
<td>Daoism: ethics Chapter 6</td>
<td>Chapter 5</td>
<td>Reflections due on Wed 22 April, on Chapter 5</td>
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<td>24 April</td>
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<tr>
<td>Week 8</td>
<td>Legalism Chapter 9</td>
<td>Chapter 6</td>
<td>Reflections due on Wed 29 April, on Chapter 6</td>
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<tr>
<td>1 May</td>
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<tr>
<td>Week 9</td>
<td>Language and Chinese philosophy Chapter 7</td>
<td>Tutorials this week are held in MB106 computer lab</td>
<td>Reflections due on Wed 6 May, on Chapter 9</td>
</tr>
<tr>
<td>8 May</td>
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<tr>
<td>Week 10</td>
<td>Zhuangzi Chapter 8</td>
<td>Chapter 7</td>
<td>Reflections due on Wed 13 May, on Chapter 7</td>
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<tr>
<td>15 May</td>
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<tr>
<td>Week 11</td>
<td>The Yijing and Change Chapters 10</td>
<td>Chapter 8</td>
<td>Reflections due on Wed 20 May, on Chapter 8</td>
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<tr>
<td>22 May</td>
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<tr>
<td>Week 12</td>
<td>Buddhism Chapter 11</td>
<td>Chapter 10</td>
<td></td>
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<tr>
<td>29 May</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Final test will be held during the lecture hours</td>
<td></td>
<td>Research essay due</td>
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<tr>
<td>5 June</td>
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</tbody>
</table>
11. Course Resources

**Textbook Details**
The textbook for this course is:
Karyn Lai (2008) *Introduction to Chinese Philosophy*, Cambridge, UK: Cambridge University Press. The book is available from the UNSW bookshop. There are also e-editions you can buy quite cheaply: [http://www.amazon.com/Introduction-Philosophy-Cambridge-Introductions-ebook/dp/B001GIOA9W](http://www.amazon.com/Introduction-Philosophy-Cambridge-Introductions-ebook/dp/B001GIOA9W). We will be following this book very closely in this course, and will use every chapter of it, so please make sure you have a copy.

There are fantastic online resources for studying Chinese philosophy. You may access a number of journal articles via the UNSW Library Sirius website at:

[http://sirius.library.unsw.edu.au](http://sirius.library.unsw.edu.au)

Sirius is handy as you can log in remotely. Once in Sirius, you may access the following key internet research tools in philosophy that are available here:

- Philosophers’ Index
- Routledge Encyclopedia of Philosophy

The four most significant e-journals in Chinese philosophy that are available via Sirius are:

- Asian Philosophy
- Dao
- Journal of Chinese philosophy
- Philosophy East & West

You should also make use of the Subject Guide for philosophy set up by UNSW Library staff, at [http://subjectguides.library.unsw.edu.au/philosophy](http://subjectguides.library.unsw.edu.au/philosophy). The site is helpful as it provides a list of Key Resources, Databases, Journals, Reference Resources and other Internet Links. The Subject Guide is also accessible via the UNSW Library Main Page.

**Supplementary reading lists** are provided in Moodle and a long list of references for the research essay will also be provided on Moodle.

12. Course Evaluation and Development

There will be the usual end-of-session CATEI survey form. These surveys are important as they help me to make positive changes to the course for subsequent years.

From your point of view, however, it is important that certain aspects of the course that are not working well be fixed while you are enrolled in the course!

I will conduct anonymous evaluations right through the course for this reason. But, if there is anything at all that you think can be improved, just send me an email to let me know (k.lai@unsw.edu.au). While you’re in this course, you should never feel that, in sending an email of this nature, that you are criticising the lecturer and therefore may be penalised as a result. I appreciate student feedback because:

(i) they are a form of affirmation that you are listening to me or taking heed of what I say and do;
(ii) they help me do my job better; and, importantly

(iii) they tell me that you are keen to learn and do well—to my mind, there is no greater flattery for a lecturer than for a student to indicate interest in the subject they are teaching!

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.