



Arts & Social
Sciences

School of Humanities and Languages

**ARTS3991, UNSW ARTS FACULTY CAPSTONE COURSE
Semester 2, 2014**

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1. Course Staff and Contact Details			
Course Convenor			
Name	Karyn Lai	Room	MB326
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Consultation Time	TUESDAY 1-2 pm		
Course Convenor			
Name	Markos Valaris	Room	MB339
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Course Convenor			
Name	Peter Slezak	Room	MB315
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Consultation Time	Please email for appointment		
Course Lecturer			
Name	Zarni Jaugietis	Email	zarni@unsw.edu.au
Consultation Time	Please email for appointment		
Course Lecturer			
Name	Thomas McConochie	Email	t.mcconochie@unsw.edu.au
Consultation Time	Please email for appointment		

SCHEDULED CLASSES (Each student attends ONE two-hour seminar each week *either* on Monday, or Tuesday or Friday)

Day	Time	Location
Mon	09:00 - 11:00	Goldstein G04
Tue	10:00 - 12:00	Mathews 125
Fri	16:00 - 18:00	Mathews 125

2. Course Details	
Units of Credit (UoC)	6 UOC
Course Description	<p>The Faculty of Arts & Social Sciences (FASS) Capstone is a multi-disciplinary course that provides students with an opportunity to reflect on their disciplinary studies over the previous three levels of study. 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.</p> <p>The course is aimed at assisting students with the transition from their current degree to employment or further education</p>
Course Aims	<ol style="list-style-type: none"> 1. Assist students to identify and reflect on the skills they have acquired during their program of study, as well as develop a more coherent awareness of the major principles and issues within their discipline. 2. Help to prepare students for the transition to employment or further study, including the ethical and social responsibilities associated with the work environment, as well as the practical, social and psychological aspects of this change.
Student Learning	<ol style="list-style-type: none"> 1. Identify and reflect on the graduate attributes that they have developed through their Bachelor's degree program.

Outcomes	2.	Reflect on the transition from their current program to employment or further study, having developed the skills needed for this change.
	3.	Demonstrate awareness of the skills, principles and social responsibilities of a graduate from their discipline.
	4.	Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form in their discipline area
Graduate Attributes	1.	The skills involved in scholarly enquiry.
	2.	The ability to engage in independent and reflective learning.
	3.	Information literacy-the skills to locate, evaluate and use relevant information.
	4.	The skills required for collaborative and multidisciplinary work.
	5.	A respect for ethical practice and social responsibility.
	6.	The skills of effective communication.
	7.	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.

3. Learning and Teaching Rationale

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

This course is very much a hands-on process, with a great deal of self-focused work. While the material takes a broad approach due to the varying discipline background of the participants, students are expected to approach the material from a perspective influenced by their major discipline, utilising the principles and content that they have covered previously.

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

4. Course Assessment and Schedule

Week	Date (week beginning)	Section	Topic/Readings <i>* Some of the listed readings will be available on Moodle under weekly resources</i>	Assessment
1	28 July-	<p>Thinking critically and analytically in your discipline</p> <p>In this section, we consider aspects of critical and analytical thinking, and at</p>	<p>Frankfurt, Harry 1986. <i>On Bullshit, in The Importance of What We Care About: Philosophical Essays</i>, Cambridge: Cambridge University Press: 117-33. Reading available in Moodle (under week 1)</p> <p>Blackburn “Relatively speaking” Reading available in Moodle (under week 1)</p>	
2	4 August-	<p>making.</p> <p>We also consider how critical and analytical thinking are articulated in the different disciplines represented in this class.</p>	<p>Daniel Kahneman lecture at the (American) National Academy of Science: https://www.youtube.com/watch?v=di6kl4ViWgk</p> <p>Tversky, Amos & Kahneman, Daniel 1974. Judgment under Uncertainty: Heuristics and Biases <i>Science</i>, New Series, Vol. 185, No. 4157. pp. 1124-1131. http://www.hss.caltech.edu/~camerer/Ec101/JudgementUncertainty.pdf</p>	<p>ASSESSMENT I Kahneman lecture review 15% (300 words)</p> <p>DUE FRIDAY 8th AUGUST</p>
3	11 August-		<p>“Using a foreign language changes moral decisions” http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0094842</p>	
4	18 August-		<p>Roundtable: Students come prepared to discuss the following questions:</p> <p>(a) What does ‘critical thinking’ refer to in your discipline?</p> <p>(b) Bring to the roundtable some ideas about what critical thinking means in your discipline (you should try to bring along some discussions in academic literature, or in the media—perhaps there have been recent comments in the media about these issues in industry or work practices relevant to you).</p>	<p>ASSESSMENT II Critical reflections (on an issue discussed in weeks 1 or 3) 15% (300 words)</p> <p>DUE FRIDAY 22nd AUGUST</p>

5	25 August- (Classes taught by Thomas McConochie)	<p>Writing well and research</p> <p>This section covers a number of features of good writing, giving students an opportunity to develop their writing skills. The section will also cover research skills</p>	<p><u>Students are to bring 2-3 samples of their past-years' or previous semester's essays to class in both weeks 5 and 6.</u> In class, students will be taught a number of ways in which they may review and assess their own work. One of these essays will be the basis of Assessment III.</p> <p>PF Strawson. "Logical Appraisal". In <i>Introduction to Logical Theory</i>. Craswell, Gail. 2005. Chapter 2 "Preparing the Ground". <i>Writing for Academic Success at the Postgraduate Level</i>. Sage Publications, London. pp.26-48.</p>	
6	1 Sept- (Classes taught by Thomas McConochie)		<p>Craswell, Gail. 2005. Chapter 4 "Whole Text Development" pp.74-90. Chapter 5 "Research Essays, Book or Article Reviews" pp.93-117. Chapter 2 "Preparing the Ground". <i>Writing for Academic Success at the Postgraduate Level</i>. Sage Publications, London.</p>	<p>ASSESSMENT III Analysis of your previous work (e.g. an essay). 15% (300 words)</p> <p>DUE FRIDAY 5th SEPTEMBER</p>
7	8 Sept-	<p>Workshop on essay/ presentation topic</p>	<p>Students are to prepare for the workshop by conducting current research in their disciplinary areas (e.g. Issues arising in cross-cultural communication). At the workshop, students will work in groups to discuss:</p> <p>(a) What are some areas of focus in research in your discipline? (b) What are some proposals to deal with problems and difficult issues? (c) What insights can you bring to this issue or problem? (d) What 'thesis' would you like to work on?</p>	

8	15 Sept- (Zarni Jaugietis to facilitate 1 st hour)	Workshop on skills What are skills? What skills have you developed during the course of your BA?	At this workshop, students will reflect on their skills. There will also be the opportunity to consider what skills students might draw on in approaching their essay and presentation topic.	
9	22 Sept- (Classes taught by Thomas McConochie)	Workshop on presentation skills Oral and visual presentations	Craswell, Gail. 2005. Chapter 8 "Oral Presentations". <i>Writing for Academic Success at the Postgraduate Level</i> . Sage Publications, London" pp. 206-209, 217-234.	
Mid-semester break				
We will have a break in week 10 as the public holiday on Monday 6 th Oct throws the classes out of sync. No classes this week. Presentations run from weeks 11-13. This gives students one more week for group presentation preparation.				
11	13 Oct-	Presentations Students are to present their research essay topics in groups of 3-4.	Student presentations	ASSESSMENT IV Presentation (15%). Assessed in class; weeks 11-13. Feedback to other students, online (10%) Between 13th October to 2nd November; conducted online in MOODLE
12	20 Oct-			
13	27 Oct-			
				ASSESSMENT V Essay (30%) DUE 10 NOVEMBER

Assessment Details

Please Note: In addition to fulfilling the assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

ASSESSMENT I

Kahneman lecture review **15% (300 words)**

DUE FRIDAY 8th AUGUST

Your review should focus on (a) summarising briefly Kahneman's main points; and (b) reflecting on these main points, giving reasons for whether you agree or disagree with them.

You should aim to demonstrate:

- an understanding of the topic; and
- the ability to express ideas clearly; and
- the ability to 'stand back' a little from your own view and provide good reasons for it.

ASSESSMENT II

Critical reflections (on an issue discussed in weeks 1 or 3)

15% (300 words)

DUE FRIDAY 22nd AUGUST

Discuss one of the issues covered in classes (either week 1 or 3). Why is this issue important? OR, What are some of its implications? How is this issue relevant within your discipline area?

Marking Criteria

Students should aim to demonstrate:

- an understanding of the topic; and
- the ability to express ideas clearly; and
- the ability to 'stand back' a little from your own view and provide good reasons for it.

ASSESSMENT III

Analysis of your previous work (e.g. an essay).

15% (300 words)

DUE FRIDAY 5th SEPTEMBER

Students will need to find a piece of writing (an essay) from their degree and bring this to class. It is preferable if this is from their major discipline but not essential. Comment on this writing especially in terms of its demonstration of critical thinking skills. Note where you have done well and where you haven't and, in the latter case, how you might improve on what you have written.

Marking Criteria

Students should aim to demonstrate:

- the ability to express ideas clearly; and
- a capacity for analytical thinking manifest in the review of one's own work.

ASSESSMENT IV**Presentation (15%). 30 minutes per group (including 10 mins for questions)****Assessed in class; weeks 11-13.**

Students will work in groups of 3 (or 4) to prepare a talk of 20 minutes on an issue or topic. 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. Your presentation should demonstrate:

- Your ability to relate knowledge and understanding of principles and content within your disciplines to particular issues
- Your ability to communicate ideas clearly and appropriately for the audience
- Your ability to work and present as part of a team

Feedback to other students, online in Moodle (10%). 2 x 100 words**Between 13th October to 2nd November; conducted online in MOODLE**

Across this period of time, students are to provide feedback to students in other groups. The feedback should consist of 2 lots of feedback (approximately 100 words each) to any two groups. Your comments should be both critical and helpful, perhaps providing suggestions for how some ideas raised by the other groups may be developed, or some issues rectified. The marking criteria focus on whether you have:

- Made relevant comments
- Articulated your ideas clearly
- Demonstrated consideration and respect for others

ASSESSMENT V**Essay (30%)****DUE 10th NOVEMBER**

The essay or project of 2,500 words or equivalent length will be based on your seminar presentation and illustrate the issue in greater depth. The topic should be the same.

The marking criteria for the essay are:

- Your demonstration of the ability to understand and analyse a conceptual approach in your discipline and its context within this discipline
- Your ability to locate, evaluate and interpret a variety of primary and secondary materials
- Your 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.

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>

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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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.

5. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.

- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

6. 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: <http://www.lc.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>

7. 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.

8. 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>

9. 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>

10. 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.