



**UNSW** | Arts and  
THE UNIVERSITY OF NEW SOUTH WALES | **Social Sciences**

**ARTS3991**

**FACULTY OF ARTS AND SOCIAL SCIENCES  
STREAM CAPSTONE**

**Summer Semester 2014**



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# ARTS3911 Course Outline

## 1. Dates and location of the course

Day	Time	Location
Monday 6 <sup>th</sup> & Wednesday 8 <sup>th</sup>	10-12, 1-2	Quad G025
Monday 13 <sup>th</sup> & Wednesday 15 <sup>th</sup>	10-12, 1-2	Quad G025
Monday 20 <sup>th</sup> & Wednesday 22 <sup>nd</sup>	10-12, 1-2	Quad G025
Tuesday 28 <sup>th</sup> & Wednesday 29 <sup>th</sup>	10-12, 1-2	Quad G025

## 2. Staff Contact Details

Position	Name	Email	Availability; times and location
Instructor	James Paull	<a href="mailto:j.paull@unsw.edu.au">j.paull@unsw.edu.au</a>	Times by arrangement

## 3. Course details

**Credit Points:** 6

### *Summary of the Course*

The FASS Stream Capstone is a multi-disciplinary course that provides students with the opportunity to reflect on their disciplinary studies over the previous three levels of study. Students have the opportunity to think about their own discipline and to think about their knowledge and understanding in conversation with students from other disciplines. The course is aimed to assist students with the transition from their current degree to employment or to further education.

### *Aims of the Course*

1. This course will assist students to reflect on the skills they have acquired during their program of study as well as to have a more coherent awareness of the major principles and issues within their discipline.
2. Students will 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***

At the conclusion of this course the student will be able to:

1. Identify and reflect on the graduate attributes that they have individually developed through their BA program.
2. Reflect on the transition from their current program to employment or to further study, having developed the skills needed for this change.
3. Show awareness of the skills, principles and social responsibilities of a graduate from their own discipline.
4. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form in their discipline area.

NOTE: The assessment tasks in the course are designed to allow students to demonstrate that they have met the Graduate Attributes for their area of study.

## ***Graduate Attributes***

Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

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 capacity for enterprise, initiative and creativity
5. A capacity to contribute to, and work within, the international community
6. The skills required for collaborative and multidisciplinary work
7. A respect for ethical practice and social responsibility
8. The skills of effective communication
9. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.

NOTE: Not all these graduate attributes will necessarily be covered within this course itself. Graduate attributes already covered by the student in previous courses within the program will be identified. Those GAs not clearly attained will be covered during the current course.

## **4. Content and teaching approach**

In order to benefit from learning opportunities fully, students need to actively engage with content which is relevant and appropriate. The material in this course is designed to assist with the transition from university study to employment or further research. It is expected that students will benefit from reflecting on their degree program and create some coherence from the perhaps diverse content of the courses they have taken.



Independent learning can be uniquely relevant and fulfilling for the student providing sufficient assistance and scaffolding is provided. The course will be 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 students have covered.

Collaboration is an essential part of employment life in almost all fields. The online collaboration that will form part of this course is preparation for this. Through collaboration and peer feedback, students can also get a clearer and more realistic sense of their own abilities and areas in which they need to improve. There are practical aspects to the portfolio that are aimed at improving the student's self-awareness in this manner, giving feedback to peers and getting feedback from them in turn.

## 5. Teaching strategies

The course will run in a seminar format. Students will reflect on their own learning to date and the skills and knowledge they have acquired and to share their knowledge of their own discipline's principles with students from other disciplines. Students will be expected to participate actively in the process, within the class, online on Moodle and in terms of preparation for class. Students will need to be prepared to turn around work quickly but still to an appropriate level of scholarship.

As this course covers a range of discipline backgrounds, there is less content provided to the students in terms of readings than students may be used to. This does not imply that students will do less reading than in other courses. Students will be expected to identify relevant material that is appropriate to their own major background during the course. Students will be expected to approach this as independent, creative learners and this material will be shared with other students. This will also inform the project and portfolio work that students will undertake. Students will be provided with further details on this during the course.

As part of the assessment, students will need to comment on other students' work. As well as helping other students, it is expected that such assessment will help to develop a reflective attitude to the student's own work also. Comments should be considered carefully and it is expected that they will be as constructive as possible.

## 6. Resources

All resources will be available on Moodle, either in PDF form or as a link to the material as necessary due to copyright regulations. Students will need to access this material and bring along to class in either hard copy or electronically as this will be an essential part of the course. Please talk to the instructor if you have any difficulties with accessing and bring along material in this way.

Students will need to identify and locate material for their project. Students will need to discuss with the instructor and/or academics in their own discipline about suitable resources to obtain



this material. Students should also be aware of the services available at the UNSW Library website: <http://library.unsw.edu.au/>

## 7. Assessments

### **a. Portfolio assessment – 40%**

This will include five sections that will be completed on an ongoing basis during the course and compiled by the student in an electronic format at the end. The sections are as follows:

- Prepare an individual graduate attributes chart or table. (5%)
  - Students will identify tasks that demonstrate the skills they have developed as students
  - Due in class in week 1
- Self-assessment of work from early in the student's university career. (5%)
  - Due in class in week 1
- Selection criteria and resume exercise (10%)
  - Students will prepare material for employment applications and post these on Moodle
  - Give feedback on three other students' work
  - Re-edit own work based on work in class and other students' comments
  - Due in week 2
- Mentor interview and reflection (10%)
  - Students will interview a potential mentor
  - Reflection on this interview will be discussed in class
  - Students will write up their reflections on their own (and others') interviews
  - In class discussion in week 3, written reflection by essay due date
- Ethics and social responsibility (10%)
  - Identify an ethical issue from the students' own discipline
  - Students will facilitate a discussion of the issues in the class
  - Students will post questions to raise further discussion on Moodle
  - Comment on three other students' ethical issues on Moodle
  - Due in weeks 3-4

Further information on criteria for these assessments will be given during the class.



**b. Seminar presentation – 20%**

Students will work in groups to prepare a talk of 30 minutes on a major issue. Participants will work together to show how this issue can be examined from the perspective of their disciplines. This could include the strengths/weaknesses/differences between discipline's approaches; differences between how the issue was perceived within the discipline compared to within the wider community; the ways in which different approaches can work together to examine an issue; and how these approaches are relevant to a wider community understanding of issues.

Presentations should be appropriate for students' disciplines and/or their intended field of work. The presentation should demonstrate:

- An ability to relate knowledge and understanding of principles and content within students' disciplines to particular issues
- An ability to communicate ideas clearly and appropriately for the given audience
- An ability to work as part of a team
- An ability to work within time limits

**c. Essay or equivalent research project – 40%**

The essay or project of 2,500 words or equivalent length will be based on their seminar presentation and illustrate the issue in greater depth. The topic should be the same – the two assessments will illustrate two different forms and styles of communication skills.

The project will be judged against the following criteria:

- Demonstration of an understanding of at least one content area of their discipline and its wider importance to the community
- Demonstration of an analysis of a conceptual approach in their discipline and its context within this discipline
- Ability to locate, evaluate and interpret a variety of primary and secondary materials
- Ability to construct an effective, evidence-based argument in written form. This includes structural clarity, accurate use of language, coherence of argument and appropriate referencing

NOTE: Students MUST prepare a 100-150 word proposal for their essay due for discussion in class in week 3. This will not be graded, but students who do not submit this on time will receive a penalty of 10% of the essay mark. (This will not apply to students with medical certificates or other forms of dispensation.)



## 8. Assessment submission details

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Portfolio	Various	40%	1, 2, 3, 4	1-8	Dates through the course as listed above
Research project/seminar presentation proposal	100-150 words	-	(4)	(1, 2, 4)	22 <sup>nd</sup> January
Seminar presentation	15 minute presentation including time for questions	20%	1, 4	1-4, 8, 9	28-29 <sup>th</sup> January
Research project	2,500 words or equivalent	40%	1, 4	1-4, 8, 9	3rd February

NOTE: Further details of the portfolio tasks such as dates due and criteria to be used for assessment will be given during the course.

### ***Submission of Assessment Tasks***

Portfolio items will need to be submitted online on Moodle and/or brought to class. Further details on the exact procedure for each task will be outlined by the instructor to students in class.

If students are absent from class for any reason, they should contact the instructor immediately in order to ensure portfolio work will be completed.

Late submission of work will be accepted if students have obtained a medical certificate or completed a special consideration form. Students should contact the instructor in regard to this as soon as possible.

Late assignments will attract a penalty. Of the total mark for the assignment, 5% will be deducted on the first day and 1% for each day following this. This will not apply for students who are able to provide documentary evidence such as a medical certificate or a special consideration form.

**IMPORTANT NOTE:** The research paper **MUST** be submitted both electronically through Turnitin on **Moodle** AND in **hardcopy** through the Faculty dropbox, located at the FASS Student Centre Morven Brown G1. Essays not submitted in both forms will not receive a grade.





## 9. Course schedule and resources

### ***Module 1 – Standards and Attributes***

Students will examine the graduate attributes for their degree and work independently to evaluate their learning, showing how they have or can fulfil these attributes. They will reflect on what skills they have acquired during their study at UNSW and how they have progressed in their ability to create, analyse and to communicate this analysis effectively.

#### ***Day 1 – Introduction and Graduate Attributes***

Introduction to the course – what students can expect, aims, content, information, questions. An introduction to Graduate Attributes and discussion on how students can show they have attained these through their degree.

UNSW Graduate Capabilities

#### ***Day 2 – Reflective examination of skills learnt***

Discussion on skills learnt. Coverage of research skills and essay writing through practical examination of students' own work. NOTE: Students will need to find their first piece of writing from their degree (that they still have) and bring this to class. It is preferable if this is from their major discipline but not essential. Discussion of the benefits of peer assessment.

### **Readings**

Barrie, Simon C., 'Understanding what we mean by the generic attributes of graduates', *Higher Education*, 51, 2006, pp.215–241

Hil, Richard interviewed by Phillip Adams, Late Night Live, ABC Radio National, 4<sup>th</sup> June 2012, <http://www.abc.net.au/radionational/programs/latenightlive/whackademia/4051692>

Ross, John, 'Researchers question degree payoff', *The Australian*, 11<sup>th</sup> December 2012, <http://www.insidehighered.com/news/2012/12/11/researchers-question-payoff-australian-university-degrees>

\*Cassidy, Simon, 'Developing employability skills: peer assessment in higher education', *Education and Training*, Vol. 48, No. 7, 2006, pp.508-517



## **Module 2 – The world of work**

Students will consider issues relating to their future career – what industries, organisations and positions would be suitable, possible and enjoyable for the student, considering the skills and interests they possess. Students will examine areas such as how their generation may be viewed as workers and other issues those entering the workplace can face. They will consider career strategies, both long term and short term, and such practical needs as résumés, selection criteria, interview practices and professional portfolios, all of which present evidence of the students' capabilities and attributes.

### **Day 3 – Graduate opportunities and skills; Job application**

Skills employers are looking for from Arts Graduates, pathways to employment, challenges for job seeking, research pathways.

**NOTE:** Students will need to prepare preliminary selection criteria and resumes and post these to Moodle BEFORE this class.

#### **Readings**

Wendlandt, Nancy M. & Aaron B. Rochlen, 'Addressing the College-to-Work Transition: Implications for University Career Counselors', *Journal of Career Development* 2008 35: 151

Savickas, Mark L. & Laura Nota, Jerome Rossier, Jean-Pierre Dauwalder, Maria Eduarda Duarte, Jean Guichard, Salvatore Soresi, Raoul Van Esbroeck, Annelies E.M. van Vianen, 'Life Designing: A Paradigm for Career Construction in the 21st Century', *Journal of Vocational Behavior*, Vol.75, Issue 3, 2009, pp.239 -250

'Employability skills for the future', Department of Education Science and Training, 2002 (Background only)

### **Day 4 – Interviews**

Mock interviews conducted by students using processes and materials provided in class.

#### **Readings**

Coates, Hamish & Daniel Edwards, 'The Graduate Pathways Survey: New Insights on Education and Employment Outcomes Five Years after Bachelor Degree Completion', *Higher Education Quarterly*, 0951–5224, Volume 65, No. 1, January 2011, pp 74–93

Treuren, Gerry & Kathryn Anderson, 'The Employment Expectations of Different Age Cohorts: Is Generation Y Really That Different?', *Australian Journal of Career Development*, Vol. 19, No. 2, Winter 2010, pp.49-61

Holden, Rick, 'The transition from higher education into work: tales of cohesion and fragmentation', *Education + training*, Vol.49, Issue7, 2007, pp.516 -585 (Background only)



### **Module 3 – Ethics and Social Responsibility**

This module will examine issues of ethics and social responsibility in relation to employment and further research. This will relate closely to those roles that are most likely for graduates from an arts degree to encounter and there will be choices in which situations are covered in most depth depending on the composition of the class and their future directions. There will be a range of issues covered, including: intellectual property rights; professional ethics and justice; whistle blowing; inter-cultural communication and communities; conflicts of interest, collaboration and hierarchy in the workplace.

#### **Day 4 – Ethics and social responsibility (1)**

Students will discuss ethical issues related to Arts graduates in general and relate these to their own specific background and intended future direction.

NOTE: Students will need to have completed their mentor interviews and be prepared to discuss these.

#### **Readings**

Kaptein, Muel, 'From Inaction to External Whistleblowing: The Influence of the Ethical Culture of Organizations on Employee Responses to Observed Wrongdoing', *Journal of Business Ethics*, Vol. 98, 2011, pp513–530

Bible, Jon, D, 'The Jerk at Work: Workplace Bullying and the Law's Inability to Combat It', *Employee Relations Law Journal*, Vol. 38, No. 1, Summer 2012, pp.32-51

Robertson, Kirsten & Lisa McNeill, James Green and Claire Roberts 'Illegal downloading, ethical concerns and illegal behaviour', *Journal of Business Ethics*, Vol 108 No 2, 2012

Jung, Insung 'Ethical judgments and behaviors: Applying a multidimensional ethics scale to measuring ICT ethics of college students', *Computers & Education*, Volume 53, Issue 3, November 2009, pp.940–949

#### **Day 5 – Ethics and social responsibility (2)**

Students will find issues that are relevant to their discipline and/or their future work or study plans. They will prepare questions that are relevant to these issues. Material from these discussions will also need to be posted on Moodle.



## ***Module 4 – Seminar presentations***

### ***Days 7 & 8 – Conference presentations***

Students will present seminar presentations which will be relate to the student's own major discipline and cover an area of interest to the student. Presentations should aim to be interesting for the audience and taking time constraints into consideration.

Students will base their essay or project on their seminar presentations. The two different genres and audiences will alter the form and content of these pieces of work.

Students will provide feedback to others on their presentations. Framework for this feedback will be provided in class.



## 10. Course evaluation and development

Feedback on the course will be collected through UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Feedback will also be collected from students during the seminars on an informal and semi-formal process. If students have feedback that is not covered in these processes, direct feedback to the instructor would be welcomed. Feedback from students in previous semesters has been used to make alterations to the course.

## 11. Other information

### ***Attendance and participation***

Students are expected to attend all seminars, with a minimum of 80% of seminars expected. If this requirement is not met, you will not pass the course. The instructor will keep attendance records. Attendance of part of a seminar will be noted.

Students are expected to do readings as well as to contribute to group and class discussions (both in class and electronically). Peer feedback is an important part of this course and it is expected that students will offer criticism in a positive, constructive manner. It is also necessary for students to utilise this criticism in making alterations to their own work.

### ***Submission of assessments***

If students are not able to attend the seminars and/or complete the assessments, it is their responsibility to contact the instructor as soon as possible. This especially applies to the online aspects of the portfolio and the seminar presentation.

Late assignments will attract a penalty. Of the total mark for the assignment, 5% will be deducted on the first day and 1% for each day following this. Assignments will not be accepted later than three weeks after the due date. (These will not apply for students who are able to provide documentary evidence such as a medical certificate or a special consideration form, though students should inform the instructor as early as possible.)

The research paper must be submitted both electronically through Moodle and in hardcopy through the Faculty dropbox, located at the FASS Student Centre Morven Brown G1.



## ***Student equity and diversity***

In the event of a short term event beyond your control that affect performance in a specific assessment task or tasks, you should apply for special consideration. Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Students are required to apply for Special Consideration and all applications and necessary documentation should normally be provided by the student to the University as soon as practicable after the problem occurs, and, at the latest, within three working days of the assessment or the period covered by the supporting documentation. Applications made on behalf of a student by an external representative are only acceptable in cases of student incapacity. For more information, the university policy can be found at <http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

Students' equity and diversity issues should be pursued via the Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734). Further information for students with disabilities is available at [http://www.studentequity.unsw.edu.au/content/Services/Disability\\_current\\_student.cfm?ss=2](http://www.studentequity.unsw.edu.au/content/Services/Disability_current_student.cfm?ss=2)

## ***Academic conduct and plagiarism***

Students are expected to behave in accordance with university policy on student conduct. This includes issues of academic integrity; equity and respect; lawful and appropriate behaviour. Full information on this issue can be found at <http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

Academic integrity is an important expectation of all university staff and students. All students must ensure they avoid plagiarism in their work, written and oral. It is the student's responsibility to understand this issue. Information can be found at <http://www.lc.unsw.edu.au/plagiarism/index.html>

As well as not copying the words or intellectual property of other authors without correct attribution, students must present new material to fulfil the assessments for this course. Students should consult the instructor if in doubt in any way about this requirement.

## ***Occupational Health and Safety***

Information on relevant Occupational Health and Safety policies and expectations as outlined at <http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>